

A Framework to Advance Environmental Education in Alberta

~ FINAL ~

An Invitation to the reader: This document was finalized on 20 April 2007, and implementation is under way. To find out more, please visit

<http://abcee.org/framework>

We gratefully acknowledge the support of the following funders of this initiative:

ConocoPhillips Canada
Alberta Ecotrust Foundation
Suncor Energy Foundation

Government of Alberta
The Calgary Foundation
Chevron Canada Resources



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Executive Summary

We invite YOU to help advance Environmental Education!

This document is a call to action, outlining a comprehensive plan that invites all environmental education stakeholders – government, private sector, schools, non-profits, and citizens - to work together to advance environmental education for all those who live, work, learn, and recreate in Alberta. The document was written by a 28 member Multi-Stakeholder Steering Committee - and hundreds of Albertans, representing over 180 environmental education stakeholder groups¹, who have met over the past 18 months to identify opportunities to advance environmental education. Stakeholders expressed a vision of a province in which environmental education, involving a wide variety of audiences, creates a culture of stewardship that allows us to improve the quality of our environment while maintaining a healthy economy and a vibrant society.

Part I (Rationale) reminds us of the need for environmental education, and describes environmental education as it is currently practiced in Alberta. Part II (Framework) describes the consultative process that has led to this document, and uses a results-based model to show stakeholders how to advance environmental education in Alberta by demonstrating the connections between environmental education activities, outputs, and 32 short-term and 6 medium-term outcomes. Part III (Action Plan) issues an invitation to various stakeholders to help deliver on this Framework and advance environmental education in Alberta - beginning with a 'Call to Action' Summit on Thursday 24 May 2007 - and outlines related timelines, processes, and key events.

The Alberta Council for Environmental Education is the Secretariat for this initiative.

¹ <http://abcee.org/framework/eeorgs>

Part I: Rationale -Why we need to advance environmental education in Alberta

Please note that the text found in Part I has been used to generate a stand-alone brochure entitled ***Environmental education: creating a sustainable future for Albertans***. Stakeholders have told us that this brochure has many potential uses:

- Can be used as a case for support for environmental education: this includes support from decision-makers (Board members, municipal councilors, and other politicians) and support from organizations, which can be either financial or in-kind
- Helps create a common language for environmental education
- Useful orientation for members of the public, new professional staff, and for environmental education 'startups'
- Helps individual initiatives see their work in a larger context
- helps support our assertion that environmental education is an important strategic tool in solving environmental problems.

Download the document at <http://abcee.org/framework/download>

Schools, homes, businesses, NGOs, communities, governments and mass media have the power to teach us about the environment and the issues affecting our future on this planet. But are we getting the message? What more can be done? What more can you do?

"Environmental education helps children and adults develop knowledge, values, skills and behaviours that help them meet present-day needs without compromising the well-being of future generations."

Environmental Education - Why Do We Need It?

Environmental education makes good business sense. Alberta's natural assets need to be managed wisely. When citizens understand the issues, they can help ensure our natural capital is maintained for the benefit of future generations.

The public cares about the environment, but lacks knowledge. According to recent polls, Canadian adults place environmental issues at the top of the political agenda, yet only four percent believe that they know enough to keep the environment healthy.

More people means more pressure on the environment. Alberta's population is growing faster than any other province in Canada. Environmental education helps us learn how to sustain the quality of our air, water and other natural resources in the face of increased pressure.

We are all part of the solution. Solving today's challenging environmental issues, and moving society towards sustainability, cannot be done by 'experts' and governments alone. It needs the combined support and active participation of

consumers, voters, employees, and community and business leaders.

Education can change behaviour. Education is a major strategic tool – some think it is more important than regulation, policy, legislation, or enforcement. Education can address the root cause of environmental issues, the values and attitudes that influence peoples’ behaviour.

Our choices affect the environment. Education helps consumers make responsible decisions that contribute to environmental solutions.

Losing touch with nature threatens our health. New research demonstrates that a disconnect with the natural world threatens our physical, psychological, and social well-being - and that nature can offer therapy for Attention Deficit Disorder, aggression, and depression.

Promotes sustainable development. Environmental education helps deliver on Canada’s commitment to support the United Nations ‘Decade of Education for Sustainable Development’ that began in 2005.

“First Nations people have always understood that the Earth is our mother. What happens to the earth will affect us all; society must consider the impact of its decisions on those who will be born seven generations in the future and beyond.”

Mike Lickers, Executive Director, Ghost River Rediscovery

“Anyone interested in the health of Albertans should first look at the health of our environment and the quality of our air and water. We have not made healthy ecosystems a priority, and as a result human health is suffering.”

Dr. Gerry Duggleby, Alberta physician

“Kids hear a lot about climate change, endangered species, and other environmental problems. Our schools need to ensure that a good education includes appreciation of nature and environmental citizenship. If we don’t teach our students how to look after the earth - their home - then we will have failed them.”

Pat Worthington, Principal, Ralph McCall School, Airdrie

“Why do we support environmental education? Suncor is committed to enhancing Albertans’ quality of life through investments that strengthen communities, advance education, and address environmental issues. Environmental education helps deliver on all these priorities.”

Lori Gammell, Suncor Energy Foundation

What are the Potential Benefits of Environmental Education?

Improved health. Human health is better protected as Albertans learn to make informed choices as consumers and reduce or eliminate the contamination of our air, food, and water.

Sustainable development. Alberta moves in the direction of truly sustainable development, developing its natural resources while not spending its 'natural capital.'

Stronger workforce. Our workforce becomes more knowledgeable about the environment and its links to economy and society, and implements sustainable practices in the workplace.

Protection of nature. Alberta's natural heritage is protected as we better understand and appreciate what nature provides.

"Peer-reviewed research has shown that students who learn using the environment as an integrating context do better academically, behave more responsibly, and graduate better prepared for the job market."

Dr. Gerald Lieberman

A Rich Legacy, But We Can Do More

Over 50 organizations create and deliver some kind of environmental education service in Alberta, and several national environmental education organizations are based here. They have achieved a tremendous amount - **BUT** by working more closely together could do even more.

Corporations and foundations offer funding, **BUT** few resources are committed to evaluating and improving programs, and funds are not always directed where they are needed most.

Schools recognize the importance of environmental education and try to do it - **BUT** budgetary restraints, inadequate curriculum fit, the demands of other curriculum outcomes, liability concerns regarding field trips, and a need for content area knowledge and professional development support provide challenges for teachers to fit it in.

Environmental education can create a fundamental change in how we treat our environment - BUT because of these barriers this change has yet to occur.

A Vision for Alberta

Through a series of Summits on Environmental Education, Alberta stakeholders – from government, business, schools, the non-profit sector, and the general public - have expressed their vision of a province in which environmental education plays a key role in helping us keep our high quality of life. An increasing sense of urgency about the environment means we need to adopt a variety of approaches and audiences – not just for children, and not just in schools. This vision requires the

entire community to work together, creating a culture of stewardship that improves the quality of our environment while maintaining a healthy economy and a vibrant society.

“The Alberta government is giving Albertans more say in how we look after our natural heritage. Effective environmental education is essential to help citizens understand the issues surrounding our natural environment and to act accordingly.”

- John Kristensen,

Assistant Deputy Minister, Alberta Tourism, Parks, Recreation, and Culture

What exactly is Environmental Education?

Albertan environmental education stakeholders have rallied around a classic definition of environmental education as a learning process that:

- Increases peoples’ knowledge and awareness about the environment and associated challenges;
- develops the necessary skills and expertise to address these challenges, including critical thinking skills
- Fosters attitudes, motivation, and commitment to make informed decisions and take responsible action

Through consecutive Summits on environmental education, Albertan stakeholders have consistently insisted that environmental education show varying perspectives on issues, showing learners how to think, not what to think; and that environmental education should take place in a way that allows the learner to understand the interconnections between environment, society, and economy, learning the social, economic, and political implications of decision making in connection with the environment and the use of natural resources.

Environmental education can be interpreted and put into practice in a variety of ways, according to differing perspectives, philosophies, and paradigms. Even the term ‘environmental education’ has in some cases changed, in response to critiques of environmental education, the desire for new terms with ‘less baggage,’ and the need for specific emphases. For example, *Ecological education* and *ecological literacy* are terms used by some within the community; *place-based education* emphasizes the importance of connection to place; *outdoor education* commonly includes a major environmental component; and *wilderness* and *conservation education* also have their own special emphases. Corporate terminology has in part created the term *education for sustainable development*. **This document uses *environmental education as an umbrella term to refer to ALL the ‘educations’ described above.***

About environmental education and other ‘educations’ in Alberta.

How does environmental education relate to peace, social justice, or development education? Environmental education shares many similar values and broader sustainability goals with these important elements of ‘global education,’ but generally has a greater focus on environmental concepts and environmental stewardship outcomes. Canada’s commitment to the U.N Decade of Education for

Sustainable Development (2005-2015) means that environmental and all these other 'educations' are considered to contribute to Sustainable Development. Groups such as the Alberta Council for Environmental Education will work hard to communicate, collaborate, and identify common ground (and possibly common projects) with the broader global education community.

About environmental education and environmental literacy... Someone who has gone through a robust environmental education process can be termed an 'environmentally literate' person: someone who has all the relevant abilities and competencies (understanding, values, attitudes, skills, and behaviours).

How does environmental education take place?

Formal environmental education is linked with institutions of learning (schools, colleges, and universities). For example, an Edmonton grade four class visits a landfill, learns about waste, and creates a recycling program in their school.

Non-formal environmental education is an organized educational activity outside the formal system (community education, youth programs, corporate training, nature interpretation). For example, the City of Calgary uses social marketing techniques to convince residents to conserve water.

Informal environmental education is the life-long process by which people learn from everyday experiences (media, websites, interactions with other people, etc). For example, a radio interview featuring different stakeholders gives a balanced understanding of the environmental impacts of oil sands development.

About partnerships: Environmental Education stakeholders flag the increasing importance of partnerships as a means of delivering environmental education.

The Next Step: Making Environmental Education "Second Nature" in Alberta

Recently hundreds of Albertans, representing over 180 environmental education stakeholder groups, met to identify opportunities to advance environmental education. Together they forged a comprehensive plan that shows how government, businesses, schools, non-profits, and citizens can work together to advance environmental education for all those who live, work, play and learn in Alberta.

A Framework to Advance Environmental Education in Alberta makes connections between environmental education activities, outputs, and outcomes. To accomplish this shared vision, **we need your help.**

Only through the leadership of many sectors of society will environmental education move from extra-curricular to mainstream, from 'side of desk' to core business, from outputs to outcomes, from disconnected to synergistic - and from isolated learning events to integrated, cross-curricular, life-long learning that creates a culture of environmental stewardship.

Part II: A Framework to Advance Environmental Education in Alberta

About the author: the Multistakeholder Steering Committee (MSC)

A Multi-stakeholder Steering Committee (MSC) authored this document and has steered this process since its inception in September 2005. Its members represent a broad cross-section of the environmental education community, and include school boards, teachers, NGOs, business, industry, foundations, community groups, university faculty members, youth, and three levels of governments (please see the appended list).

The Alberta Council for Environmental Education (ACEE) acts as a Secretariat organization to this Multi-Stakeholder Steering Committee. Its Board founded ACEE to help deliver this Framework to the environmental education community, and to undertake related initiatives that community members have said will help advance environmental education in Alberta. ACEE is an incorporated Alberta Society with federal charitable status. Its mission is to work collaboratively to advance environmental education in Alberta.

Our progress: what we've done, and where we're going

October 2005	Regional Summits on Environmental Education (EE) engaged 151 individuals in discussions around how to advance EE
January 2006	a Multi-Stakeholder Steering Committee (MSC) creates a 'Draft comprehensive Plan to Advance EE in Alberta'
March 2006	Provincial Summit on EE. 140 individuals meet to discuss the Draft Plan.
April 2006	Distribution of "What We Heard: Key findings from the Alberta Summit on Environmental Education." ACEE founded.
May 2006	MSC commits to continuing the work, appoints a Task Force to create a draft of Framework to Advance EE in Alberta, accepts ACEE as Secretariat
Nov. 2006	Stakeholder Steering Committee gives feedback on draft Framework document
Feb. 2007	Release of consultation draft of Framework to all EE stakeholders in Alberta
April 2007	Release of final draft of Framework, based on input
April 2007	Polling of EE stakeholders attitudes - test for their readiness to integrate Framework into their workplans.
24 May 2007	Second annual Alberta Summit on Environmental Education (Delta Lodge at Kananaskis). This will be a call to action for groups to commit to assisting with its delivery.
July 2007	Framework Implementation Plan released.
July onwards..	ACEE will continue to facilitate collaborative work to implement the Framework.

What Environmental Education stakeholders have said about this Framework document

During the most recent consultation around this document (March 2007), 103 stakeholders said that **the Framework initiative is useful for the following reasons:**

- Demonstrates that we are a well-organized and credible community, capable of speaking with a unified voice and a common language; and that Albertan environmental educators are emerging as a cohesive community of practice
- Meetings and discussions around the Framework create a valuable forum for networking, the exchange of ideas, and partnership formation
- The initiative supports and encourages synergy, not inefficiency; and cooperation, not competition
- The Framework, if implemented, WILL advance environmental education in Alberta. It would raise environmental education to the next level
- The Framework allows individual groups to see where their activities fit in relation to others. Groups can recognize how their own activities make a difference, and can realize that many other groups are already 'doing their part' to deliver on the Framework. The list of 'Early Adopters' is encouraging.
- The Framework supports the strategic plans of other groups, for example the Global, Environmental, and Outdoor Education Council of the Alberta Teachers Association.
- The various outcomes listed below are thought of as 'enabling tools:' stakeholders have said: "Give us the tools, and we'll do the job."
- Gives ideas for what changes can be made to the system in which we work

About our logic model

The Multi-Stakeholder Steering Committee elected to use a logic model format to describe the Framework to Advance Environmental Education. This approach is rapidly gaining currency as a clear and straightforward way to illustrate a project or program, breaking it down into the following components:

- **Inputs:** The resources we need to create the results we seek
- **Activities:** What we do to create the change we seek
- **Outputs:** Deliverables that create the potential for desired results
- **Short- and Medium-term Outcomes:** The desirable changes for people, organizations and communities that occur as a result of our work
- **Long-term Outcomes:** The higher-level, 'big picture' changes that result

It is worth mentioning that outcomes are commonly related – they may reinforce each other synergistically, or delivery on one outcome can help cause another to take place. For example, if short-term outcome 6-2 (increasing public support for EE) is achieved, outcome 5-2 (increased funding for EE programs) is more likely.

Logic models clearly describe projects and lend themselves well to planning, managing, and evaluating the success of these projects through the measurement of indicators. The Multi-stakeholder Steering Committee proposes that stakeholders develop these indicators as part of the process at the 2007 Summit. Whereas Goals and Objectives statements typically focus on 'what is to be done,'

Outcomes focus on the desired change or transformation by describing 'what is to be different.'

Organization of this logic model

The first page is a summary of the logic model, showing the six Medium-Term Outcomes, the Long-term Outcomes that these six create, and some typical activities and outputs.

Each of the pages following this summary then elaborate on the activities, outputs, and Short-term Outcomes required to create each Medium-term Outcome.



A Framework to Advance Environmental Education (EE) in Alberta - Logic Model

Typical Inputs 'Raw materials' to create change	Typical Activities What we do to create change	Typical Outputs Deliverables that create the potential for change	Typical Short-Term Outcomes Short-term changes that occur as a result of this work	Medium-Term Outcomes Changes that occur as a result of this work	Long-Term Outcomes Higher-level, 'big-picture,' longer-term change
<ul style="list-style-type: none"> • Funding • Stakeholder involvement • Commitment of Multi-stakeholder steering committee • Advice from specialists (scientists, industry, educators, etc.) • Etc. 	Organize EE stakeholders	Well-attended curriculum consultation meetings	Emerging school curriculum contains more sustainable development concepts	1. EE stakeholders work together more effectively	Environmental education (EE) becomes 'second nature' in our society, and is recognized as a critical component of environmental stewardship, management, and governance ↓ Albertans further develop a culture of stewardship, and share responsibility for environmental management ↓ The integrity and quality of our natural environment is maintained or improved, and Albertans continue to enjoy a high quality of life.
	EE stakeholders collaborate to create content	New website of EE resources	More EE is delivered to audiences	2. Sharing of information between EE stakeholders is improved	
	Faculty and EE stakeholders meet	Plan to increase EE content in Pre-service teacher programs	More teachers graduate who are environmentally literate and motivated to teach EE	3. The number of skilled environmental educators increases	
	EE stakeholders begin dialogue with government and funding community	New EE Grants program	Better funding for EE	4. Increase in the quality and effectiveness of EE	
	• Etc.	• Etc.	• Etc.	5. Funding for EE increases	
				6. Society and public policy increasingly values, supports, and implements EE.	

Medium Term Outcome #1: EE stakeholders work together more effectively in a shared leadership model

Situation/rationale: Environmental education in Alberta is both dynamic and diverse, and uses a variety of methods and approaches in different content areas. Coordinated leadership and network development within the province has the potential to create synergies, reduce inefficiencies, maximize the use of resources, promote partnerships, and create a harmonized field that helps advance environmental education in Alberta.

Activities What we do to create change	Outputs The deliverables that create the potential for change	Short-Term Outcomes Short-term changes that occur as a result of this work
1-1. Multi-stakeholder Steering Committee (MSC) drafts Framework, consults stakeholders	1-1. Framework to Advance EE in Alberta (Provincial Priority #3) (ACCOMPLISHED)	1-1. Stakeholders are actively engaged in creating Framework
1-2. Board consults with EE stakeholders and creates membership & governance, etc.	1-2. New EE Association: Alberta Council for Environmental Education (ACEE) (ACCOMPLISHED)	1-2. Association supports EE community, Framework, and associated activities
1-3. Environmental and global educators attend network meetings to discuss Framework and Education for Sustainable Development (ESD)	1-3. Series of meetings convened by ACEE and ESD networks	1-3. EE and global educators take a unified approach to delivery on the U.N. Education for Sustainable Development goals
1-4. MSC and ACEE organize and deliver a series of Summits and other meetings for stakeholders	1-4. A series of Summits and other meetings for stakeholders	1-4. EE stakeholders meet regularly and communicate about their work and their delivery on Framework
1-5. Provincial Government departments meet to explore the potential of a committee	1-5. New inter-departmental EE committee or structure	1-5. Provincial Government departments work together to leverage resources, increase efficiencies, explore joint projects
1-6. Government departments meet to explore the potential of an EE office	1-6. New government-supported EE Office in Alberta (administers EE grants, encourages partnership development, provides guides to EE resources and implementation, etc.)	1-6. Government takes on a coordinating and facilitation role within the EE community
1-7. Organizations come together around a common interest (e.g. climate change education, or a short-term Framework outcome) and collaborate.	1-7. Working groups/networks that are organized by topic area meet and work collaboratively on common interest	1-7. Collaborative work helps advance environmental education within the groups' chosen focus.

Medium Term Outcome #2: Sharing of information between EE stakeholders is improved

Situation/rationale: The environmental education community is a busy one, and can lose track of what is going on elsewhere in the huge province of Alberta. To be effective and efficient there must be consistent coordination, networking, support and communications between EE stakeholders.

Activities What we do to create change	Outputs The deliverables that create the potential for change	Short-Term Outcomes Short-term changes that occur as a result of this work
2-1. Teacher focus groups design a site; EE providers generate content; ACEE provides an on-line database	2-1. New on-line EE Resource Centre (website with EE directory, capacity-building tools, and listserves)	2-1. More educators find and use quality EE services and programs; EE providers report higher demand and 'uptake'
2-2. ACEE partners with EE stakeholders, including government agencies	2-2. Environmental Education Resource Guide: a downloadable version of the EE directory	2-2. Educators who prefer 'hard copy find and use quality EE services and programs
2-3. EE stakeholder needs assessment, development of meetings 'concept,' and ratification by stakeholders	2-3. Provincial program of regular meetings, conferences, and networking opportunities	2-3. EE stakeholders feel better networked, collaborate and partner with others, and are more effective and efficient in their work
2-4. Work with all 64 Alberta school boards to identify individuals positioned to circulate EE information to teachers. Update annually.	2-4. EE teachers liaison network, a reliable two-way conduit between the formal and non-formal education system	2-4. Information about activities and opportunities circulate more readily within the formal EE community
2-5. EE stakeholders self-organize into informal networks	2-5. Regional networks of environmental educators, organized by community, by watershed, etc.	2-5. EE stakeholders feel that they are part of a regional network, and learn more about provincial and regional initiatives
2-6. Members of non-formal EE community meet to discuss partnership and outreach	2-6. Meetings and sharing sessions (e.g. 'Trade Shows' between EE NGOs and corporations)	2-6. Families and members of the public receive more EE; and the non-formal EE stakeholder community is better networked and strengthened

Medium Term Outcome #3: The number of skilled environmental educators increases, and more people receive EE

Situation/rationale: Delivery of intensive, effective, and appropriate environmental education programming is essential to Alberta – and the need to build the capacity of the sector to deliver EE is high. Although some quality opportunities to build capacity do exist, they are not well known, nor are they connected to a coordinated plan of training and professional development. Both teachers in the formal system and EE practitioners (educators in the non-formal system) must have access to EE-oriented professional development throughout their careers.

Activities What we do to create change	Outputs The deliverables that create the potential for change	Short-Term Outcomes Short-term changes that occur as a result of this work
3-1. Assess needs of EE practitioners, scan training curricula from other jurisdictions, and hold focus group sessions to validate a plan.	3-1. Training plan for EE practitioners (educators employed outside formal EE system)	3-1. Non-formal educators continuously improve their skills and competencies
3-2. Assess needs and 'competency gaps' of teachers vis-à-vis EE, and match those needs to services offered by EE practitioners, using the teacher PD network.	3-2. Tools to help teachers integrate EE into their teaching; and a coordinated teacher P.D. plan for EE	3-2. Teachers increase their willingness and ability to deliver EE to their students.
3-3. Identify leads within relevant Albertan degree-granting institutions; inventory pre-service EE content and gaps; and identify resources within EE community	3-3. Plan to promote EE training for Pre-service teachers	3-3. Teachers graduate ready to meet the EE needs of Alberta students
3-4. Work with EE stakeholders to identify desired EE outcomes, and map these against the existing curriculum.	3-4. Guide that shows the overlap (and gaps) between Ab. curriculum and EE outcomes	3-4. EE stakeholders determine the degree to which the existing school curriculum can deliver EE – and where the gaps are.
3-5. EE groups identify the correlations between the Ab. curriculum and their own programs	3-5. Correlations document	3-5. Stakeholders appreciate the degree to which their existing programs deliver on the Ab. curriculum
3-6. Focus group and needs assessment with interested EE stakeholders; Assemble an on-line listserv and resource centre	3-6. Series of meetings to discuss environmental education in new curriculum	3-6. More environmental education outcomes in emerging curriculum
3-7. EE needs assessment and competency scan for broader non-formal educator community (e.g. Scout leaders)	3-7. Guide to integrating EE into non-formal education programs.	3-7. Non-formal audiences receive more environmental education.

Medium Term Outcome #4: Increase in the quality and effectiveness of EE

Situation/rationale: Environmental education means many things to many people – and the creation of an excellent environmental education program is not a trivial task. Numerous pitfalls exist that may result in an environmental education activity failing to deliver on its stated goals. The voluntary quality assurance measures described below would help assure the continual improvement of the practice of environmental education in Alberta.

Activities What we do to create change	Outputs The deliverables that create the potential for change	Short-Term Outcomes Short-term changes that occur as a result of this work
4-1. Identify EE Model Schools that have accomplished advances in EE and related areas.	4-1. List and 'How to' guide highlighting Model Schools and associated best practices.	4-1. Increase in EE model schools awareness and understanding results in more 'best practices'
4-2. Develop Standardized tests and performance measures to establish an EE Assessment Program for Schools; dialogue with Alberta Education and other stakeholders regarding implementation	4-2. EE assessment program and report on the impact of EE in Alberta	4-2. Albertans know how EE curriculum is impacting students.
4-3. Develop and apply assessment tools (e.g. polling and surveys) to measure environmental literacy	4-3. Annual Provincial Environmental Literacy Assessment	4-3. Increased interest in EE; Educators and decision-makers are aware of gaps in the environmental literacy of Albertans; EE programs emerge to address gaps.
4-4. Consult with EE stakeholders to identify standards of excellence	4-4. Voluntary guidelines and standards for EE, adapted for Alberta based on NAAEE resources	4-4. EE programs improve in order to meet the guidelines
4-5. Consult with stakeholders around a draft EE certification program	4-5. Self-assessment and certification program for EE practitioners	4-5. Educators assess their skills and abilities and seek opportunities to improve
4-6. Establish nomination process for EE awards (in collaboration with Emerald Awards, GEOEC)	4-6. Amplification of existing EE Awards & Recognition Program	4-6. EE community celebrates and emulates EE best practices
4-7. Universities & other stakeholders develop forum to share EE research results and best practices with practitioners	4-7. Annual EE Research Forum	4-7. EE stakeholders improve their practices based on current research findings
4-8. Develop and improve existing resources, put it on-line, and design an evaluation training workshop.	4-8. On-line evaluation tools, and a series of training workshops for EE stakeholders	4-8. EE stakeholders use rigorous evaluation processes to improve the effectiveness of their programs.

Medium Term Outcome #5: Funding for EE increases in Alberta

Situation/rationale: the provision of high quality of environmental education relies on adequate funding. Only increased support and greater funding for environmental education will allow Alberta to achieve its stewardship and environmental literacy goals for Alberta students, youth, and adults. Such support could come from both governmental and private sector sources, as described below.

Activities What we do to create change	Outputs The deliverables that create the potential for change	Short-Term Outcomes Short-term changes that occur as a result of this work
5-1. EE stakeholders collaboratively build a business case for EE, research new potential funding mechanisms, suggest means of evaluation, and flag needs of the community ²	5-1. EE 'case for support' and proposal, for consideration by a range of funders (private corporations, foundations, individuals, and government).	5-1. Funders becomes aware that EE stakeholders are well-organized, that EE is a legitimate – and under-funded – area, and commit to increasing funding in alignment with this Framework document
5-2. EE stakeholders create a dialogue with gov't and collaboratively generate terms of reference.	5-2. New EE Granting program	5-2. Increased funding of EE programs
5-3. Private and public funders make gifts to a new fund, in collaboration with external fund manager	5-3. EE Long-term Endowment Fund.	5-3. Better funding of EE programs over the long term
5-4. Research and inventory existing funders of EE in Alberta	5-4. Centralized searchable database and website that profiles EE funders	5-4. Funders of EE get more exposure, and EE organizations learn more about what support is available in Alberta.

² The Summit working group identified that funds could be used for the following: Resource sharing, networking, and collaboration; program development; sustain admin structure; sustainability of organization (financial health & fund development) ; resource development & sharing; sustaining existing programs; marketing of your program; professional development of delivery personnel and staff

Medium Term Outcome #6: Society and public policy increasingly values, supports, and implements EE.

Situation/rationale: The EE community does many things well – but needs to do more in a couple of areas. Modesty and lack of media awareness means that the numerous accomplishments of the sector go unreported, undiscovered, and consequently underappreciated by the public. Being educators, not advocates, many environmental education groups decide not to ‘advocate’ for good environmental education when – and if – they meet with decision-makers. As a result EE is not a mainstream activity, and its relevance and importance is not fully appreciated by the Alberta public.

Activities What we do to create change	Outputs The deliverables that create the potential for change	Short-Term Outcomes Short-term changes that occur as a result of this work
6-1. Media-literate EE stakeholders define and illustrate key issues, craft key messages, draft a communication plan, and suggest media delivery tools	6-1. EE media plan, list of key messages and common language, toolkit, on-line Media Centre, communication plan, and workshop	6-1. EE groups use the plan to guide their media work, and access the toolkit; positive media coverage of EE increases
6-2. Media-literate EE stakeholders generate a process to respond thoughtfully to emerging issues in a timely manner	6-2. EE ‘Rapid Response’ committee; list of media outlets; listserv	6-2. Media coverage of emerging issues covers EE and increases public support for EE
6-3. EE stakeholders share best engagement practices, and draft a list of key EE issues and messages to convey to decision-makers	6-3. How-to’ Guide to educating and engaging decision-makers (includes event planning, meeting tactics, key points)	6-3. EE stakeholders feel well-informed and confident about how to engage political support
6-4. EE stakeholders implement the ‘how to’ guide.	6-4. Series of meetings between politicians (MLAs, Ministers, and Mayors) and interested members of the EE community	6-4. Political support for EE increases; EE ‘champions’ are created
6-5. Creation of a youth steering committee and writing team, consideration of approaches and media (Youtube, podcasts, Myspace, etc.)	6-5. “Tools to engage youth in environmental initiatives” – a youth-written document and workshop series for EE stakeholders	6-5. EE programs begin to use more youth-friendly approaches and media; more youth become engaged in the EE process

Part III: Call to Action - creating an Action Plan to deliver on this Framework

The success of the Framework depends on the degree to which environmental education stakeholders work together to achieve the outcomes listed in Part II. We invite various school boards, teachers, NGOs, business, industry, foundations, community groups, university faculty members, youth, and three levels of governments to do the following:

1. Understand and appreciate the benefits of this Framework to their own work, the importance and potential of this initiative to advance environmental education in Alberta, and the need for organizations and individuals to do work on behalf of the environmental education community.
2. Commit to helping deliver on one of the short-term outcomes described above. This involves...
 - a. Identifying the benefit to their organization
 - b. Making any necessary adjustments to workplan or budgets
 - c. Committing to a specific course of action, and
 - d. Communicating this to the secretariat to help facilitate coordination
3. Attend the 24 May 2007 Summit on Environmental Education³ to refine their thoughts, understand the contribution they already make, articulate a commitment to contribute more, and begin to communicate and collaborate with other partners to ensure efficiency and effectiveness.

Our principles of engagement. The Multi-stakeholder Steering Committee has committed to listening closely to any feedback we receive, and striving to incorporate that into our work. We will follow some key principles of engagement as we do our work:

- State clear goals of the program and of the consultation process
- Enshrine stakeholder engagement as a key tenet of this initiative
- Create a consultative environment that is inclusive, welcoming, and accessible
- Strive to engage the widest possible range of stakeholders
- Work to reconcile differences in language, approach, and philosophy
- Be clear about the limitations involved
- Create a long-term process that nurtures engagement and builds momentum

The commitment of the Alberta Council for Environmental Education (ACEE)

ACEE has been the secretariat for this initiative for the past 18 months, and will continue to provide support for this important dialogue so long as it exists. ACEE's Board will continue to listen closely to what stakeholders say; The 24 May 2007 Summit will be a key milestone in this process. Immediately following the Summit, ACEE's June strategic planning meeting will strive to identify how it can help address the needs and stated priorities of environmental education stakeholders.

³ <http://abcee.org/framework/summit>

Early adopters of the Framework

We are pleased to announce that work is already underway by the following stakeholders as they address a few of the short-term outcomes.

Short-term Outcome that is being addressed	Organization	Their activity:
1-4. EE stakeholders engage with Framework and commit to delivery on outcomes	Multi-stakeholder Steering Committee	28 stakeholders have self-organized and have begun to deliver on this outcome
1-2. Association supports EE community, Framework, and associated activities	Alberta Council for Environmental Education	A Board has formed and created ACEE to help deliver on several outcomes.
2-5. EE stakeholders feel that they are part of a regional network, and learn more about provincial and regional initiatives	Southern Alberta Community of Environmental Educators	This group has self-organized and is currently planning its 5 th Summit on Environmental Education.
2-1. More educators find and use quality EE services and programs; EE providers report higher demand and 'uptake'	Alberta Council for Environmental Education	ACEE has begun to develop an on-line database to connect environmental education users and providers.
3-2. Teachers increase their ability to deliver EE to their students.	Alberta Teachers' Association.	The ATA will create a plan to use its professional development delivery system to this end, including a needs assessment of its teachers
4-1. Increase in EE model schools awareness and understanding results in more 'best practices'	Global, Environmental, and Outdoor Education Council	The GEOEC will initiate a process that celebrates Alberta model schools and best practices, tying it in to its existing awards program
4-7. EE stakeholders improve their practices based on current research findings	University of Alberta	A U of Alberta professor chairs a peer review committee that will have over a dozen researchers deliver papers to teachers and others at the May 2007 'Trails to Sustainability' conference
2-3. EE community members feel better networked, collaborate and partner with others, and are more effective and efficient in their work	Alberta Council for Environmental Education	ACEE's Executive Director co-chairs the May 2007 'Trails to Sustainability' conference
4-1. Increase in EE model schools awareness and understanding results in more 'best practices'	Calgary Board of Education	A new 'Education-Energy-Environment' team is promoting innovative linkages between green buildings, energy audits, education, and energy conservation.
1-4. EE stakeholders engage with Framework and commit to delivery on outcomes	Alberta Ecotrust Foundation	Ecotrust is using the Framework as a screening document to evaluate EE funding proposals

Appendix: Members of MSC and ACEE Board on 20 April 2007

List of members of Multistakeholder Steering Committee:

Bill Batycky, SEEDS Foundation
 Brent Andressen, Education Coordinator, Alberta Agriculture and Food
 Carey Booth, Tourism, Parks, Recreation and Culture
 David Hill, Alberta Irrigation Projects Association
 David Huggil, Environmental Consultant
 Dr. Bonnie Shapiro, University of Calgary
 Dr. Rick Mrazek, University of Lethbridge
 Dr. Susan Barker, Faculty of Education, U of Alberta
 Dree Thomson-Diamond, Alberta Emerald Foundation
 Jennifer Paul, Climate Change Central
 Jerry Brunen, Ducks Unlimited
 Kevin Strange, Director of Education, Calgary Zoo
 Kim Kiel, Canadian Parks and Wilderness Society
 Kym McCulley, City of Calgary
 Lynette Shultz, Faculty of Education, U of Alberta
 Mike Lickers, Executive Director, Ghost River Rediscovery
 Natalia Riley, Secretary, GEOEC
 Noel Jantzie, Past-President, GEOEC; Alberta Teachers' Ass'n
 Parker Hogan, Alberta Forest Products Association
 Pat Letizia, Executive Director, Alberta Ecotrust
 Pat Worthington, Principal, Rockyview School Division
 Rod Garossino, Encana Corporation
 Scott Clarke, Coal Association
 Stella Shrum, Alberta Education, Curriculum Branch
 Sue Wolff, Parks Canada
 Tasha Peters, Youth Representative
 Todd Nivens, Program Director, Waskasoo Park
 Trina Innes, Alberta Environment
 Vonn Bricker, Sustainable Resource Development

Board Members, Alberta Council for Environmental Education:

Ian Waugh	Manager - Learning and Stewardship Services Alberta Tourism, Parks, Recreation and Culture
Lori Gammell	Program Officer, Suncor Energy Foundation
Jeff Reading	Curriculum Specialist, Education, Energy, Environment Team (EcoTeam), Calgary Board of Education
Carole Stark	Executive Director, Chinook Institute
Paul Bohnert	Teacher, Winston Churchill School, Lethbridge
Rob Macintosh	Consultant, Green Planet Communications

Appendix: How the Short-Term Outcomes and provincial priorities are linked

During November 2005, 151 environmental education stakeholders attended regional Summits on Environmental Education, during which they were asked to rank a number of proposed initiatives in order of importance. That data is pooled here to show Province-wide priorities, and linked to the short-term outcomes that appear in this document.

Provincial priorities of 151 environmental education stakeholders (listed in decreasing order of importance)	Corresponding Short-Term Outcome
1. EE training for Non-Formal Educators	3-1
2. Provincial Master Plan	1-1
3. Provincial EE Association	1-2
4. On-line EE Network	2-1
5. Communications Strategy	2
6. New Funding Sources for EE	5-3
7. Coordinated Teacher In-service Programs	3-2
8. EE Model Schools	4-1
9. Incorporate EE outcomes into New Curriculum	3-6
10. EE Grants Program	5-2
11. EE Resource Guide	2-2
12. EE training for EE Trainers	3-1
13. EE training for Pre-service Teachers	3-3
14. EE Trust Fund	5-3
15. Political Strategy	6-3
16. EE Instructional Requirement	3-3
17. EE Correlations to existing curriculum	3-5
18. EE guidelines and Standards	4-4
19. Interagency EE Committee	1-5
20. EE Awards/Recognition Program	4-6
21. Province-wide EE Assessment Program	4-3
22. Provincial EE Office	1-6
23. EE Conferences and meetings	2-3
24. Provincial Environmental Literacy Assessment	4-3
25. Ecosystem Model - holistic approach	2-5
26. On-line EE Database	2-1
27. Provincial Guide to Implementing EE	4-2
28. Promote Core Values	5-1
29. Province-wide EE Newsletter	2-1
30. Make Funding Easy to Access	5-2