



Taking responsibility for a sustainable future



# Lincoln Envirotown: A model for community-managed, sustainable development

Milestone 6 Report  
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Ministry for the  
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*Manatū Mō Te Taiao*

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## Milestone 6 deliverables

- (a) Develop finalised community-owned action plan
- (b) Develop an environmental management system model for Lincoln Township. *This management system will provide the framework for future action, transparent and robust decision-making. Focus will be on creating a support mechanism for action and the continued involvement of the community in keeping their township sustainable.*
- (c) Using a similar methodology carry out a follow-up survey of residents and the state of the Lincoln environment measured at the start of the project.
- (d) Develop and disseminate a model for transferring learning from the project to similar communities.
- (e) Develop a final report for the project to include:
  - key successes
  - challenges and how they were overcome
  - relationships and partnerships formed
  - costs and funding
  - conclusions and recommendations.

### ***Provide MfE with:***

- ***A copy of the questionnaire***
- ***Details of how questionnaire distributed, collected and response numbers***
- ***Tools and resources developed for other communities to adapt the model***
- ***Environmental Management System***
- ***Copy of the finalised community-owned action plan***
- ***Final report***

## Summary



### **Community–owned Action Plan**

Consultation was carried out by the Lincoln Envirotown Trust over the past year through discussion groups, feedback sheets, promotions, email submissions and facilitated public meetings.

The data was compiled and summarised into 20 main themes and distributed in a document to Lincoln Township and surrounding areas.

The community was invited to a public workshop on June 10 where the themes were discussed and ideas for action were developed.

The resulting ideas and projects have formed the basis of the Community Sustainability Action Plan.

### **EMS**

An Environmental Management System has been developed for Lincoln by consultant Paul Barrett. Paul has been closely involved with the community consultation and draft plan process and the EMS has been designed to link in with the community plan. The management system will provide the framework for future action. The EMS is a support mechanism for action. It shows what projects and actions have already been undertaken in Lincoln by LET and other groups, what has evolved from those actions to date and includes community priorities and ideas for the future and council plans.

The EMS documents issues raised by the community during the community plan development process and identifies interested parties to date. The list of stakeholders and appropriate communication systems will continue to be developed over time. The EMS will be continually updated as projects are undertaken, acknowledging successes and encouraging continued involvement of the community in keeping their township sustainable.

## Survey

A follow-up survey to the one distributed at the beginning of the project has been developed to help gauge progress made by LET and any change in community attitudes towards sustainability over the past year. New questions were added to gather some baseline data on energy use and waste. To keep the survey to the same length, several questions included in the first survey were omitted as they were qualitative, were unlikely to give us new information and it was considered unnecessary by the sub-committee developing the survey to ask them again.

Questions added also included asking whether people had attended any of LET's events over the past year, which ones and whether people would be interested in attending similar events.

## Learning model

We have learned much over the past year that can be shared with other communities that wish to undertake the same journey towards sustainability. We have developed discussion group guides and slideshows as tools and documented the year in a scrapbook. Our milestone reports to date can be downloaded from our website and all the events we have held are listed. A process summary will also be made available to download.

We are continually developing new resources. We hope to personally visit other interested communities, where possible to present our project, answer questions and tailor information as required.



## Community-owned Action Plan

### The process: how we went about it

An action workshop was held on June 10 2007 at the Lincoln Bowling Club to prioritise and identify champions for ideas and key themes identified in a draft community plan document, which was distributed to households in and around Lincoln. Around 45 people attended, including members of key groups in the community.

The workshop was facilitated by international community engagement expert Bliss Browne from the US whose warmth and astuteness won over participants right from the start.

The first half of the four-hour session was devoted to a session to define important issues related to sustainability.

We started with an exercise where groups brainstormed the question

**“If you could ask every person in the room one question about sustainability – what would it be?”**



The conversations were animated and the questions people came up with were interesting and varied:

### **Questions clarifying sustainability in relation to the Lincoln community**

- How to make this project (LET community plan) relevant? (to the different groups in the community)
- How can we reduce the contribution to climate change individually as well as collectively?
- How to make a sustainable lifestyle attractive to individuals?
- How do you make sure every school and kindergarten thinks this way? (i.e. how to be sustainable)
- How can we promote energy efficiency, reduce cars, reduce chemical use, involve people (especially children), buy local?
- Where else can we learn?
- How do we balance sustainability with the important social activities of this community?
- How to be less “greedy” or “needy”?
- How does the issue of climate change relate to Lincoln? How can we deal with energy efficiency, biodiversity, water pollution, dairying intensification, recycling, re-use waste, storm water and flooding?
- Can we develop community composting, water wheel, recycling, encourage a supermarket here, solar charged unit?
- What is sustainability and how do we measure/assess it?

The group was asked to prioritise six questions to be asked in a “speed dating exercise.

Chairs were set up in concentric circles, the outside facing in and the inside facing out with six chairs in each circle. The people in each circle were given numbers from one to six and people facing each other interviewed each other for one minute each after which the outside circle rotated one place at a time.

After the exercise all the people with the same number question gathered in groups to summarise.



The questions, answers and summaries were:

## 1. What is sustainability and how do we measure or assess it?

- What is sustainability?
- How do you measure it?
- Take no more than you put back. Not using up natural resources
- Energy – carbon credits. Can measure climate change, but there's a lag
- We need a fundamental shift away from materialism, consumption, shopping. Satisfaction from people, not things, live according to needs, not wants
- Progress indicators – surveys to measure happiness, quality of life, not economic measures like GDP
- Being able to live in the world without destroying it. Baseline quality of life
- Different meanings at local, community, international levels, reduce waste, recycle, make conscious choices
- Like love, if you try and measure it, you've lost it
- Providing for the needs of the planet. Indicators: starving people, degradation, and pollution. Humans shouldn't change natural systems so they can't recover
- Natural Step.org.nz – framework for understanding
  - What we take – minimize oil/metal use

- Effect of what we make that nature can't process (plastics)
- What we break – natural function – water, soils
- How we share the cake – equity, fairness
- Catalogue whether we are moving towards/away from sustainability
- On each environmental indicator: measure throughputs
- Future proofing. Understanding that resources are not there forever. Not depleting resources that are not replenishable
- Measure by quality of what's left – to do this is survival: what is important is subjective, personal. Work it into my life looking at continuous improvement rather than absolute measures
- Not making any worse – if possible improving it.
- Multiple indicators – environmental quality measures – air, water – social – income levels – health, crime
- Reduce waste of energy and don't be wasteful of resources
- Living in harmony and rhythm in our planet and its seasons, soils and resources for future generations.
- Systemic measures – everything we do
- Meets needs at of the present generation without compromising the needs of future generations
- Should also include a wider environment indicator
- Refocusing life over time. Best possible conditions for life to flourish. Thinking like a mother. A sustainable response to the promise of life
- Public language
- Being able to use resources that are not depleting. Using more efficiently
- Replanting
- Re-use water, measure water
- Don't leave the world a worse place than how you found it and ideally leave it better
- Holistically. Resource Use/Energy Use/Waste
- Living in a way that has a low impact on the world
- Measure: - less stuff to landfill, electricity usage, how many eco buildings, measuring air quality
- Living with the future in the mind
- Monitoring improvements
- How many bags of rubbish
- Allowing future generations to live their lives
- The plants' ability to do useful work
- Maximize free energy (entropy)
- We are governed by the three laws of thermo dynamics
- Leaving the world better off than it is today. Make it better rather than just sustaining it
- Self sufficiency, growing own vegetables, increasing exercise level
- Living lightly on the earth and regarding it as a complete system
- Future proofing. Live life with a long term view – recognizing that actions now have long term effect i.e. limited resources are precious... that precious resources are not depleted

- Combination of environmental and social issues – maintaining resources for future generations. Measured by usage against population
- Environmental, social, cultural. Ensuring changes don't have adverse effect on environment – today and future. Environmental indicators of water, air and soil quality. Sustaining is a quality condition
- Educate people in the Community
- Awareness and ability to see positive change on a long-term basis, in our perspective and action. AAA: Awareness, Action, Advancement. Measured in every environment, social, natural, cultural, economic
- Need to establish the indicators in order to measure

### **Summary of actions that could be taken:**

- Keep an eye on the future and live lightly on the earth
- Reduce resource use, energy use, waste
- Encourage people to make conscious choices. Choose for something you believe in (I might have to drive to work today because I'm late, but I'll walk tomorrow)
- Self sufficiency – growing your own vegetables, take more exercise
- Education- present environmental indicators in a way people can understand, and tell them how they can make a difference
- Measurement ideas
  1. Indicators of water, air quality etc. Use more than one indicator.
  2. How is plastics use affecting our health? How can we measure this?
  3. How do we measure behaviour?
  4. Pak-n-Save saved 4 million bags in a week by not giving bags for less than 3 items

## **2. How do we make it highly attractive for people to be less needy, greedy and wasteful?**

- Financial benefits. Offer incentives i.e. refunds – consume less produce, less waste. Advertising campaign create popular demand
- Putting value on things in the first place so people realize environmental costs. Collective pressure, motivating the community – SHAME! (Encouragement). Charismatic leaders promoting change and identifying sustainable issue
- Money – more altruism – towards sustainable development
- Community spirit established focus on social relationships rather than material attachments. Trade – local food, community support, neighbours – share

- Connect people with the value of the future – the importance to them of the future with regard to the future generations
- Regulation, because NZ lags so behind – incentives – cheaper – invest in energy using government surplus and tax incentives and education, school chronicle – fun project
- Don't know the answer, thinks about it a lot. Less adversity, changing advertising instruction on products on how to dispose and use or recycle
- Make it fashionable. Celebrity to promote energy efficient cars
- Promote the good things, identify the leaders. Cost benefit analyses (financial) raising the awareness of the true cost (life cycle assessments)
- Need to find some aspects of good practice and make it fashionable. Be cool! Discourage doing the wrong thing. Incentives and grants e.g. no plastic bags
- Regulation – role model – fashion
- Cost benefits, health benefits, and long term benefits for environment, planet, children and grandchildren. Awareness, media
- Create market and trend where it is desirable to be held in esteem, to be sustainable, Government, celebrities, music, clothing
- \$\$ - more expensive to waste resources – making efficient and convenient to citizens/everyone – giving resources to support (waste bins, good public transport)
- Survival – fear factor, not attractive – if you don't you die – more media coverage
- Feel good/not embarrassed about doing it. Universal support and acceptance. Reinforcements and promoting – become acceptable activity. Make not complying negative
- Get in their mind
- Reward – rate reduction, tax relief
- Financial incentive – grants, benefits
- Making it trendy
- Community composting
- Advertising
- Hit the pocket – costs
- Recycle incentive
- Teach women how to stock pantry correctly
- Recycle centres – exchange
- Farmers Markets
- Get Businesses involved
- Ashamed – if people do not co-operate



- Organize family events – show the community alternate ways – reduce water use – reduce waste – prizes to bring people for these events
- Can save money with alternatives
- Making it trendy – get media involvement
- Social pressure – good to society
- Pantry, Bin Ads, recycling centres, (bring and buy), Farmers Markets, Super saver promo. Tax on Developers, recycle incentives
- In built cost to waste produced. Distinguishing “needs”. Council awards. Community events that don’t cost. Provide recycled shopping bags. Businesses awarded/highlighted for good en service
- Car pooling. Savings made clear. Advertising the way we can make choices (e.g. packaging). Higher litter fines. Financial destination centres – cost of packaging to reflect cost of recycle
- Regulation of packaging – bags have prices/trade in cost as a disincentive. Education to resist advertising and on the real cost of everything
- Extend the range of recyclable material
- Return to reuse – bins everywhere
- Transport issues addressed
- “Recycling Train”
- Financial Incentives
- Culture of repair/reuse/intention
- Making it “trendy” attractive
- Regulation
- Education
- Making it a deeper want – people need to want to do it – financially, socially, culturally, spiritual. Doing something that appeals to basic needs
- Combine carrot and stick. Can’t just change, punish people. Need to make it fun – attractive. Credit for bringing own shopping bag, shouldn’t all be punishment – resentment
- Get children to hold them accountable. Present things in a way that is attractive
- Create socially acceptable incentives – fun. Clothes swap instead of shopping
- Make sustainability cool
- Less advertising – avoid focus on new cars
- Recognize that everyone is different
- Change away from materialism
- Encourage and promote culture of repair and re-use
- Encouraging people that what they have is enough
- Count your blessings every day
- Education
- Financial incentives – show people how they are going to save money



- Hit them in the pocket
- Have a reward system for doing it right, penalty for doing it wrong
- Research on sustainability and how to integrate into basic life so it becomes second nature
- Reduce packaging
- Go back to basics of packaging for hygiene
- Reduce advertising

### Summary of actions that could be taken

- \$ Incentives & Disincentives [\$ and recognition]
- Trendy and fashionable – good practice
- Value Shift – count your blessings
- True Social & Environmental Cost – Recognize
- Stronger Community Involvement
- Regulation
- Promotion of good models
- Business examples
- Tax on developers for waste – land
- Waste exchange
- Putting value on things
- Environmental cost made a bottom line
- Business ethics
- People taking responsibility
- More altruism
- Greater sense of community. Connect people with culture



### 3. How do we make sure every school age child thinks sustainability?

- Curriculum – part of curriculum is teacher training and also in schools.
- Make it interesting, create enthusiasm
- Start in early childhood, develop curriculum throughout education
- Visible, fruits of labour i.e. integrate in projects with application
- Recycling – parents, reaching children through N.G.O's, partnerships, waste management. Practical experience, showing – show and people
- Very substantial teacher training and find out how to keep to renewed
- Government, educational bodies, target it as a subject. Wormery, compost, recycling containers, preserving water
- Part of routine
- Way of life
- Experiential environment learning
- Make it normal



- “Cool” – 2 meanings
- Normal to ask questions about sustainability
- Critical thinking
- Sensory experience
- Government backing
- Creating awareness of the future if we do not
- Included in the curriculum
- School management must walk the talk
- Teachers need to be educated in their teacher training
- Perhaps create a reward system to encourage schools (reverse – hit them in the pocket if they don’t)
- Make sure the projects are relevant to the child
- Use computers as an example
- Link the future with the present e.g. clean water for swimming and surfing
- School buildings and landscape should demonstrate sustainability
- Schools should have open days with this theme. Educate adults
- Make it competitive and find a way to measure it e.g. a competition between schools and towns
- Measurement is a bit of a problem
- Doing projects that involve active learning e.g. edible gardens, composting, healthy eating in schools, worm farms
- This involves the government banning junk food ads on TV and junk food in schools
- Kids being involved in active nature study
- Making kids proud of their school environment
- All new school buildings must be energy efficient
- Government guidance
- Board of Trustees need to support
- Skilled Staff
- Parent’s and society have to be involved in learning processes
- Fun interactive programme – that is integrated in the national curriculum
- Going to become the normal
- Has to be implemented in the home
- Sex education? No environmental education
- We (parents, adults), need to set examples better
- Indicate when child could do something better
- Lobby teacher training groups/expect
- New curriculum document to do this
- As parents ask school what they are doing to be accountable in this field
- To continue to write up and use examples
- Use every way we can to say to every teacher “you are the model”

*“Education and dedication on the part of the teachers. They must believe in it themselves”*

- Requires committed and enthusiastic teachers. Appoint the right people and pay adequately
- Let them get on with the job and not tie them up with pointless admin work
- Show them visibly alternatives how it can work. E.g. Kate Valley, full of rubbish
- Make it “the norm” – part of the set up. Part of routine – e.g. Lunches, no waste/rubbish, paper recycling, worm farms
- Teacher education, College, University
- Government direction to instigate this
- Local community involvement with the schools
- Parents set examples
- Teach in schools
- Encourage parents
- Practical learning
- Teaching is learning
- Competition element to enthuse children
- Educate teachers – teachers on board
- Educate parents – sympathetic with process
- Schools role models – recycling
- Provide cultural role models – theatres, all public facilities, parks, etc
- Has to be taught
- Parents have to buy into process
- Turn lights and computers off
- Encourage school to use solar heating
- Shift – educated – interactive engagement – fun – resources
- Parents motivated at home, with learning process
- It has to be cool
- Normal observed behaviour – do as we do
- Normal to ask sustainability questions – trade offs?
- It’s life not just a subject, integrate
- Lincoln Kindy, experiential learning BOT, early education
- Government funding
- Energy
- Project Lincoln Envirotown.org.nz

*“Show by example how to use less energy and less waste – must be practiced at school – schools have to be involved”*

### **Summary of actions that could be taken**

- Has to be implemented in Curriculum (teacher and kids)
- It has to be life, not a subject
- Fun, interactive engaging process
- Visible evidence e.g. visits
- Experiential environmental coming
- It’s going to become norm

- Focus on social values
- Make sustainability “Cool”
- Educate the young (primary stage)
- Educate in critical thinking
- Teach the flow of Natural Systems
- Show kids the positive outcome
- Government backing

#### **4. How can we encourage people to use energy more efficiently and build more energy efficient buildings?**

- More affordable
- Emphasize money saved in efficiency
- Make double glazing compulsory
- A legislative requirement. Subsidy for people using solar heating. Need a subsidy to encourage people in older homes to use double glazing
- Apply the research
- Make it easier to use more energy efficient appliances etc by saving more
- Insulation regulated for new homes
- Council by laws for building, tax energy inefficient stuff
- Give more talks. Hands on information, demonstration on alternative living and how it can save you more in the long run
- Advertising ways to reduce power e.g. switching off power
- Hit them in the pocket. Legislate for new houses – solar, water tank, insulation – compulsory
- Building code legislates – Incentives: financial, health, longevity. Make it available = options from building companies. Choices: Right builder – promotions – hot water wraps, recessed lights
- Come from planning perspective. Community desire appropriate building design: regulations defined by community. Holistic approach to community. Subsidies increase to promote less usage
- Good practice examples – incentives – people power, tax credits
- Children turned into energy detectives – Energy audits (introduced in curriculum)
- Schools have local control over energy savings – is a credit turned into funds
- Education – promotional material/advertising
- Government Regulations – Insulation, double glazing/heat conservation by example
- Advertising
- Council help with insulation
- Encourage more solar energy use
- Trying to make energy efficiency financially attractive, government incentive grants, tax relief
- Emphasis becomes a way of achieving energy efficiency

- Advertising, government assistance
- Emphasis short and long term values/benefits i.e. council source of information workshops
- Banks – financial institutions encourage building more efficiently
- Government discounts and credits for energy efficiency
- Emphasize health benefits
- Reduce costs, financial incentive
- Education/ on financial benefits
- Cooperation/incentives from council
- Self sufficiency
- Subsidies for sustainable use in homes i.e. solar/double glazing esp. retro fitting
- Low cost homes to cover extra cost inclusive retro fit
- Provide public transport
- Make a lot of windows, don't waste energy, make sure turn off light when leaving home
- Government regulations
- Would be cheaper over long time
- Show people examples of more designer buildings to make energy efficiency product more available
- Give them using system more efficiently, make energy efficient staff, material more available
- Don't waste energy
- Quick showers
- Public transport
- Less wastage
- Create demand, have to be spoken – price down



## Summary of actions that could be taken

### Incentives

- Tax credits and Rates credits for implementing energy efficiency in buildings in general. No interest loans for energy efficient houses from Banks, Insurance

### Regulations

- Requirements of the building code and resource consent for double-glazing, solar heating, and insulation. Council bylaws

### Education

- Promotion of energy saving benefits, financial, health, environmental. Demonstrating an alternative living

## Environmental Education

- Included in the school curriculum – curriculum based

### **5. How do we negotiate public trade-offs**

- Opinion of community, how committed to issues
- Republications – to make people aware – choices make a difference
- Making choices attractive. Work with different groups and get their answers, incentives
- Find practical ways to put into action – to convince people that has to have some benefits for them, establishing
- Education of people
- Form a discussion forum where different groups come together on a regular basis. The groups need to discuss their actions and the impact of their actions has on the environment. Make a decision based on that
- Get people to assess values by ranking them. Encourage social groups to organize themselves to follow their values more closely
- Government offers bus companies subsidized fuel so bus fares come down
- Regular community forums to discuss each issue, so the community is involved in solving their issues. We are responsible for our own decisions. A community centre must be that, and be there for the community
- Transport – Price of fuel and cars must be put up
- Better public transport – cycle ways, but accept situations vary – minimize vehicle use. Economic disincentive for vehicle. Peer pressure
- Be honest with people
- Not make people feel guilty about trade-offs
- Cycle sometimes
- Community discussion process
- Individual charges
- My way – our way here now
- People will be happier with how life less crazy
- Listening and educating
- Respect each other
- Car pool encouragement
- Access to public transport
- Costing
- Valuing things
- Management plans e.g. collection transport – decentralizing
- Fluently discuss values of the things
- B4 trade off
- Help community to define values
- Public transport

- Credits (carbon)
- Make values underlying the trade offs become known. Understand others values and help empower people to make value choices for public good
- Try to make it easy to share travel when games being arranged. Think about travel consequences of team formation and fixture timing
- Greatest asset is our personal mobility. Difficult to give it up? E.g. go by push bike or motorbike if car not available, or walk or share travel
- Combine with others e.g. car-pooling with neighbours. Charge for doing the “wrong thing” and reward for doing the “right thing” e.g. car lanes or parks for people who car pool. Needs to become second nature and maybe regulation will help to encourage supply and efficiency. The more we do the more efficient it will become.
- Some things not negotiable, on conveniences
- Don't portion them as trade offs. E.g. plan development for accessibility rather than relying on cars
- Making alternatives attractive
- Beyond econ/social costs. Making environmental cost a valid measure. Making as acceptable as others? Systems and long term planning approach. No quick fixes
- Supply more public transport
- Educate ourselves of values

*“Emphasis on negotiates and trade offs. Have to be public – everyone needs to do this. Identify a value and cost – it is worth negotiating on”*

### **Summary of actions that could be taken**

- Identifying the issues to value them. How do you establish appropriate values
- Respecting and understanding the diversity and values in a multi-cultural population (Lincoln has above average culture diversity)
- How do we frame the benefits of public (long term) and private (short term) gain (trade offs)
- Need to have public forums to help people understand the issues and to take ownership of them
- Need to use incentives to shift the balance of issues
- Find practical ways to achieve these

## 6. How do we make the project relevant to other groups in the community?

- Identify different groups. List this, best ways to communicate i.e. knocking on doors, email, newsletters, meetings, community events, relevant communication with the way suitable
- Relevant to every day, not special events. Benefits for future generations, even if costs today
- Survival and employment skills, life skills
- Supply information and benefits in a fun way, not judgemental
- Make people aware, emphasize little expense by individual
- Display pleasure of life, more fun and enjoyable, save money
- Project to stimulate peoples interest so they ask for more
- Encourage Councils to regulate through the district plan around wastes, water, transport
- Making people question their way of living – passionate for recycling, remembering – discuss with others
- Aware of benefits producing our waste – a recycling choosing planting, etc small steps
- Advertise on radio, display posters
- Simplified – good communication
- Accessible
- Working with groups in their own context
- More community events
- Take ownership and promote to others
- Living examples
- More \$ values
- Talk to community groups
- Ask what their needs are re sustainability
- Ask for reps to come to regular meetings
- With difficulty – it won't be easy
- Award prizes
- Explain in a very simple manner
- Need to use different ways for different groups
- They need to see an advantage to them
- Think of the consequences for future generations
- Suitable projects at school level e.g. Mahoe
- Use people who are passionate to visit schools/institutions
- Talk to neighbourhood action groups
- Public displays of what is happening
- Talk to those who have already done it
- Community gardens and compost projects
- Put it in the Lincoln Newsletter
- Put price of water etc up
- Make it personal
- Need to see an advantage
- Council needs to show leadership not drag chain

*“Use networks to enable wider community awareness.”*

- Spread the work
- Lack of awareness
- Lack of acknowledgement
- Educate them, arrange meeting, demonstration, as for feedback from them. Show them examples i.e. water gather in running hot tap
- Advertising. All talk, nothing happens.
- Hit them in the pocket if they don't do something. Research into saving money and how you can do it, compulsory. Let it become second nature
- Identify the groups – what brings them together – the needs and wants, i.e. rugby, gardening. Work with them to work on the group incentives. Identify those in the group that have initiative and set the one big thing you are prepared to work on
- People are reluctant to change. To achieve that you can:
  1. Show them the advantage of being sustainable
  2. Penalize them for not doing it
  3. Shame them into being involved e.g. peer pressure
- Organize a regular discussion forum and present the different ideas. Value the different cultural backgrounds of the people in the community.
- People need to see the benefit in doing it. Using grey water to water garden should lead to a reduction in rates – to encourage people to make the change. Maybe a subsidy to help people purchase or change so that they can do that and reuse grey water
- Get the personal success stories out to everyone. Enthusiasm leads other people to “catch” the ideas (becomes contagious). Newsletters – snippets of value, ideas. Making the process transparent for other communities
- Getting overseas research ideas to spur us on. Make it simple and easy and work on the positives. Role model and demonstrations to show the new skills and activities people can adopt. E.g. leftover water from boiling jug, put in a flask and then reboil that

*“Find out what is relevant to them. Find out what are the main concerns in the community. Then find out how you can solve them. Find out what is important then create the solution.”*  
- Jen

### **Summary of actions that could be taken**

- Identify the groups – understand their context

- Understand, find out their needs and wants
- Discover ways/solutions they can implement then
- Link sustainability into their aims
- Encourage/demand council to show leadership
- Relevant communication – radio, posters to promote and advertise benefits of change/generate and new info e.g. overseas research
- Attract young people to get involved, educate children by example
- Put in penalties for non-compliance
- Incentives/discounts for compliance government subsidies

## The seeds of sustainability

The 20 themes identified in the draft document, circulated to 2000 households in and around Lincoln, were written up on “seeds” and taped to the wall.

Over an afternoon tea break participants were invited to choose a “seed” representing an issue they felt passionate enough about to host a conversation about with other likeminded people. There were also blank “seeds” for those who wanted to discuss a topic that was not on the wall. Ideas and possible actions to address the issues were brainstormed by the groups and written on the back of the “seeds”.



## Planting the seeds

The seeds taken up by members of the community were:

## Getting sustainability message into (primary) schools

(Tom Chambers, Ravi Gooneratne)

- What can the kids do?
- Keep account of costs – integrate into maths?



- Devise a “top” sustainable school, home, country... planet
- Interschool competitions
- Kids audit their energy lives (Mexico) water electives
- What can parents do?
- Read the school publications
- Listen to the children
- Attend school meetings on sustainability education
- Participate in sustainable community processes, recycling, composting
- What can you do?
- Approach BOT of your local school
- Offer to help in some way, any way, specific skills
- Speaking opportunity for sustainability

### More native planting in the village

(Sue Jarvis, Alan Belcher, Jude Belcher, Yahei Ogura, Raewyn)

- Run another native plant tour (visit old cabbage tree)
- Council encourage developers to plant natives
- List of native plants suitable for small sections/etc – pamphlet – for distribution to new house owners, spares in library
- Council shouldn’t allow trees such as the big palm to be planted against the wishes of the community
- Developers shouldn’t be allowed to put in trickle irrigation for trees in their development in private subdivisions
- Put protection order on Lincoln’s old Cabbage Tree



### Start a Lincoln’s “who’s who” of sustainability

(Eugenie Sage, Monika Walter, Graeme Nicholas)

Why does it matter?



- Time is right – groundswell with enough people
- Avoids sense of despair/disempowerment
- Provides learning options
- Untapped research potential which could be a beacon to world
- Way of people doing it without Government funding
- Way to engage more people and different sub-communities/communities of interest
- Helps Lincoln take possession of own wealthy knowledge

#### How to do it?

- Identify highly active and involved communities in Lincoln and involve them e.g. Church, because meet regularly, schools – newsletters via children, strong netball and rugby club, Medical Centre
- Also use them to inform about website
- School evening classes? – check
- Recognize needs of each group and how they want to contribute to sustainability
- Target education/workshop to audience and build on this
- Value people with practical knowledge – operational and practical knowledge and capture their examples
- Landcare Research – capture examples of success e.g. Waste reduction
- Identifying willing “experts” in community (e.g. compost workshop) – prepare database
- Make connection with technical and scientific knowledge and experience with thirsty, motivated audience. Brokering e.g. information on retrofitting to be energy efficient
- Organic well targeted events to share information
- Connect people with sources of knowledge in community
- Making knowledge in community more accessible in a way that empowers people
- Lincoln community sustainability “who’s who”. Who knows about biodiversity, has built a sustainable house, energy and efficiency. House visits (who was your architect?)
- Starting a database web interface possibly also provide people resource for workshops on issues of interest
- Retrofitting houses for energy efficiency is a key need. How to compost? How to go spray free?
- Ask a sustainability question resource?
- Extension of Envirotown website
- Hard copy – Medical Centre
- Organize workshops as interest generated
- Database is resource for groups wanting local presenters and expertise on specific issue

## How do we get people & groups attracted to sustainability

### Groups: Identify

- Schools and Boards
- LCC
- Sports
- Business
- Church
- Probus
- Young People
- Rotary
- Use a different approach for different groups appealing to clear examples of where it works
- Feed on existing energy
- Use existing resources/groups to engage more people



## Support local businesses and producers

(Tony Lofton, Ralph Scott)

- Newsletter for distribution – gift voucher
- Business awards
- Calculating the price – competitive
- Friendly service of Lincoln Businesses
- Local newspaper
- Rotary Club – to be approached



## Eco friendly houses

(Ross, Tony, Laura, Carol, John, Jude, Faye, Martin)

- Water storage
- Insulation
- Solar Heating
- Water Tanks
- Native Landscaping
- Double/Triple glazing
- Biodiesel heating - Martin Bennett



[mlamben@global.net](mailto:mlamben@global.net)

Builder: Gregg Orange  
Products: Wool Insulation

Christchurch City Council compensates by subsidy – for upgrading houses i.e. Insulation, Open Fires to Electric (Heat Pumps)  
Selwyn should too!

## **Better public transport system**

(Monika Walter, Eugenie Sage, Shirley Vollen, Martin Bennett, Graeme Nicholas)

Canterbury Active Transport – Wendy Everingham

Why does it Matter?

- Reduces time to ferry children around
- Reduces car use and emissions
- Tai Tapu – Lincoln service – more economic and provides additional service to Lincoln
- May reduce car ownership, rising fuel prices – can reduce costs



How do we do it?

- Cycle and ride bus
- Park and Ride – publicize Lincoln 4 Square and Pub car park
- Extend Christchurch to Hornby to Rolleston to Lincoln – new route
- Orbiter style outer ring potentially between Christchurch – Hornby – Rolleston – Lincoln – Tai Tapu – Halswell – Christchurch
- Smaller minibuses – variable sized buses
- New route from Leeston – many Southbridge people work in Christchurch
- Extend #7 route from Christchurch to Halswell to Tai Tapu
- Link up with Metrostar
- Increase community support and mobilize community groundswell for Tai Tapu bus service
- Get support from Community Board to get them to request ECAN to investigate issue
- Mobilise and build community support before going to Community Board

- Have another meeting to progress

## Community compost facility

Can't light fires

Create Industry for community vegetable garden

Now people take garden waste to Rolleston and Christchurch – makes composting a viable public shared practice and priority

Investigate whether LH has such a facility then

- could be expanded or utilized for compost purposes
- Talk by Blenheim re costs of practice of providing
- Commence to community vegetable garden – build trust and connection
- (Not smelling) = use this as a community education project ... smell the difference



Need

- Land
- Shredding machinery
- Some staff to assist of unloading, shredding, bagging
- Bagging operation
- Recover costs to manage through sales
- Research in costs
- Business plans

\*\* note the Selwyn District Council has already started a composting facility and is collecting green waste from Lincoln

## Cycle lane to university/more cycling and walking

(John Bromley, \*Alistair Campbell, \*Steve Thomas, Martin Bennett, Carol Bromley) \* Rail Trail Trustees

- Magnificent Railtrail. Friends come from Oxford, Unique.
- Health aspects
- Local body needs to support (including money)



- Maintenance of roads/footpaths in Lincoln unsatisfactory
- Difficult if you are in a wheelchair
- All subdivisions need footpaths linking to existing footpaths
- Linkages between subdivisions needed
- Need to encourage more to walk/cycle
- Extend Railtrail to Halswell
- How to finance these – SDC
- Need to educate motorists to respect cyclists (cyclists to obey rules)
- How do we get more people on to bikes? Fendalton Tractors used by parents – stranger danger
- Railtrail days organized through schools – with prizes
- Encourage road safety days at schools
- Need to carry cycles on buses
- Secure storage for cycles at Lincoln University
- Future subdivisions need cycle ways and walkways

## Recyclable shopping bags

(Sue Jarvis, Pat Campbell, Elaine Chudleigh, Ralph Scott)

Sue Jarvis – Investigate Corn Starch Bags – NZ?  
Paper bags with handles – enquire  
Re-usable – subsidized

Penalty 50c/bag goes to subsidize re-usable  
Re-usable bottle bag  
Government request for voluntary reduction – packaging, if not, regulation for minimum packaging



## Reuse things

- Penalty for takeaway plastic bag
- Accumulate things for “Trailer Sale” at Riccarton Market
- Swap Meet, Buy, Sell and Exchange
- At Farmers Market
- Boot Sale?
- Deposit to cover clean up if not taken
- Take into Salvation Army
- Lincoln Newsletter – An “Up for Grabs” place
- Community Website
- Safeway to reuse – Coordination
- Agreement with Council for cleanup?

- Use our lobbying power
- System to send material back to manufacturers
- Unpick and re knit jerseys
- Give to charities
- Glass to be viewed as a resource for recycling – expanded uses (roading)



## Reduce waste

(Jen)

### Reduce

- Recyclable bags
- Buying used packaging able to be returned, keep packaging to return if necessary
- Letter and telephone campaign – individually and collectively
- Check Packaging Accord membership
- Critically examine choices
- Use Bin Inn – ask for an equivalent service
- Use our lobbying power

## These seeds await champions in the future:

- Car Free Days
- A Community Owned Wind Turbine
- Community Vegetable Gardens
- Preserve Our Waterways (Liffey/Te Waihora)
- More Events To Bring Community Together
- More Resting Spots For Social Interaction
- More Recycling
- Toxic Chemicals
- Car Pool to Christchurch
- Reduce Water Wastage
- Reduce Energy Use

## Growing the seeds – finding community champions

After discussion groups were held on the different “seeds” people involved in the conversations were invited into a circle to feed back their action ideas. Also people were asked if they were interested in championing or having further discussion about their ideas. People recorded their names on their

“seed(s)” and after they had shared their ideas the “seeds” were symbolically planted in the centre of the circle. People were given a broad bean seed in an envelope and were asked to write on the envelope two “seeds” or ideas they were taking home with them today.



The ideas that evolved through this process have formed the roots of the Community Sustainability Action Plan.

## The tree of life – growing the future

*“If you want to know your past - look into your present conditions. If you want to know your future - look into your present actions.”*

**Chinese proverb**



A tree has been designed and made to be a fun and interactive model of the Community Sustainability Action Plan.

Using a tree is a symbolic and visual way to connect the values of the community to the Action Plan. Many people expressed trees and green spaces as qualities they valued about Lincoln. There also used to be many apple orchards in the area before new housing developments.

The tree symbolises that what we nurture, feed and care for grows strong within our community. The actions we take now, and the “fruits” they bear, will “nourish” many future generations.

Each seed, both those that were “planted” and those awaiting champions, has been transferred on to an apple – the fruits of the community’s efforts in contributing to the plan development process.

The fruits are labelled with issues, and all progress made to date by the community in taking action on these issues is recorded on the back of the

apples. The apples will be updated as further progress is made, acknowledging the nurturing and effort put in by the community to grow sustainability in the township.

## **Progress shown**

Apples which represent issues that have action projects underway have been given a large green leaf, to symbolise that they are thriving.

Apples which represent issues that have been discussed and have projects mooted have been given small green shoots to symbolise that they have germinated some creative ideas.

Apples representing issues which have not been championed yet have no shoots – they are dormant for now, but ripe for the “picking” of any interested group.



## **Action underway**

- Five of the seeds have already blossomed into projects, which are underway in the community.

### **These four seeds “sprouted” at the action workshop**

#### **Recyclable shopping bags**

A LET committee member has taken on the project of sourcing, pricing and ordering 3000 reusable shopping bags that will be printed with the LET logo. The bags will be distributed to households in a community plan and sustainability promotion to tie in with the second annual zero-waste week. This will combine with an educational campaign in partnership with the local supermarket.

#### **Getting sustainability message into (primary) schools**

This seed has been developed into a project by the local Rotary Club. Ravi Gooneratne has already been in contact with the principal of Lincoln Primary School and has proposed a project to the Lincoln Rotary Club. The Waihora Ellesmere Trust has also expressed interest in being involved.

#### **How do we get people & groups attracted to sustainability**

LET will be contacting all the sports, social and church groups in Lincoln over the next two months. We will talk about the community plan process using the

tree as an educational resource to showcase the community plan and invite groups to see if they can align an “apple” with their activities, planned projects or events. We have already been invited to speak at a Probus meeting.

We are continuing with our environmental children’s club holiday activities promoting ideas such as reducing waste, native biodiversity, and sustainable transport. We have published 2 books of children’s stories, the latest one being on the topic of sustainable transport. These have been displayed in the Lincoln library and primary school library. The most recent activity morning attracted 54 children (aged 3-12) plus their caregivers. This is a great way to encourage families to change actions and attitudes.

We have also run Sustainable Living programmes and plan another one soon.

### **Cycle lane to university/more cycling and walking**

The Lincoln Community Committee gathered support at the meeting to lobby the council for a dedicated cycleway to the University and continual improvement of walkways and cycle-ways around the township.

- A fifth seed which was not taken up at the meeting has been planted by Louise Meylan, a student visiting from the UK who has done some paid and volunteer work for LET.

### **Preserve Our Waterways (Liffey/Te Waihora)**

Louise Meylan co-ordinated a community water monitoring project at the Liffey Stream on August 9 in Lincoln in partnership with Lincoln High School students and Waterwatch.

Various parameters were measured including flow, turbidity, dissolved oxygen, pH, temperature, and dissolved nitrates. Kick sampling for invertebrates was carried out and plant species around the river identified. Equipment provided and usage explained by Waterwatch, Lincoln University. A second community monitoring is being planned. This monitoring will be repeated (coordinated by Mike Bowie) and be used as a way of promoting ways of improving our waterways as well as producing data on the health of our local waterway.

### **More native planting in the village**

Sue Jarvis in conjunction with the Lincoln High School students has organised school and community planting days at the Mahoe Reserve. Landcare Research may be able to provide native plants for sale in the community. A brochure on native plants for Lincoln is being prepared by Maria Iगतieva and Colin Meurk. Jorge Santos of DOC Motukarara nursery has provided locally sourced natives.

## **Where to from here**

## **Travelling tree**

Arrangements have been made to display the Tree of Life in the Lincoln Service Centre/Library for the public to view.

We will also take the tree to meetings, talks and public events.

A powerpoint documenting the community planning process has also been made.

All the seeds and raw data from the public will be displayed in folders with the tree to provide transparency as to how the action themes were developed completely from public input.

## **Apples online**

We are in the process of preparing information for our website which will be updated as progress is made. We hope to eventually, as funding permits, have an interactive forum, and lists of contacts and resources relating to each "apple".

We have contracted Louise Meylan to develop "Community Action Online" a sub-site of the Lincoln Envirotown Trust website to follow the progress of the community action plan.

# Action plan grows

■ MARC GREENHILL

Sustainability for Lincoln is closer to reality with the release of the Envirotown Trust's year-long community action plan.

The trust, which ran the project with a \$125,000 sustainable management fund grant from the Ministry for the Environment, has summarised 20 main themes and distributed them around 2000 Lincoln residents.

Lincoln Envirotown Trust project manager Anneleise Hall said the plan had been developed with "considerable" community consultation.

"We've had no agenda whatsoever except to collect as much robust information as we can about what people are interested in, what they're passionate about and what they're prepared to take action about," Hall said.

Information was collected through feedback sheets after events, visitors to the sustainability centre caravan, emailed submissions, local discussion groups and facilitated meetings at the community centre.

Hall has presented the



Fruitful: Lincoln Envirotown project manager Anneleise Hall with her Tree of Life apple tree, used to illustrate the outcome from 12 months of public consultation.

Photo: Marc Greenhill

sustainable management fund grants.

"There were about \$25 million worth of projects applying for about \$3m of funding so we were among the many who missed out," Hall said.

However, the Selwyn District Council has chipped in to carry the trust through to the end of the year, by which time the trust hopes to have attracted more funding.

Plans include developing an eco showroom, which would provide a base for the trust and promote sustainable building practices.

"As people want these features more in their houses, there will be more demand for people who know how to build and fit them."

Hall said she was at the "serious-discussion stage" with builders, developers and the council.

information visually as a Tree of Life apple tree, built by Ian Ehoz, with each piece of fruit representing an issue from the plan.

She said it was time to start looking at what the community had put forward.

Two issues, reducing plastic shopping bags and promoting sustainability in schools, have already been acted on.

"We really want people to

think how they can align things we are already doing with forward-moving action towards being more sustainable," she said.

Hall will now be talking to groups in the community to form partnerships to ensure "everyone is on the same page".

Meanwhile, the trust was unsuccessful in its bid to gain another three years of

## Environmental Management System

An Environmental Management System has been developed for Lincoln by consultant Paul Barrett. Paul has been actively involved with designing the community consultation and draft plan process and present at a number of public meetings and events. The EMS has been designed to link with the community sustainability action plan.

The management system will provide the framework for monitoring progress to date and determining future action.

The EMS is a designed to be a support mechanism for action. It shows in table format what projects and actions have already been identified and undertaken in Lincoln by LET and other groups, including data from the Lincoln Vision consultation process 10 years ago and, what has evolved from those actions to date, includes community priorities and ideas for the future and council plans.

The EMS documents issues raised by the community during the community plan development process and identifies interested parties to date. The list of stakeholders and appropriate communication systems will continue to be developed over time. The EMS will be continually updated as projects are undertaken, acknowledging successes and encouraging continued involvement of the community in keeping their township sustainable

# Common elements and how they fit into the three step EMS framework

## 1. Where are we?

### **Scope (defines the boundaries of the EMS)**

Lincoln Township and surrounding natural environs

### **Stakeholders**

Anyone who lives, works, recreates, socialises or is interested in Lincoln

### **Legal and other requirements**

- Selwyn district plan
- ECAN NRRP
- RMA
- Department of conservation
- Ngai Tahu consultation
- Working with and sharing information with other interested groups and communities

### **Environmental / Sustainability / aspects / impacts**

Creating a list of the activities and impacts of the community

Listing these in order of magnitude ie:

- Erosion of community cohesion
- Discharges to waterways
- Changing land use
- Discharges to air
- Discharges to land
- Transport
- Protection and restoration of sensitive receiving environments

### **Measuring and monitoring baseline / sustainability indicators**

Number of projects undertaken in the community that address issues identified during consultation

- Water quality in the Liffey
- Water quality lake Ellesmere
- Air quality
- Biodiversity
- Energy use
- Waste produced
- Transport issues

- Participation in community events
- Community participation in data gathering

### **Record retention**

Gathering and storing the stories and history (Lincoln Envirotown Trust)

## **2. Where do we want to go?**

### **Environmental policy / vision development**

Community consultation, appreciative inquiry and development of subsequent vision statements

Coordinated partnership between community, councils and other stakeholders

### **Setting objectives / identifying projects**

- AI seeds
- Local, regional and central government driven initiatives.
- Other ideas that evolve during ongoing community involvement and action.

### **Setting performance objectives or mini visions**

Defining projects, how they relate to the community sustainability plan and intended outcomes e.g.:

- **Zero waste street challenge** is planned to run in conjunction with the local supermarket who will run a week long promotion for reusable bags (LET, the community, local business and council)
- **Outcome:** This project will reduce waste for that week, raise awareness about reducing waste, foster community participation and social interaction start an education campaign for the elimination of plastic shopping bags and foster partnerships through the involvement LET, the community, local business and council

### **Communication of plans, gathering information**

- How information is collected and communicated
- Web site
- Newsletters
- Council Call column
- Local media
- Public talks and presentations
- Mail outs
- Sustainability caravan
- Electronic mailing lists

- Linking communication methods to stakeholder list and request for how they wish to be communicated with

### **3. How are we going to get there?**

#### **Targets**

- Aligned common vision and commitment by stakeholders
- Identifying realistic targets and timelines

#### **Communications**

- Gaining commitment
- Reporting and recording progress
- Clear paths of communication

#### **Building capacity**

- Education
- Opportunities for participation
- Communication
- Creating links
- Partnerships
- Commitment
- Growing community strengths
- Celebrating the successes
- Intergenerational involvement
- Knowledge sharing
- Linking research, policy and education

#### **Resources**

- Where to get support
- Where to get information
- Where to get funding

#### **Documentation and record retention**

For the moment the records will be held and updated by LET.

#### **Reviewing performance**

A set of criteria for reviewing the performance of the monitoring system will be developed by a team of people representing LET and stakeholders.

## **Survey**

A follow-up survey to the one distributed at the beginning of the project, from which a State of the Town report was created, has been developed to help gauge progress made by LET and any change in community attitudes towards sustainability over the past year.

New questions were added to gather some baseline data on energy use and waste. To keep the survey to the same length, several questions included in the first survey were omitted, as they were qualitative, unlikely to give us new information and were considered unnecessary by the sub-committee.

Questions added included asking whether people had attended any of LET's events over the past year, which ones and whether people would be interested in attending similar events.

The surveys were distributed to 1000 households in the Lincoln township accompanied by a newsletter with information on the Community Sustainability Plan, and other activities.

The return rate on this year's survey was around the same as last year with just over 100 surveys returned.

The response demographic was interesting.

Most people who answered own and live in their own home, are over 55, expect to live in Lincoln a long time or for ever.

Most were also putting out recycling, quite a lot use energy efficient light bulbs, have insulated floors, ceilings and walls, thermal curtains and switch off appliances on standby at the wall.

Most have not attended anything, i.e.: LET workshops, seminars, and public events BUT about a third have visited the Sustainability Caravan.

Most have read the LET newsletter.

The returned surveys are currently being analysed by a statistician, and we will have a more complete picture when this process is finished.

A full report will be written and the findings disseminated.

## **Attachments:**

Survey

Community plan development programme