



How to develop your project 2025

Environmental Education Grants Program

NSW Environmental Trust



Acknowledgement of Country

Department of Climate Change, Energy, the Environment and Water acknowledges the Traditional Custodians of the lands where we work and live.

We pay our respects to Elders past, present and emerging.

This resource may contain images or names of deceased persons in photographs or historical content.

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Artist and designer Nikita Ridgeway from Aboriginal design agency Boss Lady Creative Designs created the People and Community symbol.

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Part 1: How to use this guide

This guide is designed to help you develop an application for the NSW Environmental Trust's Environmental Education Grants Program. It provides guidance on how to answer questions in the Grant Management System application form.

Please read *Environmental Education Grants Program guidelines 2025* before you proceed with this guide. The program guidelines provide information on eligibility and funding priorities.

The [Environmental Education Grants Program webpage](#) provides links to resources you will need. These include:

- [Environmental Education Grants Program guidelines 2025](#)
- access to the [Grant Management System](#), to register and submit your application
- [Creating change through your environmental education project practical guide](#)
- examples of previously funded projects
- a sample workplan
- online registration for a voluntary online workshop to help you develop your project proposal.

This guide complements the information in the online Grant Management System (GMS). It gives you additional guidance for completing and submitting your application.

When you start your application in the GMS, you will see a side menu with a list of section headings. This guide provides more information about the questions you will see under the Applicant Details, Eligibility, Project Rationale and the 3 Workplan headings.

Dates for the 2025 round

Opening date: 9 am 22 September 2025

Closing date: 5 pm 11 November 2025

Online workshops for applicants

You may attend one of our online workshops to help you develop your project proposal. For more information or to register, the link is in 'Part 8: Resources', and on the Environmental Education Grants Program homepage.

For help, contact us

Telephone 02 8837 6093

Email info@environmentaltrust.nsw.gov.au

Part 2: Applicant details

External manager

To be eligible for funding, your organisation must meet the eligibility criteria outlined in *Environmental Education Grants Program guidelines 2025*, 'Part 3: Eligibility'.

Unincorporated organisations can apply for grant funding only if they partner with an eligible organisation, referred to as an 'external manager'. The external manager must meet the eligibility criteria outlined in the program guidelines and is responsible for managing the grant funds.

External manager details (if nominated)

This information is applicable only if your organisation intends to use an external manager to support the implementation of your project.

Responsibilities of the external manager

- Grant payments will be made to the external manager, who is responsible for distributing the funds to the grantee as needed.
- The external manager will help with financial reporting and ensure funds are used appropriately to achieve the project outcomes.
- An agreement should be established between the grantee and the external manager regarding project management responsibilities. While the external manager oversees financial and administrative aspects, the organisation applying for the grant is expected to lead the project and deliver its outcomes.
- For more information on working with an external manager see *Tips on working with an external manager* in 'Part 8: Resources'.

Project summary

If your project is funded, we will use the information you provide here to describe your project on our website. Use plain language, and tell readers about:

- the environmental problem your project is tackling
- what you're going to do, and how you will do it
- the outcomes your project will achieve, including for the environment.

Part 3: Project rationale

Program priority themes

Please select the program priority theme your proposal addresses. For more information, refer to the *Environmental Education Grants Program guidelines 2025*, 'Part 6: Eligible and ineligible activities', and 'Part 7: Application and assessment'.

It is better to focus on one theme to ensure clear outcomes. However, the themes are broad and there is potential for overlap. You may choose a secondary theme, but the Trust technical review committee that assesses your application will not assign additional weighting to applications that select multiple themes.

If your project delivers outcomes for Aboriginal communities, you must include meaningful and direct engagement with Aboriginal people and communities in your project plan and throughout the project delivery.

How your project will deliver outcomes for the priority themes

This relates to assessment criterion 1: 'Environmental outcome' in the program guidelines 'Part 7: Application and assessment'. Tell us how your project will contribute towards outcomes for the priority theme (or themes) you have selected. The priority themes fall under 3 broad headings:

- prioritise healthy Country and recognise and value Aboriginal peoples, their traditional knowledge and practices, and connection to Country
- restore ecosystems and biodiversity
- strengthen environmental management.

Environmental outcome

This relates to assessment criterion 1: 'Environmental outcome' in the program guidelines 'Part 7: Application and assessment'. Describe the environmental outcomes your project will deliver. Be specific and include measures that define the scope of your work. The outcomes must be linked to at least one of the priority themes.

GMS contains an example of an environmental outcome, and there are more examples in 'Part 4: Your project workplan'.

Target audience

This relates to assessment criterion 2: 'Target audience engagement' in the program guidelines 'Part 7: Application and assessment'. Consider who will achieve the environmental outcomes you want to deliver, and the changes in day-to-day practices or systems that are needed to achieve them. Practices can be behaviours, actions, or management systems and processes.

You can include references or cite evidence such as consultation with expert stakeholders to explain how you know your project is correctly targeted.

Systemic and behaviour change

Your project must aim to move beyond raising knowledge and awareness. It must drive changes in systems and behaviours that deliver environmental outcomes.

Think about who you are targeting, and what system and behaviour changes will deliver your environmental outcome. Table 1 links the target audience you described with examples of what systemic and behavioural changes might look like. Notice these are all action-based changes. They can be observed and measured.

You do not need to have systemic changes in your project plan, but you must identify behaviour changes that your project will aim to deliver.

Table 1 Examples of target audiences and systemic and behaviour changes

Target audience	Behaviour change	Systemic change
Farmers	Control erosion and stabilise soil to prevent sediments from entering waterways	Set up community networks or communities of practice
Mountain bike riders	Use approved bike trails to prevent damage to endangered flora	Signage promoting locations of approved bike paths
Dog walkers	Keep their dogs on-leash near shorebird nesting sites to prevent nest disturbance	Improve off-leash dog parks in strategic locations to make them more attractive to dog owners
Landscape designers	Choose local native species in landscape design to provide habitat and connectivity for native birds	Develop and promote a web-based native plant selection tool

Tip

Step back and consider the linkages between the target audience you describe, the systemic and behavioural changes you are promoting, and the environmental outcomes you want to achieve. How well are they linked?

Engagement activities you will offer

This relates to assessment criterion 2: 'Target audience engagement' in the program guidelines 'Part 7: Application and assessment'.

Describe how you will excite participation in the project by delivering engaging activities tailored to suit the target audience. Integrate these activities into your workplan. For more information, refer to the program guidelines 'Part 5: Best practice environmental education'.

Tip

The example engagement activities in GMS include measures that will help to define what success looks like. For more ideas on creative activities refer to *Creating change through your environmental education project* (see 'Part 8: Resources').

Project resources

Consider what resources are right for this target audience, and what they are most likely to engage with. Explain how you know your target audience will respond to the resources you are developing. Think about resources that you and your project partners can use as a platform for delivering outcomes after the project.

Examples of resources

- YouTube videos
- Imaginative and artistic images for flyers, posters and signs
- Plant identification guides
- Citizen science resources
- Apps and websites

Supporting sustained change

Changes to systems, infrastructure, organisations, networks and places will form the long-term legacy of your project. Design your project with long-term sustainability in mind to ensure the benefits continue after funding ends. This involves planning to maintain the project's outcomes and thinking about how you can ensure the project's initiatives remain active and updated.

To demonstrate sustainability, consider:

- ongoing funding – identify ongoing sources such as additional grants and sponsorships to sustain project activities
- maintenance agreements – think about what is needed to ensure your environmental outcome is maintained, and who will do what
- communication plan – develop a clear communication plan to share successes and lessons learnt, further engaging stakeholders and others interested in doing what you're doing.

Use these strategies to achieve sustainable outcomes and create a legacy you can build on after the project.

Field testing your educational framework

A field test is mandatory in Milestone 1 to design and pilot your educational framework and confirm if you are on the right path. You can then incorporate any changes needed based on participant feedback and then scale-up delivery of education for the remainder of the project.

You should also start building your evidence base in Milestone 1 by establishing baseline data. That will allow you to demonstrate the impact of your education by comparing the baseline data with end-of-project results. For example, you could design surveys that ask the same questions at the start and end of the project to show the scale of change in people's behaviour.

Research

We recommend you start your project with research to improve your understanding and test your assumptions about what will shift target audience behaviour. This might include talking to people who have done similar projects, carrying out surveys, and finding out what is considered best practice. You can find information and ideas in *Creating change through your environmental education project* (see 'Part 8: Resources').

Reviewing your progress and adapting your strategies

Identify the methods you will use to monitor, measure and evaluate the impact of your project. Gather benchmark data at the start of your project and consider what data you will gather to demonstrate your project has achieved change. Identify strategies for measuring your success and keeping your project on track and integrate them into your workplan.

Table 2 Comparing benchmark data with end-of-project data to show impact

Target audience	Behaviour	Number who said they took action – 2026 survey	Number who said they took action – 2029 survey	% increase by the end of the project
Farmers	I take action such as strategic planting to control erosion and stabilise soil	5	18	40%
Mountain bike riders	I use approved bike trails in high-conservation-value areas	7	28	55%

Part 4: Your project workplan

Workplan overview

The workplan is a framework for implementing your project. It will help you monitor and report on your progress.

The workplan has 3 components. Create a workplan that identifies:

- the outcomes your project will deliver, project timeframes, and the activities you will implement to achieve them
- project measures that define the scope of your project, provide indicators of success, and measure your impact
- your project budget that identifies the resources you need for each milestone (stage of works).

A good workplan will help others to understand what you want to achieve and will help you to keep your project on track.

Workplan – outcomes and schedule

Step 1: Defining your project outcomes

We recommend you identify a maximum of 3 outcomes:

- Define the environmental outcome you will achieve.
- Tell us what educational outcomes you will achieve that will deliver your environmental outcome.
- Clearly define your outcomes using the SMART principle.

SMART outcomes are

- **S**pecific
- **M**easurable
- **A**chievable
- **R**ealistic
- **T**ime-bound

Your outcomes should describe what success will look like by the end of the project.

Examples of SMART outcomes

The following examples outline environmental outcomes that will be achieved through education. Incorporate a similar level of detail as these SMART outcome examples:

- Through 3 gatherings each year, at least 50 Aboriginal people in the Hunter region will reconnect to Country and culture by reawakening stories and practices related to the ecosystems on their Country. In culturally appropriate ways, practices will be shared with local land managers. Work that will improve the protection of threatened species and their ecosystems will take place on at least 3 new properties. (This outcome aligns the Trust's priority theme 1: 'Prioritise healthy Country and recognise and value Aboriginal peoples, their traditional knowledge and practices, and connection to Country'.)
- Improve critical riparian habitat for native flora and fauna along 5 km of the Brunswick River by engaging at least 10 landholders and 30 volunteers in activities to remove woody weeds and revegetate degraded riverbanks with native species. (This outcome aligns with the Trust's priority theme 2: 'Restore ecosystems and biodiversity'.)
- Establish 3 knowledge hubs across New South Wales to engage 60 farmers and support them in their transition to regenerative agricultural practices; 30 farmers will record and measure the impacts of practical regenerative agriculture strategies they will choose and implement on their properties. (This outcome aligns with the Trust's priority theme 3: 'Strengthen environmental management'.)

These examples all contain **measures** that help to define the scope of the work.

Tips for describing your outcomes

- Include measures that quantify what success will look like by the end of the project.
- Ensure your outcomes align with the information you entered under **Project rationale**.
- Consider what you can reasonably expect to achieve within your project timeframes.

Step 2: Project schedule – establish milestones, activities and timeframes

Setting your milestones

- Project start and end dates should be the same as the dates you entered in the **Project summary** section.
- You may adjust project timeframes before signing a funding agreement if your application is funded. Applications proposing works of less than 24 months (Tier 1) or 36 months (Tier 2) will not be funded.
- You will need to submit a milestone report at the end of each milestone.
- Milestone 1 should include field testing and research if needed, and it should be at least 6 to 12 months in duration. Each subsequent milestone should be around 12 months.

Describing your project activities

- Describe the activities that will achieve the outcomes you have described.
- Each activity description should provide enough detail to guide implementation of your project and demonstrate how you will deliver it.
- Design your project activities with the guiding principles of environmental education in mind (see *Environmental Education Grants Program guidelines 2025*, 'Part 5: Best practice environmental education').

Key things to include in your workplan

- Design project activities that are appropriate for your target audience. Consider how they will contribute towards achieving project outcomes.
- Show how you will measure and demonstrate the effectiveness of your work. Consider the evidence you will gather to show your project is achieving its outcomes. Build monitoring mechanisms into your project activities (for example, surveys, population counts).
- Ensure the resources you need to carry out your activities are budgeted for in the next section of the workplan (your project budget).
- Integrate the information you provided in the **Project rationale** tab into your workplan. Clearly describe how you will implement your project.
- Refer to the sample workplan (see 'Part 8: Resources') for examples.

Workplan – project measures

Each activity you enter in the previous section will carry forward to the **Project measures** section where you will be able to select an **Activity type** from a drop-down menu. Each activity type will generate a different list of measures so you can define the scope of your project and show how you will measure your success.

- Select an activity type that best describes the activity.
- Enter the target measure and unit (if applicable) for the measure. (Enter '0' if the measure is not applicable.)

Education grants have some mandatory activity types:

- project management and delivery (human resources)
- events held
- organisations collaborating
- target audience and behaviour change actions.

We strongly recommend you include:

- engaging with Aboriginal communities
- educational resources developed.

Reflect on the behaviour changes you identified under the **Project rationale** section in your workplan using the **Target audience and behaviour change** activity type.

Workplan – project budget

This relates to assessment criterion 5: ‘Value for money’ in the program guidelines ‘Part 7: Application and assessment’. Provide a detailed breakdown of your project costs and identify how your activities will be funded (either from grant funds or from other sources).

All costing in your budget needs to be detailed, reasonable and justifiable, especially where individual items comprise a large proportion of the overall budget.

If your application is successful, there will be an opportunity to modify your budget during the project planning phase before signing the funding agreement.

Tips

- Round each dollar amount off to the nearest whole number.
- No more than 50% of total grant funds sought should be allocated to Milestone 1. Refer to the example in Table 3.
- Refer to the workplan sample on the Environmental Education Grants Program webpage for an example of what a quality budget looks like.
- Consider whether your proposed budget includes costs that would be considered reasonable expenditure of public funds. Will it withstand public scrutiny?
- Allow for estimated cost increases for each year of the project.
- Use headings to identify expenses that will be funded by the grant, and what is being delivered as a cash or in-kind contribution.

Payment and reporting schedule

If your application is successful, the milestone start and end dates you enter in **Workplan – Outcomes and schedule** (and the budget for each milestone in **Workplan – Budget**) will determine the payment and reporting schedule in your funding agreement.

- Milestone dates do not need to align with the end of financial year.
- We provide payments at the beginning of each milestone. You submit reports at the completion of each milestone.

Table 3 provides an example of a payment and reporting schedule for a Tier 2 grant.

Table 1 Example of a project schedule for a Tier 2 application

Milestone	Start	Finish	Grant funds requested for each milestone
Milestone 1	1 September 2026	30 September 2027	\$56,495
Milestone 2	1 October 2027	30 May 2028	\$57,177
Milestone 3	1 June 2028	30 March 2029	\$35,378
Total grant			\$149,050

Note: funding for Milestone 1 must not exceed 50% of the total grant amount.

Presenting a strong budget

This relates to assessment criterion 5: ‘Value for money’ in the program guidelines ‘Part 7: Application and assessment’. Provide sufficient details for the technical review committee to assess value for money in relation to project outcomes.

Refer to the program guidelines ‘Part 6: Eligible and ineligible activities’ for more information on what the Trust will and will not fund.

Tips

- The **sample workplan** (see ‘Part 8: Resources’) provides the model you should use for presenting your budget.
- Consider whether your proposed budget includes costs that would be considered reasonable expenditure of public funds. Will it withstand public scrutiny?
- Provide enough detail to demonstrate what the Trust is being asked to fund. For example, include workings to show how costs have been calculated.

See Table 4 for comparison of a good-quality budget with a poor-quality budget.

Table 4 Comparing a good-quality budget with a poor-quality budget

Good-quality budget			
Budget description	Grant	Cash	In-kind
GRANT: Ecologist to provide advice on nest box installation and monitoring, 4 days at \$1,000 per day IN KIND: Volunteers monitoring nest boxes once a month	\$4,000	\$0	\$1,000
GRANT: Environmental Education consultant \$80 per hour x 7 hrs/week x 40 weeks	\$22,400	\$0	\$0
GRANT: Tube-stock (a minimum of at least 10 different species): total 5,000 tubes at \$3 each CASH: Council funding 2,500 tree guards at \$2 each	\$15,000	\$5,000	\$0

Good-quality budget			
Budget description	Grant	Cash	In-kind
GRANT: Guest speaker from Gem University for 5 field days demonstrating regenerative agriculture practices, \$1,500 per day, plus \$500 per day travel and accommodation	\$10,000	\$0	\$1,000
IN KIND: free use of council venue			

Poor-quality budget			
Budget description	Grant	Cash	In-kind
Ecologist	\$4,000	\$0	\$1,000
Staff time	\$12,600	\$0	\$0
Plants	\$15,000	\$5,000	
Speaker, travel	\$12,000	\$0	\$1,000

Recruitment of contractors

All contractors (including consultants) should be chosen on their merits and ability to effectively deliver the work. Include hourly rates in your budget rather than lump sums. This helps you demonstrate that costs are in line with industry standards.

Staff salaries

The technical review committee looks for clear descriptions of the positions to be funded by the Trust. Develop a position description for any new position the project will employ.

Salaries for existing staff are usually reflected in your project budget as an in-kind contribution. However, you may seek funding for salaries for existing staff if you can demonstrate their salaries have not already been budgeted for.

You will need to provide clear justification for grant funding of any existing employees. This includes demonstrating how the grant-funded work is additional to any work they have already been engaged to undertake. For example, a part-time staff member who usually works 2 days a week could work an extra day each week on the project, and that day could be attributed to the Trust funding. You must demonstrate how you will separately track their project-related work from their regular duties.

Salaries are expected to be in line with industry standards, and you need to show that you have calculated amounts based on reasonable pay rates. It is also expected that staff working conditions will be in accordance with all applicable laws. This includes meeting standard work health and safety requirements.

You may include up to 26.5% of salary on-costs (including leave loading, workers compensation, payroll tax, superannuation, etc.) in your application.

Tip

If you want to use grant funds to fund an employee or contractor, your workplan should include activities for undertaking a recruitment or tender process.

Administration and accounting costs

We recognise there is a cost for managing and administering projects. In most cases, grant recipients absorb these costs as an in-kind contribution to the project. However, grant funds may be used to pay these costs when justified.

Administration and accounting costs must be project specific and cannot exceed 10% of the grant.

Examples of administration costs you may include in your budget are recruitment and contractor advertising costs, office supplies purchased specifically for the project, etc. You must quantify these costs in your budget. Do not include any ongoing or regular administration costs for your organisation, such as an office lease.

The cost of compiling Trust reports or conducting monitoring and evaluation activities is not considered an administration cost. You can include this under salaries/contractor expenses instead.

We periodically audit projects. You must be able to demonstrate that all administration costs **directly relate to the project**.

Cash contributions

Provide details for all committed (and pending) funding contributions pledged by project partner organisations (including your own) against your project activities.

If partnership funding has been committed at the time of applying for the grant, provide written evidence of partnership funding with your application.

If you have pending applications for funding at the time of applying to the Trust, you need to provide written evidence of partnership funding once it has been obtained.

However, please include information in your budget on all grant organisations you have applied to. This may include federal, state and local government departments, other trusts and foundations, and corporate sponsorship options.

In-kind contributions

Values for each item should be calculated using current market rates for goods or materials, hourly rates of pay for professional staff services, and sensible volunteer valuation (that is, at a reduced rate proportionate to current award rates for professional contractors).

Hours estimated for volunteer contribution should also be realistic. These form part of the project measures that you will report on if your application is successful.

Refer to the **sample workplan** (see 'Part 8: Resources') for guidance on how to present in-kind contributions.

Part 5: Risk management plan

Consider risks to successfully delivering your project on time and on budget. You should include options for reducing their likelihood or severity, or both. The GMS risk rating calculator provides guidance on determining risk level. Table 5 provides examples of risks to successful delivery of a project.

Table 5 Risk management plan example

Risk description	Likelihood	Severity	Risk level	Risk treatment action (How can you reduce the risk?)	Likelihood (Has the treatment action reduced the potential likelihood?)	Severity (Has the treatment action reduced the potential severity?)	Revised risk level
Failure to engage the community in project activities	Remote	Moderate	Acceptable	Engage a range of organisations and include engagement strategies such as field days, citizen science, cultural activities, etc.	Improbable	Moderate	Desirable
Pilot program for new techniques produces poor quality outcomes	Occasional	Significant	Undesirable	Meet with adjoining property owners and discuss objectives of the project and strategies for alternative management.	Remote	Moderate	Acceptable
Catastrophic event (for example, flood, fire, vandalism)	Probable	Catastrophic	Catastrophic	Consider alternative means of delivering education, for example, via online workshops.	Improbable	Significant	Acceptable

Risk description	Likelihood	Severity	Risk level	Risk treatment action (How can you reduce the risk?)	Likelihood (Has the treatment action reduced the potential likelihood?)	Severity (Has the treatment action reduced the potential severity?)	Revised risk level
Loss of project records and photographs	Remote	Significant	Undesirable	Ensure survey results are presented to the committee electronically and in hard copy and kept in 2 places.	Improbable	Low	Desirable
Change of project manager	Occasional	Significant	Undesirable	Ensure more than one person is responsible for project delivery. Project manager provides updates at monthly committee meetings.	Improbable	Low	Desirable
Failure to obtain permits and approvals	Possible	Significant	Catastrophic	Reviewing approvals processes will be a standing item on project team meeting agendas, to ensure early intervention if required.	Improbable	Moderate	Acceptable

Part 6: Supporting information

Attachments help the technical review committee determine the strength of your proposal. Provide clear and concise attachments directly relevant to the project.

You can include CVs, letters of support, excerpts from studies or management plans, and maps to show the location and scope of any sites you may be working on. Relevant literature (for example, journal articles) can be included in a list of citations.

You must submit letters of support from all major collaborators. Letters should describe their participation or contribution. For example, this may include labour costs, mapping, plant, materials, volunteer hours or cash pledged within the project timeframe. Refer to Letters of support: tips and sample (see 'Part 8: Resources').

Table 6 **Examples of supporting attachments**

Attachment type	Details
Letters of support, proof of collaboration	Should be from project partners or key stakeholders. Note: content should specifically include the type of contribution to be made within the project timeframe (for example, labour costs, mapping, plant, volunteer hours, cash) and either the committed (cash) or estimated value of the contribution (for example, labour hours, plants, volunteer hours).
CVs, quotes	Demonstrate the credentials of people you will invite to work on the project. This does not replace merit-based selection processes.
Extract of management plan, published studies (maximum of 3 pages)	Important sections from a relevant management plan or site assessment where community education may be required to implement it.

Part 7: Declaration

Conflicts of interest

The Declaration section asks you to declare any real, potential or perceived conflicts of interest. This may include non-monetary personal gain. Your project needs a system to manage potential or actual conflicts of interest that may arise.

All staff and contractors must disclose any potential conflicts of interest.

All contracted and subcontracted staff, or associated staff, must comply with the *NSW Supplier Code of Conduct* (refer to 'Part 8: Resources'). Provide them with the code and make sure they understand this.

Examples of perceived or actual conflicts of interest might include:

- a project manager employing themselves or their own business to carry out project-related work and using grant funds to pay for it
- using project activities to promote products or businesses in which members of the applicant's organisation have an interest
- grant funds being used to pay friends or family for project-related work without a merit-based selection process
- substantial benefits for a researcher arising from collaborations and relationships with industry in the licensing and marketing of research discoveries.

Refer to 'Conflicts of interest' under 'Part 8: Program governance' in the program guidelines.

Submitting your application

- Lead applicants may submit a maximum of 2 applications for Tier 1 funding and one application for Tier 2 funding.
- Submit your application by the closing date: **5 pm Tuesday 11 November 2025**.
- Late applications will not be accepted.

You can share your application with others via the GMS. Refer to the [*Grant Management System online portal user manual*](#).

Part 8: Resources

About the Trust

- [NSW Environmental Trust homepage](#)
- [NSW Environmental Trust Strategic Plan 2024 to 2029](#)

Education program resources

- [Environmental Education Grants Program homepage](#)
- [Environmental Education Grants Program guidelines 2025](#)
- [Creating change through your environmental education project](#)
- [Register for a voluntary online workshop for applicants](#)
- [Sample workplan](#)

Governance-related issues

- [Government Information \(Public Access\) Act 2009](#)
- [Grantee guide to procurement for Environmental Trust projects](#)
- [Financial reporting to the NSW Environmental Trust](#)
- [NSW Government Procurement Policy Framework](#)
- [NSW Government Supplier Code of Conduct](#)
- [Tips for working with an external manager](#)

Other resources

- [Department of Climate Change, Energy, the Environment and Water research priorities](#)
- [Grants Management System online portal user manual](#)
- [I Work for NSW](#) (for examples of position descriptions)
- [Letters of support: Tips and sample](#)
- [NSW Government logo](#)