



DEPARTMENT OF PLANNING, INDUSTRY & ENVIRONMENT

# Environmental Education Grants Program Developing your application guide 2021–22

NSW Environmental Trust



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## Before reading this guide

Applicants are advised to read the [Environmental Education Grants Program Guidelines](#) for important program information, including eligibility and assessment criteria.

Think about the change you want to create.

The goal with any environmental education project is to generate positive environmental outcomes by prompting change in a target audience toward sustainable practices.

Designing a project to improve the environment means working with people to adopt more sustainable lifestyles, perhaps as a result of transformative learning. Changes to systems, services, and policies may be needed in your project plan. How will you make this happen? The complexity of the determinants of behaviour, the driving factors and motivational factors that influence sustainable lifestyles and consumption need to be considered.

The system changes might include policies or procedures such as moving away from single-use plastics, or services that make it easier to gain specific advice on sustainable agriculture. System changes make it easier for people to live more sustainably. When designing an education project these system factors need to be researched and analysed too, to better understand the root causes of unsustainability.

To help develop a project with the best chance of achieving with this goal, applicants are also advised to read [Creating change through your environmental education project](#) for practical advice and tips.

## How to use this guide

This guide complements the support text provided within the online application portal - the Grants Management System (GMS). It is designed to help applicants when submitting an application to the Environmental Education Grants Program (the Program).

The information provided in this document focuses on the GMS menu sections highlighted in red in figure 1 below.

Information
Eligibility
Project Summary
Applicant Details
Collaborators
Project Location
Project Rationale
Workplan - Outcomes and Schedule
Workplan - Project Measures
Workplan - Project Budget
Risk Management
Supporting Information
Feedback
Declaration

**Figure 1** Application sections covered in this guide

### Need help?

If assistance is required at any stage, please contact the Trust on **02 8837 6093** or at [info@environmentaltrust.nsw.gov.au](mailto:info@environmentaltrust.nsw.gov.au).

**Applications close: 5pm, Monday 8 November 2021**

# Project rationale

## The environmental problem

- Provide a definition and clear description of the problem, supported by evidence, explaining what the problem is, and why education is part of the solution to addressing it.
- It is recommended that you review program Logic pages 8–10 of [Creating change through your environmental education project](#) before answering the next questions.

## The environmental outcome

Describe the environmental improvement your project will lead to before you attempt to answer the following questions. Applying the program logic, this is the **Ultimate Outcome**.

## Identifying audience and education focus

Explain who your target audience is. How will their involvement in project activities lead to the eventual environmental outcomes being sought? What expert advice has been sourced to ensure that the project is correctly targeted?

## Systemic and behavioural changes

Describe the changes in day-to-day practices, management or organisational practices, systems or infrastructure that are necessary to achieve the environmental outcome. Practices can be behaviours, actions, activities or processes. Applying the program logic, these are the **Intermediate outcomes** of your project.

Provide an overview on the specific changes you want to promote, and how you will measure them so that by the end of you project, you can demonstrate that it is on track to make a difference. Think about who you are targeting to achieve these outcomes. Table 1 provides examples of systemic and behavioural changes and how they might be entered in an application.

**Table 1 Systemic and behavioural change examples**

Systemic and behavioural changes	Baseline (what's your starting point? Think about who your activities target)	Target (measures)- where do you want to get to	Data you will collect to measure targets (the change) (Tier 2 only)	Evaluation methods you will use to collect data (Tier 2 only)
Systemic change: Councils and businesses implementing Water Sensitive Urban Design principals by using plantings for biofiltration of run-off from urban roads and	3 Councils and 5 businesses have already implemented Water Sensitive Urban Designs.	10 new Councils and 5 new Local Businesses adopting Water Sensitive Urban Design principles.	Number of practitioners attending Water Sensitive Urban Design workshops. Number of practitioners installing Water Sensitive Urban Design devices.	Survey property managers and practitioners, feedback from local residents, changes in policies and procedures at local councils.

Systemic and behavioural changes	Baseline (what's your starting point? Think about who your activities target)	Target (measures)- where do you want to get to	Data you will collect to measure targets (the change) (Tier 2 only)	Evaluation methods you will use to collect data (Tier 2 only)
properties adjacent to waterways.			Number of land managers changing their policies and procedures to encourage uptake of Water Sensitive Urban Design principles.	
Behaviour change: Landholders planting and maintaining paddock trees to provide habitat and connectivity for swift parrot.	10 local property managers have already planted paddock trees.	Increase the number of people planting and maintaining paddock trees on their property to 30.	Number of individual landholders participating in the project as a result of education program. Number of landholders implementing the practices.	Workshop and focus group evaluation sheets, follow up phone calls and emails with focus group participants Local Land Services data.

### Explain how these proposed changes will achieve your project's environmental outcome

How do you know that the systemic and behavioural changes you have defined will deliver the environmental outcome you have identified?

Link the systemic and behavioural changes you are promoting with the environmental outcomes you want to achieve.

How do you know your target audience can achieve the outcomes?

If your project will not be able to demonstrate an environmental outcome before it concludes, why are you confident that these changes will eventually lead to it?

### Immediate participation outcomes

**What immediate changes do you expect as a result of your education and engagement activities, that will achieve the changes you proposed above?**

Applying the program logic, these are the **immediate outcomes** you expect to observe as a result of your education and engagement activities, within the lifetime of your project. Table 2 provides examples of immediate participation outcomes and how they might be entered in an application.



**Table 2 Immediate participation outcomes example**

Immediate changes	Target group (audience)	Targets (measures)	Data you will collect to measure targets (Tier 2 only)	Evaluation methods you will use to collect data (Tier 2 only)
Establishment of plantings for biofiltration of run-off from urban roads and properties adjacent to waterways.	Asset and property managers in local Councils, businesses.	20 new biofiltration systems to be established Reduce sediments entering the waterway by 50%.	Number of practitioners attending Water Sensitive Urban Design workshops, number of Water Sensitive Urban Design biofiltration systems established, data collected from monitoring of run-off.	Survey property managers and practitioners, feedback from local residents, changes in policies and procures at local Councils.
Landholders planting and maintaining paddock trees to provide habitat and connectivity for swift parrot.	Landholders in the Riverina region.	Project aims to increase number of paddock trees over 5000 ha by a total of 1000.	No. of trees planted, number of individual landholders adopting improved land management practices as a result of education project.	Workshop and focus group evaluation sheets, follow up phone calls and emails with focus group participants.

## Project resources

### Do you need to create any resources to engage with your target group/audience?

What are the right resources for this target audience?

What is your target audience most likely to engage with?

How do you know your target audience will respond to the resources you are developing?

## Legacy for sustained impact

### What changes to organisations, systems, infrastructure, networks or places will form a long-term legacy of your project?

How will your project continue to provide outcomes beyond the life of the project?

How will you continue to build on systemic and behavioural changes achieved?

What will you put in place so that resources will continue to be used?

How will you ensure your environmental outcome is realised?

## Research and testing your project concept

The Trust recommends a research phase be factored into a project if there are any gaps in knowledge about what is going to shift target audience thinking and behaviour, followed by testing in milestone 1 to “pilot” the assumptions and build an evidence base. You can then incorporate any changes needed and scale up for the remainder of the project.

# Workplan

## Overview

The workplan is split over 3 side bar categories. Your workplan will allow you to map out the work you will carry out by identifying:

- the outcomes your project will deliver
- the activities you will implement to achieve them
- your project measures, and
- the budget you need for each milestone (stage of works).

## Step 1: Define your project outcomes

It is recommended that you identify a **maximum of 3** outcomes:

- What will be your educational outcomes?
- What environmental outcome will you achieve?

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.

We encourage you to incorporate a similar level of detail as provided in these ‘SMART’ examples:

- Engage the community to attract 200 participants over three years in a citizen science project monitoring tree hollows, through awareness raising and educational events on the importance of standing and fallen dead wood to the local animals.
- Protect the endangered yellow-bellied glider from predation and habitat loss, by conducting a community education program between 2022 and 2026 aimed at increasing awareness of 33,000 residents in the Lismore Local Government Area on the importance of managing bushland for climate change.
- Increase community awareness and knowledge of the significance of fauna corridors in the urban areas of Tomaree Peninsula and help the koala maintain breeding and

feeding links and patterns essential to their survival, leading to a 40% increase in participation in koala preservation programs by 2025.

- Equip project planners with an understanding of climate change adaptations in native grass species and sourcing of appropriate genetic material for restoration projects, we will deliver 6 workshops over 3 years around New South Wales with a minimum of 20 participants each. We will invite participants to submit Expressions of Interest and select three candidates to work with as mentors on project plans for their sites.
- Refer to the **Sample workplan** for an example that considers bringing together the Research and Testing, and Systemic and Behaviour Changes you described earlier under Project Rationale, and integrating them into your workplan.

## Step 2: Project Schedule – Establish milestone/timeframes

Applications proposing works of less than 24 months (Tier 1) or 36 months (Tier 2) will not be funded.

It is recommended that you start your project with a Research and Testing phase that can be 6 to 12 months in duration. Each subsequent milestone should be 12 months. You will submit a milestone report at the end of each milestone.

Information you enter in your workplan for milestone dates and milestone budgets will be used to determine the payment and reporting schedule in your funding agreement if your application is successful. Table 3 provides an example of a payment and reporting schedule for a Tier 2 grant.

**Table 3** Tier 2 project payment and reporting schedule example

Milestone	Start	Finish	Grant funds requested for each milestone
Milestone 1	1 September 2022	30 May 2023	\$56,495
Milestone 2	1 June 2023	30 May 2023	\$37,177
Milestone 3	1 June 2024	30 May 2024	\$15,378
Total grant			\$109,050

**Note:** funding for Milestone 1 must not exceed 70% of the total grant amount

## Step 3: Activities

- Referring to the program logic, the activities are what led to the immediate outcomes.
- A brief description for each activity should be provided, with sufficient detail to guide implementation of your project. Adding detail to your activity description also demonstrates to the Technical Review Committee how you propose to deliver your project, and that the activities will contribute towards achieving project outcomes.
- Design your project activities with the principles of **‘transformative learning for sustainability’** and the **‘theory of change’** in mind – see [Creating change through your environmental education project for more information](#). You must demonstrate how your project activities will improve the environment, individual learning and change systems in ways that support sustainable practices.

### Things to consider

- Are your project activities clearly appropriate for your target audience? Are the activities and resources developed culturally appropriate? Will they contribute towards achieving project outcomes?
- How will you measure and demonstrate the effectiveness of your work?
- What resourcing is required to carry out your activities? They will need to be budgeted for in the next section of the workplan.
- What evidence will you gather to show that your project is achieving its outcomes? Build monitoring mechanisms into your project activities (e.g. surveys, population counts.)
- Refer to the **Sample Workplan** for more examples.

## Step 4: Measures

For each activity, select an activity description (from the drop-down menu). Each activity description will generate a different menu of measures. Choose the one that best fits your activity.

For education grants there are some mandatory measures:

- measuring reach
- identifying audience and focus

Capturing behaviour change actions, and promoting your project are also strongly recommended. Reflect the behaviour changes you identified under the Project Rationale Section in your workplan here.

## Step 5: Budget

### GST

If you are registered for goods and services tax (GST) the dollar amounts in your application budget should NOT include GST. GST will be paid in addition to your grant for organisations registered for GST with the exception of government bodies.

If you are not registered for GST and are administering your own grant, the amount requested from the Trust should include any GST which may be payable.

Round all figures off to the nearest dollar.

Presenting a strong budget

You will need to provide a detailed break-down of your anticipated project costs and identify how they will be funded (either from grant funds or other sources).

Refer to 'Eligible Activities' in the [Program guidelines](#) for more information on what we will and won't fund.

If your application is successful, there will be an opportunity to modify your budget through development of your detailed workplan prior to signing a funding agreement.

All costing in your budget needs to be **detailed, reasonable and justifiable**, especially where individual items comprise a large proportion of the overall budget. Detailed costing ensures that your budget is well planned and is linked to the outcomes and outputs of your project.

### Things to consider

- Refer to the [Sample Workplan](#) as a model for presenting your budget.
- Does your proposed budget include costs that would be considered reasonable expenditure of public funds? Will it withstand public scrutiny?
- Have you provided enough detail to demonstrate to the Trust what it is being asked to fund? E.g. Include workings to show the number of hours of contractor work.

**Table 4 Example of a well-presented budget versus a poorly presented budget**

Good quality budget		Poor quality budget	
Ecologist to provide advice on nest box installation and monitoring, 4 days at \$1,000 per day	\$4,000	Ecologist	\$4,000
Environmental Education consultant \$80 per hour x 7hrs/week x 40 weeks	\$22,400	Staff time	\$25,000
Tubestock \$3.00 each x 5000	\$17,500	Plants	\$15,000
Guest speaker from Gem University for 5 field days demonstrating regenerative agriculture practices, \$1,500 per day, plus \$500 per day travel & accommodation	\$10,000	Speaker	\$10,000

### Engagement of staff

The Trust's overall aim in relation to the funding of human resources is to ensure that:

- merit selection processes allow a range of applicants to compete for Trust funded employment
- recruitment using Trust funds is transparent and accountable
- the Trust is not effectively reimbursing an organisation for salaries of existing staff that it has already budgeted for.

If you are asking the Trust to fund an employee, please identify in your workplan that you will undertake a recruitment or tender process.

### Recruitment of contractors

All contractors (including consultants) should be chosen on their merits and ability to effectively deliver the work, in line with the [NSW Government Procurement Standards](#). Your budget should include hourly rates rather than lump sums to demonstrate that costs are in line with industry standards.

## Staff salaries

Conduct your recruitment in line with merit selection principles. A position description should be developed for any new position to be employed under the project. Example position descriptions in jobs currently advertised by the Department of Planning, Industry and Environment on the internet can be used as a model.

If you already have a specific person in mind for the position being funded by the Trust and intend to follow the appropriate recruitment options outlined above, you must include their CV (maximum two-page summary) to allow Technical Review Committee members to determine if they have the correct skills and experience for the job. Salaries for existing staff can be reflected in your project budget as an 'in-kind' contribution. You do not need to include CVs for local/state government employees who are working on the project as part of their usual duties.

You will need to provide clear justification for the funding of any existing employees, including casual or part time staff, and to demonstrate how the Trust funded work is additional to any work they have already been engaged to undertake. For example, a part time staff member (who has been recruited through a merit selection process) who usually works two days a week could work an extra day each week on the project, and that day could be attributed to the Trust. You must be able to 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% for salary **on-costs** (this covers leave loading, workers compensation, payroll tax, superannuation etc.) in your application.

## Administration and accounting costs

The Trust recognises that 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, Trust funds may be used to pay these costs when detailed and 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 itemised phone call charges, recruitment and contractor advertising costs, office supplies purchased specifically for the project, financial auditing, etc. You must quantify these costs in your budget, and not include any ongoing or regular administration costs of your organisation (e.g. office rent).

Your administration costs must not include the cost of compiling Trust reports or conducting Monitoring and Evaluation activities.

The Trust periodically audits projects. You must be able to demonstrate that all administration costs directly relate to the project.

Please note that there are different final financial auditing requirements for different grantees.

- For community groups/non-government organisations:

If your project grant is greater than \$20,000, upon completion of the project you will need to have your final financial report independently certified by a suitably qualified accountant (this will be outlined in your funding agreement).

If your project grant is less than \$20,000 you will need to provide a Statutory Declaration only.

- For government agencies:  
You will need to have your final financial report certified by your Chief Financial Officer, regardless of the budget amount.

### **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 secured 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, then written evidence of partnership funding needs to be provided once it has been secured. However, please include information in your budget on all grant organisations you have applied to, which may include federal, state and local government departments, other trusts and foundations, and corporate sponsorship options.

### **In-kind contributions**

All in-kind contributions are to be included in your budget against the relevant project activities.

Include details within the budget description for all in-kind contributions including goods, use of services and facilities, volunteer time, professional services or expertise in the form of staff time, provision of or access to equipment, and/or special materials or material contributions pledged by project partner organisations (including your own) toward the project.

Values for each item should be calculated using current market rates for goods or materials, accurate hourly rates of pay for professional staff services and sensible volunteer valuation (i.e. at a reduced rate proportionate to current award rates for professional contractors). Hours estimated for volunteer contribution should also be realistic as they form part of your project measures which you will be required to report on if successful in obtaining a grant.

See the [Sample Workplan](#) for guidance on how to present in-kind contributions.

# Risk management

## Risk management plan

Consider risks to successful delivery of your project proposal and how options for their mitigation which reduce their likelihood and/or severity.

**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 you identified reduced the potential likelihood?)	Severity (has the treatment action you identified reduced the potential severity?)	Revised risk level
Failure to engage the community in project activities	Remote	Moderate	6	Engage a range of stakeholder organisations and include publicity and engagement strategies such as field days, citizen science, cultural activities etc.	Improbable	Moderate	3
Pilot program for new techniques produce poor quality outcomes	Occasional	Significant	12	Meet with adjoining property owners and discuss objectives of the project and strategies for alternative management.	Occasional	Moderate	9
Catastrophic event (e.g. COVID19 outbreak, fire, vandalism)	Probable	Catastrophic	16	Consider alternative means of delivering education, e.g. via online workshops.	Improbable	Significant	4
Loss of project records and photographs	Remote	Significant	12	Ensure survey results are presented to the committee electronically and in hard copy and kept in two places.	Improbable	Low	8



Risk description	Likelihood	Severity	Risk level	Risk treatment action (How can you reduce the risk?)	Likelihood (has the treatment action you identified reduced the potential likelihood?)	Severity (has the treatment action you identified reduced the potential severity?)	Revised risk level
Change of project manager	Remote	Moderate	6	Have more than one person familiar with/responsible for the project's aims and objectives who is kept up to date on progress. Project manager provides updates as monthly committee meetings.	Improbable	Low	4
Climatic conditions prevent landholder participation in the project (e.g. fires, drought, flood)	Probable	Catastrophic	20	Review and adjustment of project plan to accommodate changed tasks and timelines.	Probable	Moderate	12

## Supporting information

Examples include maps to show the location and scope of any sites you may be working on, or location of any landholding to assist the Technical Review Committee to assess your application.

You can also include CV's, letters of support, excerpts from studies or management plans etc.

### Other (non-essential) attachments

Depending on the nature of your project, attachments may also be beneficial to support your application. Table 6 provides example of attachments which would strengthen an application.

**Table 6**      **Examples of supporting attachments**

<p><b>Letters of support</b></p>	<p><b>Should be from project partners or key stakeholders fundamental to the delivery of your project.</b></p> <p>Note: Content should specifically include the type of contribution being made e.g. labour costs, mapping, plant, volunteer hours, cash etc. within the project timeframe and either the <u>committed</u> (e.g. cash) and/or <u>estimated value</u> (e.g. labour hours, plants, volunteer hours etc.) of the contribution.</p>
<p>CVs or quotes</p>	<p>Demonstrates the credentials of people who you will consider inviting to submit an application to work on the project. This does not replace the merit selection process.</p>
<p>Extract of Management Plan (maximum of three pages)</p>	<p>Important sections from a relevant Management Plan or Site Assessment where community education may be required to implement it.</p>

## Declaration

### Conflicts of Interest

When authorising your application in the Declaration section, you will be asked to declare any real, potential or perceived conflicts of interest. You should also outline how you will manage them.

All staff and contractors are required to disclose any potential conflicts of interest.

All contracted and sub-contracted staff, or associated staff, are expected to comply with the Statement of Business Ethics. If you employ sub-contractors in your work, please make them aware of this statement and our expectation that they will abide by it.

Examples of perceived or actual conflicts of interest might include:

- Project manager employing themselves or their own business to carry out project related work and using Trust funds to pay for it.
- Using project activities to promote products or businesses in which members of the applicant's organisation have an interest.
- Trust funds being used to pay friends or family for project related work without a merit selection process.

You must put systems in place to manage potential or actual conflict of interest that may occur during delivery of the project. Refer to 'Conflicts of interest' in the [Program guidelines](#) for more information.