

FORMAT		
1. Name of resource	Mātauranga Whakauka Taiao Environmental Education for Sustainability (strategy and action plan 2017-21)	
2. Location	https://www.doc.govt.nz/Documents/getting-involved/students-and-teachers/environmental-education-for-sustainability-strategy-and-action-plan.pdf	
3. Alternative location		
4. Author[s]	New Zealand Department for Conservation, Ministry for the Environment, Ministry of Education	
5. Publisher/producer/host	New Zealand Department for Conservation, Ministry for the Environment, Ministry of Education	
6. Year	2017	
7. Suggested citation		
8. Languages in which available	English, Māori	
9. Geographic area resource relates to	New Zealand, with global relevance	
10. Does the resource relate to a specific time frame?	2017-27	
11. Type	Report	
	Toolkit/Framework/Roadmap	Yes
	Sign-post to other resource (database)	
	Case studies	
	Other	
12. If this is part of an initiative, what is the initiative?		
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS		
13. Explicit links to collections	No	
14. Explicit links to museums/libraries/archives	No	
15. Types of institutions the resource covers	Museums	X
	Archives	X
	Libraries	X
	Other	X
16. Does the resource relate to specific disciplines?	Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and recreation, architecture, literature, history,	X

	geography and ethnology, anthropology, archaeology	
	Science, natural history, technology, medicine, engineering, manufacturing	X
17. If no explicit links to collections, justification for inclusion	The resource can be used by collections institutions to develop activities that incorporate cultural and environmental sustainability perspectives, and that foster social inclusion and respect for culture as part of sustainable development.	
HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT		
18. Collections-related activities the resource relates to (mark all that apply)		
Develop collections to protect and safeguard wider cultural and natural heritage more effectively , for example by targeting collecting to threatened forms of heritage in strategic ways		
Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively , for example education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development and/or skills development relating to collections	X	
Use collections to promote cultural participation/social inclusion more effectively , for example by reducing barriers to participation, to ensure no-one is 'left behind'	X	
Use collections to promote sustainable tourism more effectively , for example by developing new products based on local cultural heritage, and/or considering the rights of stakeholder groups in relation to collections		
Use collections to support research that contributes to sustainable development (including all forms of personal and self-directed research at all levels that make use of stored collections) more effectively, for example by providing effective facilities, collections and information to meet researchers' needs		
Make decisions around collections that contribute to sustainable development more effectively		
i. employment (recruiting, staff training, staff safety)		
ii. energy consumption, greenhouse gas emissions, reduction, monitoring and reporting		
iii. waste management and reduction of waste		
iv. transport (forms of transport, energy use)		
v. commercial activities including copyright and IP		
vi. governance and management		
vii. security, disaster preparedness and risk reduction		

Direct external leadership, partnerships and collaborations towards sustainable development more effectively , for example by developing impactful partnerships	
19. Does the resource relate clearly to any international conventions (mark all that apply)?	
Culture conventions:	
1952, 71 Protection of Copyright and Neighbouring Rights	
1954 Protection of Cultural Property in the Event of Armed Conflict	
1970 Fighting Against the Illicit Trafficking of Cultural Property	
1972 Protection of the World Cultural and Natural Heritage	
2001 Protection of the Underwater Cultural Heritage	
2003 Safeguarding of the Intangible Cultural Heritage	X
2005 Protection and Promotion of the Diversity of Cultural Expressions	X
Rio Conventions:	
Convention on Biological Diversity (CBD), Convention to Combat Desertification (UNCCD), Framework Convention on Climate Change (UNFCCC)	X
AIMS AND CONTENT	
20. What issues does the resource aim to address?	<p>“This new Environmental Education for Sustainability Strategy refreshes the Government’s approach across agencies to ensure we equip our young people with the understanding, skills and motivation they need to help address New Zealand’s many environmental challenges... We are putting more emphasis on practical, hands-on environmental education. We want stronger linkages with the Government’s agenda on science and innovation. It is a more inclusive approach, reflecting the growth in Te Taha Māori. We also want to build a more collaborative culture among New Zealanders to help find solutions to our environmental problems.</p> <p>The Strategy focuses on the key environmental challenges of climate change, water quality, biodiversity protection and waste. It recognises that informed and active communities are essential if we are to find lasting solutions. To reach a low greenhouse gas emissions future, each one of us needs to work on ways to cut our emissions. To retain our unique biodiversity, we need to engage nationwide in predator and pest control. To enhance water quality, we need both town and country to reduce pollutants getting into our waterways. To reduce waste, we need community commitment and innovative technologies.</p> <p>We want to acknowledge and enable tangata whenua in their role as kaitiaki. We recognise the scale of the work and activity that is happening across New Zealand in recognising and growing the Māori perspective in</p>

	<p>environmental education. We aim to build on this to encourage more collaboration and action and create space for Māori wisdom and knowledge to grow.</p> <p>Implementation of this strategy will help the Government achieve its environmental goals. Our agencies will be working together to focus on key overarching aspirational environmental goals, such as Predator Free New Zealand, as ‘rallying points’ for New Zealand’s environmental efforts. As a nation, we need to recognise the key challenges we must face together and where we can effectively take a global leadership position.</p> <p>The Government is only part of the picture. We encourage individuals, communities and organisations to think about the part they can play in creating a healthy environment and prosperous society in which we can all thrive.</p> <p>Environmental education for sustainability requires a uniquely Aotearoa New Zealand approach that will grow future environmental leaders and active environmental stewardship in this country. This document sets out a 4-year plan to support a longer-term vision.</p> <p>Through this Strategy and Action Plan, we are committing to working together and with others to help all New Zealanders learn how they can take action to address the sustainability challenges we face locally and globally.”</p> <p>[Foreword]</p>
<p>21. Intended audience of resource</p>	<p>[Educators and anyone working in the fields of education and/or environmental or social sustainability in New Zealand]</p>
<p>22. Process of development</p>	
<p>23. Organisation/structure/contents</p>	<p>Foreword</p> <p>What is environmental education for sustainability?</p> <p>Why is environmental education for sustainability important?</p> <p>Environmental Education for Sustainability Strategy 2017 – 2027</p> <p>Guiding principles</p> <p>Case studies</p> <p>Four-year action plan 2017-21</p> <p>Strategy and action plan</p> <p>Objective 1: celebrate success to raise awareness and demonstrate value</p> <p>Objective 2: strengthen networks to foster collaborative action</p> <p>Objective 3: build capacity and capacity to engage people</p> <p>Objective 4: ensure progress of the Action Plan and measure its impact</p> <p>[outcomes and case studies are provided for each]</p> <p>Environmental education for sustainability actions</p>

FRAMEWORKS	
<p>24. Framework structure</p>	<p>Three aspects of the strategy can be considered as frameworks:</p> <p>Environmental Education for Sustainability framework: Behaviours and actions that lead to positive environmental change</p> <ol style="list-style-type: none"> 1. Participate in active sharing and collaboration (Te Taha Whānau) 2. Learn and practise new skills to identify and help solve environmental challenges (Te Taha Tinana) 3. Develop values and attitudes of concern for the environment, while experiencing outdoor learning in the environment (Te Taha Wairua) 4. Grow knowledge and understanding of different perspectives on the environment and apply new thinking to environmental challenges (Te Taha Hinengaro) <p>(p.3)</p> <p>The guiding principles can be considered as a framework: Sharing values (fostering kaitiakitanga, personal responsibility and citizenship) Growing knowledge, skills and understanding Taking collective action (enabling increased collaboration) Thinking for the future (emphasizing a vision for the future and life-long learning for all) Adopting a uniquely New Zealand perspective (providing real-life contexts for learning about sustainability) [objectives are provided for each] (p.8-9)</p> <p>The four objectives of the strategy can be considered as a framework: Objective 1: celebrate success to raise awareness and demonstrate value Objective 2: strengthen networks to foster collaborative action Objective 3: build capacity and capacity to engage people Objective 4: ensure progress of the Action Plan and measure its impact [outcomes and case studies are provided for each]</p>
<p>25. Relevant policy considerations</p>	<p>No</p>

26. Resources for implementation identified	No
27. Specific assessment points/indicators/milestones/action plan for monitoring	No
28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)	
People (social sustainability)	X
Planet (environmental sustainability)	X
Prosperity (economic sustainability)	
Peace	X
Partnerships	X
29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)	
Gender perspectives	
North and South perspectives	X
HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs	
HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE	
30. SDGs and Agenda 2030 specifically mentioned?	No
31. SDGs specifically mentioned?	No
32. SDG targets specifically mentioned?	No
33. SDG indicators specifically mentioned?	No
SDGs AND SDG TARGETS AND LINKAGES	
34. Comments on SDG linkages	<p>The resource is a good example of the incorporation and recognition of multicultural perspectives relating to society and the environment, and of integrating the two in pursuit of sustainable development. The resource supports a number of SDG targets, notably:</p> <p>Ensuring Māori people and perspectives are accommodated in education supports SDG 4.5. A strong focus is around Education for Sustainable Development (4.7), which acknowledges the importance of cultural diversity in sustainable development, as well as supporting information and attitudes for lifestyles in harmony with nature (12.8) and to address climate change (13.3). The resource is also</p>

	<p>heavily focused on strengthening efforts to protect both cultural and natural heritage (SDG 11.4) including freshwater ecosystems (6.6, 15.1), oceans and coasts (14.2), habitats and biodiversity (e.g. 15.5), using natural resources sustainably (12.2) and reducing negative environmental impacts (e.g. 11.6). A particular focus is around managing the impacts of invasive species (SDG 15.8).</p> <p>Empowering people to participate in natural resource management supports SDG 6.B (community participation in water management), 10.2 (universal social, economic and political participation), 11.3 (inclusive settlement planning and management) and 16.7 (representative and inclusive decision making).</p> <p>A strong focus is on incorporating Māori values into relationships with the environment, supporting SDG 15.9 (including ecosystem and biodiversity values into planning), and could contribute to 17.19 (measures for sustainable development beyond GDP). Respecting the rights of Māori people supports SDG 16.10 and 16.B (respecting laws, and supporting policies for sustainable development).</p> <p>The focus on partnerships supports both SDG 17.16 (sharing resources in partnership) and 17.17 (public-private-civil society partnerships).</p>
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35. SDGs and SDG targets the resource helps advance

<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p> <p>4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations</p>	<p>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of persons with disabilities.</p> <p>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of Indigenous peoples' groups.</p> <p>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of children in vulnerable situations.</p>
<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong</p>	<p>Numbers of people in each type of programme drawing on collections from different demographic groups.</p>

<p>learning opportunities for all 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p>	<p>Increases in numbers of people in each type of programme from different demographic groups.</p> <p>Proportion of people involved in such programmes in relation to overall audience size.</p> <p>Evidence that learners have acquired knowledge and skills to promote sustainable development.</p>
<p>SDG 6. Ensure availability and sustainable management of water and sanitation for all 6.6 By 2020, protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes</p>	<p>Proportion of water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes in a good ecological condition.</p> <p>Information on, programmes relating to, and partnerships relating to water-related ecosystems drawing on collections and collections-based institutions in place, to support protection of these as effective nature-based solutions and ecosystem services.</p>
<p>SDG 6. Ensure availability and sustainable management of water and sanitation for all 6.B Support and strengthen the participation of local communities in improving water and sanitation management</p>	<p>Collections development to support sustainable water management and sanitation for all.</p> <p>Number of programmes for local communities directed towards water quality improvement and sanitation management.</p>
<p>SDG 10. Reduce inequality within and between countries 10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective</p>	<p>Collections development to ensure that collections effectively meet the needs of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.</p>

<p>of age, sex, disability, race, ethnicity, origin, religion or economic or other status</p>	<p>Numbers and proportions of people making use of collections in relation to the demographic of the local population.</p> <p>Numbers and proportions of people involved in focused programmes aimed at promoting social, economic and political inclusion.</p> <p>Numbers and proportions of people from different demographic groups involved in decision-making processes relating to collections and collections-based institutions.</p> <p>Number and types of partnerships that build relationships with marginalized groups, individuals and communities.</p>
<p>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.3 By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries</p>	<p><i>11.3.2 Proportion of cities with a direct participation structure of civil society in urban planning and management that operate regularly and democratically</i></p> <p>Plans in place for collections-based institutions to facilitate the incorporation of communities' views into local planning and town management processes in a regular way.</p> <p>Plans in place for collections-based institutions to facilitate the incorporation of minorities' views into local planning and town management processes in a regular way.</p>
<p>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage</p>	<p><i>11.4.1 Total expenditure (public and private) per capita spent on the preservation, protection and conservation of all cultural and natural heritage, by type of heritage</i></p> <p>Plans, policies and procedures in place for the safe use of collections for a variety of purposes, protecting and safeguarding both collections and those who use them.</p> <p>Plans, policies and procedures in place for the identification, safeguarding and protection of cultural and natural heritage at risk.</p> <p>Collecting programmes in place to protect, safeguard and make use of cultural and natural heritage, addressing the needs of communities and stakeholders, and ensuring that collections can be an effective resource for sustainable development.</p>

	Number and diversity of educational, awareness-raising, research programmes, and partnerships that aim to strengthen protection of cultural and natural heritage.
<p>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable</p> <p>11.6 By 2030, reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality and municipal and other waste management</p>	<p>Plans in place to reduce negative impacts on air quality, and volume and forms of waste.</p> <p>Plans in place to eliminate waste of all forms as soon as possible.</p>
<p>SDG 12 Ensure sustainable consumption and production patterns</p> <p>12.2 By 2030, achieve the sustainable management and efficient use of natural resources</p>	Reduction of material footprint in terms of reductions in consumption of biomass, fossil fuels, metal ores and non-metal ores.
<p>SDG 12 Ensure sustainable consumption and production patterns</p> <p>12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature</p>	<p><i>12.8.1 Extent to which (i) global citizenship education and (ii) education for sustainable development (including climate change education) are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment</i></p> <p>Extent to which global citizenship education and education for sustainable development (including climate change education) are mainstreamed in formal, informal and non-formal education programmes and activities drawing on and related to collections.</p>
<p>SDG 13. Take urgent action to combat climate change and its impacts</p> <p>13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning</p>	<p>Plans in place to enhance positive contributions to addressing climate change through use of collections. Plans in place to ensure collections, collections institutions and broader society can adapt effectively to climate change.</p> <p>Plans in place for effective education and awareness raising on climate change mitigation, adaptation, impact reduction and early warning.</p>

	Plans in place to reduce negative contributions of collections-related functions, e.g. measuring greenhouse emissions with plans and targets in place to reduce them.
<p>SDG 14 Conserve and sustainably use the oceans, seas and marine resources for sustainable development</p> <p>14.2 By 2020, sustainably manage and protect marine and coastal ecosystems to avoid significant adverse impacts, including by strengthening their resilience, and take action for their restoration in order to achieve healthy and productive oceans</p>	<p>Proportion of marine and coastal areas in a good ecological condition</p> <p>Numbers of educational and awareness-raising programmes, research activities, and partnerships drawing on collections aiming to support protection of marine and coastal areas.</p>
<p>SDG 15 Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss</p> <p>15.1 By 2020, ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular forests, wetlands, mountains and drylands, in line with obligations under international agreements</p>	<p>Proportion of terrestrial and inland freshwater systems in a good ecological condition.</p> <p>Information on, programmes relating to, collections development, and partnerships relating to terrestrial and freshwater systems drawing on collections in place, to support their protection and effective functioning.</p>
<p>SDG 15 Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss</p>	<p>Number and proportion of habitats, notably endangered habitats, and species with favourable conservation status, with special reference to locally, nationally and globally endangered species.</p> <p>Information on, programmes relating to, collections development, and partnerships relating to habitats and species drawing on collections in place, to support their protection and continued existence.</p>

<p>15.5 Take urgent and significant action to reduce the degradation of natural habitats, halt the loss of biodiversity and, by 2020, protect and prevent the extinction of threatened species</p>	<p>Measures taken to enhance biodiversity value of green space associated with collections institutions.</p>
<p>SDG 15 Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss 15.8 By 2020, introduce measures to prevent the introduction and significantly reduce the impact of invasive alien species on land and water ecosystems and control or eradicate the priority species</p>	<p>Number and proportion of invasive alien species for which effective measures are in place to reduce their impact on land and water ecosystems.</p> <p>Information on, programmes relating to, collections development, and partnerships relating to invasive alien species, to support their effective management, and to prevent spread and impact.</p>
<p>SDG 15 Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss 15.9 By 2020, integrate ecosystem and biodiversity values into national and local planning, development processes, poverty reduction strategies and accounts</p>	<p>Proportion and number of relevant plans, processes and strategies that incorporate ecosystem and biodiversity values, and their relationships with effective collections.</p> <p>Plans in place to ensure that development of collections facilities contributes to effective conservation and restoration of terrestrial ecosystems.</p>
<p>SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective,</p>	<p><i>16.7.1 Proportions of positions (by sex, age, persons with disabilities and population groups) in public institutions (national and local legislatures, public service, and judiciary) compared to national distributions</i></p>

<p>accountable and inclusive institutions at all levels. 16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels</p>	<p><i>16.7.2 Proportion of population [audience/users/non-users] who believe decision-making is inclusive and responsive, by sex, age, disability and population group</i></p> <p>Decision-making addresses societal, environmental and economic challenges related to the community, considering short-term and long-term risks and opportunities.</p> <p>Decision-making draws on diverse backgrounds, viewpoints and interests, reflecting a broad base of stakeholders, and working to promote inclusion and provide effective services for all of society.</p>
<p>SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. 16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements</p>	<p>Adopt and implement constitutional, statutory and/or policy guarantees for public access to information.</p> <p>Plans in place, and plans implemented to enhance public access to information relating to collections.</p> <p>Plans in place, and plans implemented to support fundamental freedoms, in line with human rights, national and international agreements and legislation.</p> <p>Plans and procedures in place for public access to information relating to the operation and management of collections-based institutions.</p> <p>Complaint mechanism in place for public to use where public access to information and fundamental freedoms not supported or fulfilled.</p>
<p>SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. 16.B Promote and enforce non-discriminatory laws and policies for sustainable development</p>	<p><i>16.B.1 Proportion of population [audience/users/non-users] reporting having personally felt discriminated against or harassed in the previous 12 months on the basis of a ground of discrimination prohibited under international human rights law</i></p> <p>Number and proportion of policies that incorporate sustainable development considerations, in the full sense of recognizing all three of social, economic and environmental considerations.</p>
<p>SDG 17. Partnerships for the goals 17.16 Enhance the global partnership for sustainable</p>	<p>Number and/or increase in number, and diversity of global and international multi-stakeholder partnerships that share collection-related knowledge, expertise, technology and</p>

<p>development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the sustainable development goals in all countries, in particular developing countries</p>	<p>financial resources to address the SDGs, or that otherwise involve collections-based organisations and institutions.</p> <p>Number and/or increase in number, and diversity of global and international multi-stakeholder partnerships involving developing countries that share collection-related knowledge, expertise, technology and financial resources to address the SDGs.</p>				
<p>SDG 17. Partnerships for the goals 17.17 Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships</p>	<p>17.17.1 Amount of United States dollars committed to public-private and civil society partnerships</p> <p>Number and/or increase in number, and diversity of local, national and regional multi-stakeholder (public, public-private and civil society) partnerships that address the SDGs drawing on collections, or that otherwise involve collections-based organisations and institutions.</p>				
<p>SDG 17. Partnerships for the goals 17.19 By 2030, build on existing initiatives to develop measurements of progress on sustainable development that complement gross domestic product, and support statistical capacity-building in developing countries</p>	<p>Identification and implementation of measures for sustainable development incorporating social and environmental considerations.</p> <p>Identification and implementation of both quantitative and qualitative measures of sustainable development.</p>				
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7	8	9	10	11	12
13	14	15	16	17	