

PROTECTION OF THE ENVIRONMENT ADMINISTRATION AMENDMENT
(ENVIRONMENTAL EDUCATION) BILL

Schedule of the amendments referred to in the Legislative Council's Message of
3 December 1998.

- No. 1 Page 4, Schedule 1 [9], proposed section 27, line 29. Insert "to ensure those contributions meet the specific needs of the community for environmental education" after "contributions".
- No. 2 Page 5, Schedule 1 [9], proposed section 27. Insert after line 25:
- (h) to prepare advisory papers for environmental education providers to provide guidance so that their products, services and programs assist in furthering the principles of ecologically sustainable development and in meeting the cultural and other relevant needs of the community in relation to environmental education.
- No. 3 Page 5, Schedule 1 [9], proposed section 27, lines 26-31. Omit all words on those lines. Insert instead:
- (2) No later than 6 months after the substitution of this section by the *Protection of the Environment Administration Amendment (Environmental Education) Act 1998* (referred to in this section as the **substitution date**), the Council is to publish a discussion paper setting out:
 - (a) the process to be followed for developing environmental education plans, and
 - (b) an outline of the proposed contents and structure of environmental education plans.
- No. 4 Page 5, Schedule 1 [9], proposed section 27, lines 33 and 34. Omit "that substitution". Insert instead "the substitution date".
- No. 5 Page 5, Schedule 1 [9], proposed section 27, line 37. Omit "that substitution". Insert instead "the substitution date".
- No. 6 Page 5, Schedule 1 [9]. Insert after line 37:
- (5) An environmental education plan is to be tabled in each House of Parliament as soon as practicable after its submission to the Government.
- No. 7 Page 6, Schedule 1 [9], proposed section 28, lines 2-5. Omit all words on those lines. Insert instead:
- (1) The Council is to consist of an independent Chairperson, and eleven other members chosen from the categories referred to in subsection (5) (a)-(i). Those eleven other members are to be appointed by the Minister following consultation with the Minister for Education and Training.
 - (2) The Chairperson is to provide strategic leadership, vision and corporate governance to the Council in the exercise of its functions.

- (3) The Chairperson is to possess relevant tertiary qualifications and have knowledge, skills or experience in 2 or more of the following:
- (a) environmental education,
 - (b) environmental sciences,
 - (c) education program planning,
 - (d) working with government departments and agencies and community and business groups,
 - (e) public relations and promotion,
 - (f) strong communication and interpersonal skills,
 - (g) capacity to equitably involve all relevant stakeholders,
 - (h) demonstrated skills in dealing with the media.
- (4) The Chairperson is to be appointed by the Minister as follows:
- (a) the Minister is to make a public call for nominations for the office of Chairperson,
 - (b) the Chairperson is to be selected on merit by a panel chosen by the Minister and consisting of the following:
 - (i) a senior officer of the Department of Education,
 - (ii) a senior officer of the Authority,
 - (iii) a person holding a senior university appointment in the field of environmental education,
 - (iv) an independent person to represent community interests.
- (5) The other eleven members of the Council are to be as follows:

No. 8 Page 6, Schedule 1 [9], proposed section 28, lines 30-33. Omit "by any other body that in the opinion of the Minister is a professional organisation concerned with environmental education". Insert instead "by a successor of either of those bodies".

No. 9 Page 8, Schedule 1 [9]. Insert after line 13:

28C Scope of "environmental education"

For the purposes of this Division, *environmental education* is a process that:

- (a) seeks to give a person an understanding of the inter-relationship between the elements of the total environment, a positive attitude towards it and the skills that will enable the person to actively promote its well-being, and
- (b) takes into account the particular needs of the person being educated, such as his or her age, cultural background and ability to learn, and

- (c) is a lifelong learning experience that integrates the activities of environmental education providers (such as, schools, TAFE establishments, universities, local government authorities, community organisations and industry), and
 - (d) includes any process by which a person may be educated (for example, a course or a media awareness program).
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