

Advancing Environmental Education

A National Strategy for Environmental Education for Sustainability

Iwi, hapū,
whānau

Community
Groups

Early Childhood
Centres

Research

Business

Government

Local Councils

Schools
& Kura

Tertiary
Education

NGOs

Training

Ma tātou te taiao e tiaki

Refreshing a National Strategy

In 1998, the Ministry for the Environment and Ministry of Education released *Learning to Care for Our Environment: Me Ako ki te Tiaki Taiao* – A national strategy for environmental education.

The strategy set priorities for environmental education (EE) in NZ, which was defined as:

“A multi-disciplinary approach to learning that develops the knowledge, awareness, attitudes, values and skills that will enable individuals and the community to contribute towards maintaining and improving the quality of the environment.”

Almost two decades later, there has been a re-orientation from EE to education for sustainability (EfS) which focuses on the interconnectedness of environmental, societal and economic systems.

The relationships and issues between environmental, societal and economic systems are complex. The ways in which we learn, communicate and take action for our environment have changed.

The time is right for a significant refresh of our national strategy to include Environmental Education for Sustainability (EEfS). The objective is to ensure the strategy and its implementation are relevant for New Zealand communities for 2016-2026.

The steering group advising this refresh of a national strategy for EEfS includes representatives from the Department of Conservation, Ministry for the Environment, Ministry of Education, Office of the Prime Minister’s Chief Science Advisor, local government and researchers in EEfS working with schools, kura, iwi and communities.

The Department of Conservation, as convenor of the steering group, is seeking your feedback. We encourage you to share your views on the proposed vision, role of EEfS, priority areas and actions recommended in this document.

Vision

New Zealanders are innovative and motivated people who work together for social, cultural, economic and environmental sustainability

We all have the potential to play a critical part in determining the future of our country.

We know our natural environment is fundamental to our wellbeing, resilience and identity as New Zealanders and understand the way we value and manage our land, freshwater, air, oceans and coasts now will determine our environmental, social and economic future.

The vision of a sustainable society is a long-term goal. We can move towards this if we are enabled to make informed decisions and actions as individuals and communities.

Refreshing the National Strategy for Environmental Education for Sustainability (EEfS) will:

- develop a collaborative approach to EEfS and better co-ordinate the collective impact of current EEfS activities in NZ
- encourage active community engagement in all environmental domains (air, freshwater, land, marine, atmosphere and climate).
- guide investment decisions by government agencies and external funders

The Role of Environmental Education for Sustainability

Environmental Education for Sustainability (EEfS) promotes this vision by:

Developing social, cultural, economic and scientific understanding through:

- enhancing knowledge and mātauranga Māori relating to sustainability and environmental issues
- acknowledging and respecting other worldviews
- problem-solving, critical thinking and systems thinking
- making connections between social, cultural, economic and environmental systems

Fostering kaitiakitanga, personal responsibility and citizenship through:

- encouraging locally relevant, place-based experiences that develop the knowledge, attitudes and skills required to think and act sustainably
- enabling transformative action and self-reflection for sustainability
- empowering young people to determine a sustainable future

Enhancing whanaungatanga and collaboration through:

- giving effect to the partnership between all peoples of New Zealand as embodied in the Treaty of Waitangi
- encouraging community-engagement and a sense of belonging
- creating partnerships and collaborations for collective impact

Emphasising care for our environment and life-long learning through:

- emphasising care for our biodiversity, land, freshwater, marine environment, air, atmosphere and climate
- encouraging intergenerational learning

EEfS is relevant to every sector in New Zealand

EEfS provides real life contexts for learning in science, technology, social science, the arts and citizenship, and focuses on sustained collaborative action across sectors.

EEfS can help inform, and be enhanced by, businesses' sustainability projects.

Benefits of EEfS partnerships across sectors include opportunities for innovation, reaching new audiences, and building skills and capability for a sustainable future.

EEfS complements the National Strategic Plan for Science in Society: A Nation of Curious Minds¹ that encourages and enables people to be 'agents of change' by engaging with science and technology.

EEfS supports New Zealand's commitments to sustainable development².

¹ A National Strategic Plan for Science in Society <http://www.curiousminds.nz/assets/science-in-society-plan-PDF.pdf>

² Global Action Programme on Education for Sustainable Development <http://unesdoc.unesco.org/images/0023/002305/230514e.pdf>
Sustainable Development Goals <http://www.undp.org/content/undp/en/home/sdgoverview/post-2015-development-agenda.html>

Priority Areas 2016-2026

Priority 1: Enabling coordination of EEfS

Actions

The Government will:

- provide co-ordination and strengthen networks to enhance communication between EEfS stakeholders
- encourage research and its links into practice to improve effectiveness of EEfS delivery and outcomes
- support effective evaluation and monitoring of environmental and educational outcomes of EEfS for evidence-informed decision-making.

Priority 2: Growing capability and capacity in EEfS delivery

Actions

The Government will:

- support development of guidelines and tools that promote effective delivery of EEfS in all sectors, which includes:
 - central and local government
 - iwi
 - early childhood centres
 - schools
 - kura
 - tertiary providers
 - research institutes
 - business
 - NGOs
 - communities
- facilitate professional learning and development in effective EEfS
- support initiatives that enable ongoing growth of the EEfS sector.

Priority 3: Supporting the integration of EEfS into all sectors

Actions

The Government will:

- promote engagement in EEfS across all sectors
- celebrate exemplary practice and partnerships in EEfS
- foster a connection to nature through placebased/experiential learning
- support opportunities for whole school/ECE approaches to EEfS
- encourage collaborations for EEfS within and between all sectors
- support a range of quality opportunities to ensure equity of access to EEfS.

Priority 4: Strengthening post-school pathways in sustainable practice for youth

Actions

The Government will:

- promote opportunities for EEfS in tertiary, vocational and non-formal education
- enhance employers' awareness of the benefits of employing young people with an understanding of and experience in sustainable practice
- support initiatives that empower young leaders and entrepreneurs in sustainable practice

Have Your Say

The Department of Conservation, as convener of the steering group refreshing the 1998 national strategy for environmental education, is seeking your views to ensure the strategy and its implementation is relevant for New Zealand communities in 2016-2026.

Further information and links to relevant documents are available at <http://www.doc.govt.nz/eefs>

Having considered the draft *National Strategy for Environmental Education for Sustainability*, please share your views by completing the survey through one of the following channels by 5pm Monday 10 October 2016.

Online	http://www.doc.govt.nz/eefs
By email	eefs@doc.govt.nz
In hardcopy	National Strategy for EEfS Feedback c/- Department of Conservation PO Box 10 420 Wellington 6143

Draft National Strategy for Environmental Education for Sustainability in New Zealand

1. Are you providing feedback as an individual, or as a representative of a group or organisation?

- Individual
- Representative

Please state group/organisation represented ...

2. Which sector do you mainly identify with? (Tick one response only)

- Individual
- Community group
- Iwi, hapū, whānau
- Business
- Non-government organisation (NGO)
- Education - Early Childhood
- Education - Primary, Intermediate or Area School
- Education - Te Kura Kaupapa Māori
- Education - Secondary
- Education - Te Wharekura
- Education - Tertiary (University)
- Education - Tertiary (Polytechnic)
- Education - Tertiary (Te Wānanga)
- Education - Community/continuing
- Vocational Training
- Research
- Local government
- Central government

Other (please specify)

3. Which other sectors do you identify with? (Tick as many as apply)

- Individual
- Community group
- Iwi, hapū, whānau
- Business
- Non-government organisation (NGO)
- Education - Early Childhood
- Education - Primary, Intermediate or Area School
- Education - Te Kura Kaupapa Māori
- Education - Secondary
- Education - Te Wharekura
- Education - Tertiary (University)
- Education - Tertiary (Polytechnic)
- Education - Tertiary (Te Wānanga)
- Education - Community/continuing
- Vocational Training
- Research
- Local government
- Central government

Other (please specify)

4. In what region of New Zealand are you or your organisation based? (Tick either Nationwide, or the region(s) that apply)

- Nationwide
- Northland
- Auckland
- Waikato
- Bay of Plenty
- Gisborne-East Coast
- Taranaki
- Manawatu-Wanganui
- Hawke's Bay
- Wellington

- Tasman
- Nelson
- Marlborough
- West Coast
- Canterbury
- Otago
- Southland
- Not in NZ

If not in NZ, please specify country

5. What is your main area of influence? (Tick one response only)

- Local
- Regional
- National
- International

6. How much do you agree/disagree with this statement?

Environmental Education for Sustainability is important to the future of New Zealand (Tick one response only)

Strongly disagree

Not sure

Strongly agree

7. How do your goals (or your organisation's goals) align with or differ from the Vision of the draft *National Strategy for Environmental Education for Sustainability*?

8. How much do you agree/disagree with this statement?

Implementing the four Priority Areas of the draft National Strategy will advance Environmental Education for Sustainability in New Zealand. (Tick one response only)

Strongly disagree

Not sure

Strongly agree

9. How could the Priority Areas be improved?

10. How much do you agree/disagree with this statement?

The bullet point Actions under the Priority Areas in the draft National Strategy are the right ones to focus on at this time. (Tick one response only)

Strongly disagree

Not sure

Strongly agree

11. How could the Actions be improved?

12. How much do you agree/disagree with this statement?

As an individual, I can contribute to the actions in the draft National Strategy Environmental Education for Sustainability (Tick one response only)

Strongly disagree

Not sure

Strongly agree

13. How much do you agree/disagree with this statement?

As a group/organisation, we can contribute to the actions in the draft National Strategy Environmental Education for Sustainability (Tick one response only)

Strongly disagree		Not sure		Strongly agree	N/A
<input type="radio"/>					

14. What barriers to your contribution should we be aware of?

15. What enablers to your contribution should we be aware of?

16. What terms and concepts other than *Environmental Education for Sustainability* do you associate with the content of this Strategy?

17. What else would you like to add?

Nqā mihi nui

Thank you for your feedback. Your views will help inform the strategy and implementation of the National Strategy for Environmental Education for Sustainability over the next decade.