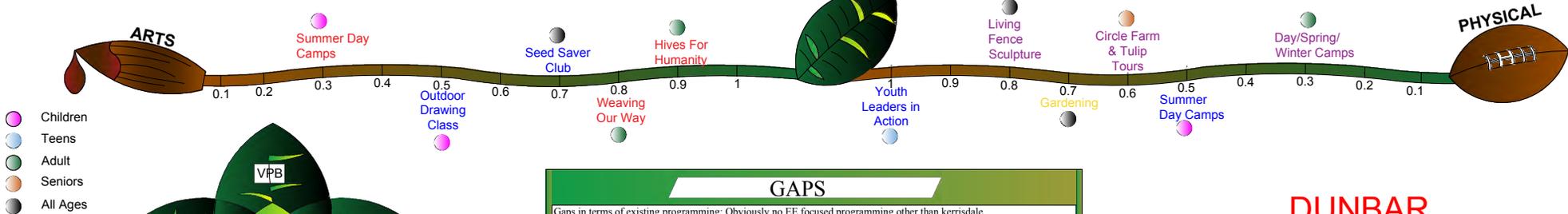


ENVIRONMENTAL EDUCATION



EXISTING PROGRAMING

As a starting point to the information gathering campaign the existing Environmental Education and Environmental Education related programming at each community centre was analyzed with respect to several indicators including, Environmental Education relevance, attendance, demographics, and each community centre's overall commitment to Environmental Education. These indicators varied greatly, and suggest that the community centre's are starting at very different points on the path to Environmental Education programming implementation. Some of the major Environmental Education related programming that is currently available is shown in the table below.

1- Notable Environmental Education Programming

Kitsilano	Kerrisdale	Dunbar	West Point Grey
Gardening 101	Youth Leaders In Action	Hives For Humanity	Aberthau & Living Fence Sculpture

As can be seen above, **Kerrisdale** is the only community centre with a dedicated Environmental Education program in the Youth Leaders in Action program. **Kitsilano**, **Dunbar**, and **West Point Grey** all have programming with some Environmental Education elements, but it is more incidental than a conscious commitment to including Environmental Education. The existing Environmental Education programs show a correlation with the overall focus on Environmental Education among the community centres. **Kitsilano** and **West Point Grey** both explicitly said that they do not currently focus on Environmental Education, while **Kerrisdale** and **Dunbar** have more extensive Environmental Education related programming, and are conscious of the potential to focus on Environmental Education. A common theme between **Kitsilano**, **Kerrisdale**, **Dunbar**, and **West Point Grey** is the wide age range of Environmental Education related programming, however the Youth Leaders in Action program at **Kerrisdale** is specifically open to teens aged 13-18 years.

The Youth Leaders in Action Program at **Kerrisdale** is a strong example of an Environmental Education focused program. The program has participants meet once per week on Tuesdays to work on environmentally friendly projects and initiatives. Some of the workshops can be seen below.

2- Youth Leaders in Action Workshops

Past Weekly Workshops	Upcoming Weekly Workshops
<ul style="list-style-type: none"> * eco-friendly beauty products, * reduce plastic at your home, sustainable food choices and importance of nutrition in their daily life (led by a nutritionist), * zero waste living. 	<ul style="list-style-type: none"> * creating a youth driven cook book and sustainable resource guild, * organizing an Arbutus corridor cleanup day * various activities on Earth Day

OPPORTUNITIES

Along with understanding the existing programming as well as the communities and their challenges in implementing Environmental Education related programming, it is important to take the opportunity to explore opportunities to develop Environmental Education programming that may already existing within the neighbourhoods or community centres. Community centres may have unique opportunities to subtly integrate Environmental Education into their existing programming, engage in partnerships with local groups that can offer Environmental Education.

While integrating Environmental Education into existing programming may at first seem like a simple and effective way to increase the Environmental Education offerings, challenges were identified in using this approach. Specifically, **Kitsilano** and **West Point Grey** identified that the additional line of communication, the community centre to the program leader, would present a challenge. Suggesting, requiring, or pushing Environmental Education on existing program leaders may not be effective, considering that individual leaders will have varying levels of interest, and willingness to change their program's structure. Interestingly, the two community centres that raised these concerns, **Kitsilano** and **West Point Grey**, demonstrated the lowest level of initial understanding of the concept of Environmental Education.

Working with local groups is another viable option for increasing the diversity of Environmental Education offerings. Generally, **Kerrisdale**, **Kitsilano**, and **Dunbar** are focusing on their own programming, and not currently reaching out to find more sources of Environmental Education programming. As well **Kerrisdale** and **Kitsilano** identified the currently ongoing monthly programmer meetings as a potential forum to share Environmental Education related ideas. **West Point Grey** is already actively planning on working with Village Vancouver, and organization rich in environmental related knowledge that could provide some missing expertise. Additionally, **Kitsilano** and **West Point Grey** identified that while engaging with local indigenous groups is an intriguing concept, cultural, procedural, and social justice related barriers are present and need to be meaningfully address before there can be active collaboration.

GAPS

Gaps in terms of existing programming: Obviously no EE focused programming other than **kerrisdale**
 Lack physical and arts balanced (kits and west pg)
 Lack of aboriginal programming (should be focused on their own ideas instead of forcing collaborations)
 Draw attention to our geographic location "situated", "speciality" and "practical"

Gaps in terms of resources: Partnership: kits and dunbar having trouble, not a focus for **kerrisdale** and west pg rely on partnerships

The gaps between the four community centres in terms of existing programming and resources were identified after a comprehensive analysis of the assigned community centres was performed. While **Kerrisdale** has a program dedicated to Environmental Education, **Kitsilano**, **Dunbar** and **West Point Grey** only have programs that integrate Environmental Education into existing programs to varying degrees. There is also a lack of balance between physical and arts based programming in some community centres. **Kerrisdale** and **Dunbar** have a good balance of physical and arts based programs that incorporate Environmental Education, while **Kitsilano** and **West Point Grey** tend to incorporate Environmental Education into more physical based programs.

Another observation worth noting is that **Kerrisdale**, **Kitsilano**, **Dunbar** and **West Point Grey** are located very close to the Musqueam territory. However, there is little aboriginal programming offered in community centres. Additionally, some community centres have more resources such as partnerships with other organizations to rely on when it is difficult to carry out programs on their own, while other community centres fall short in this aspect. While **Kitsilano** and **Dunbar** express having difficulties finding suitable partnerships for their community centres, **West Point Grey** relies on partnerships to carry out many of their programs. On the other hand, **Kerrisdale** relies on internal resources to carry out programs, and partnerships are not a focus for them.

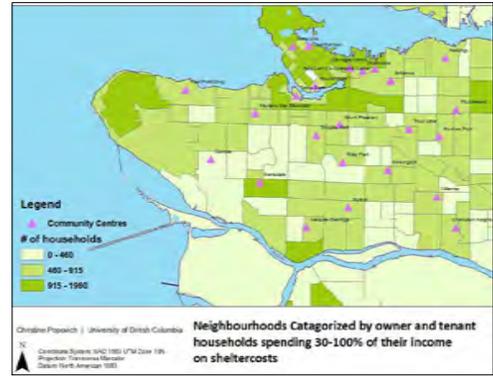
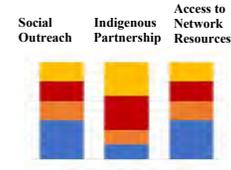
Key points: Program for EE / Balance between physical and arts based programming / Musqueam territory / Resources aka partnerships

RECOMMENDATIONS

1. Opportunities to generate interest:
 A key component of a programs success is community interest. Our programmers identified popular communication outlets that community members look to (the physical programs and poster boards) but acknowledged the limitations of generating reach for new members. Part of this process includes a designated media coordinator that has skills beyond posting content on multiple platforms. Once a wider audience has been established, the content has the potential to create awareness around environmental education initiatives.

2. Prioritize Database
 The gaps we identified bring attention to the lack of a developed and accessible network of resources for programmers and community outreach members. This recommendation provides a solution to the feedback we received from all four community centres. The Stewardship Action Plan acknowledges this action in Section 2.1 as a way to leverage additional knowledge, skills, and funding. However, our programmers did not mention access to such database. It is therefore recommended that such database be prioritized in the near future.

3. Allocation of Resources Towards Indigenous Partnerships
 Various mediums exist at **Kerrisdale**, **West Point Grey**, and **Dunbar** for Indigenous Partnerships to thrive. This includes monthly newsletters and Indigenous led programming like "Weaving Our Way," both of which connect issues of reconciliation to the power of art and the role of nature. It is recommended that this relationship be enhanced through financial resources that specifically build Indigenous partnerships in an autonomous way. This recommendation is key to meeting the objectives in Goal 1.1.



DUNBAR
KITSILANO
KERRISDALE
WEST POINT GREY

RESOURCES AND COMMUNITY INTEREST

Equally important to the existing Environmental Education programming is the existing community interest as well as the existing resources that community centres have with respect implementing Environmental Education programming. Getting to know how the communities interact with their community centres, as well as the current functionality of the community centre is important. This will give insight into the best strategies to implement Environmental Education programming. Additionally, how the community centres interact with each other, as well as external groups is an important point to explore.

While **Kitsilano**, **Kerrisdale**, and **Dunbar** mostly focus on implementing their programming internally, **West Point Grey** indicated a specific interest in collaborating with external groups, in order to expand their capacity for new programming. **Kitsilano** and **Dunbar** stated that new programming usually begins with individual people or groups approaching the community centre. With respect to actual community feedback **Dunbar** and **Kerrisdale** have dedicated methods of communication (which are shown below), while **Kitsilano** and **West Point Grey** did not mention any forms of feedback, other than attendance.

3 - Programming Feedback and Communication

Kerrisdale	Dunbar
<ul style="list-style-type: none"> * Participant comment cards * Proposals from instructor * Liaison with ACE team and Park Board Programmers * Verbal feedback with other community centres 	<ul style="list-style-type: none"> * Participant comment cards * Direct instructor feedback * Verbal participant feedback

Along with community interest, community centre resources were the other major metric that was investigated. Staff time, funding, information and partnerships where forms of resources considered.

4 - Summary of Resources

Resource Type	Kitsilano	Kerrisdale	Dunbar	West Point Grey
Funding	No Issues Raised	Yes	No Issues Raised	Yes
Staff	Yes	Yes	No Issues Raised	Yes
Staff Time	No	Yes	Yes	Yes
Partnerships	Barriers Present	Not a Focus	Barriers Presented	Yes
VPB Collaboration	Moderate	Moderate	Moderate	Moderate
Social Media Coordination	N/A	N/A	Issues Raised	N/A
Existence of Indigenous Partnerships	No	Yes	Yes	Yes

An additional observation was that **Kitsilano** and **Kerrisdale** community centre were very busy, while **Dunbar** was not busy. It is speculated that this could be correlated to the percentage of income spent on housing in the **Dunbar** area, as illustrated on the map of Vancouver. As a wealthy area, individual houses in **Dunbar** may already have all of the amenities that a community centre provides.

CHALLENGES

A key step in getting community centres engaged in Environmental Education is identifying the challenges that each community centre has, and what they need assistance with in order to overcome these challenges. Focus areas for identifying challenges included two primary categories resources and accessibility. Resources are things like funding, staffing, facilities, time, and partnerships. Accessibility includes things like, location, access to the outdoors, discrimination, and language.

In terms of resources there were several trends across several or all of our community centres. **Kerrisdale**, **Dunbar**, **Kitsilano**, and **West Point Grey** all identified staffing, and more specifically properly trained and dedicated staffing, as a challenge that they were experiencing. **Kitsilano** and **West Point Grey** identified that they may have staff members that could undertake the promotion and facilitation of Environmental Education. **Kerrisdale**, **Dunbar**, **Kitsilano** and **West Point Grey** also all indicated that finding the right program leaders that could inspire community interest in Environmental Education was another major challenge.

In terms of accessibility, the community centres were split, experiencing varying degrees of challenge. **Kerrisdale** demonstrated a strong ability to meet accessible needs, with convenient transit location, ample parking, and bilingual staff. **Kitsilano** also did not identify any accessibility issues. **Dunbar** and **West Point Grey** both noted accessibility challenges related to physical disabilities or mobility issues, as well as location related accessibility issues.