

From: Kristen Price <kristen.price@toimata.org.nz>
Sent: Thursday, 22 March 2018 12:37 p.m.
To: Mailroom Mailbox
Cc: Andrea Taylor
Subject: Long Term Plan submission
Attachments: ECAN Submission final.pdf

Tena koe

Please find our submission attached.

Nga mihi

Kristen Price



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Holding the vision of Te Aho Tū Roa and EnviroSchools

Submission to Draft Long Term Plan 2018-2028 – Environment Canterbury

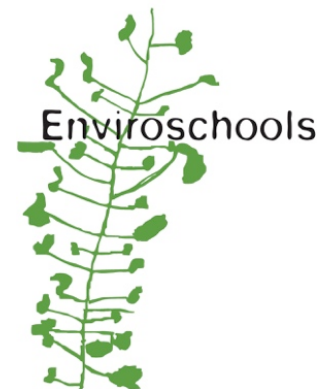
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Phone: 07 959 7321 **Email:** kristen.price@toimata.org.nz We **DO NOT** wish to speak to this submission

Recognising your support for the Enviroschools Programme – Ngā mihi nui

Enviroschools is a holistic framework that supports the development of resilient, connected and sustainable communities. Through Enviroschools children and young people plan, design and implement a wide range of sustainability projects in collaboration with their communities. Nationally over 1,100 early childhood education (ECE) centres, primary, intermediate and secondary schools are part of the Enviroschools network – this is a third of all schools and 6% of the large ECE sector.



Enviroschools is managed nationally by Toimata Foundation (a charitable trust).

We would like to acknowledge Environment Canterbury (ECAN) for the regional leadership role you have undertaken in Enviroschools since 2003. Thanks to this long-term support there is now a network of 65 Enviroschools in your region– representing 22% of all schools and 3% of all early childhood centres. This network is supported in partnership with the Selwyn, Timaru, McKenzie, Hurunui, Waimate and Waimakariri District Councils, and DOC Canterbury. Christchurch City Council has provided some funding through community grants.

This submission requests that ECAN to maintain its leadership role in Enviroschools.

We have included as part of our submission some overview information about Enviroschools for your information.

Enviroschools is a proven programme specifically designed to meet multiple Local Government outcomes

The Enviroschools Programme was first developed by councils in the Waikato region. It is specifically designed as a programme that empowers children, young people and their communities to take action that addresses a wide range of the key outcomes that councils are also seeing for their communities.

Nationwide, **81% of councils are currently part of the Enviroschools network**. This is made up of:

- 94% of Regional Councils and Unitary Authorities
- 77% of Territorial Authorities

Toimata Foundation has undertaken a 5-year research and evaluation programme with external evaluators Kinnect Group. This has involved two national censuses (2014 & 2017), return on investment analysis and a comprehensive evaluation drawing on multiple sources. Highlights from the research:

- Participating schools and centres are **highly engaged in a wide range of environmental actions and sustainability practices**.
- Evaluators found that Enviroschools is “a very high-performing programme”¹ that provides a **broad range of outcomes** covering environmental, social, cultural, education and economic aspects.
- **11% Return on Investment (ROI)**. While only a small number of the outcomes can be monetised, so results are conservative, expert analysis showed a ROI of 11% per annum.

A copy of the **Key Results from the 2017 Census** is included with this submission.

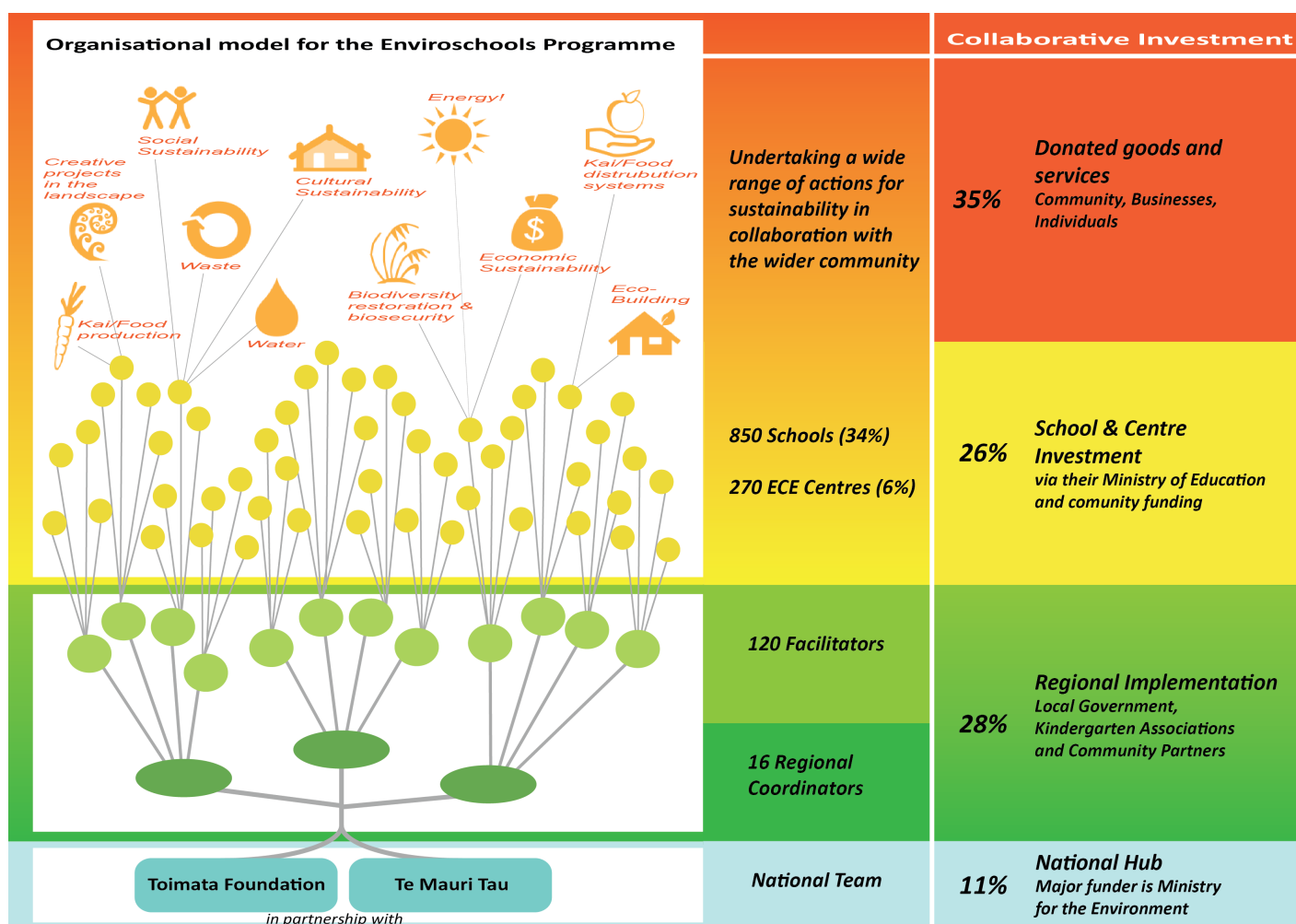
¹ Page 4, The Enviroschools Programme: Evaluation Report, Kinnect Group, 2015

The Enviroschools implementation model provides value for council partners

Creating sustainable, resilient communities involves bringing together many different skills, perspectives and resources. The complex environmental, social, cultural and economic challenges facing us today call for a holistic response from a range of different people and organisations working together. Key aspects of the Enviroschools model are:

- **A focus on connecting with, and working, with the wider community.** This results in a substantial level of support from businesses, community organisations and individuals providing donated goods, volunteer time, advice and expertise to the Enviroschools network.
- **Commitment from schools and centres investing their own resources** including staff time, project costs and capital investments. This resourcing comes principally via Ministry of Education funding.
- **Role of the Enviroschools Facilitator** – unlike many programmes in schools that deliver key messages to children in a classroom setting, Enviroschools Facilitators work principally with adults – teachers, caretakers, school management, community members etc. – supporting them to develop their knowledge of sustainability and integrate it into how they undertake their roles.
- **Collaborative approach to regional implementation** with Enviroschools Regional Coordinators and Facilitators are funded by/employed by over 90 organisations - Local Government/Councils, Kindergarten Associations and other community agencies.
- **Toimata has solid support from Central Government** through Ministry for the Environment for our work as a national hub – providing a wide range of support and ongoing programme development.

The graphic below shows the organisational model and the sources of investment for the different aspects. The percentages are from analysis undertaken in 2014/15 and based on a total annual investment in the programme of \$10.4 million.²



² Model information and monetary values are from The Enviroschools Programme – Return on Investment Scenario Analysis, Kinnect Group, 2015

In closing

In closing, we would like to acknowledge the support of ECAN staff.

In particular, we thank Bill Bayfield and Katherine Trought for their leadership in addressing the long-standing issue we are experiencing with Christchurch City Council. We also want to highlight the excellent job that Andrea Taylor does as the Regional Coordinator of the EnviroSchools Programme in Canterbury. As an experienced Regional Coordinator, Andrea also makes a valued contribution to programme development at the national level.

Key Results of the Enviroschools Nationwide Census 2017 Overview for partners - March 2018

In 2017 Toimata Foundation, the national support organisation for the Enviroschools Programme, undertook a nationwide census of the Enviroschools network. This was the second nationwide census, the first was in 2014. In both census projects, Toimata has worked with external evaluators and engaged a specialist advisory panel to ensure a highly robust process. Both census had high response rates and have provided a wealth of valuable information for reporting purposes and for ongoing programme development.

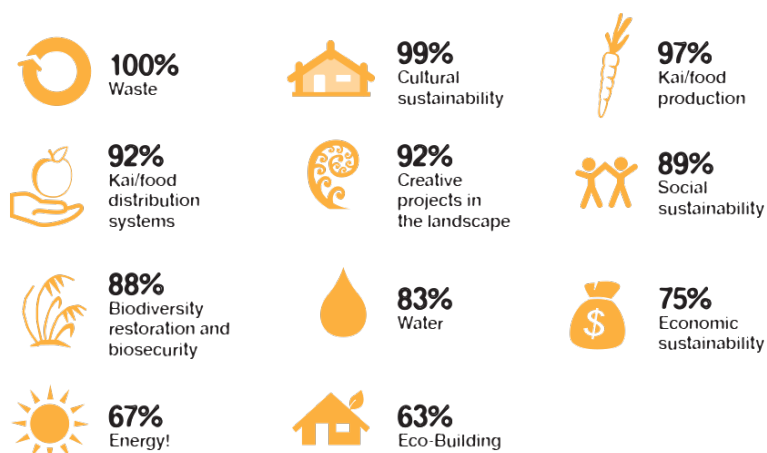
We have produced this initial results overview of the 2017 Census to share with our partners in Central and Local Government. Further reporting will be undertaken in the coming months.

There is significant nationwide reach through a large number of active participants and a focus on collaboration with the community

- **1,100 + Enviroschools** - schools and early childhood education (ECE) centres, representing 34% of schools and 6% of the large ECE sector.
- Actively participating are **153,000 children & young people**, supported by **15,700 school and centre staff** - teachers, caretakers, administration staff, principals, boards of trustees.
- **Reach is growing** – around 50% more children & young people and over 1.5 times the number of adults actively participating compared to 2014.
- **Strong commitment** – high response rate to a comprehensive questionnaire
- **88% are connecting with other organisations in their community** - councils, restoration groups, Iwi, landowners, businesses etc.
- Data shows Enviroschools has a substantial positive influence on the degree of **interaction with families/whānau and the wider community**.



There is a wide range of action for sustainability - environmental, social, cultural & economic



All Enviroschools are engaging in a range of sustainability action areas ...

...and participating in multiple ways within each action area.



* Percentages are the total % of participants who are taking one or more actions in the area

Enviroschools is positively influencing a wide range of sustainability outcomes

The Census asked to what degree participants thought Enviroschools positively influenced 40 different outcomes associated with creating a sustainable world.

In addition to the positive influence on the sustainability of the physical environment, there was also evidence of a positive influence on a wide range of other outcomes. Examples include:



Citizenship

Children and young people initiating and taking action on sustainability issues that are important to them - 74%



Educational

Motivation to learn - 84%
Teachers collaborating - 77%



Social

Ethics being a key part of people's decisions and actions - 79%
Healthy eating and physical activity - 79%



Cultural

Respecting differing beliefs - 80%
Correct te reo Māori pronunciation - 80%



Economic

Integration of sustainability into their strategic and operational planning - 71%

* Percentages are the total % of participants who rated the influence as 'moderate', 'considerable' or 'high' (ratings 3, 4 & 5 on a 5-point scale)

Key aspects of programme design are valued by participants and contribute to effectiveness

The Enviroschools Programme was intentionally designed to be a long-term journey supported by a collaborative network.

The 2017 Census showed the value participants place on key aspects of the programme's design and the relationship of programme design to the effectiveness of the programme. The aspects of programme design strongly reinforced by the census data include:

- **Student-led action**
- **Support from an Enviroschools Facilitator**
- **Long-term nature of an Enviroschools journey**
- **Integration of Māori Perspectives**
- **Focus on community involvement**
- **Emphasis on participants networking with each other**
- **Links made to global issues**
- **The Enviroschools visioning process**

We need to prepare students for their future - sustainability is a no brainer, Enviroschools is the only comprehensive programme to address that.



Teacher 2017 Census