

Glossary and acronyms

biosecurity	The protection of New Zealand's environment, economic systems and people's health from pests and diseases. It includes trying to prevent new pests and diseases arriving, and eradicating or controlling those already present.
biosphere	The part of the Earth (up to a height of 10,000m and down to the depths of the ocean and several hundred metres below the surface of the land) and the atmosphere surrounding it, which is able to support life.
curriculum	A written plan that drives teaching. It coordinates the skills and concepts taught and evaluated to enhance student learning.
ecological footprint	A measure of how much land a person, or a population, needs to meet their current lifestyles.
formal education system	The system of pre-schools, primary and secondary schools and tertiary education institutions.
hapu	Family or district groups, communities.
iwi	Tribal groups.
kaitiakitanga	The responsibilities and kaupapa, passed down from the ancestors, for tangata whenua to take care of the places, natural resources and other taonga in their rohe, and the mauri of those places, resources and taonga.
kaupapa	Plan, strategy, tactics, methods, fundamental principles.
kohanga reo	Maori language pre-schools ('nests').
kura/kaupapa Maori	Maori medium schools within the formal education system.
maoritanga	Maori culture.
matauranga	Traditional knowledge.

mauri	Essential life force, the spiritual power and distinctiveness that enables each thing to exist as itself.
norms	Customary behaviours, standards, or patterns.
Papatuanuku	Earth mother.
rahui	Protection of a place or resources by forbidding access or harvest.
Ranginui	Sky father.
rohe	Geographical area of an iwi or hapu.
solid waste	All waste generated as a solid or converted to a solid for disposal. It includes wastes like paper, plastic, glass, metal, electronic goods, furnishings, garden and other organic wastes.
tangata whenua	People of the land, Maori people.
taonga	Valued resources, assets, prized possessions both material and non-material.
tapu	Sacredness, spiritual power or protective force.
te reo Maori	Maori language.
tertiary education providers	Post compulsory educational institutions that provide formal programmes of study.
tikanga	Customary ways of doing things, traditions.
wananga	A public tertiary education provider with an emphasis on the application of knowledge regarding ahuatanga Maori (Maori tradition) according to tikanga Maori (Maori custom).
waste stream	The flow of solid waste from homes, businesses, institutions or communities.
whanau	Family groups.
whakapapa	Genealogy, ancestry, identity with place, hapu and iwi.
worldview	A way of looking at and understanding the world. It is made up of many values, assumptions and beliefs.

Acronyms

DOC	Department of Conservation
EECA	Energy Efficiency and Conservation Authority
GDP	Gross domestic product
MFE	Ministry for the Environment
NGOs	Non governmental organisations
NZAAE	New Zealand Association of Environmental Education
OECD	Organisation for Economic Cooperation and Development
PCE	Parliamentary Commissioner for the Environment
RMA	Resource Management Act
STEP	Statement of Tertiary Education Priorities
TVNZ	Television New Zealand
UN	United Nations
UNCED	United Nations Conference on Environment and Development
UNDP	United Nations Development Programme
UNESC	United Nations Economic and Social Council
UNESCO	United Nations Educational, Scientific and Cultural Organisation

Endnotes

Introductory Sections

¹ Oxford Dictionary of English. 2003.

² UNESCO. 2002: 5.

Chapter 1

¹ PCE. 2002a.

² See PCE (2002c).

³ PCE. 2002d.

⁴ Huckle and Stirling (eds). 1996.

⁵ PCE. 2002b.

⁶ In contrast, 'weak' sustainability is characterised by a belief that the environment, society and economy are separate and competing interests. It suggests that environmental and social problems can always be solved by giving over-riding priority to the health of the economy. It does not acknowledge the ecological constraints that human societies and their economic systems operate within (see PCE (2002a)).

⁷ This approach is also consistent with the PCE's current strategic plan. Dialogue with participants during development of this plan clearly signalled that the focus of the PCE's work should be on the environmental dimensions of sustainable development, and not sustainable development *per se*.

⁸ See Background Paper 1: Summary of interviews.

⁹ See www.pce.govt.nz for more information.

¹⁰ Pacific Rim Institute of Sustainable Management and Knight. 2000: 79.

¹¹ See PCE (2002c). See also Background Paper 1: Summary of interviews.

¹² McKeown and Hopkins. 2003.

¹³ Smith. 1999.

¹⁴ See Background Paper 1: Summary of interviews.

Chapter 2

¹ MFE. 1997.

² Pawson and Brooking. 2002: 7

³ Roberts et al. 1995.

⁴ Pawson and Brooking. 2002.

⁵ Bell. 1996.

⁶ Eggleton. 1999: 8.

⁷ Cited in Eggleton. 1999: 11.

⁸ McNaughton. 1986.

⁹ See for example T.H. Potts (1878), 'National Domains', in Temple (1998).

¹⁰ Eggleton, 1999: 13.

¹¹ Robin Hyde, quoted in McNaughton. 1986: 9.

¹² Belich. 2001: 527.

¹³ McNaughton (1986) and Belich (2001).

¹⁴ Bell. 1996.

¹⁵ Pawson and Brooking. 2002:6.

¹⁶ Four percent of the population did not report an ethnicity and nearly a third of a million people identified with more than one ethnic group.

¹⁷ Statistics New Zealand. 2002b.

¹⁸ See PCE (1998a).

¹⁹ See Background Paper 1: Summary of interviews.

²⁰ Statistics New Zealand. 2002b.

²¹ New Zealand Government. 2003b.

²² Statistics New Zealand. 2003.

- ²³ New Zealand Government. 2003a.
- ²⁴ Cited in PCE. 2002a: 44.
- ²⁵ Consultation undertaken to inform the development of an Oceans Policy for New Zealand, www.oceans.govt.nz/policy/stage1.html [Accessed 2 Sept 2003].
- ²⁶ For examples see PCE (2002b) and Eckersley (1998).
- ²⁷ Murphy. 2001.
- ²⁸ Bell. 1996.
- ²⁹ Roberts et al. 1995.
- ³⁰ Forsyte Research. 2000. These results are very similar to the same survey conducted in Auckland in 1997 and similar to studies conducted in Australia.
- ³¹ EnviroSolutions. 2001.
- ³² MFE. 2001c.
- ³³ Massey University. 2001.
- ³⁴ See MFE (1997) and PCE (2002a) for an overview.
- ³⁵ MFE. 1997: 3.8.
- ³⁶ See for example Pawson and Brooking (2002).
- ³⁷ This does not mean to suggest that pollution per se is unsustainable – although it may be harmful. Pollution is unsustainable when it exceeds the environment's capacity to absorb and recover from it.
- ³⁸ Waste and energy issues are closely connected. For example when people 'consume' a product, they are also 'consuming' the embodied energy in that product – the amount of energy that was used to make it (and the energy that was needed to get all the materials it has been made from) and to transport it to the person who is using it.
- ³⁹ See PCE (2002a:63).
- ⁴⁰ <http://www.reducerubbish.govt.nz/>
- ⁴¹ *ibid*
- ⁴² MFE. 2002.
- ⁴³ Total primary energy supply in New Zealand in 2002 was 773.16 petajoules and total consumer energy was 490.4 petajoules (MED, 2003a) . One workhorse can release about 2.75 megajoules of energy per hour.
- ⁴⁴ PCE. 2000b.
- ⁴⁵ MED. 2002b.
- ⁴⁶ MED. 2003b
- ⁴⁷ MED. 2002.
- ⁴⁸ PCE. 2002.
- ⁴⁹ PCE. 2002a.
- ⁵⁰ <http://www.aucklandcity.govt.nz/auckland/introduction/people/default.asp>.
- ⁵¹ Fisher et al. 2000.
- ⁵² Bob Field (Toyota New Zealand), citing research at The Sustainable Business Conference. Auckland, 18 November 2003.
- ⁵³ A much more comprehensive analysis can be found in MFE (1997) and PCE (2002a). As highlighted in both these documents, a lack of good sustainability indicators in New Zealand also makes it difficult to assess many trends. See also Statistics New Zealand (2002a).
- ⁵⁴ PCE. 2002a.
- ⁵⁵ MFE. 1997: 3.45.
- ⁵⁶ Lopez. 2000: 1.
- ⁵⁷ MFE. 1997.
- ⁵⁸ Johnston, et al. 2000.
- ⁵⁹ See for example Lopez (2000) and UNESCO (1997a).
- ⁶⁰ This is based on 1997 figures produced by Ryan and Durning (1997).
- ⁶¹ Ryan and Durning. 1997.
- ⁶² McDonald and Patterson. 2003. Adjustments have been made for land productivity to enable international comparisons, as recommended by Wackernagel (1996). These sorts of calculations are always difficult to make when there is such a significant shift of goods around the globe. For example, New Zealand agriculture is supporting the populations of

other countries such as the United States, which has a 'deficit' in its own ecological footprint.

⁶³ McDonald and Patterson. 2003.

⁶⁴ Envirosolutions. 2001. See also MFE (2001b) and Environment Waikato (2000) phone survey.

⁶⁵ Hughey, Kerr and Cullen, 2002: 81

⁶⁶ See Background Paper 1: Summary of interviews.

⁶⁷ Bell. 1996: 53.

⁶⁸ MFE. 2003.

⁶⁹ Brendan Mosley, Knowledge Wave Trust, personal communication, October 2002.

⁷⁰ PCE. 2002b.

⁷¹ Pacific Rim Institute of Sustainable Management and Knight. 2000.

⁷² <http://www.mfe.govt.nz/issues/susdev/rio-findings/>.

⁷³ UNESCO 1998:15, see <http://www.unesco.org/education/esd/english/education/role.shtml>.

Chapter 3

¹ UNESCO. 2002:5.

² UNESCO-UNEP. 1976.

³ UNESCO-UNEP. 1978.

⁴ See for example Gough (1997), Knapp (2000) and Sterling (1993).

⁵ This term was first used in the World Conservation Strategy in 1981, but it was popularised in the 'Bruntland Report' (WCED, 1987).

⁶ UNCED. 1992: 583.

⁷ UNESCO. 1997c.

⁸ United Nations. 2002.

⁹ Davis (2001) cited in PCE (2002).

¹⁰ Tilbury et al. 2002: 9.

¹¹ Grove-White, cited in Foster, 1999: 3.

¹² See Background Paper 1: Summary of interviews.

¹³ See for example Gough (1997), Hopkins and McKeown (1999), Huckle (1996) and Sterling (1993).

¹⁴ Ralston Saul. 1997: 45.

¹⁵ Based on Thomson and Bebbington (2002: 4) and Sterling (2001).

¹⁶ Sterling. 1996.

¹⁷ McKeown. 2002.

¹⁸ In a school setting, education can also be thought of as a 'consistent whole' that includes the curriculum, pedagogy, and the structure and ethos of the organisation behind the education. See Stirling (1996).

¹⁹ See www.tki.org.nz/r/governance/nzcf/attitudes_e.php.

²⁰ McKeown and Hopkins. 2003: 126.

²¹ Fien. 2000.

²² Adapted from Hopkins and McKeown, 2002: 19

²³ These have been developed from contemporary literature on education for sustainability. See for example UNCED (1992), Blakeley et al (1999), Hopkins and McKeown (2002), Morrison-Saunders (1998), Plant (1994), Sterling (1993), UNESCO, (2002) and Tilbury et al (2002).

²⁴ Mead. 2000.

²⁵ See Background Paper 1: Summary of interviews.

²⁶ From www.quoteland.com.

²⁷ Huckle (1996) cited in Tilbury et al (2002: 9).

²⁸ From www.quoteland.com

²⁹ Tilbury. 1995: 5.

³⁰ Hulme. 1986: 4.

³¹ From www.quotationspage.com.

³² See Background Paper 1: Summary of interviews.

³³ From www.famous-quotations.com.

³⁴ Martin Luther King, 'Beyond Vietnam', speech at the Riverside Church, New York, 4 April 1967.

³⁵ McKeown and Hopkins. 2003: 119.

Chapter 4

¹ Department of Prime Minister and Cabinet. 2003.

² New Zealand Government. 2003a.

³ Department of Prime Minister and Cabinet. 2003: 10.

⁴ Department of Prime Minister and Cabinet. 2003.

⁵ The *Programme of action* is also linked to the *Growth and Innovation Framework and Key Government Goals to Guide the Public Sector in Achieving Sustainable Development*. One of these goals, as (identified in Annex One of the *programme of action* is to "foster education and training to enhance and improve the nation's skills so that all New Zealanders have the best possible future in a changing world."

⁶ Ministry of Education. 2002a.

⁷ Ministry of Education. 2002b.

⁸ New Zealand Government. 2003a: 3.

⁹ PCE. 2002a.

¹⁰ MFE. 1998.

¹¹ MFE. 1998: 3.

¹² MFE. 1994.

¹³ Ministry for the Environment. 1995: 57.

¹⁴ The linkages between these strategies and their relevance to sustainable development has been discussed in PCE(2002: 96-106).

¹⁵ See Background Paper 2: Government strategies related to education for sustainability.

¹⁶ Ministry of Education. 2002b.

¹⁷ EECA. 2001: 16.

¹⁸ DOC. 2000: 101.

¹⁹ MFE. 2002: 12.

²⁰ See Background Paper 2: Government strategies related to education for sustainability.

²¹ DOC. 2001.

²² DOC. 2003.

²³ See <http://www.immigration.govt.nz/Settlement+Pack/>.

²⁴ See Background Paper 2: Government strategies related to education for sustainability.

²⁵ http://www.acnielsen.co.nz/MRI_pages.asp?MRIID=3#AS.

²⁶ MFE. 1998.

²⁷ MFE. 1998.

²⁸ www.ccc.govt.nz.

²⁹ Wilson-Hill et al. 2001.

³⁰ MFE. 2001a.

³¹ PCE. 2002: 59

³² See Background Paper 1: Summary of interviews.

³³ See Background Paper 1: Summary of interviews.

³⁴ For more information see www.arc.govt.nz.

³⁵ For more information see http://www.businesscare.org.nz/bookshelf/newsletters/2002/BusinessCare_E-Newletter9.pdf or <http://www.smf.govt.nz/projects/summary.php?series=6000>

³⁶ Auckland City Council et al. 2001

³⁷ North Shore City Council et al. 2003.

³⁸ See Background Paper 1: Summary of interviews.

³⁹ Barry Harris. 2001. Pers. Comm.

⁴⁰ Local Government Act 2002, s 3.

- ⁴¹ Knight. 2003.
- ⁴² North Shore City Council et al. 2003.
- ⁴³ See Background Paper 1: Summary of interviews.
- ⁴⁴ MFE. 2001b.
- ⁴⁵ Ministry of Education. 1993.
- ⁴⁶ Bolstad et al. 2003.
- ⁴⁷ Codd. 2000.
- ⁴⁸ For example see Easton (1999).
- ⁴⁹ See also the Maori names at www.tki.org.nz/r/governance/nzcf/ess_learning_e.php.
- ⁵⁰ Having said this, it is also important to point out that Liberal Studies, which was part of the sixth form curriculum for many years, encompassed many aspects of education for sustainability, albeit not under this banner, and not from an environmental perspective. Other aspects of education for sustainability have also been covered from time to time, such as human rights education, which was included within parts of the Social Studies Curriculum.
- ⁵¹ Ministry of Education. 1999: 11.
- ⁵² Ministry of Education. 1999: 14.
- ⁵³ Ministry of Education, 1999: 11.
- ⁵⁴ See http://www.twoa.ac.nz/frames/mainframe_aboutus.htm.
- ⁵⁵ See Background Paper 1: Summary of interviews.
- ⁵⁶ Ministry of Education. 1999: 5.
- ⁵⁷ See Background Paper 1: Summary of interviews.
- ⁵⁸ Bolstad et al. 2003.
- ⁵⁹ Bolstad et al. 2003 (1): 46.
- ⁶⁰ See for example Gough (1997), Morrison-Saunders (1998) and Wilson-Hill and Van Rossem (2001).
- ⁶¹ Barry Law. 21 August 2003. Pers. Comm.
- ⁶² See www.enviroschools.org.nz.
- ⁶³ Wilson-Hill and Van Rossem. 2001
- ⁶⁴ Bolstad et al. 2003 (1): 46.
- ⁶⁵ See Background Paper 1: Summary of interviews.
- ⁶⁶ Law and Baker. 1997.
- ⁶⁷ Law and Baker. 1997.
- ⁶⁸ Ministry of Education. 2002d.
- ⁶⁹ For example Law and Baker (1997), Wilson-Hill and Van Rossem (2001); see also Background Paper 1: Summary of interviews.
- ⁷⁰ Wilson-Hill and Van Rossem. 2001.
- ⁷¹ OECD. 1995: 85.
- ⁷² OECD. 1995: 11.
- ⁷³ Barry Law. 21 August 2003. Pers. Comm.
- ⁷⁴ OECD. 1995: 89.
- ⁷⁵ Tilbury. 2004.
- ⁷⁶ Forum for the Future, et al. 1999.
- ⁷⁷ These include the Halifax Declaration (1991), Kyoto Declaration (1993), Copernicus Charter (1994), Swansea Declaration (1999), Talloires Declaration (1999) and Luneburg Declaration (2001).
- ⁷⁸ Springett and Kearins. 2000.
- ⁷⁹ Pacific Rim Institute for Sustainable Management and Knight. 2000: 50
- ⁸⁰ This does not mean that all people should become a 'jack of all trades' to achieve education for sustainability. It merely highlights a need to develop some common understandings, and to appreciate the value of having many different perspectives.
- ⁸¹ OECD. 1995: 89.
- ⁸² Robottom (1987) and Tilbury (1998a, 1998b and 2004).
- ⁸³ Baalbergen and Ledbury. 2003.

- ⁸⁴ This audit was conducted by an Environmental Studies Academic Advisory Group (ESAAG) that has been established to provide an overview of teaching programmes on the environment at the University of Otago and to prepare suitable materials for advising students on environmental programmes and courses.
- ⁸⁵ MFE. 1995: 57.
- ⁸⁶ See Background Paper 2: Government strategies related to education for sustainability.
- ⁸⁷ Ministry of Education. 2002b.
- ⁸⁸ Ministry of Education. 2002b: 65.
- ⁸⁹ Ministry of Education. 2003b: 9.
- ⁹⁰ It also notes that different organisations within the sector are expected to interpret and apply the priorities differently, depending on their distinctive roles, 'strategic niches' and available resources.
- ⁹¹ Ministry of Education. 2002b: 66.
- ⁹² Ministry of Education. 2002b: 13.
- ⁹³ Ministry of Education. 2002b.
- ⁹⁴ Ministry of Education. 2002b.
- ⁹⁵ New Zealand Government. 2002.
- ⁹⁶ New Zealand Government. 2002.
- ⁹⁷ New Zealand Government. 2002.
- ⁹⁸ Wendell Berry, cited in Tilbury et al, 2002: 6.
- ⁹⁹ See Background Paper 1: Summary of interviews.
- ¹⁰⁰ For example, see Greenpeace's campaign against the WTO: www.greenpeace.org.nz.
- ¹⁰¹ See www.nzaee.org.nz.
- ¹⁰² See <http://www.landcare.org.nz/trust/index.htm>.
- ¹⁰³ Examples include the Peace Foundation, Amnesty International, the Global Education Centre (part of Dev-Zone), the Council for International Development and all the development NGOs that are focused on developing countries.
- ¹⁰⁴ See <http://www.naturalstep.org.nz>; <http://www.zerowaste.co.nz>; <http://www.businesscare.org.nz>.
- ¹⁰⁵ Pacific Rim Institute of Sustainable Management and Knight, 2000: 26.
- ¹⁰⁶ A stocktake of these initiatives has been undertaken. See Goldberg (2001).
- ¹⁰⁷ The mission and objectives of the NZBCSD have since changed. See www.nzbcscd.org.nz.
- ¹⁰⁸ This organisation was formed after a merger of the Auckland Environmental Business Network and Businesses for Social Responsibility.
- ¹⁰⁹ British Telecommunications. 2003.
- ¹¹⁰ Gilding et al. 2002: 11.
- ¹¹¹ Gilding et al. 2002: 11.
- ¹¹² These organisations employ just over 40 percent of the paid workforce.
- ¹¹³ See for example <http://www.nzbcscd.org.nz/story.asp?StoryID=3>.
- ¹¹⁴ See for example Henderson (2001).
- ¹¹⁵ See for example Kalaftides (2001).
- ¹¹⁶ See for example Gautier (2002).

Chapter 5

- ¹ Garbarino. 1982: 122.
- ² Schaffer. 1996: 204
- ³ Schaffer. 1996: 204
- ⁴ See chapters 2 and 6 of this report for examples.
- ⁵ John. 1999: 200.
- ⁶ Garbarino. 1982: 111.
- ⁷ Garbarino. 1982: 112.
- ⁸ Gottlieb. 1996: 8.
- ⁹ Gottlieb. 1996: 48.
- ¹⁰ Statistics New Zealand. 2002.

- ¹¹ It is also likely that it is more acceptable to state no religious affiliation today. [http://www.stats.govt.nz/domino/external/web/prod_serv.nsf/0/c68ef0a2fa520b27cc256ba500129c51/\\$FILE/ATT76B6U/cssnap1.PDF](http://www.stats.govt.nz/domino/external/web/prod_serv.nsf/0/c68ef0a2fa520b27cc256ba500129c51/$FILE/ATT76B6U/cssnap1.PDF).
- ¹² Statistics New Zealand. 2002.
- ¹³ Genesis 1: 26-28.
- ¹⁴ See for example Kinsley (1996).
- ¹⁵ For some examples see Kinsley (1996: 113).
- ¹⁶ For examples see Gottlieb (1996).
- ¹⁷ For examples see Kearns (1996).
- ¹⁸ See for example Pope John Paul II, 'The Ecological Crisis: A Common Responsibility' in Gottlieb (1996: 230-237).
- ¹⁹ Kearns. 1996.
- ²⁰ A Maori worldview is not usually defined as a 'religion' but it does consist of values, beliefs, narratives and rituals that connect people in a metaphysical way with their surroundings.
- ²¹ Roberts et al. 1995.
- ²² Mead. 2000.
- ²³ From www.quotationspage.com.
- ²⁴ The other three estates are: the legislative power that makes the law (Parliament); the executive power that makes decisions on a day-to-day basis (the government of the day); and the judiciary who interpret the laws (the courts). Power is in principle divided between these three powers to provide a counter-balance (although the executive branch of government in New Zealand can also push through legislation in Parliament).
- ²⁵ Colin James cited in NZBCSD (2003).
- ²⁶ See http://www.acnielsen.co.nz/MRI_pages.asp?MRIID=3#TV%20Viewership.
- ²⁷ Atkinson. 1994.
- ²⁸ Younger audiences are especially important for advertisers, as they often have a high disposable income. Very young audiences may also be targeted to establish brand loyalty, or to use them to influence their parents' spending patterns.
- ²⁹ Postman. 1985.
- ³⁰ See Background Paper 1: Summary of interviews.
- ³¹ See http://www.tvnz.co.nz/tvzn_detail/0,2406,111535-244-257,00.html.
- ³² Berkowitz et al. 2000.
- ³³ World Federation of Advertisers et al. 2002.
- ³⁴ Hamilton. 2003: 89.
- ³⁵ Lawson et al. 1997.
- ³⁶ See Background Paper 3: Advertising and the environment in New Zealand.
- ³⁷ Worldwatch Institute. 2003.
- ³⁸ McNeal. 1998.
- ³⁹ Quart (2003: 68-69) citing Donna Sabino.
- ⁴⁰ See http://www.ananova.com/news/story/sm_556089.html?menu=news.quirkies.
- ⁴¹ UNDP. 1998: 64.
- ⁴² Worldwatch Institute. 2003.
- ⁴³ Jacobsson. 2003.
- ⁴⁴ de Bruin and Eagle. 2000.
- ⁴⁵ See Background Paper 3: Advertising and the environment in New Zealand.
- ⁴⁶ UNDP. 1998: 64.
- ⁴⁷ <http://www.theindependent.co.nz/index3.html>. No data is available for how this compares with the rest of the world.
- ⁴⁸ Lawson et al. 1997.
- ⁴⁹ For this reason it has been suggested that a tax on television advertising could be used to fund messages that promote sustainability and to provide balance in media dominated by commercial messages. See UNDP (1998: 91).
- ⁵⁰ From 'Arawata Bill' by Dennis Glover in Temple (1998).
- ⁵¹ Roberts et al. 1995.

⁵² Eggleton (1999), Hebley (1998), McNaughton (1986) and Temple (1998).

⁵³ Eggleton. 1999.

⁵⁴ Hebley. 1998.

⁵⁵ Suzuki. 1997: 201-202.

⁵⁶ Johnston et al. 2000.

⁵⁷ Roberts et al. 1995.

⁵⁸ These are often referred to as 'discourses', which can be thought of as bodies of social knowledge.

⁵⁹ Fairclough. 1992.

⁶⁰ Hawken et al. 1999: 10.

⁶¹ Postman. 1985: 86.

⁶² Johnston et al. 2000.

⁶³ See PCE (2002: 60-61).

⁶⁴ de Graaf et al. 2001.

⁶⁵ de Graaf et al. 2001: 52.

Chapter 6

¹ MFE. 2002.

² Just how fast the waste problem is growing is difficult to judge precisely. As the waste strategy notes, data on the size of the problem is inconsistent, difficult to compare, and in many cases does not exist. See section 2.3 for data on the Auckland region, where monitoring has existed since 1983.

³ MFE. 2002.

⁴ Waste and energy issues are closely connected. For example, when people 'consume' a product, they are also 'consuming' the embodied energy in that product - the amount of energy that was used to make it (and the energy that was needed to get all the materials it has been made from) and transport it to the person who is using it.

⁵ MFE. 2002: 2.

⁶ MFE. 2002.

⁷ See www.reducerubbish.govt.nz.

⁸ United Nations. 2002.

⁹ OECD. 1997: 47.

¹⁰ Clarke. 2003: 2.

¹¹ Clarke. 2003: 24.

¹² Lawson et al. 1997: 18.

¹³ www.stats.govt.nz/domino/external/web/nzstories.nsf/Response/Household+consumption.

¹⁴ MFE. 2002: 9.

¹⁵ It is also interesting to see how this suggests people are "demanding, and being offered" frozen meals. But where did the demand come from? Source: <http://www.acnielsen.co.nz/industry.asp?industryID=4>.

¹⁶ Microwave ovens, like many other technologies can be regarded as a 'double-edged sword'. They can be used in ways that promote sustainability (e.g. compared to conventional ovens they can cook fresh foods with minimal energy) but also threaten it (if people are encouraged to use them in ways that produce more waste).

¹⁷ Durning (1992: 29) and Strasser (1999).

¹⁸ Durning. 1992: 29.

¹⁹ Strasser. 1999: 173.

²⁰ Strasser. 1999.

²¹ Clarke. 2003: 1.

²² Clarke. 2003: 1.

²³ This was partly due to the fact that production capacity needed to be diverted to produce war products.

²⁴ Hamilton. 2003: 91.

²⁵ John. 1999: 192.

- ²⁶ John. 1999: 202.
- ²⁷ John. 1999: 189.
- ²⁸ Advertisement in the New Zealand Listener. 11 October 2003: 31.
- ²⁹ See <http://www.adbusters.org/magazine/24/nothing.html>.
- ³⁰ Moschis and Moore. 1982.
- ³¹ Hawkins and Coney (1974) cited in John (1999).
- ³² Anholt. 2003.
- ³³ Denise Conroy cited in Clifton (2003: 20).
- ³⁴ Carley and Spapens. 1998.
- ³⁵ See UNDP (1998: 4).
- ³⁶ Victor Lebow cited in Durning (1992:21).
- ³⁷ Hamilton. 2003: 97.
- ³⁸ United Nations Economic and Social Council (UNESCO). 2002: 5.
- ³⁹ See Background Paper 1: Summary of interviews.
- ⁴⁰ UNDP. 1998: 38.
- ⁴¹ For examples see Bond (2003), de Graaf et al (2001), Eckersley (1998), Hamilton (2003), Schumaker (2003) and UNDP (1998).
- ⁴² UNDP. 1998: 2.
- ⁴³ Murphy. 2001.
- ⁴⁴ de Graaf et al. 2001.
- ⁴⁵ de Graaf et al. 2001.
- ⁴⁶ Hawken. 1993: 4.
- ⁴⁷ Watkins. 2000: 909.
- ⁴⁸ See <http://www.stats.govt.nz/domino/external/pasfull/>.
- ⁴⁹ http://onenews.nzzoom.com/onenews_detail/0,1227,225871-1-7,00.html.
- ⁵⁰ Bond. 2003.
- ⁵¹ Putnam. 2002.
- ⁵² See for example New Zealand Government (2002).
- ⁵³ Simon Kuznets cited in Hamilton (2003: 13).
- ⁵⁴ Simon Kuznets cited in Hamilton (2003: 13).
- ⁵⁵ For example see PCE (2002c), Eckersley (1998), Hamilton (2003) and www.gpiatlantic.org; www.pembina.org; www.anielski.org.
- ⁵⁶ For examples see Eckersley (1998) and Hamilton (2003).
- ⁵⁷ Strasser. 1999: 15.
- ⁵⁸ See Background Paper 1: Summary of interviews.
- ⁵⁹ Hawken. 1993: xiii.
- ⁶⁰ Eckersley. 1998: 5.
- ⁶¹ See Background Paper 1: Summary of interviews.
- ⁶² See for example OECD (1997).
- ⁶³ See for example Hawken et al (1999).
- ⁶⁴ See for example Scrimgeour and Piddington (2002).
- ⁶⁵ Ryan. 1997: 70.
- ⁶⁶ Department of Prime Minister and Cabinet. 2003: 23.

Chapter 7

- ¹ See also PCE (1998a).
- ² Sefton. 2003: 162.
- ³ See PCE (2002a: 131).

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