

A Short History of the Institute for Environmental Learning at Simon Fraser University

by

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Abstract

This paper outlines the creation and evolution of the Institute of Environment Learning at Simon Fraser University from 2006 to 2016. From its inception in 2006, as the BC Working Group and Network on Sustainability Education, to obtaining RCE status in May 2010 and to be formally approved as a research institute by the Simon Fraser University Senate later that year, the goal of the educators involved was to develop and support research on environmental learning in communities, schools and post secondary institutions throughout the province of British Columbia. Along the way, members have gone in different directions and as a participant in this process; I have documented this narrative in this paper to help bring parties more closely together again and have also recommended governance, operational and fundraising model for the institute for the same purpose.

Keywords: Environmental Education; Regional Centres of Expertise; Education Institutes; Environmental Education Fundraising

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Chapter 1.

Introduction

My journey with environmental education has been one that has brought me all over the Lower Mainland and to Japan. It has also watched my son grow from the age of two to ten. I feel that the work of I have done in my MEd has made me a better person and I would like to reflect a bit and share some points with you for context. I recently had the chance to re-read some of my earlier course work and found it interesting:

(On the subject of how many hours and credits do students get...)

David summarized by saying it is not how many hours you put into this but the benefit you will receive will be from your experience refocusing on community and what you can give back to community. This can be very powerful. Students should look at this as an opportunity to make a connection not about how many hours they need to spend.

This was something I learned from the age of around 20 years old around 20 years ago when I got involved with Mel Lehan in Neighbor-to-Neighbor and the Kitsilano Residents' Association. I certainly gave a lot of my time and energy, but what I got out of it helped pave a successful career for me this day. The lessons these students are being presented with are gifts regardless of their age. Is this what Environmental Education is about? I think so.

Though I have known David for some time now, it is in these settings that I see him in a different light. The ability to paint a picture in a few words that clears up so many questions is a true gift and skill that not many people I know possess.

I know I could never be a scientist or researcher but I feel that in my chosen career as fundraiser, I can contribute to assist those scientists and researchers. I can't cure cancer but can fund the equipment that can help save lives. I believe I can further environmental education by being part of successful environmental group paying a supportive role. It is true what I have said here, and my professional working relationship with David (now my academic supervisor) goes far back to before he had tenure:

A couple of years ago I was employed as the Advancement Officer at Simon Fraser University, Faculty of Education. My role was to raise 1 million dollars to support scholarships, bursaries and special projects within the Faculty of Education.

Fortunately for me, the dean at the time, Dr. Paul Shaker, had a great leadership style and knowledge of fundraising. If not for him, I would not have been able to move ahead in my career today.

Dean Shaker put me in charge of an event that featured world famous economist, Jonathan Porrit, brought into town as part of the 30 Days of Sustainability initiatives sponsored by Alcan. My job was to ensure that the venue was full of people interested in sustainability initiatives.

I was in over my head. I had little budget to make this happen and no support. I went to Dean Shaker and asked if we could find a faculty member to sponsor this event and be the faculty representative. This decision changed the course of my career and I am happy to say that things are very exciting for me now.

I knew I wanted to work with David Zandvliet, a faculty member who I had got to know over the couple of years. Working together, the event went off very well. Before I left SFU, David Zandvliet suggested I look into his Environmental Education MEd program. With a great reference from Dean Shaker, I was able to join the program.

As I spent more time in the program, I started to be exposed to a lot of work with Metro Vancouver and this became the focus of my program, documenting the relationship between SFU and Metro Vancouver. I had become interested in teacher education and resource management.

In 2008 I went to work at the BC Cancer Foundation right when the world witnessed a harsh economic downturn, I was curious about how this would affect our pending provincial elections:

Having briefly reviewed the UNESCO document on reorienting teacher education and the AGENDA 21 document, it seems that key to any sustainable development initiative is the leadership of government in stewarding our resources.

Now that the provincial elections are around the corner, I suspect there will be a larger number of ads that come out on TV to attack the Liberal Government for their efforts, or lack thereof, to work with industry and resource based industries. The downturn in the economy cannot be a justification for not taking sustainable initiatives. Indeed the whole paradigm of how the economy works needs to be addressed.

I then decided to look at the partnership between Metro Vancouver and the Faculty of Education at Simon Fraser University and its Environmental Education programming. I wanted to look at the Metro Vancouver Teacher Education workshops held by Metro Vancouver staff at the Lower Seymour Conservation Reserve (LSCR) and how this teacher workshop has been adapted to provide training for SFU FOE Global Community module students (PDP).

Business and Science Faculties were better able to engage corporations for research funding in the area of environmental sustainability. I believed that teacher education would be the key to a sustainable future and if this were the case, we would need to find a way to secure funding to meet this challenge.

I believed there was a need to document this partnership and further it by developing a solid funding program to support future initiatives. I wanted to develop a model to build capacity and ensure the sustainability of Environmental Education courses at SFU.

While much work has been done in the area of effective ways to teach the subject matter, I am unfamiliar with any work that discusses educational partnerships and funding models. A detailed business plan and case for support outlining what would be needed to put in place a School of Excellence in Environmental Education is missing from this report. Nor is there an intricate breakdown of linkages and connections in the partnership provided.

This report will help me understand where we are at in terms of the UNESCO document and what our students have taken from this experience. My contribution will be my observations in the development of the partnership, preparation of fundraising communication documents, and hopefully being able to give a different perspective on what has taken place for those who have been involved for so long on this project.

I fit in the picture as a person who will begin to craft the story of Environmental Education at SFU through the development of this partnership and by developing this story, the fundraising case for support will be made.

Much of this content is written in 2009. This is important because while I was studying and thinking about these things a lot of activity was taking place around Regional Centres of Expertise in Education for Sustainable Development (ESD). And in fact, because I was involved in documenting partnerships and researching funding models, I am now in position to help lay the groundwork for a case for the support of the Institute for Environmental Learning at Simon Fraser University.

Chapter 2.

From Working Group to IEL – Background and Governance

Summary:

“Creating a vibrant, active research and education network working towards a sustainable future for British Columbia.”

The Institute for Environmental Learning (IEL) was created in December 2010 and is a research and educational network working towards a sustainable future for British Columbia. In partnership with local researchers, educators, government and community stakeholders, the IEL facilitates educational reform and action-oriented research on environmental learning and methods of teaching about sustainability.

Before 2010, the IEL consisted of the BC Working Group and Network on Sustainability Education and the Web 2.0 Walking the Talk Network (WTT)¹: the “Working Group”. In December 4, 2009, this group was officially chartered by the United Nations (UN) as a Regional Centre of Expertise (RCE) on Education for Sustainable Development, representing British Columbia in the UN’s global network of RCEs as the “BC North Cascades UN-RCE”. The proposal for an RCE was lead by SFU with (other regional partners) and by then co-directors of the BC Working Group, David Zandvliet and Janet Moore.

In 2010, the group was transformed into the IEL when the Simon Fraser University Senate formally approved the IEL as a university institute. This was made possible by a joint application being made by the SFU Faculty of Education and Faculty of Environment both of which contributed \$5,000 each as a start-up funding for the collaborative.

While recognized the IEL was a continuum of the excellent work of the Working Group, signs of division within the IEL surfaced in late 2013, when it was suggested that

¹ According to IEL Minutes of January 24, 2013, WTT was created by the BC Working Group.

members of the IEL Advisory Council would break off and lead the WTT that exists today.

In 2014, the United Nations Decade of Sustainable Development (DESD) officially ended and applications to extend the work were accepted by UNESCO under a new Global Action Program (GAP) the United Nations University in Japan also continued its Global RCE network with funding guaranteed for five years by the government of Japan. Interestingly enough, two applications were presented to the UNESCO GAP on behalf of the BC/North Cascades UN-RCE: One sent from the IEL and the other from WTT. While the RCE's status, seemed to remain in the domain of the IEL, not all parties would have agreed. It was now clear the IEL and WTT would have to develop a memorandum of understanding so each could strategically move forward, hopefully together. Reporting for the RCE (as a research focused organization) was maintained by the IEL and the original governance structure remained intact during this fracture in the organization.

Provided is a compilation and summary of the background and evolution of the IEL put together to position and present a model for advancing the IEL based on current realities and this paper will ultimately provide a suggested model for the development of a sustainable governance and funding model for the IEL that promotes a spirit of cooperation that helps keep doors open for past, present and future partnerships.

I hope that it can also serve as impetus for bringing the people who sacrificed so much and made all this happen together and collaboratively bring the IEL to the next level.

Chapter 3.

Rewind: 2006-2015

2006:

The genesis of the IEL began in 2006 when the BC Working Group and Network on Sustainability Education (the 'Working Group') was founded in partnership with Environment Canada in response to the United Nations' Decade for Education for Sustainable Development (DESD) initiatives and developed the critically important Web 2.0 Walking the Talk Network website (WTT). Rick Kool and David Zandvliet supported Janet Moore in starting this Working Group within SFU Dialogue with a common goal to help individuals and organizations working on sustainability education collaborate and coordinate activities.

The Working Group accomplished a number of key objectives and variety of initiatives with partner organizations. The development of the WTT network was perhaps the most important because it facilitated the collaboration and sharing of information, ideas and resources on a province wide scale. It provided a nexus through which all stakeholders interested and involved in sustainability education across the province could electronically engage in dialogue and action initiatives. It was an important communication and dissemination tool to educators on the ground and still is today <http://walkingthetalk.bc.ca/>. It has become an important asset in the landscape of environmental education in BC. At that time, the network had an impressive active membership of over 800 educators. ²

2007

In 2007, the BC government enacted the 'Greenhouse Gas Reduction Targets Act' that put into law the greenhouse gas reduction commitments made in the province's Climate Action Plan.

² Today, this membership has grown to over 1,200 active members.

This policy direction had profound impacts on how colleges and universities operated. There was a growing interest in environmental learning and sustainability among educators in BC. The Working Group members worked closely with the B.C. Ministry of Education's Green Schools division to develop a new provincial framework for environmental education. This framework, Environmental Learning and Experience (ELE), was developed to assist educators in nurturing care for the environment in our learners. Partners included the Working Group, members of the network, the BC Ministry of Education (2007), Environmental Educators Professional Specialists' Association (EEPSA), Environmental Educators of BC (EEBC) and Metro Vancouver.

The core of the Working Group was comprised of David Zandvliet, Janet Moore, Siobhan Ashe and Veronica Gayle (research focus), whereas Patrick Robertson, Bruce Ford, and others were interested in developing a robust network function. In all, there was a total of approximately 25 decision makers in the network. Among them, they helped form the community-based research focus for today's IEL and participated in a national network of provincial groups promoting sustainability education and working to integrate environmental values and best practices into all formal, informal, and non-formal learning institutions through educational research projects. It was one of ten provincial working groups that reported to Education For Sustainable Development Canada.

Working Group Members:

- Environment Canada
- BC Ministry of Education
- BC Ministry of Advanced Education and Labour Market Development
- Metro Vancouver
- BC Hydro
- Simon Fraser University
- The University of British Columbia
- Emily Carr University
- Royal Roads University
- The Environmental Educators' Provincial Specialist Association (EEPSA)
- Several NGO's including the Pembina Institute, the Fraser Basin Council and Check your Head

The Working Group had been instrumental in building partnerships and collaborations dedicated to social mobilization projects and experienced success in building consensus

among stakeholders, identifying priorities, and implementing change in the formal system.

The Working Group vision was to create a vibrant and active education network across British Columbia working towards a culture of sustainability. It would work to move Education for Sustainable Development forward in three integrated sector areas:

- K-12 Education;
- Higher Education; and
- Non-Formal Education

It established the following goals to:

- Foster education in British Columbia that leads to sustainable development;
- Create leadership and support for the identification and implementation of sustainable education initiatives across the province; and
- Develop and recommend action plans for the implementation sustainability education policy, curriculum, and learning services in formal and non-formal learning environments

On 31 March 2007, the Working Group hosted a one-day dialogue, “Why Sustainability Education?” at the Morris J. Wosk Centre for Dialogue in Vancouver. The goals were to develop a set of guiding principles for sustainability educators in BC and to begin to develop some action plans for the K-12, higher education, and non-formal education sectors based on those principles.

2008

The results of hard work in 2007 resulted the creation of the Environmental Learning and Experience Guide (ELE) and the ELE Curriculum Mapping Project were available to educators. The ELE guide was authored by the then Working Group head, Dr. David Zandvliet of SFU, and the Curriculum Mapping project was led by Advisory Committee member, Patrick Robertson, current WTT³ head. ELE Curriculum Maps were developed to help teachers connect learning outcomes across K-12 curricula and elements of the ELE guide. Please view at:

³ Janet Moore had left the Working Group head.

http://www.bced.gov.bc.ca/environment_ed/

http://www.bced.gov.bc.ca/environment_ed/ele_curricmaps.htm

Over the next couple of years the Working Group hosted numerous networking events, connecting thousands of educators with educational for sustainable development research. These events focused on facilitating dialogue, networking and action to support the implementation of education. A few key outcomes from are:

- The “Taking Action: British Columbia's Universities and Colleges Respond to the Greenhouse Gas Reduction Targets Act” report that studied how post secondary institutions responded, what challenges they are faced, and what actions they undertook;
- The “Catalyzing Collaboration: Report on Culturally Inclusive Sustainability Education”, commissioned by the Working Group, was intended to initiate a dialogue about the involvement of linguistically and culturally diverse communities in sustainability education and how community organizations can collaborate to achieve this. The report outlined key findings and insights from sustainability educators, community developers, and individuals working in settlement services. The research described the current ad hoc approach to cultural inclusion that existed within sustainability education in Metro Vancouver, and highlighted the opportunity for organizations to collaborate and deliver culturally appropriate sustainability education; and
- Through the support of the BC Ministry of Advanced Education and Labour Market Development, the Working Group provided \$30,000 in scholarships to full-time graduate students in BC. A total of 3 scholarships were awarded to students, from the University of British Columbia, Simon Fraser University and Royal Roads University, to support their work on projects highly relevant to sustainability education. Scholarship recipients presented their research to the working group and more broadly through the *walkingthetalk* web network.

2009

On April 27, 2009, the Working Group hosted the 2nd Summit on sustainability education, “How Sustainability Education? Solutions Summit”. This one-day event brought together 150 of BC’s key stakeholders, decision makers and change agents in sustainability education to create focused teams of champions from around the province. Teams worked together to design and contribute to eight collaborative action themes for sustainability education.

The Working Group was also instrumental in facilitating the development of several significant research reports focused on sustainability and climate change in BC

learning environments. These research efforts and accompanying reports were integral to the Working Group's role as a leader in research and policy resources.

For example, "Taking Stock: Report on Sustainability in Universities and Colleges in BC", was based on research undertaken in 2007-2008, with the goal to take stock of what happened at colleges and universities across BC in terms of sustainability.

The report provided a sense of the level of commitment of BC's institutions to sustainability and presented specific initiatives individuals and institutions would take to advance the project of sustainability in policy, campus operations and academic programs. From the inspiring stories of visionary individuals and groups guiding BC along the path to sustainability, recommendations and priorities for action were suggested to sustain systems change momentum in our post-secondary institutions.

The key initiative made was the decision to develop an agenda devoted specifically to conducting research, independently and collaboratively, in support of sustainability education in BC. In July 2009, the Working Group submitted a proposal for the development of a Regional Centre of Expertise (RCE) on Education for Sustainable Development in BC.

From their early successes the Working Group began to be regarded nationally as a model for community dialogue, network development, and integration of sustainability education into both public discourse and formal curriculum at the informal, secondary (K-12) and post-secondary levels. They were thus encouraged to apply to the United Nations' Regional Centre for Expertise on Education for Sustainable Development network.

On December 4, 2009, Dr. David Zandvliet received a letter addressed to him in the Simon Fraser Faculty of Education that they were now formally chartered as the *United Nations B.C./North Cascades Regional Centre of Expertise on Education for Sustainable Development* (UN BC-RCE). While the letter was formally made out to the Faculty of Education at SFU and to Dr. Zandvliet, it was commonly understood this designation was received based on the merit and hard work of the Working Group and their leadership in the province. To understand this significant development, we should understand this designation in more detail.

In 2002, the United Nations (UN) adopted a resolution announcing the Decade of Education for Sustainable Development (DESD) and stressed the need to reorient existing education towards sustainability.

The idea is that Education for Sustainable Development (ESD) helps people better understand themselves and their links to the wider natural and social environment; it also helps individuals and communities adopt behavior and practices that enable all to live a full life, without being deprived of basic necessities. Regional Centres of Expertise (RCEs) are designed to implement these ESD initiatives. ⁴

An RCE is a network of existing formal, non-formal and informal organizations that facilitate learning towards sustainable development in local and regional communities. A network of RCEs worldwide constitutes the Global Learning Space for Sustainable Development with each RCE translating its global objectives into the context of the local communities in which they operate.

RCEs think globally but act locally and are the best keepers of knowledge about sustainability challenges in their home regions. The success each RCE achieves on the local level is brought to scale through the global RCE Network. Local knowledge, expertise, and best practices are shared globally through the network and are able to be adapted and applied successfully in other regions. The core elements of UN RCEs are:

1. *Governance* - RCE management and leadership;
2. *Collaboration* - engagement of actors from all levels of formal, non-formal and informal education;
3. *Research and development* - the role of research and its inclusion in RCE activities, as well as contributing to the design of strategies for collaborative activities, including those with other RCEs; and
4. *Transformative education* - contributing to the transformation of the current education and training systems to satisfy ambitions of the region regarding sustainable living and livelihood.

⁴ As of March 2015, the United Nations University officially acknowledges 136 RCEs worldwide.

2010 - 2012

In May 2010, the BC-RCE was publicly launched and hosted a successful community dialogue at SFU's Wosk Centre for Dialogue in Vancouver. Over 160 delegates attended the dialogue and worked with us to establish the future priorities of sustainability education in the region.

The Working Group then discussed the creation of a research institute, the Institute for Environmental Learning (IEL), to coordinate the necessary research, teaching and communication functions of the BC North Cascades RCE and to better position itself to be financially sustainable. They also needed to establish a governance model under which the Working Group, within the new RCE designation, would exist and operate.

This idea of forming an institute within Simon Fraser University (SFU) was appealing because it would ensure a high level of formal education of the RCE; satisfy the academic research requirement; receive administrative support and some fundraising from the SFU Faculty of Education and SFU Faculty of Environment; and it would be advantageous to be affiliated with an academic organization to secure funding. An alternative option would have been to set up the IEL as a stand alone charitable organization. However, it was felt this would entail a lot of administrative work and expose the IEL to more financial risk.

In the fall of 2010, the Working Group members proposed to the SFU Senate the creation of the Institute for Environmental Learning (IEL) to develop and support research on environmental learning in communities, schools and post-secondary institutions throughout the Province of British Columbia.

On December 6th, 2010 the SFU Senate formally approved this and the IEL, as a Research Institute under the authority of the SFU Vice-President academic, was created. Under this new structure the IEL was governed by a Steering Committee and Advisory Council with broad representation from government, schools, NGO's, professional associations and post secondary education groups and supported by a larger network of members. This group ultimately reported to the SFU Senate through the Director of the Institute, currently Dr. David Zandvliet.

The IEL was set up with the following objectives set out by the SFU Senate:

- Promote multi-sectorial collaboration, community-based problem solving, and a network of research and translate the outcomes into effective teaching practices;
- Develop and support research and programs on environmental learning in communities, schools and post-secondary institutions;
- Focus on an interdisciplinary approach to research with multi-institutional involvement and expertise;
- Coordinate research and development activities; and
- Increase private and public involvement in environmental learning and related research, fund distribution, public awareness and new policy development

The Institute for Environmental Learning (www.eco-learning.org) is comprised of:

- “Walking the Talk” networking / outreach (www.walkingthetalk.bc.ca);
- The UN Chartered BC /North Cascades RCE in ESD for action research;
- Affiliated Publications / Dissemination (e.g. www.eco-thinking.org);
- Affiliated Programs / Courses (e.g. PD Workshops / Institutes); and
- Simon Fraser University Senate as the formal governing body with a steering committee and advisory council
- Administrative services from the Faculty of Educations and Environment at SFU⁵

The steering committee, as a requirement of SFU, consists of representatives from member organizations and includes the director, who serves as the committee chair. Members manage research and other activities of the IEL in consultation with the advisory council. The IEL’s steering committee included representatives from SFU, UBC, Royal Roads, Metro Vancouver and the B.C. Ministry of Education.⁶

⁵ In May 2010 accounting and administrative functions of the Working Group were transferred from SFU Dialogue Programs, run by Janet Moore, to the Faculty of Education under Dr. David Zandvliet, coinciding with David Zandvliet assuming leadership of the Working Group.

⁶ All RCEs in the RCE global network are affiliated with Universities.

The larger advisory council includes BC Hydro, Science World, B.C. Ministry of Advanced Education, K-12 educators and administrators, school districts, and NGOs. The advisory council consists of an expanded representation of the Institute's membership that provides advisory functions to the steering committee often specifically to its various outreach and programming efforts.

Steering committee members:

- David Zandvliet, Faculty of Education, SFU (Director and Chair)
- Siobhan Ashe, Department of Sociology, Douglas College
- Connie Cirkony, Green Schools Division, BC Ministry of Education
- Laurie Fretz, Corporate Relations, Academies, Metro Vancouver
- Veronica Gaylie, Faculty of Education, UBC-Okanagan
- Vicki Kelly, Faculty of Education, Simon Fraser University
- Richard Kool, School of Environment, Royal Roads University
- Kenneth Lertzman, Faculty of Environment, Simon Fraser University
- Eileen van der Flier-Keller, School of Earth and Ocean Sci., University of Victoria

Advisory council members:

- Eriko Arai, Environment Educators' PSA
- Eli Baker, Columbia Basin Environmental Education Network
- Hartley Banack, Thompson Rivers University
- Ryan Barfoot, Powell River SD
- Joanne Day, Education Department, DFO (Pacific Region)
- Victor Elderton, North Vancouver Outdoor School/ EEBC
- Mary Ferguson, Kidnetic / Education Programs, BC Hydro
- Bruce Ford, Education Programs, Metro Vancouver
- Kate Henderson, Green Games, Science World
- Jonathan Hultquist, Education Programs, Vancouver Aquarium

- Milton McClaren, School of Environment, Royal Roads University and Simon Fraser University, Faculty of Education
- Selina Metcalfe, Environmental Educators' PSA
- Amanda Mitchell, Greenest City 2020, City of Vancouver
- Kerrie Mortin, WILD BC/ Habitat Conservation Trust
- Charlene Morton, Faculty of Education, University of British Columbia
- Jenn Riske, Kidnetic / Education Programs, BC Hydro
- Patrick Robertson, Green Learning Canada
- Theresa Southam, CDN Network for Environmental Education and Communication
- Sarah Stoner, SFU Sustainability
- Lewis Villegas, Urban Design Specialist
- Vanessa Violini, Lochsme Media/ Ripple Effect Art and Literature
- DG Blair, Bowen Island Community School
- Ashley Webster, GoBeyond
- Frank Williams, Faculty of Science, Langara Community College
- Michael Wolfe, Richmond SD
- Mimi Wong, Policy and Ecosystem Restoration in Fisheries, UBC
- Cheryl Ziola, FORED BC

With this fundamental change, the IEL could now apply for funding previously inaccessible when it was the Working Group. Becoming the IEL was not a lifeline, it was an opportunity to obtain sustainable funding, increase research capacity, increase operational capacity, and develop relationships with youth. Having this mandate and framework of partnerships, resources, designations and infrastructure in place, the IEL was well positioned to play a leadership role in the development of environmental learning curriculum and practice in BC.

While this was taking place, some of the IEL members, the most of the original WTT members, started to think about the future of WTT. Approaching the end of 2010, these people realized that for the WTT to remain relevant, meaningful and effective it

should go through a strategic review to reevaluate and refocus its vision and strategic priorities. After doing so, with help of a professional facilitator, the following items were brought forward.

The WTT decided to position itself as the hub for all organizations, institutions and individuals working to implement sustainability education. By increasing operational capacity, the WTT could support a larger geographical area and be accessible to remote and diverse communities throughout BC. Goals for 2010 and 2011 would be to:

- Further bridge the gap between diverse regions of the province;
- Disseminate important information, resources and best practices;
- Provide space for connection, collaboration and exploration; and
- Support the continued advancement of sustainability education in BC

Other goals also included further development of fundraising, partnerships and regional-level engagement.

The development of partnerships and fundraising was seen as a strategic priority for the WTT. The key constituency and best prospects were seen as their membership. It was also felt that the network of members and services to these members would need to better reflect and be more inclusive to, the needs of rural and remote locations throughout BC.

To meet this challenge, the WTT would make plans for the addition of three regional nodes to the existing WTT. These nodes would act as a hub for all municipalities, institutions and individuals in each region and would act as the lead in forming their node and engaging with the local community.

The WTT website was also due for an overhaul. The goal would be to enhance the overall functionality of the website to allow for greater online interaction and collaboration. The goal was to also increase website active membership to 1,500 members by 2011.

Upgrades made to the ELE guides would become the focus of the K-12 strategy to support sustainability education and required ongoing collaboration with the BC Ministry of Education. Activities in this area included the development of learning

resources, implementation of development activities, support in the access of tools, resources and programs via the Internet, and increased collaboration with partners throughout all regions of BC.

Youth engagement became a key strategic priority. Activities in this areas would focus on youth involvement in creating the regional node's structure and organization, in facilitating workshops and dialogues in the province related to the field of sustainability education and managing on-line technology related to the website and e-library. Youth were seen as key stakeholders in sustainability education in the province because it was for their education and future that we undertook this work.

The dialogues in 2007 and 2009 demonstrated the benefit of face-to-face interaction with stakeholders from around the province. This also included electronic interactions as well. By facilitating collaborations and support of Education for Sustainable Development (ESD) in this way also helped raise the profile of WTT. It was felt that there are so many models out their on best practices and information on ESD as well as many success stories. What is needed is the ability to share these with others. These dialogues presented the opportunity to do so. As a result the WTT would make a concerted effort to hold and partner in various events, including roundtables, dialogues, and regional town halls in 2010 – 2011 to support the apparent growing momentum of sustainability education in BC.

2013

In the January 24, 2013 IEL Minutes reflect the feeling that IEL, “Has two boards: [The] steering committee [that] is more involved with governance and contributes resources such as time, effort, and funds; membership is more closed...”, and, “[the] advisory council [that] is more open and inclusive. It was further noted that the group would use, “Consensus decision-making with all members, when possible [and] the steering committee would make the decision otherwise.”

In the minutes in early October 2013, a WTT steering committee met to discuss the future of WTT where “...the consensus was to continue WTT and initiate revamp of the network and bring fresh ideas and life into the network...[The] WTT will become its own entity, with close ties and connections to IEL and RCE.”

Some members of the steering committee felt that the IEL is strictly a research institute and should focus on grants, workshops and research projects and that WTT provided a significant function as it allowed members to feel supported within a community as environmental educators.

The structure decided at the December 19, 2013 meeting was that the groups should be separate but with connections, "...between WTT and IEL/RCE...[which]...could allow funding to flow freely between both groups." The advisory council would become the WTT committee, but some members will retain their roles on the IEL steering committee to act as a bridge between the groups. Certain members would also have to remain in both to help maintain the RCE designation. A memorandum of understanding was suggested to outline the relationship between these two groups for clarity.⁷

IEL minutes of December 19, 2013 explicitly show that members of the WTT⁸ had a desire to pull back from the IEL and focus on their K-12 place-based learning work with teachers and community groups. "David Zandvliet would be stepping away from the WTT leadership role as a result of sabbatical and finding issues...[and]...continue to focus on IEL research, RCE network and Ecothinking journal and will remain a member/advisor of the WTT."⁹

2014

In July 2014, division among IEL advisory council members became apparent when they met to discuss the future of the RCE designation. With the DESC ending, a new program was put in place, GAP, allowing groups to extend the RCE designation for an additional five years.

In October 28, 2014 an ad hoc governance committee was set up to create terms of reference for the IEL. Members of this ad hoc committee were drawn from the steering committee. The reason for this was documented in the IEL Minutes of August 28, 2014 where it was recorded that, "two submissions for GAP were made on behalf of

⁷ An MOU was never developed but could prove useful moving forward.

⁸ WTT was now the IEL but Advisory members started to identify with the older WTT name as a way to break off in my opinion.

⁹ David Zandvliet headed up WTT in 2010 after the IEL's first official event.

the RCE...when it was agreed that one submission would be made. Confusing messaging sent to the public when this happens should be avoided in the future.” It was also unclear where “Walking the Talk fits in? Are they an ad hoc group or part of the advisory council?”

While starting on a very positive note, and after accomplishing much, WTT was faced with financial challenges. Though members of WTT belonged to prominent organizations, as a group, they had limited ways to generate sustainable operational revenue, a fact David Zandvliet and Patrick Robertson alluded to.

Wanting to know what WTT was up to, I gave Bruce Ford and Patrick Robertson a call to discuss some background facts. We talked about “what happened?” and I started to get a real clear sense that the desire to do the work is there but the question I had was, “is there a desire to do the work together?”

My first experience with this group of people was through the partnership with Metro Vancouver of which Bruce Ford was the education coordinator. Bruce was kind enough to provide me with his version of the IEL background piece and left me with the comment that “consensus decision making can work with clear processes and criteria”. I could hear how much of what took place at the December 2013 meeting was still reverberating with Bruce. However, he was encouraging and helpful and I hope we can work together again in the near future.

When I spoke with Patrick Robertson, he was helpful and excited to talk about WTT. He explained that, as suggested in the December 2013 minutes, WTT went through a strategic planning process in 2014 to develop an action plan. The WTT 2014-2015 Action Plan is based on collaborative processes to determine consensus commitments, priorities and directions for action. It is comprised of action commitments, action priorities; and action directions.

Action commitments focus on collaborative action and creating opportunities for the convergence of ideas. These are best done in face-to-face settings where EE/ESD resource developers can be given a face to show their work and were tangible, accessible and influential outcomes are possible. “Real” environmental education heroes can be recognized and celebrated, cultivating new leadership and mentorship in

environmental education. In this context, funding opportunities and support avenues can be shared.

Action priorities consists of: holding events for the sake of networking, showcasing, professional development and collaborations; catalyzing leadership where showcasing, highlighting and celebrating local heroes and sharing successes are key; supporting network capacity communities, including staffing, coordinating website and communications, enhancing presence and profile, facilitating connections, partnerships and research; and development of sustainable funding, including getting contributions from partners, community support, and developing activities and programs that can be funded.

Action directions fall into the following categories: planning and convening an event series; updating and enhancing communications; conducting research; supporting leadership and professional development; and focus on 21C Learning and BC Curriculum.

Upon review of the WTT website it appears that the refresh has not taken yet, however Patrick has let me know this is a top priority. WTT has acquired charitable status recently and has two foundations that can raise funds on their behalf. They are really focusing on place based learning and wanting to refresh their network of educators and the website itself and have been in discussion with the provincial government about reviewing and renewing the ELE Guide and Curriculum Maps. Patrick is excited to be doing the place based learning work of WTT and is excited about the opportunities coming up.

When I asked Patrick about WTT and IEL working together, he was encouraging. He also felt Metro Vancouver as partners would be important. He thanked me for conducting an overview of the IEL and WTT and we both hope that the contents of this paper can act as a catalyst for renewed collaboration between IEL and WTT.

The key issue at hand, in my opinion, is really the first objective of an RCE that deals with the issue of governance. Recent activity of the IEL has been to develop terms of reference around this subject however getting the core group to the table will be critical to put things back on the correct path. What seems to have gotten things off track may have been the a combination of attrition and a combination of power struggles

within the group that are common amongst small groups going through growing pains. Meetings have not been productive in bringing the group closer and have acted to divide the group in two parts. Action is needed from all members to bring the group closer again to maximize its impact and potential.

David Zandvliet has been redeveloping the terms of reference of the IEL to enable this process to happen with old partners and establishment of new. In effort to constantly evolve the IEL governance, the following terms of reference were developed to help guide the Steering Committee members.

Institute for Environmental Learning (IEL)

Terms of Reference for Steering Committee members (DRAFT), February 2015

A. Excerpt(s) on governance structure from founding documents:

The IEL is governed by a steering committee, headed by a director...

Decision-making is based on a consensus model...

The steering committee consists of representatives from member organizations and includes the director, who serves as chair. Members manage research and other activities of the IEL in consultation with an advisory council... The relationships between the steering committee and advisory council can be unclear.

B. Purpose:

Member organizations for the IEL may include Post-secondary institutions, provincial, state or municipal government bodies, professional associations, NGO's or community groups from across BC or the North Cascades region. This document is intended to inform current or prospective steering committee members of the IEL who would like to serve as a representative for new or existing member organizations on the steering committee. The term of steering committee membership is normally one year and is renewable. Steering committee members can be added or deleted by mutual agreement at any of the regular quarterly meetings. We operate on a consensus model and (when necessary) can use a simple majority vote (quorum 40%) for more complex decision-making.

- C. Selected terms of reference for the steering committee:
- i. Steering committee members will represent member organizations by attending a majority of scheduled meetings (3 per year) either in person or by teleconference.
 - ii. Steering committee members will regularly contribute to IEL meetings by proposing agenda items, discussion, reading and approving of official minutes.
 - iii. SC members will strive to respond to IEL communications in a timely manner, as needed based on the nature of the communication.
 - iv. Steering committee members will play an active role in fund raising and grant proposal activities when and as these become available.
 - v. Steering committee members may assist the Director in the formulation and monitoring of an annual budget (for IEL coordination / grants and projects as required).
 - vi. Steering committee members may assist in the overall good governance of the organization by occasionally chairing meetings / acting as meeting secretary.
 - vii. Steering committee members represent the IEL at other meetings / events and communicate about IEL activities to the broader community. Where possible outcomes from these meetings/events will be shared back at our quarterly meetings.
 - viii. Steering committee members may contribute to the overall strategic planning and direction of the IEL, as determined by the long term goals and objectives of the IEL.
 - ix. Steering committee members may play an active role in externally led projects and initiatives that serve to further the goals and objectives of the IEL when and as these become available.

The above terms reward and encourage participation. As David would say – actually Warren Buffet said it first – you have to have “skin in the game”. In the case of IEL, you need to be committed and be involved. These terms of reference encourage that.

Chapter 4.

Recommendations

Moving forward, the following recommendations would provide the basic steps in bringing the IEL to a different level of operational capacity than it is currently at. These recommendations are based on my experience in community development work as a fundraiser. I have also been involved with the Faculty of Education at SFU as a conference planner and advancement officer from 2006 to 2008. From 2009, I became involved in Environmental Education and the IEL.

While these recommendations lay out a grid and framework for the IEL, it has been my experience that this is just a tool for conversation. In fact, while a grid and process may be put in place, the real magic comes from the organic processes we follow. Hopefully the synthesis of both will create a situation where the sum-of-the-parts are greater than the whole.

- **That for the sake of re-opening doors, we should consider IEL and WTT constituent members of the UN BC North Cascades RCE:**

Rational: This provides the focus and context for understanding strengths and weaknesses and a forward thinking approach. As well, this could provide a positive public image of the RCE.

- **That we undertake an appreciation of the work conducted by both groups and look for mutual strengths and complimentary differences. Review of the GAP applications and use these as areas of work for IEL and WTT would be a good place to start:**

Rationale: This provides good documentation regarding “what we do” as a group. Understanding who undertakes what is important for resource planning and volunteer commitment.

The IEL priority action area outlined in the GAP Launch Commitment Registration Form is advancing policy and the IEL’s key activity will be to develop coordinate, and support research and programs and environmental learning that are

interdisciplinary, multi-institutional, and community based. Increase private/public involvement in environmental learning; and liaise for ESD education policy development.

The WTT priority is building capacities of educators and trainers and activities with focus on facilitating educational leadership, networks and professional development. They will also focus on growing the network of educators practicing experiential, place-based and inquiry learning focusing on sustainability and eco-literacy. Key actions will be to: hold professional development and networking events; enhance communications including web presence; and conduct research in the areas of 21C Learning, PBL, and leadership and network building.

- **That we understand that WTT and IEL are two sides of the same RCE coin and the RCE coin has lesser value with one group missing:**

Rationale: In this case, WTT transformed into the IEL and then a sector of this group broke off. It is not a case of putting Humpty back together again but a case of playing to strengths. It also came up in the December 19, 2013 minutes that more hands make work lighter. Placing academic research with a community education network is a very powerful concept and indeed what was at the core of the RCE application. At the same time, it needs to be understood if legally, WTT really broke off from the IEL or was it really a group of people who did and were in fact starting a new organization.

- **That we look at the annual operating budgets of each group and compare the benefits or partnering versus going it alone.**

Rationale: I would predict there are redundancies in function in terms of managing two websites, contacting members, producing materials, in-kind services, volunteers and staffing. Since funding is always an issue, careful consideration of financial efficiencies would be a key area to look at in my opinion.

- **That an annual event calendar of joint activities be developed to identify opportunities and economies of scale**

Rationale: Event activities are extremely labour intensive and generally are not always cost effective. However, they are extremely important for keeping people connected, keeping the RCE name out in the public, bringing new people into the fold, engaging sponsors with opportunities more frequently and keeping people working together on a communal task. Carefully planning the year or events can allow the RCE members to conduct effective resource planning and “piggy back” on top of existing event to increase benefits be it profile building, donor recognition or fundraising.

- **That we update public communications materials for the RCE ASAP.**

Rationale: Confusion in the public mind will dilute the brand of the UN-BC North Cascades RCE. Accurate updates to the IEL and WTT websites are critical as well as ensuring the RCE Global Portal has the correct link and information of the IEL / RCE.

- **That an MOU be drawn up between IEL and WTT to outline their relationship to enter into an operational agreement to take advantage of gift in kind services, funding opportunities and community networks:**

Rationale: Because the relationship with IEL and WTT is so close, it will be important to outline the nature of this relationship in advance and document it so when issues arise, there is a structure in place what was developed with both sides at the table and will provide guidance to help reduce conflict. Both sides would have input into this document and it would specifically outline such areas as fund disbursement, shared costs, decision making and conflict resolution.

One area that needs to be clearly understood is the use of the RCE designation. (Brand). It needs to be determined who has the legal property right of this designation. My understanding is that RCE designation belongs with the IEL. The MOU might state that as a part of the agreement to work together the IEL will allow WTT to use this designation on their materials as part of their partnership. This might end if the groups decide to break the partnership. On the other hand, access to the network of 1,200 educators who are members of WTT is important to the IEL to keep connected with the community.

Another key area where there is a need for a clear understanding concerns how funding will be secured. Quite often, even within one organization, individuals of the organization(s) will approach the same funder at the same time with separate requests – not knowing that their colleagues are doing the same thing. The result is the organization looks unintelligent and disorganized and the result is that fewer funds are raised. In fact, it may be good practice to develop MOUs with all partners participating at the steering committee level.

- **That an operating budget be established and spending policies be developed.**

Rationale: A budget should be developed by the finance arm of the group and submitted to the steering committee for approval. The budget should be developed within the context of financial policies set out by the group. For example, a policy might be made stating that programs or projects should only commence after 100% of the funding has been secured and in the bank. Another policy might state that programs and activities are not run on credit. There should also be policies set around honoraria for volunteers and guests. In this way, there will be a clear and straightforward financial plan with policies to guide the group.

- **That the governance structure create the steering committee as the board and that under the board the following committees be created: governance; finance; fundraising; membership; programs; communications; research; and task force(s).**
- **That a more comprehensive organizational chart, based on the new governance model, be developed that outlines activities in more detail**
- **That terms of reference be developed for the advisory council and members complete a membership form.**

Rationale: The role of the steering committee should be one that provides oversight for the work of the subcommittees. Membership on the steering committee should represent the best interests of the RCE, not their host organizations. This should be outlined in the terms of reference in my opinion. As well, respecting the university's criteria for there to be certain groups represented on the steering committee, I feel that up to three of the eight spots on the steering committee be filled by three members of the advisory council. The representatives

from the advisory council must have signed permission from their organizations to participate. Until a comprehensive governance structure is put in place, these appointments could be done by invitation made by the five standing steering committee members.

Beneath the steering committee I have outlined seven sub-committees of the board: finance; fundraising; governance; membership; programs; communications; and research. Each of these sub-committees requires terms of reference and should have an assigned chair. The advisory council would not meet as a group but members of the advisory council would instead join the various sub-committees and become sub-committee members.

Here are some basic descriptions of each sub-committee. Terms of reference should be developed for each as well as job descriptions for the chairs of these committees:

1. Governance Committee: Advises the steering committee in fulfilling its governance oversight responsibilities. The committee is responsible for reviewing IEL's governance policies on matters relating to the composition of the steering committee, and its sub-committees and making recommendations on the appointment or reappointment of the director, the steering committee, members and staffing (normally conducted by the human resources committee).

This committee helps preserve the quality of the steering committee's future because it is responsible for determining what skills are required and for recruiting and orienting all new board members. Members of this committee communicate with steering committee members to ensure that they are making a productive contribution and are satisfied with their IEL steering committee experience.

- Oversees international RCE partnerships with Portland and Saskatchewan

2. Finance Committee: Advises the board of directors on the soundness of the financial management of IEL in overseeing IEL's standards of integrity and

conduct, internal control systems, financial control and audit processes, including internal audits, the annual financial audit and the periodic special examination. The finance committee is often the most highly functioning of all board committees. This committee supports the development of the annual expense budget, tracks the actual spending vs. budget, watches monthly cash flow, and interprets the overall financial health of the organization on behalf of the board. This committee supports the development of the longer-term strategic plan as well as next year's annual plan. The Finance committee, prior to the steering committee's approval, will review all financial policies of IEL.

3. Fundraising Committee: Advises the board on the comprehensive fundraising plan for the IEL's fundraising program. Well-run organizations engage the support of the board in various part of their fundraising plan. This committee oversees the development of the Annual Fundraising Plan – and tracks the planned vs. actual results during the year. They encourage, train, and thank other board members for their involvement in the fundraising activities. They explore potential, new fundraising activities as part of the strategic planning process. Subcommittees can be established as part of this committee when appropriate.

The fundraising committee would keep record of past supporters for further stewardship and cultivation. Here is a listing of such groups:

Current and Past Program and Core Funding Partners

- National Sciences and Engineering Research Council (NSERC)
- Social Sciences and Humanities Research Council of Canada (SSHRC)
- Real Estate Foundation of British Columbia
- TD Friends of the Environment Foundation
- Welch Community Award
- Vancouver Foundation
- Simon Fraser University VP Academic
- Simon Fraser University Faculty of Education
- Simon Fraser University Faculty of Environment

The committee would also oversee marketing, communications and branding until resources were developed to create a separate committee for this.

4. Membership Committee: Advises the steering committee on the oversight of IEL membership and looks at such areas such as membership policies, marketing and recruitment, outreach functions, distribution of IEL information, regular updates on IEL activities, membership events, contacting members to discuss opportunities and challenges and tying membership with strategic priorities of the IEL. Oversees:

- Walking the Talk (WTT) Network Development
- Youth Engagement

5. Programs and Publications Committee: Advises the steering committee on the oversight of IEL programs and looks at areas of programs, publications and event development from design, implementation and evaluation and ensures the delivery of high quality programs through well-defined criteria. The program and publications committee is a highly valuable IEL resource and provides oversight to the steering committee. The committee ensures programs publications are current and relevant to environmental learning. They also help Identify current and future trends and shifts in the skills and knowledge so students and educators can stay current in environmental learning. They advise on the need for new programs and publications and participate in their development and quality assurance. Committee members also assist in identifying industry resources, including guest speakers, field placement, co-op and graduate employment opportunities. Committee members are key liaisons between the IEL, IEL members and the community. Subcommittees can be established as part of this committee when appropriate. Oversees:

- K–12 Curriculum and Resources (ELE Guide/ELE Curriculum Mapping Project)
- Dialogue and Action Events
- Metro Region Environmental Learning Dissemination Project
- Online networks and Publications

6. Education Research Committee: The education research committee is a highly valuable IEL resource and provides oversight to the Board. The committee ensures educational resources are current and relevant to environmental learning. They also help identify current and future trends and shifts in the skills and knowledge so students and educators can stay current in environmental learning. They advise on the need for research programs and publications and participate in their development and quality assurance. Committee members also assist in identifying industry resources, including guest speakers, field placement, co-op and graduate employment opportunities. Committee members are key liaisons between the IEL, IEL Members and the community.

Oversees:

- Med / MA / PhD / EdD programs
- Field Program Development
- Journal of Eco-Thinking
- Science Times
- Research and Policy Reports

8. Task Force(s): Some committees need to be convened on a temporary basis to address a specific, single event or issue. Often called ad hoc committees, these usually meet for a few months or until a task is completed. Typical tasks could include: site committee; special event committee; search committee; merger committee; planning committee and special issue committee.

- **That staff be employed to implement and coordinate the activities of the IEL as soon as budget has been approved:**

Rational: There needs to be at least three months of intensive activity to bring the IEL to basic operational function. There needs to be one central coordinator who can perform basic administrative functions of the IEL. The first key role will be to monitor communications and to distribute information to steering committee members and advisory council members. As well, the book of minutes needs to be established so there is an ongoing record of IEL activities.

- **That an external office with access to classroom, meeting space and public transportation become the headquarters of the IEL**

While the IEL is under the formal governance of Simon Fraser University, being embedded in the community has good optics and provides the opportunity to focus on the work of the RCE and its constituency. While SFU Harbour Centre, SFU Surrey and SFU Burnaby have great facilities and access to transportation, acquisition of office and classroom space may be challenging at times. It is also easy for the IEL/RCE to get lost in the mix so to say. Developing a prominent image in the community will be important for the long-term feasibility of the IEL/RCE.

Conclusion:

The achievement of the IEL and WTT on obtaining the RCE designation was based on the collective membership of individuals who came together with similar interests, goals and hopes for a sustainable future and the belief these could be achieved through environmental education. So often, many groups doing well in their own small way can affect great change. However, due to reliance on funding and limited resources, it is difficult to sustain the group once some basic objectives have been reached. On that note, this paper suggests the basis for a sustainable operational plan to support the IEL, however, a more visionary perspective may be required to have the IEL become a model organization in the RCE global network beyond what is included in the pages here. I believe that the place to start is where things began for the RCE, through vision, leadership, and dialogue and action.

Appendix A.

Scope of IEL Programming from 2010 to 2015

IEL Programming and Activities:

The IEL runs the following programming initiatives with Steering Committee and Advisory Council Members and are in effect the offerings of the UBNBC North Cascades RCE. The IEL houses these activities and they are marketed through online websites and word of mouth. Content from this paper will be used to develop the marketing and communications plan for the IEL.

Metro Region Environmental Learning Dissemination Project

In 2010, group members began working to disseminate the Ministry of Education's ELE guide across British Columbia through a series of Professional Development seminars, conferences and workshops funded by the Federal Social Sciences and Humanities Research Council (SSHRC).

The “**train-the-trainers**” sessions were completed in Kimberly, Bowen Island, Victoria, Kelowna, Powell River and other regions, with more to be held in 2011.

In collaboration with the Department of Fisheries and Oceans, work was done revising their **Pacific Region Stream to Sea Learning Resources** (<http://www.pac.dfo-mpo.gc.ca/education/index-eng.htm>) to incorporate the methodology and practices set out in the ELE. This two-pronged approach – regional professional development sessions combined with provincial curriculum and resource revision – was very successful in initiating the important process of integrating environmental learning and

sustainability education into formal and non-formal teaching practice across the province, and providing educators with innovative new materials and skills.

Dissemination of Environmental Learning and Experience (ELE) Guide Metro Vancouver Dissemination (2011-2013):

Through professional development sessions, conferences and networking events, and new efforts to revise learning resources in the non-formal sector in collaboration with civic institutions like Science World and the Aquarium, this project **will be** focused in the heart of the province's urban and suburban population base, where sustainable development and place-based education are much needed and highly relevant.

IEL Associated Programming

In addition to its research mandate, the *IEL and its* partners sponsor a number of credit and non-credit courses throughout BC and abroad.

MEd / MA / PhD / EdD programs are possible through member institutions such as Simon Fraser University, Royal Roads and the University of British Columbia.

Online networks and publications:

Walking the Talk: BC Network on Sustainability Education
www.walkingthetalk.bc.ca

The IEL coordinates an extensive network of sustainability educators, researchers and policy-makers, which is supported by an innovative online resource with over 800 registered members. The Walking the Talk network is an excellent place to connect about issues, research and events that are important to the province's environmental education community.

Environmental Learning and Experience Guide
www.bced.gov.bc.ca/environment_ed/

Institute members develop and disseminate best practices documents such as the Environmental Learning and Experience (ELE) guide, published by the BC Ministry of Education. Over 30,000 copies of the guide have been downloaded, and IEL members support curriculum integration through ongoing professional development workshops, seminars, and public dialogues across BC.

Journal of Eco-Thinking
www.eco-learning.org

An international, peer-reviewed, open access journal focusing on diversity in environmental academic research developed with the intent of making research more accessible to practitioners.

Science Times
www.sciencetimes.org

Online news for K-12 students and educators providing up-to-date information about stories related to science, technology and environmental topics that challenge student attitudes about science while promoting scientific literacy.

New projects:

1. Global Field Schools with RCE Sister City Partners in Yokohama, Japan and Honolulu and Portland, USA
2. Living Classroom partnership with the Galiano Conservancy (<http://galianoconservancy.ca>)
3. Mini Masters: Environmental Education Awareness for business people
4. Healthy Sustainable Work Environment evaluations
5. 9th WEEC World Environmental Education Congress

Appendix B.

Communications

1. Public Relations:

Three Part-Brochure:

Institute for Environmental Learning (IEL) – V.8 January 21, 2015

The Institute for Environmental Learning (IEL) is a cutting edge educational research group working towards a sustainable future for British Columbia:

The Institute...

- Develops and supports environmental learning research in British Columbia communities, schools and post-secondary institutions;
- Sponsors a number of credit and non-credit programs throughout BC and abroad, along with its partners;
- Is a B.C. based partnership among researchers, educators, and government stakeholders, facilitating education and action-oriented research around environmental learning and sustainability; and
- Has been chartered by the United Nations as a Regional Centre for Expertise on Education for Sustainable Development representing BC and the North Cascades (UN BCNC RCE)
- Connects with over 1,200 active members in our online network

The Institute is well positioned to play a leadership role in the development of environmental learning curriculum and practice with the following objectives:

Institute Objectives are to: Isn't this a repetition of the section/list that is above?

- Promote multi-sectoral collaboration, community based problem solving and a network of research into effective teaching practices;
- Develop and support research and programs on environmental learning in communities, schools and post-secondary institutions;
- Focus on an interdisciplinary approach to research with multi-institutional involvement and expertise;
- Coordinate research and development activities; and

- Increase private and public involvement in Environmental Learning and related research, fund distribution and policy development

Institute networks and publications:

Environmental Learning and Experience¹⁰ Guide

http://www.bced.gov.bc.ca/environment_ed/

The institute disseminates best practices documents such as the Ministry of Education's Environmental Learning and Experience guide across British Columbia through Professional Development seminars, conferences and workshops funded by the federal Social Sciences and Humanities Research Council. Over 30,000 copies have been downloaded.

Journal of Eco-Thinking www.eco-thinking.org

An international, peer-reviewed, open access journal focusing on diversity in environmental academic research developed with the intent of making research more accessible to educational practitioners.

Science Times www.sciencetimes.ca

Online news providing up-to-date information about controversial stories related to science, technology, and environmental topics, challenging students' attitudes about science while promoting scientific literacy.

Institute Background:

In¹¹ December 2010, the SFU Senate approved creation of the Institute of Environmental Learning. The Institute is governed by a Steering Committee and is advised by a larger Advisory Committee with broad representation from Government, Schools, NGO's, Associations and Post Secondary Education groups.

Institute Governance:

The IEL is governed by a Steering Committee and Advisory Council with broad representation from government, schools, NGO's, professional associations and post secondary education groups.

Institute Funders:

To conduct the important work it does that impacts thousands of people in British Columbia, the Institute accepts gifts for research, the Network and operations. The following supporting agencies have made donations to help Institute activities:

- National Sciences and Engineering Research Council
- Social Sciences and Humanities Research Council of Canada
- Real Estate Foundation of British Columbia
- TD Friends of the Environment Foundation
- Welch Community Fund
- Vancouver Foundation

- Simon Fraser University VP Academic
- Simon Fraser University Faculties of Education and Environment

Institute Contact Information:

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eco-learning.org

2. Website Content

3. Case for Support

Fundraising Case Statements

Annual Giving – Direct Mail Appeals
Sponsorships
Monthly Giving
Major Gifts

4. Operational Plan

Appendix C.

IEL Operating Plan

IEL Operating Budget

Income	\$\$\$	Total
Fundraising		
Donations	\$40,400	
Sponsorships	\$10,000	
Advertising	\$5,000	
Grants	\$60,000	
Donations In Kind		
Faculty Subsidy	\$10,000	
General revenues (net)		
Field Schools	\$10,000	
Conference Registrations	\$5,000	
Workshops	\$2,000	
Annual Dinner	\$10,000	
Mini Masters	\$5,000	
Services Fees (David's consulting)	\$10,000	\$167,400
Expenses		
Financial Fees	\$5,000	
Equipment	\$5,000	
Marketing: Advertising	\$10,000	
Marketing: Postage	\$1,000	
Marketing: Printing	\$2,000	
Marketing: Website	\$6,000	
Meals & entertainment	\$5,000	
Miscellaneous Expenses	\$5,000	
Office Supplies	\$5,000	
Professional fees	\$5,000	
Rent	\$7,000	
Telephone & internet	\$1,200	
Scholarship	\$9,000	
Salaries		
Office Manager	\$45,000	
Fundraiser/ Event Planner	\$24,000	
Grad Student - Communications	\$16,000	
Grad Student - Grant Writer	\$16,000	\$167,200

Other Expenses (net out)

Field Schools

Conference Registrations

Workshops

Dinner

Networks and Publications (net out)

Walking the Talk

ELE Guide

Journal of Eco Thinking

Science Times

Net Income

\$200

IEL Fundraising Program

Donations	Appeal Code	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec	Total
Direct Mail	A1			1000				1000				2000		4000
Monthly Giving	B1	200	200	200	200	200	200	200	200	200	200	200	200	2400
Sponsorships	D1													10000
Major Gifts	E1	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	24000
Planned Giving	F1													10,000
Grants	G1													50000
														100400
Events (net)	Appeal Code	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec	Total
Conference Registrations														5000
Workshops														2000
Annual Dinner														10000
														17000
Revenues (net)	Appeal Code	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec	Total
Field Schools														5000
Mini Master Program														5000
Adverstising														5000
Faculty subsidy														10000
Research Grants														10000
Services		500	500	500	500	500	500	500	500	500	500	500	500	6000
														41000
														158400

Appendix D.

Institute for Environmental Learning (IEL) – Case for Support

Our Mission:

“Providing British Columbia communities with a vibrant, active research and education network working towards a sustainable future for all generations.”

Our Vision:

We are committed to play a leading role in the development of environmental learning curriculum and practice in BC and as part of the global sustainability network and making this knowledge accessible to all.

Our Objectives:

- Promote multi-sectoral collaboration, community based problem solving and a network of research into effective teaching practices;
- Develop and support research and programs on environmental learning in communities, schools and post-secondary institutions;
- Focus on an interdisciplinary approach to research with multi-institutional involvement and expertise;
- Coordinate research and development activities; and
- Increase private and public involvement in environmental learning and related research, fund distribution and policy development

Our Background:

The IEL at Simon Fraser University (SFU) is a cutting edge educational research group working towards a sustainable future for BC.

We have partnerships with researchers, educators, and government stakeholders to develop, support and facilitate environmental learning and action-oriented research in BC communities, schools and post-secondary institutions.

In 2002, the United Nations (UN) adopted a resolution announcing the Decade of Education for Sustainable Development (DESD) and stressed the need to reorient existing education towards sustainability. The idea is that Education for Sustainable Development (ESD) helps people better understand themselves and their links to the wider natural and social environment; it also helps individuals and communities adopt behavior and practices that enable all to live a full life, without being deprived of basic necessities. Regional Centres of Expertise (RCEs) are designed to implement these. ¹²

¹² As of March 2015, the United Nations University officially acknowledges 136 RCEs worldwide.

An RCE is a network of existing formal, non-formal and informal organizations that facilitate learning towards sustainable development in local and regional communities. A network of RCEs worldwide constitutes the Global Learning Space for Sustainable Development with each RCE translating global objectives into the context of the local communities in which they operate. RCEs think globally and act locally and are the best keepers of knowledge about sustainability challenges in their home regions.

The success each RCE achieves on the local level is brought to scale through the global RCE Network. Local knowledge, expertise, and best practices are shared globally through the network and are able to be adapted and applied successfully in other regions.

Chartered by the United Nations as a Regional Centre for Expertise on Education (RCE) for Sustainable Development in 2009, the IEL proudly represents BC and the North Cascades (“”).

Our Programming and Activities:

The IEL runs the following programming initiatives and the offerings of the BC North Cascades UN-RCE:

1. Programs, Publications and Events:

- K–12 Curriculum and Resources (ELE Guide/ELE Curriculum Mapping Project)
- Environmental Education conferences
- Dialogue and Action Events
- Metro Region Environmental Learning Dissemination Project
- Online networks and Publications

2. Education Research:

- Med / MA / PhD / EdD programs
- Field Program Development
- Journal of Eco-Thinking
- Science Times
- Research and Policy Reports

Metro Region Environmental Learning Dissemination Project

We disseminate best practices documents such as the Ministry of Education’s Environmental Learning and Experience guide across British Columbia through professional development seminars, conferences and workshops funded by the federal Social Sciences and Humanities Research Council. Over 30,000 copies have been downloaded (www.bced.gov.bc.ca/environment_ed). WE also made new efforts to revise learning resources in the non-formal sector in collaboration with civic institutions like Science World and the Aquarium. This project is focused in the heart of the province’s urban and suburban population base, where sustainable development and place-based education are much needed and highly relevant.

Pacific Region Stream to Sea Learning Resources

In collaboration with the Department of Fisheries and Oceans, work was done revising their **Pacific** Region Stream to Sea Learning Resources (<http://www.pac.dfo-mpo.gc.ca/education/index-eng.htm>) to incorporate the methodology and practices set out in the ELE.

IEL Associated Programming

The IEL and our partners sponsor a number of credit and non-credit courses throughout BC and abroad. MEd / MA / PhD / EDd programs are possible through member institutions such as Simon Fraser University, Royal Roads and the University of British Columbia.

Journal of Eco-Thinking www.eco-thinking.org

An international, peer-reviewed, open access journal focusing on diversity in environmental academic research developed with the intent of making research more accessible to educational practitioners.

Science Times www.sciencetimes.ca

Online news providing up-to-date information about controversial stories related to science, technology, and environmental topics, challenging students' attitudes about science while promoting scientific literacy.

Global Field Schools with RCE Sister City Partners in Honolulu and Portland, USA

9th WEEC World Environmental Education Congress

Our Finances:

Our annual operating budget is as follows:

<u>Revenues</u>	Year One	Year Two
Major Gifts	\$10,000	\$10,000
Grants	\$80,000	\$80,000
Faculty subsidy	\$5,000	\$5,000
Sponsorships	\$20,000	\$3,000
Annual Dinner	\$8,000	\$7,000
Total Net Revenues	\$123,000	\$105,000
<u>Expenses</u>		
Equipment	\$5,000	\$1,000
Advertising	\$10,000	\$3,000
Postage	\$1,000	\$500
Printing	\$2,000	\$1,000
Website	\$3,000	\$1,000
Meals & entertainment	\$5,000	\$2,500
Miscellaneous	\$2,500	\$1,500
Office Supplies	\$2,500	\$2,500

Rent	\$12,000	\$12,000
Utilities	\$1,200	\$1,200
Insurance	\$1,000	\$1,000
Salaries		
Program Manager	\$24,000	\$24,000
Communications Coordinator	\$16,000	\$16,000
Grant Writer	\$12,000	\$12,000
Web Coordinator	\$12,000	\$12,000
Designer	\$12,000	\$12,000
Phone	\$1,200	\$1,200
Total Expenses	\$122,400	\$104,400
Net	\$600	\$600

Our Governance:

The IEL consists of a steering committee with members from organizations and includes the director, who serves as the steering committee chair. Steering committee members manage research and other activities of the IEL.

Steering committee members:

- Siobhan Ashe (Douglas College)
- Hartley Banack (University of BC)
- Susan Chung (Vancouver School Board)
- Dolf DeJong (Vancouver Aquarium)
- Erin Desautels (City of Surrey)
- Vicki Kelly (Simon Fraser University)
- Stanley King (Co-Design Group)
- Rick Kool (Royal Roads University)
- Carlos Ormond (Haida Gwaii HES)
- Val Schaefer (University of Victoria)
- Frank Williams (Langara College)
- David Zandvliet (Simon Fraser University)
- Kerrie Morton (HCTF/WILD BC)
- Susan Gerofsky (UBC)
- Jonathan Dyck (EPPSA/BCTF)

IEL Fundraising Program

To conduct the important work we do, we accept gifts for research and operations. The following supporting agencies have made donations to help Institute activities:

- National Sciences and Engineering Research Council
- Social Sciences and Humanities Research Council of Canada
- Real Estate Foundation of British Columbia
- TD Friends of the Environment Foundation

- Welch Community Fund
- Vancouver Foundation
- Simon Fraser University VP Academic
- Simon Fraser University Faculties of Education and Environment

Revenues

Major Gifts	\$10,000
Grants	\$80,000
Faculty subsidy	\$10,000
Sponsorships	\$20,000
Annual Dinner	\$8,000

Total Net Revenues \$128,000

Our Staffing:

Our team consists of positions staffed by graduate students who receive remuneration and hands on experience in running the daily operations of the IEL. Our team consists of: Program Manager; Communications Coordinator; Grant Writer; Web Coordinator; and Designer.

Our Facilities:

The IEL operates out of the SFU Burnaby Campus:

Dr. David Zandvliet, Director
 Institute for Environmental Learning
 Simon Fraser University
 Faculty of Education
 8888 University Drive,
 Burnaby, BC V5A 1S6
 778-721-5680
 www.walkingthetalk.bc.ca
eco-learning.org

Our Institute Background:

The genesis of the IEL began in 2006 when the BC Working Group and Network on Sustainability Education was founded in partnership with Environment Canada in response to the United Nations’ DESD initiatives and developed the critically important Web 2.0 Walking the Talk Network website.

On December 4, 2009, this group was officially chartered by the UN as an RCE on ESD, representing BC in the UN’s global network of RCEs as the “BC North Cascades UN-RCE”.

In December 2010, the group was transformed into the IEL when the SFU Senate formally approved the IEL as a university institute. This was made possible by a joint application being made by the SFU Faculty of Education and Faculty of Environment.