



## SUBMISSION COVER SHEET

Meeting Date	<b>May 2021</b>	
Applicant	<b>Australian Association for Environmental Education Inc</b>	
Submission Title	<i>'Rural and Remote Students' Access to Sustainability Practices'</i>	
Amount Requested	\$48,320	
Inclusive or Exclusive of GST	Exclusive	Eligible for GST refund - Not eligible
Amount Previously Funded	Nil	
Contact Person	Dr Jennifer Pearson or Dr Peter Andersen	
Postal Address	25 Hadleigh Way, Girrawheen WA 6064	
Phone	0407983469 (JP)	0458458089 (PA)
Thyne Reid Foundation Trustee Involved	Ms Julie Gillick	
Grant Synopsis	<p>Teacher education students studying in rural and remote regions have limited access to events and organisations that can support them to increase their knowledge, skills and networks in the environmental sustainability fields. This limits potential educational, work experience and career choices for future directions they may wish to pursue. The sustainability / environmental field are varied, offering substantial opportunities to provide roles that are challenging, often team orientated and significant in outcomes achieved.</p> <p>The Australian Association for Environmental Education (AAEE) would very much like to be able to provide rural and remote teacher education students with sustained membership to AAEE and subsequent opportunities to participate in international, national and/or local events through online means or in person. This not only builds skills and knowledge but it builds self-belief and confidence to work for shared goals. AAEE members can be found in all education sites from early childhood to tertiary settings. They are in Landcare, Coast Care, Waste education, wetlands, zoological settings, friends of groups, Marine Education, local and state/territory government departments. Annual Report outlines the breadth of the organisation and statics and can be found on at <a href="http://www.aaee.org.au">www.aaee.org.au</a> .</p>	

**Description of the organisation:**

**Background:** The Australian Association for Environmental Education (AAEE) has been the national professional association for educators working in the fields of environment or sustainability education for over 40 years. The Association and its members operate in all states and territories of Australia, and are committed to working with others towards a sustainable future. AAEE represents the broad environmental education community in national discussions and debates about curriculum, community and industry sustainability issues. Through its representative roles on state and national committees, memberships and partnerships and its state-based Chapters, AAEE represents and advocates for the interests of environmental education and educators across Australia. AAEE provides an important network, supporting its members with up-to-date research and policy information, access to resources, and regular workshops and conferences. AAEE exists to provide a forum for professionals interested in Environmental Education (EE) to come together, network and share their knowledge and expertise. It serves to represent the environmental education fraternity in national discussions and debates. AAEE also includes Special Interest Groups for members: Teacher & Teacher Education; Early Childhood; Research and Marine & Catchment Educators.

The role of education is a critical tool in the path towards sustainability. Increasingly environmental education is playing a major role in, and across sectors including government, business, industry, the broader community, and in schools. AAEE exists to provide a network for this growing force of environmental educators.

**Mission:** To connect through education in order to advance understandings and actions in relation to environmental and sustainability issues across all communities and education sectors.

**Chief Executive Officer:** The AAEE has the services of a part time Administrator to support the work of the voluntary National Board Members. Tasks associated with strategic direction are allocated to subcommittees to develop and deliver for members.

**Board Members:** In accordance with the AAEE constitution the National Board Members represent at least 4 of the states and territories. President Dr Jennifer Pearson (WA); Vice Presidents (3) Mr Cameron McKenzie (QLD), Ms Jodie Green (ACT), Ms Sarah-Jo Lobwein (NSW); Secretary Dr Kim Beasy (TAS); Treasurer Dr Marianne Logan (NSW); Ordinary Members (6) Dr Peter Andersen (NSW), Dr Sue Elliot (NSW); Ms Alison Fraser (VIC), Ass Prof Hilary Whitehouse (QLD), Ms Vivienne Pearce (OAM) (ACT); Ms Angela Colliver (SA). Each Board member brings particular experiences and expertise to drive the advocacy of education policies and curriculum development at Federal and State levels.

**Description of the project to be funded:**

Name of project: ***'Rural and Remote Students' Access to Sustainability Practices'***

This project is unique and exciting for the state and national executive team members of AAEE, as it provides them with the chance to offer career-defining opportunities to tertiary teacher education students who would normally be unable to access sustained membership to leading environmental education associations such as AAEE and attendance at an internationally recognised environmental education conference. AAEE has never been in the financial position to provide direct support to a large number of tertiary teacher education students, therefore a funding partnership with the Thyne Reid organisation would be invaluable.

The project has the following stages:

- Selection of worthy students to receive financial support in order to join AAEE and attend a state-based or national AAEE conference in Mandurah 2021 or Melbourne in 2022 or a State-based AAEE conference in 2022.
- Students join AAEE via online system.
- Notification of successful student members to Chapter Convenors.
- Students submit application for conference support choices, information collated and funds dispersed on receipt of invoices up to the value of \$400.

- Post-project data-gathering exit interviews with the students. The focus of the interviews is to ascertain the influence that the membership of AAEE and attendance at national conference had on the students' development as environmental educators and environmental education career aspirations/realisations.
- Provide Thyne Reid Foundation with information about outcomes achieved as we continue to assess the best ways to enhance tertiary student engagement in career-defining educational opportunities in the sustainable education sector.

The expected outcome of this grant application is for 80 rural and remote teacher education students in tertiary settings to receive a student membership of AAEE for three years and have access to funding to attend a state-based or national AAEE conference. The budget is based on the current student membership price of \$68 per annum (for three consecutive years) and the cost of the national conference, which includes an option of online attendance, to the value of \$400 per person. The students will be selected from each state and territory as outlined in the proposed project budget.

\*Please note that if the students wish to attend a conference in person, they will have to pay the balance of costs of the conference, accommodation and food. Likewise, the students can also use the \$400 to contribute towards attending a state-based AAEE conference if they wish to do this rather than attend the national conference.

Teacher education students studying in rural and remote regions have limited access to events that can support them to increase their knowledge, skills and networks in the environmental sustainability fields. This limits potential educational, work experience and career choices for future directions they may wish to pursue. The sustainability/environmental field are varied, offering substantial opportunities to provide roles that are challenging, often team orientated and significant in outcomes achieved. This not only builds skills and knowledge but it builds self-belief and confidence to work for shared goals. AAEE members can be found in all education sites from early childhood to tertiary settings. They are in Landcare, Coast Care, Waste education, wetlands, zoological settings, friends of groups, Marine Education, local and state/territory government departments. Annual Report outlines the breadth of the organisation and statics and can be found on at [www.aeee.org.au](http://www.aeee.org.au).

The AAEE has an enthusiastic, productive and functioning Chapter in each state and territory. Membership provides students with an international journal (Australian Journal of Environmental Education), quarterly newsletters ozEENews, monthly E Bulletin, Learning Circle webinars, participation in national SeaWeek events and social media sites for various special interest groups. The AAEE has a Biennial Conference hosted in a different state or territory for the lowest costs possible but this can still be prohibitive when additional travel and accommodation is added. In 2021 it will be in Mandurah WA (deferred from 2020) and in 2022 likely to be in Melbourne Victoria. The biennial conference model is being developed to include online options to reflect challenges created by the global pandemic, however, these online options could still prove to be prohibitively expensive for tertiary students from rural and remote settings.

### **Anticipated benefits**

Each student will receive three years' membership of AAEE and funding up to \$400 to attend an AAEE conference of their choice. The anticipated benefits will be as follows:

#### Yearly membership:

- Online access to AAEE Chapter events including environmental education learning circles and professional development workshops.
- Mentoring opportunities through engagement with fellow AAEE members.
- Opportunities to contribute to and create collaborative projects in their local areas.
- Access to online environmental education resources.
- Updates on state and national environmental education events.
- Access to the Australian Journal of Environmental Education (AJEE) – peer reviewed internationally recognised environmental education journal.

#### Conference attendance:

- Opportunities to network with leaders in the environmental education field.
- Access to the latest in environmental education theory, research and practices.
- Access to environmental education resources.

- Access to the conference journal.
- Awareness raising regarding career paths, job opportunities, capacity building professional development and grant opportunities for projects plus potential to collaborate of developing activities and events for their tertiary institutions.

### Time frame for implementation

The table below outlines the process that AEE committee members will implement in order to select appropriate recipients of the funding. The AEE committee members will ensure the implementation of a competitive and transparent process that ensures that the uptake is appropriate and useful in identifying students with genuine needs. The process for allocation of funds will be competitive with application for a set amount to be acquitted within 12 months of allocation. Each Chapter will manage the selection process under the guidance of the National Executive committee. Funds may cover biennial or local event depending on the year of application but will not exceed the amount available to those students in that State or Territory who are identifies in this grant program.

Date	Activities	Personnel
05/06/2021	World Environment Day – Special advertisement for student membership through National and Chapter communication platforms, application deadline of Friday 25 <sup>th</sup> June. Social media comms, article in ozEEnews, create page on awards page of AEE website.	AEE National Executive
25/06/2021	Student application deadline, collate info for panel and distributed	AEE Admin
05/07/2021	Notify students, write social media comms, article in ozEEnews from Chapters about their student, update website.	AEE Chapters and NE
30/07/2021	Contact student about membership and send application for funding for local or national AEE event. Inform about new student members in their Chapter.	AEE National Executive

Total amount of funding required is \$48,320 as outlined

State/Territory	Number of students (10 per State/Territory)	Membership of AEE for 3 years (\$68 per year)	Attendance support per State/Territory to attend national AEE conference	Total maximum Cost
NSW; QLD; VIC; TAS; NT; SA; QLD & ACT	80	\$16,320 (\$204 per student)	\$32,000 (\$400 per student)	\$48,320

### What component, if any, of the grant amount requested is GST levied

Just the cost of the event of conference if applicable but this depends on external providers.

### If the applicant is able to obtain a GST refund

We are not registered for GST as we are under the threshold.

### Alternative funding sources sought

N/A

# Balance Sheet

## AUSTRALIAN ASSOCIATION FOR ENVIRONMENTAL EDUCATION INCORPORATED As at 30 June 2020

30 June 2020      30 Jun 2019

### Assets

<b>Bank</b>		
BA Charitable Status 12086436	9,564	19,430
BA Operating Account 12086434	41,120	44,253
PayPal Account		477
<b>Total Bank</b>	<b>50,684</b>	<b>64,160</b>
<b>Current Assets</b>		
Accounts Receivable	5,503	738
<b>Total Current Assets</b>	<b>5,503</b>	<b>738</b>
<b>Total Assets</b>	<b>56,187</b>	<b>64,898</b>

### Liabilities

<b>Current Liabilities</b>		
ATO Integrated Client Account	606	-
GST	1,732	(684)
Rounding	1	1
<b>Total Current Liabilities</b>	<b>2,339</b>	<b>(683)</b>
<b>Total Liabilities</b>	<b>2,339</b>	<b>(683)</b>
<b>Net Assets</b>	<b>53,848</b>	<b>65,581</b>

### Equity

<b>Current Year Earnings</b>	<b>(11,734)</b>	<b>(33,678)</b>
<b>Retained Earnings</b>	<b>65,581</b>	<b>99,259</b>
<b>Total Equity</b>	<b>53,848</b>	<b>65,581</b>

### Notes

Signed 

This statement is to be read in conjunction with the Notes to the Financial Statements and the accompanying Compilation Report.

# Independent Auditor's Review Report

## Australian Association for Environmental Education Incorporated For the year ended 30 June 2020

I have reviewed the financial report, being a special purpose financial report, of Australian Association for Environmental Education, which comprises the Statement of Assets & Liabilities as at 30 June 2020, the Statement of Income & Expenditure, Statement of Movements in Equity for the year then ended, Notes comprising a summary of significant accounting policies and other explanatory information, and the directors' declaration on the annual statements giving true and fair view of the financial position and performance of the association.

### 1. The Responsibility of the Directors for the Financial Report

The directors are responsible for the preparation and fair presentation of the financial report and have determined that the accounting policies described in Note 1 to the financial statements, which form part of the financial report, are consistent with the financial reporting requirements of the Australian Accounting Standards. The directors' responsibilities also include establishing and maintaining internal control relevant to the reporting obligation of the association. The directors' responsibilities also include establishing and maintaining internal control relevant to enable the preparation and fair presentation of the financial report that is free from material misstatement, whether due to fraud or error, selecting and applying appropriate accounting policies; making accounting estimates that are reasonable in the circumstances.

### 2. Auditor's Responsibility

My responsibility is to express a conclusion on the financial report based on my review.

I conducted my review in accordance with *Auditing Standard on Review Engagements ASRE 241's Review of a Financial Report: Company Limited by Guarantee or an Entity Reporting under the ACNC Act or Other Applicable Legislation or Regulation*, in order to state whether, on the basis of the procedures described, I have become aware of any matter that makes me believe that the financial report is not in accordance with the Australian Accounting Standards Act 1991 (ACT), including giving a true and fair view of the entity's financial position as at 30 June 2020 and its performance for the year ended on that date, and complying with the Australian Accounting Standards.

ASRE 241's requires that I comply with the ethical requirements relevant to the review of the financial report.

A review of a financial report consists of making enquiries, primarily of persons responsible for financial and accounting matters, and applying analytical and other review procedures.

A review is substantially less in scope than an audit conducted in accordance with Australian Auditing Standards and consequently does not enable me to obtain assurance that I would become aware of all significant matters that might be identified in an audit. Accordingly, I do not express an audit opinion.

### Basis of Accounting and Restriction on Distribution

The directors are responsible for the preparation and fair presentation of the financial report. The financial report has been prepared in accordance with the Australian Accounting Standards, and under the Association's constitution, and under the Associations Incorporated Act 1991 (ACT).

### Independence

In conducting my review, I have complied with the independence requirements of the Australian professional ethical pronouncements.

### 3. Conclusion

Based on my review, which is not an audit, I have not become aware of any matters that make me believe that the financial report may not give a true and fair view of the entity's financial position as at 30 June 2020 and its performance for the year ended on that date, and complying with the Australian Accounting Standards.

# Independent Auditor's Review Report

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PETER PAUL BRUNO, FCPA  
Membership Number: 9480489  
08.10.2020  
14 Cobden Rd, Aubin Grove,  
WA 6164

Date: 08.10.2020