

- **Infrastructure - Leah Buchanan**

- We are here today to outline the connections between K-12 education and energy efficiency. The Alberta government intends to reinvest \$645 million over the course of 5 years to Energy Efficiency Alberta, which will be collected from the Carbon levy. This carbon levy will be put into action beginning on the first of January. We propose that some of these funds be allocated towards updating the efficiency of the infrastructure of our schools, as much of the equipment is outdated and needs to be replaced. We also recommend that funds be allocated to Professional Development of teachers. Teachers not only educate, they inspire. If a teacher is passionate and knowledgeable about the environment, about changing the world, then they will go through their career inspiring many. Our curriculum is lacking education in the area of Climate Change. And though changes are taking place, they will take time. This is why Professional development is vital.
- Youth are influenced by everything around them, as we get older we learn to interpret and respond to the issues we are faced with. The teachers and the buildings in which they teach are as much a part of our education as the curriculum set in front of us. Schools should be the model of what society should become, and in Alberta, we have 2388 schools which have the potential to be a model for K-12 students in our province. We are asking for help to move forward, and create a more energy efficient generation. This new generation wants change. Almost 3,000 Albertan youth came together for an opportunity to be heard, to create a white paper which we could present to our government. We want an end to the issue at hand. Because working together, we can inspire and create change.

- **Overuse of energy (wasted) – Stephanie Zawaduk**

- According to a case study of 71 Ontario School boards 40% of schools have a potential energy savings of 30-50% ([http://sustainableschools.ca/wp-content/uploads/2013/07/2016-Top-Energy-Performing-School-Boards-Report-April-2016\\_revMay62016.pdf](http://sustainableschools.ca/wp-content/uploads/2013/07/2016-Top-Energy-Performing-School-Boards-Report-April-2016_revMay62016.pdf))
- The use of fluorescent light bulbs which contain mercury and are 30% less energy efficient than their LED counterparts, not to mention the other features of LED bulbs such as dimmer capabilities

- In addition to this many schools waste energy by leaving computers and other devices that are not being used on.
- According to a study of 71 Ontario school boards 40% of schools have an energy saving potential of 30-50% this means that 30-50% of the energy they are consuming is wasted, this of course has an enormous impact on both the environment and the budget of these institutions. The amount of wasted energy could be largely reduced through simple measures such as the installation of LED light bulbs which are 30% more efficient than their fluorescent counterparts which are widely used in schools the addition of smart meters which track the energy usage of the school would also allow for schools to modify their energy usage habits to reduce their carbon footprint. Ultimately the energy being wasted by these institutions not only has a negative impact on environment but also on the students as the costs associated with operating energy in-efficient facilities take away from student support programs and additional teaching staff. To quote Thomas Edison “It is better to enlighten a child than to light a school room.” thank you.
- **Partnership with education programs - Mudassar-bin David**
  - Partnerships with education programs is crucial in terms of taking this project “mainstream” as we will receive greater exposure and we will reach out to different audiences that aren't easily available to us separately.
  - Partnerships with other education programs will also bring in different strategies and ideas for educating the youth and addressing the issues of climate change and energy efficiency
  - Partnerships will also be necessary in tempering expectations as these groups more often than not, possess expertise on the matters at hand
  - They can provide guidance on which of our suggestions need refinement as well as which ones are viable with the resources at hand
  - Career pathways is working very hard in this field and have done a tremendous job in providing opportunities for students (these types of partnerships are important)
  - Working with ACEE and listening to qualified speakers has really opened my eyes to what's actually attainable in terms of change in the way education is carried out. Working hand in hand with the executive director of the organization and attending key meetings has revealed the complexity of actually getting the results we want. This understanding, which can only be attained through direct partnerships and work with experts should be provided to a larger group of students and one of the ways to achieve this is more partnerships. This plays directly into reshaping the way of thinking for students and ultimately combatting climate change (and the issue of energy efficiency).

- In addition to partnering with separate organizations and groups, a connection with the school boards and schools themselves, will be of utmost importance in order to educate students on energy efficiency and climate leadership
- This will also be important in getting the attention of larger organizations who have already established themselves in the industry

Students participated in the Centre for Global Education's work on "How should Alberta schools show climate leadership?"

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