



## STAFF REPORT

**TO:** Environment and Planning Subcommittee

**FROM:** Claire Webster, Environmental Education Officer

**REFERENCE:** E396

**SUBJECT:** **ENVIRONMENTAL EDUCATION STRATEGY FOR SUSTAINABILITY - REPORT EP05/08/16** - Report prepared for 24 August 2005 Meeting

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**"If we destroy it (the environment in which we live) or if some terrible damage occurs because of our negligence, where would we go? So, taking care of our environment is in our own interests" (The Dalai Lama, 2001).**

**"Modern society will find no solution to the ecological problem unless it takes a serious look at it's lifestyle." - Pope John Paul II**

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### 2. APPENDIXES

1. Background Information about Environmental Education and Legislation
2. The Action Plan
3. Strategy Table is available but not attached (showing all mentions of education and advocacy in the TRMP and TRPS).

### 3. MISSION STATEMENT

To continually improve our environment and quality of life in the Tasman District; by increasing awareness and action at the local level through education, advocacy and always leading by example.

### 4. OBJECTIVES

- Over the next decade education for sustainability is a priority for Tasman District Council.
- Through the Council's investment in environmental education over the next decade, by 2015 Tasman District will have a community who are aware and actively involved in caring for their local environment and social well being.
- Tasman District Council will be recognized as a national leader in sustainable resource management.

### 5. EXECUTIVE SUMMARY OF ACTION POINTS

#### **Action Point 1:**

A second Environmental Education Officer is appointed within the next two years; and the roles of the two EEO's be split into:

- Business/industry and rural; and
- The urban community, the formal education sector, community groups and internal Council environmental education.
- One of these positions will become the Environmental Education Coordinator.

#### **Action Point 2:**

From the start of the 2006/7 financial year the compliance section will be delegated to spend 0.5 FTE of their time carrying out environmental education. This will enable a proactive approach to compliance based issues.

#### **Action Point 3:**

By the 2006/07 financial year the policy team will have an identified policy planner who will work with the environmental education officer(s). This is to ensure all future policies encourage best practice and education takes place informing the community about why policies have changed and what the changes are aiming to achieve.

#### **Action Point 4:**

Engineering to identify the staff position who will be responsible to ensure there is proactive education about waste management, stormwater, wastewater and roads/cycle ways/walkways. This is to fulfil the Council's statutory obligations to manage the environment in a way which is sustainable and provides for future generations.

**Action Point 5:**

Internal education will take place to ensure Council staff and Councillors are informed about the role and purpose of environmental education. They should consider it as an integral part of their role as a member of the TDC organisation to promote sustainability and take on board the responsibility the Council has to carry out its regional functions.

**Action Point 6:**

Council will establish a strategic education/information team including the communications manager, environmental educators, iwi liaison officer, strategic policy planner, compliance officer, environmental engineer, waste minimisation officer. This team will be the central body that works to ensure Council consistently strives to 'walk the talk' and meet the objectives of this strategy.

**Action Point 7:**

Council commit to implementing Enviroschools into the Tasman region on an on-going basis. *To foster a generation of innovative and motivated young people who instinctively think and act sustainably.*

**Action Point 8:**

Ensure capacity is available to meet the needs of new National Environmental Standards as they are introduced by central government. For example: Air Quality.

## 6. PREFACE

The first Tasman District Council Environmental Education Strategy was adopted in July 2000. It was revised in 2002. This is the second Tasman District Council Environmental Education Strategy.

This second strategy aims to identify how environmental education at Tasman District Council needs to evolve in order to meet the growing needs of the Council and the Tasman District community in regards to the sustainable use of natural resources.

Tasman District is currently experiencing unprecedented growth. While this has seen a boom in housing prices and an increase in economic activity it has also increased the demand on natural resources. The Tasman District Council must continue to plan with the future in mind to ensure that this region retains the environmental attributes that the local community and the regions many visitors value.

As the district continues to grow, with differing priorities in each of the major townships, resources provided for environmental education will need to keep pace. The Tasman District Council Futures Phone Survey (2005) found the top three positive reasons for why people liked to live here related to the natural attributes of the area, while the Communitrak Survey (October 2002) identified that 33% of Tasman District residents would like to see more money and time spent on environmental education.

Tasman District Council, since employing an Environmental Education Officer in 1999, has made a good start to implementing an effective environmental education programme. However Environmental Education in Tasman is primarily reactive. Current, high profile issues of concern are addressed, while issues that have been identified as having an increasing effect on the District in the future i.e. energy consumption cannot be adequately dealt with because of resourcing issues. The time has come to address how EE is resourced so it can become more proactive, efficient, allowing quality output within reasonable timeframes while also providing community satisfaction.

The previous strategy comprehensively covered what environmental education is and why Council carries out environmental education. This information is included as a background document (Appendix 1) as it is assumed the merit of environmental education has been proven.

This strategy outlines what we are doing that is working, what we need to do to improve and the resources that will be needed to ensure the objectives of this strategy are met.

## **7. INTRODUCTION**

### **Mandate for action at the local level – Agenda 21**

The first Earth Summit was held in Rio de Janeiro in 1992. World leaders agreed on Agenda 21 (an agenda for the 21<sup>st</sup> Century). A key part of Agenda 21 is Local Agenda 21. One of the central tasks for Local Agenda 21 - as recommended at the Earth Summit - was to prepare a local strategy setting out actions that would lead to sustainable development.

Local Agenda 21 seeks to enable the community to influence environmental policy and in so doing improve the quality of life for themselves and future generations. It draws together good environmental, economic and social practice and through raising public awareness of the issues, encourages improvement at a community level whilst recognizing that one of the most important components for success is the individual. (Woking Borough Council, 1993).

International recognition of the need for local people to be proactive in ensuring the sustainable management of their environment has led to other initiatives being introduced. Of note to this strategy is the United Nation *Decade of Education for Sustainable Development 2005 – 2014*.

“The basic vision of the DESD is a world where everyone has the opportunity to benefit from education and learn the values, behaviour and lifestyles required for a sustainable future and for positive societal transformation” (Draft International Implementation Scheme, United Nations Educational, Scientific and Cultural Organisation, October 2004).

The visions of Local Agenda 21 and the Decade of Education for Sustainable Development are central to what this strategy is seeking to achieve.

## 8. PURPOSE OF THE STRATEGY

This strategy is to show how environmental education is to be carried out in the Tasman District Council. The strategy covers what has worked, what and how we need to improve and staffing requirements to ensure the objectives are met.

The strategy will:

1. Provide the framework for implementing a proactive, coordinated and successful environmental education programme;
2. Establish the priorities for education and advocacy over the next three years (while providing a framework for short term programmes (twelve months), mid term programmes (three years) and the long term direction of environmental education (ten years).

The strategy will be reviewed every three years with the short term programme reviewed annually.

## 9. WHAT ARE WE DOING WELL?



Tasman District Council has many successes in the field of environmental education. Several high profile and successful community events are run each year. Of particular merit is Ecofest the Nelson/Tasman Festival of the Environment. Ecofest was awarded with a Green Ribbon Award by the Ministry for the Environment in 2004 and continues to successfully promote its aim of *making it easier being green*.

Environmental education is most successful when it is carried out face to face and offers the community the opportunity to put their 'new knowledge' into practice. TDC currently takes part in the following community events and groups:

- World Wetlands Day (2 February)
- Smart Living Month an extension of Ecofest (March)
- Seaweed (second week in March)
- World Water Day (22 March)
- Harbour Day (5 June)
- Conservation week (August)
- Ecofest Expo (second last week in August)
- Clean Up New Zealand Week (second week in September)
- Tasman District Council's Environmental Awards (November)
- Member of the Steering Group for the Tasman/Nelson Sustainable Tourism Charter
- Waimaori Stream care group partnership

- Collaborative work with NCC for example annual The Energy Smart Competition

## 10. WHAT DO WE NEED TO IMPROVE?

At present environmental education in the Tasman District is limited and unable to address all the identified Council commitments as detailed in the Tasman Resource Management Plan and Tasman Regional Policy Statement.

Education plays a key role in ensuring sustainable use of resources. As Council's work load and projects continue to increase environmental education resources will also need to be increased to keep pace.

It is acknowledged that resources are limited and Council must achieve those targets it can within its allocated budget. However, a proactive education programme will save money, resources and give Council a positive community profile.

The themes of Air, Water, Coast, Land, Biodiversity and Energy are all on-going. It is important to make continual improvements by having programmes targeting topics each year. Supporting a programme such as Waimaori (a Freshwater stream monitoring and enhancement education group – jointly funded by Iwi, DOC, NCC, Royal Society and TDC) is an example of the water theme continuing.

The ability to respond quickly to local events is also a necessity. For example a pertinent time to educate a community and have people make the effort to change their habits is when a problem such as smoke pollution is or has just occurred.

The following priorities have been identified:

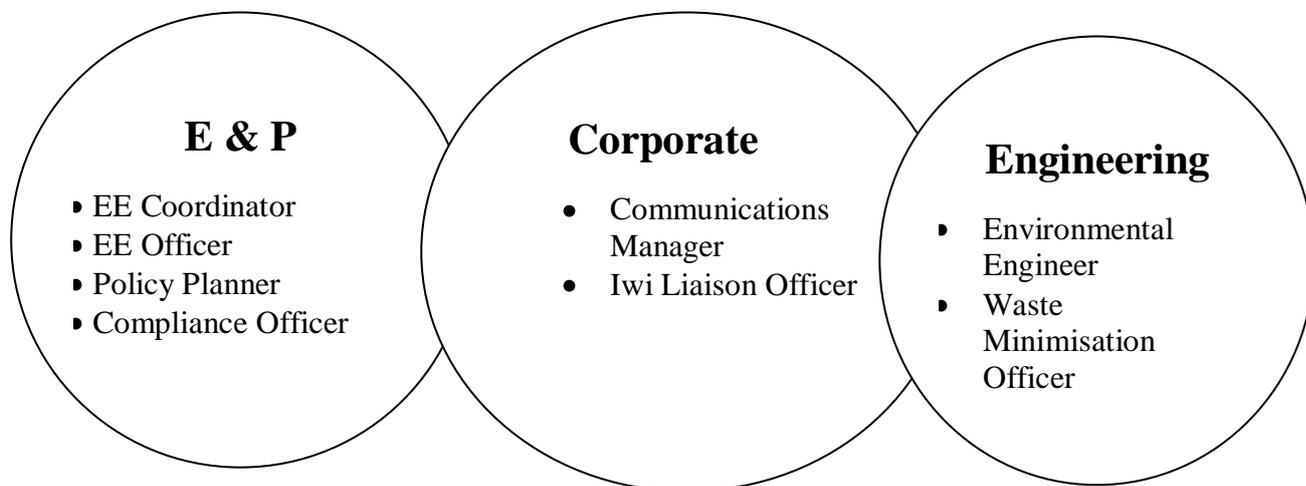
### **Priority 1 - Develop an environmental education and information team**

Develop an environmental education/information team consisting of:

- Two full time environmental education officers (with one senior officer acting as the co-ordinator of the team);
- One compliance officer (who dedicates 50% of their time to environmental education);
- One ½ FTE policy planner dedicated to ensuring the plan encourages sustainable use of resources;
- One ½ FTE environmental engineer (to oversee all engineering contracts and projects to ensure they meet the objectives of this strategy);
- Waste Minimisation Officer;
- One ½ FTE Iwi Liaison Officer;
- Communications Manager.
- Follow up, evaluation and promotion of projects/education programmes;
- More face to face interaction/ hands on projects as this is by far the best way to facilitate change;

## Diagram 1 – Family Tree of the EE/Information Team

This team would provide professional assistance across all Council's projects and events to ensure they promote sustainability and show Council 'walking the talk', while meeting our regional responsibilities under the RMA, Tasman Resource Management Plan, Tasman Resource Policy Statement and LTCCP.



- Regular meetings would occur with all team members and include Community Services and Parks and Reserves as was appropriate.
- The EE Coordinator would also meet with the Environment and Planning, Engineering and Corporate Services Managers at regular intervals.

## Priority 2 – Improvements for the EE/Information Team to Implement

- Policies put in place to reinforce education messages and behavioural change i.e. water conservation, Council should have a policy that all new houses must have a water tank.
- Provide not only information/education, but opportunities to take action.
- Advocate on behalf of the community, issues to central government (policy) i.e. packaging, subsidies for solar power, assistance for insulation and solid fuel burner replacement.
- Communications Manager informs the community about Council's areas of responsibility as a unitary authority and how they can get more involved.
- Set sustainability check list for all council projects to adhere to.
- Educating about new policies/changes to the plan as they happen
- Blitz operation of industrial areas for things such as stormwater as part of a proactive compliance programme.
- Workshops with businesses/industry on environmental management -resource a local green globe type arrangement to facilitate change.
- Ensure that strategies or changes to the plan requiring education/advocacy are not undertaken unless there is provision of resources to do the job.
- Engineering commit to the Waste Minimisation Officer as a permanent position as soon as possible and move away from the current end of pipe focus.
- Support volunteer/community groups to access funding and expertise
- Support staff who request assistance for areas they would like an education programme implemented.

- Communication Manager assists staff to deliver their message in a professional, clear, concise and relevant manner. Training will be provided to meet currently effective methods – such as the development of the Website.

## 11. THE ACTION PLAN

Projects have been chosen after considering what Council has stated it would do in the Tasman Regional Policy Statement and Tasman Resource Management Plan; what issues have been highlighted in Environment Today (TDC's State of the Environment Report); what staff has identified as priorities and feedback given by the public through changes to the plan or community surveys.

The Environmental Education Strategy will give further opportunity for Council staff, councillors and the community to comment on the priorities that have been set.

In developing The Action Plan (see Appendix 2) projects have been divided into annual projects, high priority projects (to be completed in the next financial year) and priority projects (to be completed in the 2-3 year period). This process will be ongoing.

The development and implementation of these projects is not the sole responsibility of the Council's Environmental Education Officer. Instead projects/contracts are developed in conjunction with various Council staff, Councillors, Iwi, other government agencies, community groups and interested individuals.

The introduction of the environmental education/information team would increase coordination and output.

Environmental Education priorities for the next ten years;

- Continually improve resource management at all levels of the community through increased awareness and greater action.
- Make decisions that respect and reflect the values and rights of tangata whenua.
- Understand the effects of our actions on the environment leading to a greater holistic appreciation
- Support the Biodiversity Strategy to increase biodiversity awareness and action
- Support the Regional Pest Strategy to decrease pest species abundance and type in our region and the frequency with which new pest species arrive
- Use the regions resources in a sustainable future orientated way
- Improved public transport and decrease reliance on private cars
- Support the management of hazardous substances to reduce the chance of future contamination and take action to promote the clean-up of historic contamination
- Improve energy consumption habits through building more suitable buildings and providing assistance to improve energy efficiency of existing buildings
- Support sensible policy to assist with the protection of fertile farm land from urban encroachment
- Sustainable management of water resources
- Improve the understanding of the health, amenity and economic costs of reduced air quality

## 12. GUIDING PRINCIPLES OF ENVIRONMENTAL EDUCATION

Effective environmental education considers the following general principles, when planning, implementing and evaluating environmental education.

- Projects are implemented collaboratively with the community  
Better outcomes will likely be achieved if the community and relevant sector groups are part of the process and own the results.
- Issues are local and relevant  
People are most likely to want to become involved when it is an issue that affects them personally in their day-to-day life, and when results can be seen.
- Emphasis be given to developing skills and providing opportunities for concrete experiences  
Showing people how they can take part and become a part of the solution.
- Focus on the benefits and solutions, not just the problems  
Too often environmental issues are all doom and gloom. The aim should be to focus on the benefits of good environmental action, rather than the negatives.
- Consider interrelationships  
Many aspects of the environment are interrelated and it is necessary to consider the whole environment e.g. an education programme should not contribute to one problem while trying to resolve another.

Of these five general principles, the process of working collaboratively with the relevant community or interested parties is an integral part of the process when developing and implementing educational activities.

**“Never doubt that a small group of thoughtful committed citizens can change the world; indeed, it is the only thing that ever has” (Margaret Mead, 1901-1978).**

## 13. HOW DOES THE COUNCIL GO ABOUT IMPLEMENTING ENVIRONMENTAL EDUCATION?

Environmental education programmes can comprise a wide range of activities, taking many different forms. Types of programmes delivered are only restricted by imagination and resources available to do the job! The possibilities are endless. The check list shown in Table 1 below will be used as a guide for EE.

Table 1: A Checklist for Developing Effective Environmental Education Programmes

<b>Does it :</b>
• Increase awareness and knowledge of the issues?
• Change attitudes and values that leads to a decrease in environmental degradation?
• Encourage action, use of skills and participation?
• Has it been targeted to the right audience and developed in conjunction with them?

• Does it actively involve and catch the attention of the target audience, not just pass on passive information?
• Does it show the target audience how they can benefit by adopting this attitude or behaviour?
• Is it cost effective to reach the target group by this method?
• Has any follow-up action or evaluation been planned?
• Does it raise the profile of Tasman District Council?

#### 14. WHO ARE THE TARGET AUDIENCES?

Given the diversity of locations and varying interests of the Tasman District community, environmental education programmes need to identify their target audience to be successful and cost effective.

For the purpose of this Strategy, and subsequent environmental education programmes, five key target audiences have been identified. They are listed below.

##### The Urban Community

Everyone is a resource user, and some educational issues will be relevant to everyone. A large proportion of the District's population live in urban areas (e.g. Richmond, Motueka, Takaka), or local communities (e.g. Wakefield, Tapawera, Collingwood). Throughout the District there are many existing community groups and networks that can be involved with developing and implementing environmental activities.

##### The Rural Community

The rural community is a key audience, as they are the largest landowners, resource users and resource managers. This group has many sub-sectors and depending on the issues being targeted, will be divided into various sector audiences (e.g. horticulturalists, life stylers, dairy farmers etc.).

##### Business and Industry

Although those persons involved in managing businesses and industry are only a small proportion of the total population, businesses and industry have the potential to use large amounts of resources and cause larger-scale effects if managed inappropriately. They also have the potential to be positive environmental leaders.

##### The Formal Education Sector

Children and young people are the future resource users and decision-makers of tomorrow. They are at a stage in their lives where they are often most receptive to new ideas, values and behaviours. By taking these ideas home to their families they also represent a way of reaching a wider audience.

Environmental Education in Schools plays a key role in achieving the Tasman Districts strategic goals. Recent research into environmental education in New Zealand schools found that the opportunity to be part of a formalised environmental education programme was a significant source of motivation and inspiration to ensure the school's commitment to environmental education (Ministry of Education, 2004). EnviroSchools is a programme that is designed to deliver this.

Enviroschools is a whole school approach to environmental education with the aim of creating a sustainable school environment. Students plan, design and create sustainable projects that benefit the school and the wider community.

#### Internal Staff and Councillors

Staff and Councillors are the “face” of TDC and will also need up-skilling or educating on different issues so that they can best represent the Council and then educate the public through their interaction with the community. TDC should always make a point of “walking the talk”.

A review is needed to establish the way staff is supported to contribute to Council events outside the normal work hours, such as Ecofest. This event relies heavily on staff goodwill currently and there is no formalised way to compensate the staff for their involvement.

## 15. KEY PARTNERS FOR IMPLEMENTING ENVIRONMENTAL EDUCATION

#### Tangata / Mana Whenua

There are **eight** recognised mana whenua iwi, or Maori tribes with indigenous and Treaty of Waitangi rights over areas or rohe in Tasman. They are;

- Ngati Koata, Ngati Rarua, Ngati Toarangatira (of Tainui origins)
- Ngati Tama, Te Atiawa (Taranaki origins)
- Ngati Apa, Ngati Kuia, Rangitane (of Kurahaupo origins)

Each of the mana whenua iwi has interests in particular land areas in the region, which sometimes overlap. They are the tribes that signed the Treaty in this region in 1840. Tasman District Council also has a responsibility to consult Poutini Ngai Tahu when they are an affected party.

Tasman District Council values the working relationship being developed with the regions iwi. The Council recognises the importance of working with iwi when implementing education programmes to ensure environmental education is holistic in its approach. The general community also have a great interest learning how the local iwi manage the environment and how their management practices also encourage the sustainable use of resources.

Tasman District Council recognises the rights and kaitiaki role of iwi. The Council seeks to protect the waahi tapu, water, ancestral lands, sites, coastal resources and other taonga from disturbance or contamination in a manner consistent with tangata whenua kaupapa and tikanga.

TDC meets with the Motueka Iwi Advisory Komiti once a month to discuss RMA issues. TDC also meets with Nelson and Golden Bay Iwi Komitis as required or requested. Iwi representatives are also involved in special hui, council meetings, and council sub-committees. The LTCCP has also identified further steps the Council will take to foster Maori participation in Council decision making.

In addition to being consulted about council policy, iwi have the opportunity to comment on all notified resource consent applications for their rohe. TDC acknowledges that although the relationship and consultation process have improved in recent times there is room for further improvement to ensure iwi have representation at all levels of council decision making. At present individual staff donate a considerable amount of their personal time to ensure that this growing relationship is fostered. The appointment of an Iwi Liaison Officer will be a crucial step towards future consultation.

#### Nelson City Council

Tasman District Council's closest neighbour is Nelson City. Many of the environmental issues being faced by the respective Councils are the same. The natural environment does not conveniently stop at the boundary line.

Working in conjunction with the NCC Environmental Education Coordinator and other staff ensures good use of resources and provides the ability to effectively address cross boundary issues.

This working relationship has occurred to some extent i.e. Ecofest; although it is essential for this working relationship to expand. Many TDC residents live and work in more than one council area, therefore by delivering a consistent environmental message across both Councils the communities uptake of the message will be more successful.

The two Councils (TDC & NCC) could show this working relationship through the use of a regional environmental education logo:

#### One Region



#### Two Councils

#### Other government agencies

Tasman District Council works with many other government agencies in order to achieve its environmental education goals. Working together increases what can be achieved by combining resources, and also puts across a consistent message and a perception of unity to the community. Agencies the Council regularly works with include, the Department of Conservation, Fish and Game, the Energy Efficiency Conservation Authority, and other district and regional councils.

#### Community Groups

Community groups contribute hugely to environmental work currently being carried out in the Tasman District. Council is often able to support these groups with resources and know how; in return receiving rapid results in terms of the work achieved.

Relationships with groups and organisations such as Nelson Environment Centre, Tasman Environmental Trust, Friends of Flora and Rotoiti are very beneficial to TDC

It is well recognised that improved sustainable development and repair of past damage will only ever be achieved if the community are involved in project planning, implementation and evaluation.

## **16. EVALUATION OF TDCS ENVIRONMENTAL EDUCATION PROGRAMME**

Evaluation of events and programmes occurs in order to ensure the objectives of carrying out environmental education are being met. The positive effects of environmental education are not always immediately apparent.

International and New Zealand experience demonstrates that people value what they understand and are familiar with; they understand what they know and they know what they have learnt. Education will always have an important role to play in the Tasman District.

### Evaluation Tools

- Objectives of the particular strategy met within set timeframes
- Quality projects being recognised through awards
- Efficient use of resources
- Rate of compliance is increased
- Community satisfaction with Councils performance in respect to resources management
- Feedback and submissions to the plan show an understanding of the issue and the role of Council
- Results detailed in the State of the Environment Report

## **17. SUMMARY**

The ultimate aim of environmental education is for all people – individually and collectively – to undertake actions in their daily lives that prevent new environmental problems from arising; solve existing environmental problems being faced in their local community; and enhance and protect the quality of the environment as a whole.

Increased awareness and knowledge is not enough! Environmental education programmes must also give people the opportunity and motivation to change their behaviour; therefore taking action.

By sufficiently resourcing environmental education, Tasman District Council has the potential to achieve the objective of this strategy. Therefore creating the catalyst for a more sustainable future.

Each Councillor and staff member of Tasman District Council must be committed to achieving these goals; therefore the importance of environmental education and TDC 'walking the talk' needs to be reflected in everything we do with direction from the CEO and Managers.

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**The purpose of Environmental Education**

## 1. To meet statutory obligations

The Resource Management Act 1991

The Resource Management Act 1991 (often referred to as the RMA) is the main piece of legislation that sets out how natural and physical resources (such as land, sea, air and freshwater) are used and protected. The aim of the RMA is "to promote the sustainable management of natural and physical resources".

## 2. To promote best practice in all aspects of resource use

Through education and advocacy the community can be made aware of various environmental issues of concern to the Council. Where negative effects could be experienced as the direct result of an activity, education and advocacy are useful tools to promote positive behavioural change in resource users.

## 3. Reduce the need to rely on rules and enforcement action

The Council has a role as the regulatory body to ensure its rules to protect the environment are complied with. The majority of the community does comply when they have an understanding of what the rules are trying to achieve.

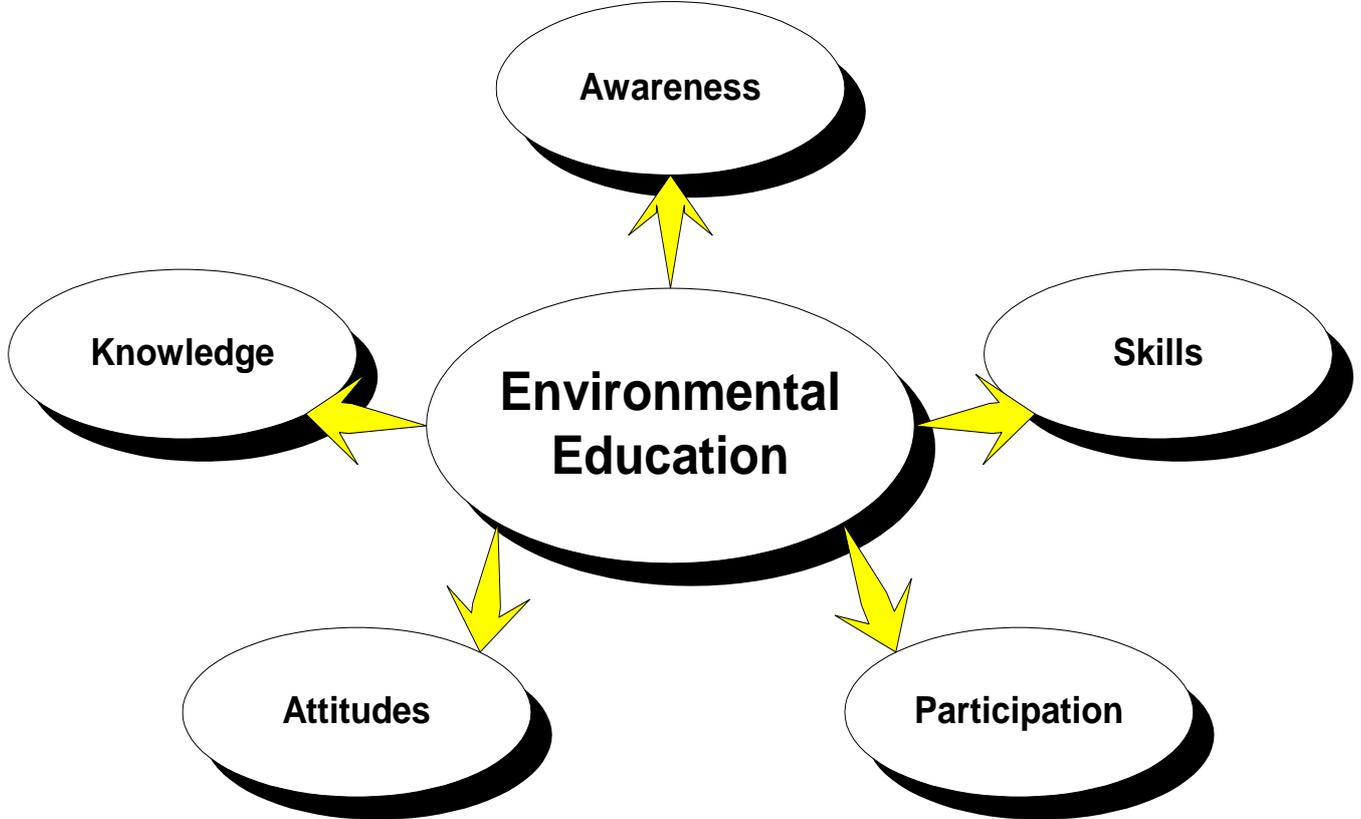
For example, due to extensive education campaigns about the effects of back yard burning on air quality and its annoyance to neighbour's new rules banning back yard burning were well received by the majority. There are still those very few who find it hard to move with the times and for which enforcement action may be necessary to achieve full compliance.

Education is a very powerful tool when working towards improved environmental management. The reason it is so successful is because most people have a love of where they live and want to see it looked after as well. Environmental education gives them the knowledge they need to ensure their behaviour is sustainable.

**Environmental Education – What is it?**

Environmental Education is commonly 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."*



(Blakeley et al 1999:10)

Following a number of international and national forums discussing environmental matters it is now widely accepted that effective environmental education includes five key components – Knowledge, Awareness, Attitudes, Skills and Participation.

The five key aims of effective environmental education programmes are:

#### Awareness

To help people become aware of and understand the impacts of our activities on the environment, and our responsibilities.

#### Knowledge

To help people gain experience in, and a basic understanding of, how the environment works and human interactions within it.

### Figure 1 Five Key Components of Environmental Education

#### Attitudes and Values

To help people acquire values of concern and responsibility for the environment and be motivated to care for the environment.

#### Skills

To help people acquire the skills to participate effectively in decision-making that affects the environment, and to play a part in identifying and solving environmental problems.

#### Participation

To provide people with the capacity to be actively involved at all levels in helping resolve environmental problems.

### What Environmental Education Isn't

- a. Environmental education is not the same as communications

While communications focuses on informing the public about the roles and activities of Council, environmental education encourages sustainable management practices. Corporate communications maintain a public interface, while environmental education aims to achieve environmental outcomes.

- b. EE doesn't just happen in the formal setting of schools  
It also occurs in many non-formal education settings, allowing people to continue learning about their environment throughout their lifetime. It is important that school children learn about the environment, though they are not the only users of our local resources. Therefore environmental education is something that relates to every person in the Tasman District.
- c. There is no one set way to carry out environmental education  
In fact programmes are often more successful if they utilise a range of different methods i.e. brochures can be useful, but used in isolation they often achieve little behavioural change. Programmes need to take into account the needs of different groups within the community and varying circumstances.
- d. Environmental Education is not a "fluffy feel-good" optional extra  
Increasing awareness of environmental issues and changing people's attitudes means the Council can more effectively manage the regions resources. Education reduces the need for Council to 'police' the district fining offenders. Through education the Council is pro-actively encouraging the community to adopt good practice for themselves.

### **Why should the council be involved in Environmental Education?**

Environmental education and advocacy are two of a number of methods for managing the local environment that have been identified in the Council's Tasman Resource Management Plan (TRMP). Education and advocacy are proactive ways that the council can avoid having to impose too many rules and regulations.

#### **A Pro-active Approach**

Council could simply have rules for every activity and heavily enforce these rules with fines and threats of court action. In reality the council does not have the resources or the inclination to ensure the sustainable use of natural resources in this way.

Throughout the process of consultation, submissions and hearings associated with developing the Tasman Regional Policy Statement (TRPS) and TRMP people repeatedly state that they would prefer the Council **not** to rely solely on regulatory methods, such as rules in plans. They would prefer the use of alternative non-regulatory methods, such as education and advocacy.

Environmental education and advocacy provides a method whereby the Council can work with the public and community groups to achieve desirable outcomes for both parties.

#### **The Benefits of Environmental Education**

A co-ordinated and focused programme for environmental education will ensure best practice is encouraged both within the council and the wider Tasman community. This will promote the sustainable use of natural resources.

A well resourced and supported environmental education and advocacy role would allow:

- The council to further improve its relationship with the community, working with the public to ensure programmes fit their needs and interests while encouraging good environmental practice.
- The community to have improved access to council staff (for information, support and grants) to increase their ability to take direct action themselves.
- People to improve their awareness, understanding and behaviour towards their local environment, therefore benefiting the entire district.

**The Policy and Statutory Requirements requiring Environmental Education to take place**

The Resource Management Act 1991 requires that when councils develop plans and policies all possible management methods and alternatives must be considered, including the use of regulations and rules, economic instruments and incentives, works and services, **and** education and advocacy.

The Council's *Tasman Regional Policy Statement (TRPS)* and the *Tasman Resource Management Plan (TRMP)* identified six different **methods** used to address different resource management issues. The six methods identified are listed below in Table 1.

<b>Table 1 Resource Management Methods Available for Use by the TDC</b>
<b>Investigating</b> and <b>monitoring</b> to generate information about resource uses and their environmental effects and making that information publicly available.
<b>Advocating</b> or promoting <b>courses of action</b> concerning resource use by individuals, groups or the community in general.
Providing or requiring the provision of <b>physical services</b> such as works or facilities to support development of communities and which avoid, remedy or mitigate adverse effects.
Providing incentives, including <b>financial measures</b> such as charges or other compensatory contributions to <b>encourage or discourage</b> resource use behaviour.
<b>Regulating</b> resource use activities for their adverse effects through the use of rules, consents, enforcement action and <b>self-regulatory</b> aspects by resource users themselves.
Taking <b>no action</b> where results or resolution may be achieved without Council intervention.

Ensuring the sustainable management of the district's resources will most effectively be achieved by using a combination of the methods outlined in Table 1.

The TRMP (and the regional water plans and transitional plans which are to be integrated into the TRMP) is THE document which will ultimately outline how Council will manage and control the future development and use of the District's resources (other regional water plans and transitional plans will be incorporated into the TRMP as it is developed). This document is not just a "Council Report", it is a public document, and following public input and submissions, reflects what local residents want for their communities and District.

For each separate issue and policy stated in the TRMP, Councillors have listened to the evidence for and against a particular policy and method, then made the decision that they believe best represents the view of the community, while meeting their statutory functions. In many instances, Council has decided that instead of imposing rules, it would focus on education and advocacy as a more suitable method for achieving the desired outcomes. **Thus, through its decisions on the TRMP Council has indicated that it will become involved in environmental education and advocacy.**

## **THE TASMAN DISTRICT COUNCIL'S ROLE UNDER THE RESOURCE MANAGEMENT ACT**

Under the **Resource Management Act 1991** the Tasman District Council (TDC) has important responsibilities in the management of our local environment. This information sheet explains the powers and obligations of the TDC.

### **INTRODUCING THE RESOURCE MANAGEMENT ACT 1991**

The Resource Management Act 1991 (often referred to as the RMA) is the main piece of legislation that sets out how natural and physical resources (such as land, sea, air and freshwater) are used and protected. The aim of the RMA is "to promote the **sustainable management** of natural and physical resources". Sustainable management means using, developing and protecting resources at a rate and in a way that provides for the economic and social well-being of communities today, while making sure the qualities of the environment that we rely on and value are available to future generations. The RMA is concerned with controlling the effects of our activities and provides an integrated management structure so all the effects can be considered at once.

### **WHAT IS THE COUNCIL RESPONSIBLE FOR UNDER THE RMA?**

The RMA assigns different jobs to regional and district councils. Because the TDC is a unitary authority (meaning it is a combined district and regional council) it has to carry out the functions of both types of authorities. Some of the responsibilities overlap.

#### **Responsibilities as a Regional Council**

- Soil conservation.
- Water quantity and quality.
- Control of activities in the coastal marine area (except fishing).
- Control of taking, using, damming and diversion of water.
- Control of discharges of contaminants.
- Maintaining indigenous biodiversity.
- Natural hazards and hazardous substances.

#### **Responsibilities as a District Council**

- Control effects of land use.
- Control of land subdivision.
- Noise.
- Effects of activities on the surface of rivers and lakes.
- Impacts of land use on indigenous biological diversity.

- Impacts of land use on natural hazards and the management of hazardous substances.

## HOW DOES THE RMA USE THE COUNCIL TO MANAGE THE ENVIRONMENT?

Through the RMA Central Government has given local councils to day-to-day responsibilities of managing the environment in their area. The Act directs the Council to use policies, plans, permits and consents to try and control the effects of activities and make sure resources are used sustainably. Sustainable management of resources means ensuring that the land, sea, water and air is protected for the use of future generations.

### Plans and Policies

Plans and policies explain how the Council will manage the environment. The Council can implement its planning documents through rules, monitoring, education, services and funding. Planning documents may require the public or the Council to carry out their activities in a specified way or obtain a resource consent. The TDC has produced two key documents to meet its requirements under the RMA.

### Tasman Regional Policy Statement

This is an “umbrella” document that contains an overview of the key regional resource management issues and provides a policy framework for achieving integrated management of the region’s resources.

### Tasman Resource Management Plan (Proposed)

Because the TDC is a unitary council (meaning it has both regional and district council functions) the Proposed Tasman Resource Management Plan (or TRMP) is a combined regional, coastal and district plan. It implements the Regional Policy Statement by describing the objectives, policies and methods that the Council will use to manage the use of land, the coastal marine area, the surface of rivers and lakes, wetlands, water and air. While the TRMP is the dominant planning document, it is not yet operative, so some older planning documents are still in effect. Details of these plans can be found in Chapter 1.6 of the TRMP.

### Permits and Consents

A **resource consent** is permission from the Council which allows you to undertake an activity that would otherwise be restricted by the RMA or TRMP. A resource consent relates to a specific activity, location and time and may have enforceable conditions (to find out about the different types of consents see the RMA, Section 87). The Council must decide whether to **publicly notify**, give **limited notification** to affected parties, or not notify an application for consent. If an application is notified it gives the public or the affected parties an opportunity to present a submission at a hearing, which the Council will consider when making its decision.

### Monitoring

The Council acts as a watchdog for the District’s environment. Under the RMA the TDC must monitor:

- the effectiveness of plans and policy statements;

- conditions on resource consents;
- the state of the environment.

Every three years a report, called “Environment Today” is produced which shows the results of environmental monitoring (available for \$25.00, copies also at Council libraries). A report on Compliance Monitoring of Resource Consents and Permitted Activities from July 2001 to June 2002 can be found by following the “environmental monitoring links” on the environmental pages of the TDC website. Chapter 4 of the TRMP provides information on the Council’s monitoring strategy.

## **Enforcement**

Under the RMA the Council has some authority to enforce provisions in the Act, plans and resource consents. The Council can use the following mechanisms:

- **Abatement Notices:** a notice from the Council to enforce compliance with the RMA, plans and resource consents within a specified time.
- **Infringement Notices:** a notice from the Council for a minor offence; fines can range from \$300-\$1,000.
- **Excessive Noise Direction:** a direction from the Council that excessive noise be immediately reduced; it lasts 72 hours.
- **Enforcement Orders:** made by the Environment Court compelling compliance with the RMA, rules in the regional or district plan or conditions of a resource consent.

## **HOW CAN TDC HELP YOU?**

The Council can provide advice and assistance to you on:

- lodging applications for resource consents;
- making submissions on resource consents, proposed policy statements, proposed plans and plan changes;
- access to files containing information on resource consents which have been applied for and/or granted;
- access to technical reports and environmental information for the region.

## **TO SUMMARISE**

The TDC is responsible for managing resources in a sustainable way through the integrated processes of:

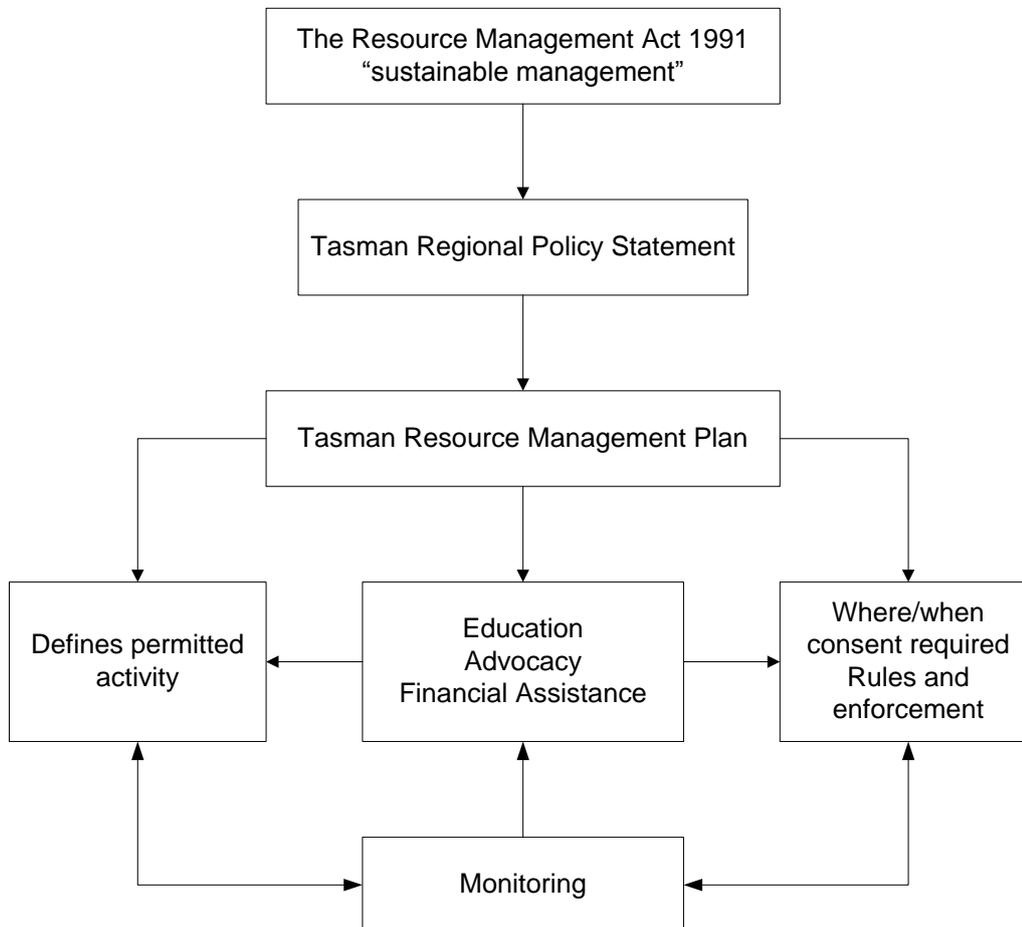
- **preparing, carrying out and enforcing policies** to govern use, development and protection of resources;
- **regulating resource use activities** by making decisions on applications for resource consent;

- **undertaking programmes** of advocacy, education or financial assistance to help promote sustainable resource use;
- **investigation and monitoring** of the District's environment.

#### **WANT TO FIND OUT MORE?**

- Tasman District Council's web page: [www.tasman.govt.nz](http://www.tasman.govt.nz)
- The Proposed Tasman Resource Management Plan is available at Council offices and libraries for viewing or can be purchased at the Richmond office.
- Environmental Defence Society RMA Guide: [www.rmaguide.org.nz](http://www.rmaguide.org.nz)
- Forest and Bird: [www.forestandbird.org.nz/rm/index.asp](http://www.forestandbird.org.nz/rm/index.asp)
- Ministry for the Environment: [www.mfe.govt.nz](http://www.mfe.govt.nz)
- Nelson Environment Centre: [www.environmentcentre.nelson.org.nz](http://www.environmentcentre.nelson.org.nz)

## THE ROLE OF THE TDC UNDER THE RMA



### UNITARY COUNCILS: WHAT ARE THEY?

This information sheet looks at the role of the Tasman District Council as a unitary authority under the Resource Management Act 1991.

### What are the different types of authorities that manage the environment?

The RMA uses local government agencies to manage the environment. Much of the day-to-day responsibilities of environmental management and decision-making have been given to local councils. This means that you can more easily input into how the natural and physical resources (such as air, water and soil) in your area are used or protected. There are three types of local governments:

- **unitary councils;**
- **regional councils;**
- **territorial (district or city) councils.**

They have been given different responsibilities to make sure that the environment is managed in a co-ordinated and integrated way.

## What is a unitary council?

A council that has the functions of **both** regional and territorial councils.

## What do regional councils do?

There are 12 regional councils in New Zealand. Their overarching function is to ensure integrated environmental management in their region. Regional councils are responsible for the protection and sustainable use of resources that are not owned by individuals, such as fresh water, coastal waters, air and soil. They must produce a **regional policy statement**, **regional coastal plan** and may produce **regional plans**. These must be consistent with national policy statements (currently only the New Zealand Coastal Policy Statement is in effect) and environmental standards (administered by the Ministry for the Environment). Regional policy statements and plans must provide for the integrated and sustainable management of:

- contaminant discharges;
- water quality and rivers, erosion and flood control;
- air quality;
- soils;
- natural hazards and hazardous substances;
- coastal marine area (the area between the mean high water mark and 12 nautical mile limit);
- indigenous biodiversity.

Under other legislation, regional councils are also responsible for:

- control of regional plant and animal pests;
- harbour navigation and safety, marine pollution and oil spills;
- regional land transport planning;
- regional civil defence.

## What is a Territorial Authority?

Territorial authorities (**district** or **city councils**) are primarily service delivery bodies. Usually a territorial authority administers an area within the boundaries of a regional council. They have important responsibilities under the Local Government Act 2002, such as the provision of infrastructure, environmental health and safety (for example, building consents) and community well-being (which includes recreation reserves).

While there is some overlap of the resources managed by regional and territorial authorities under the RMA, territorial governments are primarily concerned with controlling the impacts of land use. City and district councils must produce a **district plan** which addresses issues relating to:

- effects of land use;
- impacts of land use on natural hazards and the management of hazardous substances;
- impacts of land use on indigenous biological diversity;
- land subdivision;

- noise;
- activities on the surfaces of rivers and lakes.

### **Common Terms Defined**

Throughout the document there are constant references to environmental education strategies, programmes and activities. These are defined as follows:

#### **Strategy**

An environmental education strategy is a framework for developing, implementing and evaluating environmental education.

#### **Programme**

An environmental education programme is a series of activities that together contribute to raising awareness and achieving behavioural change in relation to one or more environmental issues. Programmes generally contain a number of different initiatives, each with their own objectives.

#### **Activity**

An environmental activity is a specific action taken to raise awareness and achieve the desired behavioural change. Activities are often part of a programme and tend to be smaller, with a single objective.

Education comes in many forms i.e. workshops, discussions, leaflets, speeches, working bees, site visits, articles, etc. The outcome of all environmental education is action!

APPENDIX 2  
Action Plan

U	Urban
RU	Rural
I/B	Industry and Business
S	Schools
I	Internal Council

Goal	DESCRIPTION OF PROJECT	WHEN	WHO	TARGET AUDIENCE					DURATION
				U	RU	I/B	S	I	
Pg 31 TRPS 7.4	<b>World Wetlands Day</b> – Organise a day trip to a wetland or other events that increase awareness of this ecosystem and resources Council and other agencies have for fencing and restoration work.	2 February	C. Webster DOC Fish and Game	✓	✓	✓	✓	✓	One day
Pg 16-17 TRMP 21.2.0	<b>Seaweeek</b> – Organise a community event that promotes the importance of marine environments.	7-14 March	C. Webster, DOC	✓	✓	✓	✓	✓	Two weeks
Pg 25-26 TRPS 5.3 TRMP 35.1.0	<b>World Water Day</b> – Raise awareness about water use issues and things that effect water quality.	22 March	C. Webster	✓	✓	✓	✓	✓	One Day
	<b>Arbour Day</b> – Work with Reserves staff to assist in their Arbour Day planting activities. Develop resources for schools to support this.	5 June	L.Clives, C. Webster	✓	✓	✓	✓	✓	Planting occur over one month.
	<b>Conservation Week</b> – Project will depend on yearly theme set by DOC i.e. 2005 Everything is connected.	2-8 August	C. Webster, DOC	✓	✓	✓	✓	✓	One week
	<b>Ecofest Expo</b> – Environment festival aimed at highlighting a range of environmental management issues. The event is run in conjunction with NCC. Through the use of stalls, speakers, tours and events imparts environmental messages. (Aim: to get the environmental management message across to a main stream audience). <b>Ecofest Smart Living Month</b> – same aim as Ecofest, many community based events over the entire month of March.	August  March	C. Webster, A. James (NCC) J. Reilly Events Mng	✓		✓	✓	✓	One weekend In August  Entire month of March
	<b>Clean Up New Zealand Week</b> – Coordinate activities and publicity around the district. Including an opportunity for Council staff to get involved.	13-19 September	C. Webster WES Possibly MTJ	✓	✓	✓	✓	✓	One Week.

	<b>Environmental Awards</b> – Aim to acknowledge the good work being carried out in various sectors of the local community that contribute to the overall well being of the environment and raise the general awareness of local environmental management issues.	November	C. Webster	✓	✓	✓	✓	✓	Judging days and presentation ceremony.
	<b>Enviroschools</b> - support and fund selected schools toward an Enviroschools award. Work with EE Advisor for ChCh College of Education. Awards to be given at Environmental Awards ceremony.	On-going	C Webster ChCh Coll of Ed				✓		On-going
	<b>Write Newline/publicity articles</b> as required. Attend monthly Information and Publicity Committee meetings. Publish Environews in May and October to raise public awareness about what environmental management projects the scientists, compliance and policy team are currently working on.	On-going	C. Webster DryCrust	✓	✓	✓	✓	✓	On-going
	Organise weekly <b>radio</b> slot 'Smart Living' with Katrina Smith (More FM). Talk about a variety of relevant local environmental issues.	Weekly 11:40 (Tuesdays)	C. Webster, A.James Guest speakers	✓	✓	✓	✓	✓	On-going
	Attend monthly <b>MIRMAK</b> meetings at Te Awhina Marae, and address additional matters as they arise. Attend Nelson and Golden Bay meetings as required.	On-going	Various staff					✓	On-going
	Publish and distribute ' <b>EcoBuzz</b> ' each term to keep teachers informed about what is happening in environmental education.	At the beginning of each term.	C. Webster				✓		On-going
	Assist in the publication of a variety of <b>brochures</b> as required, working with the relevant Council staff members and the DryCrust publicity team.	On-going	C. Webster DryCrust	✓	✓	✓			On-going
	Support the Waste Minimisation Officers, as necessary, to encourage <b>Zero Waste</b> , kerbside recycling education, and promoting/monitoring the Trash Trader website and in-house waste reduction initiatives.	On-going	E.Manhart W.E.S C. Webster	✓	✓	✓	✓	✓	On-going
	Update the <b>Biodiversity Contact list</b> and promote to key organisations. Involvement in TET and TNAEG.	Bi-annually	C. Webster L.Vaughan						Bi-annually
Pg 23 TRMP 34.2 Pg 33 10.3	Organise an education campaign for <b>air quality</b> , especially in the winter months when smog is a major concern in urban areas of the district; including providing incentives to encourage appropriate domestic burning and heating practices and improved insulation.	Autumn and Winter	C. Webster M-A.Baker	✓				✓	Annually

Pg 25-26, TRPS 5.3 Pg 30 TRPS 7.3	Create education campaign for <b>water use</b> , reuse, conservation and water quality, especially in summer when people are using water for recreation and intensely for domestic and commercial irrigation purposes. Include why there is a need for compliance to carry our water metering and impose water restrictions.	Spring and Summer	C. Webster T. James Compliance	✓	✓	✓	✓	✓	Annually
	Assist the Royal Society of New Zealand <b>Teacher Fellow</b> .	February – November	C. Webster				✓	✓	Annually
	Answer <b>public queries</b> , go and speak to schools, community groups and organisations as requested. Also carry out newspaper and radio interviews as required. Aim to be available to the public when they would like information on any aspect of environmental management.	On-going	C. Webster	✓	✓	✓	✓	✓	On-going
	<b>Internal education of staff and Councillors</b> on various issues and encouragement for all Council staff to see education as part of their role when dealing with the public.	On-going	C. Webster						On-going
	Support schools to carry out <b>water monitoring activities</b> and enhancement such as Waimaori.	As required	T.James A. Burton C. Webster DOC					✓	On-going
	<b>1 – 3 Year High Priority Projects</b>								
Pg 19 – 20 TRMP 33.1.0  Pg 33 TRPS 10.4	<b>Rural Wastewater/Water quality</b> – to build on existing work being done to protect local waterways from the effects of cows in riparian zones and wetlands. Attend Field Days and provide information on the rules esp. in Murchison and Golden Bay. Also promote or support industry codes of practice such as the code of practice for fertiliser use.		CW, CC, LV, TJ, AB, Iwi, Fed., Farmers, Fonterra,		✓				
Pg 22 TRMP 33.4  Pg 33 TRPS 10.4	<b>Domestic Wastewater Education</b> Programme – general maintenance and care of on-site waste disposal systems, basic self monitoring, advice and information on design, installation and management of on-site disposal systems for households. Promoting and facilitating the uptake of methods to avoid, remedy or mitigate adverse effects of on-site disposal of domestic wastewater for the local domestic wastewater disposal industry.		Compliance C. Webster Building Inspectors M-A. Baker N. Lewis	✓	✓	✓	✓	✓	
Pg 33 TRPS 10.3	<b>Fire/Outdoor Burning Rules</b> – workshops, speak to community groups, education about the rules and reasons behind them.		M-A. Baker C. Webster	✓	✓				

	Continue with project to update and write appropriate <b>TRMP Guides</b> .	1	C. Webster S. Trevena	✓	✓	✓	✓	✓	
20-21 TRMP 33.3	<b>Stormwater education</b> to restore and protect stream or coastal habitats; improve stormwater quality and promote/support industry codes of practice and individual management practices that avoid, remedy or mitigate adverse effects of stormwater discharges.		C. Webster Compliance Engineering	✓	✓	✓	✓	✓	
	<b>1-3 Year Priority Projects</b>								
	Involvement in the Sustainable Tourism Charter development for Nelson/Tasman region.		Tourism operators, Latitude Nelson						
Pg 36 -37 TRPS 13.9	Raising the profile and increasing the public's understanding of the <b>Council's role under the RMA</b> . Plans and consents and the ways in which the community can help to minimise environmental harm or damage, and detect or prevent likely breaches.	1-3	C. Webster NEC S. Trevena	✓	✓	✓	✓	✓	
2-3 TRMP 5.4.0	<b>Hazardous Substances</b> – promote practices that make less use of hazardous substances, promotion of public awareness about facilities for hazardous substances, promotion of awareness of fire risk in rural areas and retention of a defensible space around buildings.		J. Easton P. Milson C. Webster	✓	✓	✓	✓	✓	
Pg 20 TRMP 33.2.0	Promotion of contingency planning to avoid, remedy or mitigate adverse effects of emergency or accidental discharge.		J. Easton P. Milson			✓		✓	
Pg 9 TRMP 8.2.0	Promoting land management practices that do not adversely affect water bodies, their margins or the <b>coastal environment</b> . Prepare a design guide for building in the coastal environment; encourage planting of local indigenous species (and fire resistant species) on private land in coastal and riparian margins; inform the public about the adverse effects of vehicles on the foreshore and estuary margins; promote land use practices that do not generate the discharge of contaminants to water bodies and the coastal marine area.		L. Vaughan A. Burton G. Caradus N. Jackson C. Webster	✓	✓	✓	✓	✓	
Pg 16 TRMP 21.1.0	Support the initiatives of <b>other organisations</b> to protect natural and physical resource values that contribute to the natural character of the coastal marine environment.		N. Jackson DOC Fish and Game					✓	

Pg 16-17 TRMP 21.2.0	Educate and advise the public about the values and sensitivity of <b>estuarine environments</b> , in particular identifying activities that are likely to compromise those values.		C. Webster G. Caradus L. Vaughan B. Wilkes (Coast Care)	✓	✓	✓	✓	✓	
Pg 19 TRMP 24.1.0	Promote awareness of the effects of noise on fauna inhabiting the <b>coastal environment</b> ; and giving consideration to others when creating noise on the coast.		G. Caradus C. Webster	✓	✓	✓	✓	✓	
Pg 25 TRMP 35.1.0	<b>Discharge from boats</b> – liaise with resource user groups, provide information and advice concerning sustainable practice, including best practicable options, promote on-board treatment systems for boats.		G. Caradus MA. Baker N. Jackson C. Webster	✓	✓				
Pg 9-10 TRMP 9.1.0	Production of Council or industry-developed <b>landscape guidelines</b> to protect outstanding landscapes and features from possible adverse effects of land use.		Policy	✓	✓	✓			
Pg 11-12 TRMP 10.1.0	Education and advocacy for the protection of <b>heritage resources</b> , including their restoration, and including the protection of significant archaeological sites and sites of significance to Maori. Promote heritage trails, walks and tours. Prepare design guides articles on local heritage resources and the role of the Historic Places Act 1993, community awards for preservation activities or protection of sites.		R. Biss Heritage Sub- Committee C. Webster	✓	✓	✓	✓	✓	
	Where ever possible, support the <b>Pest Control Education</b> programme being carried out by the Council's Bio-security staff.	1-3	R. Vanzoelen C. Webster	✓	✓				
Pg 5 TRMP 6.12	Education about the damage <b>household pets</b> , especially cats can do to local fauna. (Targeting areas such as St Arnaud and Rotoroa that are surrounded by national park).	1-3	DOC R. Vanzoelen C. Webster	✓	✓			✓	

Pg 23 - 24 TRMP 34.2	Encourage and <b>promote energy efficiency</b> , clean production etc to adverse affects of <b>discharge to air</b> . Continue public awareness programme issues relating to wood fires and other minor discharges to air; liaise with rural fire authorities to ensure all holders of permits to burn are also given the Councils Good Practice Guide.		MA. Baker C. Webster	✓	✓	✓	✓	✓	
Pg 33 TRPS 10.3	Use incentives to encourage appropriate domestic burning and heating practices.								
Pg 24 TRMP 34.3.0	<b>Pesticides:</b> Promote and support land management practises that avoid adverse effects caused by discharge of pesticides.		J Easton C.Webster		✓				
Pg 35-36 TRPS 11.7	Advocate and promote methods of incorporating <b>energy efficient</b> materials, technologies, designs and locations into built developments and liaise with organisations and parties having energy management interests (including renovations). Energy efficiency in lighting, insulation, heating and ventilation, passive solar design, appliances.		C. Webster	✓	✓	✓	✓	✓	