

# ENVIRONMENTAL EDUCATION IN CANADA



**AN OVERVIEW FOR GRANTMAKERS | OCTOBER 2006**



**NOVA SCOTIA SPECIES** by Tasha / Age 8  
MEADOWFIELDS COMMUNITY SCHOOL, NOVA SCOTIA

This is the third in a series of CEGN briefing papers providing an overview of key Canadian environmental issues, intended to provide background information on the issue and serve as a starting point for discussion on strategic approaches and collaboration on environmental grantmaking.

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# ENVIRONMENTAL EDUCATION IN CANADA

## TABLE OF CONTENTS



**Purpose**

**2**

**About Environmental Education**

**2**

**Key Players**

**3**

**Current Issues**

**6**

**Considerations and Opportunities for Grantmakers**

**8**

**APPENDIX A:**

Selected Resource Material

**11**

**APPENDIX B:**

Selected Canadian Organizations  
and Initiatives

**13**



**GARDENS** by Brandon / Grade ?  
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Grade 3 student, BC

Sierra Club of Canada, BC Chapter's All Aboard the Stewardship Program (a Green Street program)

## PURPOSE

This document provides an overview of environmental education and related grantmaking in Canada. It is intended to provide grantmakers with a basic understanding of the key characteristics, issues and needs in this area. The brief is also intended to serve as a starting point for discussion of strategic and collaborative approaches to support environmental education.

## ABOUT ENVIRONMENTAL EDUCATION

### *What Is Environmental Education and Why Is It Important?*

- “Environmental education” is a process that provides learners with awareness and knowledge about the environment (typically including the relationship of humans to the natural world), and fosters the development of the skills, attitudes and motivations to enable learners to make informed decisions and take responsible actions that incorporate environmental considerations.
- The ultimate goal or outcome of environmental education is the creation of environmentally literate citizens.
- This is important because solving today's challenging local and global environmental issues and moving society towards sustainability cannot rest only with “experts” but will require the support and active participation of an informed public in their various roles as consumers, voters, employers, and business and community leaders.
- Environmental education focused on children and youth is a particularly important strategy because it's an opportunity to intervene at a key developmental stage of life and because children can be an important influence on the environmental behaviour of their parents.

### *Terminology*

- A variety of terms is being used by the environmental education community to describe its work. These include (for example): wilderness or conservation education, outdoor education, ecological education, environmental education, place-based education, sustainability education, education for sustainable development, etc.
- Sometimes these terms are used interchangeably - sometimes they reflect significant differences in focus, philosophy or approach.
- For example, *place-based education* emphasizes the importance of connection to one's local community (including its history, culture, economy and natural and built environments). The terms *education for sustainable development* and *sustainability education* emphasize the integration of environmental, economic and social dimensions.
- In this brief, for simplicity, the phrase *environmental education* is used as a general term to refer to this broad range of initiatives, philosophies and approaches. However, funders should be aware of the varied terminology used by the sector, and of the differences in philosophy and approach that these terms may represent.

## Approaches to Environmental Education

- The process of environmental education can occur through formal, non-formal, and informal approaches or settings.

*FORMAL environmental education is linked with the formal education system and generally takes place in a school context.*

*NON-FORMAL environmental education is organized educational activity outside the formal school system, and includes environmental education activities or programs provided by community organizations, youth groups, museums, zoos, and nature/interpretive centres, etc.*

*INFORMAL environmental education is the provision of information without an organized educational/institutional structure and typically includes learning about the environment through the media, personal reading, everyday experience and interactions with other people.*

- While all of these approaches are important, for practical purposes this brief focuses on formal and non-formal environmental education for children and youth. (The area of informal environmental education, together with related topics such as social marketing and public awareness/communications, could rightly be the focus of its own brief!)

## KEY PLAYERS

### Provincial and Territorial Governments

- Under the Constitution, formal education falls within provincial and territorial jurisdiction, including the setting of the educational curriculum.
- Curriculum policy directs what is taught in schools and affects resource allocation, teacher training and the development of textbooks and other materials.
- Approaches to curriculum policy and environmental education vary greatly across the provinces/territories. Most, if not all, provincial/territorial curricula include either goals or language relating to environmental education - to a greater or lesser degree. However, almost all provinces/territories lack a coordinated approach to the development and advancement of environmental education. In many provinces, there is not an environmental education curriculum per se. Instead the approach to environmental education is disbursed - it appears as a topic within other subject curricula (e.g. math, science, etc.)
- Among the provinces, Manitoba is one that has taken a more active role in environmental education. For example, the Manitoba Department of Education, Citizenship and Youth has established a Sustainable Development Initiative (Unit), has developed a provincial Education for Sustainability Action Plan and has created an Education for Sustainable Development working group.
- In addition, many provincial government departments of the environment have their own environmental education programs, sometimes with both a non-formal and formal component.
- The Council of Ministers of Education, Canada (CMEC), which is made up of the provincial/territorial ministers of education, includes education for sustainability within its mandate and has completed some survey reports on this topic.



CLEAN NOVA SCOTIA by Dale / Grade 5  
OLDFIELD CONSOLIDATED SCHOOL, NOVA SCOTIA

## **Federal government**

- Direct federal involvement in formal environmental education is limited by its lack of constitutional authority for education. However, the federal government can and does work in this area through partnerships, facilitating working groups, etc. - and is an important player in this regard.
- Environment Canada is the main federal player in environmental education, generally under the rubric of its sustainable development activities and goals.
- Environment Canada is collaborating actively with others to steward Canada's response to the UN Decade of Education for Sustainable Development (2005 - 2014) and with helping to move forward education for sustainable development in Canada. This includes support for a series of emerging provincial/territorial working groups (co-led with the Manitoba Department of Education, Citizenship and Youth, and Learning for a Sustainable Future) that will bring together regional players (governments, formal/non-formal/informal education sectors, and business and community leaders) to set priorities and support advancement of education for sustainable development.
- Environment Canada's Biosphere, located in Montreal, is exploring how it might expand beyond its role as an environmental museum to become a national resource for environmental education in Canada.
- Some other federal departments are also involved in environmental education including Natural Resources Canada (resources for teachers), Parks Canada (education and interpretation in parks and marine conservation areas), and Fisheries and Oceans Canada (local environmental education in coastal communities).



CLEAN PLANET by Mary Emma / Age 8  
RANKIN MEMORIAL SCHOOL, NOVA SCOTIA

## **Formal Education System (Kindergarten - Grade 12 system & higher learning)**

- At the municipal level, individual school boards are responsible for implementing the provincial curriculum, and each board makes budget allocation decisions and chooses and/or develops their own curriculum materials. As such, they are a key player in how and to what degree environmental education is implemented in the schools.
- For example, school boards normally screen environmental education programs offered to students by outside agencies, and may distribute material within their district. A few school boards have created environmental educational resource positions. Some have prepared environmental reports. For example, the Toronto Region District School Board has produced an Environment Report and the Commission Scolaire de Montréal has developed a Sustainable Development Action Plan.
- School principals and teachers also play a key role in implementing the curriculum, meaning that how environmental education is reflected in the classroom varies by school and even class to class.
- Most provinces have some kind of volunteer associations or networks of teachers that support environmental education. These groups usually focus on teacher professional development and networking, and in some cases include affiliates - those environmental educators not employed by the formal system. A few (e.g. BC, Alberta) are specialist councils of the provincial teachers' union, composed of teachers with specific interest in environmental education. The union that represents teachers in Quebec, la Centrale des syndicats du Québec (CSQ), plays a major role through its green schools program, Établissements verts Brundtland (EVB), which offers educational programs, teacher training and support, and certification/recognition of green schools. CSQ also acts as the Quebec Secretariat for Green Street. The Green Street program outside Quebec is hosted by the Canadian Teachers Federation (CTF), which is increasing its involvement in environmental education on various levels.
- A number of post-secondary institutions in Canada are involved in environmental education. For example, the Université du Québec à Montréal (UQAM) holds the only Canadian Research Chair in Environmental Education and offers both Masters and Doctoral Degrees, and Royal Roads University offers a Masters Degree in Environmental Education.

## **NGO Environmental Education Community**

- Key national players that focus exclusively on environmental education include the Canadian Network for Environmental Education and Communication (EECOM), Learning for a Sustainable Future (LSF), and Green Street. (See Appendix B for descriptions and contact information.)
- Several associations work specifically to promote and advance environmental education in their provinces (e.g. Environmental Education Ontario, the Alberta Council for Environmental Education, and the Association québécoise pour la promotion de l'éducation relative à l'environnement -- AQPERE)
- Major environmental organizations that do a significant amount of environmental education include Pembina, Evergreen, Canadian Wildlife Federation, Nature Canada, World Wildlife Fund - Canada, Ducks Unlimited, Earth Day Canada, Sierra Club (B.C. and Atlantic), CPAWS (Banff and Ottawa), and The Otesha Project.
- Youth environmental organizations commonly have an environmental education component, and in such programs as Green Street help guide the environmental education programming.
- Organizations offering primarily non-formal environment education include a wide range of museums, zoos/aquaria, science centres, and nature and interpretative centres.
- Quebec has a dynamic environmental education movement with some unique characteristics. Many of its environmental education programs include strong global dimensions. For example, a coalition of government and NGO players in Quebec helped launch the Montreal-based Planet'ERE, an international environmental education movement of the world's francophonie. (AQPERE serves as the international Secretariat for Planet'ERE.) La Centrale des Syndicats du Québec (CSQ) has an active social agenda across many issue areas and, as noted, is a major player in education for a sustainable future defined in very broad terms (e.g. environment, social justice, health, peace and international solidarity).

## **Funders**

- The J.W. McConnell Family Foundation initiated the Green Street/Ma rue verte program in 1999, to encourage young Canadians to become environmental stewards. The program offers subsidized in-class programs for teachers across Canada, and offers a vetted roster of high quality environmental education programs and providers. The program emphasizes youth engagement, education for sustainable development, and whole school approaches.
- The Schad Foundation has developed its own program, Earth Rangers, which is focused on in-school wildlife presentations using injured wildlife as a vehicle for engaging youth, hands-on conservation and restoration projects, and sponsorship for disadvantaged children to visit outdoor centres and attend summer camps.
- As noted, Environment Canada is a major supporter of partnership initiatives and the development of working groups and frameworks for education for sustainability.
- Some of the other funders active in this area include: Stephen Bronfman Foundation (e.g. C-vert program for disadvantaged youth); Toyota Canada Inc. (e.g. Toyota Evergreen Learning Grounds, Toyota Earth Day Scholarship Program); Ontario Trillium Foundation; TD Friends of the Environment Foundation; Shell Environment Fund; Suncor Energy Foundation; Manitoba Hydro; Laidlaw Foundation; and Fondation Hydro-Québec pour l'environnement.



**GARDENS** by Heather /  
PLYMOUTH SCHOOL, NOVA SCOTIA

# CURRENT ISSUES

## *Delivery and Dissemination of Existing Programs*

- Interesting and sophisticated environmental education programs have been developed in different regions in Canada over the past ten years, but there has been little sharing of existing programs and materials with other parts of the country.
- This is partly due to the barrier of language and culture, with a lack of translation of quality programming from one official language to the other. For example, there is a lot of French language education for sustainable development material produced in Quebec that is not known or available nationally, and vice versa.
- Designing or adapting material for diverse cultural contexts including use in English/French as a Second Language Programs (ESL/FSL) and immersion programs is a challenge - as is the larger underlying issue of better connecting environmental education with different cultural groups.
- There is a lack of environmental education content inclusive of a First Nations perspective.
- Most support goes toward initial program development, with little opportunity for recurrent activities, distribution and reuse of existing programs.



NOVA SCOTIA SPECIES by Tyler / Grade 3  
MEADOWFIELDS COMMUNITY SCHOOL, NOVA SCOTIA

## *Innovation in New Program Design*

- Environmental education practitioners are faced with the challenge of how to design programs to teach complex environmental issues like climate change. Many are unsure of what to do next to build on existing programs.
- The field needs time to explore new models and approaches to encourage innovation through research.

## *Challenges of Working Within the Education System*

- Environmental education practitioners grapple with the challenge of teaching about system change on environmental and societal issues within the education system. Sometimes, programs that address controversial issues or encourage action on environmental issues have been seen as inappropriate within the publicly funded school system.
- Some feel that, while the language in provincial education frameworks vis-à-vis environmental education is adequate, the culture of schools continues to reinforce traditional approaches (i.e. the model of the traditional teacher at the front of the class and individual subjects of study) - rather than the learner-centred, integrated approaches being pursued by the environmental education field (and others).
- Both outdoor and environmental education have been affected by general education system issues including budget cuts, concerns over liability, competing priorities, or 'back to basics' initiatives that focus on the three R's. (e.g. closing board outdoor education centres and eliminating consultant positions).



## ***Education Policy Change***

- Advancing environmental education within the mainstream education system and curriculum is seen as a key to long-term success.
- The decentralized responsibility for setting and implementing curriculum - spread across the provinces/territories, school boards and even individual schools, principals and teachers - makes it more difficult for groups to achieve policy changes at all of these levels.
- Overall, there has been little work within the sector focusing on educational policy relevant to environmental education.



NOVA SCOTIA SPECIES by Heather / Grade 3  
MEADOWFIELDS COMMUNITY SCHOOL, NOVA SCOTIA

## ***Teacher Training and Support***

- Teachers tend not to learn about environmental education during their teacher preparation courses (“pre-service” training).
- There is also a need for ongoing support to teachers on environmental education that is not outside of their budgets and the limits the system places on them (“in-service” training and support).

## ***Development of the Environmental Education Field***

- Capacity building is an issue for the environmental education field, with a particular need for further development of networks, relationship development and coalition-building both within the field itself, and between the environmental education field and other sectors (such as health, youth groups, etc.). Part of this includes the need to develop better commonality of vision and strategic action.
- Specific possibilities for better linkages within the field include: different environmental education stakeholders and professionals; the various environmental education organizations; and English and French-speaking environmental education professionals. Opportunities for greater linkages also exist between the environmental education field and other sectors; schools and community; schools and youth; urban youth and nature; and between conventional environmental education topics and related areas such as health, social conditions, etc.
- As with other fields, evaluation is an issue, although research on the effectiveness of environmental education approaches is growing.
- Differences of opinion on terminology and philosophical approaches are an issue in the field. For example, some are uncomfortable with the extent of the inclusion of economic and social dimensions in education for sustainable development (ESD), fearing that this takes the focus away from environmental issues. (It's important to note that despite the differences in theoretical approaches that exist the field is united in its attempt to create a better world through education.)

## **Better Integration of Formal and Non-formal Environmental Education**

- Along with a growing recognition of the importance of school-community links in environmental education, is the realization that a combination of formal and non-formal approaches may constitute the most effective intervention. As a result, the sector is exploring better integration or bridging of formal and non-formal education initiatives.
- Furthermore, the non-formal education community may bring the advantages of greater flexibility and ease of innovation to the challenges of working within the formal education system.



CLEAN NOVA SCOTIA by Brandon / Grade 4  
WHYCOCOMAGH EDUCATION CENTRE, NOVA SCOTIA

## **New Approaches**

- Increasing attention is being paid to youth-focused and/or youth-directed approaches for getting young people more involved with the environment through the use of mentorships, computers (e.g. GIS applications) and wilderness experiences. With increasing urbanization more children and youth have little chance to explore nature firsthand. Engaging youth in environmental issues is also seen as an effective way to reach adults/parents.
- Research has shown that community investigations (active investigation of an issue by learners), residential camps, and field trips/out-of-class activities are examples of particularly effective approaches to environmental education.
- Building relationships between the school and its local community - including linking school environmental education programs to programs in the community as a means of reinforcement and youth/adult engagement - is a significant new approach in the field. Environmental education initiatives that engage both school and the surrounding community can impact wider audiences and may have greater longevity and probability of success.
- This is closely related to the previously mentioned place-based educational approach that focuses on connection to the local community, and relies heavily on outdoor and experiential programs.
- Green school initiatives that go beyond educational programming to include the entire school environment (e.g. green school building design, energy conservation, recycling, green purchasing, etc.), “whole school” projects; and schoolyard greening initiatives all use the school itself as a teaching environment.
- As mentioned, education for sustainability (or education for sustainable development) is a more recent philosophical approach that integrates economic, environmental and social factors.

# **CONSIDERATIONS AND OPPORTUNITIES FOR GRANTMAKERS**

## **General Comments on Supporting Program Development**

- Faced with applications for school kits, etc. on environmental education, funders may wonder how do they know what already exists, what's needed and which approaches are both feasible and effective.
- As a very rough guide, in general, formal environmental education initiatives should be: linked to the curriculum; written by someone with educational expertise; based on sound educational principles (pedagogy); scientifically (and otherwise) accurate; and informed by research/evaluation.

- Several good resources exist that provide funders with more comprehensive checklists of what to look for in funding the development of both formal and non-formal environmental education materials. (See Appendix A.)
- Grantmakers are encouraged to check with other funders experienced in the area about whether a proposed program already exists so that they can avoid funding the redundancies.
- To help ensure quality control, grantmakers can take advantage of existing services such as Curriculum Services Canada ([www.curriculum.org](http://www.curriculum.org)) to assess the effectiveness of education materials and whether they support the formal curriculum.

## **Opportunities for Funding**

Based on the issues identified in the previous section, here are a variety of initiatives identified by practitioners and funders experienced in the environmental education field as priority and high-leverage opportunities for funding:

- **Funding for existing environmental education programs/materials:**

*Support existing national programs to be more widely accessible through dissemination*

*Resources produced by regional groups that should be disseminated more broadly and/or nationally - including support for translation*

- **Funding for innovation:**

*Research on finding best practices in environmental education (i.e. models of engagement, characteristics of effective programs, etc.)*

*Documentation and dissemination of innovative program models*

*Innovative program delivery around under-represented topics such as food, First Nations, youth, diversity, health, etc.*

- **Support for information-sharing:**

*Existing communications vehicles (newsletters, etc.)*

*“One-stop” shopping databases to facilitate sharing of existing program models, best practices, program evaluations and print materials*

- **Urban youth outreach:**

*Initiatives that get youth out of cities and into the natural world*

*Youth-guided, youth initiated activities*

*Follow-up activities that reinforce and “close the loop” on experiential camps/field trips - such as follow-up visits, booklets, etc.*

- **Outreach to multicultural communities:**

*Environmental education programs that reach diverse or underserved communities*



NOVA SCOTIA SPECIES by Amanda / Grade 3  
MEADOWFIELDS COMMUNITY SCHOOL, NOVA SCOTIA



GARDENS by James / ANNAPOLIS EAST ELEMENTARY, NOVA SCOTIA

- Support groups that can address the need for policy change vis-à-vis environmental education within the education system in general (i.e. provincial level, curriculum, school board level, pre-service and in-service teacher training, etc)
- Support school/community partnerships and initiatives that build-in links to the community and between the environment and other disciplines. Look for ways to support the bridging of non-formal and formal models, programs and initiatives.
- Provide funding for the capacity building of the environmental education sector - including the development of networks and relationships among groups.

- **Teacher training:**

*Initiatives to increase the profile of environmental education in teacher education programs and to engage more teachers*

*Research and/or dialogue involving senior scholars (e.g. Deans of Education) to ascertain the status of environmental education within faculties of education and to identify strategies for improving practice*

- **Coordination and communication among grantmakers:**

*Given the links between environmental literacy and social issues, health, community development, and youth engagement, funders with program goals in these areas who are not currently involved in supporting environmental education may wish to consider how this area could help further their program goals.*

*Funders might collaborate and jointly fund strategic projects to support and advance environmental education, such as the provision of evaluation services to grant recipients, regional or national surveying to assess the need for environmental education among formal and non-formal audiences, etc.*

*Dialogue on support for environmental education. This brief is intended to serve as a starting point to for discussion among grantmakers of strategic and collaborative approaches to support environmental education in Canada.*



GREEN ENERGY by Jenny Lynn / Grade 3  
GOLD RIVER ELEMENTARY SCHOOL, NOVA SCOTIA

## APPENDIX A: SELECTED RESOURCE MATERIAL

### Canadian

The federal governments' 2002 *'Framework for Environmental Learning and Sustainability in Canada'* is available at: [www.ec.gc.ca/education/framework/framework\\_overview\\_e.htm](http://www.ec.gc.ca/education/framework/framework_overview_e.htm)

The Green Street program has developed *Benchmarks for Excellence in Environmental Learning and Student Engagement*, at [www.green-street.ca/benchmarks\\_excellence/index\\_e.html](http://www.green-street.ca/benchmarks_excellence/index_e.html)

*Measuring the Success of Environmental Education Programs* (by Gareth Thomson and Jenn Hoffman, CPAWS and the Sierra Club of Canada) A guide written for environmental education professionals and funders that provides an overview of the basic tenets of environmental education and a primer on educational evaluation methodologies and tools. Available at: [http://www.sierraclub.ca/bc/programs/education/educators/resources/Measure\\_Success\\_of\\_EE\\_Final.pdf](http://www.sierraclub.ca/bc/programs/education/educators/resources/Measure_Success_of_EE_Final.pdf)

The Council of Ministers of Education, Canada (CMEC) has completed surveys of provincial/territorial activities across Canada, including a 1999 report entitled *'Educating for Sustainability: the status of Sustainable Development Education in Canada,'* ([www.cmec.ca/else/environment.en.pdf](http://www.cmec.ca/else/environment.en.pdf)) and a 2006 document entitled *'United Nations Decade of Education for Sustainable Development (2005-14): Canada's Response to the UN Questionnaire' –* ([www.cmec.ca/international/UNESCO/Sustainable-2006-03.en.pdf](http://www.cmec.ca/international/UNESCO/Sustainable-2006-03.en.pdf)).

## International

*United Nations Decade of Education for Sustainable Development* is described at [portal.unesco.org/education/en/ev.phpURL\\_ID=27234&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/education/en/ev.phpURL_ID=27234&URL_DO=DO_TOPIC&URL_SECTION=201.html)

The North American Association for Environmental Education (NAAEE) is a U.S.-based organization that promotes excellence in environmental education through its annual conference, publications and other activities. It has developed guidelines for excellence for formal and non-formal environmental education materials, available on its website under "Publications". [www.naaee.org](http://www.naaee.org)

*A Field Guide to Environmental Literacy: Making Strategic Investments in Environmental Education.* (by James Elder, Environmental Education Coalition, 2003). 109 pages. ISBN 1-884008-87-9. This resource was written specifically for funders, and provides an excellent discussion of environmental literacy, with key recommendations for investment. Also includes a checklist of characteristics of a sound environmental literacy program. Available through [amazon.com](http://amazon.com), [www.naaee.org](http://www.naaee.org), and others.

*Environmental Literacy in America: What Ten Years of NEETF/Roper Research and Related Studies Say About Environmental Literacy in the U.S.* (by Kevin Coyle, The National Environmental Education & Training Foundation, 2005) 152 pages. A wealth of survey data, with an innovative chapter that details a plan to improve environmental literacy. Available on-line at the NEETF website: [www.neetf.org/pubs/ELR2005.pdf](http://www.neetf.org/pubs/ELR2005.pdf)

The State EE Roundtable (SEER) has completed peer-reviewed studies showing that schools that use the environment as a integrating context (EIC) perform better on achievement testing. Over a hundred EIC schools have been created thus far. [www.seer.org](http://www.seer.org)

The National EE and Training Foundation (NEETF) has various national programs, including a decade-old partnership with a major polling organization that tracks environmental literacy of Americans. [www.neetf.org](http://www.neetf.org)



GARDENS by Joshua /  
CARLETON SCHOOL, NOVA SCOTIA

# APPENDIX B: SELECTED CANADIAN ORGANIZATIONS AND INITIATIVES

## *National*

### **The Canada Research Chair in Environmental Education**

[www.unites.uqam.ca/ERE-UQAM](http://www.unites.uqam.ca/ERE-UQAM) (French)

Located at the Université du Québec à Montréal, The Canada Research Chair leads, produces and disseminates research on environmental education from the perspective of responsible social development.

### **Canadian Environmental Education Curriculum Assessment Program**

[www.ceecap.com/](http://www.ceecap.com/)

This searchable database, developed by Green Street, provides information about selected environmental topics and the depth to which they are being examined in provincial and regional curricula.

### **Canadian Environmental Literacy Project (CELP)**

[www.celp.ca](http://www.celp.ca)

CELP has developed Canadian-focused materials, available free of charge to instructors, to assist in teaching environmental studies to introductory classes at the university, college, and senior high-school levels.

### **EECOM: The Canadian Network for Environmental Education and Communication**

[www.edu.uleth.ca/ICTRD/cjee/](http://www.edu.uleth.ca/ICTRD/cjee/)

The Canadian Journal of Environmental Education is a refereed journal published once a year that seeks to further the study and practice of environmental education.

### **Environmental Studies Association of Canada (ESAC)**

[www.thegreenpages.ca/esac/default.htm](http://www.thegreenpages.ca/esac/default.htm)

ESAC is a Learned Society formed in 1993 to further research and teaching activities in areas related to environmental studies in Canada.

### **Green Street**

[www.green-street.ca](http://www.green-street.ca)

Green Street offers subsidized in-class programs for teachers across Canada, and a Standard of Excellence for high quality environmental education programs provided by prominent Canadian environmental organizations.

### **Green Teacher**

[www.greenteacher.com](http://www.greenteacher.com)

Green Teacher is a magazine by and for educators to enhance environmental and global education across the curriculum at all grade levels.



INSECT DRAWINGS by Michaela / Grade 3  
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## Learning for a Sustainable Future (LSF)

[www.lsf-1st.ca](http://www.lsf-1st.ca)

LSF's approach is to work with educators, students, government, community and business across Canada to integrate the concepts and principles of sustainable development into educational policy, school curricula, teacher education, and lifelong learning.

## Provincial/Territorial

### Atlantic Canada

#### Bedeque Bay Environmental Management Association (BBEMA)

[www.bbema.ca/](http://www.bbema.ca/)

BBEMA is a not-for-profit charitable organization based in PEI that focuses on sustainable, community-based ecosystem management that integrates economic growth and environmental conservation.

#### Environmental Education Caucus of the Nova Scotia Environmental Network

[www.web.ca/~nsen/](http://www.web.ca/~nsen/)

This group has become the provincial clearinghouse link for environmental education.

#### New Brunswick Environmental Network

[www.nben.ca/nben\\_index.htm](http://www.nben.ca/nben_index.htm)

This is the New Brunswick branch of the Canadian Environmental Network.

#### Newfoundland and Labrador Teachers' Association Science Council

[www.stemnet.nf.ca/SIC/Science/index.htm](http://www.stemnet.nf.ca/SIC/Science/index.htm)

This group promotes and supports the development of science education for teachers and students of this region.

### Quebec

#### AQPERE

[www.aqpere.qc.ca/](http://www.aqpere.qc.ca/) (Français)

The Association québécoise pour la promotion de l'éducation relative à l'environnement (AQPERE) is a non-profit organization that brings together mainly individuals and organizations in Quebec working in the field of education and training in environment and sustainable development.

#### EnJeu

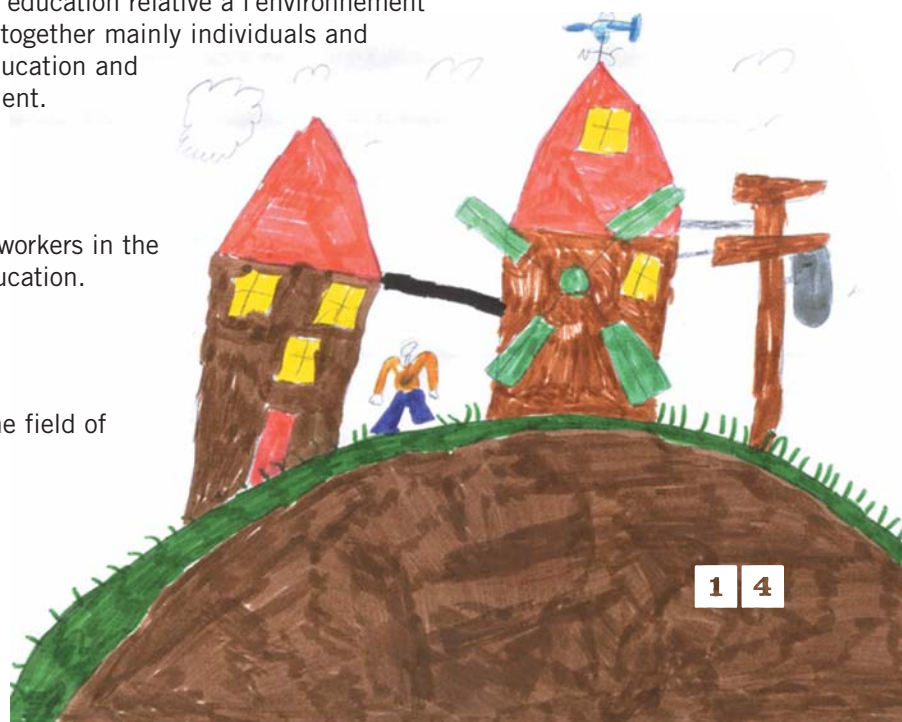
[www.enjeu.qc.ca/](http://www.enjeu.qc.ca/) (Français)

The Quebec network of young people, groups and workers in the field of environmental facilitation, training and education.

#### ERE-UQAM

[www.unites.uqam.ca/ERE-UQAM/](http://www.unites.uqam.ca/ERE-UQAM/) (Français)

A group involved in research and intervention in the field of environmental education and training.





### **Établissements verts Brundtland (EVB)**

[www.evb.csq.qc.net](http://www.evb.csq.qc.net) (Français)

EVB offers green school certification/recognition along with a range of environmental education programs and support and networking opportunities for teachers and students. There are now over 1000 EVB schools in Quebec.

### **Institut des sciences de l'environnement**

[www.ise.uqam.ca/](http://www.ise.uqam.ca/) (Français)

The Institut des sciences de l'environnement (part of the University of Quebec at Montreal) is a place for interdisciplinary consultation and co-ordination that combines four programs of study at the master's and doctoral levels and twelve research centres and groups.

### **Ma Rue Verte**

[www.marueverte.ca](http://www.marueverte.ca) (Français)

Ma Rue Verte offers subsidized in-class programs for teachers across Quebec, and a Standard of Excellence for high quality EE programs provided mainly by Quebecois organizations.



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## **Ontario**

### **Council of Outdoor Educators of Ontario**

[www.coeo.org](http://www.coeo.org)

COEO promotes safe and high quality outdoor education experiences for people, and acts as a professional body for outdoor educators in the province of Ontario.

### **Environmental Education Ontario (EEON)**

[www.eeon.org](http://www.eeon.org)

EEON is a coalition of environmental and ecological educators, concerned citizens, parents, and representatives from non-governmental organizations and government agencies. In 2003 EEON developed a strategic plan to advance environmental education for 17 different audiences.

### **Ontario Society for Environmental Education**

[www.osee.org](http://www.osee.org)

OSEE is an organization for environmental educators, students, parents, and other persons who are dedicated to the promotion and improvement of environmental education.

## **Manitoba**

### **Science Teachers' Association of Manitoba**

[www.stam.mb.ca](http://www.stam.mb.ca)

This group promotes and supports the development of science education for teachers and students of Manitoba.

## Saskatchewan

### Saskatchewan Outdoor Environmental Education Association

[www.soeea.sk.ca](http://www.soeea.sk.ca)

SOEEA's mission is to foster the growth of outdoor education and environmental education by providing and facilitating learning opportunities. Its membership includes teachers at all levels, naturalists, environmental professionals, interpreters, college students, government agencies and private organizations.

## Alberta

### Alberta Council for Environmental Education

[www.abcee.org](http://www.abcee.org)

The Alberta Council for Environmental Education is an association that works to enhance formal and non-formal environmental education in Alberta, working inclusively with all stakeholders on programs that build the capacity of the environmental education community.

### Alberta Teachers' Association - Global Environmental and Outdoor Education Council

[www.geoec.org](http://www.geoec.org)

This group provides professional development for teachers who are interested in environmental education and global and outdoor education.



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## British Columbia

### Columbia Basin Environmental Education Network

[www.cbeen.org](http://www.cbeen.org)

CBEEN includes educators (both formal and informal), NGO's, contractors, private businesses, and government agencies who are involved in environmental education.

### Environmental Educators of British Columbia

[www.eebc.ca](http://www.eebc.ca)

EEBC seeks to expand BC's network of formal and informal environmental educators and improve public access to the multi-disciplinary field of environmental education.

### Environmental Educators' Provincial Specialist Association

[www.bctf.ca/psas/EEPSA](http://www.bctf.ca/psas/EEPSA)

EEPSA is a volunteer organization promoting networking, curriculum support, leadership, and implementation of environmental education.

### Wild BC

[www.hctf.ca/wild.htm](http://www.hctf.ca/wild.htm)

Wild BC's mission is to increase the environmental literacy of British Columbians by providing education and stewardship opportunities that foster appreciation, knowledge, and understanding and responsible actions for the natural world.

## The Territories

### Ecology North

[www.ecologynorth.ca](http://www.ecologynorth.ca)

This group focuses on climate change, outdoor education, and popular education through theatre.

### EE North, Environmental Education Resources for Northern Canada

[www.eenorth.com/eenorth/index.cfm](http://www.eenorth.com/eenorth/index.cfm)

This electronic guide is housed on the Internet for the use of all northern environmental groups, schools, educators and communities. Where digital copies are not available, information is given on how to get copies of the resources.

### Environmental Education Association of the Yukon

[www.taiga.net/YukonEE](http://www.taiga.net/YukonEE)

EEAY's website contains a useful blog and a link to the EE North website.



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