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**MARKET RESEARCH STUDY:  
A REVIEW OF THE  
ENVIRONMENT NEW ZEALAND 2007 REPORT**

*Report prepared for the  
Ministry for the Environment*

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## **1. INTRODUCTION AND OBJECTIVES**

The Environmental Reporting Team (EREP) at the Ministry for the Environment (MfE) is currently undertaking a users review of the *Environment New Zealand 2007* report. Central to the review, is the need to obtain feedback from recipients of the report, to determine:

- (a) to what extent they are aware of the report;
- (b) how frequently and in what way they have used the report;
- (c) their opinions of the report in terms of its layout, design, and readability;
- (d) their opinions of the report contents and overall usefulness;
- (e) any suggestions that users may have for strengthening future publications prepared under the Ministry's environmental reporting framework. This includes regular (in many cases annual) updates of the environmental indicators used in the *Environment New Zealand 2007* report, and the next national-level state of the environment report (scheduled for publication in 2012).

Peter Glen Research has been commissioned to undertake an independent research project for obtaining the feedback. The research was undertaken by way of an online telephone survey, coupled with two focus group discussions.

The results of the research are presented in this report.

## **2. METHOD**

### **2.1. OVERALL APPROACH**

As mentioned above, the research was undertaken by way of:

- (a) an online, self-completion survey of report recipients, in order to quantitatively evaluate their response to the report publication; and
- (b) two focus group discussions among key target groups (government sector and NGOs), to add qualitative insight to their usage and opinions of the report publication.

## 2.2. THE ONLINE, SELF-COMPLETION SURVEY

The steps involved in this research project were as follows:

- (1) A structured questionnaire was prepared in consultation with EREP.
- (2) Peter Glen Research set-up the online questionnaire and data-capture facility.
- (3) MfE sent a letter, using a combination of email and post, to an initial list of approximately 1000 recipients of the *Environment New Zealand 2007* report. The purpose of the letter was to advise the recipients of the research, encourage their participation and inform them of Peter Glen Research's role as an independent market research agency. A hyperlink was included to enable participants to access the online questionnaire.
- (4) A reminder letter was sent to selected recipients approximately midway through the suggested fieldwork period, to help improve response levels.
- (5) After the cut-off date for returns, Peter Glen Research analysed and tabulated the completed online responses, which are presented in this interpretative report.

## 2.3. RESPONSE RATE

A total of 254 respondents completed the online questionnaire, which is a response rate of approximately 25% of the people who were initially asked to participate.

The sector profile indicates that a broad cross-section of opinion was obtained, as follows:

Sample profile	No.	%
Central government agency	16	6
Local government	36	14
Industry/business	33	13
Professional association	13	5
Crown Research Institute	21	8
Environmental organisation /NGO	11	5
Iwi/Maori	6	3
Educational institution	28	11
General public	49	19
Not specified	41	16
TOTAL	254	100%

#### 2.4. THE FOCUS GROUP DISCUSSIONS

Two focus group discussions were undertaken with a selected sample of participants from the government sector and the NGOs that form key target-groups for the Environment New Zealand 2007 report. A total of twelve people participated in the group sessions.

MfE initially wrote to potential participants, to inform them of the research and to seek their co-operation. Peter Glen Research then contacted the selected sample (by telephone and/or email) and recruited them for the group sessions.

The focus groups were held in MfE's central Wellington office. However, it was stressed to participants that the group sessions were being moderated by an independent researcher, in order to foster free discussion about the publication (gaining both positive and negative input, as appropriate).

Peter Glen, the principal of Peter Glen Research, facilitated the group discussions. A Discussion Guide was used to ensure that all relevant areas of interest were covered in the group session.

The overall purpose of the group discussions was to add insight to the range of responses obtained via the online survey.

### 3. INFORMATION OBTAINED

Copies of the questionnaire and discussion guide are included as section 7 of this report.

### 4. TIMING

The online survey ran from the 5<sup>th</sup> to 30<sup>th</sup> May 2008. The focus group discussions were held on 6<sup>th</sup> and 7<sup>th</sup> May 2008.

## **5. THE RESEARCH RESULTS**

Section 5.1 to 5.10 present the results of the online survey that was undertaken among a quantitative sample of 254 participants/users of the *Environment New Zealand 2007 Report*.

Section 5.11 provides an overview of the opinions expressed by the 12 stakeholders who participated in the focus group discussions.

### **5.1. THE MAIN PURPOSE OF USING THE ENVIRONMENT NEW ZEALAND 2007 REPORT**

The results of the online survey indicate that the *Environment New Zealand 2007 Report* is read/used for a variety of purposes. That is:

Main purpose of reading/using the report	(n=254)
	%
For use in my work	46
Personal reading	25
Research	19
Other uses	9
Not specified	1
TOTAL RESPONDENTS	100%

Respondents who indicated that they use the report for the purpose of their work, mentioned a vast range of specific applications. However, to summarise, it has been used for background information and/or as a reference document for:

- Monitoring trends
- Keeping up-to-date with trends/what policy makers are thinking
- Cross-linking/cross-referencing to other reports/work (e.g. in Regional/District Councils)
- Use in specific sectors (e.g. regional development/management, tourism, fisheries, rivers and streams, air quality, heritage)
- Research purposes generally
- Obtaining a national overview/awareness of the main pressures on the environment and/or the current state of the environment

- Developing environmental indicators at regional level
- Educating students/helping teachers understand the environment and sustainability issues
- Preparing a submission/advocating for the environment
- Environmental consultancy
- Media use (e.g. background to articles, input for producing a television programme)
- Preparing a talk/discussion/lecture
- Farm management/direction
- And various other specific uses

The 9% of respondents who mentioned '*other uses*' also indicated a range of applications of the report. However, '*education/study*' and '*working with voluntary groups*' featured prominently.

## **5.2. SECTIONS OF THE REPORT TO WHICH READERS HAVE REFERRED**

The structure of the *Environment New Zealand 2007 Report* was listed. It identified fourteen sections and chapter sections, which people might read or use.

Respondents indicated that, on average, they had read or referred to 6.8 different sections or chapter sections, which is approximately half those listed.

REPORT SECTIONS	(n=254)
	%
Message from the Minister	40
Preface	37
Acknowledgements	24
Main Table of Contents	60
'About this report' section	49
Chapters:	
- Chapter Table of Contents	48
- 'At a glance' summary section	80
- 'Introduction' section	50
- 'National Environmental Indicators' section	77
- 'State and Trends' section	74
- 'Changes since 1997' section	72
- References	32
- (Any chapter section)	(98%)
Glossary	15
Index	19
Average number of report sections read or referred to	6.8

The chapter sections that have received the highest level of readership are the:

- 'At a glance' summary section
  - 'National Environmental Indicators' section
  - 'State and Trends' section
- and the - 'Changes since 1997' section.

### **5.3. FREQUENCY OF USE**

Respondents were asked: “When using the report, how frequently do you refer to each of the following chapters?”

The following results indicate that each of the twelve chapters has been read or referred to by somewhere between 73% and 87% of respondents (i.e. the total sample less those registering ‘not at all’).

FREQUENCY OF USING SPECIFIC CHAPTERS (n=254)	Not at all	Sometimes	Usually	Always	TOTAL
	%	%	%	%	%
<u>Section 1: Setting the Context</u>					
Chapter 1: Environmental reporting	20	56	19	5	100
Chapter 2: Our environment and people	20	56	19	5	100
<u>Section 2: Pressures on the Environment</u>					
Chapter 3: Household consumption	24	43	27	6	100
Chapter 4: Transport	25	50	18	7	100
Chapter 5: Energy	19	44	28	9	100
Chapter 6: Waste	21	48	21	10	100
<u>Section 3: State of the Environment</u>					
Chapter 7: Air	22	38	26	14	100
Chapter 8: Atmosphere	27	42	20	11	100
Chapter 9: Land	13	37	24	26	100
Chapter 10: Freshwater	14	32	28	26	100
Chapter 11: Oceans	27	44	16	13	100
Chapter 12: Biodiversity	22	35	24	19	100

All chapters appear to have a substantial level of readership, with a mix of both frequent and occasional users.

#### **5.4. USEFULNESS OF CHAPTERS**

Respondents rated each chapter of the report that they had read, or to which they had referred, according to how useful it was for their information needs. The overall result was as follows:

USEFULNESS OF CHAPTERS (n=254) (n=)	Not at all useful	Not very useful	Quite useful	Very useful	TOTAL
	%	%	%	%	%
<b><u>Section 1: Setting the Context</u></b>					
Chapter 1: Environmental reporting (203)	6	14	66	14	100
Chapter 2: Our environment and people (203)	5	17	63	15	100
<b><u>Section 2: Pressures on the Environment</u></b>					
Chapter 3: Household consumption (193)	6	14	56	24	100
Chapter 4: Transport (190)	3	16	61	20	100
Chapter 5: Energy (206)	3	11	60	26	100
Chapter 6: Waste (201)	3	16	58	23	100
<b><u>Section 3: State of the Environment</u></b>					
Chapter 7: Air (198)	4	14	64	18	100
Chapter 8: Atmosphere (185)	5	19	59	17	100
Chapter 9: Land (221)	3	13	49	35	100
Chapter 10: Freshwater (218)	3	17	48	32	100
Chapter 11: Oceans (185)	6	25	46	23	100
Chapter 12: Biodiversity (198)	8	15	48	29	100

This result indicates that eleven out of the twelve chapters were rated 'very' or 'quite useful' by more than 75% of readers. The one chapter that fell below this level was 'Chapter 11- Oceans', which 31% of respondents regarded as 'not useful'.

An analysis of the above result by sector reveals that the usefulness of the report content spans the various sectors.

CHAPTERS	PERCENTAGE OF EACH SECTOR RATING THE CHAPTER 'VERY' OR 'QUITE USEFUL'								
	Central Govt	Local Govt	Industry	Prof. Assoc.	CRI	NGO	Iwi/ Maori	Ed. Inst.	General Public
	%	%	%	%	%	%	%	%	%
1 Environmental reporting	80	91	71	76	85	71	100	81	74
2 Our environment & people	78	95	69	71	92	57	100	75	67
3 Household consumption	83	90	79	76	69	33	80	89	83
4 Transport	67	80	78	88	91	50	80	94	79
5 Energy	100	85	84	91	100	50	80	94	77
6 Waste	88	82	69	75	93	50	83	82	89
7 Air	100	73	78	76	93	80	100	71	87
8 Atmosphere	100	83	74	63	92	80	83	65	69
9 Land	89	86	83	77	85	84	83	94	78
10 Freshwater	90	72	83	66	77	86	83	87	77
11 Oceans	77	53	70	55	64	80	66	73	76
12 Biodiversity	100	72	76	66	75	83	83	83	74

(Note: The percentages in the above table are based on the number of people in each sector who read each chapter and who disclosed which sector they represent.)

### **5.5. CHAPTERS CONSIDERED MOST USEFUL**

Respondents were each asked to identify the *one* chapter that they found most useful.

90% selected a chapter, but opinion was widely spread. The overall result was as follows:

CHAPTER RATED ' <i>MOST USEFUL</i> '		(n=254)
		%
1.	Environmental reporting	7
2.	Our environment and people	6
3.	Household consumption	9
4.	Transport	1
5.	Energy	7
6.	Waste	3
7.	Air	9
8.	Atmosphere	1
9.	Land	16
10.	Freshwater	13
11.	Oceans	4
12.	Biodiversity	14
	Don't know/unsure	10
TOTAL RESPONDENTS		100%

The highest rating chapters, by sector, were:

	<u>% Rating Most Useful</u>
<u>Central government (n=16)</u>	
Chapter 11 Oceans	25
Chapter 1 Environmental reporting	19
Chapter 10 Freshwater	19
<u>Local government (n=36)</u>	
Chapter 10: Freshwater	22
Chapter 3: Household consumption	17
Chapter 7: Air	17
<u>Industry and Business (n=33)</u>	
Chapter 9: Land	33
Chapter 5: Energy	15
Chapter 10: Freshwater	15
<u>Professional associations (n=13)</u>	
Chapter 5: Energy	23
Chapter 12: Biodiversity	23
<u>CRIs (n=21)</u>	
Chapter 9: Land	29
Chapter 3: Household consumption	24
Chapter 7: Air	14
<u>NGOs (n=11)</u>	
Chapter 9: Land	27
Chapter 10 Freshwater	27
Chapter 12: Biodiversity	27

	<u>% Rating Most Useful</u>
<u>Iwi/Maori (n=6)</u>	
Chapter 2: Our environment and people	33
<u>Educational Institutions (n=28)</u>	
Chapter 9: Land	21
Chapter 5: Energy	18
Chapter 12: Biodiversity	18
<u>General Public (n=49)</u>	
Chapter 12: Biodiversity	31
Chapter 7: Air	16
Chapter 3: Household consumption	12

Respondents were asked to outline their reasons for choosing a particular chapter as 'most useful'. Their reasons were very diverse. However, the relevance of the chosen chapter to the respondent's work or information needs featured strongly, as can be seen in the summary table below.

REASONS FOR CHOOSING A PARTICULAR CHAPTER AS 'MOST USEFUL'	(n=254) % Mentioning
It provided information that was most relevant to my current work/business project/study/research/area of interest	46
It gave good information about the people and the environment we live in/our relationship with the environment/human impacts; it explained how we contribute to environmental impacts	7
The concepts of measuring the environment/performance indicators/environmental trends are important/relevant/vital	5
It provided a useful overview/very good overall summary	4
It focused on an important issue/the most important issue/the issue of highest concern	4
Other reasons	16
<b>RESPONDENTS WHO GAVE A REASON</b>	<b>82%</b>

## **5.6. CHAPTERS CONSIDERED LEAST USEFUL**

A diverse range of opinion was also expressed as to which chapter was considered the least useful.

Overall, 73% of respondents identified a '*least useful*' chapter, the result being as follows:

CHAPTER RATED ' <i>LEAST USEFUL</i> '		(n=254)
		%
1.	Environmental reporting	11
2.	Our environment and people	9
3.	Household consumption	11
4.	Transport	3
5.	Energy	1
6.	Waste	3
7.	Air	5
8.	Atmosphere	7
9.	Land	1
10.	Freshwater	1
11.	Oceans	11
12.	Biodiversity	10
	Don't know/unsure	27
TOTAL RESPONDENTS		100%

The main reason for selecting any chapter as '*least useful*' was its lack of importance or relevance to the respondent's primary area of interest. That is:

REASONS FOR CHOOSING A PARTICULAR CHAPTER AS ' <i>LEAST USEFUL</i> '	(n=254) % mentioning
It is not that important/relevant/useful to my work or area of interest	37
Too general/high level; just an overview with insufficient detail	5
Lacks information about specific issues that impact on the environment, e.g. population growth, poverty, farming etc.	4
Most of the information was already known; it didn't provide much new information	4
It is less relevant to the state of the environment	3
Too technical/scientific; I'm interested in the facts, not the methodology	3
It did not explain/I did not understand the figures/relationship between e.g. household expenditure and environmental issues	2
It lacks teeth/bite – it needs to be more assertive about what is happening to the environment	2
Other reasons	8
RESPONDENTS WHO GAVE A REASON	68%

Other reasons suggest that some readers would like the selected chapters to have more detail, more information and more interpretation. However, this will need to be balanced against the needs of other readers who seek a high level, national overview of the state of the environment and the key issues/trends that impact on it.

### **5.7. RATING OF SPECIFIC ASPECTS OF THE REPORT**

The following results indicate that the vast majority of the readers are satisfied with the presentational aspects of the *Environment New Zealand 2007 Report*.

RATING OF SPECIFIC ASPECTS (n=254)	Very Poor	Poor	Fair	Good	Very Good	Excellent	TOTAL
	%	%	%	%	%	%	%
Readability	-	1	14	31	39	15	100
Clarity of information	1	6	12	34	40	7	100
Layout/presentation of information	2	3	10	29	35	21	100
Tables	1	1	10	39	38	11	100
Figures and graphs	1	1	12	31	38	17	100
Graphics and pictures	1	-	8	27	45	19	100

## **5.8. SUMMARY FORMAT**

Respondents read the following explanatory information:

All chapters in *Environment New Zealand 2007* have a chapter summary titled “*At a Glance*”. There is also a separate Summary report entitled *Environment New Zealand 2007 – Summary*. Would you prefer there also to be an *Executive Summary* for the report, and/or a ‘*Summing up*’ (conclusion) chapter at the end of the report?

Opinion varied as to which of four possible outcomes readers would prefer. That is:

SUMMARY FORMAT PREFERRED	(n=254)
	%
Retain current format (chapter summary and separate summary report)	37
Add an ‘ <i>Executive Summary</i> ’ only	11
Add a ‘ <i>Summing up</i> ’ (conclusion) chapter only	19
Add both an ‘ <i>Executive Summary</i> ’ plus a ‘ <i>Summing up</i> ’ (conclusion) chapter	23
Unsure/no preference	10
TOTAL RESPONDENTS	100%

It can be noted that opinion was similarly divided across all the major sector groups that participated in the survey.

### **5.9. ADEQUACY OF DATA**

Two-thirds of respondents stated that the data in the *Environment New Zealand 2007 Report* was adequate for their needs.

WAS THE DATA ADEQUATE FOR YOUR REQUIREMENTS?		(n=254)
		%
Yes		66
No		30
Unsure		4
TOTAL RESPONDENTS		100

Opinion varied somewhat across the various sectors examined in the survey. However, it should be noted that the base sizes for the sector analysis is small. Therefore, the results should be taken as indicative, rather than finite.

SECTOR ANALYSIS	(n=)	Rated the data 'adequate'
		%
Central government	(16)	75
Local government	(36)	75
Industry & business	(33)	60
Professional associations	(13)	77
CRI's	(21)	62
NGOs	(11)	45
Iwi/Maori	(6)	50
Educational Institutions	(28)	75
General public	(49)	69
Sector Unspecified	(41)	56

The 30% of respondents who considered the data inadequate were asked to explain why the data was not adequate for their requirements. A summary of their reasons is provided below:

REASONS WHY THE DATA WAS NOT ADEQUATE	(n=254)
	%
Important data is missing/not dealt with, e.g. intensive dairy farming, dairying development, pollution and waste, commercial transport's fuel use, water allocation, surface water quality, changing land use and industry	4
It is too general/broad/high level/a summary of summaries	3
We need (online) access to the data the report is based on	3
More in-depth data is needed in various areas, e.g. on wetlands; effects of pollution in relation to different uses such as biodiversity, fisheries, human contact; the impact of dairy industry on water quality and landscape	2
It lacks regional data; we need data specific to our region	2
It lacked a conclusion/recommendations regarding high priority areas; more interpretation of data is needed	2
A lot of the data was old/outdated	2
I am wary of/question some of the data and base assumptions	2
It needs a summary that enables readers to quickly compare key indicators/trends between periods	2
New Zealand still lacks a set of environmental indicators; it is merely a collection of existing data sets, which is insufficient	2
Other reasons	6
RESPONDENTS WHO GAVE A REASON	30%

### **5.10. SUGGESTIONS FOR BETTER MEETING USERS' FUTURE INFORMATION NEEDS**

27% of respondents made a suggestion for improving the next national level state of the environment report, due for publication in 2012.

Suggestions were, again, wide ranging and in many cases related to the very specific information needs and/or perspectives of the respondent. However, the broad areas of focus are summarised below.

SUGGESTIONS RELATING TO THE 2012 REPORT	(n=254)
	%
There should be more interpretation/recommendations on the state of the environment, where it is heading, actions that should be taken and potential solutions.	6
New/more information should be included regarding specific areas (e.g. hazardous wastes related to industry users, sustainability/social sustainability, air monitoring, water resources and quality, land issues by sub-sector)	4
Reduce the size of the report/it is too thick and bulky (perhaps have a thinner report, with accompanying CD)	3
Make core indicators/data available at regional level	2
Develop a web-based/online report that can be kept live/regularly updated	2
Improve the colour contrast on graphs and charts, to make them easier to read	2
More up-to-date data is required (some is very outdated)	2
Include a comparative analysis with other countries/regions	1
Ensure there is integration with other central government reports, e.g. SNZ, MSD, MED, MCH indicator reports	1
The report needs more integration/linkages between chapters, e.g. between economy and environment	1
Other suggestions	8
RESPONDENTS WHO MADE A SUGGESTION	27%
Average number of suggestions made	1.2

20% of respondents expressed a suggestion relating to the interim updates of the environmental ‘*indicators*’ contained in the 2007 report. The main suggestions have been summarised as follows:

SUGGESTIONS RELATING TO INTERIM REPORTING	(n=254)
	%
Have annual/regular updates of key indicators (the indicators need to be measurable and linked to effects)	3
Include more information/indicators in specific areas (e.g. biodiversity, contamination of shellfish, household consumption, the rural sector and its impact, fertilizers, land use by category, indigenous plants and birds, impacts on historic sites)	3
Have consistent indicators/indicators derived from the same base data (i.e. consistency across Regional Councils)	2
Show the key indicators at Regional level	2
Hold workshops, email groups, etc – so people with expertise can contribute	2
Update regularly, as new information becomes available (perhaps online)	2
Keep a fixed update period, so that we know when one is due	1
Make it brief/short and sharp and easy to read	1
Clearly highlight the updates/new data	1
Other suggestions	5
RESPONDENTS WHO MADE A SUGGESTION	20%
Average number of suggestions made	1.1

## **5.11. OVERVIEW OF THE GROUP DISCUSSIONS**

### **5.11.1. Overall reaction to the *Environment New Zealand 2007 Report***

A range of opinion was expressed by the group participants. One group was predominantly complementary of the report, the other highly critical. In the case of the latter group, there were major issues underlying their opinions, which are briefly outlined in Section 5.11.5 below.

### **5.11.2. Presentational elements of the report**

The participants in both groups generally regarded the overall presentational elements of the report in a positive light. They described it as:

- clearly produced/well presented, with good graphics
- having a user-friendly layout (which is “*not too technical and is easy to refer to*”)

This is consistent with the findings of the online survey (see Section 5.7).

### **5.11.3. The report content**

The group participants mentioned a number of report elements that they found positive. These included:

- the fact that a start has been made on the publication of environmental indicators (a concept that they consider “*important/essential/vital to New Zealand’s future*”)
  - that it includes trend data (which was described as “*most important*” and “*better than that provided in the 1997 report*”)
  - the ‘*At a glance*’ summary section (was described as “*a good concept/useful*”)
- and – a number of participants felt the overall report provides “*a good snapshot in time at a national level.*”

#### 5.11.4. Areas for improvement

Various suggestions were made regarding the 2012 report and the provision of interim updates. Of particular mention were:

- Participants in both groups felt there should be regular updates (at least 12-monthly) of key indicators/data
  - Many of the participants would like online access to the data (or at least the ability to analyse the data that the report is based on)
  - Environmental indicators are needed at Regional level (many hold this view)
  - There could be more emphasis placed on trends in future (e.g. *“More emphasis on trends, that is the important information, and less on the pretty pictures of people skiing.”*)
  - There could be more cross-linking of data/chapters/information.
  - The full report should be updated (at least) 5-yearly, rather than 10-yearly.
  - There is a need to focus on practical outcomes (i.e. *“what will be done”*), so that the focus on the report doesn’t get lost following its publication.
- and
- Consistent with the online quantitative survey, there were various requests for more specific information that met the reader’s individual needs, e.g. biodiversity needs emphasis on marine, not just terrestrial and fresh water; the Maori heritage issue needs to be addressed.

#### 5.11.5. Major issues that emerged in the group discussions

Participants in one of the focus groups, in particular, were adamant that they wished to address some of the major issues underlying the preparation of the report, rather than the presentational aspects of the report itself. To summarise, the points they particularly wanted to convey were:

- There should be a review of who actually does the report in future, to ensure *“the independence/validity of the information provided. Whilst some group participants initially felt it would best be the responsibility of the Commissioner for the Environment, it was noted that the Commissioner’s office does not have adequate resource or funding. It was then suggested that perhaps it should be given to an independent board, as per the process in Australia.”*
- The list of environmental indicators needs to be revisited, to decide the most important indicators on which to focus for the future.
- There needs to be more attention paid to ensuring that the base data is robust, transparent and is captured by consistent methods – to ensure its credibility.
- The facts should be separated from the policy, because the 2007 report contains *“too much spin and recasting, especially from some government departments that have set out to defend pretty terrible records.”*

## **6. QUESTIONNAIRE AND DISCUSSION GUIDE**

<i>ENVIRONMENT NEW ZEALAND 2007</i> REVIEW QUESTIONNAIRE
--

1. What was your **main** purpose in reading/using the *Environment New Zealand 2007* report?

Research \_\_\_\_\_

For use in your work (please specify) \_\_\_\_\_

Personal reading \_\_\_\_\_

Other (please specify) \_\_\_\_\_

2. The structure of the *Environment New Zealand 2007* report is shown below. Please identify the sections that you have read, or to which you have referred. (Please tick as many boxes as appropriate)

Message from the Minister \_\_\_\_\_

Preface \_\_\_\_\_

Acknowledgements \_\_\_\_\_

Main Table of Contents \_\_\_\_\_

'About this report' section \_\_\_\_\_

Chapters:

- Chapter Table of Contents \_\_\_\_\_

- 'At a Glance' summary section \_\_\_\_\_

- 'Introduction' section \_\_\_\_\_

- 'National Environmental Indicators' section \_\_\_\_\_

- 'State and Trends' section \_\_\_\_\_

- 'Changes since 1997' section \_\_\_\_\_

- References \_\_\_\_\_

Glossary \_\_\_\_\_

Index \_\_\_\_\_

-2-

3. When using the report, how frequently do you refer to each of the following chapters?

(Please tick **one** box for **every** chapter)

Not at all

Sometimes

Usually

Always

Section 1: Setting the Context

Chapter 1: Environmental reporting

Chapter 2: Our environment and people

Section 2: Pressures on the Environment

Chapter 3: Household consumption

Chapter 4: Transport

Chapter 5: Energy

Chapter 6: Waste

Section 3: State of the Environment

Chapter 7: Air

Chapter 8: Atmosphere

Chapter 9: Land

Chapter 10: Freshwater

Chapter 11: Oceans

Chapter 12: Biodiversity

4. For **each** chapter that you have read or referred to, please indicate how useful the chapter was for your information needs.

(Please tick **one** box for **each** chapter you have read or referred to)

	Not at all useful	Not very useful	Quite useful	Very useful
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Section 1: Setting the Context

Chapter 1:	Environmental reporting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chapter 2:	Our environment and people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 2: Pressures on the Environment

Chapter 3:	Household consumption	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chapter 4:	Transport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chapter 5:	Energy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chapter 6:	Waste	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 3: State of the Environment

Chapter 7:	Air	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chapter 8:	Atmosphere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chapter 9:	Land	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chapter 10:	Freshwater	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chapter 11:	Oceans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chapter 12:	Biodiversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Which chapter did you find ... ?

The **most** useful (please select **one** only and record the chapter number) Chapter :

Why is that?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The **least** useful (please select **one** only and record the chapter number) Chapter :

Why is that?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. When reading the report, how would you rate **each** of these aspects of *Environment New Zealand 2007*? (Please tick **one box only** for **each** aspect of the report)

	Very Poor	Poor	Fair	Good	Very Good	Excellent
Readability_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarity of information_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Layout/presentation of information _	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tables_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Figures and graphs_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graphics and pictures_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. All chapters in *Environment New Zealand 2007* have a chapter summary titled “*At a Glance*”. There is also a separate Summary report entitled *Environment New Zealand 2007 – Summary*. Would you prefer there also to be an *Executive Summary* for the report, and/or a ‘*Summing up*’ (conclusion) chapter at the end of the report?

- Retain current format (chapter summary and separate Summary report)\_\_\_\_\_
- Add an *Executive Summary* only\_\_\_\_\_
- Add a ‘*Summing up*’ (conclusion) chapter only \_\_\_\_\_
- Add both an *Executive Summary* plus a ‘*Summing up*’ (conclusion) chapter\_\_\_\_\_

8 (a) Did you find the data in the report to be adequate for your requirements?

Yes\_\_\_\_\_  - Skip to Q.9

No\_\_\_\_\_  - Please answer Q.8 (b)

8 (b) Why was the data not adequate for your requirements?

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- 9 (a) Do you have any other suggestions that will help ensure that the next national-level state of the environment report (due for publication in 2012) better meets your information needs?

Yes \_\_\_\_\_  - Please answer Q.9 (b)

No \_\_\_\_\_  - Skip to Q.10

- 9 (b) What suggestions do you have?

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- 10 (a) Between now and the publication of the 2012 report, the Ministry will report updates of many of the environmental 'indicators' contained in the 2007 report. Do you have any suggestions for these updates, so that they better meet your information needs?

Yes \_\_\_\_\_  - Please answer Q.10 (b)

No \_\_\_\_\_  - Skip to Q.11

- 10 (b) What suggestions do you have?

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11. To help us analyse the survey by statistical categories, can you please indicate into which of the following sectors do you fall?

Central government agency \_\_\_\_\_

Local government \_\_\_\_\_

Industry/business \_\_\_\_\_

Professional association \_\_\_\_\_

Crown Research Institute \_\_\_\_\_

Environmental organisation/NGO \_\_\_\_\_

Iwi/Maori \_\_\_\_\_

Educational Institution \_\_\_\_\_

General public \_\_\_\_\_

Thank you very much for your help with this survey. Your input will greatly assist the Ministry for the Environment with the development of its publications for the future.

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## **DISCUSSION GUIDE**

Key concepts to convey in the introduction to the group are:

- MfE has a mandatory requirement to cover off in the report, approximately 80 parts of the environment that need to be recorded over time (a similar concept to GDP monitoring).
- The next full report is scheduled for 2012.
- However, MfE will be reporting progress in the interim and the focus groups present the participants with an opportunity to have input to how this may be best achieved to meet the needs of report users.
- It is MfE's primary role to effect *national level* reporting, whilst it is the regional councils' role to report at regional level.

The following are suggested starting points for investigation that may be included in the Discussion Guide. The full document will be developed in consultation with client.

- (1) To what extent are the group participants familiar with the '*Environment New Zealand 2007*' report?
- (2) For what purpose(s) do they use the report?
- (3) How frequently do the group participants use the report?
- (4) How do they access it – in printed form, or electronically? And why?
- (5) To what extent do they use the summary document versus the full report? What role does each document fulfil for the user?
- (6) What are the group participants' initial thoughts and impressions about the report, both positive and/or negative?
- (7) Which chapters of the report have they read/referred to?
- (8) Which chapter did they find most useful? And why?
- (9) Which chapter did they find least useful? And why?

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- (10) How do the group participants feel about specific features of the report, including:
- the overall readability of the report?
  - the clarity of information?
  - the layout/presentation style?
  - the pictures?
  - the figures/tabulated data?
  - the graphs?
  - the Tables of Contents?
  - chapter summaries (“*At a glance*”) versus an executive summary for the whole report?
- (11) What suggestions do the group participants have for improving the report, to better meet their needs in future?
- (12) How easy is it to use the report? Why is it easy/not easy to use?
- (13) Are there any aspects of the report that the group participants consider confusing, or difficult to understand?
- (14) Taking everything into consideration, how useful do the group participants find the report – very useful, quite useful, not very useful, or not useful at all? And why?
- (15) What suggestion do the group participants have for MfE, regarding the provision of annual updates on environmental progress?
- (16) How would they most prefer to receive the update information?

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- (17) To what extent do the users of the report think the publication would have contributed to fulfilling the following objectives? (The group participants will rate these on a scale ranging: very well, quite well, not very well, not well at all).
- To provide useable and constructive information to foster informed decision-making on matters that affect the environment and encourage appropriate management approaches.
  - To increase New Zealanders' understanding about the state of, and pressures on, our environment.
  - To motivate all New Zealanders to take action to protect and conserve the environment.
  - To make environmental information the Ministry collects and holds accessible.
  - To interpret environmental trend information, including the core set of environmental indicators, across a range of topics.
  - To provide an update of key environmental issues.
- (18) Other relevant points that may emerge in discussion with client and/or during the course of the focus groups.