

**National Centre for Sustainability**

# **Formative Evaluation of the Education for Sustainability Aspects of Greener Houses Project, 2011.**

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*This report refers to the work that NCS undertook with Greener Houses during 2011 and early 2012, and relies on the wider background material and project phases contained in the Greener Houses whole project report "Greener Houses Growing Greener Neighbourhoods" by Linda Parlane and Mary Robb, Feb 2012*

**Abbreviations:**

*EfS – Education for Sustainability*

*GH – Greener Houses*

*NH – Neighbourhood Houses*

*NCS – National Centre for Sustainability*

29 February 2012





## **Summary**

**NCS was excited to be asked to apply the latest thinking about sustainability education and training to this innovative greener Neighbourhood House project. “Greening” community buildings is worthwhile in itself and bringing an EfS component to Greener Houses was, we believe, worthwhile.**

**We observed volunteers involved in the project develop increased social connectedness, take part in a project with wide social diversity, increase their confidence in the shared knowledge of a community, and improve their understanding of group dynamics and of human behaviour.**

**This EfS-based approach is replicable for other community projects.**

**We were part of a success story – the fabric of the Houses improved, the Houses now generate their own electricity, and 100% of respondents indicated that they would recommend the GHGGN project to others as a volunteer experience. {ref 1}**

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# 1. Introduction

## 1.1 Summary

NCS was to be asked to apply the latest thinking about sustainability education and training to an innovative project to “green” five Neighbourhood Houses. “Greening” community buildings is worthwhile in itself and bringing an EfS component to Greener Houses proved to be worthwhile.

We concluded that the EfS-based approach is replicable for other community projects. We were part of a success story – the fabric of the Houses improved, the Houses now generate their own electricity, and 100% of respondents indicated that they would recommend the GHGGN project to others as a volunteer experience.

## 1.2 Outline of the project and project brief

The National Centre for Sustainability (NCS) at Swinburne partnered with the Greener Houses project to enhance the process of educating community members about living more sustainably, and to assist with extending the sustainable living ‘message’ to a wider audience. This Greener Houses project was innovative through its objectives to:

1. implement environmental, social and economic sustainability practice in a Neighbourhood House context, and
2. embed Education for Sustainability principles within a community context.

There are few Australian examples of working with EfS principles in a community-led context, so we were shaping our work as we went, adapting our approach to the challenges of the wider project and documenting the process. The issues, dilemmas and the results of this process are evaluated in this report. This **formative evaluation** implemented the principles of Education for Sustainability (EfS) into a community-led project and documented the two-way learning that flowed from this challenge. Formative evaluation is detailed at Appendix 6.

The origins of this project is summarized here by the co-ordinator: *“by the mid-2000s, very high levels of public concern about the drought, water shortages and climate change raised the question among North East Neighbourhood House Network members: can we work with our local communities on these major issues more effectively by working together than by working separately? The Greener Houses project was a response to community interest in and concern about the environment”.* {ref 1}

In Phase 1 (2009-10) of the Greener Houses Project, NCS provided the training for volunteers in home sustainability. In Phase 2 (2011-12), NCS provided volunteers with the educational skills to communicate these knowledge and skills effectively to the wide community.

This report is about Phase 2. The table on the next page summarises results against the Brief for NCS and the remainder of the report analyses this in more detail. During 2011 there were two main events that were the foci for EfS – training workshops for volunteers during the winter and the Sustainable House open day in September.

Brief for NCS, [for Phase 2]	Summary/conclusions
<p>1. Integrate <b>Education for Sustainability</b> into the project by increasing volunteers' understanding of EfS methods, principles and processes and how to use them in their Community Engagement activities.</p>	<p><i>EfS theory and practice was taught during the workshops, and modelled throughout by the NCS staff. Often the inclusive aspects of an EfS approach is so suitable for working in community settings that participants were not conscious that EfS was taking place. However the educational theory and practice underpinning these approaches was not well understood – as would be expected.</i></p> <p><i>As evaluators, we were observing as well as participating with the volunteers and recorded the links between EfS and community engagement that was taking place. We learnt that the EfS approach to learning was appropriate for this community setting.</i></p>
<p>2. Assist volunteers to use <b>Action Research</b> as a strategy for planning, monitoring and evaluating the effectiveness of their Community Engagement activities.</p>	<p><i>Action research was familiar to some volunteers but not others. By working through this participatory action research framework we could engage both groups and structure many of the activities. Action research was a useful EfS evaluation tool as well as project focus.</i></p>
<p>3. Facilitate the volunteers' planning, promotion, delivery and evaluation of Community Engagement activities at the Eco-Living Centres.</p>	<p><i>The Sustainable House Day (SHD) emerged as the major focus for the year and NCS staff were closely involved in working with volunteers planning, promotion, delivery and evaluation of that day. It was a success from the NCS point of view, in terms of applying the EfS aspects of the project and extending community engagement.</i></p>
<p>4. Develop strategies for the transition from the Greener Houses staff supporting the volunteers and facilitating their work, to the volunteer groups being self-managed, with support from House staff.</p>	<p><i>We were conscious of handover/transition planning from early in 2011 and worked in an open way with the project management and volunteer groups to encourage and support them to be self-managed from 2012 onwards. This is covered in more depth in the overall project report.</i></p>
<p>5. Evaluate and report on the processes and outcomes of the volunteer community engagement training and on the volunteers' community engagement activities.</p>	<p><i>This report and its appendices are the evaluation and reporting on the processes and outcomes.</i></p>



### 1.3 Change of Directions in Phase 2

NCS had a role in Phase 1 of Greener Houses, but the work in Phase 2 was distinctly different and involved different staff. Many of the volunteers from Phase 1 had a thorough grasp of the hierarchy of actions to improve home sustainability, starting with the small and basic, through to the addition of solar panels and the complete re-building of parts of buildings. These volunteers had developed a retrofit plan that was being put into place at their local Neighbourhood House.

In the second phase, the NCS staff had to communicate with volunteers that this was the time for a change of tack: there was a need for training in peer-to-peer community environmental education techniques. The volunteers had a thorough understanding of the technologies and products that had been used to retrofit their Neighbourhood Houses, along with their experience of the complex decision making processes that householders face when thinking about the changes they can make in their own lives and homes.

We set out to help them

- [a] realise that they were well equipped to help others through the home sustainability maze, and
- [b] to give them the 'teaching' skills to help them communicate.





## 1.4 NCS Project Directions: Education for Sustainability (EfS), Adult Learning and Action Research

This project developed an EfS-based approach that embedded adult learning principles and action research into the community and 'neighbourhood house' centred philosophy. EfS happens when "we extend education about sustainability, and transform this knowledge into action and change in the context of the learner." {ref 2} EfS seeks to bring about a transformation in how a person acts as a result of learning about sustainability. EfS is a perfect fit with the community-led practice of Neighbourhood Houses in Victoria that embed these principles in their 'homes in the suburbs'.

It has been recognised that although many people learn *about* aspects of sustainability, this does not necessarily convert into actions and behaviours where those people behave more sustainably. In contrast, Education *for* Sustainability focuses on translating knowledge and skills *about* sustainability into **action**. The Greener Houses volunteers used their personal experience to demonstrate that their behaviour has changed to be more sustainable and that they in turn help to change others' behaviours - as a result of their own transformation. As such, education delivery is designed to facilitate individual and community transformation.

The underlying foundations for delivery of EfS are embodied in a set of principles {ref 3} that facilitate transformation and change in education. These include:

- education for all and life long learning,
- systems thinking,
- envisioning a better future,
- critical thinking and reflection,
- participation, and
- partnerships for change

EfS is grounded in theories coming from *andragogy* – the art and science of learning in adults [a term often used synonymously with *pedagogy*]. Adult Learning principles are well-recognised as the best way to approach education focused initiatives with adults and also underpinned this project – and are part of the foundation of EfS. These principles fit well in the Neighbourhood House context and are well described by Brookfield {ref 4}:

1. Participation is voluntary, adults engage in learning as a result of their own volition;
2. The learning takes place in a group setting;
3. There is a high level of respect among participants for each other's self-worth. There is no place for behaviours, practice or statements that belittle or for emotional/physical abuse;
4. Transactions in the group are characterised by respect for the individual. There is no sense of surrendering of authority to the teacher;
5. The learners are engaged in a purposeful exploration of a field of knowledge or set of skills or in collective reflection upon common experiences;
6. Participants bring to the learning situation a collection of prior knowledge, skills and experiences that influence how new ideas are received and interpreted, or how skills are acquired;

7. Praxis is at the heart of effective learning, based on a continual process of activity, reflection and collaborative analysis of activity that may include new ways of interpreting work, relationships or allegiances;
8. Learning is characterised by a continual negotiation of objectives, methods and evaluative criteria through collaboration;
9. A spirit of critical reflection is fostered. Learners appreciate other values, beliefs and behaviours, and come to see that they are culturally determined.

Action Learning and Action Research was the 'glue' that bound together EfS, adult learning approaches and the neighbourhood house philosophy with the work of the 'Greener Houses' volunteers. Action learning is a very flexible approach, appropriate to the needs of an innovative project such as this. Whilst conventional training, education and research assumes knowledge and skills are held by 'experts', this project drew on the knowledge and skills of all the Neighbourhood House community and volunteers and focused on the 'House' contexts for developing sustainability understanding and new practices.

Action research has been done intuitively for centuries, perhaps millennia, but has been codified in its current form in the last 25 years. It works well when small groups of people discuss their plans, projects, achievements and problems. The facilitator/educator[s] encourage[s] all participants to ask questions, creates a supportive atmosphere where participants can learn from their individual and collective experiences, and develops a team environment where all experiences, views and contributions are valued.

Action research is focused on a participative cycle with four basic steps:

1. something is **planned**,
2. an **action** is taken,
3. results are **observed**,
4. discussion, insight and **reflection** takes place before next steps are agreed on.

In practice, these four basic steps are often interwoven and concurrent. The value of action research is that it both provides a framework and assists participants to stand back and observe, as well as participate collectively and meaningfully. For example, volunteer teams investigated the ways in which they currently communicated about how the House had been retrofitted, role-played parts of this, reflected on it and planned new actions based on the workshop materials to do on the Sustainable House open day.

This approach can be drawn as a closed loop but is more realistically a spiral – one of many descriptions and diagrams that illustrate action research can be found at the School of Social Enterprise website. {ref 5}

## 2. Development of the EfS Project

As outlined in the Introduction, the Greener Houses project was innovative through its objectives to:

1. implement environmental, social and economic sustainability practice in a Neighbourhood House context, and
2. embed education for sustainability principles within a community context.

There are few Australian examples of working with EfS principles in a community-led situation, so we were shaping our work as we went. This approach, [sometimes known as *praxis* – or putting theory into practice] was closely guided by the EfS Team discussion [see next section].

From a community education and action learning perspective, the “Greener Houses Team” consisting of Linda Parlane and Annie Hingston and the “EfS Team” liaised with Neighbourhood House staff, volunteers and visitors/users to the houses to make sure that this ‘fluid’ process met the needs of the various parties as the project developed.

Given the financial constraints of this aspect of the project, the action research method was seen as the most effective method for evaluation. This is not and was not intended to be a rigorous academic study investigating specific aspects of learning. Rather we were looking for project learnings to build an overall assessment of the success of these approaches and ‘what we would do differently next time...’.

Details of this ‘fluid’ process is documented in the project’s archives - in meeting notes, other documents and emails - and are summarised in this project report.

### 2.1 The “EfS Team”

The “EfS Team” met on an approximately monthly basis throughout the project for ongoing discussion and planning, recording minutes for each meeting. This team comprised of five people, who had different degrees of intensity of involvement:

- Linda Parlane – Co-ordinator for whole of project
- Mary Robb - former Co-ordinator of the NE Neighbourhood House Network – occasional consultancy role
- Dr Sue Lewis –NCS specialist in education for sustainability
- Ian Lillington – EfS tutor and evaluation research, plus some community development
- Annie Hingston – Community Development worker for project

### 2.2 Data Sources

Data was collected from EfS Team program and session planning notes, EfS Team meeting minutes, volunteers feedback forms from June-July workshops, ongoing minutes from Greener Houses team meetings, facilitator observations during workshops and meetings, the 11<sup>th</sup> September Sustainable House Day and volunteer feedback, as well as telephone interviews.



The fact sheets compiled by the volunteers are also evidence of their achievements from this program. All attempts were made to ensure data was collected from all five Neighbourhood Houses, however due to a range of different processes occurring at each centre and availability of volunteers, not all centres are represented in all forms of the above

mentioned data collection.

Types of data are summarized in the following table:

<b>Types of Data source</b>	<b>Evaluators' comments/observations</b>
Greener Houses staff and/or volunteers kept minutes of meetings during 2011 and earlier in some cases	<i>Fewer notes exist for Allwood, as that Neighbourhood House was having difficulties and issues that were beyond the GH project. However, this group communicated via emails in a "Dropbox" which are available.</i>
Volunteer feedback forms after the June/July workshops	<i>Received from all 19 volunteers</i>
EfS Team leaders notes	<i>In the project archive, monthly from May 2011</i>
Ring around by project staff to contact volunteers October 2011	<i>20 volunteers involved as of October were asked a series of questions about their plans for 2012. Most were interested in continuing in some way. Appendix 5</i>
Volunteers were asked to keep diaries	<i>Keeping of diaries is notoriously patchy in volunteer projects and this project was no exception. None of the volunteers actually kept a diary! Writing a journal/diary for most volunteers would be an 'extra' that was beyond their time commitment/enthusiasm level.</i>
Fact sheets	<i>All centres had volunteers who made contributions to these fact sheets. These fact sheets are available in the main project report and NH websites.</i>
Journals of leaders	<i>These 'journals' only exist in the form of email conversations and other notes – as this was a two way journey.</i>

## 3. Education for Sustainability Project Components

### 3.1 EfS Workshops – Winter 2011

In Phase 2, the initial focus of NCS's involvement was to deliver three Education for Sustainability workshops for the volunteers in the Greener Houses groups at each Centre. The first two workshops [six hours in total] took place in June and July 2011.

Workshop 1 covered:

- An outline of the next few months, how we will work towards the SHD workshop in September
- What is EfS?
- What makes good adult education, how does learning take place?
- What is Action Research?
- Role plays and discussion to bring this all together

Workshop 2 covered:

- An introduction to behaviour change
- What makes a dynamic and healthy group?
- How to facilitate processes – both for your own group and the community education process when you reach out to others
- Questions and feedback

As the first workshop was rolling out, the invitation came through and volunteer groups unanimously decided to take part in the Sustainable House Open Day (SHD) in September 2011. They were quite excited and stated that they like the idea of a focus/deadline, and a chance to trial templates for written material. They also liked the 'hands on'/concrete feel of being part of something bigger. In the SHD, the volunteers got the opportunity to share their knowledge and experience about how to make buildings more eco-friendly. This was a great focus for the workshop learning.

This event became a significant focus for both the project and the volunteer teams, so the third workshop evolved with needs of the project and the Groups, and became Sustainable House Day [SHD] planning. The full program of the workshops is in Appendix 3.

### 3.2 Workshop findings

#### 3.2.1 From volunteer participants

Feedback forms reported on the workshop experience from volunteers' point of view. They were asked three questions:

1. IN WHAT WAYS DID YOUR KNOWLEDGE IMPROVE? - almost all feedback was positive, especially "I learned heaps" and "I got more than I expected". Others said "meeting people", "refresher", "got more than expected (good group dynamic)"
2. WHAT IMPROVEMENTS WOULD YOU WISH FOR - "want all group members to be there" – ideally there would have been all members of one group together, but this didn't fit with having a choice of day or evening session, which was a priority from our point of view, [in terms of getting best attendance]. There was some confusion expressed about



why behaviour change and adult learning principles were covered in a workshop on community education. Although this was addressed in the workshop, this would need more explanation next time.

3. WHAT WILL YOUR NEXT ACTIONS BE? – they said that they would be working with new knowledge of “individual needs related to increased social connectedness, shared knowledge and support”.





### 3.2.2 Staff/tutor observations and comments:

<b>Our aims for workshops 1&amp;2 were that by the end volunteers would be ready to:</b>	<b>Tutor's Observations:</b>
1. 'drop in' – for example, to playgroups and other participant groups at the Neighbourhood Houses, and have conversations [eg while the kettle boiled] in an informal but 'educational' way;	<i>Some volunteers were able to do this, but only two actually tried and one of them met a group, at random, who were not very receptive. Probably didn't happen through a perception of 'not enough time' rather than not being confident.</i>
2. run mini-tours of features and answer questions about the features and run small workshops in prep for <b>Sustainable House Day</b> open day in September;	<i>Some volunteers were competent to do this, but no-one actually did until SHD – they saw themselves as busy enough doing point three.</i>
3. prepare workshops / tours and chats for the <b>Sustainable House Day</b> ;	<i>This was the main focus for the June to Sept period and it was carried out thoroughly. The SHD focus actually took over the raison d'être of the volunteer groups in a very positive way.</i>
4. help with printed materials, fact-sheets, newsletters, signs promo and publicity [eg local paper, radio, posters]; although not all were expected to choose to do this	<i>Some volunteers in each group made a contribution to the fact sheets at least, others engaged with media in a limited way. Again they were either 'too busy' or saw this as someone else's job.</i>

### 3.2.3 Criteria for knowing when EfS happening:

NCS staff developed the following list for evaluating our workshops and programs:

- *Create a safe haven for learning through respect for all*
- *Create a comfortable environment*
- *Elicit opinions and ideas from the participants*
- *Encourage participation through doing*
- *Demonstrate critical and systems thinking*
- *Facilitate more than lecture*
- *Create an inter-culturally inclusive environment*
- *Empower all for action and change*
- *Act sustainably with an open mind*
- *Create the future vision of a sustainable society*

## Facilitator's observations\*:

### *The main challenges were*

- 1. Working with people with a very mixed range of skills and backgrounds, some of which we knew. Others simply turned up on the day and so a 'getting to know you' exercise was built in early on in the first workshop.*
- 2. Drawing the participants into active roles. At first I involved them in talking to the group about themselves, and about their Greener House journeys. We used some role-play to demonstrate active listening and how to 'read' the audience – whether they were talking to one, or many people about the eco-features. Participants quickly became comfortable as they spoke casually with each other and then in pairs and reported back to the group.*
- 3. Finding suitable times and venues for people spread across a large metropolitan area. Three of the four sessions were at Westgarth {between Clifton Hill and Northcote} which was easily accessible by public transport and fairly central for each of the houses. Due to availability of rooms, we used a different venue for one of the second sessions – the afternoon at Watsonia - also close to trains. Both venues worked well. The rooms were warm and the tea was good."*

\* From Ian Lillington's notes after the workshops



### 3.3 Sustainable House Day 11<sup>th</sup> September 2011 – Preparation, Delivery and Findings

#### 3.3.1 Preparation

In July and August, Greener Houses Staff were involved in a series of meetings at the participating houses which was in lieu of Workshop 3. Once the volunteers and staff/management of the Neighbourhood Houses agreed to be involved in Sustainable House Day we agreed that the best way to use our "**EFS time**" was working group by group to ensure they got the best preparation for SHD.

Different houses, took different directions, which is appropriate given the nature of Neighbourhood Houses and this reflected local needs and context. Volunteers in each house took the lead, calling on Greener House or Neighbourhood House staff occasionally. Some of these approaches are described here:

##### Creeds Farm

- The co-ordinator and one key volunteer [with GH staff] took on group planning, communication and designing programs to people's capacities;
- A temporary co-ordinator was on duty at the time of the SHD – she was well briefed and prepared ahead of time;
- Social/cultural diversity - one volunteer was/is an 11-year old boy; many of the other volunteers are from the local Sri Lankan community,

##### Jika Jika {Northcote}

- The group proposed that they station themselves around the house, rather than lead tours in a formal way. This worked well on the day.
- Regular meetings of the GH group, often weekly, in build up to SHD;
- Sometimes staff from Jika NH or GH staff attended these meetings, but the group was well-motivated and able to do many tasks without staff present,
- Lots of creative work on fact sheets,
- Preparation of a 4 minute 'jing' [an automated powerpoint show] that ran throughout the open day
- Detailed notes from a Jika Jika meeting that illustrate the level of planning are at Appendix 2.

##### Richmond

- Small but committed volunteer group meeting occasionally ahead of SHD
- Good liaison with staff at Richmond NH
- Concern that there would be too many visitors for limited space [didn't eventuate]
- Concern to provide external catering [didn't eventuate]
- Adopted/preferred the Jika model of volunteers stationed around the house

##### Watsonia

- group coordination and delegation issues – no clear leader – so GH staff quite involved in booking meeting space, setting agenda and time line;
- group negotiated partnerships with council for display material
- competing demands on volunteers limited their availability
- uncertainty about possible relocation of the whole house continued throughout this period, but the group still continued its involvement.

## Allwood

This Neighbourhood House [in Hurstbridge] had an active group of GH volunteers from the beginning of the project. Most of these volunteers took part in the workshops in June and July, but during August it became clear that the group was not meeting. Linda, as Project Co-ordinator enquired further, and it emerged that "*The Committee of Management felt it was premature for the House to be open for SHD before all of the retrofit works were complete ... issues also emerged in relation to the integration of the project volunteers into the day-to-day operations of the House.*" {from main project report , ref 1}

About 10 days before the SHD, the volunteers at Allwood were clear that they would not be able to do the SHD and withdrew, gracefully. Problems were resolved during late 2011 and it is expected Allwood will do educational work based on the 'eco-features' of the project in 2012.

### 3.3.2 Sustainable House Day

Unfortunately, September 11<sup>th</sup> was cold and windy and visitor numbers were low. But each house was well-prepared, well presented and all volunteers and staff really enjoyed the experience. Lower visitor numbers increased the opportunities for long conversations, so it was a case of quality if not quantity. Given that some volunteers' fear ahead of the day was too many people to speak with, this was probably a good thing. The following feedback comments from the 'volunteer debrief' on September 14<sup>th</sup> summarise the day. GH staff were present plus volunteers from Jika, Watsonia, Richmond, and a written report from Creeds.

#### Feedback:

Numbers at the four NHs were lower than expected. Nearby private houses that were also in the SHD reported to have up to 300 visitors. This can perhaps be explained by the 'newness' of the Greener NH's concept and that there was very little media coverage of the community component.

Local papers had a limited interest and the SHD organisers, while happy to have the GH houses included, did not make a splash about them. The message about community buildings being a legitimate way to learn about home energy efficiency was perhaps too complex for the media to pick up on.

Volunteers were disappointed that media coverage was limited around SHD, but noted that there was the option to run media stories about Greener Houses at other times. Stories could focus on saving energy/water coming into summer/winter, or use another 'hook' – such as saving money. A story in Sunday Age – perhaps 'Domain', and a Richmond volunteer suggested using the local MP's opinion piece in the papers.

#### Other quotes from volunteers:

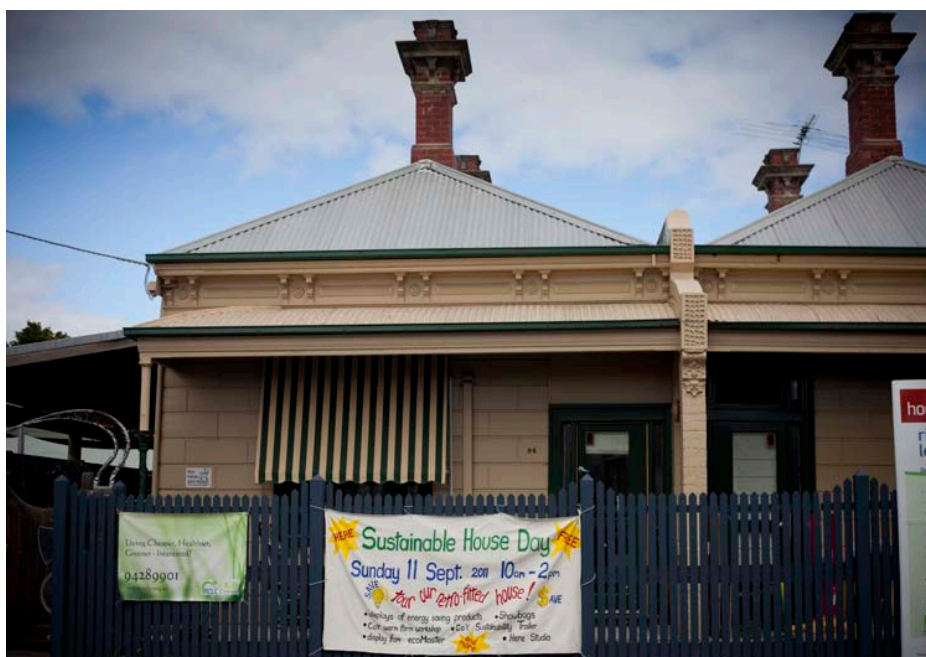
- *Pity there were so few visitors*
- *Ran smoothly – preparation was thorough*
- *Had lots of interesting conversations*
- *Quality of interaction possible because fewer visitors*
- *People enjoyed the EcoMaster workshops (which were presented at the Jika Jika NH) – felt it was good to have a business presence*



- *People appreciated our information*
- *Might be better (compared with the energy that it took to do SHD) to concentrate on the people who come to the house everyday.*

A discussion took place about various aspects of the project and in response to the question: "would you do an open day again?" the volunteers recognized that there were options to make use of the work that had been put in so far, and that these options were alternatives to doing SHD:

- Visit individual user groups at each House separately, to present a short talk [eg 10 minutes] about the features of the room they are using and answer their questions. Aim to increase their knowledge and confidence about using the features to reduce energy use/bills. Organize an open session for user groups and other volunteers/staff to explain to them all at once about the features – this has the advantage of those present being focused on the subject, not their own group, but may be hard to find a time and get people there.
- Have a public open session, could be combined with an existing event like a NH open day, NH week, Sustainable Living Festival, Environment day, etc.
- Richmond's experience was that users were interested when chatting at normal sessions like playgroup, but didn't come to SHD, or commit to any info session.
- Watsonia – see that the monthly market and garden groups could be starting points for more contact with regular visitors. This is subject to their being a group of any sort at this House and needs to be investigated in the first few weeks of 2012.



### 3.3.4. Sustainable House Day - visitor survey results

Altogether, 70 detailed questionnaires were completed as visitors left the Sustainable Open Day events in the four Neighbourhood Houses. Most of them were done in conversation with a GH volunteer. The results are included in Appendix One.

In summary:

- around 80% of visitors had not been to the Neighbourhood House before – so it proved to be a good way to get new people through the door;
- many visitors commented on the friendly and helpful staff/volunteers who also 'really knew their onions'
- at least 50 visitors, probably nearly 100 had direct conversations with these staff/volunteers and took a tour and/or took away information. Survey numbers are less than actual only one person per visitor group answered the survey.
- the most useful aspect was reported to be seeing energy efficiency measures in real life situations [and being able to discuss them with the friendly and helpful staff/volunteers]

## 4. OUTCOMES:

### 4.1 Volunteers' comments on overall project:

The SHD de-brief meeting (14<sup>th</sup> September) also led to quite a few comments on the overall project:

- "paid staff means that volunteers can ask for and receive specific guidance when they are not sure what to do next"
- "it has been crucial to have some paid staff to keep up the momentum."
- "volunteers would drop away once faced with the slow-turning wheels of bureaucracy [if there was not staff support]"
- "Linda and Annie have done a good job"
- "it's ok for a program like this to take 18 months to get up to speed – important that the program was able to go into a third year"

Volunteers expressed interest in developing the following:

1. a 'Greener House Manual' that can be developed from fact sheets and a reason to go and talk to the user groups – a good way to start a conversation even if the groups do not read much of the manual.
2. the use of the media for future events
3. a GH website on each of the Houses' sites – especially as fact sheets become available.
4. growing the links with local Councils although recognizing that enthusiasm of individual officers makes a lot of difference.
5. links with other groups – eg Transition Towns, Sustainability Street, Environment Groups etc. are gradually happening but the GH groups and other community sustainability groups could have stronger links. Would it be possible to offer room hire at lower cost to sustainability groups to help to build links?
6. visits and tours of the Greener NHs – GH groups might receive tours from service club members, U3A, school groups etc who wanted to see the features. Some of these groups were not yet aware of sustainability issues but would be interested in what was on show.
7. role for staff at NHs - recognized that staff at the five neighbourhood houses are crucial in the future of the GH program.
8. a proposal that the solar income from the five Greener NH's be dedicated to specific environmental initiatives within the NH's – e.g. to employ an 'eco-promotional' worker
9. increased connection between the Greener NHs and the local business communities through the installation of retrofit materials and technical equipment like meters has potential for future expansion – e.g. Houses becoming a source of reliable information about where to get materials and equipment.



## 4.2 NCS comments on overall project

We were looking for ways that the EfS Team supported the Outcomes throughout the project.

<b>EfS Indicators</b>	<b>Observed outcomes:</b>
Create a safe haven for learning through respect for all	<i>Whilst this indicator is inherent to the NH model, this project also sought to enact this explicitly through all the workshops and interactions with the volunteers and the NH communities. Facilitators were friendly and approachable at all times, using a consultative approach to ensure the workshops met volunteer's needs.</i>
Create a comfortable environment	<i>We used venues that were familiar to the volunteers and carried through a commitment to provide them with healthy warm food. Changes evolved with the agreement of the groups and this also created a comfortable adult learning environment.</i>
Elicit opinions and ideas from the participants	<p><i>All the directions of the project involved the volunteers through the design of the retro-fit in 2010, opinions and questions about how to communicate about the House as an eco-demonstration centre, and the development of community friendly materials and 'conversations'.</i></p> <p><i>The workshop design involved an ongoing consultation with the participants, eliciting their inherent knowledge and capacity; workshop 3 became focused on organizing Sustainable House Day.</i></p>
Encourage participation through doing	<i>Participation was achieved through many small group discussions during workshops, and participants assisted with every stage of the project. Post June, most of the volunteer energies were focused towards the practical outcome on the Sustainable House Day.</i>
Demonstrate critical and systems thinking	<i>Volunteers were supported to design the Sustainable House Day, following on from their retrofit design process and implementation.</i>
Facilitate more than lecture	<i>Ian Lillington, employed as an educator through NCS to run these workshops, has an extensive history in facilitation and EfS, with many years experience in permaculture. Although each session was planned, the teacher's background and facilitation skills allowed the workshops to evolve and remain relevant to the participants. This also supported teaching using adult learning principles.</i>
Create an inter-culturally inclusive environment	<i>Whilst Neighbourhood Houses are committed to an inclusive environment, we had some specific cultural groups represented {Sri Lankan, Greek} and these groups have been included with enthusiasm. However, the multicultural participation does not match the local demographics.</i>

Empower all for action and change	<i>This was the underlying aim of the project. This was achieved through consultation, eliciting skills inherent in the group and facilitating ideas how everyone could achieve change appropriate to their needs, skills and understandings, and then ultimately look at how they could share this with the greater NH community.</i>
Act sustainably with an open mind	<i>Facilitators were role models of this approach using consultation, eliciting opinions, modelling behaviour change and systems thinking for reaching broadly with project, and different approaches for different people/groups.</i>
Create the future vision of a sustainable society	<i>Employing a facilitator with significant sustainability/permaculture experience bought the capacity for extending the understanding of sustainability amongst the volunteers. This information was replicated in fact sheets to ensure clear understanding and to allow the information to be passed along. Using volunteers to lead the Sustainable House Day allowed an ongoing transfer of information to visitors to the centre, along with the capacity for them to share their personal experience of sustainability. Facilitation within the group allowed sharing of existing skill base and experience of leading a more sustainable existence.</i>



## 5. Conclusions

Community-led projects often don't have a conscious educational underpinning. What we offered here worked, and carried theory and practice into community engagement around sustainability. It deepened a set of skills that volunteers already had at an intuitive level, despite the different backgrounds of these volunteers.

In a Follow Up Survey when questioned about ongoing involvement, 20 volunteers engaged in the program were enthusiastic about all suggestions and support. The three respondents who had decided to end their involvement in the program said they had enjoyed their involvement to that point. [details in appendix 5]

Education for Sustainability seeks to bring about a transformation in how we act as a result of learning about sustainability. EfS is a perfect fit with the community-led practice of Neighbourhood Houses in Victoria that embed these same principles in their 'homes in the suburbs'.

So how did we do this? We gave the volunteers the secret Education for Sustainability skills! Now, while these skills may appear obvious and not-so-secret, the educational change theory and practice is often not explicitly part of community education projects. It is not enough to provide the knowledge and skills about sustainability in community-focused projects. We must make the educational change underpinnings explicit and focus on empowering the community to be effective sustainability educators.

For example, any teacher training starts with 'begin where the learner is'. Using this theory and not 'talking at' visitors or participants at Greener House is easier said than done. This was just one of the skills we focused on where techniques for engaging with the visitors and their background knowledge and skills were developed and practiced. Besides those volunteers trained in education, most volunteers had an intuitive sense of this principle and we were often building knowledge and skills in education to support both good adult learning and community engagement principles.

**In summary, NCS was excited to be asked to apply the latest thinking about sustainability education and training to this innovative greener Neighbourhood House project. "Greening" community buildings is worthwhile in itself and bringing an EfS component to Greener Houses was, we believe, worthwhile.**

**We observed volunteers involved in the project develop increased social connectedness, take part in a project with wide social diversity, increase their confidence in the shared knowledge of a community, and improve their understanding of group dynamics and of human behaviour.**

**This EfS-based approach is replicable for other community projects. We were part of a success story – the fabric of the Houses improved, the Houses now generate their own electricity, and in the final RMIT report, {ref 6} 100% of respondents indicated that they would recommend the GHGGN project to others as a volunteer experience.**





## Appendix 1

### Survey of Sustainable House Open Day visitors for Greener Houses @ Neighbourhood Houses - 11 September, 2011

National Centre for Sustainability @ Swinburne - Sue Lewis and Ian Lillington

All respondents received a \$10 EnviroShop voucher. We asked for Postcode, not full address. Full details of each set of surveys were returned to each GH so they can analyse own data.

This table merges responses from all 4 houses that were open [Creeds Farm, Jika Jika, Richmond and Watsonia]						
Female/Male	46 female		24 male			<i>Always more interest from women in sust?</i>
Size of group:	Varied from 1-4, often couples where only one filled in a questionnaire, so although 100 people visited there are only 70 responses					
How would you describe your background knowledge of sustainable houses before today?	1	2	3	4	5	Rating 1 = low knowledge 5 = high knowledge
	<b>3</b>	<b>3</b>	<b>20</b>	<b>20</b>	<b>6</b>	
How did you know about the Sustainable Open House here today ?	word-of mouth	Paper	Web	Email	Other	
	<b>21</b>	<b>8</b>	<b>16</b>	<b>10</b>	<b>7</b>	
Have you visited this Neighbourhood House before?	Yes -13					Only 13/70 said they had visited this NH before – so perhaps 80% were new to the NH
What interested you to come along today and see the new Greener Houses /Eco features?	General interest	Home options	Solar PV	Sola tube	Recycling	water + gardens
	<b>21</b>	<b>18</b>	<b>15</b>	<b>1</b>	<b>4</b>	<b>9</b>
Did you take yourself on a self guided tour here today?	Yes – 24					Some did both a self guided tour and a volunteer tour
Did you participate in a volunteer tour or talk with a volunteer? Yes No	Yes – at least 50 visitors, probably more, often couples where only one answered but both took tour					

Did you pick up or read any fact sheets here today? Yes No	Yes – at least 50 visitors, probably more, often couples where only one answered but both took fact sheets					
How sustainable would you describe your own home with the action you have already taken?	1	2	3	4	5	Rated 1 = low knowledge 5 = high knowledge
	<b>9</b>	<b>11</b>	<b>18</b>	<b>10</b>	<b>1</b>	
As a result of coming here today, what action do you think you will take in your own home?	All respondents to this question said they'd change some physical energy efficiency feature[s] at home					

<b>The following questions are open ended and answers were grouped into 5 categories or types of response</b>					
What did you enjoy about your visit here today?	Impartial printed info	Talks and demonstrations	New ideas for my home	Seeing energy efficient features	Friendly/helpful staff/tours
	<b>5</b>	<b>3</b>	<b>10</b>	<b>6</b>	<b>19</b>
What did you find useful about your visit here today?	Printed info	Talks and demonstrations	Ideas - things I can change at home	Seeing energy efficient features	Friendly/helpful staff to talk with
	<b>7</b>	<b>1</b>	<b>7</b>	<b>26</b>	<b>9</b>
What are the barriers for you in making your own home more sustainable/energy efficient?	Cost/limited income	Rental/apartment living	Gov't reducing subsidies and support for things like solar rebate	Which company to trust for info	Personal health
	<b>26</b>	<b>12</b>	2	<b>2</b>	<b>1</b>
What do you still have questions about or want to know more information about	Technical detail of features	Which companies to trust	Gardening	Social change aspects	
	<b>12</b>	<b>2</b>	<b>1</b>	<b>1</b>	



## Appendix 2

### Example of Jika Jika meeting notes in prep for SHD

What we talked about tonight, with some rough ideas of what will happen on the sustainable open day (I'm sure I've missed things, feel free to add notes for your own sake, or things to bring up on our next meeting; ):

- We are not going to schedule tours for the building. Instead we are going to organise our fact sheets with numbers, which we will correspond with the spot where the retro-fit has occurred (for example Fact Sheet 1 will be windows, and we will have a number 1 stuck on a window). We will position ourselves around the building so people can ask us questions.
- N will do up some badges/labels so people can identify us as Greener Houses persons to ask questions.
- We will set up an information stall, either outside if the weather is nice, or just inside the entrance to the large hall. Here we will offer out the fact sheets (with cite plan), we can have our 'green box gadgets' on display for people to look at and for us to explain how to use them.
- Morris from EcoMaster will be at the house from 1pm, we need to save a car parking space for him. Maybe by using some furniture or witches' hats to reserve the space behind the boat. We need to do up a little poster displaying what times his demonstrations will be, the thought at the moment is at 1:30, 2:30 & 3:30. We will chat to Ian about what times Morris thinks will be best.
- It would be good to takes notes on what people are asking us, for information gathering about the project and people's interests in sustainability.
- We will set up the powerpoint in the children's hall.
- Tea and coffee available in the foyer. We are thinking to have the food set up in the children's hall, so the foyer doesn't get too crowded. Possibility of setting up tea and coffee in the children's hall as well?
- N will bring her FutureSwitch down for display. We can set up a lamp on the information table, or set it up on the microwave (need to decide).
- What we will need to do on the morning of the 11th: put up the fact sheet numbers, set up the information desk; set up the projector and accessories; set up the food table and the tea and coffee.

Ok, OUR NEXT MEETING IS THURSDAY 1ST SEPTEMBER, 7PM, COMPUTER ROOM EAST ST. WOO!

## Appendix 3

### Outline of June/July workshops

#### Greener Houses Workshops on Education for Sustainability/Behaviour Change

We originally planned three workshops [3 hours each] and each one was offered day and evening. We didn't set date for third one – wanted to be responsive to what the groups want to do.

#### SESSION PLANNING:

These were themes we set out to address when planning the workshops:

##### 1. Social diversity -

Pairing intro - for participants and teachers/facilitators

Lots of group sharing - diversity, empowered learning - skills and knowledge in the group not just teachers

##### 2. Skill development – both social and environmental

Mud map - skill useful for time line mapping

Listening skills - important for social connection and diversity

VAK - Adult learning -

Understanding EfS - spread the word, getting others to be taking actions for sustainability

Action research - kettle conversations

##### 3. Education about behaviour change/ group process - behaviour change

Group process - what works well, what not so well

This was a quote/background I was inspired by when thinking about the role of educator: from Steve Van Matre

“Map Bearer/Tool Keeper/Star Maker”

*“I’ve been there, I can show you the map, but I can’t make **your** journey. I’ll tell you about some of the pitfalls and special places, to help you along your journey.*

*I can make a key to the map (with you), so that you have some rules/guidelines. But, ‘the map is not the land’ ” - caution your students that they should focus on the adventure, not the map. (M Scott Peck’s ‘community building’ uses a process that takes participants into territory where there is no map, so they have to focus on the ‘adventure’).*

**Training outline - Session 1, -  
18 June [repeated 23 June] 2011**

1.10	Opening processes	Pairing process – an Activity that enables u to see the diversity in any group that you are 'teaching'	<i>"during AR -look at diversity of people using the place, find fun ways of engaging with people"</i>
1.25	Objectives mud map;	explain mud map; a picture of the next few months activities etc; and that today is very focussed on having you ready to go to "work" next week and building towards the SHD workshop, at least	<i>Annie, Linda focussed on getting the groups motivated to act quickly on the 'mud map' [plan]</i>
1.35	listening skills	what was that like to listen to your partner's info earlier in this session	<i>[Reflection]</i>
	Listening skills – role play –	demonstrate what makes a good listener? People take away different things from same conversation.	
2.00	break		
2.10	What is EfS?	How Env educ has changed – how efs has emerged - EfS aims to increase everyone's eco-literacy: ways to get them to be "EfS-ers" – read their own meters at home, read their odometer;	<i>EfS Principles handout</i>
2.20	Good adult learning	not telling people – but participatory – we are demonstrating it here today. How to teach without making people feel it is 'school' – bit of theory on VAK	<i>they come up with a list of good adult learning processes "what has worked for you?"</i>
2.30		divide into three groups - these three options are amalgamated from a longer list we created, <ol style="list-style-type: none"> <li>1. to be able to 'drop in' – eg to playgroups and other p/pant groups. Also have 'kettle' conversations</li> <li>2. mini-tours of features and answer questions about the features run small workshops in prep for ATA open day in September prep workshops / tours and chats for the ATA day</li> <li>3 printed materials, fact-sheets, newsletters, signs promo and publicity [eg local paper, radio, posters]</li> </ol>	<i>Q A What if ... I choose this ...  Remind face to face [1-2] or behind scenes [3]  And mud map</i>
2.40	What is Action Research ?	<ol style="list-style-type: none"> <li>1. AR cycle – it is theory and practice informing each other;</li> <li>2. "you need to get into the NH for kettle conversations";</li> <li>3. homework - between w/shops 1 and 2 they do some AR – via real conversations – at kettle or elsewhere –</li> </ol>	<i>these are three themes – conversations, tours and promo divide workshops in to three groups</i>
2.50		Work in three groups with A+L+I acting as support people	

3.45	Finishing	– uplifting – quotes on change – examples of what has happened [eg tech knowledge of what we can do, but need the will; have achieved; how we can change the world]	
		Evaluate the day in Pairs – new pairs = pretend u r having kettle conversations about how was it today 'what we have learned'; – interview each other and submit it as an evaluation <b>Q+A</b> – room for their practical questions <b>Q+A</b> session around what next -	

**Session 2, -  
Saturday 25<sup>th</sup> June [repeated Thursday 7<sup>th</sup> July] 2011**

1.10	Opening processes	Meet someone and discuss.... " <i>how has it been since w'shop 1 at a N'hood House?</i> ". Think about diversity of people using the place, find fun ways of engaging with people.	All – this is reminder about the diversity in any group that you are 'teaching'
1.20	Your "audience"	They report about who they have met [and discussed GH with] since workshop 1. Did they notice anything about how they were listening/ perceiving?	Report back to the whole group on pairs conversation
1.35	adult learning	Very brief refresh - not telling people – but participatory; refresh the AR cycle	Ian
1.40	Behaviour change	'what do u understand by the phrase?'  brief theory on Links between BC and community education – the interplay of content and process  <ul style="list-style-type: none"> <li>▪ In yr experience what has enabled u to change behaviour?</li> <li>▪ What have u seen work in how another's behaviour has changed?</li> </ul>	Reflect on how complex behaviour is and therefore often is hard, or felt to be hard
2.00	break		
2.15	Good facilitation	It's a blend – some content some process, they do a role play?  Facil is an EfS skill, needed in all the outcome areas  And/Or they look at their own values in relation to some – facilitation happens across/despite differences of participants/audience. Reminder about open and closed questions	"principles of good facil?" – separate doc.  Use list of facil skills to say what we are good at. and not good at. Recog we are never 100% in facil skills.

2.25	Assessing 'health' of the group	What experiences do they have of another group that works well? What makes it work well? [a bit about evaluation theory, leading to evaluation of this session]	Develop using dot points from Ian's 'notes for session 2'
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### Combined Feedback from Workshops 1 and 2

We invited feedback based on questions in left hand column. There were 12 handwritten evaluations, and there is one more detailed response by email, copied in full on the pages after this table.

What did they find useful/relevant	<p>5 found it good as 'refresher'  4 said 'meeting other groups members [from other houses]'  2 'listening skills'  2 'mud map/goal setting'  2 'all of it'</p> <p><b>and 1 each for</b>  Q+A Skills  AR Cycle  Behaviour change  Evaluation methods  Facilitation skills  'reconnecting with [the GH] program'</p>
In what ways did their knowledge improve from before to after:	<p>Talking with people I don't know  Finding who else is in my group  Refresher  "I learned heaps"  "I got more than I expected"</p> <p>"To be a facilitator one has to know how people think, learn, behave and how to provide NH information to the community. Within this scope the workshops have achieved its purpose."</p>
What to improve/change/not useful:	<p>Would like to have all group members there from my group  "Too many 'categories' for learning" [in section on 'ways we learn']  "all useful"  "I could have moved one stop /step, towards the positive side of the assessment scale (3to4 or 4 to 5) as a teacher, facilitator and a listener. What I need is to get the information/contents to talk on all or some of the topics when I meet the public on the open day. Our next step is to get these information in flyers/ brochures and also know what other NHs have done in their situations"</p>

<p>What are your next actions:</p>	<p>Meet other team members and Annie, Ian          Meet with our NH co-ordinator and brief her          Get support from Council for 11 sept event          Get help with fact sheets/write fact sheets          Develop printed materials          Get more info on what has been done at my NH already          Find out where to refer enquiries [eg for products]          Get a contact list for group members          Make an action plan for our group, esp for ATA day          Have a technical workshop for the group to boost confidence in what we know</p>
<p>Suggestions</p>	<p>Would like info on 'how to measure success'          Staff remind us to practice what we have learned          More help on fact sheets/templates</p>





## Appendix 4

### How to measure achievement of EfS?

Through the EfS Workshops and the Sustainable House Day the **EfS team** were looking for evidence that the points in italics were happening:

1. *Create a safe haven for learning through respect for all* – this is inherent to the neighbourhood house model: to create a safe space for a diversity of people, groups and events to occur as per the needs of the local neighbourhood. We put a lot of emphasis on this as staff, we were explicit about it through the EfS workshops and the volunteers took up this lead in their community interactions. Volunteers demonstrated being non-judgemental on SHD.
2. *Create a comfortable environment* - we used venues that were familiar to the volunteers and carried through a long-standing commitment to provide them with healthy warm food. Facilitators were friendly and approachable at all times, using a consultative approach to ensure the workshops met volunteer's needs. This is reflected in the change of design for workshop 3. It did not run as a discreet workshop but changed focus to help individual groups prepare for the Sustainable House Day on 11 Sept 2011. In broader NH context, they have a long term role as a 'home' within the community. The GH project allows that to be strengthened.
3. *Elicit opinions and ideas from the participants* – because many volunteers had been involved in the design of the retro fit they already had knowledge, opinions and questions about how to communicate about the House as an eco-demonstration centre. The workshop design involved an ongoing consultation with the participants, eliciting their inherent knowledge and capacity; workshop 3 became focused on organizing Sustainable House Day.
4. *Encourage participation through doing* – Many small group discussions during workshops. The volunteer teams **were** the SHD front line, and they rose to the occasion. Participants were assisted with every stage of the project through active encouragement to take a role in some way. A lot of work was focused towards the practical outcome on the Sustainable House Day.
5. *Demonstrate critical and systems thinking* - Volunteers were engaged in assessing their houses pre-retrofit [phase 1] and were supported to design the Sustainable House Day, building on from their involvement in the retrofit design and implementation process.
6. *Facilitate more than lecture* – Ian Lillington, employed as an educator through NCS to run these workshops, has an extensive history in facilitation and EfS, with many years experience in permaculture. Although each session was planned, the teacher's background and facilitation skills allowed the workshops to evolve and remain relevant to the participants. This also supported teaching using adult learning principles.
7. *Create an inter-culturally inclusive environment* – as well as Neighbourhood Houses general commitment to an inclusive environment, we had some specific cultural groups represented {Sri Lankan, Greek} and at various times during the project, these groups have been included.
8. *Empower all for action and change* – This was the underlying aim of the whole GH project and the EfS component was based on empowering the volunteers. This was achieved through consultation, eliciting skills inherent in the group and facilitating ideas how everyone could achieve change

appropriate to their needs, skills and understandings, and then ultimately look at how they could share this with the greater NH community. By developing the GH teams we were supporting an empowerment strategy from the beginning.

9. *Act sustainably with an open mind* – the facilitators were role models of this approach using consultation, eliciting opinions, modelling behaviour change and systems thinking for reaching broadly with project, and using different approaches for different people/groups. Through engaging with a cross section of the community at the SHD, volunteers were challenged to deal with people who were not ready or not open to change and responded appropriately.
10. *Create the future vision of a sustainable society* – Employing a facilitator with significant sustainability/permaculture experience bought the capacity for extending the understanding of sustainability amongst the volunteers. This information was replicated in fact sheets to ensure clear understanding and to allow the information to be passed along. Using volunteers to lead the Sustainable House Day allowed an ongoing transfer of information to visitors to the centre, along with the capacity for them to share their personal experience of sustainability. Facilitation within the group allowed sharing of existing skill base and experience of leading a more sustainable existence.

With EfS focusing on people and their capacity for change and transformation to deliver its message, evaluation requires us to document and analysis peoples' processes as well as perceived achievements. Being about the process rather than just about outcome, necessitates moving with where the group is at, utilizing the skill base in the group, and reflecting the group's inherent capacity during the education process. In measuring EfS we are looking towards the principles of adult learning, behaviour change and transformation.

*Knowles identified the six principles of adult learning as outlined below:*

- *Adults are internally motivated and self-directed*
- *Adults bring life experiences and knowledge to learning experiences*
- *Adults are goal oriented*
- *Adults are relevancy oriented*
- *Adults are practical*
- *Adult learners like to be respected*

## Appendix 5

### Handover from paid staff to volunteer groups

After the SHD we asked the 20 volunteers the questions in the table below. The answers to the first question shows all volunteers who were current at that time (the lead up to and immediately after the SHD in September 2011). The remaining questions only show answers where there was some substantial comment..

The interviewer said, as an introduction: *"The house is moving into being a stand-alone eco-demo centre and will still need volunteers after we have completed the GH funded program."*

<b>Q1 Seek an Honest response on where they are at. Engage them on their personal motivation about where they want to put their vol hours</b>	
	Interested in continuing, very involved in many local NGOs so limited time
	Interested in anything at any centre that relates to GH
	Not continuing, has enjoyed journey – busy with running an eco-business and children
	Wears many hats, including a council job that overlaps with the Centre, prob has to not be involved with GH group
	Quite happy to continue if she thought the house was supportive which it isn't. Would be happy to transfer to Jika as she thinks she will get "warm and fuzzy" response to her involvement
	She has really enjoyed her involvement and would like to continue but out of action completely for 2 months after November with an operation. Has constraints on her time as she works full-time, plus Tuesday nights and volunteers one other night of the week as well. Mon, Wed and Fri nights she is usually available.
	not interested in going on, pleased to have been part of the project, time to move on
	Still keen to be involved, thinks it is very important stuff. Knows she is part of a minority in Watsonia ("not like Northcote where they are all greenies"). "Most of the users at Watsonia are older and not interested". "The staff is not interested". Will do whatever we want her to do.
	Yes, interested in continuing but only if there is a group of motivated volunteers continuing at Richmond. If others are not highly interested he does not have the energy to drive the project on
	Has become a volunteer at the centre on another project, happy to have a role in GH in the future as well
	Interested in continuing – too busy to do phone survey at this time
	would want to be part of activities when her young children allow. Good to work towards an event like SHD in 2012, as group didn't get together otherwise.
	interested in continuing, but can we get Manningham Council to do similar at Doncaster {Pines}, Park Orchard or Wonga, so he can be involved closer to home?
	winding back involvement, moving on to other things; enjoyed the workshops, and technical stuff, "Not a natural writer" - sees next phase as more about written communication, limited energy generally.
	yes, keen
	yes, has enjoyed it, want to stay involved

Probably going in other directions
Perhaps a low-key involvement
No able to do questionnaire at this time, but interested in next year
Interested and able to continue next year, the SHD brought in some new interest and would like to build up more of a group
<b>Q2 Ask them to consider THIRD WORKSHOP – would they like more formal educational sessions, or prefer to come to a dinner all together?</b>
both, in principle
yes dinner; part of closure for her
prob prefer just dinner, but open to poss training
both
would love to come both (always in for a dinner and always keen to do more education especially as she works in behaviour change area)
Yes, liked the training and found it beneficial in helping him to see other people's views. Would also like to come to dinner and would be happy to bring a plate..
Perhaps dinner
As a teacher, she feels that she has most of the required skills although she enjoyed the workshops. Would really like to come to a dinner especially as she feels she has not had an opportunity to debrief after SHD.
not interested as only wants more technical stuff (although found Ian's training interesting)
Yes in principle
does like having facilitated training; next steps within the house would be good; Social – interested but not Thursdays
<b>Q3. Do they see that they are part of a group of volunteers that are going on? If yes, with what plan; and if no, how to do some closure?</b>
Not at Watsonia, possibly at Jika
Not much of a group at Watsonia, but still keen to do things.
Yes, if there other highly motivated volunteers as well.
yes continue, baby willing
yes, but prefer closer to home
not yet told group about leaving, but will do so
yes – sure that the Jika group will continue
Yes, wants to continue but can't really plan to be involved until Feb 2012.
<b>Q4. With SHD there was a lot of effort into getting new audience but would you be interested in reaching the existing users.</b> Eg one of the vols has suggested you ask for 5 minutes at the start of a user group session and say 'I am around having a cuppa and come and talk with me' – how about it? We can support you to practice the model if u are not confident ... We will video someone doing it.
Would they consider doing:
1. this reaching the existing use with 5 mins chat as just described
2. localized fact sheets, user guide to the house
3. liaison with staff about plans for next year
4. Publicity about the GH initiative

<p>Yes to all (at Jika), except has hesitations about publicity not being very focused. Thinks the 5 min chat model is great as current users are the great untapped audience. But only wants to do things at Watsonia, except turning the factsheets into permanent signs at Watsonia (they left them blue-tacked up on the wall but spontaneously suggested making them more permanent).</p>	
<p>Yes to 5 min chat but not sure if her time constraints make that possible. Yes to fact sheets and liaison with staff.</p>	
<p>not sure it will work, does not think it will work at Watsonia but would give it a go. May do fact sheets and publicity. Not keen to liaise with staff.</p>	
<p>Yes, interested in reaching existing users so interested in cuppa idea. Also suggested the one hour drop-in idea that is used by Fitzroy Legal Aid where the house would be open for an hour once every month for people to drop in and see the features. Yes to fact-sheets as sees providing information as important but thought if time/resources are limited the generic fact-sheets worked well on the day so may be OK for future use too. Yes to liaising with staff over plans for next year.</p>	
<p>Not sure, probably</p>	
<p>has spoken to committee to tell them about features – would be willing in principle; interested if it could recruit new members</p>	
<p>could be part of the team</p>	
<p>yes – will work on the '5 minute intro' video</p>	
<p><b>Q5 We are also planning training session for staff and volunteers who work at the house. "This is part of transition to self management. As it is complex to get all staff there, it is likely to be during office hours. It is a chance to come and be involved in planning for the green future of the house and connecting with other staff and volunteers there"</b></p> <p>(This agenda includes - share info about the key features and operation of the house for best eco-performance and get questions and feedback about how it has been so far</p> <ul style="list-style-type: none"> <li>• technical issues,</li> <li>• behavior issues,</li> <li>• links between GHG and rest of the NH</li> </ul> <p>and what has the input been [GH staff time, NH staff time, volunteer time, \$\$\$] partly for our evaluation, partly 'feel good')</p> <p>SO - Are they interested in being part of this training of staff?</p>	
<p>Yes, at Jika</p>	
<p>Not possible because of her work hours.</p>	
<p>Yes, probably. Would want there to be a clear agenda. I assured him that as they have to pay for extra staff time to attend the meeting we would be very focused on what we are trying to cover.</p>	
<p>yes, and potentially free for day time meetings</p>	
<p><b>Q6 – did you keep a journal?</b></p>	
<p>no journals were reported to us – volunteers said it did not seem to be a priority when compared with other tasks</p>	

## Appendix 6

**Formative evaluations** strengthen or improve the object being evaluated -- they help form it by examining the delivery of the program or technology, the quality of its implementation, and the assessment of the organizational context, personnel, procedures, inputs, and so on.

**Summative evaluations**, in contrast, examine the effects or outcomes of some object -- they summarize it by describing what happens subsequent to delivery of the program or technology; assessing whether the object can be said to have caused the outcome; determining the overall impact of the causal factor beyond only the immediate target outcomes; and, estimating the relative costs associated with the object. {ref 7}

## REFERENCES

1. Greener Houses Growing Greener Neighbourhoods – Project Report, Linda Parlane and Mary Robb, Feb 2012
2. Commonwealth of Australia, Living Sustainably, National Action Plan for Education for Sustainability, 2009
3. Living Sustainably, National Action Plan for Education for Sustainability, 2009
4. Brookfield, S. D. (1986) *Understanding and facilitating adult learning*. pp9-11. San Francisco: Jossey-Bass.
5. "AR/AL works well where there is uncertainty, change and new ideas. We create a climate and structure which is developmental and practical rather than academic; one which adapts to meet the needs of each student." <http://www.sse.org.au/programme.php?sub=APPROACH> Accessed Dec 11.
6. From RMIT report – Greener Houses Growing Greener Neighbourhoods Evaluation Project: Assessment of building performance and community engagement - Phase 2 – March 2012
7. From [www.socialresearchmethods.net/kb/intreval.htm](http://www.socialresearchmethods.net/kb/intreval.htm)