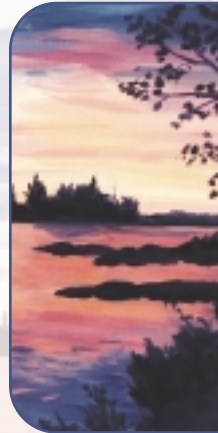
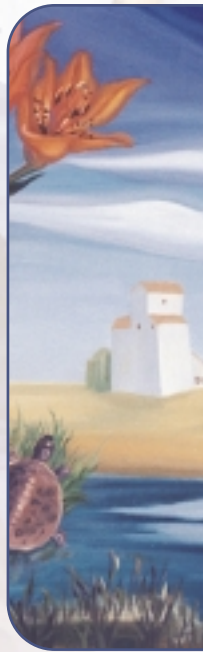




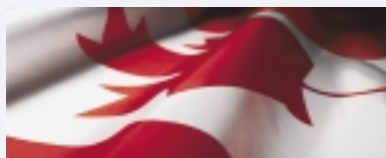
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A Framework for
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in Canada





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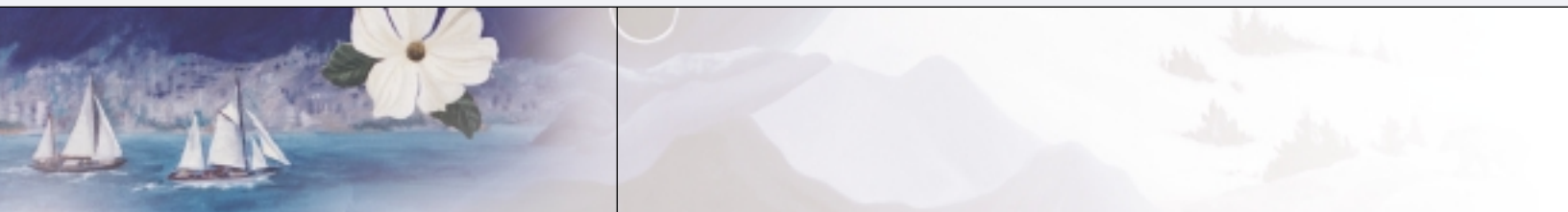
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A Message from the Minister

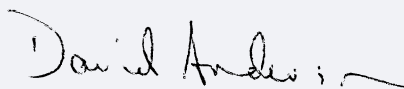
I would like to thank the 5,500 Canadians who have participated in Environment Canada's consultation on environmental education and sustainability over the last two years. This level of participation among educators and learners from across Canada was unprecedented. The insights and ideas we received from all over our country have been very helpful in the designing of the Framework for Environmental Learning and Sustainability in Canada.

It is clear that environmental learning will be key to help Canadians make the decisions required to ensure a sustainable society. I hope that you will read these pages for inspiration, and visit our supporting web site to connect with other educators and learners, and for ideas as to what you can do to participate in a culture of life-long learning.

The Framework for Environmental Learning and Sustainability in Canada was co-designed by many environmental educators and others in response to our commitments under Chapter 36 of Agenda 21. The action plans developed by over 130 organizations so far demonstrate that many Canadians are interested in and have good ideas about environmental learning.

I consider the Framework to be a living document, one that will grow over the years as more Canadians become involved in this important initiative. If you wish to complete an action plan and join the efforts of environmental educators across Canada, contact Environment Canada at the address provided.

The Framework and the action plans are being presented to the World Summit on Sustainable Development in Johannesburg in August 2002. I am proud to present the Framework and your action plans to the Summit on your behalf.



The Honourable David Anderson
Minister of the Environment



THE HONOURABLE
DAVID ANDERSON
MINISTER OF THE
ENVIRONMENT

A Framework for Environmental Learning and Sustainability in Canada



The Framework for Environmental Learning and Sustainability in Canada is presented by the Government of Canada to the World Summit on Sustainable Development on behalf of all learners and educators, their supporters and partners.

This Framework is dedicated to the over 5,500 Canadians who hosted, organized, and participated in the National Consultation on Environmental Education and Sustainability led by Environment Canada between 1999 and 2002; the groups who assisted with various drafts of the outline and the framework document itself; and the early supporters and adopters who have prepared action plans in anticipation of the World Summit on Sustainable Development.

THE ARTWORK USED IN THIS PUBLICATION IS TAKEN FROM A SERIES OF PAINTINGS COMMISSIONED BY ENVIRONMENT CANADA AND CREATED BY "ELENDY" (ELEANOR DUNCANSON AND WENDY TRETHERWEY, TWO ARTISTS FROM THE OTTAWA AREA).



A Framework for Environmental Learning and Sustainability in Canada



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The Language of Environmental Learning

Many terms have been used to describe the thought and practice of learning about the Earth and our relationship with it. Among the older terms with a great deal of history and considerable successes are “ecological monitoring”, “environmental education”, “l’interprétation de la nature”, “wilderness education”, “l’éducation à la conservation”, and “outdoor education”.

Newer, specialized terms such as “eco-citizenship education”, “l’éducation à la population”, “human ecology education”, “l’éducation planétaire” and “environmental literacy” have broadened the focus to include a more universal look at how and what we learn as citizens to develop responsible societies.

Still other terms such as “education for sustainable development” and “l’éducation pour un avenir viable” and “sustainability education” have found their way into usage as a result of the United Nations Conference on Environment and Development held in Brazil in 1992 and its declaration, “Agenda 21”. The ethic suggested by these education terms related to sustainability and sustainable development has inspired some who felt that their mandates went beyond their understanding of “environmental education” and “l’éducation relative à l’environnement”. Many Canadians are fully engaged in implementing the recommendations contained in Chapter 36 of Agenda 21: Promoting Education, Public Awareness and Training. Others however, see “sustainability development” and “l’avenir viable” as difficult terminology which they feel will not endure; they view “environmental education” as a term which encompasses all such learning.

Most of the terms used here defy clear definition. In some cases the words represent ideas that are just being developed. Although this may not reassure those who look for certainty, it points to the considerable energy and attention that are behind the language of environmental learning.

The Framework for Environmental Learning and Sustainability in Canada is meant to be inclusive and must offer an opportunity for all to discuss different approaches to promote lifelong learning with respect to the environment and to sustainability. It is hoped that the Framework will provide Canadians with the desire to create safe and respectful places for ongoing dialogue on these important issues. Learners and educators of all ages and from all sectors of society should be able to find common ground among the different concepts and their proponents as we all work together towards a more environmentally literate, competent and responsible society.

In Canada, where language and cultural issues add other dimensions to the richness of environmental learning, there is different terminology in use when talking in each of the two official languages. To respect the diversity that both French and English languages and cultures present, we have not used literal translations for some titles and concepts. At the same time, we recognize that the terminology used does not always acknowledge the voices of aboriginals and groups from other cultures, and we hope the inclusivity we wish to achieve will make room for their voices.

NATIONAL CONSULTATION ON ENVIRONMENTAL EDUCATION AND SUSTAINABILITY

IN THE FALL OF 1999, OVER ONE HUNDRED CANADIANS WROTE TO THE MINISTER OF THE ENVIRONMENT AND HIS DEPUTY MINISTER, ASKING THAT ENVIRONMENT CANADA RENEW ITS COMMITMENT TO SUPPORT ENVIRONMENTAL LEARNING AND SUSTAINABILITY AND IDENTIFYING SPECIFIC NEEDS THAT SHOULD BE FILLED. ENVIRONMENT CANADA RESPONDED BY ENGAGING IN A BROAD-BASED MULTI-STAKEHOLDER CONSULTATION FOR OVER TWO YEARS.

CANADIANS RESPONDED ENTHUSIASTICALLY TO THIS INVITATION BY COMPLETING A QUESTIONNAIRE AVAILABLE BOTH ONLINE AND IN HARD COPY, OR BY ATTENDING MEETINGS WHICH WERE HELD IN MANY CANADIAN TOWNS AND CITIES.

THE CONSULTATION TEAM WAS ALSO WELCOMED BY GROUPS MEETING FOR CONFERENCES, SEMINARS, CLASSES AT UNIVERSITY, AND PROFESSIONAL LEARNING INSTITUTES FOR TEACHERS.

OVER 5,500 CANADIANS PARTICIPATED IN THE CONSULTATION PROCESS AND

THE FRAMEWORK ATTEMPTS TO REFLECT THE DIVERSE PHILOSOPHIES, IDEAS AND HOPES EXPRESSED BY THESE PARTICIPANTS FROM ALL SECTORS OF SOCIETY. A FULL REPORT ON THE CONSULTATION RESULTS IS AVAILABLE AT WWW.EC.GC.CA/EDUCATION.



1. Introduction

1.1 Who Should Be Involved in Environmental Learning and Sustainability?

According to the over 5,500 Canadians who participated in consultations between 1999 and 2002, all citizens should take an interest and should share in the responsibility as both learners and educators throughout their lives.

In particular, this applies to community groups, governments, the private sector, all levels of the formal education system as well as the institutions that support it, non-government organizations and individual learners and their families.

1.2 Why Are Environmental Learning and Sustainability Important?

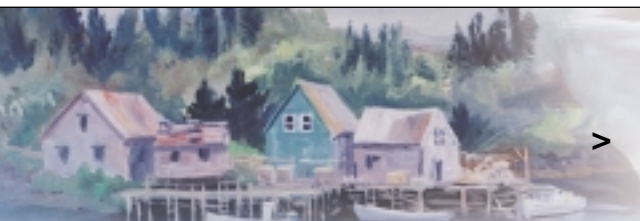
It is important that Canadians know and understand issues regarding the environment and sustainability, that they develop the skills required, and explore the attitudes and motivation needed to make informed choices, to consume wisely, to ask good questions, to question the answers, and to take meaningful actions if we are all to participate in creating a sustainable future.

Canadians care deeply about their vast country which touches three oceans and which contains a large share of the Earth's fresh water and wetlands. They care about the country's forests, mountains, plains, valleys and shores, and the creatures and plants that inhabit the ecosystems of all regions.

They also have an interest in and appreciation of the rich cultural heritage, traditional knowledge and wisdom of aboriginal peoples, and of the local knowledge which has been passed on from one generation to the next since the first settlers came to our shores. Canadians are also aware of the hopeful eagerness of those who continue to come to Canada now, new citizens who want to contribute to the prosperity of our great nation.

"ENVIRONMENTAL EDUCATION MUST PROVIDE A SENSE OF HOPE FOR A BETTER WORLD. IT MUST ALSO PROVIDE CITIZENS WITH THE TOOLS THEY NEED TO BECOME INVOLVED."

NORMAND BESNER
BRUNDTLAND SCHOOLS
NETWORK
MAHIWAKI, QC





Canadians are concerned about the quality of the air they breathe, the water they drink, safe food production, quality of life and social justice, threats to biodiversity, climate change and the integrity of our ecosystems. Increasingly, they see the connections between and among issues of a healthy environment, a productive society, and economic prosperity for all. They look to a future that will provide environmental, social and economic well-being for themselves and their children.

To ensure such a future, all generations must learn about the environment, society and the economy so that all citizens can act mindfully and competently in making decisions about our future.

1.3 Why Do We Need a Framework?

Canadian environmental educators have been contributing to citizens' environmental learning and sustainability in systematic ways since at least the 1960s, although citizens were involved in educating and learning many years before that. For instance:

- Many individuals and groups have provided leadership in their communities by implementing programs to monitor the movements of frogs, birds and other wildlife.
- For a long time, gifted teachers have engaged children in the classroom and through outdoor activities in nature, participating in the greening of schoolgrounds, or making use of programs offered by organizations like The Biodôme in Montreal or the Vancouver Aquarium.
- Others have made it their life work to reflect on and develop new fields of inquiry in Canadian universities and colleges, and to share their work by publishing in scholarly journals.
- Still others have developed the skills to participate effectively in high profile international conferences and to make a contribution to the progress on understanding environmental learning and sustainability, and to encourage nations to take action.

"NATURE IS THE BEST EXAMPLE OF ADAPTABILITY AND LONG-TERM SURVIVAL. KNOWLEDGE OF THE LAWS OF NATURE SHOULD ENCOURAGE US TO USE SUCH LAWS FOR INSPIRATION BUT, ALL TOO OFTEN, WE ONLY STUDY THEM IN ORDER TO FIND BETTER WAYS OF CIRCUMVENTING THEM."

FRÉDÉRIC BACK
RECOGNIZED FOR HIS
ANIMATED FILMS AND BOOKS

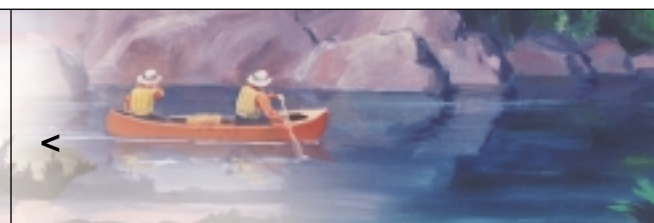
"WE NEED TO BEHAVE ETHICALLY AND EDUCATE ETHICALLY."

PAUL HART, PROFESSOR,
FACULTY OF EDUCATION
UNIVERSITY OF REGINA

> snapshot

NORTH VANCOUVER OUTDOOR SCHOOL

In British Columbia, the North Vancouver Outdoor School has provided first-hand experience of the province's coastal ecosystems to tens of thousands of K-12 students over the past 30 years. Despite fiscal restraint, the support and goodwill of the alumni have kept the school as healthy as the renowned salmon spawning channels that run through its properties.



PROFESSIONAL INSTITUTES FOR TEACHERS

For years, professional learning institutes for teachers and other practitioners have been led during the school year or during the summer months by dedicated environmental educators through the following institutions and organizations: Simon Fraser University, the Key Foundation, the Fondation Riou-Delorme, FEESA in Alberta, Learning for a Sustainable Future, the UNESCO Chair at York University, Yukon College, St. Francis Xavier University, Université de Moncton and others in Canada. Many teachers have benefited from these experiences personally, and have transformed the way they teach.



"THE BENEFITS TO ALL OF ADOPTING ENVIRONMENTALLY RESPONSIBLE PRINCIPLES AND PRACTICES SHOULD BE WIDELY PUBLICIZED; THOSE IN THE PUBLIC EYE SHOULD MODEL THE BEST PRACTICES."

CATHERINE BEATTIE
RETIRED PROFESSOR FROM
MCMASTER UNIVERSITY
HAMILTON, ONTARIO

"IN THE HISTORY OF CANADA, GRASSROOTS ENVIRONMENTAL EDUCATORS HAVE PLAYED AN IMPORTANT ROLE IN BUILDING KNOWLEDGE. NATIVE WOMEN TAUGHT EARLY SETTLERS ABOUT EDIBLE, POISONOUS AND MEDICINAL PLANTS. IN RECENT TIMES, GUIDE-OUTFITTERS CONTINUE TO ADVISE SCIENTISTS IN MAPPING ANIMAL RANGES. TODAY, BACKCOUNTRY GUIDES, FOLLOWING ECOINTERPRETER PRINCIPLES, ARE TRUE ENVIRONMENTAL EDUCATORS."

ROD BURNS
QUADRA ISLAND,
BRITISH COLUMBIA

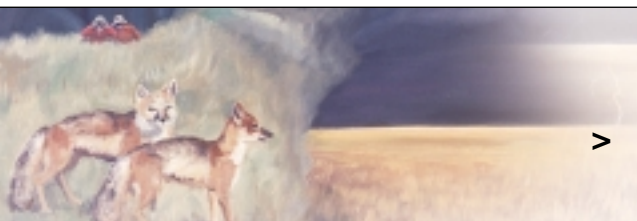
- Labour organizations have engaged workers in learning how to implement sustainable practices in factories, dry cleaning establishments and other places of work.
- Governments have provided information on human activity and the environment — information that, among other things, has helped Canadians support biodiversity in their own backyards or lessen the impacts of climate change.
- Business and industry leaders have had the vision to see the value in supporting the efforts of environmental educators in the forestry and energy sectors.

Throughout the years, Canadians have played a formative, even transformative, role in increasing the body of knowledge and the number of people involved in environmental learning.

Building on the very long and rich heritage of expertise, experience, energy and commitment of Canadian environmental educators, the Government of Canada has brought together a broad group of stakeholders to participate in the development and implementation of a Framework for Environmental Learning and Sustainability in Canada. The need for such a framework has been articulated most clearly and with urgency by many Canadians over the last two years during an extensive consultation process.

Within Canada, interest continues to deepen among educators and other practitioners who did much of the early conceptual work on environmental education and who applied it in unique ways in their spheres of influence.

For instance, a new network of Faculties of Education in Canadian universities is exploring ways to integrate such learning in teacher training to ensure that new generations of educators have the knowledge and pedagogy required for engaging their students in a culture of lifelong learning on environmental and sustainability issues.



CENTRALE DES SYNDICATS DU QUÉBEC

The Centrale des syndicats du Québec has created a network of institutions where its teachers, hospital staff and day-care workers offer services to the public. That network, les Établissements verts Brundtland, was named after Gro Harlem Brundtland, former Prime Minister of Norway, who led the World Commission on Environment and Development in the mid-1980s. The "EVB" network bases its learning for sustainability on four pillars or themes: ecology, peace, solidarity and democracy. Over 600 institutions in Quebec participate in this program which has run for ten years.

Two scholarly publications, the *Canadian Journal of Environmental Education* and *Regards, Recherches, Réflexions*, were created in 1996 and 1999 respectively, to give a voice to Canadian and other researchers in many disciplines related to environmental learning and sustainability. *Green Teacher* magazine and *Alternatives Journal* are two publications which have also made significant contributions to the learning of educators and others.

Internationally, Canadians have distinguished themselves for a long time by contributing to the body of knowledge shared in scholarly publications and by presenting their work at international conferences, seminars and other fora. They have also created a welcome environment for other international experts' work to be heard, discussed and appreciated during Canadian environmental learning events and featured in Canadian publications.

Against this backdrop, Canada's Framework for Environmental Learning and Sustainability has grown out of a collaborative process that gave voice and validation to more than a quarter-century of pioneering work by Canadians in formal, non-formal and informal learning settings.

"THROUGH LEARNING ABOUT THE ENVIRONMENT AND SUSTAINABILITY WE MUST IMPART KNOWLEDGE ABOUT THE PROTECTION OF ECOSYSTEM SERVICES, SUCH AS WATER PURIFICATION DONE BY WETLANDS OR THE VALUE OF WASTE REDUCTION THROUGH THE PROCESSES OF DECOMPOSITION BY COMPOSTING."

CONSULTATION PARTICIPANT

TYPES OF EDUCATION

WHEN WE SPEAK ABOUT ENVIRONMENTAL LEARNING AND SUSTAINABILITY, WE REFER TO:

- FORMAL EDUCATION: EDUCATION THROUGH THE SCHOOL SYSTEMS FROM KINDERGARTEN TO THE END OF HIGH SCHOOL AS WELL AS SOME ASPECTS IN COLLEGES AND UNIVERSITIES;
- NON-FORMAL EDUCATION: PUBLIC AWARENESS ACTIVITIES BY ORGANIZATIONS OUTSIDE OF THE SCHOOL SYSTEM (E.G. ENVIRONMENTAL STREET THEATRE);
- INFORMAL EDUCATION: EDUCATIONAL ACTIVITIES PROVIDED BY MEDIA (E.G. DOCUMENTARIES ON RADIO AND TELEVISION).



"CANADA MUST ENSURE ITS CITIZENS ARE ENVIRONMENTALLY-LITERATE — THAT THEY HAVE THE KNOWLEDGE, SKILLS AND COMMITMENT TO MAKE RESPONSIBLE DECISIONS THAT BENEFIT ENVIRONMENTAL QUALITY AND THAT ALLOW THEM TO ADAPT TO ENVIRONMENTAL CHANGE."

CANADIAN INFORMATION SYSTEM FOR THE ENVIRONMENT (CISE REPORT, 2001)



"WE DON'T HAVE TIME TO WAIT FOR THIS GENERATION OF CHILDREN TO GROW UP AND CHANGE ATTITUDES AND BEHAVIOURS TOWARDS THE ENVIRONMENT. EDUCATION SHOULD BE DIRECTED AT ALL AGES, ESPECIALLY ADULTS IN THE HOME, COMMUNITY AND WORKPLACE. PARENTS AND GRANDPARENTS, IN PARTICULAR, HAVE A CRITICAL ROLE TO PLAY IN HELPING THE NEXT GENERATION OF LEADERS LEARN ABOUT THE ENVIRONMENT. THIS MEANS THAT ADULT ENVIRONMENTAL EDUCATION PROGRAMS SHOULD BE DEVELOPED TO HELP CHANGE ATTITUDES, AND TEACH NEW KNOWLEDGE AND SKILLS ABOUT OUR PLANET AND HUMAN RELATIONSHIPS WITH ITS ECOLOGY."

ANNE CAMOZZI
FOUNDING CHAIR, EECOM
ANTIGONISH, NOVA SCOTIA



"WE WILL REQUIRE AN EVALUATION/REVIEW SERVICE FOR ENVIRONMENTAL EDUCATION MATERIALS."

BRENDA HANS
YELLOWKNIFE, NORTHWEST
TERRITORIES



> snapshot

ENVIRONMENT CANADA'S BIOSPHERE

The Biosphere has developed a new way of doing environmental education. Through its exhibits, its learning programs and its EcoWatch Network, youth and others discuss issues and solutions regarding water conservation and ecosystems. Through the network, scientists and citizens collaborate on monitoring, intervention and education.

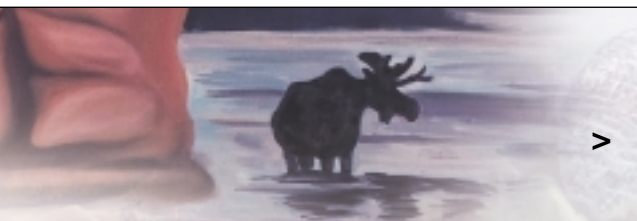
1.4 What Are the Needs for Environmental Learning and Sustainability?

In spite of the efforts of many Canadians and the successes they have achieved, much more needs to be done if our society is to achieve a high level of ecological literacy. Real needs have been identified by Canadians and must be addressed.

For example, we must:

- Make environmental learning better known, understood and valued;
- Develop a strategic vision to support all partners' efforts and commitments;
- Make credible, balanced learning resources available to all in both official languages;
- Create guiding principles for developing and delivering quality environmental learning and sustainability;
- Provide support for building the capacity of educators and learners;
- Offer support for enhanced networks and mechanisms for making connections and building new relationships;
- Provide support for multi-institutional experiments;
- Enable cross-sectoral experiments permitting the creation of partnerships between and among educators, governments, non-government organizations, institutions, and the private sector;
- Provide support for research and the resources for learners to access that support;
- Develop evaluation mechanisms for continuous improvement of programs;
- Recognize efforts;
- Celebrate successes.

Part of the learning experience will be to identify all the needs that must be addressed by those who will develop and implement action plans to support the principles of this document.



OFFICE OF ENERGY EFFICIENCY

As Canada's one-stop service for energy efficiency, the Office of Energy Efficiency at Natural Resources Canada has everything Canadians need to save energy, save money and help protect the environment. Through its many programs for the residential, commercial, industrial and transportation sectors, Canadians can learn proven ways to save energy — and money — at home, at work, and on the road.

"WE BELIEVE THAT CANADA MUST MEET ITS OBLIGATIONS UNDER CHAPTER 36 OF AGENDA 21 WITH RESPECT TO ENVIRONMENTAL EDUCATION AND ADOPT A NATIONAL STRATEGY IN THIS REGARD."

JEAN-PIERRE DENIS
CLUB 2/3



2. The Framework

2.1 What Are the Objectives of the Framework?

The Framework will:

- Promote greater awareness, capacity, engagement and action on the part of all Canadians, at the personal, family, community or corporate levels;
- Validate, support and encourage existing efforts made by many in environmental learning and sustainability;
- Expand and increase the support for initiatives and extend the dialogue to new participants in all sectors of society (e.g., faith communities, small and medium-sized businesses, and service clubs);
- Build a coherent culture of environmental learning and sustainability that touches Canadians of all ages, ethnicities, geographic settings and socioeconomic backgrounds;
- Facilitate the making of connections and broader sharing of knowledge and ideas;
- Offer principles and strategies that provide direction to strengthen learning about the environment and sustainability.

2.2 A Vision for Environmental Learning and Sustainability in Canada

Canadians of all generations and from all sectors of society are given opportunities to engage in environmental learning and sustainability within and beyond the classroom walls where good questions can be asked and meaningful dialogue can take place. With increased awareness, knowledge, skills, attitudes, values, and motivation, Canadians can become more ecologically literate and act competently to build a sustainable future for humans and ecosystems.

THE ASHKUI PROJECT

Over the past four years, the Innu Nation, Environment Canada, the Gorsebrook Research Institute of Saint Mary's University and Natural Resources Canada have been exploring new ways to connect Innu knowledge and western science in Labrador. Through the Ashkui Project (ashkui are areas of early or permanent open water on rivers, lakes and estuaries), the partners are trying to understand how these elements of the landscape work and what they indicate about ecosystem vitality and change.

"WE HAVE MANY PARTNERS TO HELP US IMPLEMENT OUR PROGRAMS, BUT WHAT WE NEED IS A STRATEGIC VISION TO SUPPORT OUR EFFORTS."

CHRISTIAN PAYEUR
CENTRALE DES SYNDICATS
DU QUÉBEC

"THE 'FRONT-LINE WORKERS' (I.E. TEACHERS, PARENTS) SHOULD BE EMPOWERED TO IMPLEMENT THIS VISION."

BRIAN GALLAGHER,
TEACHER
BRADFORD, ONTARIO



**DEPARTMENT OF LIFELONG LEARNING,
LAKEHEAD UNIVERSITY**

Once students leave the formal education system, there are few formal, comprehensive mechanisms to help them create a learning society. One of the mandates of the Department is to research and develop programs that can provide lifelong learning opportunities for Canadian citizens.



"ETHICS IS DOWN-TO-EARTH AND PRACTICAL, A MATTER OF DAILY HABIT....ETHICS IS CENTRAL TO THE WAY WE SEE OURSELVES AND OUR SOCIETY."

JOHN RALSTON SAUL
On EQUILIBRIUM

"I HAVE LEARNED GREATLY FROM STUDENTS' ENVIRONMENTAL AUTOBIOGRAPHIES THAT RANGE FROM REMEMBERING THE EXPERIENCE OF KILLING OTHER ANIMALS, TO BELOVED AND FEARED LANDSCAPES IN CITIES, BACKYARDS, AND 'WILDERNESS' AREAS. AS A TEACHER, I BELIEVE IT IS IMPORTANT TO TRY TO MOVE AROUND BETWEEN THE PARTICULAR AND PERSONAL AND THE SOCIAL AND CULTURAL. STORIES SHAPE US, AND AS WE RE-WRITE THEM THEY MIGHT ALSO RE-SHAPE US."

LEESA FAWCETT,
PROFESSOR
ENVIRONMENTAL STUDIES
YORK UNIVERSITY

"COMMITTED ADULTS SHOULD SUPPORT YOUTH GROUPS WHICH HAVE REALISTIC GOALS AND OBJECTIVES."

CATHERINE PETIT-CLAIR,
HIGH SCHOOL STUDENT
MONTREAL, QUEBEC

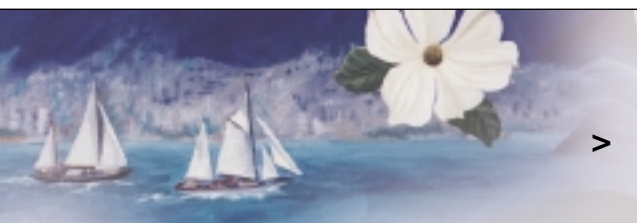
2.3 Values

The vast majority of Canadians consulted between 1999 and 2002 believe that environmental learning and sustainability must be inextricably linked to values and ethical ways of thinking. They also believe that no learning is value-free. Most citizens are engaged in the life of their community; they are participants in the discussions, debates, and decisions that shape their future.

Educators can help by finding ways to present aspects of environment and sustainability that allow learners to draw their own conclusions about issues. Some educators call this "bias balance", and partners wishing to join educators in this journey will need to feel that issues are being presented fairly.

Recognizing that learning is not value-free, the following principles may guide those who wish to participate in environmental learning and sustainability, according to their mandates and according to their means:

- All members of society should be engaged in learning, in ways that are participatory and transformative.
- Environmental learning and sustainability is a lifelong process which must include, but is not limited to, formal educational institutions.
- Learning should promote "big picture" thinking with local and personal applications. We must find new ways of understanding how we can achieve ecological sustainability while meeting our social and economic needs, ensuring that human economic and social systems are kept in balance with the Earth's natural systems.
- Children need to be surrounded by the support of knowledgeable, environmentally competent and committed adults whom they can imitate in all aspects of living, and on whom they can count for taking responsible action.





"THE FRAMEWORK MUST BE OWNED BY ALL CANADIANS AND CONSIDER A DIVERSITY OF APPROACHES, VIEWS AND NEEDS LIKE THOSE OF NATIVE WOMEN AND PERSONS WITH DISABILITIES."

CHERYL LEPATSKI
EDMONTON, ALBERTA

> snapshot

ECO-MONTREAL: TIOTIAKE

Eco-Montreal: Tiotiake — is a cartography collaborative project among the Sustainable Development Association, the McGill University School of Urban Planning, and countless organizations and volunteers, which presents a fresh perspective on Montreal's relationship with its natural environment. This perspective gives visibility to the natural world and to how the city integrates it by promoting titles based on natural features rather than politically derived boundaries. The subtitle Tiotiake, pronounced jo-ja-guay, is of Mohawk origin and was chosen in honour of the respect that indigenous peoples hold for the Montreal region. Eco-Montreal: Tiotiake can be seen as "traditional and local knowledge in action".

- Learning must inspire a sense of wonder and awe with respect to nature.
- Recovering, restoring, honouring and using the traditional knowledge and wisdom of aboriginal peoples will provide a sound basis for environmental learning and sustainability.
- Learning from those who value local knowledge as well as the knowledge and wisdom acquired by a people living in a region for a long time is important. The participation of rural communities could be particularly influential in this regard.
- Having an authentic, personal experience of "sense of place", beginning with one's own home and community, is one of the many ways in which citizens can learn environmentally.
- By using intergenerational approaches, learners and educators can learn from one another with mutual respect, participate in richer experiences and enjoy the connection that these approaches can provide.
- Environmental learning and sustainability can take place at all levels in our education systems and institutions. It can also take place where we live and work, where we recreate and move about our daily lives as consumers, as volunteers and through other forms of participating in society such as being engaged in faith communities.
- Although single-discipline approaches can contribute to citizens' environmental learning, interdisciplinary and multi-disciplinary approaches will enhance and enrich how Canadians learn.
- Learning can call on many modes of knowing that respect individual capacities, interests, abilities, and levels of engagement and commitment.
- While reflecting on the uniqueness and diversity found in Canada we need to acknowledge the global nature of environmental and sustainability issues.

"ONE SHOULDN'T BE LEARNING ABOUT THE ENVIRONMENT, BUT RATHER 'LEARNING ENVIRONMENTALLY'."

MUNJU RAVINDRA
PARKS CANADA

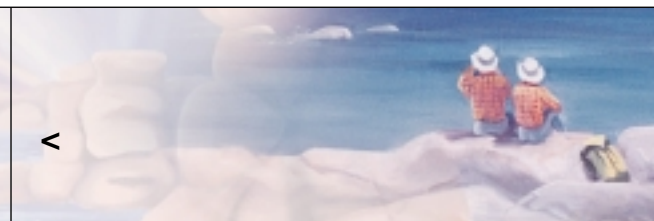


" 'SLOWLY BUT SURELY, THE BIRD BUILDS ITS NEST'. WE'RE TALKING ABOUT PROGRESSIVE AND CONTINUING EDUCATION WHICH MUST TAKE INTO ACCOUNT ALL THE ISSUES THAT COME INTO PLAY IN EDUCATING CITIZENS TO BECOME AWARE AND FULFILLED HUMAN BEINGS."

MAGDA FARÈS, TEACHER
VILLE DE DELSON, QUEBEC

"ENVIRONMENTAL EDUCATION SHOULD BE AN OPPORTUNITY FOR WORLD ENGAGEMENT — FOR PLAYFUL EXPLORATION AND UNSTRUCTURED DISCOVERY OF A LIVING NATURE."

ANDY FISHER,
PSYCHOTHERAPIST,
AUTHOR OF
RADICAL ECOPSYCHOLOGY



"ECOLOGICAL DECISION-MAKING REQUIRES EXPERIENCE, PRACTICE AND SUPPORT AS INDIVIDUALS REALIZE THAT DECISIONS IMPACT THEIR LOCAL, REGIONAL, AND GLOBAL WORLD AROUND THEM."

CONSULTATION PARTICIPANT

"WE MUST FIND WAYS OF VALUING CIVIC SCIENCE DONE BY TRAINED VOLUNTEERS IN ECOLOGICAL MONITORING ACTIVITIES."

ALICE CASSELMAN
ASSOCIATION FOR CANADIAN ENVIRONMENTAL RESOURCES

> snapshot

ENVIRONMENTAL LEARNING THROUGH THEATRE

Theatre fosters imagination and crosses boundaries. It incorporates many forms of learning and doing and provides insight into the human state and universe around us. The W.P. Puppet Theatre Society from Alberta and La troupe luni-vert from Quebec plan performances on environmental issues to help audiences understand and to seek solutions.

> snapshot

COUNCIL OF MINISTERS OF EDUCATION, CANADA

As part of its Sustainable Development Initiative, Manitoba Education, Training and Youth prepared a report for the Council of Ministers of Education, Canada called "Educating for Sustainability: The Status of Sustainable Development Education in Canada" in 1999. The document provides a rationale for educating for sustainability, a current and comprehensive view of the progress that has occurred across Canada in this regard, an appropriate context for continuing dialogue and a framework for desired future action.

> snapshot

NATUREWATCH

NatureWatch is a group of community based or "citizen science" monitoring programs that are administered through a partnership among Environment Canada's Ecological Monitoring and Assessment Network, the Canadian Nature Federation, and the University of Guelph. The existing monitoring programs are FrogWatch, IceWatch, PlantWatch and WormWatch. These programs encourage schools, community groups, individuals, naturalists, backyard enthusiasts, Scouts and Guides to engage in the monitoring of soil, air, water and other aspects of environmental quality.

2.4 Strategies

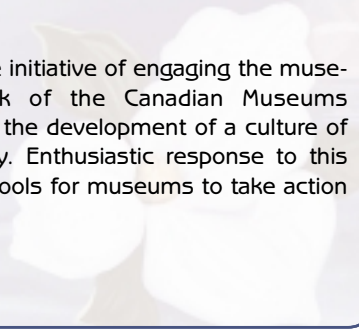
2.4.1 Strategies for Knowledge Development and Sharing:

1. Learners should be provided with access to sound, credible and relevant information from a variety of sources, including:
 - Scientific and technical knowledge, including what we know about our environment and the challenges we face;
 - Socio-cultural knowledge, including issues of justice, equity, peace, ethics and quality of life;
 - Knowledge about how economic systems work and their relationship to sustainability;
 - What is being done about issues and what citizens, families, communities, institutions and private sector can do.
2. The specific needs of audiences should be known, acknowledged and addressed in the design of learning materials and initiatives to meet those needs, by:
 - Starting from the existing knowledge base of audience groups and individual learners;
 - Understanding that different groups have different learning needs, interests and expectations;
 - Presenting knowledge in a way that is sensitive to the diversity of cultures in Canada.
3. It is important to identify and focus on gaps in knowledge and understanding by:
 - Continuous sharing within the education community about the needs of learners, gaps and opportunities;
 - Integrating an understanding of how people learn. Learning is not just an individual activity, but also one that happens collectively. It is also something that happens over time.



CANADIAN MUSEUM OF NATURE

The Canadian Museum of Nature took the initiative of engaging the museum community, through the network of the Canadian Museums Association, to reflect its role relating to the development of a culture of environmental learning and sustainability. Enthusiastic response to this initiative has led to the development of tools for museums to take action within their communities.



2.4.2 Strategies to Build Capacity:

1. Opportunities should be developed for networks to collaborate and communicate locally, regionally and nationally by:
 - Including face-to-face and electronic networking, mentoring programs and mechanisms such as newsletters, conferences, web sites;
 - Identifying, reviewing and sharing existing materials, resources, infrastructure and learning stories;
 - Making room for under-represented and/or marginalized groups, recognizing that newcomers have much to offer experienced environmental educators.
2. Research councils and other bodies such as universities should be encouraged to play an active role in environmental learning and sustainability by:
 - Identifying outcomes and indicators of success in environmental learning and sustainability that are innovative and tell the story of how learning supports understanding, competence and action;
 - Continuously improving environmental learning and sustainability initiatives and materials through regular assessment of effectiveness;
 - Creating Chairs on environmental learning and sustainability to pave the way for increasing research support.
3. Alliances should be built among all sectors: for example, between educators and the private sector, between non-government organizations and governments, and between funding agencies and community groups:
 - Including a focus on building trust and sharing guiding principles and models for building alliances and opportunities for long-term partnerships in cross-sectoral fora and conferences;
 - Engaging the private sector in the business of environmental learning and sustainability, promoting workplace learning and contributing to community initiatives;

"TO BE EFFECTIVE, ENVIRONMENTAL EDUCATION MUST BE RELEVANT TO LEARNERS FROM A BROAD VARIETY OF BACKGROUNDS, WITH A BROAD VARIETY OF PERSPECTIVES."

GRANT GARDNER,
ASSOCIATE DEAN OF
SCIENCE
MEMORIAL UNIVERSITY
AND CHAIR, EECOM



"THE NEW RESEARCH CHAIR OF CANADA IN ENVIRONMENTAL EDUCATION AT THE UNIVERSITÉ DU QUÉBEC À MONTRÉAL AIMS TO DEVELOP RESEARCH IN THE FOLLOWING AREAS: INTEGRATION OF ENVIRONMENTAL EDUCATION IN NEW CURRICULA ARISING FROM EDUCATIONAL REFORM; COMMUNITY ACTION AS A PRIVILEGED CONTEXT FOR ENVIRONMENTAL EDUCATION; AND PROFESSIONAL DEVELOPMENT OF TEACHERS AND ANIMATORS FOR THE DEVELOPMENT OF APPROPRIATE

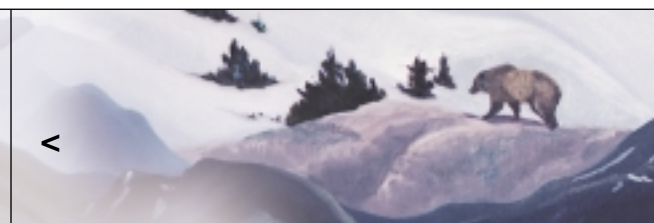
ENVIRONMENTAL EDUCATION PROGRAMS OR PROJECTS. THE CHAIR WILL PERMIT THE CONSOLIDATION OF VARIOUS RESEARCH ACTIVITIES AND THE CONTINUOUS ENRICHMENT OF TWO POST-GRADUATE PROGRAMS IN ENVIRONMENTAL EDUCATION, ONE ON THE CAMPUS AND ANOTHER AT THE INTERNATIONAL LEVEL THROUGH DISTANCE LEARNING."

LUCIE SAUVÉ, PROFESSOR
DEPARTMENT OF EDUCATION
UNIVERSITÉ DU QUÉBEC À
MONTRÉAL



ÉQUITERRE

The group Équiterre engages in educational and promotional programs regarding fair trade in coffee for consumers and businesses. Fair trade practices guarantee that a fair price has been paid to coffee producers which in turn permits the implementation of community development programs related to health, education and environment.





> snapshot

ENVIRONMENTAL STUDIES ASSOCIATION OF CANADA

The Environmental Studies Association of Canada (ESAC) is a learned society that acts as a forum for discussion and a vehicle for communication on the environment. Through the broad range of interests of its members, ESAC fosters a culture that promotes an interdisciplinary approach for environmental learning.



"BEING A GREEN TOURIST IS REALLY ABOUT LIVING A HEALTHIER LIFE ANYWHERE. GREEN MEANS: ECOLOGICAL RESPONSIBILITY, LOCAL ECONOMIC VITALITY, CULTURAL SENSITIVITY, EXPERIENTIAL RICHNESS. IT'S ABOUT EACH DAY TRYING TO FIND WAYS TO HAVE A LITTLE LESS IMPACT AND GIVE MORE BACK TO THE PLANET AND OURSELVES."

GREEN TOURISM ASSOCIATION



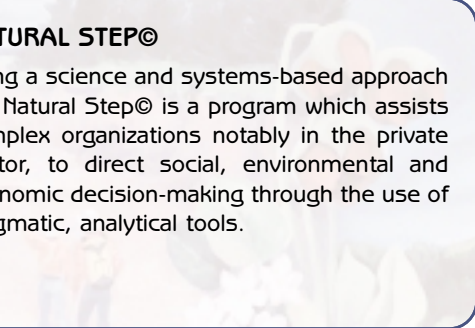
"WE BELIEVE IN THE POWER OF EDUCATION AND ITS ABILITY TO INSPIRE ALL PEOPLE TO LIVE SUSTAINABLY, BECOME ENGAGED IN THEIR MULTICULTURAL COMMUNITIES, AND ENJOY A HIGH QUALITY OF LIFE WHILE RESPECTING THE EARTH'S FINITE RESOURCES."

NORTH AMERICAN ASSOCIATION FOR ENVIRONMENTAL EDUCATION: "LITTLE ROCK DECLARATION -2002"

> snapshot

NATURAL STEP©

Using a science and systems-based approach the Natural Step© is a program which assists complex organizations notably in the private sector, to direct social, environmental and economic decision-making through the use of pragmatic, analytical tools.



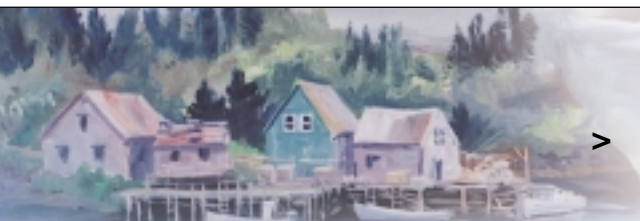
- Communicating the Framework itself as an opportunity for groups to articulate their goals, seek partners and be recognized for their commitment to the national goal of environmental literacy.

2.4.3 Strategies to Support Sustainable Living

1. Environmental learning and sustainability initiatives should involve learners in interrelated ways of understanding that include knowledge, skill building, values, attitudes, motivation, and active learning or participation.

This would require:

- Opportunities for people to understand the issues, discuss choices and trade-offs, ask the hard questions and come to their own conclusions;
 - Consumer choice information as well as clear and concrete examples of the benefits and impacts of their choices.
2. Barriers to action should be identified and systematically addressed in environmental learning and sustainability, recognizing that awareness campaigns are only one way to engage citizens.
 3. Experiential learning opportunities which support learning and action should be further developed, by:
 - Building on existing environmental monitoring programs which provide "hands-on" opportunities for learning, generate new knowledge and identify emerging concerns;
 - Encouraging Canadians to become eco-tourists, no matter what their destination, and for communities to influence the tourism industry to present choices for "sustainable visiting" with a light ecological footprint;
 - Supporting workplace learning by greening business processes and operations, and naturalizing school grounds and community spaces.



> snapshot

INDUSTRY-SCHOOL PARTNERSHIP

In Cap-de-la-Madeleine, Québec, the Reynolds aluminum producer's smelter is situated less than one kilometer from the St-Gabriel-Archange School. Following a focus by students of the impacts of the smelter on their quality of life, a grade-six class wrote to the President of Reynolds asking for concrete action. From this initiative developed a partnership through which Reynolds invested \$1.5 million which improved the environment through odor and noise abatement technologies, paving a dusty road, and landscaping of the smelter and school properties by students, employees and parents.

> snapshot

SUSTAINABLE CAMPUSES

Through its annual Sustainable Campuses Conference, the Sierra Youth Coalition empowers university students and administrators to become engaged in transforming their places of learning and workplaces into models of sustainability.

3. Next Steps: From Ideas to Action

The vision of the Framework on Environmental Learning and Sustainability in Canada will be realized only if all sectors of society become involved — governments, non-government organizations, communities, institutions, associations, the private sector and individuals as well as families.

Partnerships among all of these groups are critical. In some cases this will mean that relationships will be built among groups whose broad goals may differ, but who are able to find common ground in supporting environmental learning and sustainability. One goal should be to increase that common ground through building understanding and trust.

The basic building block for practical action on the Framework will be the creation of action plans for environmental learning and sustainability. An action plan could be as simple as a decision by an individual school to naturalize its play yard, or as broad as a multi-year effort to engage thousands of educators or millions of students in a Canada-wide environmental learning and sustainability initiative. It could involve an employer developing a new train-the-trainer program for employees, a charitable foundation earmarking a portion of its annual grants to environmental education initiatives, or a large corporation deciding to set an example for its industry or sector — and combining moral suasion with a sound business case to encourage its suppliers and competitors to join in.

Taken together, these individual actions will form a coherent strategy that reflects consultation participants' strong support for:

- A structure or council to lend support and give visibility to the work that is already under way in the field of environmental education and sustainability;
- Funding programs, with appropriate selection criteria, to provide essential support for local, regional and national programming;

> snapshot

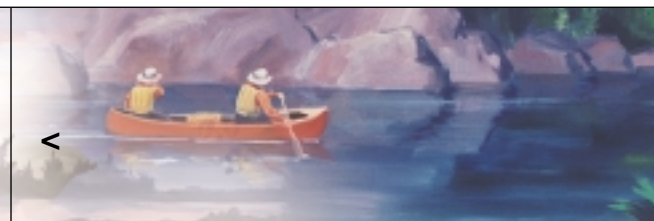
THE NOVA SCOTIA MUSEUM OF NATURAL HISTORY

The "Thousand Eyes" project, led by the Nova Scotia Museum of Natural History with funding from the Climate Change Action Fund, is empowering students and communities in Nova Scotia to observe the timing of natural events (e.g. birds migrating, plants flowering), to compare these observations to ones made a hundred years ago, and to look for effects of climate change in the natural environment.

> snapshot

SALMONIER NATURE PARK

Salmonier Nature Park is a provincial park in Newfoundland, established in 1978 not as a tourist destination but as an environmental education centre. Rather than seeing themselves as teachers, park staff refer to themselves as creators of a learning environment.



"WE SUGGEST THAT IMPLEMENTATION OF THE FRAMEWORK BE DONE IN PARTNERSHIP WITH INTERESTED PROVINCES."

BILL MacDONALD, ACTING ASSISTANT DEPUTY MINISTER ALBERTA ENVIRONMENT



"AN ENVIRONMENTAL LITERACY AWARD WOULD HELP TO RAISE THE PROFILE OF EDUCATION AND ECOLOGISTS WORKING TOWARDS ENVIRONMENTAL LITERACY."

CONSULTATION PARTICIPANT



> snapshot

GOVERNMENT OF MANITOBA

Since 2000, the Manitoba Government Department of Education and Training has been assisting Manitoba curriculum developers and educators to integrate sustainability into new and existing curricula through its Education for a Sustainable Future initiative. This interdisciplinary approach provides direction for the integration of sustainability knowledge, skills, values, and life practices within the curriculum, the classroom, and the community.

> snapshot

CANADIAN ASSOCIATION OF PHYSICIANS FOR THE ENVIRONMENT (CAPE)

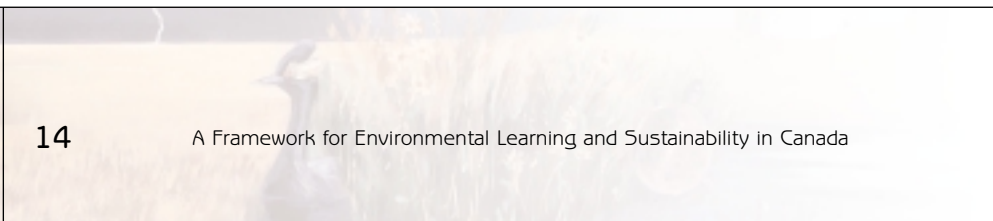
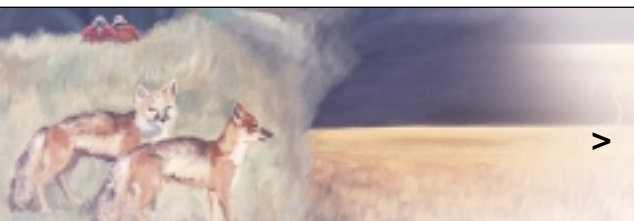
CAPE has recently put its "Children's Environmental Health Project" online. This ecological literacy project could contribute to the improvement of the quality of the environment and of Canadians' health by presenting information on the health effects from environmental exposure.

- Increased opportunities for training, research, and transformative learning;
- A clearinghouse and a Web site, to ensure that all Canadians have access to current information and resources on environmental learning and sustainability in both English and French;
- Improved networks and networking opportunities, including conferences and symposia;
- A recognition program, designed to make environmental learning and sustainability more visible while ensuring that leading practitioners are acknowledged and valued.

The consultations leading up to the Framework have drawn invaluable public attention and interest to the field of environmental learning and sustainability, and this momentum should not be allowed to dissipate. At the same time, by its very nature, environmental learning and sustainability is a front-line activity that is best led from the capabilities and capacity available at the grassroots.

Broadly speaking, the long-term success of the Framework will be measured by the continual development of an active, competent citizenry, whose lifestyles increasingly reflect informed choices about the environment and a commitment to sustainable living. More specifically, it will be clear that implementation of the Framework is on the right track if:

- The number, variety, geographic scope, and sophistication of front-line environmental learning and sustainability initiatives continue to increase;
- The individuals, groups, corporations and agencies that took part in the consultation declare their support for environmental learning and sustainability, and develop their own action plans in response, to make their skills and successes transferable to others;
- Action plans are leading to practical results, while generating new insights and best practices that can be shared among practitioners and learners, across the country and around the world;





"If I could get the more vocal kids in my school more interested in the environment, we'd have it made."

JONATHAN MISSKEY,
STUDENT
REGINA, SASKATCHEWAN

> snapshot

TD FRIENDS OF THE ENVIRONMENT FOUNDATION

The TD Friends of the Environment Foundation provides funding for community-based initiatives that contribute to a better environment. Through the 110 local advisory boards across Canada, bank employees and customers evaluate projects and contribute to environmental learning.

- Wider dissemination of environmental knowledge and learning leads to broader adoption of sustainable practices, at all levels and in all sectors;
- More resources are devoted to environmental education programs at all levels of formal education, leading to an increase in the number and breadth of K-12 courses and course modules, post-secondary courses and degree programs, and post-graduate programs with environmental education specialties;
- An increase in public discussion and media coverage indicates broader interest in environmental education, and in wider environmental and sustainability issues.

As a starting point, Environment Canada is prepared to act as a contact and a facilitator for environmental learning and sustainability partners across the country. Organizations, institutions and individuals that wish to join an alliance to translate the ideas in the Framework into reality can take a first step by contacting the department at the address below:

Ann Jarnet
Manager, Environmental Learning
Outreach and Partnerships
Environment Canada
351 St. Joseph Blvd. 20th Floor
Hull, QC K1A 0H3
1-800-668-6767
education@ec.gc.ca
www.ec.gc.ca/education

In the weeks and months ahead, Environment Canada staff will be working hard to facilitate and collect action plans, and to help practitioners and learners make contact with one another and explore common interests. Environment Canada will also issue regular reports on the efforts being made by Canadians leading toward a true culture of environmental learning and sustainability, available on the Web site www.ec.gc.ca/education

"EDUCATORS ARE GIVEN RESPONSIBILITIES FOR GUIDING LEARNING IN SPITE OF INEVITABLE UNCERTAINTIES. TO FORGO THIS TASK — TO PUT ASIDE ENVIRONMENTAL ISSUES — RISKS CONVEYING THE IMPLICIT MESSAGE THAT THEY ARE NOT IMPORTANT, THAT LEARNERS CANNOT EFFECT CHANGE. HOWEVER, BY TAKING THESE ISSUES SERIOUSLY, THEY DEMONSTRATE THAT THE ENVIRONMENT IS AN IMPORTANT EDUCATIONAL ISSUE — ONE THAT WARRANTS RESEARCH, SCHOLARSHIP, AND THOUGHTFUL PRACTICE. TO DO LESS WOULD BE TO ABROGATE EDUCATIONAL RESPONSIBILITIES TO ANTICIPATE, RATHER THAN MERELY RESPOND TO, IMPORTANT ISSUES OF OUR TIME. AND, IN TAKING THESE ISSUES SERIOUSLY, THEY ACKNOWLEDGE THAT THE BEST EDUCATION WILL TAKE PLACE ON THE EDGE BETWEEN PRESENT REALITIES AND FUTURE POSSIBILITIES."

BOB JICKLING
YUKON COLLEGE

"I CONSIDER ENVIRONMENTAL EDUCATION AS A LONG PROCESS WHICH IS COMPAREABLE TO LEARNING HOW TO READ OR TO WRITE IN A CERTAIN LANGUAGE. ENVIRONMENTAL ACTION (INDIVIDUALLY OR COLLECTIVELY) LEADS TO FEELINGS OF PRIDE, AND COMPETENCE, AND PROMOTES FURTHER ACTION. I BELIEVE THAT ENVIRONMENTAL EDUCATION IS POSSIBLE AND THAT FAR MORE CITIZENS THAN WE THINK ARE OPEN AND READY TO ENGAGE IN SUCH LEARNING."

DIANE PRUNEAU,
ASSOCIATE PROFESSOR
EDUCATION SCIENCES
MONCTON UNIVERSITY





Annex 1 Environmental Education: Historical Highlights

The year 1972 saw the first appearance of concerted international reflection on the subject of environmental education. At the *United Nations Conference on Human Development*, held in Stockholm, Sweden, the international community came together to discuss a global agenda for the environment and development.

In 1975, the *International Conference on Environmental Education* was held in Belgrade, Yugoslavia, and it produced the Belgrade Charter, which provides a global framework for environmental education. At that meeting, the *International Environmental Education Program* was established by UNESCO for the period from 1975 to 1985. The goals, objectives and overriding principles of environmental education were established at the *Intergovernmental Conference on Environmental Education* held in Tbilisi, USSR in 1977.

In 1980, the International Union for the Conservation of Nature presented its *World Conservation Strategy*. The concept of sustainable development was first advanced in this Strategy and it has since played a significant role in the development of environmental education. However, this concept did not really impinge upon the public imagination until the publication in 1987 of the *Report of the World Commission on Environment and Development* (commonly called the Brundtland Report).

The years 1992-1996 were packed with events relating to environmental education:

- 179 heads of government signed *Agenda 21* at the *United Nations Conference on Environment and Development* (the Earth Summit) in Rio de Janeiro, Brazil;
- At the parallel *Global 'NGO' Forum*, non-government organizations drafted and signed an alternative environmental education treaty (*Treaty on Environmental Education for Sustainable Societies and Global Responsibility*);
- Learning for a Sustainable Future began its activities in sustainable development education;
- ECO-ED brought together some 4,000 environmental educators from 90 countries in Toronto;
- The Centrale des syndicats du Québec launched the *Établissements verts Brundtland* movement;
- The *Commission on Sustainable Development* (CSD) was established by the United Nations to monitor the implementation of the recommendations in *Agenda 21*;
- In April 1993, EECOM, the *Canadian Network for Environmental Education and Communication* was established;



- In 1995, Environment Canada's Biosphere opened its doors;
- In 1996, the *Canadian Journal of Environmental Education* published its first issue;
- In April 1996, the CSD gave UNESCO the task of monitoring the implementation of the recommendations in Chapter 36 of Agenda 21. This involved defining the basic conditions for, and principles of, integrating the new concept of sustainable development education.

In the fall of 1997 the international francophone forum "*Planet'ERE de l'éducation relative à l'environnement dans une perspective de développement durable*" was held in Montreal. Some 700 educators from 34 member countries of La Francophonie met and issued the *Déclaration de Montréal*. In December 1997, an international conference on *Environment and Society – Education and Public Awareness* was held in Thessaloniki, Greece, to consider Chapter 36 of *Agenda 21*. UNESCO tabled a document that represented a first attempt at providing a structure for the concept of sustainable development education.

Since 1998, several initiatives have been taken in the field of environmental education in Canada, including:

- The *Online Colloquium: The Future of Environmental Education in a Postmodern World* in October 1998, which brought together some 450 individuals from Canada and other parts of the world;
- The first issue of *Regards, Recherches, Réflexions* which was published in 1999;
- The appearance in 2000 of the report entitled *Educating for Sustainability: The Status of Sustainable Development Education in Canada* from the Council of Ministers of Education, Canada under the leadership of Manitoba Education, Training and Youth;
- The Canadian consultation on environmental education and sustainability which was launched in 2000 by Environment Canada;
- The second "*Forum francophone international sur l'éducation relative à l'environnement, Planet'ERE 2*", which took place in Paris in November 2001. During this forum, *L'Appel de la Francophonie* and *L'Appel des jeunes* were launched as calls to the global community for an ecological, peaceful, supportive and democratic world.



Annex 2 Early Adopters and Supporters



Action Environnement

Mr. Jacques Poitras
1885 Anne Julien
Carignan, QC J3L 3P9
450-447-8142

Agence de l'efficacité énergétique du Québec

Mr. Serge Laurendeau
5700 4th Avenue West
Quebec, QC G1H 6R1
418-627-6379
www.aee.gouv.qc.ca



Alberta Environment

Ms. Beverly Yee
9820-106 Street
Main Floor
Edmonton, AB T5K 2J6
780-427-6310
www3.gov.ab.ca/env/

All Canadian Education Reference (ACER) Publishing Inc.

Mr. Bob Reid
6006 Kestrel Road
Mississauga, ON L5T 1S8
905-670-4334
www.acerpublishing.com



Association des retraitées et retraités de l'enseignement du Québec (CSQ) – A.R.E.Q.

Ms. Louise Grondines
320 Saint-Joseph Street East
Suite 100
Quebec, QC G1K 9E7
418-525-0611
www.ceq.qc.ca/fede/areq.htm



Association for Canadian Educational Resources, Inc. (A.C.E.R. Inc)

Ms. Alice Casselman
#44-3665 Flamewood Drive
Mississauga, ON L4Y 3P5
905-275-7685
www.acer-acre.org



Association québécoise pour la promotion de l'éducation relative à l'environnement (AQPERE)

Mr. Robert Litzler
6400 16th Avenue, B-208
Montreal, QC H1X 2S9
514-376-1065
www.aqpere.qc.ca



Bathurst Sustainable Development

Ms. Brenda Kelly
285 St. Patrick Street
Bathurst, NB E2A 1C9
506-548-2106
www.gnb.ca/0057/bsdsp.htm



Bear Canyon School

Ms. Janina Carlstad
Box 43
Bear Canyon, AB T0H 0B0
780-595-3771
www.prds.ab.ca/bc/bearcanyon.html



Bedeque Bay Environmental Management Association (BBEMA)

Ms. Brenda Penak
370 Water Street
Summerside, PE C1N 1C4
902-436-7090
www.peisland.com/bbema



Mr. Lyle A. Benko
University of Regina
Faculty of Education
3737 Wascana Parkway
Regina, SK S4S 0A2
306-585-4526
<http://education.uregina.ca/>



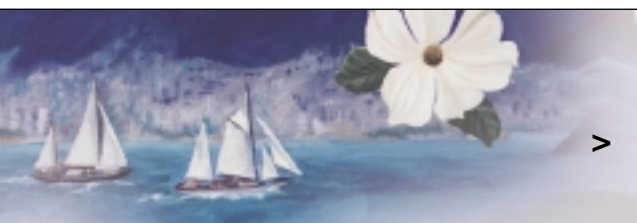
BIOCAP Canada Foundation

Queen's University
Ms. Holly Mitchell
156 Barrie Street
Kingston, ON K7L 3N6
613-533-2315
www.biocap.ca

Bold Point Farmstay

Bold Point Centre for Heritage Interpreter Training

Mr. Rod Burns
Box 348
Heriot Bay, BC V0P 1H0
250-285-2272
<http://ecoclub.com/farmstay/>



Caledon Countryside Alliance

Ms. Nicola Ross
83 Scott Street
Belfountain, ON L0N 1B0
519-927-0548
www.woodrising.com/cca/
homepage.html



**Canadian Biodiversity Institute -
Great Canadian BioBlitz**

Ms. Heather Hamilton
99 Fifth Avenue, Suite 322
Ottawa, ON K1S 5P5
613-826-2190
www.biodiversityonline.ca



**Canadian Biodiversity Institute -
School Grounds Transformation
Program**

Ms. Ann Coffey
99 Fifth Avenue, Suite 322
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613-235-7550
www.biodiversityonline.ca



Canadian Ecology Centre

Mr. Bill Steer
6905 Highway 17 West
P.O. Box 430
Mattawa, ON P0H 1V0
705-744-1715
www.canadianecology.ca

**Canadian Environmental
Network**

Ms. Chantal Bois
300-945 Wellington Street
Ottawa, ON K1V 2X5
613-728-9810
www.cen-rce.org



Canadian Forest Products Ltd.

Ms. Susan Dolinski
P.O. Box 6000
Prince George, BC V2N 2K3
250-561-3600
www.canfor.com



Canadian Forestry Association

Mr. Dave Lemkay
203-185 Sommerset St. West
Ottawa, ON K2P 0J2
613-232-1815
www.canadianforestry.com



**Canadian Institute for
Environmental Law and Policy**

Ms. Anne Mitchell
130 Spadina Avenue, Suite 305
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www.cielap.org



Canadian Institute of Forestry

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www.cif-ifc.org



**Canadian Journal of
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www.yukoncollege.yk.ca/
programs/cjee.htm



**Canadian Museum of Nature
Canadian Centre for
Biodiversity**

Ms. Anne Breau
P.O. Box 3443, Station D
Ottawa, ON K1P 6P4
613-566-4795
1-800-263-4433
www.nature.ca

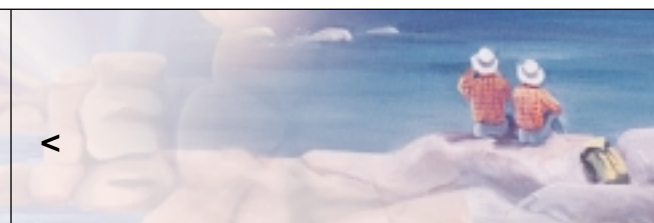


**Canadian Parks and Wilderness
Society Calgary/Banff Chapter**

Mr. Gareth Thomson
306-319 10th Avenue S.W.
Calgary, AB T2R 0A5
403-232-6686
www.cpawscalgary.org

CAP Santé Outaouais

Ms. Monique Pellerin
92 Saint-Raymond Blvd.
Suite 304
Hull, QC J8Y 1S7
1-800-363-0718
819-771-2277
www.meteo-mentale.org





Centrale des syndicats du Québec - Réseau des établissements verts Brundtland
 Mr. Christian Payeur
 9405 Sherbrooke Street East
 Montreal, QC H1L 6P3
 514-356-8888
www.csq.qc.net



Centre de la montagne
 Mr. Jean-Yves Benoit
 1260 Remembrance Road
 Montreal, QC H3H 1A2
 514-843-8240
www.leroyal.qc.ca



Centre de recherche et d'éducation à l'environnement régional (CRÉER)
 Ms. Sonia Dumoulin
 59 Monfette Street, Room 227
 Victoriaville, QC G6P 1J8
 819-758-0606



Centre for Indigenous Environmental Resources
 245 McDermot Ave., 3rd Floor
 Winnipeg, MB R3B 0S6
 204-956-0660
www.cier.mb.ca

Chemical Sensitivities Manitoba (CSM)
 Ms. Margaret Friesen
 43 Rutger Bay
 Winnipeg, MB R3T 3C9
 204-261-8591

Children's Garden and Exploring Toronto Programs

City of Toronto
 Economic Development, Culture and Tourism Department
 Parks and Recreation Division
 Ms. Yafit Rokach
 112 Elizabeth Street, 2nd Floor
 Toronto, ON M5G 1P5
 416-392-6643
www.city.toronto.on.ca/parks/programs/children.htm



Government of Canada / Gouvernement du Canada

Climate Change Action Fund

Public Education and Outreach
 Ms. Lucie Lafrance
 10 Wellington Street, 25th Floor
 Hull, QC K1A 0H3
 819-997-3365
www.climatechange.gc.ca

Collège de Rosemont

Mr. Richard Armstrong
 6400 16th Avenue
 Montreal, QC H1X 2S9
 514-376-1620 ext. 415
www.crosmont.qc.ca



Comité central de l'environnement - Commission scolaire de Montréal (CSDM)

Ms. Carole Marcoux
 3737 Sherbrooke Street East
 Room B-200
 Montreal, QC H1X 3B3
 514-596-2076
www.csdm.qc.ca

Comité des retraité(e)s Brundtland

Centrale des syndicats du Québec
 Mr. Florido Levasseur
 627 de la Providence
 Pohénégamook, QC G0L 1J0
 418-893-2017



Community Education Group of Niagara

Mr. Agostino Menna
 5017 Victoria Avenue
 Niagara Falls, ON L2E 4C9
 905-354-4866

Community Recreation Leadership Training (CRLT) Program

Dawson College
 Mr. David Nagels
 3040 Sherbrooke West Street
 Montreal, QC H3Z 1A4
 514-931-8731 ext. 5093
www.dawsoncollege.qc.ca/programs/crlt/



CONFÉRENCE RELIGIEUSE CANADIENNE, RÉGION QUÉBEC

Conférence religieuse canadienne, région Québec

Ms. Lorraine Théberge
 8789 Berri Street
 Montreal, QC H2M 1P5
 514-381-7247
www.crcq.qc.ca



Conseil régional de l'environnement de la Montérégie

Ms. Johanne Morissette
 283 Wilfrid-Laurier Blvd.
 Suite 204
 Saint-Basile-le-Grand, QC J3N 1M2
 450-441-3371
www.crem.qc.ca





Conseil régional de l'environnement et du développement durable de l'Outaouais

Ms. Nicole DesRoches
115 Sacré-Coeur Blvd.
Hull, QC J8X 1C5
819-772-4925
www.creddo.ca



Corporation environnementale de la Côte-du-Sud

Ms. Josée Martineau
412 9th Street, P.O. 1150
La Pocatière, QC G0R 1Z0
418-856-2628
www.kam.qc.ca/coecos/index.html



Delta Waterfowl Foundation

Dr. Vance Lester
R.R. 1, Box 1
Portage la Prairie, MB
R1N 3A1
204-239-1900
www.deltawaterfowl.org



Department of Lifelong Learning

Faculty of Education
Lakehead University
Dr. Tom Puk
Thunder Bay, ON
807-343-8891
http://flash.lakeheadu.ca/~tpuk/oeel.html



(The) Earth Challenge Foundation

Ms. Karin Adshead
9829 - 74 Avenue
Edmonton, AB T6E 1G1
780-457-9519
www.earthchallenge.com

Earthvalues Institute

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3586 Bouthillier Avenue
Carignan, QC J3L 3P9
450-658-8614
www.earthvalues.com



Earth Wise

Dr. Janet Pivnick
P.O. Box 63064
2604 Kensington Road N.W.
Calgary, AB T2N 4S5



Eastern Ontario Biodiversity Museum

Ms. Heather Hamilton
P.O. Box 1860
Kemptonville, ON K0G 1J0
613-258-3415
www.eobm.ca



Eco-Efficiency Centre

Ms. Peggy Crawford
2 Vidito Drive
Burnside Industrial Park
Dartmouth, NS B3B 2P9
902-461-6704
www.dal.ca/eco-burnside

Ecology North

Ms. Roxanne Beavers
5013 51st Street
Yellowknife, NT X1A 1S5
867-873-6019
www.econorth.yk.com

Educating for Sustainability in New Brunswick

Mr. Jim Petrie
34 Tweedie Court
Fredericton, NB E3B 6J1
506-453-1293



EECOM: Canadian Network for Environmental Education and Communication

Dr. Grant Gardner
P.O. Box 948, Station B
Ottawa, ON K1P 5P9
709-737-8155
www.eecom.org



Environment
Canada

Environnement
Canada

Environment Canada

Ms. Ann Jarnet
351 St-Joseph Blvd., 20th Floor
Hull, QC K1A 0H3
1-800-668-6767
www.ec.gc.ca/education



Environment Canada's Biosphere

Ms. Thérèse Baribeau
160 Chemin Tour-de-l'Isle
Sainte-Hélène Island
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514-496-8300
www.biosphere.ec.gc.ca





Environmental Education Centre - Avalon East School Board

Ms. Lisa Van Nostrand
Suite 601, Atlantic Place
217 Water Street
St.-John's, NF A1C 6C9
709-758-2372
www.aesb.k12.nf.ca/

Environmental Education Association of the Yukon

Mr. Remy Rodden
P.O. Box 11256
Whitehorse, YT Y1A 6N5
www.taiga.net/YukonEE/



Environmental Educators Provincial Specialist Association of British Columbia

Mr. Cameron W. Lipp
1213 Nestor Street
Coquitlam, BC V3E 1H3
604-941-1844
www.bctf.bc.ca/psas/eepsa/



ENvironnement JEUnesse

Mr. Pascal Labonté
4545 Pierre-de-Coubertin
Avenue, P.O. Box 1000
Station M
Montreal, QC H1V 3R2
514-252-3016
www.enjeu.qc.ca



Envirothon

P.O. Box 1113
Truro, NS B2N 5G9
902-893-4653
www.nsfa.ca

ERE Education

Mr. Jean Robitaille
49 Crémazie Street West
Quebec, QC G1R 1X4
418-525-7000



Federation of Ontario Naturalists

Ms. Helen D. Gault
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Don Mills, ON M3B 2W8
416-444-8419 ext.269
www.ontarionature.org



FEESA

Mr. Alex Drummond
600-10707 100 Avenue
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780-421-1497
www.feesa.ab.ca



Fondation de la faune du Québec

Mr. Guy Lépine
1175 Lavigerie Avenue
Suite 420
Sainte-Foy, QC G1V 4P1
418-644-7926
www.fondationdelafaune.qc.ca



Fondation Riou Délorne

Ms. Francine Panneton
2916 Fabre Street, P.O. 417
Dunham, QC JOE 1M0
450-295-3421
www.riou-delorme.polymtl.ca



FORCAST

Mr. Mike Apsey
2665 East Mall
Vancouver, BC V6T 1W5
604-222-5664
http://forcast.forest.ca



Gesner & Associates

Environmental Learning
Ms. Susan F. Gesner
R.R. #2
Caledon East, ON L0M 1E0
519-927-9236



(The) Green Group

Ms. Rita Banach
164 Cortleigh Blvd.
Toronto, ON M5N 1P5
416-487-4767
www.green-group.com



Green Teacher

Mr. Tim Grant and
Ms. Gail Littlejohn
95 Robert Street
Toronto, ON M5S 2K5
416-960-1244
www.greenteacher.com

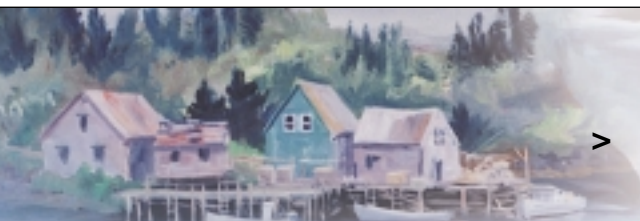
Groupe ERE-UQAM

Ms. Lucie Sauvé
Département des sciences de
l'éducation
Université du Québec à Montréal
P.O. 8888, Station Centre-Ville
Montréal, QC H3C 3P8
514-987-6882
www.unites.uqam.ca/ere-uqam



Halifax Regional Municipality Adventure Earth Centre

Mr. George Taylor
68 Parkhill Road
Halifax, NS B3P 1R6
902-490-4539
www.earthed.ns.ca





Dr. Paul Hart
 University of Regina
 Faculty of Education
 3737 Wascana Parkway
 Regina, SK S4S 0A2
 306-585-4626
<http://education.uregina.ca/>



Mr. Charles Hopkins
UNESCO Chair
 York University
 4700 Keele Street
 Toronto, ON M3J 1P3
 (416) 650-8123



Huntsman Marine Science Centre
 Ms. Tracey Dean
 1 Lower Campus Road
 St. Andrews, NB E5B 2L7
 506-529-1220
www.huntsmanmarine.ca



Irving Eco-Centre - La dune de Bouctouche
 Ms. Géraldine Arsenault
 1932 Highway 475
 St-Edouard-de-Kent, NB
 E4S 4W9
 506-743-2600
www.irvingecocenter.com



Island Nature Trust
 Ms. Kate MacQuarrie
 P.O. Box 265
 Charlottetown, PE C1A 7K4
 902-892-7513
www.peisland.com/nature



Labour Environmental Alliance Society (LEAS)
 Ms. Mae Burrows
 131 Water Street, #106
 Vancouver, BC V6B 4M3
 604-669-1921
www.leas.ca



Learning for a Sustainable Future
 Ms. Pam Schwartzberg
 215 Cooper Street, 3rd Floor
 Ottawa, ON K2P 0G2
 613-562-2238
www.schoolnet.ca/learning/



Learning Network - Global Education Project
 Ms. Lynette Shultz
 832 Education Street South
 University of Alberta
 Edmonton, AB
 T6G 2G5
 780-492-0234



(The) Living by Water Project
 Mr. Clive Callaway /
 Ms. Sarah Kipp
 BC/Yukon and National
 Project Office
 P.O. Box 7
 Salmon Arm, BC V1E 4N2
 250-832-7405
www.livingbywater.ca



Manitoba Department of Education, Training and Youth
 Ms. Christina McDonald
 5-1577 Dublin Avenue
 Winnipeg, MB R3E 3J5
 204-945-1924
www.gov.mb.ca/educate/

Manitoba Forestry Association Incorporated

Ms. Dianne Beaven
 900 Corydon Avenue
 Winnipeg, MB R3M 0Y4
 204-453-3182
www.mbforestryassoc.ca



Manitoba Hydro
 Mr. Brendan Carruthers
 820 Taylor Avenue
 P.O. Box 815
 Winnipeg, MB R3C 2P4
 204-474-4934
www.hydro.mb.ca

Marine Ecology Station

Mr. Bill Austin
 9835 Seaport Place
 Sidney, BC V8L 4X3
 250-655-1555
www.mareco.org

Merging of the Ministries for Forestry, Environment & Agriculture (M.O.M.F.E.A.)

c/o Ontario Agri-Food
 Educators Inc.
 8560 Tremaine Road
 P.O. Box 460
 Milton, ON L9T 4Z1
 905-878-1510
www.oafe.org



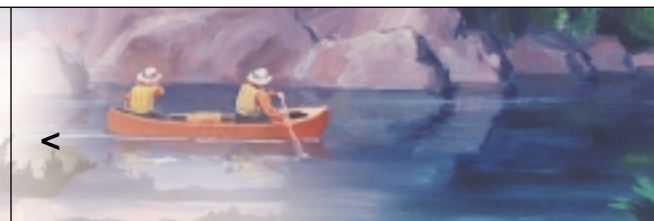
Municipality of Chelsea

Ms. Sharron Cosgrove
 100 Old Chelsea Road
 Chelsea, QC J9B 1C1
 819-827-1124
www.municipalite.chelsea.qc.ca



Museum of Natural History - Nova Scotia

Ms. Debra Burleson
 1747 Summer Street
 Halifax, NS B3H 3A6
 902-424-7370
<http://museum.gov.ns.ca/>





NATIONAL FOREST STRATEGY COALITION
 COALITION POUR LA STRATÉGIE NATIONALE SUR LES FORÊTS

National Forest Strategy Coalition

Mr. André H. Rousseau
 c/o 8th Floor, 580 Booth Street
 Ottawa, ON K1A 0E4
 613-947-9031
<http://npsc.forest.ca>



Natural Resources Canada
 Ressources naturelles Canada

Natural Resources Canada

Mr. Ron Lyen
 580 Booth Street
 Ottawa, ON K1A 0E4
 613-992-8105
www.nrcan-rncan.gc.ca



New Brunswick Federation of Naturalists

Ms. Marieka Arnold
 924 Prospect Street, Suite 2
 Fredericton, NB E3B 2T9
 506-459-4209
<http://personal.nbnet.nb.ca/maryspt/NBFN.html>

Nova Scotia Environmental Network- Environmental Education Caucus

Ms. Veronica Sherwood
 P.O. Box 33070
 Halifax, NS B3L 4T6
 902-454-6846
www.web.net/~nsen/home/



Nunavut Department of Sustainable Development

Ms. Elise Maltin
 Box 1000, Station 1170
 Iqaluit, NU X0A 0H0
 867-975-5962
www.gov.nu.ca/sd.htm



Olds College

Mr. Bill Souster
 4500-50 Street
 Olds, AB T4H 1R6
 403-556-8260
www.oldscollege.ab.ca



Ontario Forestry Association

Ms. Dawna Wastesicoot
 200 Consumers Road
 Suite 307
 Toronto, ON M2J 4R4
 416-493-4565
www.oforest.on.ca

Ontario Professional Foresters Association (OPFA)

8000 Yonge Street, Unit #3
 Innisfil, ON L9S 1L5
 705-436-2226
www.opfa.on.ca



Outdoor / Environmental Education Department - Waterloo Region District School Board

Mr. Dennis Wendland
 51 Ardelt Avenue
 Kitchener, ON N2C 2R5
 519-570-0003
www.wrdsb.edu.on.ca

Parc de la rivière Mitis

Ms. Julie Isabel
 900 Route de la mer
 Sainte-Flavie, QC G0J 2L0
 418-775-2969



Pender Islands Conservancy Association (PICA)

Ms. Julie Johnston
 Box 52
 Pender Island, BC V0N 2M0
 250-629-3811



(The) Prince Edward Island Department of Agriculture and Forestry (DAF)

Mr. Wayne MacKinnon
 5th Floor, Jones Building
 11 Kent Street
 P.O. Box 2000
 Charlottetown, PE C1A 7N8
 902-368-4880
www.gov.pe.ca/af/



Protected Areas Association of Newfoundland and Labrador

Ms. Joy Carter Barfoot
 P.O. Box 1027, Station C
 St. John's, NF A1C 5M5
 709-726-2603
www.nfld.net/paa/



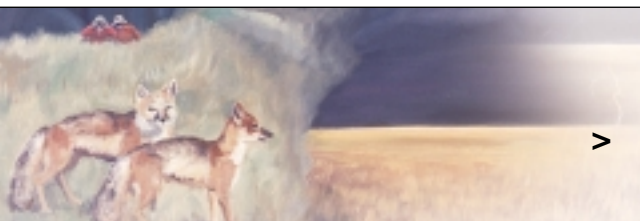
Quidi Vidi Rennie's River Development Foundation

Box 5, Nagle's Place
 St. John's, NF A1B 2Z2
 709-754-3474
<http://fluvarium.ca/qvrrdf.html>



Raven Recycling Society

Ms. Bryna McKechnie
 100 Galena Road
 Whitehorse, YT Y1A 2W6
 867-667-7269
www.ravenrecycling.org





Regroupement national des conseils régionaux de l'environnement du Québec (RNCREQ)

Mr. Philippe Bourke
3450 Royal Blvd., Suite 200
Trois-Rivières, QC G9A 4M3
819-374-6105
www.rncreq.org



Royal Saskatchewan Museum

Dr. Glenn C. Sutter
2340 Albert Street
Regina, SK S4P 3V7
306-787-2815
www.roysalsaskmuseum.ca



Salmonier Nature Park

Ms. Brenda Pike
P.O. Box 190
Holyrood, NF A0A 2R0
709-229-7888
www.gov.nf.ca/snp



SaskPower

SaskPower
Ms. Sheila Harlos
2025 Victoria Avenue
Regina, SK S4P 0S1
306-566-2121
www.saskpower.com



Sierra Youth Coalition

Ms. Lindsay Telfer
1 Nicholas Street, Suite 412
Ottawa, ON K1M 7B7
613-241-1615
1-888-790-7393
www.sierrayouthcoalition.org



Société linéenne du Québec

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1040 Belvédère Avenue
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www.lesaventures.com/joly
www.lesaventures.com/
biosphere



Environment. Energy. Education.

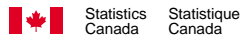
Society, Environment and Energy Development Studies (SEEDS) Foundation

Ms. Margo Helper
400, 144 – 4th Avenue S.W.
Calgary, AB T2P 3N4
403-221-0831
http://www.greenschools.ca/SEEDS/



Society for Education and Culture

International Symposium on
Wisdom and Wilderness
Dr. Gregory Heming
Box 2039
Haines Junction, YT Y0B 1L0



Statistics Canada

Ms. Mary Townsend
RH Coats Building
Holland Avenue and Scott Street
Tunney's Pasture, Ottawa, ON
K1A 0T6
613-951-6443
www.statcan.ca

Sunny Outlook Home Learning Centre

Ms. Marlynn Bourque
Box 5451
Whitehorse, YT Y1A 5H4
867-333-1105

Sustainable Development Association (SDA) – Eco-Montreal Tiotiaka

Mr. Douglas Jack
9628 Jean Milot
LaSalle, QC H8R 1X9
514-364-0599
www.eco-montreal.mcgill.ca

Syndicat des enseignants des Bois-Francs

Mr. Yvon Camirand
3 Bécotte Street
Victoriaville, QC G6L 8K6
819-357-9297

Syndicat du personnel de l'enseignement des Hautes-Rivières

Mr. Normand Besner
57 Roy Street
Maniwaki, QC J9E 2M4
819-449-6409



TD Friends of the Environment Foundation

Mr. Gavin Thompson
TD Tower
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416-308-5588
www.fef.ca

Thomas Howe Forest Foundation Inc.

Mr. Edward J. Blackmore
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Gander, NF A1V 1W7
709-256-4693



Toronto District School Board

Mr. Richard Christie
West Education Office
1 Civic Centre Court
Etobicoke, ON M9C 2B3
416-394-7495
www.tdsb.on.ca/home.asp



Toronto Zoo
 361A Old Finch Avenue
 Scarborough, ON M1B 5K7
 416-392-5937
www.torontozoo.com



Toyota Evergreen Learning Grounds Program
 Ms. Wendy Heron
 355 Adelaide Street West
 5th Floor
 Toronto, ON M5V 1S2
 416-596-1495 ext. 27
www.evergreen.ca



Transport Canada Transports Canada

Transport Canada
 Ms. Diane McLaughlin
 Sustainable Development,
 Environmental Affairs
 Tower C
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 Ottawa, ON K1A 0M8
 613-998-2661
www.tc.gc.ca



(The) University of British Columbia
 Ms. Freda Pagani
 Campus Sustainability Office
 2210 West Mall
 Vancouver, BC V6T 1Z4
 604-822-1501
www.sustain.ubc.ca

Urban Ecology Centre
 Ms. Lucia Kowaluk
 3516 Park Avenue
 Montreal, QC H2X 2H7
 514-282-8378
www.urbanecology.net/UEC/indexuec.html

Ms. Tracy Webb
 Horton High School
 75 Greenwich Road
 R.R. #2
 Wolfville, NS BOP 1X0
 902-542-6060
www.horton1.ednet.ns.ca/main.shtml



Western Newfoundland Model Forest
 Ms. Sheila Robinson
 Forest Centre, University Drive
 P.O. Box 68
 Corner Brook, NF A2H 6C3
 709-637-7300
www.wnrmf.com



WildBC

Wild BC (Habitat Conservation Trust Fund, Ministry of Water, Land and Air Protection)
 2975 Jutland Road, 4th Floor
 Victoria, BC V8T 5J9
 250-356-7111
www.hctf.ca/wild.htm



Willow Park Ecology Centre
 Norval Ontario
 Ms. Ruth Kuchinad
 24 Edith Street
 Georgetown, ON L7G 3A8
 905-877-3676
www.willowparkecology.com

Wilmot Creek Education Centre
 Ms. Bonnie Anderson
 Peterborough, ON
 877-577-7048

Working Group on Museums and Sustainable Communities
 Ms. Catherine Dumouchel
 P.O. Box 3443, Station D
 Ottawa, ON K1P 6P4
 613-566-4708



W.P. Puppet Theatre
 Ms. Wendy Passmore
 Box 61116 Kensington P.O.
 Calgary, AB T2N 4S6
 403-228-3373
www.wppuppet.com



Youth Round Table on the Environment - Environment Canada
 c/o Mr. Jean-Luc Labelle
 351 St-Joseph Blvd, 20th Floor
 Hull, QC K1A 0H3
 1-800-668-6767
www.ec.gc.ca/youth



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 Government of Yukon
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 Whitehorse, YT Y1A 2C6
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www.environmentyukon.gov.yk.ca/main/index.shtml

Yukon Home Educators' Society
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