

## What is SEPN?

The Sustainability and Education Policy Network (SEPN) analyzes and develops sustainability policy and practice to support the transition to more environmentally sustainable societies.

SEPN is a research-based partnership between Canadian and international researchers and leading Canadian and North American policy and educational organizations.

SEPN's research examines the relationships between sustainability education policies and practices in early childhood to grade 12 (EC-12) and post-secondary education (PSE) in Canada with the goal of enabling educational change for a more sustainable future.

SEPN is hosted at the University of Saskatchewan and is funded by \$2 million in Social Sciences and Humanities Research Council funding and \$1 million in matching funds from SEPN's partners and contributors.



## Why SEPN?

### Education Must Play a Role in Creating a Sustainable Future

Climate change, energy and water sustainability, and new environmental technologies, are cultural and political challenges, not just technical issues.

Solving our human-environment challenges requires Canadians to be informed about environmental issues and motivated to make change.

SEPN is developing new models that improve how sustainability is taught and practiced in educational institutions within Canada and around the world.

### Existing Research is Scarce, Uncoordinated, and Regional

Canada's education system is highly decentralized, which has discouraged research that compares different provinces and communities in both EC-12 and post-secondary education. As a result, research to date has been local or regional in scope.

SEPN is Canada's first large-scale, national-level research collaboration to collect and analyze comparable data across the country.

This allows us to examine and compare sustainability policy and practice across Canada's entire formal education system.

### Policy Development Must Be Grounded in Active Dialogue

Consulting communities during policy development and examining communities' experiences provides the best chance for developing sustainability policy and practice that works.

SEPN's partnership and approach ensures stakeholders at all levels are involved in creating new knowledge and developing practical tools to support decision-making.

## PARTNER ORGANIZATIONS

Association for the Advancement of  
Sustainability in Higher Education  
Canadian Centre for Policy Alternatives

David Suzuki Foundation  
Learning for a Sustainable Future  
Sierra Youth Coalition

## CONTRIBUTING ORGANIZATIONS

Assembly of First Nations  
Canadian Federation of Students  
Global Youth Education Network

Métis National Council  
Sustainability Solutions Group



## About SEPN's National Survey

The survey's purpose is to examine the relationships between sustainability policies and sustainability practices across the EC-12 and PSE education systems in Canada as well as the drivers and barriers that led to their development. We are specifically interested in two areas:

### PRACTICES AND POLICY

**What will the survey tell us?**

What types of sustainability practice are in place in the EC-12 and PSE education systems? What drivers and barriers influence the development of those practices, including policy?

**Who can answer the survey?**

Teachers, principals, PSE students, facilities staff, sustainability staff, sessional instructors, and faculty who:

1. Are aware of existing sustainability practices in their work setting and
2. Can provide some insight into drivers and barriers affecting the development of practices, including the existence of sustainability policies

**Why is the survey important?**

The survey will tell SEPN how policy is influencing practice, and how practice is influencing policy, to identify how policy might be better developed and implemented to support the transition to more environmentally sustainable societies.

### POLICY DEVELOPMENT

What factors are influencing sustainability policy development in the EC-12 and PSE education systems in Canada?

Administrators of schools; school boards, divisions, districts, and authorities; and post-secondary institutions who are:

1. Aware of how policies are developed and
2. Knowledgeable about factors that influence how policies are developed

## Contact Us

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