



**An evaluation of the Professional Development
Support for Sustainability Educators Stage 2**

'Fostering a Community of Experienced Sustainability Facilitators'

September 2006

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1 Executive summary

Like a ripple created by dropping a pebble into a still pond, Stage 2 has begun the process of promoting a shared vision about effective ways to facilitate learning and change for sustainability and build the capacity of facilitators to articulate this vision.

The Professional Development for Sustainability Educators project was funded by the State Government of Victoria's Department of Sustainability and Environment, as part of the Learning to Live Sustainably Strategy.

A major outcome of Stage 1 of this project was the writing of a first version of 'The Guide Beside', a professional development planner designed to assist those facilitating learning and change for environmental sustainability. Stage 2 of the Professional Development for Sustainability Educators involved the piloting of these modules with a variety of groups and reviewing The Guide Beside in the light of these outcomes.

This report details an evaluation of Stage 2. Two major sources of data were used to complete this report: interviews with 10 sustainability facilitators who were involved in Stage 2 of the project, and the participant evaluations collected at the completion of the pilot workshops.

As outlined in this report, there is strong evidence that the Guide Beside project has begun the process of promoting a shared vision about effective ways of facilitating learning about sustainability and in building the capacity of facilitators to articulate this vision.

The ten sustainability facilitators came to the Guide Beside project with different backgrounds, and this had a marked influence on how they perceived their experiences in the project. All, however, saw the Guide Beside project as building the capacity of sustainability educators to effectively facilitate learning.

Many of their comments reflect the emergence of a learning community, one that they value and support. Most saw it as a personal journey, one of self-reflection and transformation. On a practical level, most believed that their participation in the project has significantly influenced how they conduct workshops.

The pilot workshops of Stage 2 varied widely in the content that was delivered and the type of audience that attended them: They reflect the broad complexity of sustainability education.

Compile

The formats of these workshops were based around the principles of the Guide Beside and as such were exploratory: the facilitators experimented with new strategies, approaches and ideas. Given such circumstances, it is unrealistic to expect that all participants at all workshops would be inspired, excited and moved by them: A number of the workshops were highly rated by their participants, while the message

was mixed in others. Nevertheless, the workshop evaluations overall reflect strong, majority participant support for the Guide Beside approach.

A number of key outcomes of the workshops can be drawn from their evaluations: The promotion of a shared vision, capacity building, balancing the Educating, Enabling and Exploring (EEE) approaches, introduction of new concepts & new words, knowing your audience and recognising that time is an inhibitor of facilitation.

Within all the workshop evaluations there are participant comments that indicate that the Guide Beside approach has stirred people's thinking about how best to facilitate sustainability education.

The Guide Beside principles - as a personal checklist - and the models - as a framework to understand and explain facilitation - were highly regarded by a number of the participants. Some suggested that the Guide Beside needed to become more accessible, perhaps on a website, and be publicised more.

The facilitators expressed mixed views about these documents. Some were critical: One facilitator believed it is too wordy and complex, and that there needs to be a visual 'fore-ground' document to convey the messages, another believed it is not easy to use and lacks clarity. On the other hand, another facilitator suggested that it should be more detailed, while a number suggested there was a need for more support tools and advice.

A number of the facilitators suggested that an important way forward is for the Guide Beside writing team to reconvene to reflect on and consider what has been achieved and what else needs to be done.

Participants at the three taster workshops were not short in suggesting ideas for future professional learning. One wrote: 'Can there be another? If its about 'sustaining the facilitator' - bring it on! If it's about facilitation techniques for sustainability - bring that on too. If it's about 'transformative learning bag of tricks' - I could do with that too!' Their ideas fell broadly into further exploration of evaluation, managing and succeeding in change, communication and resources to support sustainability facilitation.

2 Background

The Professional Development for Sustainability Educators (Stage 1) was funded by the State Government of Victoria Department of Sustainability and Environment, as part of the Learning to Live Sustainably Strategy. The project was organised through the Victorian Association for Environmental Education (VAEE), the peak body for environmental and sustainability learning in Victoria.

The purpose of the project was to foster learning and behaviour for environmental sustainability [across sectors] in Victoria, by improving the depth and breadth of professional learning of sustainability facilitators.

Three important goals of the project were to:

- Establish a community of sustainability facilitators, across sectors and levels, who are able to learn from one another, and from consolidated experience;
- Identify key principles and processes that have been effective in fostering sustainability learning and behaviour change;
- Provide a series of modules outlining potentially useful activities, resources and references.

A major outcome of Stage 1 of this project was the writing of *The Guide Beside*, a Professional Development planner designed to assist those facilitating learning and change for environmental sustainability.

The *Guide Beside* consists of an overview document and six modules. Three of these modules are generic: Processes and Paradigms; Evaluation; Organisation and Strategy, and three modules are tailored for specific contexts: Business and Training; Councils, Municipal Officers and Agencies; Connecting Schools, Families and Communities.

3 Focus and methodology

Stage 2 of the Professional Development for Sustainability Educators involved the piloting of these modules with a variety of groups.

Three specifically designed workshops, ‘tasters’, were conducted by VAEE:

- Evaluation and Planning for Sustainability Programs
- Capacity Building Through Effective Facilitation
- Effective Relationships: the Personal and the Professional

In addition, Waste Management Association of Australia (WMAA), Port Phillip Council, CERES and Swinburne conducted or hosted workshops that were framed around the *Guide Beside*.

This evaluation was commissioned by VAEE as part of their report of Stage 2 to the Department of Sustainability and Environment. The brief requested that: *As evaluation consultant, your role is to evaluate the second stage of the Guide Beside Project. This involves the appraisal of specific events run as part of the project as well as the transformative approach that the project has developed.*

Two major sources of data were used to complete this report: interviews with 10 sustainability facilitators who were involved in Stage 2 of the project and the participant evaluations collected at the completion of the workshops.

4 Summary and discussion of data

In this section, the data collected from the interviews with ten sustainability facilitators and from the evaluation surveys of workshops is presented and discussed.

It is divided into four sections: Section 4.1 investigates the influence of the Guide Beside on the ten sustainability facilitators; Section 4.2 provides an analysis of the workshops, Section 4.3 investigates the use of the documentation of the Guide Beside and Section 4.4 offers suggestions for further developments.

Each section is divided into a discussion and a presentation of supporting data.

4.1 Personal stories

Ten sustainability facilitators were interviewed as part of the evaluation. Their level of involvement in the Guide Beside project varied: Some were involved in the design of the Guide Beside materials in Stage 1; others had participated or were some how involved in the various workshops of Stage 2.

4.1.1 A discussion

The ten sustainability facilitators have come to the Guide Beside project with different backgrounds, which have had a marked influence on how they perceived their experiences in the project.

For some facilitators their involvement has had a profound influence on their understanding of the facilitation process and how to go about it. For others it has been about confirming the journey they were already on. In one case there was frustration that the process did not go far enough in supporting a move away from a transmission mode of presentation. All of them saw the Guide Beside project as building the capacity of sustainability educators to effectively facilitate learning.

Many of the comments reflect the emergence of a learning community among those who developed and trialed the Guide Beside. A learning community that is valued and supported by them:

- It introduced us to a network of people;

- (It showed us the) importance of learning groups – you can't easily work alone;
- (It was) good to be part of a team and have an intellectual discussion;
- (It demonstrates that the) best ideas come from the group.

Most saw it as a personal journey, one of self-reflection and transformation

- Tapping into a deeper level;
- Transforming yourself, honing our skills.

On a practical level, most believed that their participation in the project has influenced how they conduct workshops.

- Re-evaluated our program;
- Improved coordination and integration.

Like a ripple created by dropping a pebble into a still pond, Stage 2 has begun the process of promoting a shared vision about effective ways to facilitate learning and change for sustainability and build the capacity of facilitators to articulate this vision.

4.1.2 The data

4.1.2.1 Sustainability Facilitator 1

I attended both workshops, and they were excellent. We are a small and isolated group and the workshops introduced us to a new network of people: We met people who we could bounce ideas off.

The evaluation workshop gave me ideas, and it changed my understanding of assessment. It also provided me with tools. We workshopped my program in groups: and we are now implementing these ideas. I was on the table of skilled and wise people, and they shared and facilitated. There was great value in workshopping my ideas. The tools and skills we learnt at the workshop we are applying immediately.

Sustainability facilitation is challenging for us. It was good to hear from experienced people; it was reassuring; we looked for ideas. I rated the workshops very highly.

4.1.2.2 Sustainability Facilitator 2

The Guide Beside helped me refine my program: It is more the models and the understanding that have helped me. I use the models as they provide an intellectual framework. What has been done is fantastic. The principles are fantastic.

It hasn't really changed what I do dramatically, but it has confirmed it. One tension is the time element. The more transmissive is a program, the more time that is required and the more experience is required of the facilitator. My clients tend to be management – and they are pushing towards shorter training sessions. The Guide Beside helps me justify longer sessions.

4.1.2.3 Sustainability Facilitator 3

We have re-evaluated and redesigned the sustainable schools program, making it more transformative rather than a transmissive process.

It is good to have facilitators who are consistent in how they deliver and think about the program. It is now in use. We have our own keynotes: which are both transmissive and transformative: it is a grab bag of the new approach.

4.1.2.4 Sustainability Facilitator 4

I'm a great believer in the approach. As a result of the workshop we ran, there has been improved coordination and integration of the environmental programs across the council. Working groups have been formed. One is working on communication between the different groups and another establishing a standard evaluation format across the community and council programs. There is intention for us all to meet: They will be practical sessions; emphasising teamwork and program design solutions. This will allow us to put the guide beside principles into practice. We will produce a report in one year's time to show how it is going. I would definitely use this approach again. It is a great way of coming into the space. The Guide Beside is great way of communicating and bringing to the table what you want to see happen.

4.1.2.5 Sustainability Facilitator 5

Where am I personally? Are we really shifting anything? Transforming the world? We always seem to be working on a superficial level. It is deeper than recycling; it is about personal transformation. The Guide Beside is tapping into a deeper level. It encourages you to look at aspects of yourself; so you can transform yourself. It is also about relationships – which takes you into other levels of learning. Presencing is an important idea: tapping into our own consciousness.

4.1.2.6 Sustainability Facilitator 6

My experience with the Guide Beside project has encouraged me to think about how I go about presenting workshops. It has had a big impact. I have introduced many of the facilitation processes discussed during our meetings – particularly encouraging participants to cooperate together, to start where they are at and become part of the program presentation. It has led to some exciting workshops where participants form, on their own initiative, networks where they can share resources, ideas and tools. I see them as the beginning of learning communities. I am very aware that this process requires a great deal of preparation time – interestingly enough, I have found that facilitation sessions require more preparation than transmissive ones.

4.1.2.7 Sustainability Facilitator 7

I have come to realise the importance of learning groups – it is not easy to change on your own. A workshop should try to form learning groups, but it takes time for them to form. Professional learning is social and interactive over time. Relationships become important. Collaborative learning is about a journey and building a community of understanding. The process of transformation change is as much for us as for the participants.

4.1.2.8 Sustainability Facilitator 8

In a nutshell, it would have been better if we had gone away for a day or so and got to a deeper level. The process as it occurred, through a series of meetings, was more transmissive: There was a lot of academic talk, and we were only scratching the surface. There was a pressure of time: people's time is precious. The process of meetings could have been mapped out differently. However, out of it I formed good relationships with a number of people.

It is a critical document that needs to be put out into the market place quickly. The potential and opportunity is still there – to create an experiential product that can make a difference.

4.1.2.9 Sustainability Facilitator 9

We have been transforming ourselves – honing our skills, also sharing our skills with others. Facilitation is about being a good listener. The transformative -- transmissive divide, it is with us all the time. Often people want to hear our ideas and opinions. Providing a manual, which is transmissive, is one approach. Negotiation is important in deciding what to ‘tell them’: Constant backwards and forwards negotiation. I feel comfortable with the approach. It has changed me completely. I think carefully about the principles of the Guide Beside.

What I've learnt is that the best ideas come from the group. It is so liberating for everybody. But it is a gamble: you may muck it up. The ownership shifts to the group. Transformative learning is co-learning, we are constantly learning from the participants: It is learning together.

4.1.2.10 Sustainability Facilitator 10

I enjoyed some aspects of writing the modules and the meetings. There were times that I was frustrated - it took a lot of time; considering the small amount of funding, it was very time consuming. I put a lot of ‘personal’ time into it.

It was good to be part of a team; to be open and have a discourse, an intellectual discussion. It was an opportunity to work with a group of deep ecological thinkers while providing the space to think about things. I try to keep the ideas in the back of my mind. I think it will influence my work; it would be fantastic if the group could come together to review how it has/would work. You would need a day at least.

I hope to stay in contact with the others. We all have a similar set of values.

It stimulates the intellect. I think we can still learn from each other. Has the Guide Beside influenced me? Yes, it has: It has influenced all of us.

4.2 The Guide Beside: workshops

Summaries of the evaluation of five of the seven workshops in Stage 2 are presented in this section. The evaluation of the CERES and Swinburne workshops were not available at the time of writing this report.

4.2.1 A discussion

The workshops of Stage 2 varied widely in the content that was delivered and the type of audience that attended them: They reflect the broad complexity of sustainability education. The formats of these workshops were exploratory and based around the principles of the Guide Beside: the facilitators experimented with new strategies, approaches and ideas.

Given such circumstances, it is unrealistic to expect that all participants at all workshops would be inspired, excited and moved by them: A number of the workshops were highly rated by their participants, while the message was mixed in others. Nevertheless, the workshop evaluations overall reflect strong, majority participant support for the Guide Beside approach.

The responses of the workshop participants provide a rich tapestry of understandings and insights into the learning that occurred, some of which is described in this section and the following section. For a more detailed review, the reader is encouraged to read the full evaluations as detailed in Appendices 1 – 4.

A number of key outcomes of the workshops can be drawn from their evaluations: Promoting a shared vision, capacity building, balancing Educating, Enabling and Exploring (EEE), new concepts & new words, knowing your audience and time as an inhibitor of facilitation. These are briefly discussed below.

Promoting a shared vision: new ideas and strategies

For many participants, their participation in the workshops opened up new ideas and strategies for facilitating sustainability education. At the WMAA workshop, for example, most participants agreed that the session seemed somewhat different from other professional learning sessions and that it was supportive of collaborative learning. As one participant wrote: ‘The program was communicated and facilitated through various different methods. It was very collaborative and informative. I have never been to a meeting such as this.’

Within all the workshop evaluations there are participant comments that indicate that the Guide Beside approach has stirred people’s thinking about how best to facilitate sustainability education.

Capacity building: Forming learning communities

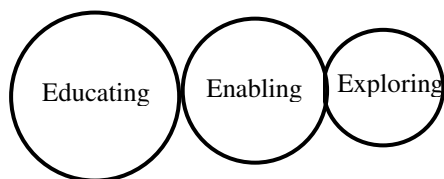
Most of the participants at the WMAA and Port Phillip Pilot workshops indicated that major outcomes were developing connections and contacts with other participants and having an increased sense of belonging. In addition, improved coordination and integration of the environmental programs across the Port Phillip Council has occurred as a result of that workshop.

Balancing Educating, Enabling and Exploring (EEE)

The Guide Beside discusses the three approaches to learning and facilitation: Educating (learning about sustainability), Enabling (learning for sustainability) and Exploring (learning as sustainability). Traditional transmissive programs have a strong bias towards the 'learning about' educational approaches and the authors of the Guide Beside envisage a move towards a balance of approaches.

The three taster workshops provide interesting comparison in regards to the balance between the EEEs. They varied in content and focus, and illustrate that, although a move towards a balance of approaches is desired, the context will strongly influence the balance.

Educating was the dominant approach in Taster 1 Evaluation and Planning. It was structured around answering the question, "how do I start evaluation?"

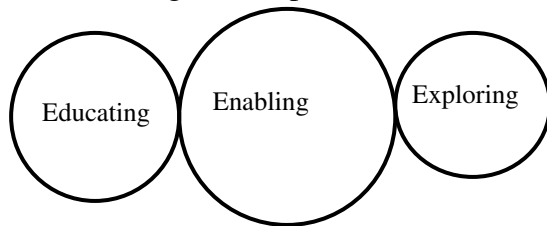


'Guide Beside was really helpful,' explained the facilitator of the workshop. 'Most participants didn't know much about evaluation. We had the materials and the process to imbed the material in the process.'

Understanding the role of evaluation within planning and the tools to support implementation were important aspects of the workshop as reflected in the following sample of participant comments:

- Aha moment - you will get a much better program by clarifying your objectives and building in evaluation rather than just 'backing' it on or doing it because you have to.
- Digging down, building up was useful - to see how evaluation and planning are so closely linked.
- Understanding the role evaluation and planning plays for multiple stakeholders gives enormous scope for the approaches explored today. Evaluation is daily and ongoing practice in both your professional and near professional context.

Enabling was the dominant approach in Taster 2 Effective facilitation. Many of the participants were experienced facilitators and so it was strongly framed around their prior knowledge and experiences.

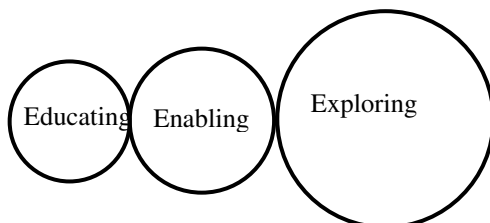


‘It was about how to do what we do better,’ explained the facilitator. ‘There was an element of exploration, of exploring what facilitation could look like.’

These aspects of the workshop are also reflected in the following sample of participant comments:

- Being clear about content, process, head, heart - the value of both and balance.
- I think a huge strength of the day was the practical problem solving.
- I can apply these techniques in all aspects not just when facilitating.
- Realisation that participants of facilitation need to be regarded initially as humans (or other 'me's!') first off!
- Sense that we were dealing with hard issues.
- That establishing a common denominator can get away from the 'treehugger' label.
- A different approach that seemed to work well.

Exploring was the dominant approach in Taster 3 Effective Relationships: This was a ‘high risk’ workshop for both the facilitator and the participants.



‘It was a process of transformational change for us as much as the participants,’ explained the facilitator. ‘We got a long way in understanding how to communicate with one another: words and concepts became secularised. We were aiming for a sense of common purpose.’

Similar themes appeared in the participant comments:

- Learning is contextual. 'Curriculum' is value-laden. People must come to the learning space in their own time - how do we engage them so the learning is habitual/long-lived/enduring/worthwhile for them and the universe?
- Most of the time I was observing, listening, trying to understand/relate to what was going on. There were opportunities to practice the virtue. But I'm ready for that - not all groups I facilitate are, however.
- I think I have all the heart values content context covered. I have realised that I want more on process in a more practical/logistical way.

New concepts, new words

Participants were introduced to a number of new concepts, such as the wormhole and presencing, during the second and third taster workshops. Most expressed a need to reflect on them to understand their meaning. Others were excited and keen to incorporate them into their work.

- I may have to experience them more to fully grasp them!
- Need more practical examples - else they become just terms.
- New words to explain give truths.
- Extremely helpful to put these different concepts into words, and realise that others are also experiencing these issues!

Know your audience

A number of the facilitators acknowledged that not every participant at a workshop would feel comfortable with the facilitation approach. Not only the context and content of the workshop, but also the levels of experience of the participants and their understanding of learning need to be taken into account when planning a workshop. Facilitators need to know their audience. As one facilitator noted, 'it is horses for courses in our game.' Others agreed:

- Some groups will be more receptive to this facilitation approach than others. Industry, for example, wants clear outcomes from a workshop. They want to be told things rather than discover it for themselves.
- Those who work in the technical field don't feel they need it, although they still got good things out of it; communication between them has improved.

Time: an inhibitor of facilitation

On a range of levels, time was mentioned as an inhibiting factor in effective facilitation: Time to plan, to provide pre-reading, space to reflect and to learn. It was mentioned by a number of facilitators that the transformative approach is time consuming process. One facilitator wrote: 'one tension is the time element. The more transformative is a program, the more time that is required. And the more experience is required of the facilitator.'

4.2.2 The data

The following descriptions and summaries of five workshops (The three VAAE tasters, WMAA and Port Phillip council) are based on the workshop participant surveys and interviews with the designers.

4.2.2.1 Taster 1 Evaluation and Planning for Sustainability Programs¹

¹ A full summary of the data collected during the evaluation is provided in Appendix 1

‘Most participants didn’t know much about evaluation,’ said the facilitator of this workshop. ‘It’s all about where you start and how you get participants involved. We started with questions and identified some of the key issues and their responses.’

This was a successful workshop. The participants’ comments on the evaluation survey were positive: it clearly hit the mark about the importance of ongoing evaluation and its relationship with program goals.

As one participant wrote: ‘It was excellent to have a facilitator who is actively involved in program development himself and who is familiar with the hard work and creativity it takes to write programs with integrated evaluation.’

The respondents’ attitude towards the workshop is well illustrated by their responses to the following question:

Did you gain a better understanding of why evaluation is important & what is important?



On a 3-point scale, the assessments were all positive: the average of the response was 2.61 with a range from 2 to 3.

It is also reflected in their comments:

- SMART goals are clarifying
- That it can be simple, do-able and yet continuously improved upon.
- Set and prioritize your program goals - I thought evaluation was an after thought but it can actually be used to crystallise your objectives.
- Aha moment - you will get a much better program by clarifying your objectives and building in evaluation rather than just 'backing' it on or doing it because you have to.
- I guess I knew evaluation was important but the 'what' was clarified greatly. i.e. evaluation is definitely part of a program.
- Better feel for how evaluation can be integrated into programs to improve effectiveness - knew in theory before, but good to hear/work on examples in group.

A number of the respondents particularly commented on the ‘digging down and building up’ tool. One participant who wrote: ‘Digging down, building up was useful - to see how evaluation and planning are so closely linked.’

When asked to list one important feeling they had as a result of attending the workshop, as illustrated in the sample below, their comments included expressions of relief, a sense of belonging, and a generally positive attitude towards evaluation:

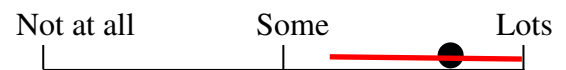
- Recognising that we shared the same frustration (and eventually achievement) in moving beyond my ideas and ways of doing.
- That communication is so hard, yet extraordinarily valuable.
- Relief - I'm not the only one dealing with this. Ready to tackle our own evaluation.
- That evaluation is not a scary thing - that good planning is the key to great programs.

4.2.2.2 *Taster 2 Capacity Building Through Effective Facilitation*²

‘I assumed the participants had done facilitation before and were experienced,’ explained the facilitator. ‘It was about how to do what we do better.’

This workshop was well received by the participants. This is well illustrated by their attitude response and the comments made to the following question:

Did you gain a better understanding of why and how facilitation is important & what is important?



On a 3-point scale, the assessments were all positive: the average of the response was 2.7 with a range from 2.2 to 3.0.

A sample of the comments

- Fantastic. People came from many sectors.
- Being clear about content, process, head, heart - the value of both and balance.
- Sharing knowledge and creating space for this.
- Learnt a lot, but not sure if I could say I am a lot clearer about the approaches.
- Exploring dynamics, adaptation, diversity in perspectives of workshop participants.
- Made it participatory, outside comfort zone.
- Head/heart diagrams very useful
- Practical exercises worked well for crystallising theoretical material.
- I think this was a huge strength of the day - practical problem solving sometimes this is a rhetoric hearsay area.
- Briefly, the facilitating role within the group was interchanging for all the given activity - which maybe represents the inclusive nature of people's facilitation styles.
- Yes, I was lucky enough to have 4 of us working on my specific project with great insights.

New concepts, such as the wormhole and presencing, were introduced during the workshop. Most participants expressed a need to reflect on them to understand their meaning. Others were excited and keen to incorporate them into their work.

- I may have to experience them more to fully grasp them!
- Need more practical examples - else they become just terms.
- New words to explain give truths.
- Extremely helpful to put these different concepts into words, and realise that others are also experiencing these issues!

When asked to list one important feeling they had as a result of attending the workshop, most respondents used words such as inspired, reflective, engaged and excited. One respondent summed up the opinions of the group by writing that it was an: ‘Excellent day. Very carefully considered day. Innovative and brave.’

² A full summary of the data collected during the evaluation is provided in Appendix 2

4.2.2.3 Taster 3 Effective Relationships³

The third taster emerged as a result of a series of meetings held by a conversation group of interested facilitators. The facilitator of this taster described it in the following way: ‘The third workshop was exploratory. We didn’t know where it was going, and we put ourselves “out there”.’

This was indeed a very ‘risky’ workshop, and there were mixed responses to it.

One of the facilitators from the conversation group believed the workshop missed the mark: ‘I didn’t feel it captured what we were working towards; some of the participants were confused about purpose. It needed more work.’

Participants expressed mixed views about the ability of the workshop to keep them engaged and focused. Some felt it was too loose and unstructured:

- The only problem with letting the structure of the workshop evolve during the day is that it means too much is trying to be included, and worthwhile outcomes may be inhibited; more time perhaps on being reflective, and drawing lessons, ways forward, etc.
- Lost it in the last 40 mins.
- A bit too airy-fairy for me - was very different to what I had thought/expected. Lost me a little.

Others believed it was ok:

- Good to get the group work happening.
- Well designed and facilitated.
- Kept it rolling along.

The mixed views of the participants is also illustrated by their opinions and written responses to the following question:

Did you gain a better understanding of why and how developing space for learning and change is important & what is important?



On a 3-point scale, the assessments were mixed: the average of the response was 1.98 with a range from 1.5 to 2.4.

Similarly, the written comments are mixed.

- Learning is contextual. 'Curriculum' is value-laden. People must come to the learning space in their own time - how do we engage them so the learning is habitual/long-lived/enduring/worthwhile for them and the universe?
- Reaffirmed existing ideas.
- Yes and No. Expected more practical but did get some idea.
- Valuing others views on this. Holding the space -pulse of the group.
- We did talk about this, but it is something I bought with me to the session. The space in which learning happens.

³ A full summary of the data collected during the evaluation is provided in Appendix 3

- Have been lucky enough to experience some PD on this topic.
- Games and fun get people to drop their barriers. The space the learning happens in is important (inside and outside work) to open people up to deep emotional responses.
- Using less 'experts' type approach and more facilitation.
- Various exercises. Transformative space - perhaps needs a clear definition from the start.
- Focus on relationships with others and meeting them where they are.
- Especially like the principle of getting to know people on a personal level without reference to their professional roles.
- Most of the time I was observing, listening, trying to understand/relate to what was going on. There were opportunities to practice the virtue. But I'm ready for that - not all groups I facilitate are, however.
- I think I have all the heart values content covered I have realised that I want more on process in more practical/logistical ways.
- Feel confident in this area already.
- Being involved in the development of this workshop, learning from my peers.
- Could have spent more time doing this - asking people to prepare something short (5 mins) for the session (eg lead discussion of compost) and reflect on lessons learnt/improvements etc.
- That it can be done in any number of ways.

As in the previous workshop, new concepts, such as the wormhole and presencing, were introduced. Again, most participants expressed a need to reflect on them to understand their meaning. Others were excited and keen to incorporate them into their work.

- New words to explain give truths.
- Extremely helpful to put these different concepts into words, and realise that others are also experiencing these issues!

Most participants agreed that the session seemed somewhat different from other professional learning sessions and that it was supportive of collaborative learning and sharing the same learning space. Participants were less certain about how to apply the ideas directly to their own work.

Most of the participants indicated that developing connections and contacts with other participants and having an increased sense of belonging were the major outcomes of the workshop.

4.2.2.4 WMAA Waster Education Seminar⁴

As part of the development of a Waste Education Training Package, the Waste Management Association of Australia (WMAA) hosted a stakeholder workshop to consult with waste educators about the content and approach of the proposed package. The aims of the seminar and the training package are to lead to:

- a greater understanding by waste and sustainability educators of the approach and content of The Guide Beside;

⁴ A full summary of the data collected during the evaluation is provided in Appendix 4

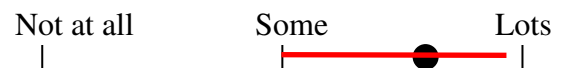
- a greater understanding of the training needs of waste and sustainability educators;
- engagement and involvement of both experienced and new waste and sustainability educators in the development of the training package; and
- ultimately, an improvement in the quality of waste and sustainability education in Victoria

The seminar was sponsored by VISY - Makes recycling easy and Sustainability Victoria. Fifteen people attended the seminar from a wide range of education sectors. There were three presentations:

According to the facilitator, 'It was well-organised. There was a mixture of people from Local governments and NGOs: some were novices, others were experienced...I felt they got into the spirit of it all.'

The results of the evaluation survey supported her assessment of the workshop as illustrated by their opinions and written responses to the following question:

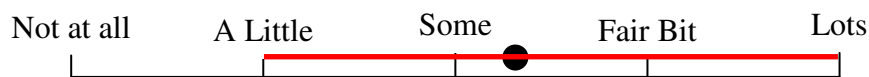
Did you gain a better understanding of what the current needs are for waste education training?



- I already had quite a good idea!
- Approaches needed, what could be included in training package, how it could be delivered and incentives?
- Links to the guide beside and transformative methods.
- Important to identify what needs to be achieved, barriers to overcome, what attributes people would like to take away.
- Still thinking.
- I liked the future thinking activity.
- Tonight gave a good overview.
- Knew most, met a couple of facilitators.

The wide variety of experience was well illustrated in the following question about the session being different, the responses varied from a little to lots.

Has this session **seemed different** to you from other professional learning/training sessions you have been to?



If so, please write at least two ways it has seemed different:

- Program was communicated and facilitated through various different methods. It was very collaborative and informative. I have never been to a meeting such as this.
- More relaxed, more conversation and sharing of ideas.
- I have been going to some pretty innovative sessions lately!!
- Activity around introduction. The creative visualisation process.

- I liked the way he articulated why. Introduction of people. Consideration of our time effort.
- Activity at beginning. Recognising prior knowledge of participants. Food and wine while working.
- Rich discussion, engagement.
- Concern about how material was presented.

According to the facilitator, outcomes of the seminar included:

- participants forming an e-group for reviewing drafts of the package;
- participants starting to talk about the training package;
- various people offering to write articles about the seminar, The Guide Beside and the results of the survey (newsletters, websites, etc.);
- adding the survey report to the WMAA website;
- champions agreeing to promote the package include: WMAA, AWARE, VISY, Sustainability Victoria and DSE; and
- identifying gaps and identify where else we need to promote the package.

4.2.2.5 Port Phillip Council Pilot

The Port Phillip 3-day workshop Pilot was an experiment. ‘We used the process to bring everyone together, from many diverse areas,’ explained the program manager. ‘We were looking for one vision of environmental sustainability across the council.’

On average, there were 7 to 10 participants each day, but people came and went during the three days. Attending was a large commitment for the staff.

‘I’m a great believer in the approach,’ reflected the program manager, ‘but the outcomes were mixed.’ Although a lot of work went into preparing the workshop, she believed that: ‘it was not well targeted for the council staff. There is an important message that there needs to be a co-presenter who is able to make practical links to local councils.’

As a result of the workshop, however, there has been improved coordination and integration of the environmental programs across the council. Working groups have been formed. One is working on communication between the different groups and another establishing a standard evaluation format across the community and council programs. ‘There is intention for us all to meet: They will be practical sessions; emphasising teamwork and program design solutions,’ explained the program manager. ‘This will allow us to put the Guide Beside principles into practice.’

The evaluation surveys generally indicate a positive reception to the sessions.

At the end of Day 1, participants were asked their opinion about, and to comment on, the following question:

Did you gain a better understanding of why framing clear objectives is important & what is



important?

On a 3-point scale, the assessments were all positive: the average of the response was 2.6 with a range from 2.0 to 3.0.

Most of the written comments were positive, although a number indicated that the pace of the day was too slow with a resulting loss of concentration:

- Clear objectives equals clear evaluation
- Made me reframe what the outcomes could be - zero emissions.
- Helps with the thinking/planning elements.
- Others can see opportunities to contribute.
- Wish I had known this 5 years ago.
- A lot of knowledge and skills in staff.
- got a little tired and lack of focus at times but pretty good. At times it was too much powerpoint.
- Lots of good ideas but would like a faster pace considering how experienced the group is.
- Continuing stream of engaging concepts well articulated.
- Shared purpose among participants and the start of an idea to meet regularly.

Day 2 focussed on evaluation, and the comments made by the participants on the following question were strongly supportive of the day:

Did you gain a better understanding of why evaluation is important & what is important?



On a 3-point scale, the assessments were all positive: the average of the response was 2.4 with a range from 2.0 to 3.0.

Participant comments:

- Incorporate evaluation into design.
- To distinguish between aspiration for target and actual target.
- Indicators were a new concept - to think of them in this way rather than just evaluate and monitor.
- I feel associated personnel are necessary to be part of the design process.
- Some of the exercise would have been better in groups. Also too much time was spent asking individuals what they think.
- Better energy levels.
- Great synergy and commitment across the environment.
- A couple of times I got bit lost when there was nothing much to do.
- Today's session was much more useful than the last one - good work!
- Feeling a bit more empowered to advocate for change, seeing more connections between my work and community-based work done by Eco Centre.

4.3 The Guide Beside: documentation

The Guide Beside documentation consists of an overview booklet and six modules. Three of these modules are generic: Processes and Paradigms; Evaluation; Organisation and Strategy, and three modules are tailored for specific contexts: Business and Training; Councils, Municipal Officers and Agencies; Connecting Schools, Families and Communities.

In this section, how these documents were used in the workshops and the facilitators' response to them are explored.

4.3.1 A discussion

Although the principles of the Guide Beside framed the workshops, the documents were used only in limited ways. Sections from the overview booklet were commonly used. The Swinburne workshop was the only one that provided an extensive set of these documents. Participants were given a bound copy containing the overview document and the two modules, Organisation and Strategies and Business and Training.

The principles and the models were highly regarded by a number of the participants – in particular, the principles as a personal checklist and the models as a framework to understand and explain facilitation. Some suggested that the Guide Beside needed to be more accessible, perhaps on a website, and be publicised more.

The facilitators expressed mixed views about these documents. Some were critical of the documentation. One facilitator believed it is too wordy and complex, and that there needs to be a visual 'fore-ground' document to convey the messages, another believed it is not easy to use and lacks clarity. On the other hand, another facilitator suggested that it should be more detailed, while a number suggested there was a need for more support tools and advice.

4.3.2 The data

- Participants got a copy of the Guide Beside: few had actually read it. Those who were interested certainly did read it, such as those who conduct behaviour programs, while those conducting technical programs were not going to read it.
- It has been difficult to find where to get the Guide Beside. I got parts of it from the workshop. The module on evaluation: Reading only came the day before.
- There was no prior reading. The Guide Beside (documentation) was not present.

- We're careful that the facilitator follows the Guide Beside. We're using the criteria at the back of the guide as a checklist. It has been great as a personal checklist. It suits us very well to what we do. A PDF guide was provided to teachers.
- I use the models (in the Guide Beside) as they provide an intellectual framework. What has been done is fantastic. The principles are fantastic.
- The principles are very important, and they now guide the workshop.
- Guide Beside was really helpful. Most participants didn't know much about evaluation. We had the materials and the process to imbed the material in that process. The document: it is pretty good considering the time limitations. It has established a basis, a conceptualisation of what is happening.
- The Guide Beside is too transmissive: You need to take risks. It is too controlling for me. It is ninety percent head talk and not the way to go. The ideas are good but the intention needs to be clarified. It is too wordy: needs to be tactile. I see it as a background document; there needs to be a foreground document, one that has fewer words – one that uses imagery, stories and simple processes – almost like a journey.
- People don't work through a manual, however. It is not very effective: we need some sort of training program. It is important to provide professional training for environmental trainers in these techniques.
- I have been involved in the TAFE model, which is experiential, adult learning and enquiry based so some of the ideas are not unfamiliar. I liked how it was written. But I am concerned that there is no 'guts' to it. I keep thinking, who will use the material? It is not easy to use. It needs greater clarity; presented step by step.
- It should be available on the web. VAEE could be the hub. Case studies are of limited value. Without the context, it doesn't build understanding. People want what to 'do' and how to 'do' it.

4.4 *The Guide Beside: future workshops*

As outlined in this report, there is strong evidence that the Guide Beside project has been instrumental in promoting a shared vision about how best to learn about sustainability and in building the capacity of facilitators to articulate this vision.

A number of the facilitators suggested that an important way forward is for the Guide Beside writing team to reconvene to reflect on and consider what has been achieved and what else needs to be done.

Participants at the three taster workshops were not short in suggesting ideas for future professional learning. One wrote: 'Can there be another? If its about 'sustaining the facilitator' - bring it on! If it's about facilitation techniques for sustainability - bring

that on too. If it's about 'transformative learning bag of tricks' - I could do with that too!

Their ideas fall broadly into further exploration of evaluation, managing and succeeding in change, communication and resources to support sustainability facilitation. Participants made the following suggestions:

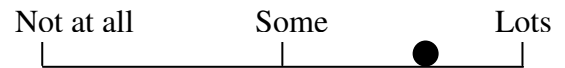
- Construction of questions to be used in written evaluation.
- Measurement; evaluation of social change.
- Analysis and framing of data - didn't touch on that at all.
- Evaluation
- Burn out - resourcing and being realistic about what is achievable.
- The learning process: transformative learning.
- Still keen to gain/explore techniques for opening up students in particular to environmental change and creating empowerment in this group in conflict to current education system.
- How to make it transformative. Action based on staff development, involvement in sustainability, getting various members of a community on board, how to do it to specific situations, where possible.
- Recognising and dealing with people's personal concerns.
- Behaviour change; effective facilitation.
- Engaging communities into environmental change.
- Dealing with difficult/aggressive and/or unengaged participants.
- Changing consumerism values.
- Deal with diversity/complexity.
- Dealing with people who are not open to heart learning/sharing.
- Time/exercises for people to examine their 'values'. Reflection on these 'values'. Techniques for practicing the new value-set.
- Creativity in sustainability facilitation.
- Creating clear communication channels amongst stakeholders. Recognising how to work together on common objectives.
- Potentially put on VAEE website how our evaluation is going, so that we can see what is working/what is not and contact/talk with those who are doing similar projects or with similar issues.
- Techniques for creating space.
- More tools again. I refer to Emma Hopkins programs - how to create holistic programs that sustain long-term relationships.
- Pooling and sharing of tools that have been developed and insights reached to assist in the work. Research looking at psychology involved in people becoming active. Sharing of understandings and hypotheses re inspiration, change motivators.

Appendix 1

Taster 1 Evaluation and Planning for Sustainability Programs

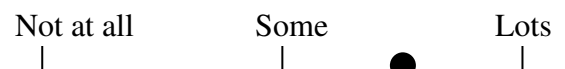
Data from evaluation

1. Did you gain a better understanding of why evaluation is important & what is important?



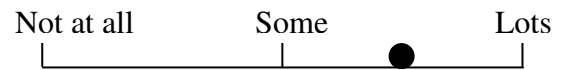
- SMART goals are clarifying
- That it can be simple, do-able and yet continuously improved upon.
- Set;prioritize your program goals - I thought evaluation was an after thought but it can actually be used to crystallise your objectives.
- Aha moment - you will get a much better program by clarifying your objectives and building in evaluation rather than just 'backing' it on or doing it because you have to.
- I guess I knew evaluation was important but the 'what' was clarified greatly. I.e. evaluation is definitely part of a program.
- Better feel for how evaluation can be integrated into programs to improve effectiveness - knew in theory before, but good to hear/work on examples in group.
- Hearing others needs and purposes with evaluation.

2. Did you become clearer about approaches to design of evaluation and how planning and evaluation are linked?



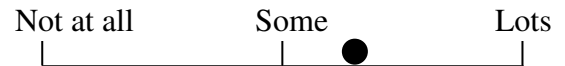
- The case study and the 'digging deeper' handout were invaluable.
- Without planning as well as iteration between objectives and outcomes, not able to design either as good a project or education formats for it.
- The importance of clarifying objectives in order to effectively evaluate; be clear first - this is the ultimate evaluation tool.
- Evaluation can be informal. I thought it was a very cut and dry science, nor only surveys.
- Digging down, building up tool great.
- Working through the steps was useful in teasing out objectives and indicators.
- Digging down, building up was useful - to see how evaluation and planning are so closely linked.
- I think I was pretty clear on this, but again it always adds enormously to talk with other people who are struggling with the same issues.

3. Given the limited time, did you get adequate experience in putting evaluation and planning into practice?



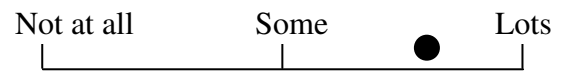
- A very valuable experience to have Mark & Jim objectively assess a zoo program.
- Table discussions need some interaction ground rules and, also, be good to get 3-4 project ideas up then let people choose their group. Ensures we are more interested, engaged.
- Very helpful designing evaluations for someone else's real project. Can take bits for our own.
- Excellent - enjoyed the brainstorming with others about various projects - many of the ideas I will be able to transfer back to my contextual situation.
- More would have been great, of course.
- Our group seemed to make a good contribution to evaluation ideas of ane person's project - a good outcome in itself.

4. Did you have opportunities to increase your networks with other sustainability facilitators?



- Was not enough time or enough interaction.

5. Did you come to see that you might apply these approaches to evaluation in your work/other context?



- Depressingly so. With about 50 programs across Zoo Victoria's 3 properties - they would need to be re-written with evaluation integrated into them. An enormous task that we don't have time for. This would have to be the model fo an new program.
- Understand the role evaluation and planning plays for multiple stakeholders gives enormous scope for the approaches explored today. Evaluation is daily and ongoing practice and xxx in both your professional and near professional context.
- I think I'll put into practice what was workshopped by my group.
- Some more examples of different approaches could have been helpful.

6A Ambience/energy levels over the day (comments):

- Good
- Up and down
- Up and down
- Good work to keep interest up.
- Up and down - like a project!.
- Adequately noted and dealt with.
- Good, liked the breaks.
- Good-breaks/games were very helpful. Although did crash by 3.30.
- Good group connection and focus. High energy during the morning session, felt drained in the afternoon - as I feel there has been a lot to take in - in a good way.

- Very good day, relaxed friendly atmosphere. Energy levels down at the end of the day due to all that thinking and generation of ideas!!
- Fab. Nice work energy monitor Steve.
- Energy up and down.
- Above average, and replenished well as necessary.

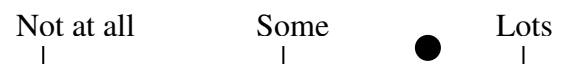
6B Presenter Input (comments):

- Valued!
- Less academic please.
- All the qualities of a good presenter.
- Good and well timed.
- Steve's role not so clear but mostly Colin good. Would be better with changing 'mode' eg sitting or handing to others.
- Good, but after 2pm energy/concentration started to drop.
- Good to see we did not sit and listen allday! Input at right time and length.
- Very clear, relevant. Monitored the group focus and needs well.
- Excellent. Colin was fantastic.
- Useful having interaction to steer our workshopping activities - we started very broad with developing but you guided us to evaluation..
- Excellent facilitation Colin and Steve. Well done.
- Good. Colin was sometimes a bit tested on whether he was facilitator or contributor but did well.

6C One important feeling you had (or more than one):

- Support
- Recognising that 4 shared the same frustration (and eventually achievement) in moving beyond my ideas and ways of doing.
- Positive vibes toward evaluation.
- That communication is so hard, yet extraordinarily valuable.
- Relaxed nicely at starting exercise.
- Felt more positive.
- Relief - I'm not the only one dealing with this. Ready to tackle our own evaluation.
- That evaluation is not a scary thing - that good planning is the key to great program.
- Belonging.

7. To what extent did the design and delivery of the workshops help you to remain engaged and focused throughout the day?



- The chicken dance made me feel ridiculous. As a qualified dance and movement therapist, I thought this activity was ill conceived and badly placed with no option to join or not.
- Assumed common ground rules for each group's interaction - that isn't always the case. Also, no instruments that ensured constant engagement across the group.
- Nice movement between Colin and Steve.

- I liked the energy monitoring! Felt as though all aspects of sustainability were being covered - especially the personal interactions.
- Activities planned, room set up was great.
- Lots of care taken with us.

8. What is one question that should be on this evaluation (open inquire) and what is your response to this question?

Were you comfortable with the physical activities involved in the workshop?	No. Please be careful in the future to introduce touch gradually if at all in a first session amongst strangers. Always offer choices and levels of involvement.
What is the difference between transformative and transmissive education?	Which method do you use most of the time in your programs?
How do you feel now, at the end of the day?	Like a new process has begun - excited, inspired and a wee bit tired.
Did you enjoy the day?	Yes! Great to feel the support and inquiry of people who are doing and dealing with similar issues. And meeting a bunch of lovely people.
How could the workshop have been improved in any way?	A round of quick introductions at the beginning could have been good - to see what backgrounds people had - only just had time during informal chats to meet most people. Still didn't know what some people at other tables are doing.

I'm happy with this.

What key aspects of sustainability learning and change facilitation would you like to have professional learning around?

- Construction of questions to be used in written evaluation.
- Measurement; evaluation of social change.
- Burn out - resourcing and being realistic about what is achievable.
- Recognising and dealing with people's personal concerns.
- Creating clear communication channels amongst stakeholders. Recognising how to work together on common objectives.
- Behaviour change; effective facilitation.
- Analysis and framing of data - didn't touch on that at all.
- Potentially put on VAEE website how our evaluation is going, so that we can see what is working/what not and contact/talk with those who are doing similar projects or with similar issues.
- Engaging communities into environmental change.

Addition comments, remarks, poems, drawings, etc.

- It was excellent to have a facilitator who is actively involved in program development himself and who is familiar with the hard work and creativity it takes to write programs with integrated evaluation.

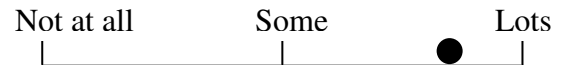
- Suggest ice-breaker and personal introduction. Project planning - suggest everyone does one and then shared in groups.
- Thank you.
- Thanks. Very valuable
- Liked it. Thanks so much.

Appendix 2

Taster 2 Capacity Building Through Effective Facilitation

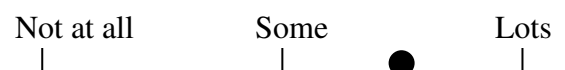
Data from evaluation

1. Did you gain a better understanding of why and how facilitation is important & what is important?



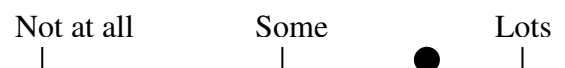
- Fantastic. People came from many sectors.
- New contacts.
- Yes, two possible gigs out of it!

2. Did you become clearer about approaches to facilitation & how facilitation and capacity building are linked?



- Being clear about content, process, head, heart - the value of both and balance.
- Sharing knowledge and creating space for this.
- Learnt a lot, but not sure if I could say I am a lot clearer about the approaches.
- Exploring dynamics, adaptation, diversity in perspectives of workshop participants.
- Knowing enough background content, but letting go of it!
- Made it participatory, outside comfort zone.
- Yes, as the day progressed, it was good to feel that as a group, we were capable of more than at the start - in terms of collaboration.
- Head/heart diagrams very useful

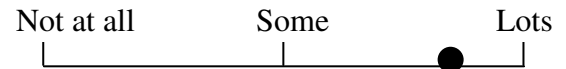
3. Given the limited time, did you get adequate experience in putting facilitation and planning for capacity building into practice?



- We thoroughly worked over one person's queries, which are closely related to mine - so yes.
- Made a great start
- Because 'Iny' was the one workshopped! I don't know about the others?! I like the way we worked an actual project a la Les Robinson.
- Practical exercises worked well for crystallising theoretical material.
- Felt we were effective in the pre-lunch activity on 2 projects.
- I think this was a huge strength of the day - practical problem solving sometime this is rhetoric hearsay area.
- Gave info on how, what is involved and various ways of gaining outcomes and goals.
- Briefly, the facilitating role within the group was interchanging for all the given activity - which maybe represents the inclusive nature of people's facilitation styles.

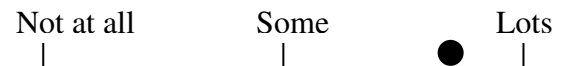
- Yes, I was lucky enough to have 4 of us working on my specific project with great insights.
- Great to assist others with their project.

4. Did you have opportunities to increase your networks with other sustainability facilitators?



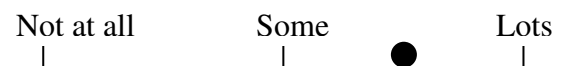
- Fantastic. People came from many sectors.
- New contacts.
- Yes, two possible gigs out of it!

5. Did you come to see that you might apply these approaches to facilitation in your work/other context?



- I can apply these techniques in all aspects not just when facilitating.
- Community consultation. Input into policy and program design.
- I felt I've gained more personally than professionally in the short term - with practice, professional outcomes will emerge.
- Work at Swinburne: future
- Good thing was that it allowed me to be more open to adapting approaches rather than having to either accept them as is or dump them.
- Upon my own reflection later, I will imagine.
- I liked the poetry idea at the start.
- I'll be using them directly to run my own PD sessions.

6. Did you find the Wormhole, Presencing and other concepts useful?



- I will explore these concepts further.
- Yes.. Presencing... but this is a challenge.
- Yes. But I would need more detail especially with 'presencing' - How do I get people to 'arrive'? How do I create the space?
- Interesting concepts.
- Generally enjoying
- I may have to experience them more to fully grasp them!
- Need more practical examples. I think of these - else they become just terms.
- Need to revisit later, but yes, seem useful.
- Engaged the spirit, connection with other people.
- Haven't understood wormholes yet, but presencing
- Enjoyed the presencing concept.

7A Ambience/energy levels over the day (comments):

- Great ambience, energy dropped after lunch. You managed it well.
- Pretty good - but warm room is a challenge.
- Good. However room was quite hot.
- Good
- Positive energy sustained overall.
- Great
- Afternoon was low.
- Good
- Like how small group worked. Enjoyed people here.
- Low after lunch.
- Good, generally high to med, a couple of low spots.
- A little too much talk at the beginnings but the space opened to provide excellent.
- Great

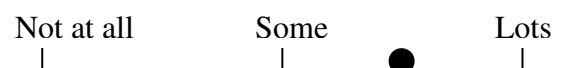
7B Presenter Input (comments):

- Brilliant
- Great and appropriate.
- Good. Colin practices what he preaches as a facilitator.
- Fine, good balance
- Good ideas/amicable chap.
- Great very knowledgeable.
- Very good - Colin has a very non-intrusive but welcoming tone.
- Good sharing, but not dominating or 'know all approach' appreciated.
- Excellent
- Considerate and in tune with participants.
- Well crafted session.
- Wonderful

7C One important feeling you had (or more than one):

- Inspired
- Using creativity to evoke feeling.
- Inspired!!
- Reflecting on personal practice
- Excitement re the apparent interest in the specific field of facilitation on which I work.
- Sense that we were dealing with hard issues.
- That establishing a common denominator can get away from the 'treehugger' label.
- Understanding of how facilitation can be implemented; realisation - I already approach teaching as a facilitator - good feeling.
- To generate discussion among people and make it personal somehow.
- Feeling really happy at sharing with people at the table.
- Realisation that participants of facilitation need to be regarded initially as humans (or other 'me's!') first off!

8. To what extent did the design and delivery of the workshops help you to remain engaged and



focused throughout the day?

- Colin and Steve were intuitive and empathetic and responsive to all or needs - cheers.
- Basic introduction. Good for beginner. Provided links for more information. Perhaps could have presented case studies.
- Engaging and stimulating
- A different approach that seemed to work well.
- A little lost at the end. Occasionally too many words to read on powerpoint. Looking forward to digesting further on my own. It has been fantastic.
- Felt it was all over too soon.
- Really enjoyed the head/heart activities.
- Design was great, maybe zoned out a bit during talking times.

9. What is one question that should be on this evaluation (open inquire) and what is your response to this question?

Question asked	Response
Were you inspired? If so, how?	Yes!!! I will facilitate my meeting by creating a comfortable space and give out chocolates.
In terms of process, where does it take us? VAEE?	What's the longer term view to linking with L2LS and DSE training for sustainability.
Has your knowledge, experience of facilitation been improved/deepened? You've covered things well.	Yes
Overall successfulness	Very good
What more could be in this program (or not) to make it more productive?	Keep asking questions and trying new techniques.

10. What key aspects of sustainability learning and change facilitation would you like to have professional learning around?

- Creativity in sustainability facilitation.
- Techniques for creating space.
- Changing consumerism values.
- Deal with diversity/complexity.
- The learning process: transformative learning.
- Dealing with difficult/aggressive and/or unengaged participants.
- Evaluation
- Still keen to gain/explore techniques for opening up students in particular to env. Change and creating empowerment in this group in conflict to current education system
- How to make it transformative. Action based on staff development/involvement in sustainability, getting various members of a community on board, how to do it to specific situations, where possible.
- Dealing with people who are not open to heart learning/sharing.

11. Addition comments, remarks, poems, drawings, etc.

- Well done! Bravo! Thank you.
- Thank you from my heart.
- Loved it.
- Liked the song writing activity at the start of the day. So good to do a sustainability workshop that is holistic.
- Excellent day. Very carefully considered day. Innovative and brave.

Appendix 3

Taster 3 Effective Relationships

Data from evaluation

1. Did you gain a better understanding of why and how developing space for learning and change is important & what is important?



- Learning is contextual. 'Curriculum' is value-laden. People must come to the learning space in their own time - how do we engage them so the learning is habitual/long-lived/enduring/worthwhile for them and the universe?
- Reaffirmed existing ideas.
- Yes and No. Expected more practical but did get some idea.
- Valuing others views on this. Holding the space -pulse of the group.
- We did talk about this, but it is something I bought with me to the session. The space in which learning happens
- Have been lucky enough to experience some PD on this topic.

2. Did you become clearer about approaches to developing transformative space are linked to effective facilitation?



- Games and fun get people to drop their barriers. The space the learning happens in is important (inside and outside work) to open people up to deep emotional responses.
- Using less 'experts' type approach and more facilitation.
- Various exercises. Transformative space - perhaps needs a clear definition from the start.
- Focus on relationships with others and meeting them where they are.
- Especially like to principle of getting to know people on a personal level without xxx to their professional roles.

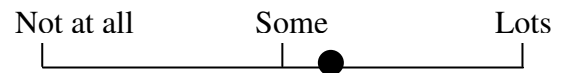
3. Given the limited time, did you get adequate experience in putting facilitation and planning for capacity building into practice?



- Most of the time I was observing, listening, trying to understand/relate to what was going on. There were opportunities to practice the virtue. But I'm ready for that - not all groups I facilitate are, however.
- I think I have all the heart values content context covered. I have realised that I want more on process in more practical/logistical way.
- Feel confident in this area already.
- Being involved in the development of this workshop, learning from my peers.

- Could have spent more time doing this - asking people to prepare something short (5 mins) for the session (eg lead discussion of compost) and reflect on lessons learnt/improvements etc.
- That it can be done in any number of ways.

4. Did you have opportunities to increase your networks with other sustainability facilitators?



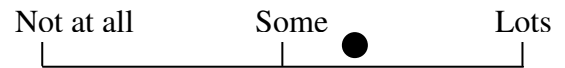
- Time will tell if these networks are enduring. Its good to know that there is a group like this in town, who rate as important the facilitation of sustainability.
- Please provide contacts of participants if all agree.

5. Did you come to see that you might apply these approaches to facilitation in your work/other context?



- The stretching exercises. The ball game. Group-work outcomes (creative word games, attractors in Nature, being quietly present and observant).
- Sticky note ideas for building self.
- With teams of facilitators - not workplace as such - eg AWARE, VAEE
- We all need to think more about this, but things like games/creativity/....

6. Did you find the Wormhole, Presensing and other concepts useful?



- The terms are great for me to create context, platforms to informed my facilitation work.
- Not sure the term wormhole describes it all that well or maybe needs better definition.
- New words to explain give truths.
- Extremely helpful to put these different concepts into words, and realise that others are also experiencing these issues!
- Missed the early am bit. But have found it useful in the past.

7A Ambience/energy levels over the day (comments):

- Good
- Good
- Good space created.
- Up and down
- High

7B Presenter Input (comments):

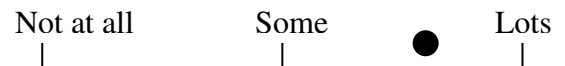
- Well paced. Rushed at end.

- OK - fine but I think as I mentioned, I need more tangible facilitation tools.
- Just right.
- Colin - you were able to capture the essence of what we had been discussing and making it a practical day.
- Great facilitator - could have been a whole day session.
- All were good.
- Interesting

7C One important feeling you had (or more than one):

- Recognition of fellow travellers inclusion respect, acceptance, non-judgemental behaviours; risk taking allowed, honesty in responses.
- Peace.
- A sense that I am not alone in being overwhelmed/stretched across many roles.

8. To what extent did the design and delivery of the workshops help you to remain engaged and focused throughout the day?



- The only problem with letting the structure of the workshop evolve during the day is that it means too much is trying to be included, and worthwhile outcomes may be inhibited more time perhaps on being reflective, and drawing lessons, ways forward, etc.
- Lost it in the last 40 mins.
- A bit too airy-fairy for me - was very different to what I had thought/expected. Lost me a little.
- Good to get the group work happening.
- Well designed and facilitated.
- Kept it rolling along.

9. What is one question that should be on this evaluation (open inquire) and what is your response to this question?

Question asked

Response

Was this what you were expecting?

No. Looking for more practical ways of caring for self to run a similar session for another group next year. I.e. different ways to sustain self.

How would you have run the workshop? Cooperate change processes - board; executive; middle management.

Something to do with depth of knowledge, past experience etc.

10. What key aspects of sustainability learning and change facilitation would you like to have professional learning around?

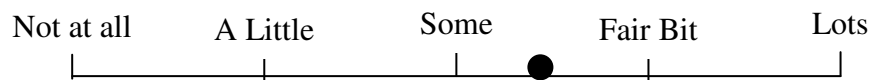
- time/exercises for people to examine their 'values'. Reflection on these 'values'. Techniques for practicing the new value-set.

- More tools again. I refer to Emma Hopkins programs - how to create holistic programs that sustain long term relationships.
- Pooling and sharing of tools that have been developed and insights reached to assist in the work. Research looking at psychology involved in people becoming active. Sharing of understandings and hypotheses re inspiration, change motivators.

11. Addition comments, remarks, poems, drawings, etc.

- Can there be another, of what would it be trying to achieve? If its about 'sustaining the facilitator' - bring it on! If it's about facilitation techniques for sustainability - bring that on too. If it's about 'transformative learning bag of tricks' - I could do with that too!
- I think a traditional introduction is a good thing along with other methods. It allows you to figure out who to network with.
- Passionate people provoke positive performances.
- Sharing of strategies to do with grief, establish and maintain balance and empathy and spend time identifying need for support, sources of support and ways we can support each other.

A1. Has this session **seemed different** to you from other professional learning/training sessions you have been to?



If so, please write at least two ways it has seemed different:

- Changing structure. Participants given a chance to get into a space where they can feel safe.
- Setting (ambience); format more casual.
- Its real, focuses on root causes not the bandaid approach to sustainability or do it my way.
- The woo-woo factor: acknowledging the emotional/spiritual side to our work. Venue conducive to a friendly group atmosphere.
- Heart focus; very open
- A different intention regarding sustainability facilitators in organisations.

A2. Have you experienced **insights / deeper learning / aha! experiences** during the session?

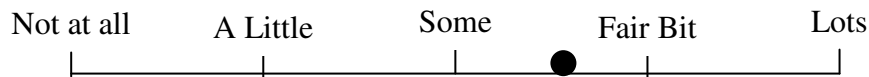


If so, please summarise briefly at least two insights that have come to you:

- Activities that sustain sustainability facilitators. Framework for thinking, and approachable language e.g. 'wormhole' etc.

- It would be good to get more group feedback and discussion of people's experiences in this area.
- The session put into words a lot of what I have been struggling with. We need to share our experiences of dealing with issues.
- Reinforcement and reminders.

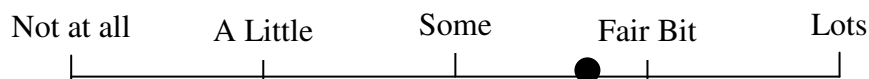
A3. To what extent have you felt the session has developed **opportunities for collaborative learning**; that is, participants learning off one another as well as from the facilitator(s):



If so, please summarise briefly at least two examples of collaborative learning:

- Creative word games, being quietly present and observant.
- Good group discussion.
- We all bring lots to the table eg. Share our personal commitments.
- Sharing our good group experiences was really valuable.
- With willingness members of this group could work on developing this further.

A4. Were there moments in the session when it seemed that just about everyone was **sharing the same learning space**; that is, when everyone was focused together on addressing issues, rather than each participant separately trying to sort through how to address their own issues?



If so, summarise briefly as best you can how these moments felt:

- I felt Iris was detached. Steve and Colin were awesome to keep the day on track. Participant insights showed me the 'colour of life', but I felt they were mainly still looking at their own problems.
- Flowing
- Ah ha!
- Just about but not all except during the ball game and some of the group activities.

A5. To what extent were you able, given the limited time, to **sort through** how you can apply the understandings from the session **directly to your own work** context?

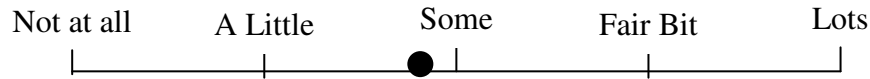


Please summarise briefly at least two examples of how you can apply outcomes to your work :

- I need to go away and absorb, digest, prioritise, etc. before I can use anything
- Meditate to be calm.
- I need to process this one - probably how I relate to each person I come across.

- More games and more intentional articulation of values.

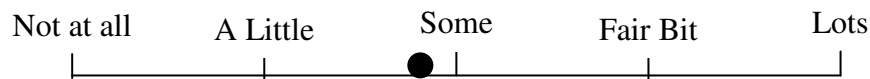
In addition to your individual learning and understanding, were there many other outcomes from the session (see list below, and add your own)?



For example, were there outcomes for you of the following (please circle dots if YES):

- | | |
|---|---|
| • finding out what other participants are doing and how this relates to my work (4) | • developing connection with other participants for future networking (7) |
| • more confidence that I can tackle session related issues I am facing(3) | • valuable contacts that I am likely to draw on in future to assist my work (8) |
| • increased optimism that I can address issues and develop effective strategies (2) | • increased sense of belonging to a community of professional facilitators (7) |

A6. Overall what ways has the dynamics, content and outcomes of the GB allowed you to be more effective – to what extent have useable tools and approaches been provided in practical ways:

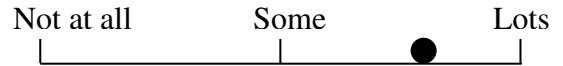


Please summarise briefly at least two practical tools or approaches you have gained:

- Games, wordgames, presence exercises come to mind.
- Maybe it just was not what I needed but very enjoyable and good to connect with new people.
- I need to get my head around the GB on a practical level - I need to read it and see how it applies.
- My best insights during the day will certainly influence life and work. I enjoyed the day, the people and the subject greatly. I recommend trimming the survey to one page.
- Continue to work with people tools and processes that work for me.
- This evaluation seems to be quite inadequate in terms of the many specific questions and requests for examples. However, I found it a most enlightening and encouraging experience and I am quite limited in my understanding of the process because I can in on the tail end. This is extremely important work and I look forward to further involvement.

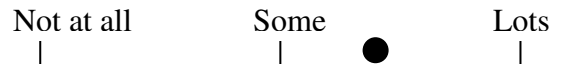
Appendix 4 WMAA Workshop Data from evaluation

1. Did you gain a better understanding of what the current needs are for waste education training?



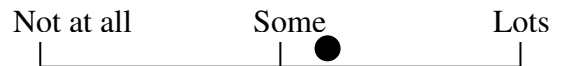
- I already had quite a good idea!
- Behaviour change models. Report writing.
- Approaches needed, what could be included in training package, how it could be delivered and incentives.

2. Did you become clearer about approaches to design waste management training?



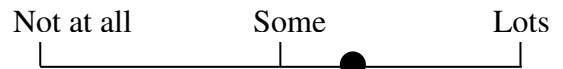
- Links to the guide beside and transformative methods.
- Important to identify what needs to be achieved, barriers to overcome, whaty attributes people would like to take away.

3. Given the limited time, did you get adequate opportunities to think through how the design of waste management training might be put into practice?



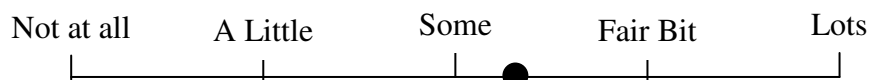
- Through talking
- Still thinking.
- I liked the future thinking activity.
- Tonight gave a good overview.

4. Did you have opportunities to increase your networks with other sustainability facilitators?



- Knew most, met a couple of facilitators.

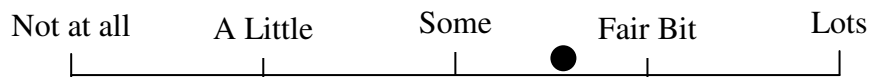
5. Has this session **seemed different** to you from other professional learning/training sessions you have been to?



If so, please write at least two ways it has seemed different:

- Program was communicated and facilitated through various different methods. It was very collaborative and informative. I have never been to a meeting such as this.
- More relaxed, more conversation and sharing of ideas.
- I HAVE BEEN GOING TO SOME PRETTY INNOVATIVE SESSIONS LATELY!!
- Activity around introduction. The creative visualisation process.
- I liked the way Colin articulated why. Introduction of people. Consideration of our time effort.
- Activity at beginning. Recognising prior knowledge of participants. Food and wine while working.
- Rich discussion, engagement.
- Concern about how material was presented.

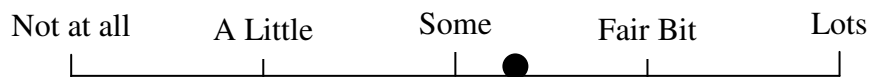
6. To what extent have you felt the session has developed **opportunities for collaborative learning**; that is, participants learning off one another as well as from the facilitator(s):



If so, please summarise briefly at least two examples of collaborative learning:

- Team work in the exercise we brainstormed. Feeling comfortable in the surrounds to speak up from my perspective.
- Mentoring idea. Email group.
- giving group members the opportunity to provide input to the creative visualisation questions.
- Continued work/feedback.

7. In addition to your individual learning and understanding, were there many other outcomes from the session (see list below, and add your own)?



For example, were there outcomes for you of the following (please circle dots if YES):

- | | |
|---|---|
| • finding out what other participants are doing and how this relates to my work (3) | • developing connection with other participants for future networking (7) |
| • more confidence that I can tackle session related issues I am facing | • valuable contacts that I am likely to draw on in future to assist my work (3) |
| • increased optimism that I can address issues and develop effective strategies (1) | • increased sense of belonging to a community of professional facilitators (7) |

8. General comments on the workshop

- Very informative. A nice surprise to an ordinary presentation.
- Great to meet other educators and share ideas. Brainstorming activity was very useful.
- timing - PEOPLE GET OFF-SIDE.
- I thought the questions for small group discussion were stimulating.

9A Ambience/energy levels over the day (comments):

- Relaxed
- Good
- Low, then high at the end.
- Medium to high.
- OK
- I was a bit tired by 5.45pm.
- It would have been great to see a wider range of waste educators.

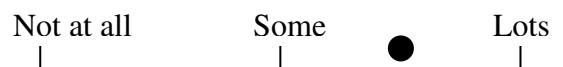
9B Presenter Input (comments):

- Facilitated rather than lead conversation.
- Great
- Variable.
- Good.
- Very high level of preparation.
- OK
- Good to have variety.
- Presentations were focussed.

9C One important feeling you had (or more than one):

- Interest.
- I felt welcomed and my opinion mattered.
- Good.
- Everyone is keen to learn alternative process.
- Thoughtful presentation/activities.
- Optimistic about the future of WM training.

10. To what extent did the design and delivery of the workshops help you to remain engaged and focused throughout the day?



Comments

- Thank you on behalf of Visy Recycling.
- Good selection of presentations and info. Provided.
- Well done.
- I like having the agenda written out so I know what is happening next.

Appendix 5

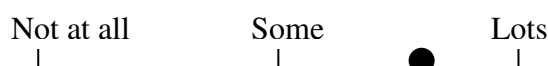
Port Phillip Pilot

Data from evaluation

Evaluations were only available for day 1 and 2. Only the first question, and the comments made by the respondents are provided .

Day 1 Evaluation

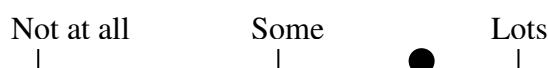
1. Did you gain a better understanding of why framing clear objectives is important & what is important?



- Clear objectives equals clear evaluation
- Made me reframe what the outcomes - zero emissions.
- Helps with the thinking/planning elements.
- Others can see opportunities to contribute.
- Wish I had known this 5 years ago.
- A lot of knowledge and skills in staff.
- got a little tired and lack of focus at times but pretty good. At times it was too much powerpoint.
- Lots of good ideas but would like a faster pace considering how experienced the group is.
- Continuing stream of engaging concepts well articulated.
- Shared purpose among participants and the start of an idea to meet regularly.

Day 2 Evaluation

1. Did you gain a better understanding of why evaluation is important & what is important?



- Incorporate evaluation into design.
- To distinguish between aspiration for target and actual target.
- Indicators were a new concept - to think of them in this way rather than just evaluate and monitor.
- I feel associated personnel are necessary to be part of the design process.
- Some of the exercise would have been better in groups. Also too much time was spent asking individuals what they think.
- Better energy levels.
- Great synergy and commitment across the environment.
- A couple of times it got bit lost when there was nothing much to do.
- Today's session was much more useful than the last one - good work!
- Feeling a bit more empowered to advocate for change, seeing more connections between my work and community-based work done by Eco Centre.