

Putting colour and oomph into making decisions – the role of education in developing policy.

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If you take nothing else away with you ...

- * Decisions are made by governments on a range of issues of interest to sustainability educators
 - * Making sure there is community input into these decisions requires a good process and informed communities
 - * Sustainability educators have a critical role to play
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graph TD
    A[Stakeholder reference forums and public submissions] --> B[Minister for Water]
    A --> C[Consultative Committee]
    D[Working groups (allocation, environment, urban, licensing)] --> C
    C <--> B
    E[Department of Sustainability and Environment] --> B
    F[Independent Panel] --> B
    
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Forecast of total inflows in the Murray system over next 50 years

Year	Scenario A - Low climate change	Scenario B - Medium climate change	Scenario C - High climate change	Scenario D - Continuation of recent low inflows (1997-99-2005-07)
1990	0	0	0	0
2000	0	-2	-5	-43
2010	0	-4	-10	-43
2020	0	-6	-15	-43
2030	0	-8	-20	-43
2040	0	-10	-25	-43
2050	0	-12	-30	-43
2060	0	-15	-35	-43

PM, Brumby strike deal on Murray

Big smoke is still thirsty
 Controversial pipeline will tap scarce river water for Melbourne
By Glenn O'Hall

Why should sustainability educators care?

- nature of changing to live sustainably (wicked problems)
 - often no clear 'win win' solution (so how to manage impact fairly)
 - the most critical decisions require informed, capable and engaged communities
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Evolutionary or (and) revolutionary change?



Case studies:

1. Advocacy in climate change and water

Policy failures

First home buyers scheme

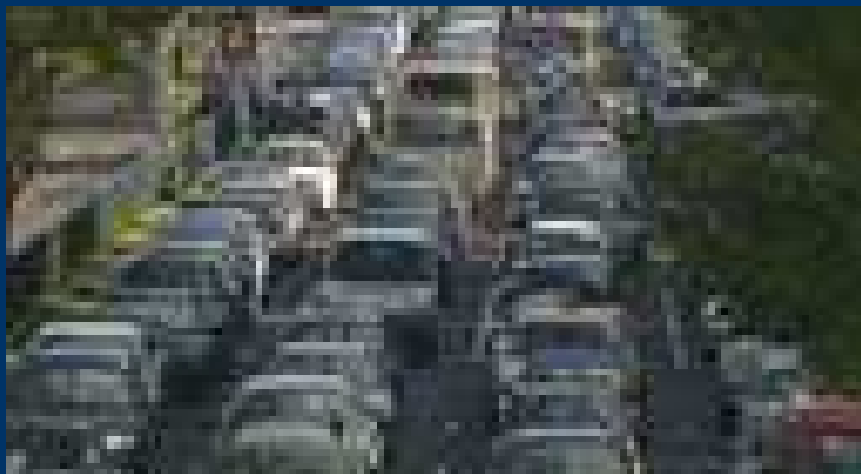
Building regulations count eaves as part of the house
Setbacks are required so eaves are deleted



*Wind farms
on Victoria's
south coast*



Introduction of unleaded petrol



Plebiscite on recycled water



***WANTED: informed people to
inform policy***



Case studies:

2. Water planning in Victoria

- * deliberative engagement
- * devolved decision-making
- * Providing time and space for learning

Deliberative engagement

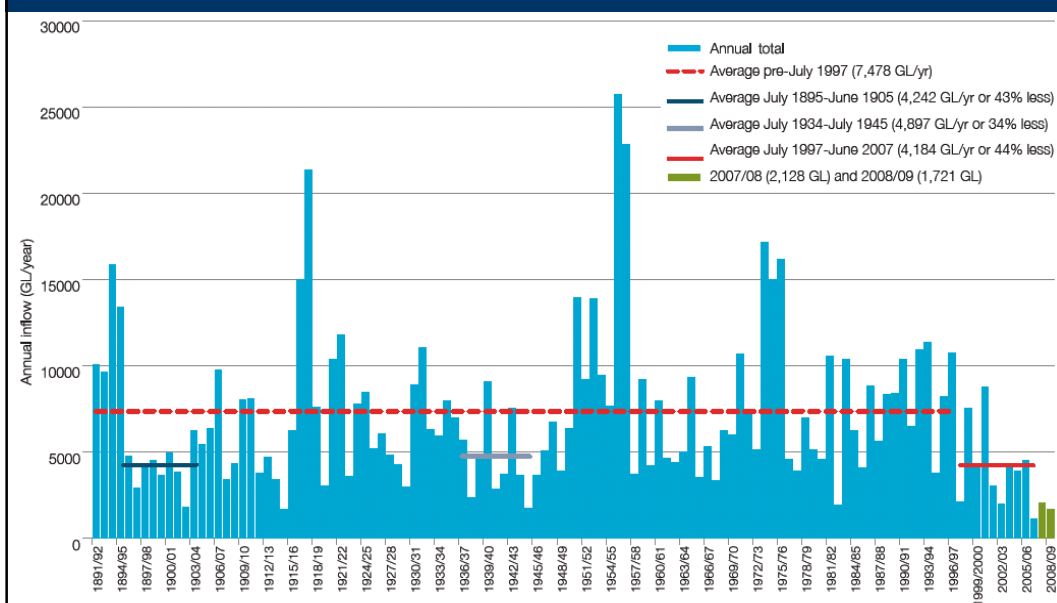
Debate	Dialogue	Deliberation
Compete	Exchange	Weigh
Argue	Discuss	Choose
Promote Opinion	Build relationships	Make choice
Seek Majority	Understand	Seek overlap
Persuade	Seek understanding	Seek common ground
Dig in	Reach across	Framed to make choice
Tight Structure	Loose structure	Flexible structure
Express	Listen	Learn
Usually fast	Usually slow	Usually slow
Clarifies	Clarifies	Clarifies
Win/loss	No Decision	Common ground

Devolved decision-making

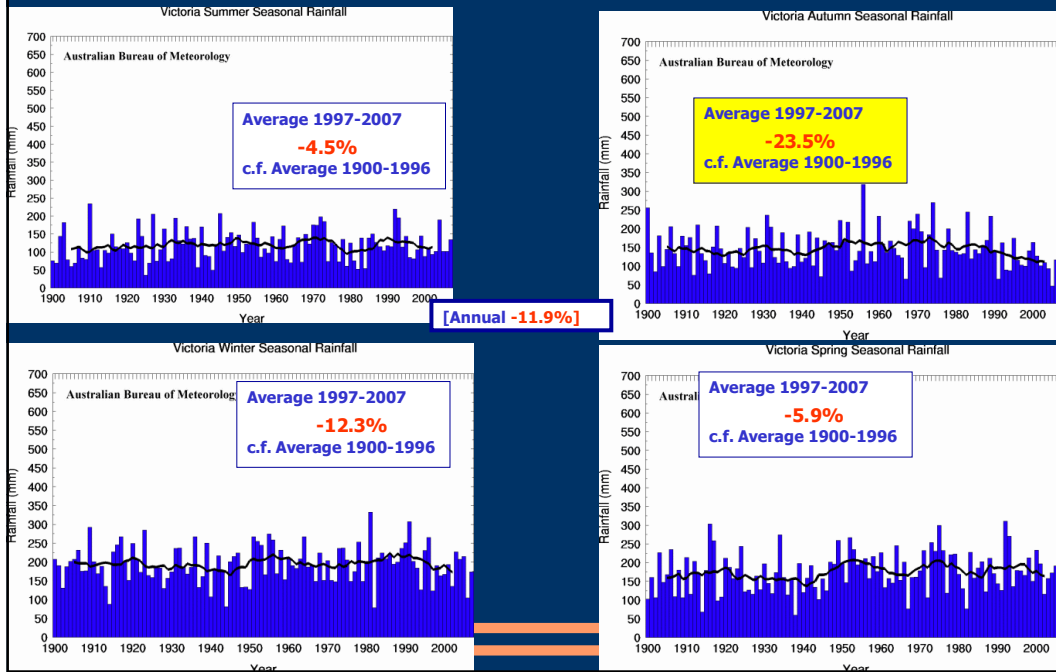
The principle of subsidiarity

"...nothing should be done by a larger and more complex organisation which can be done as well by a smaller and simpler organisation... any activity which can be performed by a more decentralised entity should be."

Learning together (1)



Learning together (2)



Questions,
comments or
ideas?