

## **Melbourne University Community Natural Resource Management Field Trip**

**These are some extracts from student learning journals of Melbourne University students who participated in a field trip to Creswick 18<sup>th</sup> August 2009 to meet a number of NRM stakeholders to gain a better understanding of environmental issues facing these stakeholders. The program was put together by Landcare Education and included Seeding Victoria staff, Parks Victoria staff, a local farmer, community groups and Hancock's Forestry Company.**

### **Extract 3**

*"Very struck this week by the importance of "setting" in helping to facilitate understanding. In seeking to help us understand not only the various stakeholders involved, but also their different points of view, I think it was important to see that particular stakeholder in their particular part of the environment. I was also very struck by the attitude of cooperation and respect between Jim Mead as the Landcare Educator and the rest of the various stakeholders."*

### **Extract 9**

*"The Landcare Education Program (LEP) has been one of the most interesting initiatives regarding environmental education I have seen. The LEP is a really good example of coordination between different stakeholders to accomplish a common goal. The role Jim Mead has as the education officer of the program is a really interesting challenge and I have always wanted to participate in something similar, but Chile hasn't got well coordinated organizations for environmental education. What I like the most is that the government is involved through the DPI and DSE and there are different levels of stakeholders involved in the management of the program. I have been talking to Jim by email, because I am really interested in participating as a volunteer in the program, maybe during the summer or after I finish my Master of Environment. I am really pleased with the good disposition of Jim towards incorporating the rest of the community, and I'm interested in the work they carry out in the program. Certainly the success of the program has to do with the willingness they have to involve people, to teach others and to motivate the community in participating with them."*

### **Extract 10**

*"The fieldtrip was so good in so many ways. Just getting on a bus and leaving the city for a day, to start with, was great. I enjoyed hearing about what everyone did, how things worked, and what people were concerned about.*

*I thought Jim was a brilliant host/facilitator. I noticed him moving things along, working to make sure we got the information we wanted, adding in questions when he thought they were relevant but we hadn't brought them up, making sure anyone who wanted to had an opportunity to speak, and balancing this with the need to not impose on speakers, all the while conscious of time and our tight schedule. I was very impressed. He was clearly passionate about what he does, which is always a refreshing thing to see.*

*I am so impressed by the idea of sustainable schools – I am a very strong believer in the power of teaching such important things from a very young age (probably based on my assessment of trying to learn languages at different ages). Sustainability is a very important thing for kids to learn about, and I want to send my kids to a sustainable school! An understanding of Aboriginal culture is another thing I see as crucial to educate all young Australians about - the bark painting I did in primary school doesn't count. I understand many people may be sceptical of the impacts that might come from early education on sustainability, but I'm very positive about it indeed. I had no idea there were seed banks, but I see education about seed banks forms part of Junior Landcare. I think the whole idea is brilliant"*