

Draft Long-Term Council Community Plan (LTCCP) 2009-19

Submission form

PLEASE READ BEFORE COMPLETING YOUR SUBMISSION

The public consultation period is from Tuesday 10 March 2009 to Thursday 16 April 2009.

It will help us if you clearly:

- state the issue you want the Council to consider;
- state what specific action you think the Council should take, and
- state why that should be done.
- type or use black ink for your submission.

Please note: We are legally required to make all written or electronic submissions available to the public and to Councillors, including the name and address of the submitter. In making submissions available to the public, the submissions will be posted electronically on the Council's website. Information will be available to the public subject to the provisions of the Local Government Official Information and Meetings Act 1987. If you consider there to be compelling reasons why your contact details and/or submission should be kept confidential, you should contact the Council Support Team, telephone 941 8999.

You may send us your submission:

On the internet:

You may enter your submission using the form provided on the Council's website at www.ccc.govt.nz

By email:

ccc-plan@ccc.govt.nz

Please make sure that your full name and address is included with your submission.

By mail:

(no stamp is required) to:

Freepost 178
Draft LTCCP
Christchurch City Council
PO Box 237
Christchurch 8140

No anonymous submissions will be accepted.

Whether you use this form or not, you must provide your full name, address and telephone number. If you are submitting on behalf of an organisation please state this and your role within that organisation.

Submissions must be received (NOT postmarked) at the Tuam Street Civic Offices no later than 5pm on Thursday 16 April 2009. To ensure receipt, hand deliver last-minute submissions to the Civic Offices, 163-173 Tuam Street.

Your submission

If you wish, you can present your submission at a hearing. If that is the case, please tick the appropriate box below. The hearings will be held from 11 May 2009 to 18 May 2009. Five to ten minutes will be allocated for speaking to your submission, including time for questions from the Councillors. The Council will confirm the date and time of your hearing in writing, by email or by telephone call.

I do NOT wish to discuss my submission at the hearing, and ask that this written submission be considered

OR

I wish to discuss the main points in my written submission at the hearings to be held between Monday 11 May 2009 and Monday 18 May 2009.

Are you completing this submission:

For yourself

On behalf of a group or organisation

If you are representing a group or organisation, how many people do you represent?

Contact Name

Kristen Price

Organisation name (if applicable)

The EnviroSchools Foundation

Organisation role (if applicable)

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Signature

K Price

Date

15 April 2009

Submission to the Christchurch Long Term Council Community Plan 2009–19 (Draft)

From: The Enviroschools Foundation

What do you want the Council to consider?

We would like to acknowledge the support and leadership shown by Christchurch City Council as a founding partner of the Enviroschools Programme in Canterbury. Other regional partners are Environment Canterbury, the Department of Conservation, and the Waimakariri, Timaru and Kaikoura District Councils. As a result of support from Christchurch City Council there is a vibrant network of 24 schools and early childhood centres in the City and Banks Peninsula whose actions are contributing to a range of water, waste, energy, transport, biodiversity activities and community outcomes. There is growing demand from motivated schools to join the Enviroschools Programme. Currently the regional waiting list includes 21 schools and 9 early childhood centres from Christchurch.

What specific action you think the Council should take?

1. Continue to provide financial support for the facilitation of the Enviroschools Programme in Christchurch schools
2. Consider increasing the annual contribution to enable the growing number of motivated schools to participate in the programme

Why should this be done?

National Context: Enviroschools is an innovative nationwide school programme that sees students plan, design and create sustainable communities. The Enviroschools Foundation is the national support agency for the programme. We provide national management and direction, training for facilitators, a range programme development initiatives, resources for schools, evaluation and research.

Partnerships are at the core of the Enviroschools Programme. Nationally, a total of 47 Councils support the programme including 13 City Councils 25 District Councils, and 9 Regional Councils. The Foundation also works with the Department of Conservation, the Schools of Education, the Ministry of Education and Ministry for the Environment. Through this collaborative approach over 660 schools or 24% of New Zealand schools are now active participants in the Enviroschools network.

Each supporting organisation is involved because the Enviroschools Programme helps to deliver outcomes that are relevant to their goals and objectives. Organisations have also found there is value in working collaboratively and being part of a nationally supported programme. That the Enviroschools Programme is supported by such a wide range of organisations is both a testament to, and a factor that enables, the Programme's broad range of social, cultural, environmental and economic benefits. A summary of the range of benefits that arise from the Enviroschools Programme are presented in the table below.

<i>A range of beneficial outcomes from the Enviroschools Programme</i>	
Environmental Reduced waste to landfill Reduced consumption of water and energy Protected, healthy waterways Enhanced biodiversity	Educational Knowledge and understanding of environmental issues Decision-making & action ability Communication and influencing skills
Economic Financial savings for schools Reduced pressure on infrastructure such as water reticulation, stormwater and landfills Links between schools and businesses Increased interest in locally made products	Social and Community Increased community awareness and participation in local issues Leadership amongst peers and community Reduced bullying and vandalism Sense of place and heritage

Support for Community Outcomes:

Enviroschools is a framework for education, not simply a project that is 'done' and then left for some other topic. The approach is to build a network of schools committed a long-term change process. Enviroschools resources assist schools to explore five theme areas, Energy, Zero Waste, Living Landscapes, Ecological Building and Water of Life. An action learning process supports students to investigate possibilities, make group decisions, take action, then reflect on and evaluate the changes. Enviroschools integrates environmental perspectives throughout the curriculum and all aspects of school life. Students' learning links to real-life environmental projects in their school and wider community.

The outcomes that are strongly supported by the Enviroschools Programme are Community and Environment, the Programme also makes a contribution towards the Prosperous, Healthy and Recreation outcomes.

Community – a city inclusive of diverse communities

Two of the Guiding Principles of the Enviroschools Programme are valuing Māori perspectives and respect for the diversity of people and cultures. The principle of Māori Perspectives honours the status of tangata whenua in this land and the value of indigenous knowledge in enriching and guiding learning and action. The principle of Respect for the Diversity of People and Cultures acknowledges the unique gifts, contributions and perspectives of individuals and groups. This underpins the ethic of participatory decision-making in Enviroschools. Schools in the Enviroschools network are encouraged and supported to live these principles in all aspects of school life.

The purpose of the Enviroschools Programme is to empower young people to create sustainable and resilient communities. The 24 enviroschools in Christchurch have connected with, and will continue to build relationships with, a multitude of community groups and organisations over the course of their environmental action projects. This is a good example of the way that the Enviroschools Programme fosters multiple outcomes – schools and communities working together in a way that has both social and environmental benefits.

The Enviroschools action-learning process can be employed with any issue and promotes life long learning. It offers children and young people a chance to be actively engaged in decision-making from their own unique perspectives. This has significant social benefits as students develop a sense of pride in themselves and their community. Participating schools throughout the country have reported significant reduction in bullying and other forms of anti-social behaviour.

Environment – a city of people who value and protect the natural environment

The Enviroschools Programme is helping a new generation of citizens to create both a present and a future where everyone takes responsibility for their impact on the natural environment.

Through reusing, recycling and directing organic waste to compost, or worm farms, enviroschools have achieved significant reductions in their waste to landfill. Evaluations undertaken by The Enviroschools Foundation, indicate that waste is a key area where messages "go home" with students. Parents have explained how their purchasing decisions and waste management practices have been significantly influenced by their passionate and well informed children.

Many enviroschools begin by improving their physical environment through the 'Living Landscapes' theme. Some common projects are organic food gardens, planting trees for shade and developing native habitats. An increasing number of enviroschools around Christchurch have been undertaking action projects that support the recovery of native biodiversity. This includes action in relation to waterways. For example, Le Bons School on the Banks Peninsular is part of national partnership project between The Enviroschools Foundation and the Department of Conservation. The focus of a joint project between DOC staff and the school over the last 3 years has been protection of the White Flipped Penguin.

Reducing energy and water use are now common practices in most enviroschools.

Prosperous – a prosperous city

The Enviroschools Programme develops entrepreneurial skills; it fosters students who know how to get things done - this comes from developing critical thinking skills, creative problem solving, and working collaboratively. Students in enviroschools have set up a range of small businesses selling seedlings, produce, worm tea fertilizer and so on to their community.

Schools in the programme are motivated to be “green consumers”. The Enviroschools Foundation is currently developing a sustainability directory to assist schools with their purchasing decisions. The aim is to support businesses with environmentally sustainable products, and to increase interest in locally produced and manufactured goods.

Many leading businesses are embracing the challenge of sustainability. Environmental issues are increasingly a focus for consumers, both here and overseas, so businesses developing in line with sustainable principles will assist the local economy in the long term. In the future, successful business will be run by people who can integrate social, cultural, environmental and economic perspectives to create value for the whole community. Enviroschools aims to support a generation of young people to step into these roles.

Healthy – a healthy city AND Recreation – a city for recreation, fun and creativity

The Enviroschools Programme has a focus on education IN the environment - education that takes students out of the classroom and ensures they take time to connect with, and act for, the health of their physical surroundings. This fosters student and community engagement with the outdoors and promotes purposeful physical activity. Students that may not have made a personal connection with sporting activity, have been seen to get active through practical action in their school – such as gardening.

As part of investigating the theme of Energy, many enviroschools develop school travel plans that lead to students choosing physically active ways of getting to and from school.

In terms of the challenge of rising levels of obesity, physical activity is clearly important, as is diet. Enviroschools contributes through the creation, maintenance and active use of school vegetable gardens and fruit orchards. Schools are also reporting a link between waste reduction initiatives such as “litter-less lunches” and healthier lunches, i.e. parents swapping highly processed packaged food for healthier options without packaging.
