

"Deep Ecology recognises that
nothing short of a **COPY**
Total Revolution in Consciousness
will be of lasting use in
preserving the life-support
systems of our planet."

.... from Norwegian Professor, Arne Naess, deep ecologist.

Only deeply-revised education can achieve the now-essential
revolution in consciousness.

"Absence of communication / information
about the urgency of the planet's
interconnected ecological crises is what
isn't happening. The essential message
for our survival is simply not getting
through to most human beings."

USA's Professor David W. Orr, in his published book,
"The Last Refuge." 2004.

Only deeply-revised education can ensure the messages for our
survival get delivered to all human beings.

Feedback and Advice on The NZ Curriculum Draft for Consultation, 2006.
(from Jim Chapple, 260 Willoughby Road, RD 1, Katikati 3063,)

My background: I have a degree in English Literature and Sociology and a Diploma in Education.

I have enjoyed employment within the formal education systems of Aotearoa NZ, at all levels from early childhood through to tertiary, extending over 40 years.

In more recent times I have undertaken a voluntary remedial reading role with secondary school students at local Katikati College over a 3 year period.

I actively participated in the Peace Movement and we achieved NZ's nuclear-free status in the 1980's.

I edited and compiled "Extending Peaceful Relationships" for secondary level usage in the late 1980's.

I was a member of the implementation/ co-ordinating Committee set up by the Ministry for the Environment in the later 1990's to ensure that Environmental Education(EE) was delivered to all learners.

I am a founding member of the NZ Association for EE. I am also a founding member of REEF, the Bay of Plenty's Regional EE Forum, set up by the Regional Council to deliver the Enviro-schools initiative in our region.

I co-operated with the Parliamentary Commissioner for the Environment in the production of "See Change, Learning and Education for Sustainability," (2004)

Within the Green Party, my role is that of national co-ordinator on Education for a Sustainable Future, (ESF)

My on-going advanced-level studies encompass global actions over many years that have as their objective the ensuring of a safe, truly sustainable future for coming generations, everywhere.

In May, 2007, I hope to enjoy my 80th birthday.

2.

The issue of the NZ Curriculum Draft is one of such importance that, the moment I became aware of its creation, I requested a copy, which arrived without delay, thankfully. Also, a copy of the Technology aspect was provided a short time later.

It is imperative that I also ensure a "bigger picture" perspective is provided. It is essential that such wisdom for the future exists throughout the final document from the Ministry of Education.

This dimension-extending, essential element follows.

THE BIGGER PICTURE: WHAT REALLY MATTERS ?

What is the single, most crucial, urgent issue of importance in our New Zealand society right now ? The answer to that has been placed before us by many eminent, indisputable sources, both here at home and from overseas.

We, almost every individual, are continuing in our daily lives, at our work, in our homes, a range of habits and consuming behaviours which are propelling us, and the ecological elements on which we, and the natural world depend, toward tipping points.

Those, if we carry on with business and our lives as usual, will be points of no return, beyond any human efforts to fix or control. Nature will take over, and the existence-threatening stage will be one which humans cannot influence.

That is why I put the big question: WHAT REALLY MATTERS ?

Evidence abounds which shows that growth, in all the aspects being relentlessly pursued by money, banking, investment, industry and profit-driven interests, with the assistance and compliance of governments, is causing almost every ecology-related, future-threatening problem.

The solution or remedial action we urgently need is SANE, WISE, LIMITS, based on realities which current education is failing to incorporate swiftly and transformatively. We must regain intelligent control over many activities which are damaging and destroying the ecological components on which our lives, and all other life, is totally dependent.

3.

If we allow present eco-system damage to continue and increase due to the “growth and development, science and technology will solve all problems” reigning mind-set, our children’s future is endangered. The evidence for this is growing with every week that passes.

We have only to consider evidence such as ex US deputy-president Al Gore’s momentous recent documentary film, “An Inconvenient Truth,” (regarding climate change), or, for instance, the facts about human population explosion, or forest destruction, to realise how close we are to crises which will be beyond our ability to evade. (Also, very recently, Sir Nicholas Stern’s report on the global economic consequences, publicised late last month.)

Example? When I was 3 years old, world population was 2 billion. When the 21st Century began it was over 6 billion, and it’s projected to reach 9 billion by 2025. Already, somewhere on the planet, a child is dying, of starvation, every 3 seconds. Wars are being fought, right now, to grab resources for a few, and deny them to the many.

At the moment, SANE, WISE, LIMITS, as a genuinely-intelligent, factually-informed new direction for the times that lie ahead of us all, is not operating. It is immediately derided by the powers-that-be. This is not just shameful, it’s ultimate irresponsibility.

What, then, is the key to the urgent changes, essential for a safe, healthy, truly sustainable future ? What can change current, endemic human behaviour, a shift which MUST HAPPEN before it is TOO LATE ? Only different education can do it.

The answer to that is the process which can alter our present Nature-damaging behaviours, a change-empowering process at all levels of our society, of EDUCATION regarding the natural world, forests, soils, oceans, water, other creatures, upon which every being’s life depends.

The term now in growing usage is EDUCATION for SUSTAINABILITY, (EFS.) DEEP ECOLOGY or EFS, its awareness, its information and its understandings which can, and do, lead to action for the now-essential changes, must now be added to the 8 Learning Areas listed in the Contents on page 5 in the Curriculum Draft. AND, it must be delivered, as was stated crystal-clearly in Labour’s October 1999 Policy On the Environment (page 8)

Yes, I have read the detail of the stocktake, and mention of the environment does occur at several places, but its importance and centrality does not measure up to the need and urgency.

I will list here only a few of the trail of official documents which make the urgency clear. Others exist, both offshore and at home. Here are 6 publications which have made the need clear for us all, over a number of years.

4.

- (1) The OECD's "Environmental Learning for the 21st Century," (1995)**
- (2) 1995's "Environment 2010 Strategy," Ministry for the Environment, (MFE).**
- (3) 1998. "A National Strategy for EE". (MFE)**
- (4) Late 1999. "EE in NZ Schools." Ministry of Education.**
- (5) 2002. "Creating Our Future." Parliamentary Commission for the Env't. (PCE)**
- (6) 2004. "See Change, Learning and Education for Sustainability" PCE.**

Right now, as we address this urgent need, we are into the International United Nations Decade of Education for Sustainable Development, 2005-2014. The record so far on this momentous, now-essential effort, here in Aotearoa, NZ, is a dismal disgrace. One part-time co-ordinator, a committee of volunteers, and virtually no delivery, out there where it really matters.

I have been involved personally in these concerns for over half of my life, which is why I am making this present effort to get an urgent need met in our precious country before it is TOO LATE.

Back in October 1999, the incoming Labour government released its policy document, "Labour On The Environment." In its EE section it states: "Labour will ensure that EE is integrated into all areas of the school curriculum." and, "will promote the integration of EE into all further education and training programmes." The OECD document, mentioned above, has this to tell us: "The training of teachers in EE is the weakest point in all countries. Often initial training is non-existent and in-service is too costly." (that truth comes from analysis of EE in 12 EU countries over a period of 8 years.)

I am well aware of NZAEE, of Enviro-Schools, of the Christchurch College of Education's efforts re EE, of Forest and Bird's work and many other efforts to achieve what is now essential: a prime place in our learning systems, at all levels for EFS or EE.

The truth is, that despite the trail of published state documents over the last 11 years, and the Labour Party's clear policy promise to deliver EE, the extent of implementation simply fails to meet the urgency of the situation, which only deeply re-organised education will accomplish.

Here are several crucial related matters for positive change.

- (1) The UN Decade of ESD (see above) must have its efforts in our country transformed, so that its goals are achieved.**
- (2) The Teachers Colleges of Aotearoa NZ must deliver the pre-service and in-service preparation of all education staff so that EFS is delivered by teachers to every learner.**
- (3) The Secretary of Education, in a foreword to "EE in NZ Schools" (late 1999) states, "The extent to which EE is incorporated within the curriculum will continue to be determined by the Board of Trustees of each school."**

5.

Our Minister of Education and his Ministry must now alter that deplorable, “please yourselves” attitude, and deliver on the Labour Party’s very clear commitment stated above.

- (4) Unless the Curriculum Stocktake process ensures that EE/EFS is given at least equal position of inclusion and promotion to the 8 other Learning Areas (Contents, page 5.) then it cannot be claimed to have taken the urgent ACTION which is essential if NZ really is to have a truly sustainable future. Why are we not setting an example to the rest of the world in this respect ?**
- (5) So, please make certain that the trail of documents, which all claim to be ensuring that EFS gets delivered, is honoured in practice. That has not happened in the past, it reads well, it sounds well, and it makes ministries look good, BUT, out there where it matters, where only education will make the needed differences, it is NOT BEING ACHIEVED.**
- (6) The words “will ensure” and “integrated into all areas of the school curriculum,” and “will promote the integration of EE into all further education and training programmes” now must be honoured. Unless the Ministry of Education makes that happen, publicly-stated present government policy commitments are merely PR lies. “Will” and “all” imply, beyond question, ACTION where it matters, and delivery EVERYWHERE.**

I am very well aware of where opposition to the essential changes originates. Please remember, if irreversible harm descends, it will impinge on EVERYONE, it will be only WHEN, not just IF you are poor or unimportant. It will also descend upon the sectors at the industrial, financial, corporate and economic-growth-no-matter-what-obsessed, so-called “top.” (See Sir Nicholas Stern’s enlightenment, mentioned earlier.)

I hope and trust that you who are working toward a revised curriculum for our country are genuinely listening and incorporating input that comes from verifiable sources. Otherwise, it will be nothing more than a specious claim of, “Oh well, we consulted widely on this important educational matter.”

The challenge is clearly stated on page 29 of the draft; “The challenge for teachers is to design learning experiences that will take students on from where they are.” The future well-being of our country and its beings is totally dependent on how that “ON” is defined. At the moment, the “ON” is simply more, more, more of the entrenched same-ness, when the essentials lie in completely new and different content and competencies. This is a challenge for Min. of Ed. too.

To conclude, two aspects of my efforts to ensure the final Curriculum addresses a future, one where survival challenges are demonstrably unquestionable, are:

- ONE. A document enclosed, “A 21st Century Paradigm for Education, The Bigger Picture.”**
- TWO. A document enclosed, “The OECD’s New EE Paradigm,” a selection of relevant statements from their 1995 publication arising from European EE enlightenment.**

I ask that you genuinely accept needed changes that only EE/ESF will effectively address, and that the completed Curriculum exemplifies compliance with published policy promises. Unless that happens, continuation of many people-endangering directions won’t be tackled. Arohanui, Jim Chapple.

A 21st Century Paradigm for Education:
The Bigger Picture.

The goal of present education is little more than to equip the young for the new information/ technology/consumerism economy, dominated by advertising designed to disseminate eternal dissatisfaction.

This whittled-down version of education is of course convenient to those whose interests are well-served by a docile, but technically competent consumer-driven public, otherwise unable to think critically or act as democratic citizens.

We cannot, however, let matters rest where they are. The world is coming apart at the seams. Only those caught in deep denial can ignore the mountain of scientific data about destructive consequences of human activities upon the Earth.

People who choose not to see are ignoring the human tragedies unfolding before our eyes, evident in poverty, malnutrition, deaths from preventable disease, poor health and violence of many kinds.

Then there is the alarming list of environmental and eco-system crises which are not being addressed, but are worsening rapidly around the planet, and here in our own little country. (See the April 2006 Listener 8-page article, "Condition Critical.")

The disorder we see all around us (only if/when we look honestly) reflects a prior disorder grounded in the minority-imposed domination of capitalism, and the all-growth-is-good, more-growth-is-better mantra that is being inflicted on our only planet.

The current paradigm must be replaced with one that places us in the web of life as citizens of a global biotic community. We must make the deep change of seeing ourselves as deeply implicated in, and dependent upon the natural world, not simply as isolated, self-maximising, consumerism-driven individuals.

This struggle will be won or lost in the schools, colleges, and universities around the world. Most education is reinforcing and continuing practices and pathologies that cannot and must not be continued into our future.

The upshot of this is that we must take education back from those who are intentionally keeping it centralised, standardised, technologised consumerised and industrialised.

Authentic education engages, educes (brings out), encourages and enthuses. Instead of assessment-dominated rote learning, real education encourages spontaneity, insights, truth-telling and reflection. Its aim must now be to empower whole persons who are capable of thinking critically and living with compassion, energy and high ethical purpose, but especially a deepened understanding of how dependent human life is upon all aspects of Nature.

2.

The stakes have never been higher. Theologian Thomas Berry described the need as, "The Great Work, of re-making human presence on the Earth---how we ensure the provision of ourselves, and all peoples, with food, energy, materials, water, clean air, livelihoods, health, different education, safety and shelter."

Here is the challenge for Education, outlined by Professor David Orr of the Environment Studies Programme, Oberlin College, Ohio, USA.

"We need future generations equipped to respond with energy, moral stamina, enthusiasm and ecological competence. This requires a new understanding, a new social structure for ourselves, our children, and our place in Nature and in time."

The Union of Concerned Scientists, 1670 of them, in 1993 released the "Warning to Humanity." 104 of those who signed it were holders of the Nobel Prize for Science. This is what they told us:

"The overwhelming fact of our time is that we are in serious jeopardy of terribly mutilating the Earth and causing vast human misery in the process." How come that unquestionable warning is still being ignored ?

If present human directions continue to be ruled and dictated on behalf of global capitalism and the mega-corporate, transnational, we're-in-control sectors, the human species is dog-tucker. It's only when, not if.

That's the basis which confirms beyond question the imperative need to deliver *Education For A Truly Sustainable Future*, (ESF) to all levels throughout our schools, universities and communities.

We must create the commitment and incentive capable of making ESF happen in our wonder-full, supposedly sane, claimed to be clean and green little country.

(paper presented to a Winter Heart Politics Gathering, held at the Tauhara centre, Taupo, by Jim Chapple.)

"The OECD's New EE Paradigm," (1995)

(compiled after 8 years of ESF (Education For a Sustainable Future) practice in 18 OECD countries.)

Professional development was identified as the critical factor for the successful delivery of EE to learners.

It reported that: "The weakest point in all countries is shown to be the training of teachers in EE. Often initial training is non-existent and in-service is too costly."

It continues: "Institutions, universities and policy-makers do not seem to be initiating environmental policies or activities."

It adds: "In order for a new 'EE paradigm' to develop, there is the need for the creation of a fresh knowledge base that can master the complexity of the interdisciplinary nature of environmental issues. For this to occur there needs to be a significant investment on the part of universities, both in research and in the professional development of teachers. Governments need to invest funds to stimulate these activities at higher education levels as well as in other institutions."

Further: "A serious deficiency in EE everywhere is the lack of integration of economics, politics, sociology and other social sciences in understanding environmental issues."

More: "Part of the problem resides with higher education. In fact the role of the university in defining what knowledge consists of in modern societies is so central, that EE is seriously impeded until the universities regard environmental science as a serious topic."

"In almost all countries, the pre-service education of teachers is recognised as inadequate. This was a theme across all countries. In short, the traditional disciplinary structure and pedagogical practices of higher education serve as impediments to EE."

And : "It is important that higher education institutions consider the development of a systematic policy for lifelong EE that includes pre-service and in-service training. Developing EE from the periphery to the centre of education policy and practice will require the involvement of institutions of higher education."



MINISTRY OF EDUCATION
Te Tāhuhu o te Mātauranga

BIG SUB
Duplicate

With our compliments.

Hilary Low
NZ Curriculum
Project.

Thank you Hilary
Here is some
further feedback.
I hope you are able
to make Ministry officials
listen!

Archana Tim Chapple



A Further Contribution to the Curriculum Consultation Draft.

This is a compilation of wisdom and informed insight from a range of academics, eminent scholars and other sources over a period of several decades.

I am calling it:

The Trail of Truth.

(regarding ESF, Education for a Sustainable Future.)

"Learning to live more lightly on the Earth is the most important educational mission of our times."

*Professor Steve van Matre, Institute for Environmental Education, USA,
in his annual report, 1999.*

**Article 107 in the Constitution of Venezuela, released in 2000,
states: "Environmental Education is obligatory."**

In the 1930's British philosopher H.G. Wells expressed this wisdom:

***"Human history becomes more and more a race between
catastrophe and education."***

**"The future is not some place we are going to. It is the one we are creating.
The paths to it are not found, but made, and the making of those pathways
changes both the maker and the destination."**

From a UNESCO study on, "The Qualities Required of Education," 1989.

**"Our physical survival is hanging in the balance because of the
dislocation from Nature which is posing growing problems."**

From The Ecologist, July/August, 2005.

**"Probably the most important task facing schools in modern world society is to
elicit from all those members a strong commitment to global, social and
environmental change beneficial to the whole of humanity."**

*From Rodrigo Medellín, director of the Centre of Education Studies,
Mexico City, 1976.*

**"How do we change educational institutions that have a strong tendency toward
rejection of new ideas and integrative purposes ?**

*from Professor J. Lyle, of California Polytechnic, in "Regenerative Design for
Sustainable Development," 1994.*

"All learners need to be helped to see the world through different eyes. This means that their education experiences and understanding will enable them to be aware of themselves and the natural world in ways that the present entrenched systems make virtually impossible." **from Professor David W. Orr, of Oberlin College, USA.**

Here are three findings published after the UN Conference on Education held at Thessaloniki, in Greece, in 1997. NZ failed to be represented.

** "Moving toward the goal of sustainability requires some fundamental changes in human attitudes and behaviour. Progress in this direction is critically dependent on education and public awareness."*

** "It is widely agreed that education is the most effective means that society possesses for confronting the challenges of the future. Indeed, education will shape the world of tomorrow."*

** "The period of profound change in which we are living needs to be taken into account by educational systems which were, for the most part, designed to serve society which is fast becoming history."*

"Teaching ecological knowledge, or facilitating it to happen, is the most important role of education in the 21st Century."
scientist Fritjof Capra, writing in Resurgence magazine, Sept/Oct, 2004.

"The challenges of 21st Century education are in the creation of educational directions that set the needs of the planet as the central concern for education at all levels."

**Edmond O'Sullivan, of Ontario Institute for Education, in his study,
"Transformative Learning," 2004.**

"One of the aims of education must be to provide young people with the means of changing the society in which they live."

Robert Bisailon, President of the Quebec Education Board.

"The major problems of the world are the result of the difference between how Nature works and the way people think."

Anthropology Professor Gregory Bateson.

"Our most urgent task is unquestionably to re-model society, to bring about a paradigm shift. To achieve that re-modelling it is essential to influence the hearts and minds the young. How is that to be achieved ? Through a process---it's education."

**Maude Barlow and Heather-Jane Robertson of Canada,
in, "The Case Against the Global Economy," 1996.**

"Education is the most vital of all resources. Since Western civilisation is in a state of permanent crises, it is not too far-fetched to suggest that there may be something wrong with its education."

Fritz Schumacher, in his famous book, "Small Is Beautiful," 1974.

3.

"A crucial issue for the 21st Century is : will /can a majority of people worldwide, who are being ill-served by the status quo, educate and organise themselves to make urgently-needed changes, on which a truly sustainable future is totally dependent ?"
from the Public Citizens Foundation, Washington D.C., USA, 1999.

"Education which does not address the environmental issues of our time is no education at all."

from Satish Kumar, director of Schumacher College, U.K.

"Education has been warped from its original purposes to the point where it now prepares young people for jobs and a consumer life in the destructive industrial society."

Introduction to; "Deep Ecology for the 21st Century," 1995

"The problem is a challenge to establish educational institutions at all levels. We need schools, colleges and universities motivated by the vision of a higher order of beauty than that which is evident in the industrial world and the future it is racing us toward.

Our educational institutions must enable the expanding of our ecological imagination and create the practical and intellectual competence in the rising generation that turns merely wishful thinking into hopefulness and practical action."

Professor David W. Orr, in "The Nature of Design."

"One result of present education is that students graduate without knowing how to think in whole systems, how to find connections, how to ask big questions, and how to separate the trivial from the important. Now, more than ever therefore, we need people who think broadly and understand systems, connections, patterns and root causes."

Professor Orr, again.

An educational policy change was announced for New Zealand in June 2003. Here is what it said:

"We're going to ensure every pupil / student gets offered a second language by 2013."

Surely, ESF/EE has to be our "first language ?" The language and understandings of ESF/EE are our only protections for a genuinely sustainable future.

"It has been said by a number of prominent, well-informed people that the world for which present education is preparing our coming generations, no longer exists."

UK academic Stephen Sterling, in "Sustainable Education," 2001.

"We must take education back from those who intend it to be centralised, homogenised, standardised, technologised and industrialised. This is a struggle we must win."

Professor Orr, once more.

"In the last 15-20 years education has been re-structured and re-packaged to conform to the philosophy and perceived needs of the market, and managerial influence is now obvious in most Westernised education systems around the world."

more from Stephen Sterling.

In April, 2006 an 8-page article by Bruce Ansley was in the NZ "Listener." In it he identified Ten Hot Spots for our country under the title "Condition Critical." Here is a closing worry:

**"Lack of information is New Zealand's biggest problem.
We do not know how bad things are."**

Surely, the only "solution" to missing knowledge, or information lack, lies in totally re-organised education ?

(copy of Ansley's article is enclosed.)

"Today, modern education is training children around the world for the corporatised global economy."

Helena Norbert-Hodge in "Shifting Directions—The Case Against the Global Economy," 1996.

"We have lived by the assumption that what was good for us was good for the world. We have been wrong. We must change our lives, so that what is good for the world will be good for us. We must learn to yield to its limits. We must abandon arrogance and stand in awe, for it is only on the condition of humility and reverence toward the world that our species will be able to remain in it."

Wendell Berry, from his "Recollected Essays," quoted by Paul Hawken, Nobel Prize winning economist, and Amory and Hunter Lovins of the Whole Earth Institute, USA, in "Natural Capitalism."

"Schools are the advertising agency that are trying to sell you the idea that you need the world the way it is."

Professor of Communications, San Diego University, USA, Herbert Schiller.

"We face an appallingly difficult period of essential change as we move toward a truly sustainable society/culture. This will require the most massive youth and adult education programme ever imagined."

Sir Jonathan Porritt, Friends of the Earth, U.K.

"The most important questions and problems of our time are not in the curricula, not even in the hot-shot universities, let alone the schools."

John Holt, academic educator, in "School Is Bad For Children," 1969.

"We can make self-knowledge and eco-system knowledge the most important part of the school and learning curriculum, for that is where all reason starts. If we do not **REALISE** that, all other knowledge is bankrupt stock." (my emphasis.)

Ralph Steadman, UK writer and artist, in "Save the Earth," 1991.

Here are three more extracts from the United Nations Thessaloniki Conference on Education, 1997.

"The potential of education to successfully address our problems is enormous. This is why it is both sad and ridiculous that much of the education on offer falls far short of what is required if we are to have a truly sustainable future. The question is : How long can we wait to make the changes in education we now need, regardless of how broad or how deep the required changes need to be ?"

" Re-orienting education to sustainable eco-system usage will, in short, require important, even dramatic changes in nearly all areas."

" Education is humanity's best hope and most effective means in the quest to achieve genuinely sustainable development."

"New Zealanders don't know enough about the environment and won't know about it until that knowledge grows."

Former Minister for the Environment, here in NZ, Simon Upton.

(my comment here: Are EE and ESF not the urgent means to ensuring such essential change happens ?)

5.

"Our present ideas of education are absurdly narrow and primitive for the kind of tasks people face. Education now is little more than training for the industrial, consumer army."

Charles Reich, of the Yale Law School, USA, in "The Greening of America," 1971.

"Schools are used as filters to identify and train the future holders of power. As for the rest, it is obvious that if they used ALL their minds and talents, they would be even harder to subjugate and exploit than they are at the moment.. So, schools are places that ensure such a thing never happens. And even the teachers don't seem to know what's going on."

Judy Gahagan, in *"The Great Education Hoax,"* 1988.

"We must create institutions that are capable of combating the introduction of market logic into higher education"

French academic, Jacques Attali, in "UN Courier," 1998.

"In 1999, NZ's Education Review Office reported to the country that, "10% of NZ schools are not providing education of sufficient quality. Some had a long history of poor performance and despite government assistance had shown no substantial improvement."

"Teacher education is the fundamental and primary pre-requisite for the introduction of peace education and eco-education into the schools of the world. It must now have a central position in all education. Eco-education has to address abuse of the environment. Our survival as a species depends on just that."

Betty Reardon, Director of Peace Education at Columbia University Teachers' College, New York State, USA, 1999.

In 1987, the United Nations completed "Our Common Future," chaired by Gro Harlem Brundtland, PM of Norway. 21 nations provided other members. Here is relevant wisdom from that report:

"The changes in attitudes, in social values, and in aspirations that our Report urges, will depend on vast campaigns of education, debate and public participation. Those elements are essential because the furthering of common understanding and common spirit of responsibility are so clearly needed in a divided world."

Stephen Sterling, already quoted, completed his study, "Sustainable Education, Re-Visioning Learning and Change," in 2001. Here are his wisdoms:

*"The overall essential paradigm remains unchanged. Within this paradigm most mainstream education **sustains unsustainability.**" (his emphasis)*

In 2005, a momentous UN study, which took four years, and the effort of 1360 of the world's top scientists from 95 countries, was released. Its title ? The Millennium Eco-System Assessment. It was co-chaired by Dr Robert Watson, chief scientist with the World Bank. From it comes this:

"Humans are damaging the planet at an unprecedented rate, and risking abrupt collapses of Nature that are likely to prove irreversible."

6.

Next. From the USA's "Time" magazine in January 1989 came this :

"Let there be no illusions, taking effective action to halt the massive injury to the earth's environment will require a mobilisation of political will, international co-operation and sacrifice unknown except in warfare. Yet humanity is in a war right now, and it is not too draconian to call it a war for survival."

It was Lester Brown, of the Worldwatch Institute in the USA who told us:

"The most important reality faced by humankind is, 'How do we transform an unsustainable society into one that is sustainable ?"

In 1995 the OECD published a study, "Environmental Learning for the 21st Century." It was the analysis of an effort undertaken by 18 EU nations over an 8-year period. Here are its three concluding challenges :

"The challenge for educators, policy-makers and practitioners is to move EE from a peripheral phenomenon to a mainstream activity in education.

The challenge is to provide teachers both in pre-service and in-service training with the necessary skills and competences to teach and develop EE at the school level.

The challenge is of finding a place in the core curriculum for EE. If Governments at the highest level seriously consider sustainable development as the key issue for the 21st Century, then education policy-making should reflect this in determining what core curriculum is about and the place for environment therein."

In spite of the above collation of wisdom and sane analysis, the Draft does not give ESF/EE the priority it must now have, a central position in all education, for all learners, at all levels, including the adult population.

It is crucial to ensure the equipping of all teachers with the awareness, information and understanding essential so that they can, and do, take action that delivers what is now imperative for safe, healthy, high-quality human life for everyone, action that genuinely safeguards our society's future.

Unless four requirements are met, BAU will continue and the tipping points will close in on everyone even faster. Here are the four:

- (1) Unless school principals and their Boards of Trustees are positively engaged, and put the need into practice, EE/ESF won't get delivered.
- (2) Our Ministry of Education must make sure EE/ESF does get delivered, so that the Curriculum Consultation process is not merely farcical.
- (3) The UN Decade of ESD (2005-2014) must now be concretely made to happen, nation-wide. So far, delivery is dismal.
- (4) Ensure that feedback provided from sources that are unquestionably credible does make a big difference to the final Curriculum before it is published.

From Jim Chapple, national co-ordinator with the Green Party for ESF/EE.

NZ

LISTENER 1

April 15th 2006

April 15-21 2006

NZ'S DIRTY SECRETS

**THE 10 WORST
ECO-CRIMES & HOW
THEY ENDANGER
ALL OF US.**

THE HOT SPOTS

**From Auckland's
toxic child-care
sites to Alexandra's
polluted air**



CONDITION CRITICAL

When our leading environmental groups listed their top 10 danger zones and concerns, the results showed a remarkable unanimity with an urgent theme: "Must improve."

Flooding at Murphy's Motorcamp,
Matata, May 2005.

Deep in the canyons of Queen St, Auckland, the air is going bad. It is being poisoned by traffic. It is making people sick. But a government usually keen to intervene in everything from cleaning up the streets to smoking in cafés this time seems content to be the odd one out among developed nations. Ask what is going to be done to fix Auckland's air and the answer is, virtually nothing.

Auckland Regional Council pollution monitoring has now found nitrogen dioxide overload in Queen St for up to 13 days a month. Khyber Pass Rd is as bad – worse, because it runs past Auckland Grammar and St Peters College, and the effects of air pollution on children are only now being understood.

"The big move internationally over the last five years," says the ARC's principal air adviser Kevin Mahon, "has shown one of the huge areas of concern to be not so much the sick and the elderly, but young people growing lungs which may well be impaired during their lifetime if they're exposed to a lot of pollutants as they grow up in polluted city areas."

The Auckland region has one of the highest asthma rates in the world, but other people not previously known to be at risk have now been found to be endangered, too: "Diabetics are particularly sensitive. And it doesn't just affect people with lung conditions. It can be related to heart disease; bring on the early onset of angina."

Morning peak traffic is the worst, and it's not only people in Queen St or Khyber Pass Rd who are affected. The suburbs aren't safe, either. Air pollution has run into the red in Henderson, Pakuranga, North Shore, the top of Sandringham.

Unlike Christchurch, where winter smog from home-heating fires can smother the city, Auckland's pollution is sneaky. Pollution is high for 30-50 days a year, but much of it is invisible. Home heating can tip the scales in Auckland's winter, and the ARC is investigating the same kind of bans and restrictions common in the south. But traffic makes pollution a year-round problem for Aucklanders, and that is bad: studies have shown that a high annual average pollution is 10 times worse for your health than living with short, day-long bursts of it. Ministry of Transport research showed that air pollution caused at least 486 premature deaths in Auckland, 58 percent or 253 of them attributed to traffic emissions. And Auckland, says Mahon, has 140,000 domestic fires, 750,000 vehicles, "and with more than one million people exposed, you're going to have a constant problem".

Two problems, in fact.

Ten percent of vehicles produce 50 percent of the pollution. The ARC wants those vehicles screened out, repaired, maintained. And it wants second-hand and even new-car imports restricted to eliminate "dirty" vehicles. Mahon says the ARC has for years been lobbying the government for action on both.

But the government says it does not want to unduly penalise motorists. Judith Tizard, Associate Transport Minister and Minister for Auckland, says it investigated a screening programme last year, but flagged it because it was unreliable, ineffective and costly to motorists (who had to pay at least \$4-10 a test). But the government would continue with a proposed smoke test for warrants of fitness. As for imports, the government is investigating. Tizard says that she expects a report by September. For the last word, she quoted an ARC report which found that imported vehicles were cleaner than New Zealand-new ones.

Mahon remains unsatisfied. Most western countries already deal with both issues, he says, but here "you're looking 20-30 years behind in trying to deal with pollution from motor vehicles".

Fresh air. Clean water. Fertile land a little bloodied, certainly, but unbowed. Can we say that now?

The *Listener* found one clear answer: no.

We asked the nation's leading environmental groups and agencies to list their 10 top environmental concerns. The results showed a remarkable unanimity. They also produced a report card with one common theme: "Must improve."

The groups were Forest and Bird, Greenpeace, Fish and Game, and umbrella ecogroup Environment and Conservation Organisations (ECO). The Parliamentary Commissioner for the Environment, Morgan Williams, listed his most pressing worries. We added them to Vote Environment, a wish list compiled by several national environment groups before last year's election and mixed in the towering "State of the Environment" report, a full-scale environmental assessment of the nation by the Ministry for the Environment in 1997.

Internationally, the talk is of "tipping points", a mark at which the environment abandons gradual decline and goes over the edge into disaster. Prevailing thought here is that New Zealand may still be spared the worst of that. But environmentalists surveyed all agreed on the nation's danger zones. The order of importance varies, and some have concerns all their own, but the pattern is clear: we're rapidly approaching the abyss.

CARS

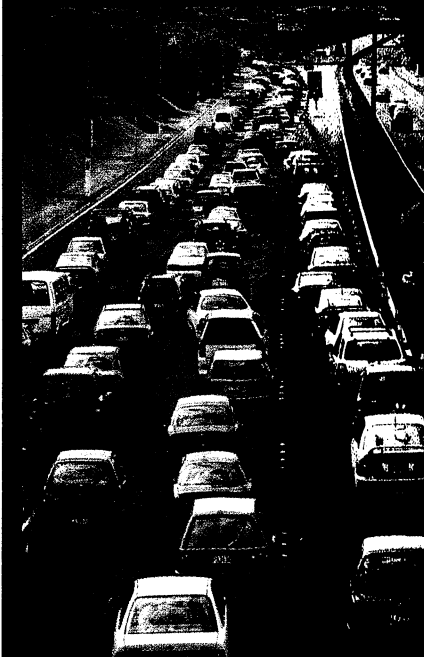
GRIDLOCK? AUCKLANDERS DON'T

know the half of it yet. New Zealanders now own an astonishing 550 cars per 1000 people. According to forecasts by Mark Walkington, a senior analyst with the Ministry of Economic Development, we're trending towards 700 cars for every 1000 people over the next three decades. Incredible? "America is talking about 776 cars per thousand," says Walkington. "They're the highest in the world, but we're not far behind. New Zealand and Australia are following an American lifestyle." Walkington believes that car numbers here are, proportionately, pulling ahead of Australia's. "Growth in cars over the last three years has been much more than Australia's. And 70 percent of Australians live in major cities with good public transport."

Transport uses 86 percent of the oil we consume, and most of that goes into the cars we drive. We're driving more of those cars, especially diesel 4WDs, all the time. Nothing, not the rising price of fuel or even old age will stop us: "The ageing population is going to kick in somewhere," says Walkington, "but it will probably affect the number of kilometres each car travels rather than the numbers of cars themselves."

Already Toyota and the Motor Industry Association reports a big shift towards small cars.

In a car-crazy country, Aucklanders are rabid. Some 22,000 households in Auckland have more cars than they have people.



HERALD ON SUNDAY

absolutely correct
the precipice
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OCEANS

IN THE SAGA OF OVERFISHING, THE orange roughy swims sharply into focus. Seen as the bright new hope for the industry when it was first caught in New Zealand waters in 1979, the orange roughy fishery here grew into the world's biggest. The Chatham Rise to the east of the South Island is the biggest and longest-lived orange roughy fishery in the world. Catches peaked in 1989, but since then have shrunk to a quarter of that. Is it sustainable? The fishing industry says yes, despite conceding that it has been overfished. It doesn't believe stocks are as low as some estimate. Scientists such as NIWA's Malcolm Clark in turn concede that they need to know more. But seven of the nine orange roughy fisheries around New Zealand have steadily declined and there are doubts about whether the remaining two are actually rebuilding. Will they ever recover? "We simply don't know," says Clark.

Meanwhile, conservationists such as Cath Wallace and Barry Weeber worry that the quota system here leads to "mining" fish stocks, that trawl gear is ploughing up and thus damaging the ocean floor, that the industry voice captures fish management and overpowers that of environmentalists. Says Wallace, "We keep telling ourselves our fisheries management is successful while letting stocks fall to rock-bottom and allowing huge damage to the ocean floor."

Orange roughy

ENERGY

WHEN PROJECT AQUA ON THE WAITAKI RIVER WAS PUT ON THE BACK-BURNER, we just had to take stock. The bar was lifted on new hydro schemes: TrustPower is facing fierce opposition over its plan to run Marlborough's Wairau River through canals and power stations. We have run out of big rivers to dam: attention is now focusing on smaller rivers, smaller schemes. Environmentalists are gearing up for a series of skirmishes all over the country; for example, at Central Otago's sparkling Nevis River. The river could produce 45MW of energy. Environmentalists loathe it already. "Central Otago has been plundered over the years," says Fish and Game's Otago manager Niall Watson. "This is the last of the Mohicans in terms of rivers here. It deserves to be left alone."

"We've got no dozers sitting on it," protests Peter Mulyihull, Pioneer Generation's asset manager. "We have no consents yet." But Pioneer is definitely interested: the company has bought two pastoral leases in the Nevis Valley.

Hydro energy captures the two magic words: clean and renewable. Is there a clean, renewable alternative? Yes, chant environmentalists: wind. But when Meridian Energy won consent to build 70 wind turbines near Makara in Wellington locals were in despair about noise and construction damage. They are now appealing the decision. Wind-farm proposals are springing up nationwide, however, with the latest in Central Otago and Waikato.



THE TOP 10

1 CAN YOU SEE FOREVER?

Only sometimes. Late last year the government identified 42 areas (called "airsheds") where the air is too polluted to meet new air-quality standards. Many of them are startling, such as in country areas previously regarded as away from it all. For example, Kaitia, Kerikeri, Dargaville, Kapiti Coast, Wairarapa, Blenheim, three areas in Nelson, Geraldine and Waimate. Auckland has a chronic pollution problem, but for a different reason. Although many other areas pollute their air through home heating, Auckland's trouble is traffic. You may choke on Alexandra's air, but only in winter, when smoke is caught in an inversion layer and pollution peaks at higher levels than Auckland's. The Queen City's air is polluted year-round.

2 NOR ANY DROP TO DRINK

We have either too much water, or too little. The growing number of droughts and floods strains water management. Demands grow daily. Urban demand and especially the growth of

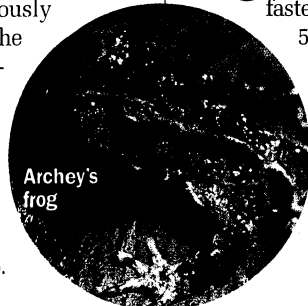
MOANA PACIFIC, STOCK CENTRAL

dairy farming are straining rivers and groundwater supplies. The fight for Canterbury's water, for example, has become so intense that last week Ecan, the regional council, announced record low water levels. Even springs feeding Christchurch's treasured Avon River are drying up. Canterbury is literally running out of water.

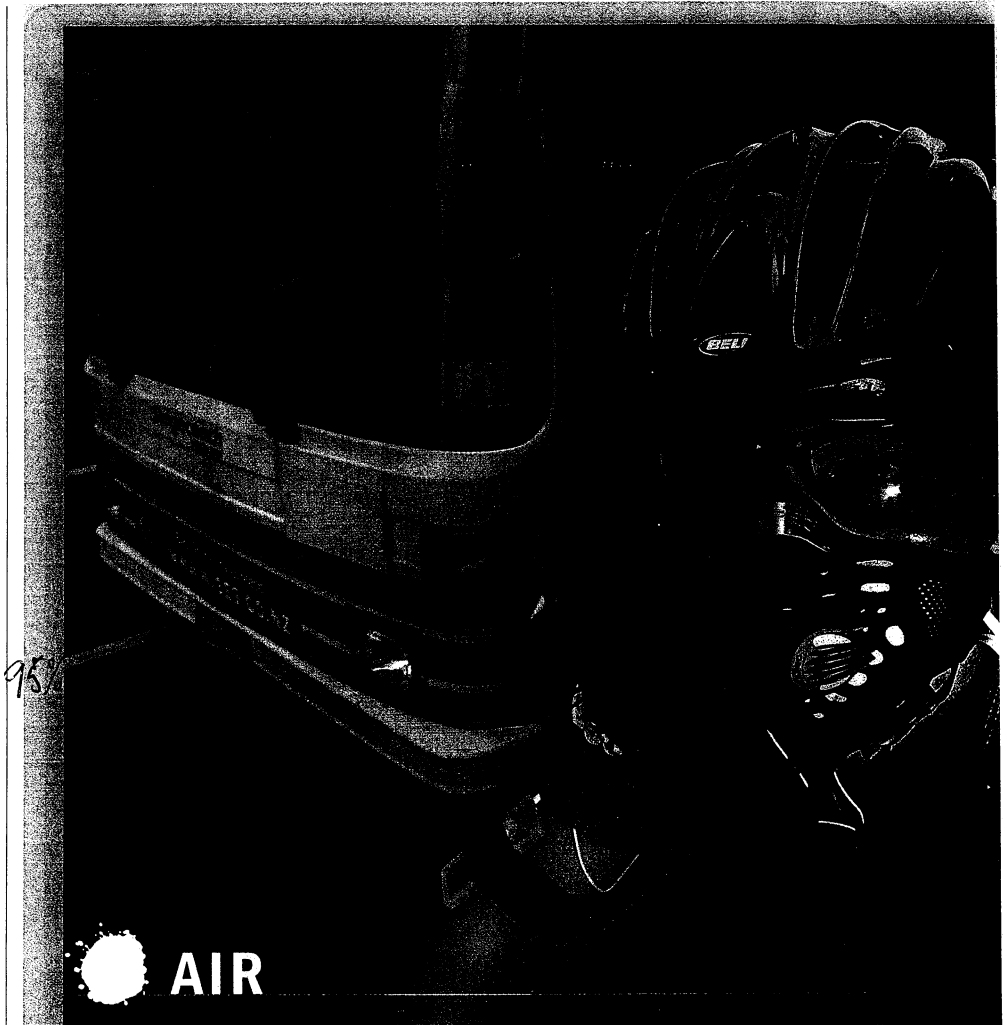
But New Zealand faces a worse problem: polluted water, as animal waste, chemicals and nitrogenous fertilisers run into creeks and streams. Last week Morgan Williams released a report on the choked Rotorua lakes, saying that the worst was yet to come, that restoring them would take up to 60 years and, even then, they'd be saved only by a massive, long-haul effort. Estimated cost: \$200m. The Waikato District Health Board last month warned people to stay clear of Lake Karapiro and a stretch of the Waikato River. NIWA reports have noted that many lowland rivers are no longer safe to swim in, and drinking water supplies are contaminated. "It's now difficult to pollute the lowland rivers and streams in North Otago and Canterbury," says John Kent, author of five books on angling, "because most have dried up." He has charged the West Coast Regional Council with presiding over the ruin of New Zealand's finest streams, and has urged local dairy companies to refuse to process milk from farmers who do not comply with strict environmental standards. Says Williams: "Water is the scarcest thing on the planet, scarcer than energy. And it's not substitutable."

3 THE HOT SPOT

Climate change is now everyone's concern. Last week's climate-change conference focused attention on immediate issues: rising sea levels and coastal erosion, more storms and droughts. Critically, scientists at the conference focused on a shortened time-frame: it won't happen in our grandchildren's lifetime, but in our own. Last February, *New Scientist* reported that the "tipping point" at which climate change becomes both dangerous and unstoppable may be much closer than we think: in the past two years, two of Greenland's biggest glaciers have been falling into the sea at double their previous rate, threatening to raise sea levels much faster than previously estimated. Late last week the government backed a proposed law change from the Green Party allowing regional councils to consider climate change in resource consents, a power removed from the councils just two years ago.



Archey's frog



AIR

EVERYONE KNOWS CHRISTCHURCH IS WRESTLING WITH SMOG PROBLEMS.

but Central Otago? The pristine mountain air now costs plenty to breathe as northerners and foreign buyers push up property prices in the nation's most spectacular boom area. But Alexandra and surrounding picturesque towns such as Arrowtown, Cromwell, Clyde and Ranfurly, have a secret: when the weather turns cold, they get polluted. "It's because the climate is so good," says Otago Regional Council chief executive Graeme Martin. In the clear, still evenings, smoke from home-heating fires gets trapped in an inversion layer. The result: air pollution exceeding government guidelines for a good part of the winter. A pilot study in Christchurch found last September that air pollution from domestic fires, industrial and traffic pollution was costing the local economy \$168m annually and killing 158 people a year prematurely. The government's tough new standards came into effect the day the study was released. Now Otago, like Christchurch, is facing open-fire and wood- and multi-fuel-burner bans. And those huge open fires in the grand new homes so popular in Queenstown and Central Otago? "We're going to have to rethink," says Martin.

"New Zealand is sleepwalking," says Williams. "We need to adapt a lot faster. What was once seen as a 50- or 100-year scenario is suddenly being seen as a 10-20 year one. You and I are still going to be around for it."

David Wratt, NIWA scientist and an international authority on climate change, predicts more drought: "For example,

instead of one every 20 years in Canterbury, they might occur once every five years." And heavy rain: "Most years we'll get a one-in-100 years flood somewhere in the country. The Manawatu floods were very severe. This is the direction we expect things to be going; that is, we'll get more events of that severity."

4 PROTECTING THE NATIVES

Settlement has been hard on them. Predators such as stoats and rats have



Dead eels from the Southdown Stream in Onehunga, Auckland.

WATER

EVERYONE KNOWS THAT YOU CAN NO LONGER DRINK THE WATER WITHOUT checking it first. But when eels start choking on it, it's clear that the problems run deep. Joe Harawira once ate the eels he caught in the canals around Whakatane. Now, he says, "I'd never eat eels caught there." Phil Shoemack, the local medical officer of health, agrees. "Our advice," he says, "is that there are plenty of other places where you can catch eels." Signs warn people away.

The problem: the timber mill that used to treat wood near the Kopeopeo and Onihia canals, whose site is now one of about 30 contaminated zones in the district. The residues, including dioxins, seeped into the canals. Harawira once worked at the mill, but is now spokesperson for Sawmill Workers Against Poisons (SWAP). He was bedridden for two years and now counts the cost among his former workmates: he claims cancer and deaths are rife. Environment Minister David Benson Pope last month announced a grant to clean up the Kopeopeo Canal.

At Lake Forsyth, near Christchurch, eels are dying. The adjoining Lake Ellesmere is so polluted that it was declared technically dead at an Environment Court hearing last year. The eels? Says Environment Canterbury's Leo Fietje, "Either eutrophication [overfertilisation that kills aquatic life] or toxins."

I must alter the Benson Pope letter

taken a dangerous toll. Forests have been felled, wetlands drained. Putting on the brakes and protecting our biodiversity can be unpopular. "It's a fragile environment, and it's under siege," says Conservation Minister Chris Carter. "The challenge is how to preserve what we've got left."

But conservation can be unpopular. Carter last month vetoed a new marina at Whangamata to protect tidal salt-marsh and shellfish beds, to the disgust of many locals. Currently, a native snail has cost Solid Energy \$7m in delayed production from its Stockton mine. Court battles and

now Carter's refusal to allow Solid Energy to move populations of the carnivorous *Powelliphanta augustus* have stopped the company getting at rich deposits of high-quality coking coal. "It's a disaster," says the company. Carter insists on waiting for an all-clear from scientists, but last month the prestigious Royal Society wrote to him arguing that the snails should be protected in their original habitat around the new mine site – both to save them from extinction and because "protection of unique New Zealand wildlife is important to New Zealand identity".

"The State of New Zealand Birds" 2005 report argued that although critically endangered birds had been pulled back from the brink, 11 species including the weka were in dire need and an "alarmingly high" proportion of species were still under threat of extinction.

The Ministry for the Environment identified biodiversity as our most pervasive environmental issue almost a decade ago. What did we know about it then? Very little. Ignorance was scarcely blissful, the MFE pointed out, with around 1000 species and subspecies in danger of being wiped out and a third wave of extinction on the way (the first two following the two main waves of colonisation, Maori and Pakeha). Loss of biodiversity means species are dying. That matters to those who survive. At the least, the world becomes less interesting. At worst, it becomes vastly more hostile to the survivors because sooner or later, it may be *their* turn in the queue.

5 YOU ARE WHAT YOU EAT

Never particularly fertile, land in New Zealand has been overfarmed, overgrazed, overgrown. Around half of all forests and wetlands have been converted for farm or forestry compared with a world average of just over a third. More than half the country is affected by erosion, which is being aided by the growing frequency of drought. Fighting to stay on the right side of the ledger with fertilisers and irrigation, and combating weeds and pests with pesticides and herbicides, are extracting a toll yet to be fully paid.

Despite this overfarming, food is the most undervalued traded item on the planet. "Everywhere in the world farmers are paid grossly less than the ecological cost of their production," says Morgan Williams. "Supermarket chains dominate between us and food manufacturers and growers. Production has risen, but prices have fallen over the past 30 years – and we're paying a big price in soils, water and biodiversity across the planet."

6 DEEPER THAN THE SEA

Overfishing and seabed damage are

affecting our oceans. ECO's Cath Wallace points out that the Resource Management Act extends only to territorial limits: beyond that, in New Zealand's exclusive economic zone (EEZ), much activity goes ungoverned. Williams: "We're losing fish stocks worldwide, with enormous consequences for protein supply." And Forest and Bird worries about the number of seabirds and marine mammals killed by fishing: "New Zealand is the albatross capital of the world," says F&B's Eugenie Sage, "yet fishing causes a high seabird mortality in New Zealand waters and the Southern Ocean."

7 TURNING ON THE LIGHTS

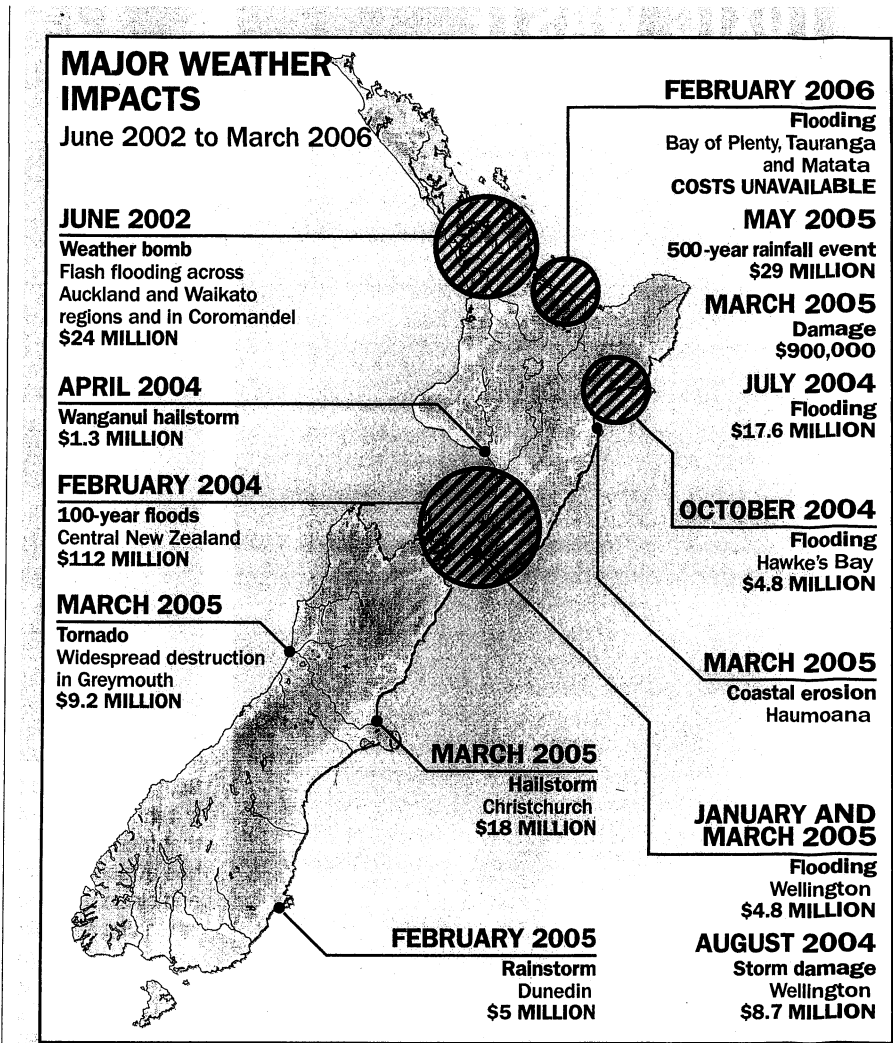
New Zealand will need an extra 3355MW of electricity generation in the years to 2025. (The aborted Project Aqua on the Waitaki would have provided 540MW.) Where's it to come from? Wind-power is growing rapidly, but hydro remains the biggest projected supplier, to Fish and Game's great concern: "A wild, free-flowing river has value beyond providing a fishery. When there are no more rivers to dam, what then?" The solution, according to Williams: ditch the more-power mindset, think energy efficiency. "It's about how we sustain the way we live with greater efficiency and reduction of our carbon footprint," he says. "Weaning off carbon energy sources has to be our No 1 goal. New Zealand is well-placed to go to a renewable, carbon-free electricity system in the next 30-40 years. We're 70 percent of the way there now." Meanwhile, Meridian Energy has announced that Aqua is back – smaller and, it hopes, more publicly acceptable.

8 IMPORTING BADDIES

The sudden appearance of the didymo algae, foully nicknamed rock rot, in pristine southern lakes and rivers, has vanquished the biosecurity argument, but the "wanted" poster here is very, very bulky. From rabbits to gorse, wasps to the possums that eat 21,000 tonnes of vegetation in a single night, from white-tailed spiders to the Argentine stem weevil, it's a life-threatening issue. Forest and Bird has complained constantly about underfunding limiting DOC's ability to cope. From the entirely different perspective of tenure review, high-country farmers make the same complaint about DOC's management of the new, enlarged conservation estate. But biosecurity, stopping pests at the nation's frontiers, has become the critical issue. Didymo, meantime, is spreading rapidly up the South Island. Anglers now report that the Waitaki is covered in it.

9 FIXING THE MISTAKES

The treatment plants supplying



PHIL WELCH, SOURCE: IAG(NZ)

GLOBAL WARMING

NO ONE WORTH LISTENING TO IS QUESTIONING GLOBAL WARMING ANY MORE.

It underlies virtually all environmental worries. In New Zealand, global warming means less difference between winter and summer, more difference in temperature between the north and south. There will be fewer frosts, more heatwaves, more heavy rain and floods, more droughts, higher sea levels – and even baby boomers will notice those changes in their lifetimes. For David Smith, that is particularly bad news. Smith is chief executive of IAG (NZ), which, through NZI and State, is the nation's biggest insurer. Weather disasters have caused 19 of the top 20 insurance losses here since 1968. In 2004 alone, the weather cost the insurance industry more than \$145m. For IAG, climate change is very real. "In my five years here, I've experienced three 100-year storms," says Smith. "Someone's got the maths wrong." Hear hear, says Matata resident Antoinette Mountfort, whose road has been open for only a few weeks since the first floods there last May. "I'm a little cynical." So does IAG reverse the usual attitude of business and support the Kyoto Agreement? "I personally do," Smith says. "People in my industry say if you extrapolate this over 10,000 years, it's a mere blip. But this is over the last five years. Saying climate change isn't a factor is having your head in the sand. And it's happening on my watch."

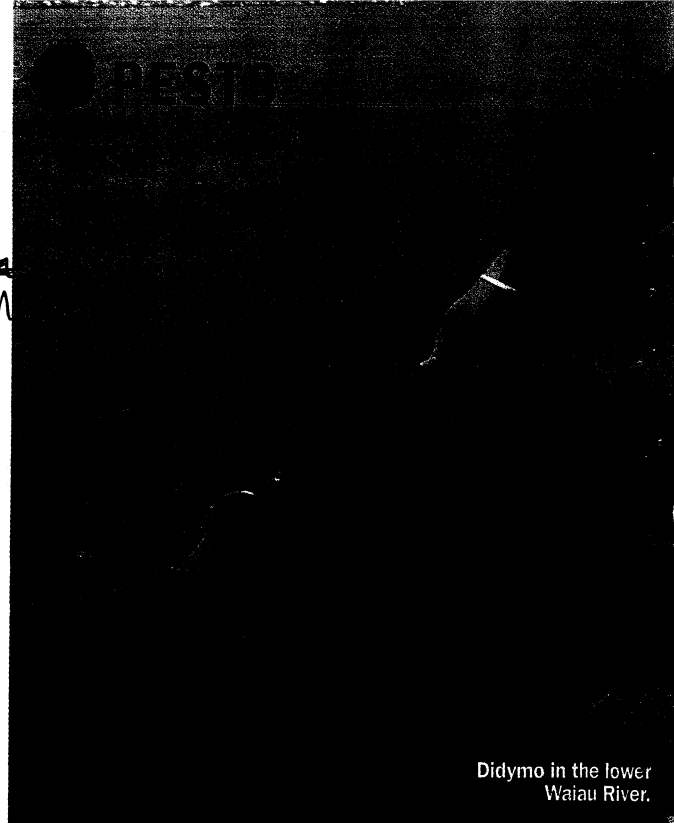
the timber we used to build houses and fence farms have left a poisonous legacy at sites around the country. Mining has added its share, and other major industries such as farming have been slow to recognise the dangers. Contaminated sites range from the Tank Farm on

Auckland's waterfront, where no one knows how bad the toxic waste is or who will pay to clean it up, to Flat Bush, Manukau City, where homeowners were allowed to build on a dangerous asbestos dump, to the toxic land occupied by the Auckland Central Playcentre in

TOXIC WASTE

MAPUA, THE COUNTRY'S LONGEST-RUNNING, MOST POISONOUS, controversial and expensive toxic dump, is at last nearly cleaned up. The former Fruitgrowers' Chemical Company plant produced a cocktail of agri-chemicals, including virtually every baddie in the book. The plant was scenically sited beside the beautiful Waimea Inlet. Chemicals leaked into it and the soil in and around the 3.4ha site. When the plant closed in 1988, the whole mess landed on the public purse, which will fork out almost \$8m for the clean-up. Environment Minister David Benson-Pope has described the work as a success story, which seems ironic, given the nearly two decades taken to fix the site. "It has taken longer than we wanted, but we're getting there now," says Benson-Pope. "Criticism of the delay is not reasonable, or fair." But local environmentalist Helen Campbell remains doubtful: "The jury's still out. The piles of dirt don't necessarily add up to a safe site."

Benson-Pope says clean-up technology developed at Mapua may now be used at New Zealand's myriad other contaminated sites, many of them left over from timber-treatment plants. Next on the agenda, though, is the old Tui mine near Te Aroha. Discharges from the mine and its tailings have polluted local streams, while arguments have raged over who should pay. Benson-Pope says the government is currently putting aside \$1.5m a year for clean-ups, but "I don't know whether we've got enough money to do all of Tui, or even some of it".



Didymo in the lower Waiau River.

DIDYMO HAS SO FAR COST THIS COUNTRY A MERE \$5.3M, but the Institute of Economic Research last week predicted that it could cost as much as \$285m. Yet the slimy algae has attacked us in one of our tender spots, the formerly clear and clean rivers and lakes of the far south. The organism is spreading steadily northwards, threatening to eventually choke waterways throughout the country. The so-called rock snot even has potential for eco-terrorism. A Canterbury man contacted his local newspaper and claimed to have released the algae into the Waimakariri River near Christchurch to sabotage a controversial scheme by a huge irrigation company, Central Plains Water, to dam the river and divert water down canals. Hundreds of property owners would be affected. Biosecurity New Zealand investigated the threat and has now declared it baseless. But even the natural spread of didymo poses a huge threat to the southern hydro plants that generate much of New Zealand's electricity. Some scientists hope native snails and flies may deal to didymo. A more immediate, if fraught, solution: chemicals.

Treatment ponds at the Tasman Pulp and Paper Mill at Kawerau: environmentalists call these the Black Drain.

Freemans Bay and several other Auckland preschools.

The government is currently putting aside \$1.5m a year to clear contaminated sites, but with the Mapua clean-up alone costing \$8m, the backlog is huge. And the full extent of the problem is not yet known. Says Williams: "We're just starting to see the consequences of the enormous range of compounds we have created. They're going to play out more and more in terms of human concerns – air, water, food systems. Is the human body able to adapt fast enough to deal with this, or not?"

10 GETTING THERE, AND BACK

Peak oil is only part of the problem. Says Williams: "Our car fleet has an average age of 12 years. It's fuel-

inefficient. We're not going to walk away from our wheels. So it's how we power them. For example, the compressed air cars emerging in Europe.

"We seem to want to lock ourselves in a 20th-century pathway to the future rather than do what we need to do in the 21st century to cope with climate change and ever-rising oil prices on the back of it.

"We're trying to learn from the past when the future is looking so different, being driven by the central machine of climate change. We need to discount the past and amplify the future."

Frogs have seen the future. They report that it is not looking good.

New Zealand once had seven

species of frogs. They were living fossils, enduring 200 million years with little change. But three species fell victim to successive waves of human immigration. Only one of the remaining species survives in any number. The others struggle on. One, the tiny Archey's frog on the Coromandel, hovers on the verge of extinction.

Why should we worry about frogs?

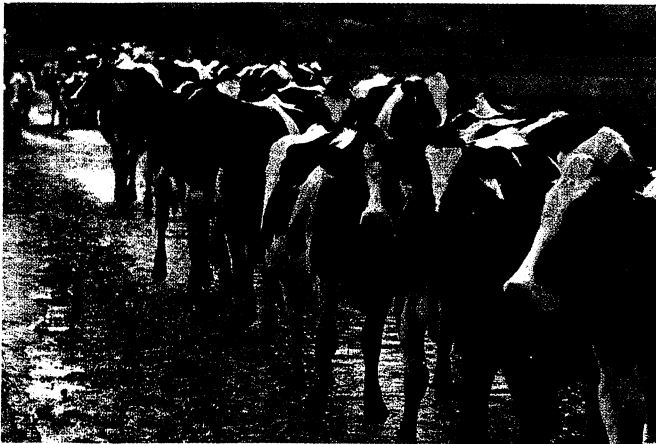
Because frogs are a litmus test of our own chances of survival. Their sensitive skins absorb changes in the environment. Poisons and pollutants hit frogs first. All over the world frogs are dying. It is, everyone agrees, a very bad sign.

Bruce Waldman, a Canterbury University biologist, suspects that the Archey's frogs are being poisoned in their

LAND

THE DAIRY INDUSTRY LAST MONDAY LAUNCHED AN AMBITIOUS new initiative they hope will lead to more sustainable farming. The recent boom has renewed farmers' claims to be the backbone of the country. But environmentalists allege they're bad business, that promises of farming sustainably are just window-dressing. Environment Canterbury, in the midst of the country's fiercest debate over farming, has admitted that if current practices continue, the province will run out of water. Dairy farmers there are held responsible for contaminating the land with nitrates and destroying rivers altogether.

Can they be entrusted with stewardship of the land? "Yes, we're seen as the dirty dogs," says Federated Farmers environment spokesperson Bruce McNab. "Some of that comes from urban estrangement from the land, a lack of understanding. We're an exporting nation. We have to provide food. We're the core of the country." But, he says, farmers have to demonstrate that they care about the environment. "People need to be patient. The country's growth of the last five years has reflected the dramatic growth of dairying. I'm not saying every one of our 14,000 dairy farmers is doing the best they can. But we're trying to get them to mitigate the effects on the environment. And we can do without the hysteria." Murray Rodgers remains cynical. Rodgers, who chairs Canterbury's Water Rights Trust, says, "The huge long-term effects of contamination on the environment is the big issue, and the hidden one. Their land management practices are absolutely and unquestionably unsustainable and all they're doing is deferring the day when our water can no longer be drunk."



environment. The Department of Conservation prefers a different theory, that frogs are being wiped out by a fungus: "Chytrid fungus is the most likely culprit," declares Avi Holzapfel, DOC's frog-recovery team leader.

The difference matters. Says Waldman: "Believing the frogs are dying because of this new fungus is a much more palatable scenario than that there's something poisonous in the environment and we don't know what it is."

For, somewhere in our future, what ails the Archey's may well nail us.

Nine years ago, the Ministry for the Environment totted up the environmental balance sheet. Its "State of the Environment" report was not pretty. David

Benson-Pope, the Environment Minister, described it to the *Listener* as dated and overambitious, although every environmental group we approached agreed with its conclusions. Almost a decade on, its leading concerns remain the nation's most compelling problems.

That report put one worry ahead of extinction, pollution, global warming and all the rest. Lack of information, it said, was New Zealand's biggest problem. We did not know how bad things were. And how were we going to tell whether they were getting better – or worse? What we needed was a set of indicators to measure our progress, and we required them urgently.

In 2006, we still have to make that first base. Leading scientists and

BIODIVERSITY

IF YOU'LL TAKE THE WORD OF A CABINET MINISTER FOR IT, the kiwi is safe. "There's no danger of the kiwi becoming extinct," declares Conservation Minister Chris Carter, emphatically. But: "I'm really alarmed about its situation."

The kiwi is taking biodiversity loss on the nose. Successive waves of immigration slashed its habitat and the stoat has proved such an efficient predator that only the Department of Conservation (DOC) and kiwi-recovery projects now stand between the bird and oblivion. Nationwide, only 75,000 of the birds survive, according to DOC's kiwi-recovery group leader Paul Jansen. The two rarest, the Haast and Okarito brown kiwi, are down to 500. Says Jansen: "They're in massive decline."

It is going to get worse before it gets better. The Conservation Authority has written to Carter demanding to know why DOC's (so far unpublished) new proposal for the kiwi can be called a recovery plan when it forecasts that the kiwi population will be halved by 2016? Worried, Carter has asked DOC for a full audit of kiwi stocks: "I want to know if what we're doing is working and if it isn't, what we need to do."

But Jansen sees little option. Trying to protect the kiwi over some 6m hectares of habitat is simply too expensive. The plan is, essentially, to protect core groups of each species within manageable habitats, then build up their numbers, with a few on island sanctuaries as a last-ditch insurance policy. But the kiwi's cry will vanish from great areas of the country. "We won't lose any of the species," says Forest and Bird's conservation manager Kevin Hackwell, "but the risk of extinction over major parts of their range is absolutely real."



ornithologists late last year produced a report on the state of New Zealand's birds. A leading conclusion: we don't know how serious the threat of extinction is for many species, including kiwi.

Environmentalists charge that we still have poor information and few of the essential indicators are in place. "It's a work in progress," says Benson-Pope. "I'm not sure how many indicators we need to tell us that we have problems with Taupo or Rotorua, or with water in Canterbury. The fact that indicators and measurement might not yet be in a state we're happy with doesn't mean that work is not being done."

The real question, though, is not if the work is going to be done. It is whether it will be done in time.

need? re-education
in, about and for
the envt

— A I U = A
awareness, information
understanding = ACT

Dear Hilary,

Please give
this full and
proper
consideration.

Aroha nui

Jim Chapple
(national co-ordinator
for GSF
with the
Green Party)

***"Deep Ecology recognises that
nothing short of a
Total Revolution in Consciousness
will be of lasting use in preserving
the life-support systems of our planet,"
.... from Norwegian Professor, Arne Naess, deep ecologist.
Only deeply-revised education can achieve the now-essential
revolution in consciousness.***

Only a Deep Ecology way of life, followed by everyone, will avert the list of damages and collapses that lie closely ahead of us all, unless deep, swift changes are made.

Our way ahead must be to lead an ecologically-rational life.
This has many aspects, all of which combine within the awareness of
“what really matters ?”

We must advocate what we believe. We must believe what we advocate.
We must base our beliefs on facts about how Nature, in all its aspects, is the one thing crucial for our continued existence. That is the bottom line.

We must put our beliefs into practice. We are, each and every one of us, responsible for the state of our only planet and its ultimate well-being. The “growth-no-matter-what” dominant economics-driven mind-set doing all the damage has to be ended.
Our species now needs sane, wise, life-protective limits.

It is up to every individual, every teacher, every school, every family, every council, every government, to be educated about how to help save our precious Earth as quickly as we can, before it's too late, and Nature takes charge. When that happens, the species doing the damage is exterminated.

What do you /we need to know so that you (and children yet to be born) can have a safe, healthy, happy, truly sustainable future ?
We need to insist that teachers, schools and universities, everywhere, provide us with the answers. Only changes to education will bring that about.

2.

Everyone must now realise that those answers are what really matters. We must find the ways to bring the current dominant growth-no-matter-what paradigm, and its inflicted-from-above practices, to an end. If we don't find the ways, wise, sane limits, and use them, Nature will apply her solution, and that, as honest history tells us all, is death of the species that's doing the damage.

Paul Ehrlich, an economist who won the Nobel Prize, (so he cannot be slime-labelled or have his eminent insight dismissed by the mega-corporate, business-as-usual brigades,) has this wisdom for us all:

“If we want our children and their children to survive, to have a viable future, we have to radically change the way we think. That must compel us to swiftly change the ways we act and behave, the ways we care for Nature, and understand how that natural world keeps us alive.”

This situation is not one that **might** happen in the future if we don't realise the truth, and act very differently. Unquestionable statistics, from United Nations global research, tells us that around the planet, one child dies of starvation every seven seconds. 30,000 children die every day in so-called Third World countries because of poverty. Six million children under 5 years of age are dying of malnutrition every year. Those are just three truths about what is already happening.

The other crucial factor is that the world population trebled from 2 billion in 1930, to over 6 billion at the start of the 21st Century, and that is increasing by 80 million every year. The many ways in which that level of population increase puts life at risk are ignored or denied by most people. The planet's resources, foods, forests, fisheries cannot, and will not, meet all the life-needs of those numbers of human beings. Science, and/or technology cannot possibly double or treble our only planet's size.

So....what is the key that can achieve the changes we now all need to make ? A deeply revised, Nature-centred understanding of life, the only path that can possibly lead to a truly sustainable future for us all, and others yet to come. The key change now essential is ESF, Education for a Sustainable Future.

Dear Hilary,

I can't remember whether or not
I enclosed a copy of this
4-page paper, re what's needed now
in our education, in my earlier
feedback/input. However, here's
another copy.

Arohanui

Jim Chapple

The Bigger Picture

Why deeply transforming education now has to be given priority.

Almost everywhere, if one looks honestly at factual information, the human species is relentlessly headed down a path of self-extinction. It could be from the world-wide effects of a "limited" nuclear weapons attack, electro-magnetic radiation-caused cancer, irreversible cross-species contamination from GE experiments, climate change, global warming, cancer-causing "pesticides", or widespread fisheries collapse, to name just a few.. The range of likelihoods from business-as-usual, corporate dollar dominance and the life-endangering consequences is immense.

The moment any truth-teller raises a voice, the slime-word attackers emerge and, rather than address any grave, verifiable problem, they label the individual or group that has spoken out, "Some grumpy geriatric communist," or, "You're just over-emotional loopy Luddites." These responses are demonising personal attacks, and they are an automatic routine tactic for evading any action on what's going wrong.

The time is now, if our descendants' future is to be truly safe and sustainable, to look at the reasons why action to reverse and radically reform human behaviour is not happening fast enough or effectively enough. Praise-deserving remedial efforts and minor improvements at the fringes are happening, but are not addressing or altering the really big threats to safe, genuinely sustainable survival.

The status quo contains forces which exercise power, control, privilege, greed, luxury, racism, militarism, self-interest, and aggrandisement. The ruling dollar-dominated ruling elites relentlessly pursue the, "We must protect our advantage, no matter what," philosophy. As current affairs are revealing, they will flout international agreements, attack other nation states, start wars and kill thousands of innocent civilians.

We have had, over the last few generations, many well-informed, truth-telling fellow humans who have told us where we're headed, backed up with unquestionable evidence and research. Yet there have been almost none of the deep now-essential paradigm changes which humanity's survival demands of us.

Humans inhabit a planet whose resources are finite. If a species attacks, abuses or consumes those, at rates which ensure the resource runs out, it simply means that the creature or animal self-eliminates. Any claim that science, technology, "third ways," or "knowledge waves" will address and solve all survival problems is hubric arrogance, a dangerous delusion intended only to downplay any public concern.

Too few people are willing or able to give necessary attention to the bigger picture situation. They are steeped in immediacies, conditioned to conformity, short-term interests, keeping a job, consuming, looking after children, maintaining relationships, sport-obsessed, paying off debts or a mortgage, turning to entertainment, captured by computers, going into denial, putting truth in the too-hard basket, or busily making a useful and personally demanding social contribution. Many over-loaded folk, after an exhausting day, are dumbed-down even further by their TV screens, gambling or smoking / alcohol addiction. No wonder the crucial element, wide-spread public understanding and support for what is urgently needed, is missing.

Here are eight elements of the bigger picture

Firstly, the violent imposition of, "We have more, bigger, more damaging weapons of death than you, so we will demonise your ruler, dictate who controls you, and capture your oil production." UK poet Harold Pinter summed up this policy of domination, in the year 2002, as, "Kiss my arse, or I'll kick your head in."..

Second, the dogma of, "Whoever has the most money has the power and the right to control what happens to other countries, exploit their resources, and their people." Time magazine reported, in June 2000, "In 1982 13 billionaires lived in the USA. In 1998 the number had risen to 170." RNZ reports (8/4/2003) that the USA's CEO median annual payout is \$16 million each. No wonder Hazel Henderson pointed out, **"Economics is merely politics in disguise."**

Third, the racist-oriented attitude that, "You have to live in slums, thirsting, starving and suffering because our water, food and medicinal drug companies won't provide these basic and essential human rights to anyone who won't or cannot pay their price."

Fourth, population increases and the all-growth-is-good, more-growth-is-better mantra are two of our most threatening problems. If we don't exercise intelligent control, Nature will. Professor Lester Milbrath of Buffalo University in New York State expressed it thus in 1995, "Either we learn to control our growth in population and in economic activity or Nature will control it for us; remember, Nature's solution is death."

Fifth, the myth that because Aotearoa NZ is a "democratic nation," we have no choice but to leave it to those we have elected, to run our country in clean, green, safe and truly sustainable ways. Proof of the dangers was made clear to us in the August 2002 Parliamentary Commission for the Environment's 182-page Report, "Creating Our Future." It states, "A long list of information indicates that NZ is not functioning in a truly sustainable manner. Successive governments have largely ignored the Agenda 21 commitments made back in 1992 at the UN Rio Earth Summit. The need is urgent to radically redesign our path into the future." The present government has completed, in January 2003, "Sustainable Development for NZ." It states, "Achieving SD involves a different way of thinking and working. Some fundamental changes must occur if this is to be achieved."

Sixth, the fallacy, driven by money, that there is no alternative to the privatisation of the most basic human rights, such as not-for-profit access for all to health services, efficient public transport, energy, education and water. It must not be placed in the hands of those whose sole objective is profiteering. As well, "roadies" and their mega-trucks have captured the movement of goods, with massive consequences to accident statistics and pollution emissions.

Seven, the deep-seated and extensive problems associated with poverty, and all its horrific, long-lasting effects could easily and quickly be addressed by equitable redistribution of the obvious riches of our country. Because the rich and privileged are actually the rulers, lobbying and controlling from behind the scenes of the political stage, this essential need is routinely evaded. Meanwhile one in five of Aotearoa's children live in poverty, denied their basic human rights. Are we too dumb to work out why we have child abuse, youth suicides, family violence, teenage killers and very disproportionate numbers of Maori in our prisons?

Finally, over half a century ago, the United Nations was formed. Its Charter of Human Rights set out 30 articles, agreed to by the General Assembly. Its provisions were re-affirmed by the world's governments in Vienna in 1993. In country after country, rights promised by the charter are flouted, usually due to the dominant agendas of industrial capitalism, its corporates and big money.. Examination of the reasons which lead to terrorism, quickly reveals non-compliance with the Charter right around the planet. Much stronger effort is required, both to create a peaceful world, and ensure a safe, truly sustainable future for all human beings. Learners' rights, as set out in Article 26, must be conveyed, during the education process, to all younger generations. As well, awareness and understanding of its Articles has to be extensively disseminated. Far too few people know it exists, let alone what commitments it contains.

So the crucial question is, " How best do we raise public awareness of the seriousness of the situation, so that people combine and co-operate effectively to halt the current slides, results best describable as social and environmental collapses, outcomes which are inflicting irreversible and unacceptable damage, and possible extermination of homo sapiens?" That may sound extreme, but the facts and the evidence are all there for us, and we ignore or deny them to our peril.

The only answer to that question has been provided for us by many of our species' wisest, most honest, highly-qualified analysts, scientists and economists. And their answer is educate, educate, educate. Not, however, as it currently exists, but by making radical, essential changes to education's structure, content and practice. As NZ's ERO Report of December 1999 states to the incoming Labour government, "Educational leadership has been missing to date."

The facts in support of that need are overwhelming. Resistance to effective change is the routine reaction from the seats of power, be it government, academia, current education systems, the monopoly media, business round tables, reserve banks, treasuries, federal reserves, stock markets, or recent finance ministers.

If we are to create a truly sustainable future, we must step around all obstacles, and ensure we achieve the awareness, understanding and information (through education) that are the pre-requisites for action. Only radical changes in direction are capable of halting the rate of social and environmental harm being inflicted by present "growth-and-economic-development-come-first" policies.

Until and unless more and more people receive and experience newly-oriented, enlightening, re-empowering education, those changes will not come about. It is absolutely the means for making the shifts that must now happen. Without it, business-as-usual and the TINA "there-is-no-alternative" mantra will carry us all relentlessly along existing downward paths.

So many eminent studies and documents have set out the trends for us that we are simply crazy to dismiss or deny the truth. And if we don't take action that ensures we stop accelerating the damage, and apply solutions that **WORK**, then we can no longer claim to possess superior intellect, let alone the capacity for foresight. Deep changes are imperative. Very different education is the key. If our efforts don't focus on that, make now-essential **CONNECTIONS** and achieve them, who will make sure we do what's sane ?

What better time than **NOW?**

Jim Chapple.
260 Willoughby Road,
RD 1, Katikati. Phone (07) 549-2538.

260 Willoughby Road, RD 1 , Katikati,
20 November, 2006.

To: Hilary Low and team working on NZ Curriculum Draft,

In March 2005 the United Nations completed the Millennium Eco-system Assessment. (see bottom of page 3, and on to page 4, in the enclosed compilation.)

I have worked as a deep ecologist /learning facilitator for over half of my 80-year life, and been personally involved in efforts to get the EE/ESF information, awareness and understanding delivered across the board. Only that will lead to the actions essential if we are all to have a truly sustainable future.

The UN Decade of Education for Sustainable Development also began in March 2005. This is an international effort and Aotearoa NZ must do what it takes to make its goals happen. Only if significant changes are made to the Curriculum will the clearly identified obligations be honestly met.

Please give proper consideration to the content of "The Trail of Truth," and make sure that EE/ESF gets given the priority place it must now have throughout NZ's formal learning and understanding process. Aotearoa does face at least 10 threats, set out in Bruce Ansley's 8-page Listener article (April 2006.)

"The Trail of Truth" was created in mid-2005 and copies were circulated at a conference held at Tauhara Centre in Taupo. Attendees without exception realised how crucial it now is to deliver the deeper understanding of how our future depends on changing our impacts on the only Earth we have.

I ask that you and your team read the "Trail," and make certain the final version of the NZ Curriculum includes EE/ESF with the priority now essential.

If further assistance in achieving that is needed, you have only to ask.

Arohanui,
Jim Chapple. (Green Party's national co-ordinator for EE/ESF.)



**The Trail of Truth.
Seeing the World
Through Different Eyes.**

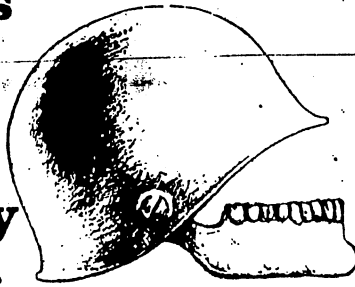
When I
grow up



I want the world
to be HERE...

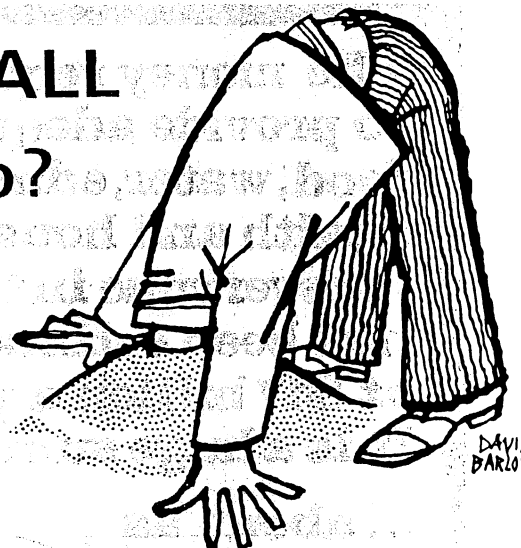
**The money required
to provide adequate
food, water, education,
health and housing
for everyone in the world
has been estimated
at \$17 billion a year.
It is a huge sum of money**

**...about as
much as
the world
spends on
arms every
two weeks.**



**and...Eco-Solutions,
The Now Essential
Bigger Picture.**

**Is this ALL
we can do?**





1. The Trail of Truth. What Really Matters ?

or, Seeing the World Through Different Eyes.

An honest examination of humanity's predicament and our future began with the Club of Rome in 1972. Also in that year was the Stockholm UN Conference on the Human Environment.

A contribution to that was compiled by Lady Barbara Ward and Rene Dubos, who received input from 152 eminent scientists from 58 countries. The publication was a Penguin special, "Only One Earth, the Care and Maintenance of a Small Planet." It closed with this;

"Does the precious home of all earthlings not deserve all the inventiveness and courage and generosity of which we are capable, to preserve it from degradation and, by doing so, to secure our own survival ?"

In the same year, Penguin also published "A Blueprint For Survival."

In that, 34 distinguished biologists, ecologists, doctors and economists warned us all that,

"Governments are either refusing to face the relevant facts, or are briefing their own scientists in such a way that the seriousness of those is played down."

In 1987, the UN completed "Our Common Future," chaired by Gro Harlem Brundtland, former PM of Norway. 21 nations provided other members who created the Report.

"The changes in attitudes, in social values, and in aspirations that our Report urges, will depend on vast campaigns of education, debate and public participation. Those elements are essential because the furthering of common understanding and common spirit of responsibility are so clearly needed in a divided world."

Those were several decades ago. Since then we have had, in 1989, "The World Challenge," by former French cabinet minister Jean-Jacques Servan-Schreiber. He recorded,

"Our backs are to the wall. Our world is on the edge of disintegration. No-one knows (perhaps refuses to look at) what to do to help it regain the collective forces that have left it. The past no longer furnishes us with what we need for the future. We must create our own possibilities of re-birthing our own future."

page 2.

Then, 20 years after the Club of Rome, and virtually no action of the extent the human situation requires of us all, we had the 1992 UN Rio Earth Summit, and its outcome, "Agenda 21." In that, "educate" and "educational" occur 246 times, as the key to the urgently needed changes on which a survivable future depends.

Stimulated by the Earth Summit came the "World Scientists' Warning to Humanity," in 1993, put together by 1670 of the world's top scientists, including 104 winners of the Nobel Prize. Its stated conclusion;

"We must recognise the earth's limited capacity to provide for us. We must recognise its fragility. We must no longer allow it to be ravaged. This ethic must motivate a great movement, convincing reluctant leaders, reluctant governments and reluctant peoples themselves to effect the needed changes."

In 1996, a New Zealander, John Robinson, wrote "Destroying New Zealand." His words from it, about the absence of any progress are ;

"A third of a century later (since the Club of Rome) the debate has continued, but so has the overwhelming emphasis on growth. The crisis point is clear, and the situation is worsening."

In 1997, the UN Rio Plus Five conference took place in Washington. 173 countries were represented. Its Malaysian president, Razali Ismael, told those gathered, and the world ;

"We, as a species, as a planet, are teetering on the edge, living unsustainably and perpetuating inequity, and may soon pass the point of no return."

In December 1997 another very important UN conference was held in Thessaloniki, Greece. Its objective was to implement progress on Chapter 36 of Agenda 21. Education was identified as a key instrument for achieving a sustainable future. 1200 delegates attended, representing 84 nations. NZ did not send anyone. Its Director-General said this ;

"Moving towards the goal of sustainability requires some fundamental changes in human attitudes and behaviour. Progress in this direction is thus critically dependent on education and public awareness."



N.B. please.

And ;

"The period of profound change in which we are living needs to be taken into account by educational systems which were, for the most part, designed to serve a society which is fast becoming history."


N.B. please.


Next, to 2001. Academic Stephen Sterling wrote for the UK's Schumacher Institute, a study entitled, "Sustainable Education, Re-Visioning Learning and Change."

His words are :

"The overall essential paradigm remains unchanged. Within this paradigm most mainstream education SUSTAINS UNSUSTAINABILITY." (his emphasis.)

He identifies 7 aspects of that :

1. ***uncritically reproducing norms.***
2. ***fragmenting understanding.***
3. ***by sieving winners and losers.***
4. ***by recognising only a narrow part of the spectrum of human ability and need.***
5. ***by an inability to explore alternatives.***
6. ***by rewarding dependency and conformity.***
7. ***by serving the consumerist machine.***


N.B. please.

Two needs he makes clear ;

The first is to reclaim an authentic education which recognises the best of past thinking and practice.

The second is to RE-VISION education and learning to help assure the future. (his emphasis.)

Then, in 2002, the UN Rio Plus Ten World Summit on Sustainable Development was held in Johannesburg, (WSSD). Environmental issues were downplayed.

● Big business interests dominated and captured the conference, resisting the need for urgent change action.

Meanwhile, since the new century opened, work has been in progress on the UN-sponsored Millenium Eco-System Assessment, (MEA) It was completed and released in March 2005 by 1360 scientists from 95 countries, led by Robert Watson, chief scientist at the World Bank. David Suzuki, internationally reputed Canadian ecologist, was also a contributor.

Routinely, the "powers that be" which dominate decision-taking, dismiss, deny or ridicule any truth-telling which could threaten or question their control and self-interest.

Because of the realities of the incomparable crises which all humanity is facing, it is essential that any of us who feel inspired to take positive action look closely at the MEA and what it contains. We simply have to ignore all attempts to denigrate our truth-telling and justifiable concerns.

When I was three years old, in 1930, the world population was 2 billion. When the present century arrived, that had trebled to over 6 billion. The MEA puts it this way ;

"Between 1960 and 2000 the world population doubled."

The MEA Report states this reality, truth which cannot be denied ;

"The human race is living beyond its means, almost two-thirds of the natural machinery that supports our life on Earth is being degraded by human pressure. The ability of the planet's eco-systems to sustain future generations can no longer be taken for granted."

"Humans are damaging the planet at an unprecedented rate, and risking abrupt collapses of Nature that are likely to prove irreversible."

If we think humans can or are coping with the deep impacts of that, sanely and effectively, we're brain-damaged.

Professor David Orr, of Oberlin College, USA summed it up in his Oxford University Press book, "the Nature Of Design," 2002 ;

"The great conceit of the industrial world and all its economic/financial aspects is the belief that we are exempt from the laws that govern the rest of creation."

We are living at a time when we desperately need to follow the wisdom of beings such as French philosopher, Denis Diderot, a prominent participant in the "European Enlightenment." He writes ;

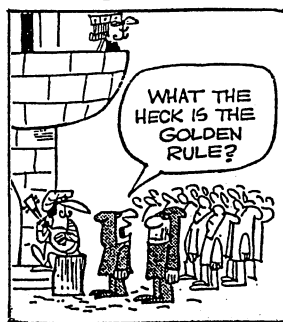
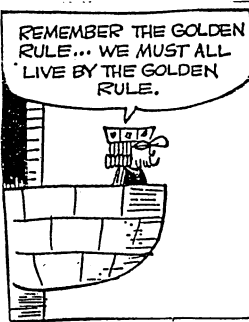
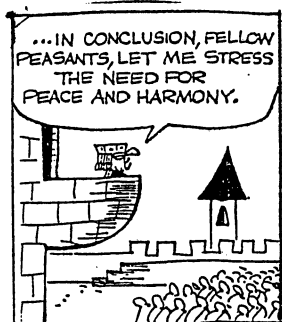
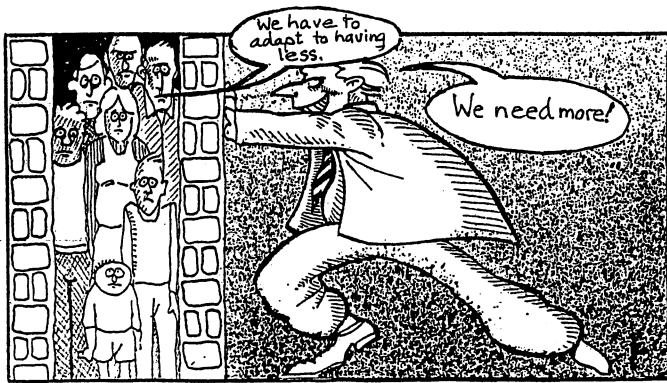
"Everything must be examined, everything must be called into question."

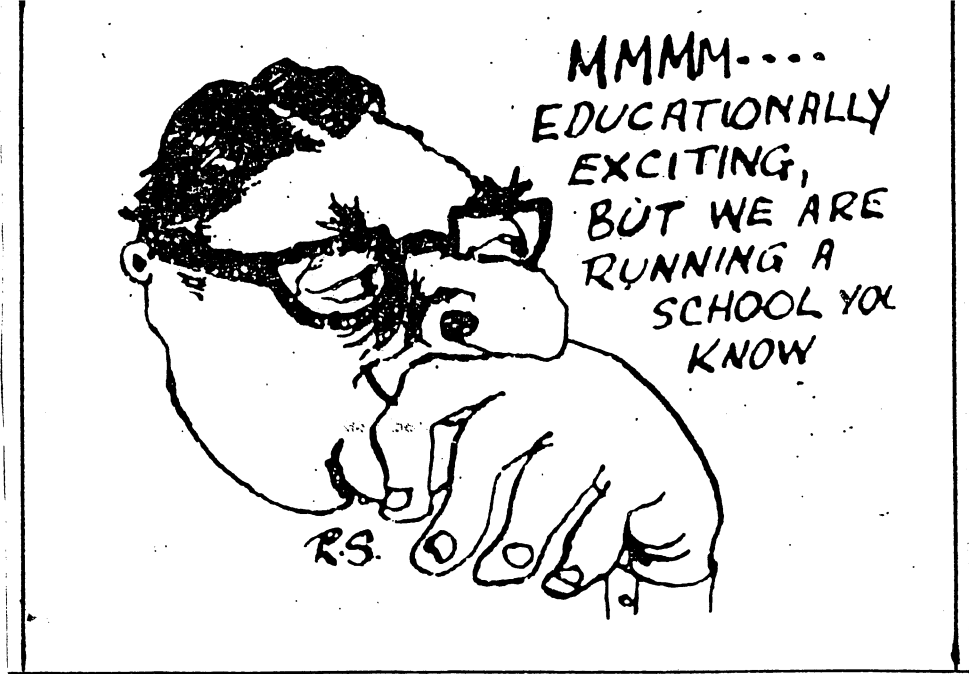
"The Ecologist," in its May 2005 issue, emphasised these elements from the MEA ;

"What is desperately needed is a national education based on ecology. Everything else is a subsidiary of that basic assessment. A list of the questions that such education must address is:

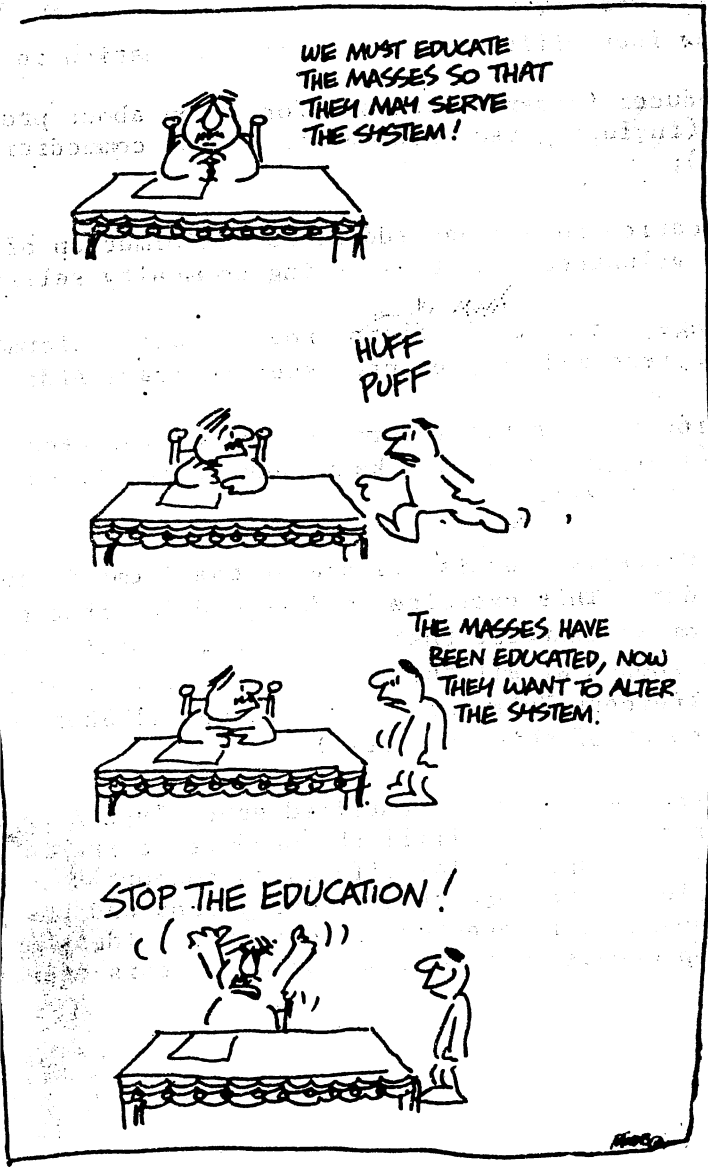
- 1. Question the desirability and indeed the practical possibility of continuous economic growth.***
- 2. Question the idea that Nature is a resource that can, and should be, conquered.***

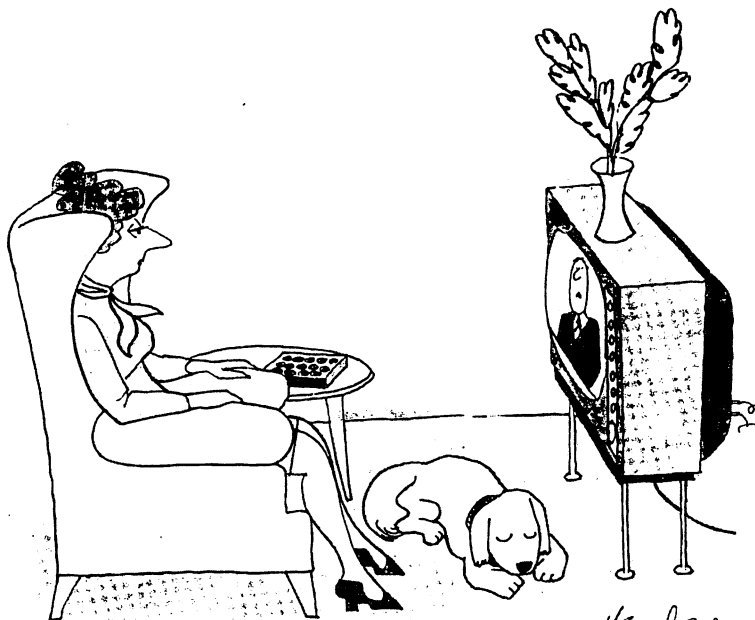

I.B please





MMMM....
EDUCATIONALLY
EXCITING,
BUT WE ARE
RUNNING A
SCHOOL YOU
KNOW





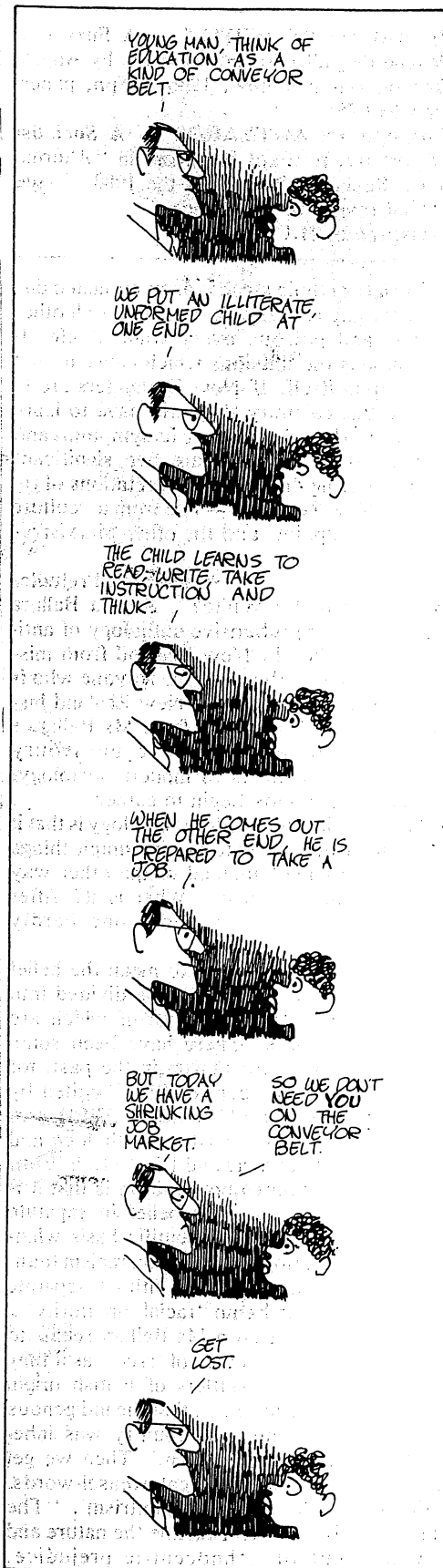
Handelman

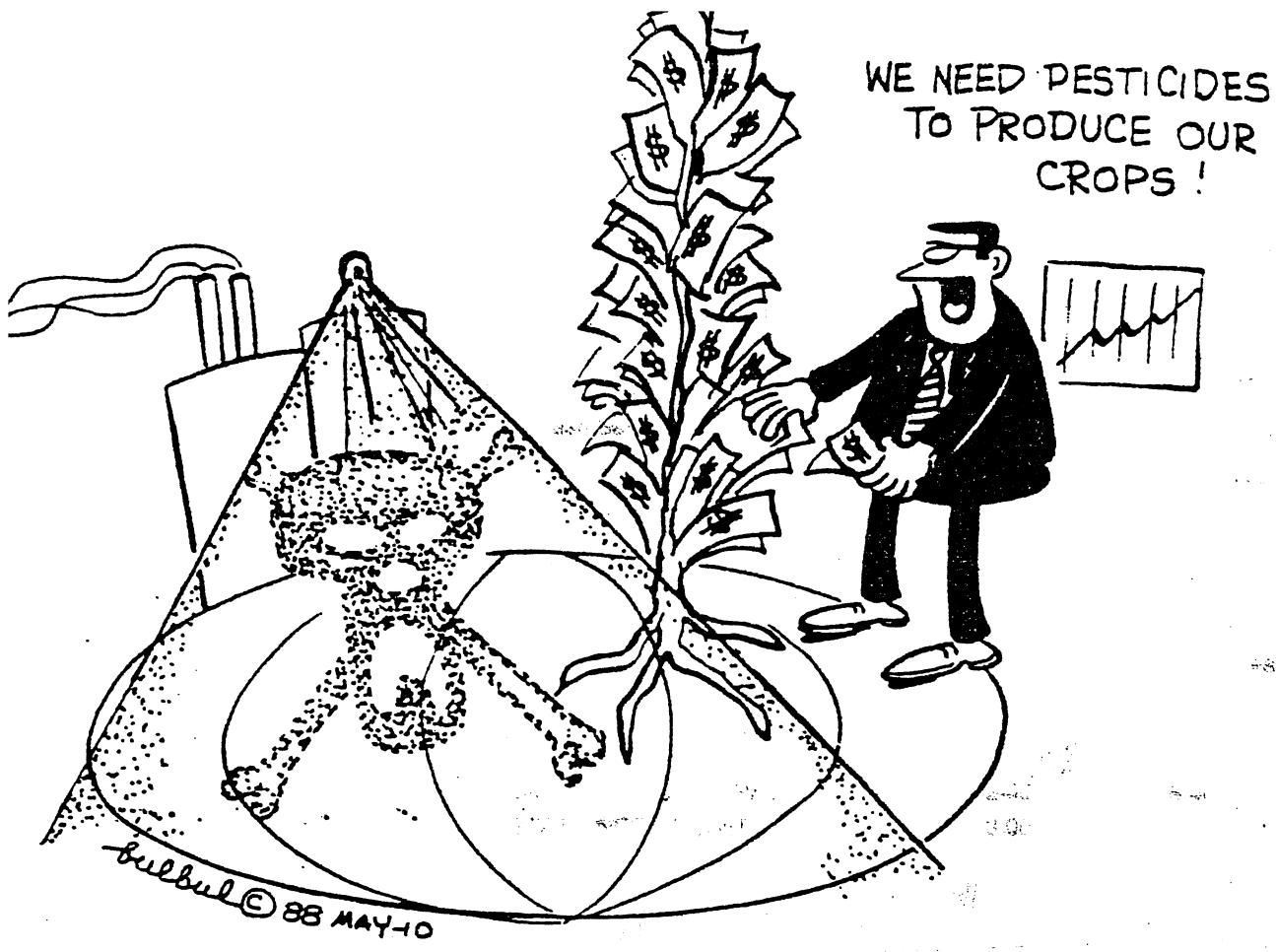
"Thirty people were killed today in Lebanon, twelve in Northern Ireland, and seventeen in Angola. Elsewhere, crimes of violence, whether politically motivated or not, claimed forty-three victims. Nineteen people committed suicide, one hundred and fifty-eight were annihilated on the road, and an estimated four thousand died of miscellaneous accidents and diseases. And that's tonight's casualty roundup."



FOREIGN AID

R. COBB





3. *A new ethic is essential, one that involves the reduction of human impact on the planet and its resources.*
4. *An intelligently-balanced economy now needs to replace a growth-based economy.*
5. *A need to move beyond shallow single-issues, picking-up-the-pieces environmentalism, toward the approach that Norwegian scientist/philosopher, Professor Arne Naess, calls DEEP ECOLOGY.*
6. *Above all, a huge effort is needed from concerned and well-informed people everywhere to address the sheer urgency of the environmental crises*
7. *Materialism and consumerism are propelling us toward self-destruction, they're critical failures. The roots of our human problems are more to do with spirituality-missing and intelligence-absent practice than they are political.*

Another piece of wisdom is ;

"Prevention is not only better than cure, it is the sane, responsible, most effective way of successfully addressing a problem."

Ecology education, or Education for a Sustainable Future, delivered to everyone, is the key to ensuring the urgently needed changes actually happen. Our future and our children's future depends on making that big difference.

Ecological writer Todd Gitlin, in "Leviathan" magazine, July/August 1969, put it this way ;

"Only a totally opposed consciousness can counter the dominant culture's total assault."

What exists all around us, soaked into almost every aspect of current society, is the arrogance of our human species. We need, as mentioned in the title of this paper, to "See the world through different eyes," not via TV, the movies, business-captured sport, computer screens and sophisticated teletexting/ cellphones/digital imagery.

There is absolute absence in most people, and dangerously missing in the minds and decision-taking of those supposedly "leading" our country, of deep awareness and basic connection with natural laws that are beyond any human ability to alter.

Where have humility and reverence gone to, regarding our place in the spectrum of life on the planet ? We are each and all interdependent, yet we are behaving as if our supposed intelligence and technologies can over-ride and dismiss the basic truths about how life is able to continue, not just for ourselves, but for all of Nature.

Mega-sophistication, scientific manipulation and academic expertise, coupled with industrialisation rampant, from which most of the wealth is captured by a quite small number of Western-country so-called "smart elites", are taking humanity toward unimaginable, irreversible crises.



State education systems are doing nothing more than conditioning the coming generation to the belief, which they dare not question, or they'll be branded failures, that they need the world the way it is, and "we'll prepare you for that, using prescribed curriculum, testing and examinations."

To complete this honest exposure and assessment of where we're at and where we're heading as a country, as a species, here are some wisdoms from sources that the rich and the powerful, who maintain control disguised as "democratic," cannot question or dismiss.

Professor Herman Daly, former chief economist for the World Bank :

"Sustainable growth on a finite planet is an impossibility theorem."

Professor Narindar Singh of New Delhi University, India ;

"The prevailing order cannot solve the problems of its own creation, it can only intensify them, relentlessly."

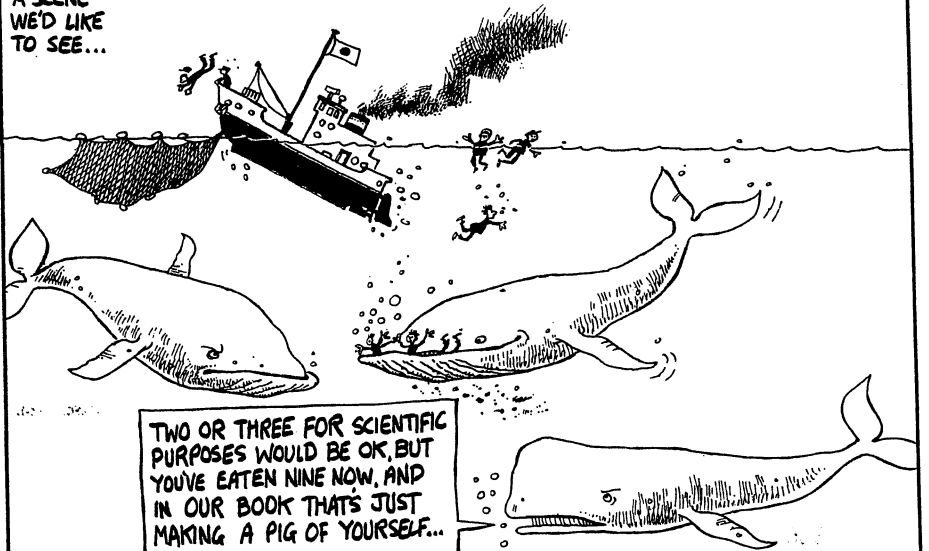
Professor of Law at Auckland University, Jane Kelsey, in her book,
"At The Crossroads," 2002 ;

"Those who rule consistently claim that the conditions they impose, fiscal austerity, privatisation, deeper poverty and inequity, free trade and unrestricted foreign investment will ultimately promote economic growth (seen as the ultimate goal) and alleviate poverty. As the 20th century comes to an end, the world economy is deeply divided and unstable."

"Time" magazine's special edition editorial , April 2000 expressed this ;

"Let there be no illusions, taking effective action to halt the massive injury to the earth's environment will require a mobilisation of political will, international co-operation and sacrifice unknown except in warfare. Yet humanity is in a war right now, and it is not too draconian to call it a war for survival."

A SCENE
WE'D LIKE
TO SEE...



TWO OR THREE FOR SCIENTIFIC
PURPOSES WOULD BE OK, BUT
YOU'VE EATEN NINE NOW, AND
IN OUR BOOK THAT'S JUST
MAKING A PIG OF YOURSELF...

Tom Scott

...THE TROUBLE WITH YOU
ENVIRONMENTALISTS IS...



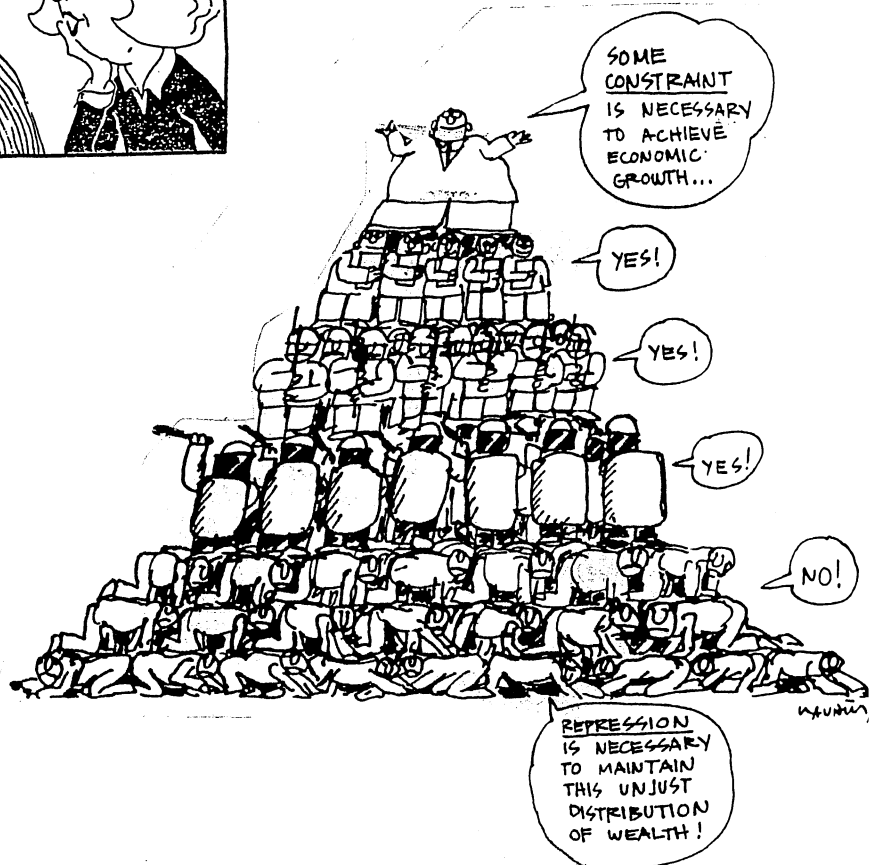
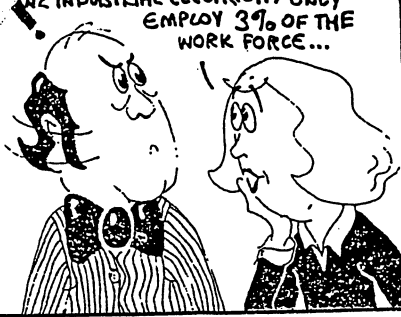
...YOU DON'T UNDERSTAND THAT
INDUSTRY NEEDS LOTS OF
ENERGY...

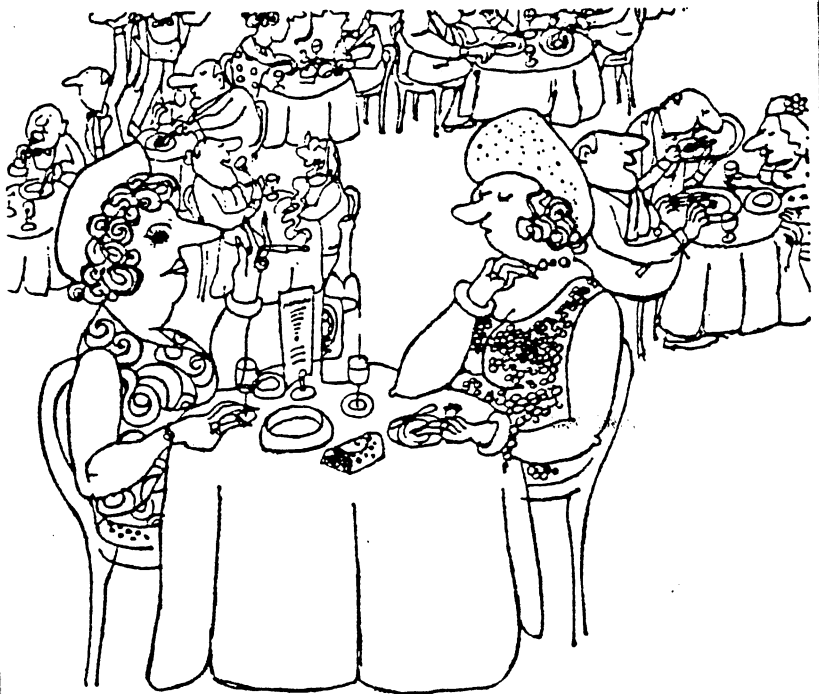


...IN ORDER TO EMPLOY
PLENTY OF PEOPLE!

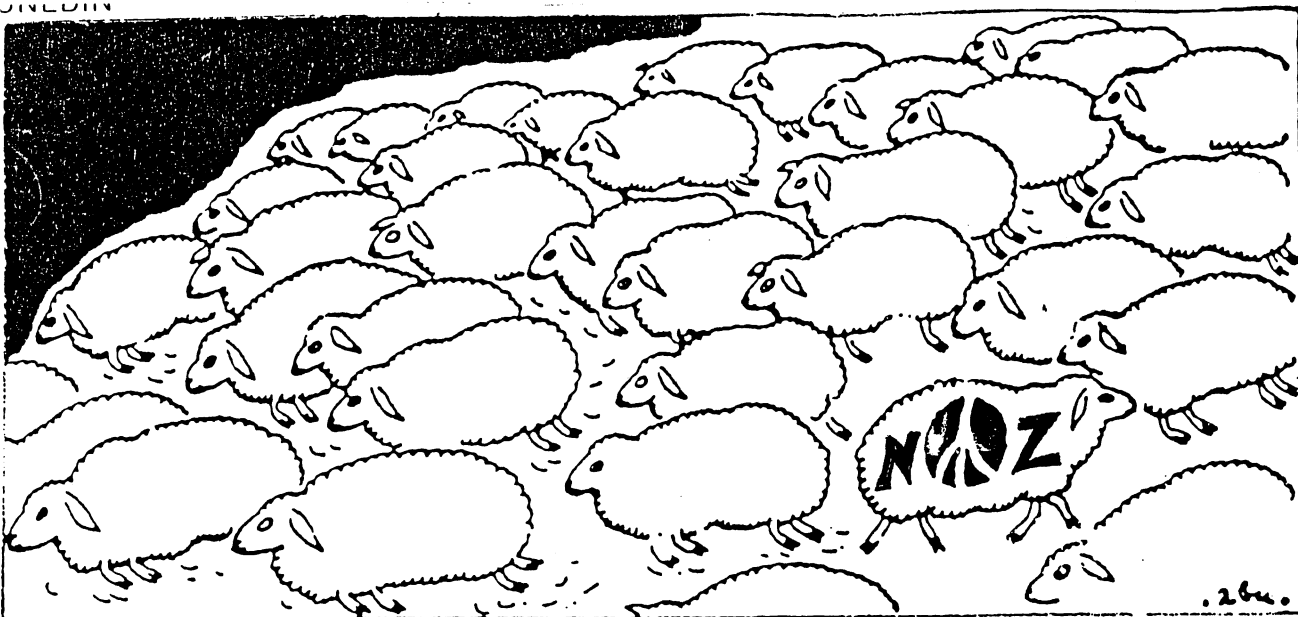
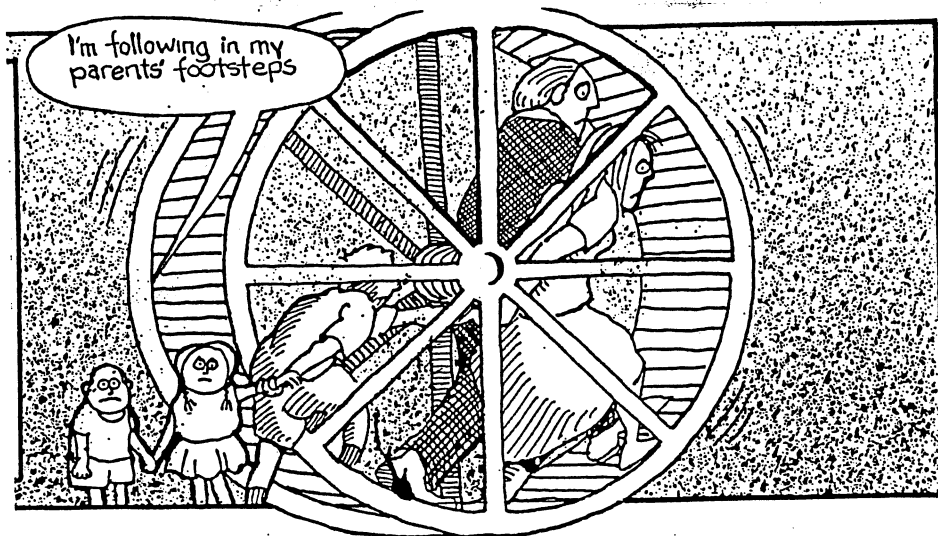


...BUT HOW COME THE FIVE BIG
COMPANIES WHICH USE 66% OF
UK INDUSTRIAL ELECTRICITY ONLY
EMPLOY 3% OF THE
WORK FORCE...





*"I don't see how three-quarters of the world can be starving
—this restaurant is always packed."*



Margaret Thatcher, former P.M. of the U.K. ;

"It is mainly by unlocking Nature's most basic secrets that we have been able to build the modern world. But it is possible that with all those enormous changes concentrated in such a short period of time, that we have unwittingly begun a massive experiment with the system of the planet itself."

E.F.Schumacher, in "Small Is Beautiful" 1972 ;

"What is quite clear is that a way of life that bases itself on materialism i.e. on permanent limitless expansion in a finite environment, cannot last long, and that its life expectancy is the shorter, the more successfully it pursues its expansionist objectives."

Dr Helen Caldicott, of IPPNW, spoke in 1989 ;

"We are truly the curators of life on Earth, standing at the crossroads in time. We must awake from our false sense of security and commit ourselves to using democracy constructively to save the human species."

Dr David Korten, American author of "When Corporations Rule the World," ;

"We must become involved in what may be the most profound change of course in human history, and that requires us to bring to bear the full creative potential of our species."

Vandana Shiva, Indian woman of international repute, states ;

"The question I constantly ask myself is, 'What are the creative catalytic linkages that strengthen community and enable communities of people to exercise social and ecological control over economic and technological processes ?'"

Professor Paul Ehrlich of the USA wrote ;

"There are certain rules of the universe that humanity simply cannot repeal and the sooner economists, politicians and businessmen begin to understand that, the sooner they will begin to have a future for their children."

Hazel Henderson, writer of world status, tells us all ;

"The primary issue of our time is to understand fully, that maximising economic growth is unfeasible."

page 8.

Professor Herbert Giersh, of Germany's Kiel Institute, says, in "The World Challenge," 1981 ;

"Only a public from whom one hides nothing of the truth will be capable of gathering the courage and the will to act to save the way for a renaissance of a unified world."

Former president of Russia, Mikhail Gorbachev has written ;

"The state of the environment deserves absolute priority above all all other problems facing us today. We need an environmental revolution."

Dr Fritjof Capra, physicist and researcher at University of California and author of 2 international best-sellers, "The Tao of Physics" and "The Turning Point," wrote this ;

"At the end of the 20th century, we find ourselves in a state of profound world-wide crisis. It is a crisis of intellectual, moral and spiritual dimensions, a crisis of a scale and urgency unprecedented in recorded human history."

Lester Brown, of the Worldwatch Institute in the USA, contributes this ;

"The most important reality faced by humankind is, 'How do we transform an unsustainable society into one that is sustainable ?'"

It was H.G.Wells, of the U.K. who wrote, back in the 1930's ;

"Human history becomes more and more a race between catastrophe and education."

In conclusion, here is Professor Lester Milbrath's message. He is emeritus from the University of New York ;

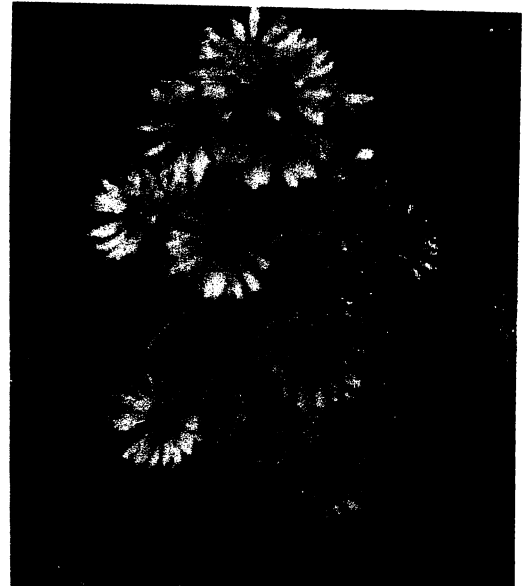
"Either we learn to control our growth in population and in economic activity or Nature will control it for us. Remember, Nature's solution is death."

The above quotations are only a small selection of the insight, wisdom, honesty and compassion expressed by other human beings whose record and achievements, let alone their life-reputations, mean we should listen, and then join others for positive, now-essential action, before it is too late.

If we are already deeply aware, and doing things that are making a difference, then joining and extending the initiatives that will spread the information, awareness and understanding that enables the urgently-needed changes to happen, should be our next step. **Is there anything that matters more ?**

Arohanui, kia kaha,
Jim Chapple.

ECO-SOLUTIONS
An essential bigger picture.





**Our only planet.
We depend upon it.....totally.
So....stop everything that is harming it.
If we don't take needed action, swiftly,
it could well be TOO LATE.**



ECO-SOLUTIONS

An essential bigger picture.(begun in 1972.)

*A crisis exists which endangers the future of all countries, of all humankind, and of life itself. All humans share responsibility for addressing and averting this crisis. A learning revolution is imperative. The recent (March, 2005) U.N. Millenium Eco-system Assessment (M.E.A.) sends precisely that unequivocal message to us all. The eminent worldwide group (1,360 of them from 95 countries, led by the chief scientist at the World Bank) that completed the MEA cannot and must not now be ignored. Positive eco-solutions have to be swiftly implemented, before it is **too late**.*

THE ROOT CAUSES.

- * An exploding population which consumes vast and ever-increasing quantities of earth's energy and material resources with little thought, let alone serious, effective addressing of the consequences.
- An aggressive technology and economic system which, in a rush to provide for and profit from the human population, destroys other forms of life and contaminates our environment to a degree unprecedented in human history.
- * A burgeoning military establishment equipped with, and committed to employ from its arsenal, nuclear, biochemical and space-based weaponry, bent only on continuing capitalism's global dominance.
- * A set of traditional values which ^{supposedly} ~~may have~~ sustained the human species in the past but which have led instead to the above problems, and now inhibit us from responding to the present crisis.

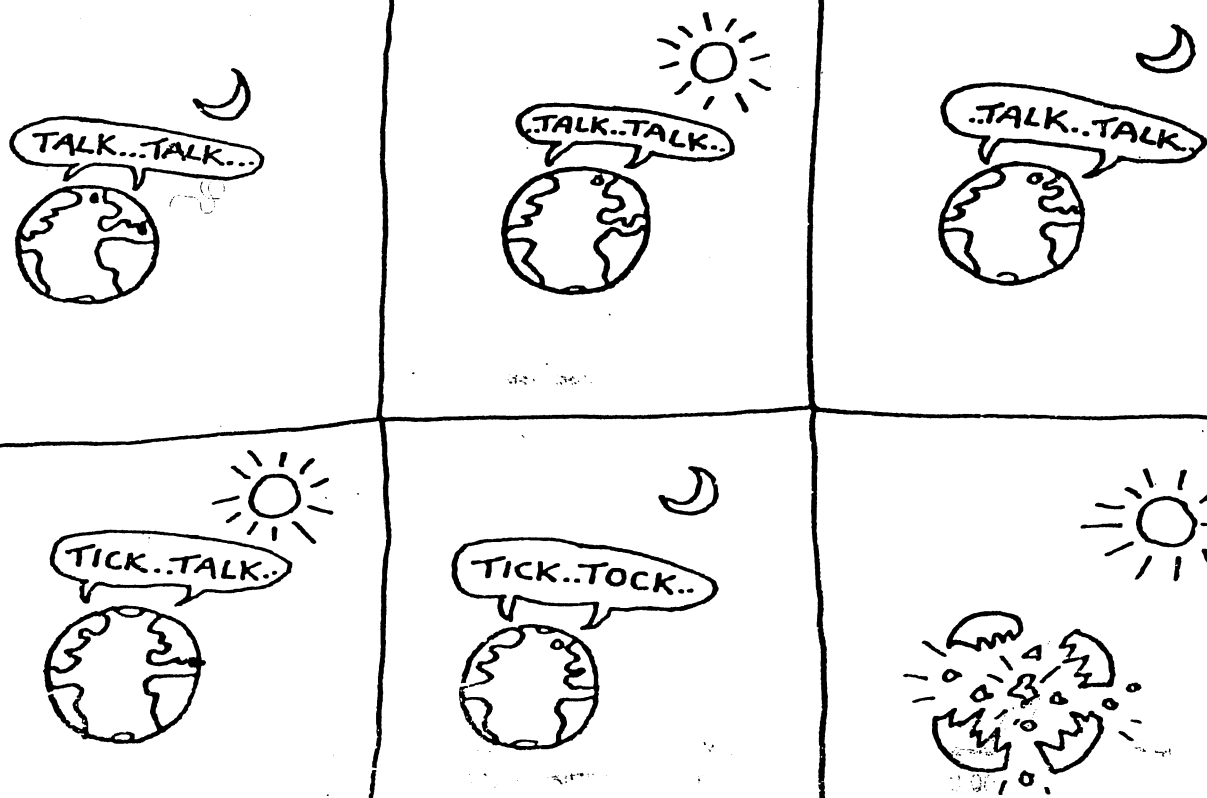


IT'S A REVISED NATIONAL SECURITY SHOPPING LIST!

WE MUST REJECT AS UNACCEPTABLE.

- * A world in which unlimited population growth and unlimited economic expansion not only worsen the situation relentlessly, but are peddled as beneficial, there is no alternative, and the smartest way to success.
- A world in which a minority of individuals live in gross luxury and privilege while huge numbers of others, many of them children, suffer and die because they are denied access to the basics that sustain life.
- A world in which many humans view themselves as separated from the earth, the reality of our dependence connection with Nature, and more important than other life-forms. This is dangerous arrogance.
- A world in which too many individuals' perception of life is subjected to relentless focus on consumerism, entertainments, sport as big business, supermall shopping, fast foods, addictions, fashion/luxury, conventional movies, TV and computer screens, casino gaming, cellphones, relentless growth-is-the-only-way-to-go, automated technology and endless sophisticated gimmickry. This results in life-endangering, distorted awareness and mind-sets.
- A world in which a deplorably growing number of people resort to violence, crime, drugs, gambling, betting, as they attempt to be not victims, but winners. Meanwhile, those who rule spend mega-bucks on armaments, electronic global money-shuffling, gross auto-itis, cruise-liner holidaying, luxury-driven living, and monopolise corporate wealth as they maintain control.

THE TIME BOMB...



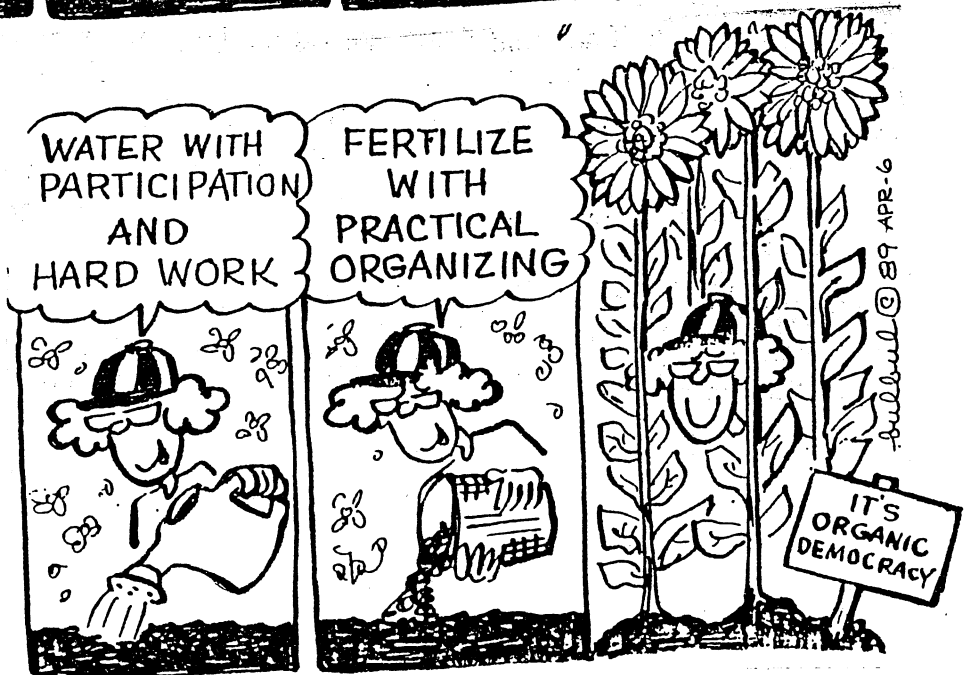
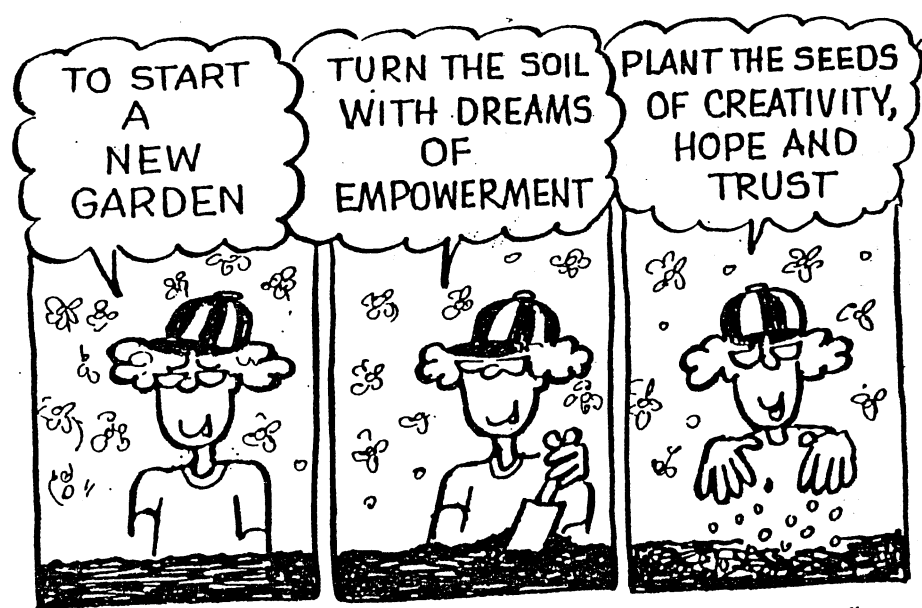
BROMHEAD



AT LEAST SIX POSITIVE, ESSENTIAL DIRECTION CHANGES ARE CLEAR FOR US ALL.

- Undertaking constructive campaigns to halt the excessive growth of human population, the depletion of Nature's life-supporting resources, and the pollution of our soils, water and air. Deforestation and species extinction are also problems that cannot continue.
- Developing genuine alternatives to our present ways of life, and altering our behaviours in the ways now essential if our future is to be truly stable and sustainable. We have to reclaim "**limits**" and "**equality**" as terms which ensure fair, safe, secure, wise, positive options for decision-making, and apply them, firstly in Aotearoa NZ, and then **WORLD-WIDE**. As with being nuclear-free, we can, and must now show, leadership.
- So-called terrorism, invasions and insurgency currently practised by both Islamic and Christian capitalism-ruled regimes will only disappear when universal justice and equity are genuinely delivered, and **all lives** are respected and protected using non-violence. Exploitation must end.
- History's lesson is that wars, murders, slaughter and militarism solve nothing for humans, and never have. What they do is simply enabling domination to continue. The huge money-spending on arms and global profiteering must now be sanely re-allocated to alleviate all poverty, inequity and disease.
- Very different education/learning/understanding must now be delivered throughout our formal systems, from pre-school to tertiary level. The present structure does little more than prepare all learners to believe that they need the world the way it is. This must be urgently altered.
- * Making the human population everywhere, and politicians in particular, aware of the crises, and their extent. Unless swift action for deep changes is taken, the scale of irreversible consequences will cause pain, agony and suffering that will make catastrophes like America's Hiroshima/Nagasaki nuclear bombing terrorist mega-slaughter of civilians or the more recent South-East Asian tsunami disaster look like hiccups.





DECIDE TO NETWORK
USE EVERY LETTER YOU WRITE
EVERY CONVERSATION YOU HAVE
EVERY MEETING YOU ATTEND
TO EXPRESS YOUR FUNDAMENTAL BELIEFS AND DREAMS.
AFFIRM TO OTHERS THE VISION OF THE WORLD YOU WANT.
NETWORK THROUGH THOUGHT
NETWORK THROUGH ACTION
NETWORK THROUGH LOVE
NETWORK THROUGH SPIRIT.
YOU ARE THE CENTER OF THE WORLD.
YOU ARE A FREE, EMINENTLY POWERFUL SOURCE
OF LIFE AND GOODNESS.
AFFIRM IT. SPREAD IT. RADIATE IT.
THINK DAY AND NIGHT ABOUT IT
AND YOU WILL SEE A MIRACLE HAPPEN:
THE GREATNESS OF YOUR OWN LIFE.
IN A WORLD OF GREAT POWER, MEDIA,
MONOPOLIES, AND 4½ BILLION INDIVIDUALS,
NETWORKING IS THE NEW FREEDOM
THE NEW DEMOCRACY
A NEW FORM OF HAPPINESS.

.....Robert Muller,
U.N. Deputy Sec-General.

The source
of this
booklet.

GET
INVOLVED!

*Jim Chapple, treasuring a native kahu
(hawk) that he found dead, lying on
Willoughby Road, Katikati.*



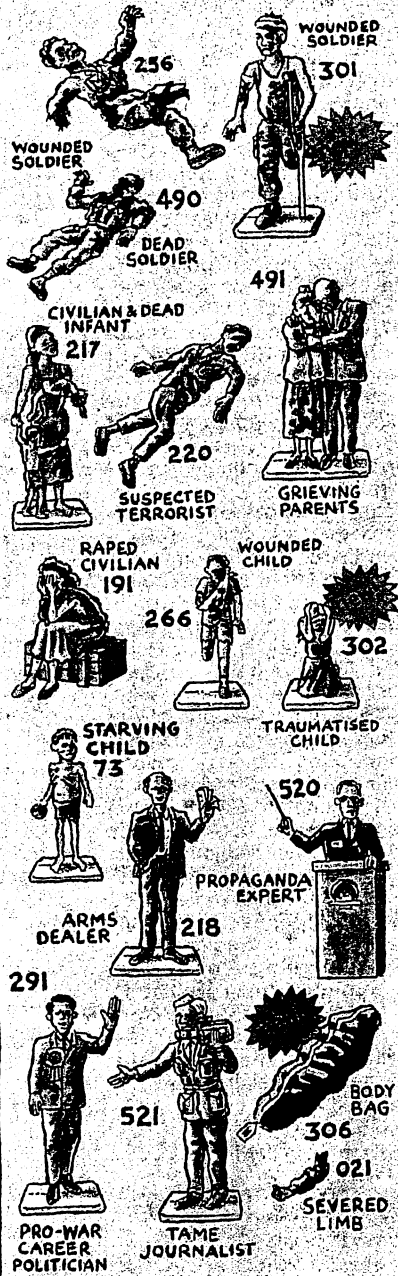
big Bad
World

POLYP
MIDY

Realwar™

30mm SCALE MODEL FIGURES

THE ULTIMATE IN SUPER-REAL HIGH
DETAIL PLASTIC MILITARY REPLICAS



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