REGIONAL CENTRE OF EXPERTISE ON EDUCATION FOR SUSTAINABLE DEVELOPMENT
2ND DRAFT APPLICATION

RCE-TASMANIA

FOR CONSIDERATION BY
UNU INSTITUTE OF ADVANCED STUDIES
THE SECRETARIAT OF THE UBUNTU COMMITTEE

SUBMISSION DATE: 11TH SEPTEMBER 2015

Prepared by the Tasmanian Sustainability Community of Practice working groups
“If we can revise some of our attitudes towards the land under our feet; if we can accept the role of a steward, and depart from the role of the conqueror; if we can accept the view that man and nature are inseparable parts of the unified whole – then Tasmania that is truly beautiful can be a shining beacon in the dull, uniform, and largely artificial world.”


Cover Page Images:

5. Bicycle Tasmania - https://bicycletasmaniablog.files.wordpress.com/

Prepared by the Tasmanian Sustainability Community of Practice working groups
TABLE OF CONTENTS

1 Contact Information ........................................................................................................... 1
2 Opportunity and Need ....................................................................................................... 2
  2.1 Process of RCE-Tasmania Development .................................................................. 2
3 Vision ................................................................................................................................. 3
4 Geographical Scope and Regional Characteristics .......................................................... 4
  4.1 Natural and cultural heritage ................................................................................. 6
  4.2 State wealth and progress measures .................................................................... 7
  4.3 Employment and income ..................................................................................... 7
  4.4 Quality agriculture and food production .............................................................. 8
  4.5 Education .................................................................................................................. 8
5 Major Sustainability Challenges ....................................................................................... 8
  5.1 Remoteness .............................................................................................................. 8
  5.2 Economic/social disadvantage ............................................................................ 9
  5.3 Social exclusion ..................................................................................................... 10
  5.4 Cultural threats ....................................................................................................... 10
  5.5 Environmental threats ........................................................................................... 10
  5.6 Climate change ....................................................................................................... 11
6 Major Education for Sustainability Challenges ............................................................... 12
  6.1 Relevance and perceptions of education in Tasmania ........................................ 12
  6.2 Options and accessibility in remote areas ............................................................ 13
  6.3 Dropout rates ......................................................................................................... 13
  6.4 Integration of sustainability in the curriculum ...................................................... 14
  6.5 Educators’ training .................................................................................................. 15
7 Objectives and Strategies ................................................................................................ 16
  7.1 Short term objectives (years 1-3) ......................................................................... 16
  7.2 Long term objectives (years 3 and beyond) .......................................................... 17
8 Governance and Management Structure (Prospective) .................................................. 18
  8.1 Stakeholders and key institutions and organisations .......................................... 18
  8.2 Management of financial and personal resources to promote RCE activities .... 19
  8.3 Management structure of RCE-Tasmania including secretariat ......................... 19
  8.4 Monitoring and evaluation .................................................................................... 21
9 Collaboration among Stakeholders .................................................................................. 21
10 Current and Ongoing Activities of Partner Organisations ............................................. 21
  10.1 Peter Underwood Centre for Educational Attainment (2015 launch) .............. 21
  10.2 Regional Food Forum: Grassroots to Institutions (2015) .................................. 22
  10.3 Tasmanian Midlands Restoration Program (2014 – ongoing) ......................... 22
  10.4 Launceston Child Friendly City initiative (2014 – ongoing) ............................. 22
  10.5 Tasmania Sustainability Community of Practice (TSCP) (2013-ongoing) ....... 22
  10.6 Sustainability Learning Centre (2013-ongoing) ............................................... 23
  10.7 Tasseevore Eat Local Challenge (2012-ongoing) ............................................. 23
  10.8 Tassal and WWF (2012 – ongoing) .................................................................... 23
  10.9 Academic Operations Sustainability Integration Program - AOSIP (2011-ongoing) ................................................................. 23
  10.10 University of Tasmania and Sustainable Living Tasmania joint support (1972-ongoing) ........................................................................ 24
Annex 2. Statements of Support .......................................................................................... 26

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2 OPPORTUNITY AND NEED

The proposed Regional Centre of Expertise on Education for Sustainable Development – Tasmania (RCE-Tasmania) is to operate in Tasmania, Australia. Tasmania is a small island state with a rich cultural and natural heritage, including a high biodiversity, abundant fertile soil, water, clear air and renewable energy (hydroelectricity). However, Tasmania faces distinctive sustainability challenges associated with its remoteness, its weak economy (the weakest in Australia\(^1\)) historically relying on exploitation activities (e.g., old growth forest logging, damming and mining), and its high levels of socioeconomic disadvantage.

In this context, RCE-Tasmania aims to establish a model that will bring together the strengths of existing individuals and organisations currently working towards addressing the challenges linked to environmental, economic and sociocultural sustainability. There is excellent work taking place in pockets around Tasmania, but this now needs to be identified, validated, highlighted, linked and leveraged.

Under the UN RCE umbrella, Tasmania can transform and become an experimental test bed, a living laboratory to explore ways to work towards sustainability, with education as a central tool. In this way, Tasmania would join other regional RCEs in becoming a showcase of sustainable development within the Pacific region and beyond.

2.1 Process of RCE-Tasmania Development

The seed for developing the RCE-Tasmania was first planted with the establishment of the University of Tasmania Education for Sustainability Community of Practice (UTAS Efs CoP) during 2011-2012. The initial aim of this Efs CoP was to integrate sustainability across the university (e.g., by facilitating cross-disciplinary dialogue and collaboration in education for sustainability). However, the university Efs CoP soon identified the need to link and network existing efforts towards sustainability across the state.

With this in mind, a working group of the Efs CoP applied for and was awarded a Community Engagement Grant during 2013-2014 to extend the Efs CoP into a statewide network of formal and informal education and related organisations. The project’s primary engagement aims were to i) enhance dialogue between Efs practitioners and professionals across the state; and ii) foster the development and maintenance of a state-wide Efs network, with the idea of applying for status as a United Nations Regional Centre of Expertise (UN RCE) in Education for Sustainable Development. A series of co-organised workshops and forums were undertaken through 2014 to achieve project aims with additional workshops continuing to be scheduled in 2015. Each workshop had a different aim and focus area for discussion and action, including: a discussion about the CoP model and the advantages it offers for collaboration; working with business and industry to identify key skilling needs for sustainability practitioners and employers in the state; and identifying and

celebrating the contributions of Vocational Education and Training (VET) educators to both vocational and tertiary EfS initiatives.

One workshop was dedicated to beginning the hard work of establishing a shared vision statement and set of goals for collaboration among members of this newly created network, resulting in the establishment of a state-wide Tasmania Sustainability Community of Practice (TSCP) and the establishment of a small inter-organisational working group with the aim of preparing the application for Tasmania to achieve UN RCE status. To date, over 60 individuals from over 15 organisations have attended these workshops and forums, demonstrating a widespread multi-sectoral TSCP stakeholder interest in establishing a RCE - Tasmania. Further workshops were facilitated to discuss the RCE-Tasmania vision, objectives, governance structure, etc.

Additionally, from the process outset, the UTAS EfS CoP has engaged with other Australian RCEs including RCE Greater Western Sydney (RCE-GWS) and RCE Gippsland to learn about effective change implementation strategies. Initial conversations were conducted with Prof Geoff Scott and Jen Dollin from University of Western Sydney, and a visit to RCE-GWS was conducted by an EfS CoP member. Furthermore, the EfS CoP initiated a meeting with Dr Monica Green from Monash University (now Federation University) regarding the process used for implementing their action projects and ensuring they are successfully sustained.

In 2015, once widespread support was generated for the RCE application, TSCP members began making presentations to a range of community and NGO organisations to seek letters of support for the application.

3 VISION

‘Tasmania Together 2020’2, a community-owned social, economic and environmental plan for the state, describes Tasmania as “an island community, unique for its natural and cultural environment, where people enjoy a prosperous lifestyle based on quality, creativity, and opportunity”.

The vision of RCE-Tasmania is to build on this state-wide vision to advance Tasmania as an interconnected and diverse sustainable island state that is able to adapt to and is empowered and resilient to respond to environmental, economic, social and cultural challenges.

By using Tasmania as an experimental test bed to explore new models of sustainability principles and practice, RCE-Tasmania will help to overcome the sustainability challenges that our region faces, and will create a healthier, more literate, environmentally and culturally sustainable, and more equitable Tasmanian community. In doing so, RCE-Tasmania will be able to make a significant contribution to the global learning space for EfS.

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2 http://www.dpac.tas.gov.au/__data/assets/pdf_file/0014/121127/8TasTogehter.PDF
4 GEOGRAPHICAL SCOPE AND REGIONAL CHARACTERISTICS

Tasmania is an island state in Australia (Fig 1), located 240 km to the south of the Australian continent. Tasmania's area is 68,401 km², comprising 29 Local Government Areas (Fig 2), and its population is approximately 515,000 people. The major human population centres are Hobart (the state’s capital) in the south east, and Launceston in the north. However, Tasmania has the most regional and dispersed population of any state in Australia, with 58% of the population living outside the greater capital city area. In 2014, Tasmania recorded the country’s slowest growth rate of 0.3%; not surprisingly, Tasmania’s population is projected to level out by around 2040 (at 570,000 inhabitants) and then fall slightly from 2047 onwards.

Figure 1. Maps of Australia and Tasmania, including remote islands

3 http://www.abs.gov.au/ausstats/abs@.nsf/lookup/3222.0Media%20Release12012%20(base)%20to%202011

Prepared by the Tasmanian Sustainability Community of Practice working groups
Figure 2. Tasmanian local government areas. Modified from "Australia Tasmania location map" by NordNordWest - Own work\(^5\).
4.1 Natural and cultural heritage

Tasmania’s natural and cultural heritage is an important feature of local communities, an economic driver and an important tourism attraction.

Tasmania has a unique natural heritage and is promoted as the natural state owing to its large and relatively unspoiled natural environment. It is the most mountainous state in Australia, and much of the state is still densely forested with some areas holding some of the last old growth temperate rain forests in the Southern Hemisphere. Almost 45% of Tasmania lies in reserves, national parks and World Heritage Sites. The Tasmanian Wilderness World Heritage Area alone covers approximately 15,800 km² (20% of Tasmania), and it was inscribed on the UNESCO World Heritage List in 1982 on the basis of all four natural criteria and three cultural criteria, satisfying more criteria than any other World Heritage property on Earth. The island has one of the largest national park systems of any jurisdiction on Earth, disproportionally contributing to Australia’s conservation estate.

Tasmania is also known for having a high level of endemic (unique) flora (527 endemic vascular plants) and fauna species (e.g., the very well-known Tasmanian devil, but also other mammals, 12 endemic birds, 7 lizards, 3 frogs, nearly half of invertebrate species, and up to 70% of alpine plants). Many of these species are either extinct, threatened or endangered by anthropogenic threats such as introduced species, climate change or habitat destruction (e.g., dam building, logging). A tragic example is the extinction of the Tasmanian tiger *Thylacinus cynocephalus*, mainly due to direct human persecution as an alleged pest.

The island of Tasmania (Trowunna is the Aboriginal name) was inhabited before European colonisation by the Aboriginal Palawa people, whose nine nations formed the main tribal areas/groups. The Tasmanian Government (Department of Premier and Cabinet) recognises the Aboriginal people’s ongoing connection to and custodianship of ancestral lands.

Tasmania’s remoteness and economic stagnation are also the isle’s greatest potential assets. Tasmania has also retained much of its urban and rural colonial heritage, and it is known for its early and important convict and colonial sites, with five convict sites inscribed on the UNESCO World Heritage List in 2010. The sites are recognised as "the best surviving examples of large-scale convict transportation and the colonial expansion of European powers through the presence and labour of convicts".

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8 http://www.parks.tas.gov.au/
9 http://australianmuseum.net.au/the-thylacine
4.2 State wealth and progress measures

Tasmanian Gross State Product (GSP) was estimated to be $24.91 billion in 2013-14, which represents a 1.2% increase from the previous year (while there was a 2.5% national increase). GSP per capita was $48,453 in 2013-14, 0.9% higher than the previous year (with a national increase of 0.8%)\(^\text{11}\).

The main contributors to growth in GSP in 2013-14 were construction (0.6%), and health care and social assistance (0.4%). Changes in value added from the agriculture, forestry and fishing industry accounted for the largest negative contribution to GSP growth (-0.5%)\(^\text{11}\).

To date, other more holistic wealth and progress measures such as GPI (Genuine Progress Indicator), Ecological Footprint and Index of Sustainable Welfare have not been measured for Tasmania. Tasmania has a low Gini index (0.238), indicative of an egalitarian society, and compared with the neighbouring state of Victoria, Tasmanians produce much of their own food; have renewable hydroelectricity as their major energy source; earn and spend less; and spend fewer hours a day in cars and traffic. These features may mean that Tasmania’s economy is more sustainable than Australia’s overall.\(^\text{12}\)

4.3 Employment and income

Tasmanian employment was estimated to be 238,900 in June 2015, with an unemployment rate of 6.9% (0.9% higher than the national unemployment rate), an increase since February 2015 when the unemployment rate was 6.5% (only 0.2% higher than the national rate, the smallest gap since September 2011)\(^\text{13}\).

Tasmania’s labour market has generally been improving since late 2013, with growth in employment and participation. Part of this improvement has been driven by the tourism industry, with record visitor numbers and high levels of spending contributing to increased employment in tourism-related industries\(^\text{14}\). Additionally, annual direct FTE employment in renewable energy activities (dominated by hydropower) increased from 1,160 in 2011-12 to 1,450 in 2013-14, a rise of 25%\(^\text{15}\).

Tasmania has the lowest average wages and salaries income levels in Australia, with approximately 1/3 of the population relying on income support as their primary source of income in 2011\(^\text{16}\).


\(^{15}\)http://www.abs.gov.au/ausstats/abs@.nsf/mf/4631.0

4.4 Quality agriculture and food production

Tasmania has a strong tradition of high quality small-scale food production of dairy, fruit and vegetables, fish, meat and wine, enabled by rich soil, pure air and clean water. Many growers also value add to their products. This heritage contributes to the creation of an emerging sustainable local food economy.

4.5 Education

In 2014 there were 196 government and 66 non-government schools (including senior secondary schools) operating in Tasmania\(^\text{17}\). The University of Tasmania (UTAS) is the only university in the state, although TasTAFE (formerly known as TAFE Tasmania) also offers tertiary qualifications focused on vocational and further education.

In Tasmania, 28.2% of the overall population was attending an educational institution in 2011 (of these, 51.3% were attending school and 21.0% a tertiary or technical institution). In the same year, the retention rate for students from years 7 through to 12 was 69.8%, and 25.6% of school leavers aged between 15 and 19 years were not fully engaged in further education and/or employment\(^\text{18}\) (more recent data is not yet available).

5 MAJOR SUSTAINABILITY CHALLENGES

A number of main sustainability challenges have been identified for Tasmania, some of which are shared globally, nationally and regionally, and are interrelated.

Challenges requiring local solutions include:

5.1 Remoteness

Tasmania is an island state considered to be a remote region, with most areas (except Hobart and Launceston urban and suburban areas) being classified as outer regional, remote or very remote (under the Australian Standard Geographical Classification (ASGC) Remoteness Area Structure)\(^\text{19}\). Around 36% of the population lives in these areas\(^\text{20}\).

A highly dispersed population also presents challenges for transport, with currently limited public transport and a heavy dependence on fossil fuel imports for motorised transport. The estimated annual expenditure on liquid fuel imports is $1bn. Additionally, the cost and frequency of air

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access are critical, particularly for the sustainability of regional communities on King Island and the Furneaux Group of islands. Efficient and sustainable transport connections, including for interstate trade, are crucial to regional community wellbeing, productivity and industry growth throughout Tasmania\(^\text{21}\).

Living in a remote place can bring forth challenges such as access to health care and education or finding a job, and more personal issues like social isolation. Focusing on education, parents in remote areas seem to have relatively lower expectations for their children’s future education levels, and children are less likely to do ‘very well’ in achieving learning outcomes in remote areas, for example\(^\text{22}\). These and other related issues need to be addressed to achieve a sustainable Tasmania. On the other hand, our very remoteness provides the opportunity for our communities to establish partnerships and networks within Tasmania to create innovative and collaborative solutions. For example: Greening Australia, the University of Tasmania and the agriculture industry have partnered in a restoration program (section 10.3); Tassal and WWF have partnered to obtain Aquaculture Stewardship Council (ASC) accreditation for Tassal, a first for an Australian aquaculture business in the Asia Pacific region and one of the first salmon farming companies in the world to achieve this certification (section 10.8). It is anticipated that the RCE will create conditions for further seeding and nurturing of partnerships and collaborations.

### 5.2 Economic/social disadvantage

Tasmania had the highest number of people living in poverty in Australia at 15.1%; this may reflect a combination of weaker employment opportunities and related low educational levels, and the high proportion of people living on aged pensions. The risk of poverty is greater outside capital cities (16% when Hobart is excluded)\(^\text{23}\). It is estimated that around 34% of Tasmanian households rely on some form of Commonwealth benefit as their principal source of income\(^\text{24}\).

Additionally, almost half of children in Tasmania are in the most excluded category (47.9%) when applying the Child Social Exclusion (CSE) index (a geographic index of social exclusion risk for children in Australia and combines economic and social factors)\(^\text{25}\).

Creative and focused investment is needed to make significant progress in tackling problems of joblessness, poor health and low skills. It is not only about education for jobs (which would not be most useful with the high rate of unemployment), but teaching people the skills of resilience. The RCE-Tasmania would have a major role in this task.

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\(^{24}\) [http://imaginarydiocese.org/bishopjohn/2012/10/16/tascoss-on-poverty-in-tasmania/](http://imaginarydiocese.org/bishopjohn/2012/10/16/tascoss-on-poverty-in-tasmania/)

5.3 Social exclusion

The Tasmanian population is less ethnically diverse than the Australian population as a whole. At the 2011 Census, 16.4% of the Tasmanian population were born overseas, compared to 30.2% of the Australian population. Tasmania is also different to other states and territories in that a high proportion of migrants are refugees (22% of all overseas settlers in 2011-12, and nearly double in 2013-2014). Discrimination, stigma and racism are difficult to measure reliably, but in the 2012 Tasmania Together survey, only 35.6% of Tasmanians agreed that Tasmanians are accepting of people from different ethnic groups, religions and people’s sexual orientation, showing a steady decline in the percentage of Tasmanians accepting of diversity since the survey began in 2009.

Additionally, there is increasing evidence of new forms of exclusion arising in Tasmania – most prominently associated with ageing, mental illness, ICT, security of supply (food/water/energy) and violence.

Addressing disadvantage requires investment in place-based programs. These programs should engage the whole community in identifying their priority issues and developing sustainable solutions that involve all spheres of government, business and the community working together.

5.4 Cultural threats

Aboriginal culture and heritage has been damaged by colonisation, and health and wellbeing outcomes for Aboriginal people in Australia (including Tasmania), are significantly poorer than for non-Aboriginal people. ‘Closing the Gap’, a framework developed by the Council of Australian Governments to address indigenous disadvantage in Australia, is an ongoing commitment to improving outcomes around life expectancy, child mortality, education and employment for Aboriginal and Torres Strait Islander peoples.

Additionally, the loss of indigenous traditional ecological knowledge, which is an important and valuable input in the management of sustainable development and sustainable living is also an issue in Tasmania. Respecting and promoting indigenous knowledge is the obvious solution to this problem.

5.5 Environmental threats

The land, freshwater and marine environment of Tasmania is fundamental to our heritage, values and quality of life. Protecting, regenerating and enhancing these assets are essential for their own sake, for health and wellbeing, and for economic opportunities.

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30 http://www.dpac.tas.gov.au/__data/assets/word_doc/0006/109941/Appendix_1_-_Data.docx
32 http://www.landcareonline.com.au/?page_id=6611
Many threats, mostly of anthropogenic nature, are threatening the Tasmanian environment. Some important threats and ways in which communities can help are:

- Illegal activities such as cutting of Huon pine and other specialty timber trees, arson, unauthorised track cutting into remote areas, etc. To avoid this, people can encourage others to ‘do the right thing’ and report any illegal activities in Tasmanian parks and reserves.
- Introduction and spread of non-indigenous species (both plants and animals; both terrestrial and marine) such as the root rot disease (*Phytophthora cinnamomi*), sea spurge (*Euphorbia paralias*), rainbow trout (*Oncorhynchus mykiss*) or rabbits (*Oryctolagus cuniculus*), to name a few. Raising awareness of the risks of introducing non-native species into Tasmania or of spreading introduced species into new areas and volunteering for eradication and control programs are ways in which the community can get involved.
- Increasing tourism and visitor activities and use. While tourism is an important component of the state’s economic future, a key issue is how increasing tourism and visitation can be managed in ways that are ecologically sustainable, and that do not degrade the state’s special natural and cultural heritage values (e.g., promoting alternative tourism such ecotourism and agro-tourism). The community can help by being familiar with good practice guidelines to minimise impacts on the environment and leave as little trace as possible and encouraging others to ‘do the right thing’ in Tasmania parks and reserves.
- Infrastructure development, including hydroelectric and wind power generating infrastructure and operation (there are currently 30 hydropower stations[^34] and 126 wind turbines operating in Tasmania, with almost 350 more turbines proposed in future developments[^35]). Communities can get involved in the management planning process for the World Heritage Area and contribute to the public consultation process.

Despite all these threats, the exposure to the wilderness and some of the most untouched places in Australia offers a unique opportunity to bring out the “inner environmentalist” in people. As history has shown us, Tasmanians are great at standing up for what they believe in and rallying to a cause. It really is the best place to live if you want to be sustainable on a number of levels.

### 5.6 Climate change[^36]

Climate change is also a threat to Tasmania’s environment (and society), and deserves a special mention due to the severity of its potential impacts. Some of the potential impacts to the state’s industries, infrastructure, environment and people from climate change are:

- **Sea level rise:** climate change will lead to sea level rise and potentially greater storm surges which will impact on coastal settlements, infrastructure and ecosystems. It deserves a special mention as most of the Tasmanian population lives close to either rivers or sea.

[^35]: http://ramblingsdc.net/Australia/WindTas.html
• Flooding: rainfall intensity and associated flooding is projected to increase across Tasmania, with longer dry periods in between heavy downpours.

• Agriculture: output from some agriculture industries, such as dairy, are expected to reduce with a changing environment. Another example is the Tasmanian salmon industry, one of Australia’s largest and most valuable aquaculture industries. Increased sea surface temperatures may present challenges for the production of this cool-water farmed species as they are currently farmed near the upper thermal limits of their optimal growing temperature. Warmer temperatures are also likely to increase outbreaks of disease in aquaculture operations and changes to rainfall and changes in salinity, nutrients and sediments may also have a negative impact.

• Runoff: runoff is projected to decrease markedly in the central highlands, which will impact on water catchments and therefore hydro-electric generation capacity in the region. Runoff is likely to increase, however, in the important agricultural regions of the Derwent Valley and the Midlands over the same period. Changes in rainfall and runoff patterns may also impact on water quality and availability for irrigation and drinking uses.

• Introduced species: waters off the east coast of Tasmania have recorded an increase in temperature of around 1.5°C since the 1950s. The warming of sea surface temperatures is likely to affect the distribution of marine species, with flow on effects to the broader marine ecosystem. For example, warmer water and changing ocean currents have led to the spread of sea urchins (Centrostephanus rodgersii) from mainland Australia to Tasmania, damaging lobster habitat.

6 MAJOR EDUCATION FOR SUSTAINABILITY CHALLENGES

Partly derived from the previous major challenges in Tasmania, some Education for Sustainability challenges have been identified (below). However, it is important to highlight the fact that through the activities of groups like Australian Association of Environmental Education (AAEE) and A Fairer World as well as efforts within the various education sectors in Tasmania there is a large cohort of young people in Tasmania that are very aware of the benefits of a sustainable approach and willing to be involved in sustainability-focused initiatives.

6.1 Relevance and perceptions of education in Tasmania

A recent study has shown that a large proportion of Tasmanians believed that having a low level of educational attainment was an important aspect of being a “true Tasmanian” (and even a good person) and therefore that education would separate them from their community. Furthermore, some parents do not encourage education for fear their children will leave their community and even the island. In the Tasmanian education system, it has been the tradition that children leave

37 http://www.dpac.tas.gov.au/divisions/climatechange/adapting_to_climate_change_in_tasmania/appendix_1_predicted_changes_to_tasmanias_climate
high school after Grade 10, and those who intend to continue on in post-secondary education undertake Grades 11 and 12 at college. There is a tradition in Tasmania that at the end of Grade 10 students become ‘leavers’ and this is part of the complex culture of low educational attainment in the state.\textsuperscript{39}

In addition to the reduction of the cost burden of education, a cultural change is needed to modify these perceptions of education; this might not be an easy task as the potential, albeit cyclical in nature, for high wages for unskilled labour (e.g., extraction industries such as mining) may make the choice to be uneducated in Tasmania even more desirable.

Additionally, education was seen as desirable by the middle class in the mentioned study, but only to a point since the ease with which Tasmanians can reach a relatively high income level and material security provided little incentive for further education.

### 6.2 Options and accessibility in remote areas

In Tasmania, public and private regional high schools currently only offer a full curriculum to Year 10, with some students travelling to state-run colleges in the major towns and cities to complete their schooling (although the government began working on extending Years 11 and 12 into rural and regional communities in 2014 and beyond).\textsuperscript{40} In regional communities, distance and access to the full range of subjects or courses can require difficult choices to be made about educational futures. Instead of students choosing what they want to do from the breadth of options that match their interests and aspirations, students have to choose from the limited range that is available to them because of their location and their personal capacity to overcome these barriers.\textsuperscript{41}

In a similar way, accessibility to higher and further education is limited by a number of factors including remoteness (with rural communities being distant to tertiary education institutions, even with their presence in the three major regions), and socioeconomic situation (with research showing that disadvantaged communities are less likely to enrol in tertiary education or complete their degrees).\textsuperscript{42}

### 6.3 Dropout rates

Historically, Tasmania has lower overall retention rates than other states and Year 12 completion is even lower in some regional areas. Only 62\% of Tasmanians aged 15-64 had completed Year 12 or had attained a formal qualification at Certificate II or above in 2011.\textsuperscript{43}

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\textsuperscript{39} http://www.abc.net.au/radionational/programs/backgroundbriefing/2013-09-22/4962902
\textsuperscript{40} http://www.abc.net.au/news/2014-06-26/tasmania-rural-schools-to-offer-year-11-and-12/5552134
Additionally, a report by the Australian Bureau of Statistics for 2011-2012 shows that almost half (48.8%) of all Tasmanians aged 15 to 74 are functionally illiterate, and more than half (58.2%) are functionally innumerate, meaning they do not have the skills needed to get by in the modern world, like filling out forms, or reading the instructions on their medical prescriptions.\(^{44,45}\)

A number of inter-related factors (including some of those mentioned above) contribute to the chances of students not completing Year 12 and it is important and urgent that we take responsibility for supporting improved completion and achievement of all young people.

The recently launched Peter Underwood Centre for Educational Attainment, a non-partisan initiative between the University of Tasmania and the Tasmanian State Government, will investigate the best ways to increase levels of educational attainment in the pre-tertiary sector within the state.\(^{46}\)

### 6.4 Integration of sustainability in the curriculum

A discussion paper developed by the Tasmanian Institute of Learning and Teaching (UTAS) in 2012 identified substantial barriers to systemic forms of education for sustainability. The major specific barrier is the predominance of instrumental approaches to educating for sustainability. Some educators (in formal, informal and non-formal education) align sustainability with a discrete area of expert knowledge (usually related to environmental disciplines) and assume that education for sustainability is relevant only to a small part of the curriculum. Others assume that sustainability is a generic literacy required by all students that can only be provided by ‘sustainability experts’. In both cases, education for sustainability is commonly associated with ‘green politics’, which creates a barrier to efforts to educate for sustainability across the curriculum as critics perceive an ideological bias and express concerns about the indoctrination of students. Emphasis on content over pedagogy by some proponents of education for sustainability only further provokes these concerns. Only by firmly linking education for sustainability to inquiry-based pedagogies are all disciplines likely to accept that this undertaking has institution-wide relevance.

Nevertheless, for the compulsory years of schooling (Foundation to Year 10), the Australian Curriculum (ACARA) has designated sustainability as a cross-curriculum priority. As ACARA notes, “the Sustainability priority provides the opportunity for students to develop an appreciation of the necessity of acting for a more sustainable future and so address the ongoing capacity of Earth to maintain all life and meet the needs of the present without compromising the needs of future generations. This priority will allow all young Australians to develop the knowledge, skills, values and world views necessary for them to act in ways that contribute to more sustainable patterns of living”.\(^{47}\)

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The National Quality Standard which outlines the policies governing the early childhood education and care sector (for children aged birth to 8 years) addresses sustainability in Standard 3.3 which states “The service takes an active role in caring for its environment and contributes to a sustainable future”.

In the vocational education training (VET) sector, a number of sustainability-related courses are available but not yet on scope of most Tasmanian VET providers. Many of these have been developed for the sector by the National Centre for Sustainability at Swinburne University of Technology in Victoria. Currently, Tasmanian students wishing to take these courses need to travel interstate or study online. However, there are qualified people able to deliver these courses within TasTAFE (Technical and Further Education) and private Registered Training Organisations (RTOs). Furthermore, the Tasmanian public VET system is currently showing promise of rising to the challenges presented in the Green Skills Agreement (Australian Government Department of Education, Employment and Workplace Relations (2010-2013)), which seeks to build the capacity of the VET sector to deliver the skills for sustainability required in the workplace and to enable individuals, businesses and communities to adjust to and prosper in a sustainable economy. TasTAFE, Tasmania’s new public VET provider, is now making sustainability a priority and is setting the necessary groundwork for this to occur after just having amalgamated/reassembled two separate entities and in light of complex social, economic and environmental and cultural complexities and within a Vocational Education Training (VET) environment that continues to face immense change.

At the University of Tasmania, although still far from integrating sustainability across the entire curriculum, three breadth units (out of ten) are currently offered in the area of sustainability: Confronting Sustainability, Global Food Security, and Living and Working with Cultural Diversity. Undergraduate students are now required to complete two breadth units as part of their degrees. Additionally, there are two elective units in Education: Education for Sustainability across the Curriculum, and Teaching and Learning for a Sustainable Future. Given the centrality of sustainability within the school curriculum, there is an intention to encourage more Education students to take these units. There are also a number of individual courses in various faculties that incorporate sustainability as a key focus as is the case with a number of degrees options.

6.5 Educators’ training

Professional development is a major factor for success among institutions and organisations that attempt sustainability implementation. However, professional development in EfS is rarely implemented, and at present few educators possess the knowledge base or pedagogy to be able to facilitate EfS. For example, at the higher education level, only one university in Australia offered a professional development course designed to introduce academics to teaching sustainability (in

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51 http://www.niu.edu/ese/images/attachments/Embedding%20Sustainability%20into%20University%20Curricula.pdf
2008), even if most universities have committed to achieving sustainability literacy in staff and students by signing sustainability education declarations (including UTAS)\textsuperscript{52} such as the Talloires Declaration\textsuperscript{53}.

In the VET sector, one of the strategies to achieve the objectives of the Green Skills Agreement mentioned above is the upskilling of VET educators and teachers to deliver skills for sustainability. However, in Tasmania very little progress has been made so far in delivering this objective. Additionally, at present few primary and secondary teachers possess the knowledge base or pedagogy to be able to facilitate EfS.

### 7 OBJECTIVES AND STRATEGIES

#### 7.1 Short term objectives (years 1-3)

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Strategies</th>
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</table>
| 1   Expand and strengthen the Tasmanian Sustainability Communities of Practice (TSCP) to build a coherent, linked network of the various communities of practice (COPs) in the Tasmanian region | • Continue to convene regional and state-wide forums of stakeholders (initially including the partner organisations in this application who are already part of the TSCP)  
 • Undertake an audit of ESD initiatives in the state (from partner organisations and others, including non-formal and informal education organisations). This will identify other organisations that might be interested in joining RCE-Tasmania and encourage collaboration among partners and others |
| 2   Develop an effective communication network as a means of breaking down entrenched negative beliefs surrounding sustainability in the Tasmanian community | • Develop the RCE-Tasmania official web portal and social media websites to coordinate and ensure the effective diffusion of its results beyond those who are immediately involved  
 • Register with the RCE website  
 • Dialogue with other RCEs in order to develop joint projects, research and mechanisms for sharing experiences, knowledge and expertise |
| 3   Identify and map the existing strengths and weaknesses within Tasmania that impact learning and action for sustainability and resilience | • Organise a series of workshops with partner organisations and key stakeholders to characterise the region |

\textsuperscript{53} http://www.ulsf.org/programs_talloires.html
## Objectives

### Strategies

| 4 | Leverage support and identify and obtain funding to secure RCE-Tasmania ongoing operation |
|   | • Work with state and local governments to leverage support for RCE-Tasmania projects |
|   | • Identify funding sources and dedicate personnel to prepare applications |

| 5 | Develop and build up links with the RCE global network |
|   | • Link with the global RCE network and work with other RCEs for the exchange of information, experience and good practice |
|   | • Attend and host international meetings |

### 7.2 Long term objectives (years 3 and beyond)

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Implement, evaluate and promote innovative and effective approaches to address needs related to understanding sustainability and building of resilience across all community levels in Tasmania</td>
</tr>
<tr>
<td></td>
<td>• Organise a series of symposia, formal classes, group discussions, community projects, citizen science projects, and/or resources and materials as necessary and depending of the identified needs</td>
</tr>
<tr>
<td>2</td>
<td>Establish an EFS training system for educators (formal, informal and non-formal education) so sustainable development themes are integrated in the curriculum and activities to back up the inclusion of sustainability in the Australian curriculum and expand on it in the Tasmanian context</td>
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<tr>
<td></td>
<td>• Develop and implement an educator professional learning program, including the development of a training syllabus and the delivery of a web-based and/or face-to-face training interventions</td>
</tr>
<tr>
<td>3</td>
<td>Ensure the next Tasmanian generation is learning the values, skills and knowledge necessary to build the sustainability of Tasmania</td>
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<tr>
<td></td>
<td>• Work collaboratively with schools and further education organisations, as well as with community groups, to understand the sustainability learnings that are being taken up by young people, and the best ways for advancing sustainability learning together</td>
</tr>
<tr>
<td>4</td>
<td>Become a leader in the incubation of learning, innovation, research and action for a sustainable, resilient future</td>
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<tr>
<td></td>
<td>• Establish and follow best practice on social, cultural, economic and environmental sustainability teaching and effective learning to support and motivate not only Tasmania, but also other national and international regions</td>
</tr>
</tbody>
</table>
8 GOVERNANCE AND MANAGEMENT STRUCTURE (PROSPECTIVE)

8.1 Stakeholders and key institutions and organisations

The following institutions and organisations (in alphabetic order) are confirmed or are pending to confirm their involvement in the RCE-Tasmania:

<table>
<thead>
<tr>
<th>Confirmed</th>
<th>Potential</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Higher and further education</strong></td>
<td></td>
</tr>
<tr>
<td>TasTAFE</td>
<td>Skills Institute</td>
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<tr>
<td>University of Tasmania</td>
<td></td>
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<tr>
<td>Tasmanian University Union (TUU)</td>
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</table>

**Primary and secondary education**

<table>
<thead>
<tr>
<th>Confirmed</th>
<th>Potential</th>
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</thead>
<tbody>
<tr>
<td>Independent Schools Association of Tasmania</td>
<td>Catholic Education Service</td>
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<tr>
<td>Launceston Church Grammar School</td>
<td>Christian Schools Tasmania</td>
</tr>
<tr>
<td></td>
<td>Tasmanian Catholic Education Office</td>
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<tr>
<td></td>
<td>Tasmanian Department of Education</td>
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</tbody>
</table>

**Early childhood education**

<table>
<thead>
<tr>
<th>Confirmed</th>
<th>Potential</th>
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</thead>
<tbody>
<tr>
<td>Northern Tasmanian Early Years Group (NEYG)</td>
<td>Early Childhood Australia – Tasmania branch</td>
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<tr>
<td></td>
<td>Ravenswood Child and Family Centre</td>
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</table>

**Informal and non-formal education**

<table>
<thead>
<tr>
<th>Confirmed</th>
<th>Potential</th>
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<tbody>
<tr>
<td>Australian Association of Environmental Educators – Tasmania branch</td>
<td>A Fairer World (aka Tasmanian Centre for Global Learning)</td>
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<tr>
<td>Science Teachers Association of Tasmania</td>
<td>Interweave Arts</td>
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<tr>
<td>Greening Australia</td>
<td>Local Governments</td>
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<tr>
<td>Sustainable Living Tasmania</td>
<td>Migrant Resource Centre</td>
</tr>
<tr>
<td>Tasmanian Department of Education</td>
<td>Multicultural Council of Tasmania</td>
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<tr>
<td></td>
<td>Museum of Old and New Art (MONA)</td>
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<tr>
<td></td>
<td>Natural Resource Management organisations</td>
</tr>
<tr>
<td></td>
<td>(Cradle Coast, North, South)</td>
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<tr>
<td></td>
<td>North West Environment Centre, Penguin</td>
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<tr>
<td></td>
<td>Permaculture Australia</td>
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<tr>
<td></td>
<td>Queen Victoria Museum and Art Gallery</td>
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<tr>
<td></td>
<td>RESEED Centre, Penguin</td>
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<tr>
<td></td>
<td>Royal Tasmanian Botanical Gardens</td>
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<tr>
<td></td>
<td>Tasmania Council of Social Services (TasCOSS)</td>
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<tr>
<td></td>
<td>United Language Institute</td>
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<td></td>
<td>Urban Farming Tasmania</td>
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</tbody>
</table>

**Industry**
8.2 Management of financial and personal resources to promote RCE activities

The RCE-Tasmania model is based on shared cost (both direct cash and in-kind) to maintain a part-time secretariat to support the steering committee and the wider RCE-Tasmania network with the position based at Sustainable Living Tasmania’s (SLT) Hobart offices.

Staff costs will be proportioned out based on 5-10 financial member organisations in the proposed Steering Committee. Based on SLT providing office space and incidentals as their in-kind contribution, this leaves 4-9 organisations to cover the staffing costs of approximately $10,250 per year or each contributing approximately between $1,100 – 2,550 per year.\(^5\)

It is anticipated that over time, the RCE-Tasmania staff member would increase days worked with costs to participating organisations depending on final RCE-Tasmania governance arrangements; in-kind costs may include contributions for specific projects undertaken via grants and other external funding under the auspices of RCE-Tasmania.

8.3 Management structure of RCE-Tasmania including secretariat

The secretariat would be hosted by Sustainable Living Tasmania’s (SLT) at their Hobart offices. SLT would be responsible for the day to day operations and administration of RCE-Tasmania including:

i) administration of all cash funds and grants, including member contributions; and
ii) payroll for RCE-Tasmania staff (if applicable).

The RCE-Tasmania steering committee would consist of 5 – 10 representatives with one from each of the member organisations, which must have an educative function as an organisational objective. These representatives would be selected from their organisations according to their own internal processes for a 12 month appointment. The steering committee chair would be a rotating position every three months among these representatives. The chair would be responsible for facilitating meetings, ensuring minutes are taken and that the steering committee discharges its duties.

All members are encouraged to contribute to mutually beneficial projects undertaken under the auspices of RCE-Tasmania. This would help ensure that RCE-Tasmania maintains focus on delivering quality projects that enhance education for sustainability in Tasmania. In consideration of this outcome, any financial or in-kind contributions for specific projects would not be used for governance purposes, with the exception of reporting to the steering committee on project outcomes.

\(^5\) A 0.2 FTE (or 1 day/week) staff member using the Social, Community, Home Care and Disability Services Industry Award 2010 (MA000100) for a Level 4, part time position based in Tasmania is approximately $27/hr x 7.3 hrs/wk x 52 wks/yr = $10,250/year.
Steering committee responsibilities would include:

- Setting overall strategic priorities for the network on an annual basis
- Ensuring RCE-Tasmania activities are relevant, feasible, desirable and effectively promoted
- Oversight of the quality of project implementation
- Ensuring projects report on their progress against metrics determined in consultation with relevant RCE-Tasmania members
- Ensuring efficacious use of resources
- Risk management
- Oversight of paid staff, should the RCE-Tasmania steering committee determine staff are required
- Ensuring that the RCE-Tasmania mission is fulfilled

**Figure 3.** Proposed RCE-Tasmania organisational structure
8.4 Monitoring and evaluation

A brief for the RCE-Tasmania Steering Committee includes an annual review of strategies and activities as indicated in our Plan. In addition the activities outlined in our Plan each include their own processes of evaluation and review.

At this early stage of the development of RCE-Tasmania these evaluation and review actions will be comprised of qualitative reflections on our processes, progress and directions. In the future it may be decided that quantitative measures need to be developed.

9 COLLABORATION AMONG STAKEHOLDERS

Collaboration among Education for Sustainable Development (ESD) stakeholder organisations is evident initially in the joint activities of the Steering Committee members. Each Steering Committee member represents the perspective of their particular organisation and sector as well as their personal commitment to ESD principles (see OAnnex 1. Principles of Education for Sustainability). The committee will work to be representative of all sectors from school education to vocational and higher education, from community and agricultural to local and state government, and industry representatives. As a Steering Committee involved in a collective endeavour to which they are highly committed, members work across their individual sectoral perspectives in the interests of achieving mutual goals. This is evident in collaborative development of a vision statement, objectives and strategies for achieving those objectives for the newly forming RCE-Tasmania.

10 CURRENT AND ONGOING ACTIVITIES OF PARTNER ORGANISATIONS

The following initiatives and achievements are a few representative examples of partner organisations’ ongoing activities and achievements to present. These activities are closely related to the RCE-Tasmania’s vision and objectives.

10.1 Peter Underwood Centre for Educational Attainment (2015 launch)

The recently launched Peter Underwood Centre for Economic Attainment (funded by the State Government, the University of Tasmania and philanthropic donations, and run from the University), will investigate the best ways to keep children in school longer and improve teaching methods. As well as researching barriers to education aspiration and attainment, the centre will also organise activities to raise the value placed on education in the community, targeting areas of disadvantage.  

10.2 Regional Food Forum: Grassroots to Institutions (2015)

The forum focuses on building the connection between community grass roots groups, organisations who grow and sell food, and those who set policy around our food, farming and retail sectors. Topics include local, national and international approaches to local improving food systems that can be adapted for use in Tasmania\(^{56}\). This is a collaboration between the University of Tasmania, the Tasmanian Department of Health and Human Services, the Heart Foundation, Central Coast Council, Devonport Council, and Devonport Food Connection.

10.3 Tasmanian Midlands Restoration Program (2014 – ongoing)

The University of Tasmania and Greening Australia have partnered in a multi-million dollar restoration program that involves the planting of native trees and shrubs (as a combined effort of landowners, scientists and land managers) with an aim to connect fragmented native forest remnants to provide landscape connectivity in the face of climate change.

The project has an educational component for which the John Roberts Charitable Trust is contributing $150,000 over three years. This component, the Midlands Bushland Classroom, gives students from three Tasmanian schools the chance to develop their understanding of local biodiversity issues and learning pathways as they work on practical tasks beside researchers\(^{57}\).

10.4 Launceston Child Friendly City initiative (2014 – ongoing)

A partnership between Anglicare Tasmania, Launceston City Council and the Northern Tasmanian Early Years Group. The initiative has a 20 year vision for the positive wellbeing of children in the Launceston and Tamar Valley region, with five key indicators of child wellbeing. The aim is that by 2035 children will be: developing well, safe and secure, learning and engaged, healthy, and citizens with participation skills. "The development of strong partnerships within the community, involving business, government and community services, is required. It is envisaged a Leadership Group would form out of this process, and gain shared understanding and develop a priority agenda and recommendations to identify needs, set goals and monitor progress".

10.5 Tasmania Sustainability Community of Practice (TSCP) (2013-ongoing)

This project aims to extend the UTAS Education for Sustainability Community of Practice (EfS CoP) into a state-wide network of formal, non-formal and informal education organisations across Tasmania to deliver education for sustainable development to local and regional communities. The project was funded by a UTAS Community Engagement Grant and project partners (Australasian Campuses Towards Sustainability – ACTS; Sustainable Living Tasmania’s Skilling Tasmania for a Sustainable Future project). Among other purposes, TSCP aims to (and has been successful in) strengthen links between education organisations and employers in the sustainability sector and

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build strong partnerships across the state in EfS research, research training and learning and teaching\(^{58}\).

### 10.6 Sustainability Learning Centre (2013-ongoing)

The award winning Sustainability Learning Centre (SLC) in Hobart was developed via a unique partnership between the Tasmanian Department of Education, the Catholic Education Office, the Association of Independent Schools of Tasmania, Greening Australia (Tas) and CSIRO Education. The partnership combines a number of disciplines to provide a unique educational experience for students and the community focussing on science, biodiversity and sustainability. Project funding came from the Local Schools Working Together pilot program of the Department of Education, Employment and Workplace Relations. The SLC also works to help reconnect people with the natural environment\(^{59}\).

### 10.7 Tassievore Eat Local Challenge (2012-ongoing)

The Tassievore Eat Local Challenge is coordinated by Sustainable Living Tasmania, in collaboration with Produce to the People, Urban Farming Tasmania, the Tasmanian School Canteen Association, Eat Well Tasmania, the Heart Foundation, Healthy Food Access Tasmania and the University of Tasmania. The challenge highlights the benefits of purchasing local food not only for the local economy (local producers and small business owners) but also the environment, and builds a resilient and strong community\(^{60}\).

### 10.8 Tassal and WWF (2012 – ongoing)

Since 2012, WWF-Australia and Tassal have been working together in a partnership for responsible aquaculture. In doing so, WWF and Tassal have sought to significantly improve the sustainability of their product. As the industry leader in Australian aquaculture, Tassal’s commitments will have a far-reaching impact on the availability of responsibly farmed seafood products in stores. In November 2014 Tassal became the first producer of farmed salmon globally to achieve full Aquaculture Stewardship Council (ASC) certification across all sites.

### 10.9 Academic Operations Sustainability Integration Program - AOSIP (2011-ongoing)

The AOSIP program was implemented at the University of Tasmania in 2011. It provides the academic program with an active learning laboratory in environmental sustainability, while improving environmental performance in University’s infrastructure and operational activities.

AOSIP projects have involved students from a number of schools and institutes, including the School of Architecture and Design, the School of Land and Food, the School of Social Sciences, the


School of Engineering and ICT, and the Tasmanian School of Business and Economics. Academic involvement is mostly through the EfS CoP. Over 800 students and 24 academics have participated in over 45 projects to date, including basic data collection and analysis for waste and transport, development of bicycle infrastructure, to risk assessments to the institution from peak oil and sea level rise, to communication, planning and policy projects. A number of projects have involved local councils, community organisations and the state government\textsuperscript{61}.

10.10 University of Tasmania and Sustainable Living Tasmania joint support (1972-ongoing)

The University of Tasmania and Sustainable Living Tasmania (SLT) have a long history of joint projects and initiatives right from the founding of SLT (nee the Tasmanian Environment Centre) in 1972 led by a University academic (Dr. Richard Jones). Over the years, the joint support has involved University staff serving on the SLT Board of Management and hosting joint events. The longest running series of events are the regular Richard Jones Memorial Lectures\textsuperscript{62} which are jointly organised by a committee of University and SLT staff. Another joint initiative includes University sponsorship of the Sustainability Talks series at the annual Sustainable Living Festival (SLF) and, to celebrate the University’ 125\textsuperscript{th} anniversary, the University is the major sponsor of the 2015 SLF. A recent example of the successful partnership includes University academics working on monitoring and evaluation components of major SLT projects delivering sustainability improvements and awareness raising to thousands of low income households across Tasmania since 2012.

\textsuperscript{61} http://www.utas.edu.au/commercial-services-development/sustainability/aosip
\textsuperscript{62} http://www.rjml.org.au/
ANNEX 1. PRINCIPLES OF EDUCATION FOR SUSTAINABILITY

Transformation and change: Education for sustainability is not simply about providing information but equipping people with the skills, capacity and motivation to plan and manage change towards sustainability within an organisation, industry or community.

Education for all and lifelong learning: Education for sustainability is driven by a broad understanding of education and learning that includes people of all ages and backgrounds and at all stages of life and takes place within all possible learning spaces, formal and informal, in schools, workplaces, homes and communities. Sustainability is an ongoing process that involves all people at all stages of life.

Systems thinking: Systems thinking is an approach that encourages us to look at systems in a holistic manner. It aims to equip people to understand connections between environmental, economic, social and political systems, and gain understanding by examining the linkages and interactions between the elements that comprise the whole. Examining the ‘big picture’ allows us to identify points of intervention to support constructive change.

Envisioning a better future: Education for sustainability engages people in developing a shared vision for a sustainable future. Conceptualising what we want for ourselves and future generations allows us to identify existing challenges and plan future improvements.

Critical thinking and reflection: To achieve change we need to increase the capacity of individuals and groups to reflect on personal experiences and world views and challenge accepted ways of interpreting and engaging with the world.

Participation: Education for sustainability recognises that active involvement and participation by everyone is critical if we are to achieve a sustainable world.

Partnerships for change: Education for sustainability focuses on the use of genuine partnerships to build networks and relationships, and improve communication between different sectors of society.

ANNEX 2. STATEMENTS OF SUPPORT

10 September 2015

Re: Letter of support for establishment of a United Nations Regional Centre of Expertise in Education for Sustainable Development – Tasmania

To Whom It May Concern

The University of Tasmania seeks to play a key role in the proposed UN RCE – Tasmania, with the core activities undertaken through the University’s Education for Sustainability Community of Practice (EFS CoP).

Both teaching and research are central foci at the University of Tasmania, cue in part to being the state’s sole in situ higher education provider. With international standing, the University seeks excellence as a hallmark of all its activities including providing community leadership and enhancing the economic, social, cultural and environmental well-being of society, especially Tasmania. With over 33,000 students (including over 6,300 international students) and over 2,700 staff, the University is one of the largest employers in Tasmania with facilities across the state and two Sydney campuses. The University occupies 350+ buildings and manages a range of properties from urban buildings, suburban campuses, to remote sites (telescopes, farms and marine ports). This reach puts the University of Tasmania in a unique position to engage locally throughout the state.

In late 2009, the University of Tasmania became a signatory to the Talloires Declaration, and made a commitment to incorporating environmental literacy and sustainability into teaching and learning practices for all undergraduate and postgraduate students. Following this commitment, the EFS CoP at the University was established in 2011, leading to a broad range of sustainability initiatives at UTAS and across the Tasmanian community.

Of significant achievement is the successful expansion of the University EFS CoP into a state-wide network of formal and informal education organisations across Tasmania, known as the Tasmanian Sustainability Community of Practice (TSCP), to deliver education for sustainable development to local and regional communities. By fostering a large network of sustainability practitioners from all sectors including teachers, community, industry representatives and researchers, the EFS CoP champions a model for community engagement by the sharing of knowledge and experience in EFS across the state.

In addition to our commitments to include sustainability into our teaching, research and community engagement, our Open to Talent Strategic Plan 2012 and Onwards clearly states our commitment to be a sustainable institution:

‘Future planning, design and management of our facilities will be guided by a vision of sustainability seeking to reduce environmental impacts, achieve economic efficiency, demonstrate social responsibility, and enhance student experience.’
The University of Tasmania supports this proposal for a UN RCE Tasmania as it will foster enhanced dialogue between EFS practitioners and professionals across the state.

High level support from the University of Tasmania is evidenced through the broad areas directly pledging support from within the University.

Professor David Sadler  
Deputy Vice Chancellor (Students and Education)  
Chair of the University Sustainability Committee

Professor Janelle Allison  
Pro Vice Chancellor (Community Partnerships and Regional Development)

Associate Professor Elaine Stratford  
Interim Director, Peter Underwood Centre for Educational Attainment
Letter of support for RCE-Tasmania

10th September 2015

To whom it may concern:

We are pleased to support the establishment of RCE-Tasmania as its goals align very closely to our own. With 3,810 supporters across Tasmania, we are the state’s leading non-profit organisation focussed on sustainability. Founded in 1972, we have a long-standing history of working with Tasmanian communities to raise awareness of sustainability issues and take positive, practical action toward solving them.

Our key activities include:

- A festival that celebrates living sustainably, now in its 17th year and attracting up to 12,000 people over two days.
- Assisting households to reduce their energy and material consumption through education and efficiency upgrades. In the past three years we have visited more than 4,000 households and reduced their energy use by an average of more than 10%.
- Educational film nights, talks, practical workshops and short courses on all aspects of sustainable living.
- Organising distinguished international speakers to deliver the Richard Jones Memorial Lectures.
- Supporting more than 25 grassroots community groups throughout Tasmania.

We have participated in all of the events leading up to the formation of RCE-Tasmania and whole-heartedly support the application to have it recognised as a UN Regional Centre of Expertise in education for sustainable development.

Sustainable Living Tasmania is committed to providing the following support for RCE-Tasmania:

- Performing the role of Secretariat.
- Actively participating in steering the RCE.
- Facilitating partnerships between RCE-Tasmania member organisations.
- Developing and delivering collaborative RCE-Tasmania projects.
- Sharing advice, knowledge and lessons learned.

If you would like more information about Sustainable Living Tasmania’s commitment for RCE-Tasmania please do not hesitate to contact me.

Kind regards,

Todd Houstein
Executive Officer
todd@slt.org.au
+61 3 6234 5566
8 September 2015

To Whom It May Concern,

Re: UN RCE Tasmania – Letter of support

TasTAFE is pleased to support the submission for establishing a United Nations Regional Centre of Expertise in Education for Sustainable Development in Tasmania, which includes support for the principles underlying the project concept.

TasTAFE are willing to support this project via:

- Financial support of a minimum of $1,100 and maximum of $2,550 per year. TasTAFE also acknowledge that forward estimates may see this support increasing to $2,200 to $5,100 per year.
- TasTAFE commit to promoting RCE Tasmania where applicable and appropriate.
- TasTAFE commits to its Co-ordinators in Asset Management and Sustainability being actively involved in the Community of Practice for this project.

We look forward to working with the stakeholders on this project. TasTAFE’s Co-ordinators in Asset Management and Sustainability will be the contact point at TasTAFE:

Mike Di Giovanni (Tue & Wed) and
Alison Callaghan (Mon, Tue, Thu)
Ph: 6165 6106, Email: asset.sustainability@tastafe.tas.edu.au

Yours sincerely,

Nick May
Executive Manager, Corporate Services
Letter of support for the Regional Centre for Expertise on Education for Sustainable Development (UNRCE) by University of Tasmania, Education for Sustainability Community of Practice (EfS CoP)

To whom it may concern

The Department of Education (DoE) in Tasmania is responsible for providing educational services to students from birth. There is no defined age limit because we believe in and are responsible for educational services that enable all Tasmanians to learn, regardless of their age or where they live.

The DoE provide educational services through child and family centres, through primary and high schools and, at the tertiary and vocational level, through our colleges and the TasTAFE.

The DoE supports education for sustainability through the delivery of the Australian Curriculum and the cross curriculum priority of Sustainability. The DoE supports the provision of education for sustainability (EfS) through the position of Manager Sustainability Programs. The Manager works with students, teachers and communities state wide through face to face and online programs. To enhance EfS the DoE has been pivotal in the development of the innovatively designed Sustainability Learning Centre (SLC) supports its ongoing operation and the SLC is available for use by all education sectors and community groups.

The DoE is pleased to offer in principle support to a RCE-Tasmania being established in Tasmania. It would be envisaged that the RCE-Tasmania and the DoE would work closely together through the DoE’s officer - Manager Sustainability Programs.

Yours sincerely,

Sue Tolbert
Manager Curriculum Services
Department of Education
Sue.tolbert@education.tas.gov.au
United Nations University  
Institute of Advanced Studies  
The Secretariat of the UBUNTU Committee

10 September 2015

Dear Sir/ Madam,

Re: Application for a Tasmanian Regional Centre of Expertise on Education for Sustainable Development

I am pleased to support the Tasmanian application to become a recognised Regional Centre of Expertise on Education for Sustainable Development. Greening Australia acknowledges the high level of expertise in education for sustainable development across the Tasmanian community and quality programs being offered.

Greening Australia is one of Australia’s leading practical environmental non-government organisations. Our vision is healthy and productive landscapes where people and nature thrive, and our mission is to conserve and restore landscapes at scale through collaborative, science-based and innovative conservation programs. Sustainability education is a key component of our operations and is offered from our base at the Sustainability Learning Centre, Mt Nelson and across the Tasmanian community.

Having a core commitment to educating for a sustainable future is integral to Greening Australia’s vision and mission and we seek to demonstrate this in our education programs, built facilities and day-to-day on-ground activities. We have an ambitious program building wildlife corridors across degraded agricultural landscapes in the Tasmanian midlands to restore habitat for unique birds and mammals and to improve the sustainability of our primary industries. We recognise the importance of sustainability education for the whole community if we are to meet pressing environmental challenges, particularly as our climate is changing.

A Tasmanian RCE on education for sustainable development is a logical next step to bring sustainability educators in this state together with an international support network. I look forward to the day when we can work with a Tasmanian RCE, hopefully in the near future.

Yours sincerely,

Sebastian Burgess
Director of Conservation – Hobart
24 August 20:5

Ms Sandra Murray
Member of the UTAS Education for Sustainability
University of Tasmania
Locked Bag 1310
LAUNCESTON  TAS  7250

Dear Ms Murray

On behalf of Launceston Church Grammar School I am writing to confirm our support for the University of Tasmania’s application for Tasmania to become a Regional Centre of Expertise on Education for Sustainable Development.

The School welcomes the chance to be involved and sees great potential in this venture. Environmental change is a key factor that will influence the development of the School. Issues like climate change, resource consumption and our increasing ecological footprint require partnerships across businesses and not for profit sectors. As part of the School’s Strategic Plan we have made a commitment to play our part and to lead by example in teaching and implementing sustainable practices.

Should the application be successful Grammar will continue to support the initiative and would be open to further discussions on the best means for the School to support the programme.

We wish you every success in the application process and look forward to hearing from you about the outcome. If you have any questions please feel free to contact Ben Clark on 3636 6060 or bclark2@lcgs.tas.edu.au.

Yours sincerely,

Stephen Norris
Headmaster
September 11 2015

Re: Letter of support for the REGIONAL CENTRE OF EXPERTISE ON EDUCATION FOR SUSTAINABLE DEVELOPMENT (UNRCE) on behalf of the University of Tasmania, Education for Sustainability Community of Practice (EFS CoP)

To whom it may concern

The Science Teachers Association of Tasmania (STAT) appreciates the opportunity to express support for the nomination of the University of Tasmania’s Education for Sustainability Community of Practice (EFS CoP) for consideration as a Regional Centre of Expertise on Education for Sustainable Development. STAT is uniquely placed to provide this letter of support given the close link between the focus and roles of STAT and the University’s EFS CoP in advancing study and teaching of sustainability, science and resilience.

STAT is part of a vibrant national network of educators and scientists; the Australian Science Teachers Association (ASTA). ASTA is:

- A federation of eight state and territory Science Teacher Associations (STAs).
- The national professional association for teachers of science.
- A powerful voice to influence policy and practice in science education.
- A body administered by a National Secretariat in Canberra and governed by a representative Federal Council.

STAT is pleased to be a proactive member of Tasmania’s Education for Sustainability Community of Practice which is spearheading the UNRCE application and believes strongly that the success of this application will have significant benefits for all Tasmanian education sectors and improve education and sustainability outcomes for all Tasmanians.

We look forward to continued involvement in the EFS CoP as a core member. We can provide much in-kind support.

Sincerely

[signature]
Rosemary Anderson
President
rosemary.r.anderson@education.tas.gov.au
Letter of Support

To whom it may concern

Independent Schools Tasmania would be pleased to offer in principle support to the application for a Regional Centre of Expertise on Education - Tasmania. We would be willing to distribute information to our network of schools and offer in kind support to promote sustainability education.

Please contact Margaret Tulich at mtulich@ist.tas.edu.au for further information.

M. Tulich
8.9.15
To Whom It May Concern

7 September 2015

Re: Letter of support for Tasmania’s United Nations Regional Centre of Expertise application

Northern Early Years Group (Tas) Inc. (NEYG) has been pleased to see the emergence of cross-sectoral collaboration through the new Tasmania Sustainability CoP (TSCP). We look forward to working with this collective of organisations across Tasmania and to doing our part in creating a sustainable and worthwhile future for all our citizens, especially our youngest. To this end NEYG is pleased to support the application for Tasmania to become a United Nations Regional Centre of Expertise in Education for Sustainability (Tasmania-RCE).

NEYG is a network of practitioners, researchers and community members from the health, social services, justice and education sectors who engage in advocacy, research, sponsorship and the promotion of practices which target improved outcomes for children and their families across the north of Tasmania. We have been involved in the promotion of Launceston as a Child Friendly City (continuing with Anglicare, Communities for Children and the Launceston City Council), and in The State of Launceston’s Children benchmarking report. We strongly advocate for hearing from children about the issues that matter most to them. We also strongly believe in adopting a collective approach to creating change, especially in engaging in sustainable practices. NEYG continues to be involved in a collective Impact approach to supporting families in the Launceston and Tamar Valley region recently achieved finalist status in the national ‘Search Project – Collaborations for Impact’.

Building links between the University, various education sectors, community organisations, government and industry reflects the type of collaborative approach that NEYG seeks in order to enhance outcomes for Tasmania’s youngest citizens. NEYG believes that when all sectors are able to work together towards mutually aligned goals, we stand to be more successful in achieving long term positive change for children. We have engaged with the UTAS Education for Sustainability CoP since its earliest days and are encouraged with its growing membership and capacity to effect real change through the activities it is promoting. The longer term vision of the TSCP and its application to become recognised by the United Nations Regional Centre of Expertise in Education for Sustainable Development is worthy of support.

Kind Regards,

[Signature]

Di Nallion, Chair, Northern Early Years Group (Tas) Inc.

The Northern Early Years Group is a group of services and agencies working with young children and their families across Northern Tasmania. Our vision for the region is:

By 2020 Northern Tasmanian children aged between 0-5 years will have reached or exceeded national benchmarks in the areas of health, development and education.
5th September 2015

Skilling Tasmania for a Sustainable Future Project (SST)
18 Seaside Crescent
Penguin
Tasmania 7310
Australia

Letter of Support for University of Tasmania’s application for Tasmania as a UNESCO Regional Centre of Expertise (RCF) on Education for Sustainable Development

The Skilling Tasmania for a Sustainable Future Project (SST), funded through the Skills for Carbon Challenge Initiative, Commonwealth of Australia Department of Industry (previously DIICCSRTE) focused on skills training and education to support transitions to sustainability within Tasmania. To achieve this goal, the project team engaged with a range of stakeholders, and of these, the University of Tasmania’s Education for Sustainability Community of Practice (EFS CoP) was undoubtedly one of the most significant.

The EFS CoP has clearly developed a high level of in expertise and leadership in collaborating with groups such as SST in cross-sectoral collaboration between the EFS CoP and other groups working to educate and skill Tasmanians to participate in the creating of a sustainable future for the State and beyond. As such, the UTas EFS CoP is perfectly placed to administer and actively further the aims of a UNESCO RCE for Tasmania.

SST fully endorses and supports this application and wishes the group success in their application.

[Signature]

Dr Caroline Smith
Skilling Tasmania for a Sustainable Future Project
E: smith.caroline81@gmail.com
8th September 2015

Attn: Vunu Institute of Advanced Studies
The Secretariat of the Ubuntu Committee

Dear Ubuntu Committee members

Re: support for nomination of Tasmania as a Regional centre of expertise on Education for Sustainable Development.

Please consider this letter a sincere expression of Tassal’s support for the nomination of Tasmania as a Regional centre of expertise for Education for Sustainable Development.

Tassal Group Limited (ASX: TGR) is a vertically integrated salmon grower and salmon and seafood processor, seller and marketer. The Company produces and sells premium salmon and seafood products for both the Australian domestic and export markets. Tassal grows delicious, fresh and healthy Atlantic salmon in Tasmania’s fresh waters and through its De Costi Seafood business sources and processes a wide range of seafood. Tassal is committed to taking a leadership role in sustainability in aquaculture and seafood sourcing. The company employs over 1,100 people.

Our salmon products are all grown and processed in Tasmania. We sell a highly recognised, ethical and valued salmon products to Australian consumers and retailers whilst operating in a zero harm environment. Sustainability is a key business driver for our company and an area consistently rising in consumer importance. Tassal has maintained its industry leading position in implementing a sustainability focus throughout the company and our engagement with the Education for Sustainability Community of Practice provides support, expertise and encouragement to continue this journey. Tassal is currently in the process of reviewing internal projects against the 7 Principles of EfS which is serving to expand (company-wide) understanding of Sustainability as a discipline and as a practice.

True engagement is a ‘two way street’ and the EfS CoP benefits from and values Tassal’s ‘real world’ experience of incorporating sustainability principles into our business. Tassal is well-known for our commitment to and leadership in sustainability in Tasmania. Our recent achievements include;

- Awarded Australian Business Award for Sustainability (2015)
- Publication of fourth annual GRI sustainability report (March 2015)
First Salmon Company Globally to achieve Aquaculture Stewardship Council certification across all marine farming operations
Benchmarked number 3, 1 and 2 (FY 2012, 2013 and 2014 respectively) in Global Salmon Industry for transparency in Corporate, Social and Environmental Reporting
Finalist Australasian Reporting Awards (Sustainability Reporting)

Sustainability is becoming embedded in our culture and our own community engagement activities. It is in this area we have most closely worked with the University’s EFS CoP. The fact that the Tasmanian Sustainability Community of Practice (TSCP) is designed to not only focus on educational outcomes, but engaging with community organisations and businesses that contribute to education and skilling Tasmanians makes Tassal a natural fit to bring the business perspective to the TSCP activities. Tassal appreciates being able to engage with the EFS CoP as well as the other organisations that have been brought together on this excellent initiative.

Regardless of the success of this particular application, Tassal will continue to work with and support the University EFS CoP group. Through sharing our learnings and journey with educators and other businesses we have been able to celebrate our achievements and identify the gaps. Primary building blocks of Sustainability are the relationships grown and nurtured. We look forward to continuing and deepening our relationship with the TSCP and commend them for the drive and passion they have brought to the TSCP to strengthen partnerships and shared goals between the various participants, including educational organisations, local and state governments, businesses and community organisations.

We look forward to continued involvement in the TSCP as a core member, supporter and potential financial contributor.

Yours Sincerely

Fiona Ewing
Community Engagement Officer
Tassal Group Ltd
United Nations University
Institute of Advanced Studies
The Secretariat of the UBUNTU Committee

11th September 2015

To whom it may concern,

It is my pleasure as the current Environment Officer of the Tasmanian University Union to support and encourage the formation of the Tasmanian Regional Centre of Expertise on Education for Sustainable Development.

The Tasmanian University Union values the contribution that this new centre will make in the Tasmanian community. In particular, this institution will effectively build upon the already significant foundation of sustainable development projects across this, the 'natural state' of Australia.

The Tasmanian University Union and Environment Officer also looks forward to working with the Centre to continue to instil sustainability principles in Tasmania. Further, we are excited about the innovations that no doubt will come of this collaboration.

Alexander Tomlinson
Environment Officer South
Tasmania University Union
1 Churchill Ave.
Sandy Bay
Tasmania, 7005
Ph: 03 6226 7103