



STRATEGIC PLAN FOR NEW ZEALAND UNDESD December 2007

<p>Vision</p> <p><i>“Making the good things last: A touchstone for sustainability in Aotearoa New Zealand”</i></p> <p>We believe that education for sustainability is about making the good things last. Those good things that we as New Zealanders see as culturally, environmentally, spiritually, economically important: our taonga as a nation. For us the decade is about championing our heritage as a people and upholding our legacy to our grandchildren.</p>	
<p>Goals</p> <ol style="list-style-type: none"> 1. Growing our collective wisdom about sustainability 2. Making the connections inherent in sustainability 3. Taking action for sustainability 	<p>Values</p> <ol style="list-style-type: none"> 1. Empowering, not directive 2. Flexible, open to new ideas, and able to respond to local needs and situations 3. Consultative, inclusive 4. Multiple levels
<p>Objectives</p> <ol style="list-style-type: none"> 1. Generate a sense of urgency, purpose and commitment in relation to ESD 2. Celebrate and demonstrate the value of cultural diversity as an essential part of ESD 3. Mainstream sustainable development and human rights principles into all ESD policy and programmes 4. Support existing ESD programmes 	<p>Principles</p> <ol style="list-style-type: none"> 1. Integrated/systemic approach 2. Lifelong learning 3. Relevance 4. Local ownerships/empowerment 5. Action oriented <p>Guiding document: <i>The Earth Charter</i></p>

Definition

“Sustainability is an attempt to provide the best outcomes for the human and natural environments both now and into the indefinite future. It relates to the continuity of economic, social, institutional and environmental aspects of human society, as well as the non-human environment. It is intended to be a means of configuring civilization and human activity so that society, its members and its economies are able to meet their needs and express their greatest potential in the present, while preserving biodiversity and natural ecosystems, and planning and acting for the ability to maintain these ideals in the very long term. Sustainability affects every level of organisation, from the local neighbourhood to the entire planet”.

Deliverables

The deliverables (listed on pages 3 & 4) fit into three streams: visioning and scenarios, public education, and measures and indicators.

The deliverables support all of the following requirements identified by the stakeholders:

Areas for deliverables:

1. Visioning success and communicating future science-based scenarios.
2. Ensuring social responsibility and social justice duly incorporated into ESD.
3. Overhauling the tertiary sector's ability to deliver on sustainability.
4. Cross-sector engagement – sharing what we know.
5. Meaningful sustainability measurements and progress indicators.

Universal themes:

- I. Active promotion and protection of 'taonga'.
- II. Engagement of young people in achieving deliverables.
- III. Engagement of the Pacific region and the international community.
- IV. Paradigm shifts – including chaos and taking and responding to risks – if a paradigm shift is not involved it indicates the deliverable is too similar to 'business as usual'.
- V. Addressing the 'what's in it for me?' (WIIFM) question – how to keep motivating 'new' people to change heads, hearts, hands and feet.

Additional selection criteria:

- Sit within the context of transformational change at the systems level (ie, not issue or sector based).
- Empower behavioural change at the personal level.
- Directly contribute to a step change (ie, not more business as usual).
- ESD (rather than just SD) focussed.
- Capable of delivering tangible results by mid-2009 (by at least two of the five).

Deliverables

KEY

1. Visioning and scenarios
2. Social responsibility
3. Tertiary sector's ability
4. Cross-sector engagement
5. Measurements and indicators

Timeframe	Stream A Visioning and Scenarios	Stream B Public Education	Stream C Measures and Indicators
Deliverable areas >>	Delivers on 1 and 2 .	Delivers on 2, 3, and 4 . Later elements informed by Streams A and C .	Delivers on 5 and 2 . Later elements informed by Stream A .
Universal themes >>	All five themes are implicit requirements/components for each stream. By incorporating the themes in planning frameworks we will ensure (and be able to demonstrate) that all have been included. For example, all three streams will fail if they fail to engage young people (theme II).		
By mid-2009*	<p>[i] Establishment of a well supported 2025 visioning think-tank that cuts across all sectors of academia, government, and business.</p> <p>This is essentially an advocacy task that will require the concerted support of all UNDESD stakeholders.</p> <p>A think-tank is required to define a sustainable NZ society in 2025 (ie, within our carrying capacity given current climate, population and resource predictions). How to get from here to there would be specifically out-of-scope.</p> <p>The future needs and science-based scenarios identified by this deliverable would feed into both Stream B (informing what skills we need to educate for) and C, and would also inform a national strategy for SD and would engage and inspire the public to positively contribute towards the step changes needed.</p>	<p>[ii] The design and free distribution of material suitable for a 'Sustainability 101' course that can be utilised by any SD educator.</p> <p>This is essentially a collaboration task that will require numerous goals to be achieved, including:</p> <ul style="list-style-type: none"> • Cross-sector engagement in ESD involving P-S-T education sectors, community, government, families, business, arts, sports, media, and tangata whenua. • Support for a tertiary-led project to connect SD educators. • Regional centres of expertise. • Revision of the very basis of education – are we teaching skills that meet our needs? • Short-term targets for including ESD in core subjects. 	<p>[iii] Identification and removal of barriers to the development and promotion (via mainstream media) of effective NZ progress measures.</p> <p>This task will require collaboration between (and contributions from) key stakeholders.</p> <p>Achieving this would ensure that we have, use, and promote progress measures that reflect future needs (from Stream A) and that include indicators for:</p> <ul style="list-style-type: none"> • Capacity of NZ to support life (similar to ecological footprint). • Social justice. • Protection and promotion of taonga. <p>Advocacy for an annual national sustainability survey (to provide essential data for progress measures) may also be required.</p>

<p>By 2014</p>		<p>[iv] Universal delivery of 'Sustainability 101' material, duly influenced by the visioning outputs.</p> <p>This means that by 2014 eco-literacy and understanding of SD principles is a part of <i>all</i> education, vocational training, and professional accreditation in New Zealand.</p>	<p>[v] Mandatory measurement of both the teaching of ESD and the SD performance of educational institutions.</p> <p>This could be done by the ERO for primary and second-ary institutions. All government funding would be tied to these measurements, as would tertiary funding regimes. Compliance would require institutions to have audited impact and survival plans.</p>
-----------------------	--	---	---

* Mid-term Member Country Report due.