2025

FROM AWARENESS TO ACTION: CANADIANS ON CLIMATE CHANGE AND EDUCATION

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Methodology

Population Segmentation

For this survey, the following populations were identified:

- **Educators** – includes public and private school teachers in formal K-12/CÉGEP education systems, educational assistants, department heads, curriculum leads and curriculum consultants working for school boards, vice-principals, principals, district leaders/school administrators, faculty of education instructors and former educators. In 2022, the definition of Educators was expanded to include Faculty of Education instructors.
- **Parents** – includes parents of students in K-12/CÉGEP education system
- **Students** – includes current students from grades 7 to 12/CÉGEP in the formal education system
- **Members of the general public** – includes members of the general public who do not identify as educators, students, or parents.

Recruitment Procedures

Leger owns and operates one of Canada's largest online survey panels, LEO, of approximately 400,000 Canadians who have agreed to answer surveys for the company in exchange for a small incentive. Leger ensures that data collection complies with the following practices:

1) ensures that all sample material supplied to Leger meets the legal requirements of relevant data protection and other laws in the countries wherein the potential respondents are resident;
2) complies in all countries to the ESOMAR Code of Conduct and Guidelines; and 3) complies to MRIA standards.

Leger panelists received an email invitation to complete the survey with a unique link for each respondent.

Data Collection and Statistical Reliability

From the Leger Web Survey, a total of 4,228 Canadians were surveyed online using Leger's panel, LEO. The survey was conducted from October 9, 2024 to November 29, 2024 in English and French.

As a non-random internet survey, a margin of error is not reported (margin of error accounts for sampling error). Had these data been collected using a probability sample, the margin of error for a sample size of 4,228 would have been ±1.5 percentage points, 19 times out of 20.

Leger sends invitations through the LEO platform to Canadians that meet the demographic focus and provides a small incentive to panelists who complete the survey. The data are weighted by age, gender and province (based on 2021 Statistics Canada proportions) to ensure that data are representative of the Canadian public and reflective of Canadian opinion.

In order to ensure we have sufficient sample in smaller markets (e.g. Saskatchewan) certain groups were over sampled to allow us to conduct analyses at the regional level. Weighting is applied to the total sample in order to ensure that each region or target group is representative at the overall level.

Acknowledgments

We recognize that the lands we live, work, teach and learn from is originally known as Turtle Island and the northern territories of the Inuit. Wherever we may stand on Turtle Island, we are reminded of the various Indigenous peoples and their unique nations that protected these lands for countless generations, and that will continue to protect them for further generations to come. We acknowledge the land, the air, the plants, the waters, and the creatures with whom we make respectful connections and work together to sustain life for all.

The survey design and data analysis was led by Pamela Schwartzberg, Learning for a Sustainable Future President and CEO; Jennifer Stevens, LSF Director of Learning, Research and Communication, and LSF consultant Dr. Karen Acton. Leger Research Intelligence Group provided data collection and analysis. Thanks to Geneviève Gill, Bilingual Marketing and Program Coordinator and Madysson David, Communications And Marketing Specialist for their contributions and support.

We would like to thank the 782 educators, 1,283 parents, 1,053 students and 1,369 members of the general public who participated in the Leger panel. We would like to thank the Government of Canada for their financial support. Thank you also to the Canadian Teachers' Federation for their support.

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Trends Over Time

Survey results show that Canadians continue to view climate change as an urgent issue, and belief in the importance of climate change education remains high. However, there is a slight decline in perceived urgency, reflecting national and global trends seen across other pressing social issues. This highlights the importance of ongoing efforts to ensure climate education remains a priority and suggests we are at a critical moment to renew awareness and inspire action.

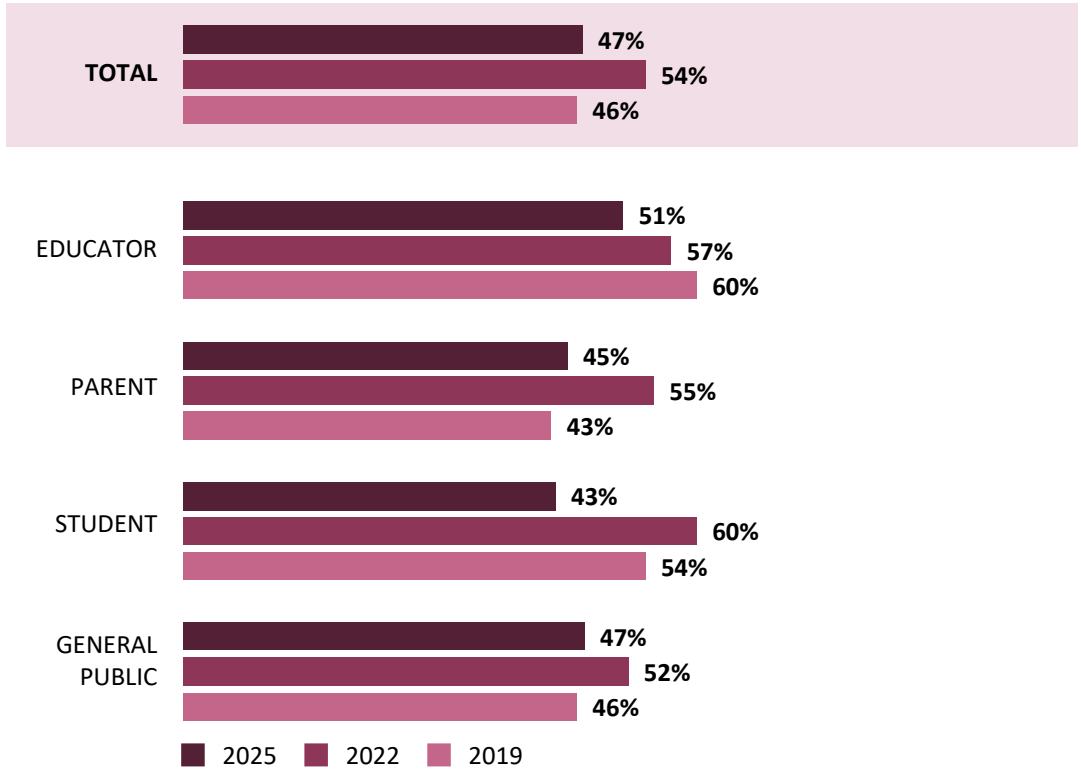
Do you think climate change is…

Trends Over Time

In 2025, fewer Canadians are correct in thinking that climate change is caused mostly by human activities, returning to levels seen in 2019.

Total Results by Respondent Group

(% Correct, Caused mostly by human activities)



Province/Region

(% Correct, Caused mostly by human activities)

	CAN	BC	AB	SK	MB	ON	QC	ATL
2025	**47%**	47%	37%	31%	44%	48%	54%	38%
2022	**54%**	59%	40%	41%	50%	55%	60%	40%
2019	**46%**	47%	28%	29%	39%	46%	57%	51%

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Respondent Group

2025: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
2022: n=4,035 (Educator=414, Parent=1,373, Student=1,208, General Public=1,290)
2019: n=2,188 (Educator=111, Parent=571, Student=484, General Public=907)

Province/Region

2025: *n*=4,228 (BC=538, AB=506, SK=294, MB=291, ON=1,037, QC=899, ATL.=557)
2022: *n*=4,035 (BC=514, AB=467, SK=217, MB=241, ON=1,025, QC=1,168, ATL.=300)
2019: *n*=2,188 (BC=196, AB=160, SK=73, MB=70, ON=748, QC=812, ATL.=118)

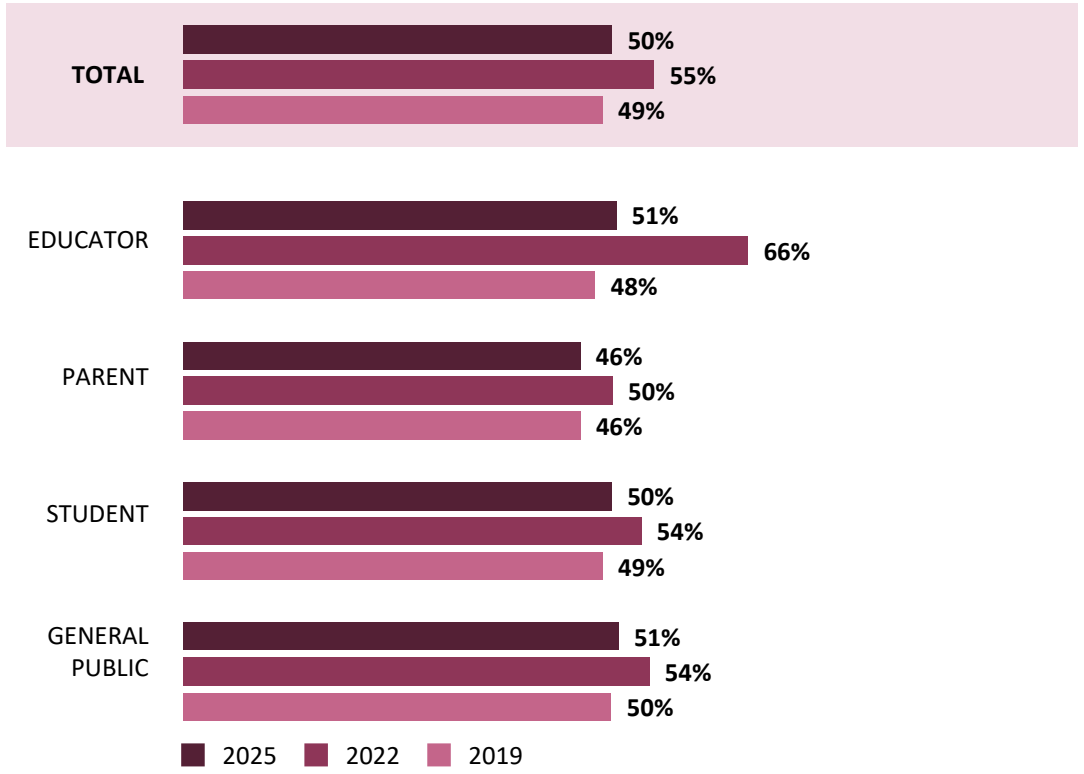
Climate change is caused by …

Trends Over Time

Fewer Canadians correctly identify carbon dioxide and greenhouse gases as the cause of climate change in 2025, bringing accuracy levels closer to those seen in 2019.

Total Results by Respondent Group

(% Correct, Carbon dioxide and other greenhouse gases)



Province/Region

(% Correct, Carbon dioxide and other greenhouse gases)

	CAN	BC	AB	SK	MB	ON	QC	ATL
2025	**50%**	50%	39%	38%	36%	52%	58%	44%
2022	**55%**	58%	48%	52%	60%	52%	64%	46%
2019	**49%**	52%	44%	34%	49%	48%	55%	49%

Respondent Group

2025: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
2022: n=4,035 (Educator=414, Parent=1,373, Student=1,208, General Public=1,290)
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Province/Region

2025: *n*=4,228 (BC=538, AB=506, SK=294, MB=291, ON=1,037, QC=899, ATL.=557)
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2019: *n*=2,190 (BC=196, AB=160, SK=73, MB=70, ON=749, QC=814, ATL.=118)

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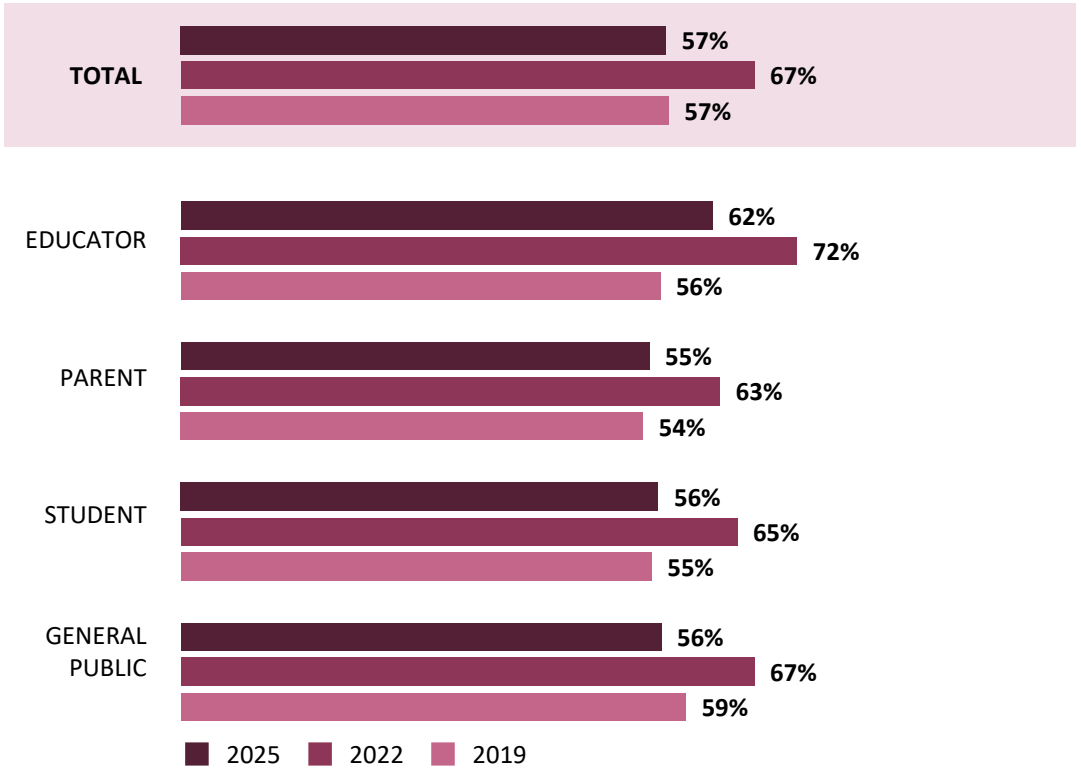
Number of correct answers to knowledge statements

Trends Over Time

Fewer Canadians passed the knowledge test (5 of 10 answers correct) in 2025, relative to 2022, but is consistent with the pass rate in 2019.

Total Results by Respondent Group

(% Pass, at least 5 of 10 correct answers*)



Province/Region

(% Pass, at least 5 of 10 correct answers)

	CAN	BC	AB	SK	MB	ON	QC	ATL
2025	**57%**	57%	47%	34%	51%	56%	66%	57%
2022	**67%**	67%	60%	60%	67%	66%	74%	63%
2019	**57%**	63%	40%	36%	52%	54%	71%	60%

Respondent Group
2025: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
2022: n=4,035 (Educator=414, Parent=1,373, Student=1,208, General Public=1,290)
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*'Correct' responses for some knowledge questions change between years. Correct responses are calculated based on **that years** correct answer.

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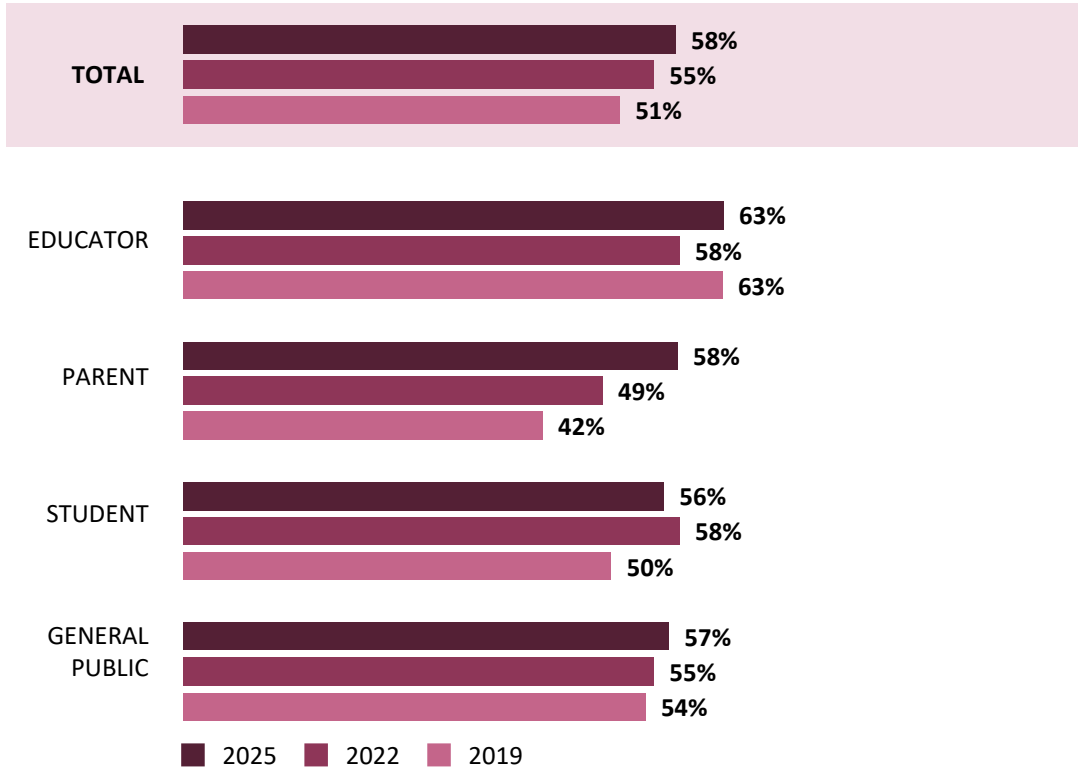
Personally, how well-informed do you feel you are about climate change?

Trends Over Time

Since 2019, there has been a steady rise in the proportion of Canadians who believe they are well-informed about climate change, increasing by 7 percentage points.

Total Results by Respondent Group

(% NET Informed)



Province/Region

(% NET Informed)

	CAN	BC	AB	SK	MB	ON	QC	ATL
2025	**58%**	60%	62%	56%	51%	59%	52%	60%
2022	**55%**	57%	56%	61%	56%	56%	53%	47%
2019	**51%**	50%	52%	40%	58%	54%	48%	38%

Respondent Group

2025: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
2022: n=4,035 (Educator=414, Parent=1,373, Student=1,208, General Public=1,290)
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2019: *n*=2,188 (BC=196, AB=160, SK=73, MB=70, ON=748, QC=812, ATL.=118)

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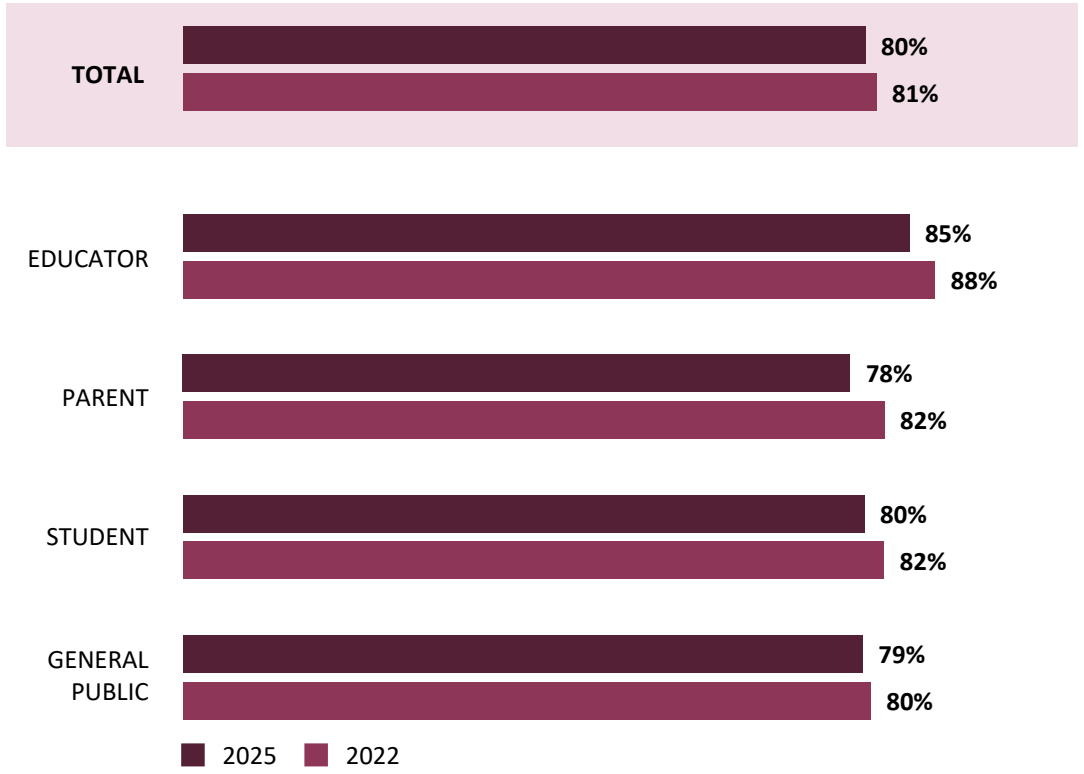
I am certain that climate change is happening.

Trends Over Time

Eight-in-ten (80%) Canadians are certain that climate change is happening, consistent with 2022 (81%).

Total Results by Respondent Group

(% NET Agree)



Province/Region

(% NET Agree)

	CAN	BC	AB	SK	MB	ON	QC	ATL
2025	**80%**	76%	73%	66%	67%	81%	86%	83%
2022	**81%**	79%	78%	82%	78%	81%	85%	80%

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Respondent Group
2025: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
2022: n=4,035 (Educator=414, Parent=1,373, Student=1,208, General Public=1,290)

Province/Region
2025: *n*=4,228 (BC=538, AB=506, SK=294, MB=291, ON=1,037, QC=899, ATL.=557)
2022: *n*=4,035 (BC=514, AB=467, SK=217, MB=241, ON=1,025, QC=1,168, ATL.=300)

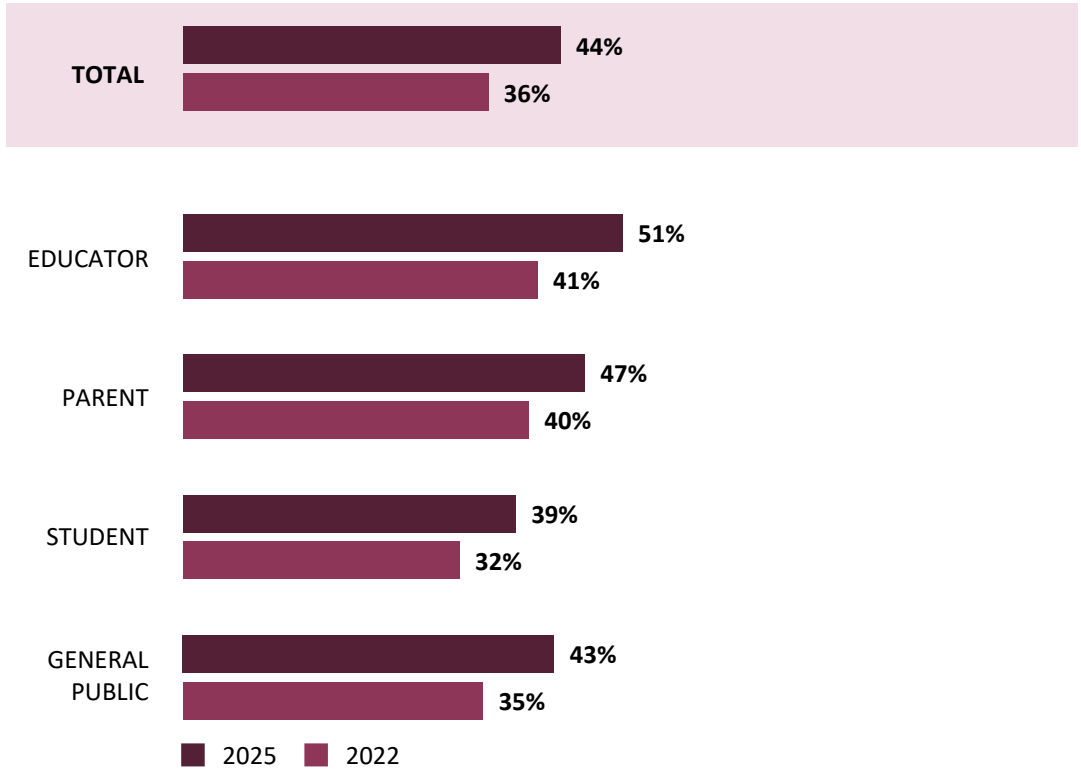
I have personally experienced the effects of climate change.

Trends Over Time

More Canadians agree that they have personally experienced the effects of climate change in 2025, rising by 8 percentage points since 2022.

Total Results by Respondent Group

(% NET Agree)



Province/Region

(% NET Agree)

	CAN	BC	AB	SK	MB	ON	QC	ATL
2025	**44%**	49%	50%	36%	39%	45%	36%	51%
2022	**36%**	51%	36%	34%	46%	36%	23%	38%

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Respondent Group
2025: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
2022: n=4,035 (Educator=414, Parent=1,373, Student=1,208, General Public=1,290)

Province/Region
2025: *n*=4,228 (BC=538, AB=506, SK=294, MB=291, ON=1,037, QC=899, ATL.=557)
2022: *n*=4,035 (BC=514, AB=467, SK=217, MB=241, ON=1,025, QC=1,168, ATL.=300)

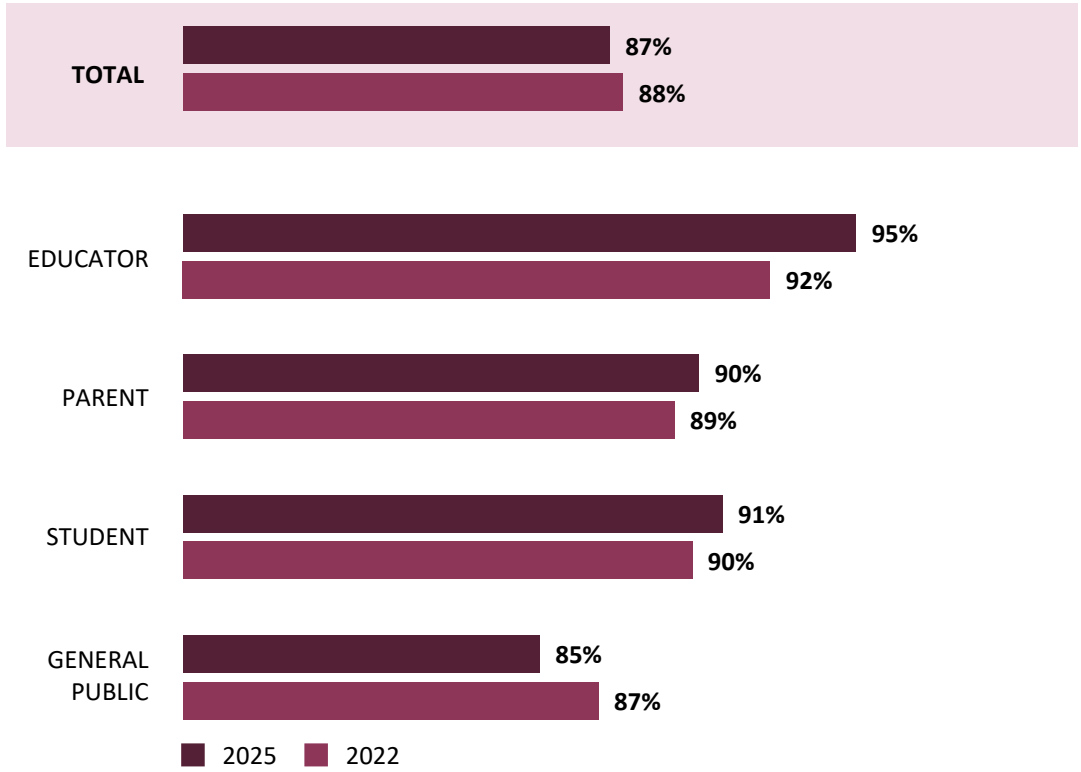
In the next few years, how much would you be willing to change in your life (at school, work or home) to help reduce the effects of climate change?

Trends Over Time

A large majority (87%) of Canadians would be willing to change their life to help reduce the effects of climate change, consistent with 2022 (88%).

Total Results by Respondent Group

(% NET Willing to change)



Province/Region

(% NET Willing to change)

	CAN	BC	AB	SK	MB	ON	QC	ATL
2025	**87%**	87%	82%	83%	79%	88%	91%	87%
2022	**88%**	86%	87%	88%	82%	87%	93%	86%

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Respondent Group

2025: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)

2022: n=4,035 (Educator=414, Parent=1,373, Student=1,208, General Public=1,290)

Province/Region

2025: *n*=4,228 (BC=538, AB=506, SK=294, MB=291, ON=1,037, QC=899, ATL.=557)

2022: *n*=4,035 (BC=514, AB=467, SK=217, MB=241, ON=1,025, QC=1,168, ATL.=300)

When you think about climate change, what main emotions or feelings arise?

Trends Over Time

When thinking about climate change in 2025, similar emotions and feelings arise as in 2022, including being anxious, frustrated and frightened.

	CAN Total		Respondent Group							
			Educator		Parent		Student		General Public	
	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022
n=	*4,228*	*4,035*	*782*	*414*	*1,283*	*1,373*	*1,053*	*1,208*	*1,369*	*1,290*
Anxious	**40%**	**37%**	43%	40%	39%	39%	41%	41%	39%	36%
Frustrated	**34%**	**35%**	31%	36%	33%	32%	30%	33%	36%	35%
Frightened	**26%**	**25%**	29%	31%	28%	27%	27%	32%	25%	24%
Hopeful	**23%**	**25%**	28%	30%	24%	22%	25%	21%	22%	25%
Indifferent	**15%**	**13%**	9%	10%	16%	16%	16%	13%	16%	13%
Motivated	**14%**	**15%**	19%	12%	15%	14%	14%	15%	13%	16%
Unconcerned	**12%**	**10%**	9%	7%	11%	10%	11%	13%	12%	10%
Confident	**9%**	**8%**	13%	6%	6%	9%	9%	6%	9%	8%

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When you think about climate change, what main emotions or feelings arise? *(Continued)*

Trends Over Time

Notable provincial shifts include Manitobans and Saskatchewanians feeling less frustrated and more indifferent, while Albertans and Atlantic Provinces report feeling less hopeful.

			Province/Region													
	CAN Total		BC		AB		SK		MB		ON		QC		ATL	
	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022
n=	*4,228*	*4,035*	*538*	*514*	*506*	*467*	*294*	*217*	*291*	*241*	*1,037*	*1,025*	*899*	*1,168*	*557*	*300*
Anxious	**40%**	**37%**	41%	45%	39%	36%	33%	34%	29%	31%	41%	36%	39%	36%	35%	36%
Frustrated	**34%**	**35%**	37%	43%	38%	33%	32%	51%	25%	45%	36%	37%	31%	24%	35%	29%
Frightened	**26%**	**25%**	24%	28%	23%	20%	20%	14%	24%	29%	28%	26%	26%	24%	25%	28%
Hopeful	**23%**	**25%**	24%	26%	20%	27%	22%	26%	35%	28%	25%	26%	18%	19%	25%	32%
Indifferent	**15%**	**13%**	14%	11%	21%	16%	23%	12%	24%	14%	16%	13%	10%	13%	14%	16%
Motivated	**14%**	**15%**	13%	12%	11%	12%	11%	21%	14%	17%	15%	17%	15%	17%	14%	10%
Unconcerned	**12%**	**10%**	11%	10%	17%	16%	21%	6%	13%	14%	10%	9%	11%	9%	14%	12%
Confident	**9%**	**8%**	5%	8%	5%	3%	10%	11%	4%	2%	8%	5%	17%	14%	7%	6%

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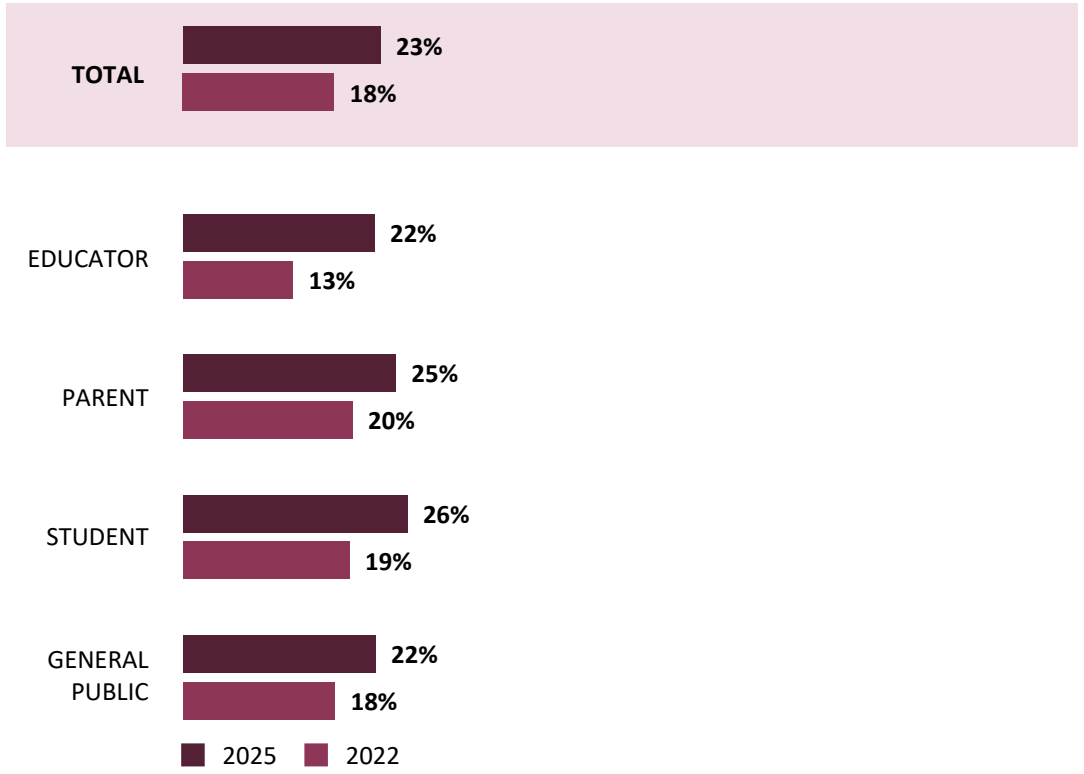
The seriousness of climate change is exaggerated.

Trends Over Time

Less than one-quarter (23%) of Canadians agree that the seriousness of climate change is exaggerated, however this has increased somewhat from 2022 (18%).

Total Results by Respondent Group

(% NET Agree)



Province/Region

(% NET Agree)

	CAN	BC	AB	SK	MB	ON	QC	ATL
2025	**23%**	21%	32%	30%	29%	23%	17%	27%
2022	**18%**	16%	22%	19%	23%	18%	15%	18%

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Respondent Group
2025: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
2022: n=4,035 (Educator=414, Parent=1,373, Student=1,208, General Public=1,290)

Province/Region
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2022: *n*=4,035 (BC=514, AB=467, SK=217, MB=241, ON=1,025, QC=1,168, ATL.=300)

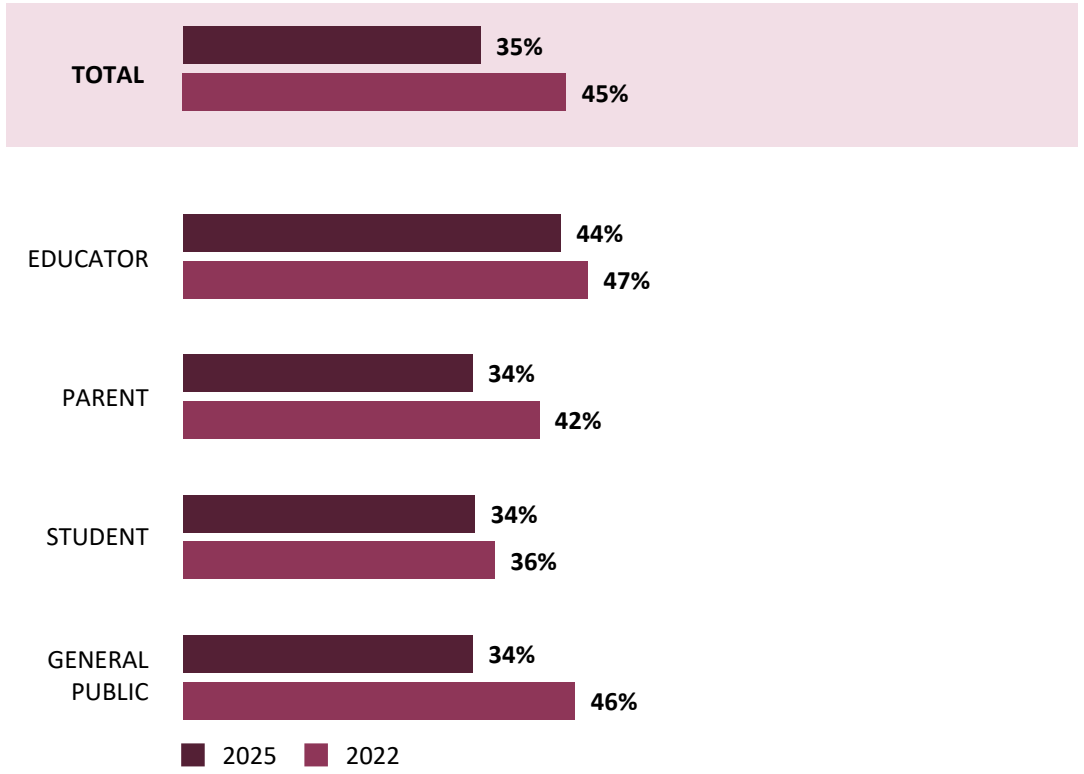
Climate change is more significantly impacting Indigenous and marginalized communities.

Trends Over Time

In 2025, fewer Canadians agree that climate change is more significantly impacting Indigenous and marginalized communities, decreasing by 10 percentage points since 2022.

Total Results by Respondent Group

(% NET Agree)



Province/Region

(% NET Agree)

	CAN	BC	AB	SK	MB	ON	QC	ATL
2025	**35%**	30%	27%	32%	26%	41%	30%	42%
2022	**45%**	46%	43%	41%	47%	49%	42%	32%

LSF Learning for a Sustainable Future

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2022: n=4,035 (Educator=414, Parent=1,373, Student=1,208, General Public=1,290)

Province/Region
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2022: *n*=4,035 (BC=514, AB=467, SK=217, MB=241, ON=1,025, QC=1,168, ATL.=300)

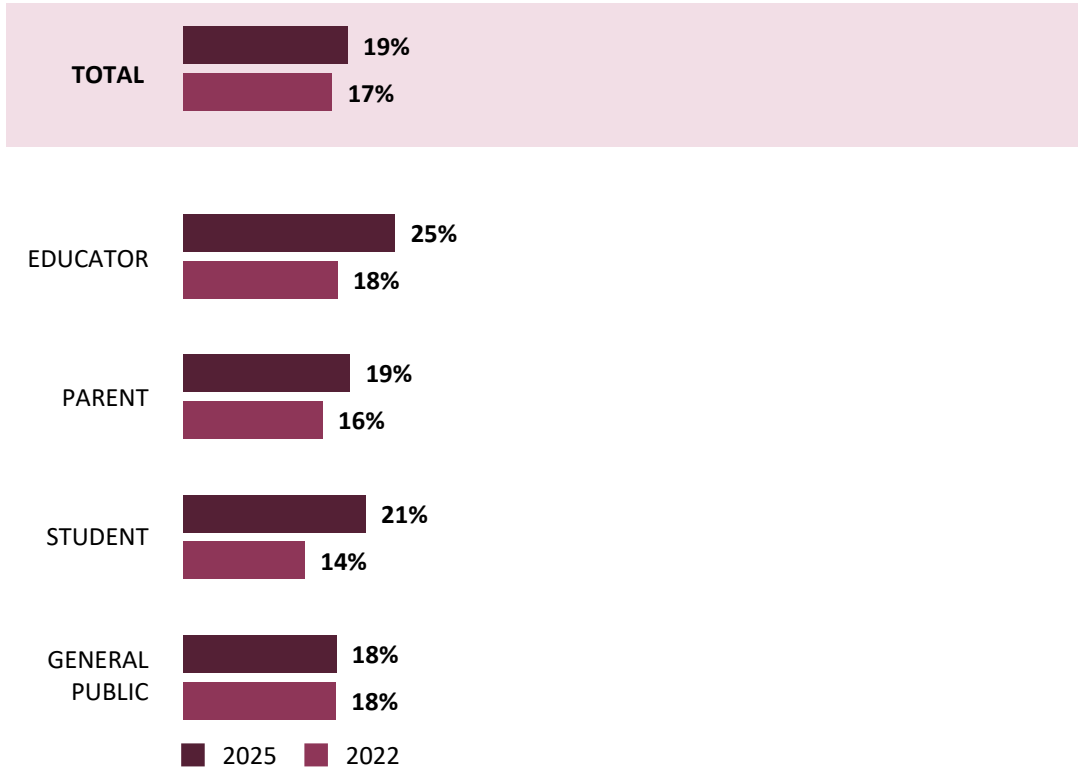
The government is not doing a good job to address climate change.

Trends Over Time

In 2025, less than one-in-five (19%) of Canadians agree that the government is doing a good job in their actions to address climate change, consistent with 2022 (17%).

Total Results by Respondent Group

(% NET Agree)



Province/Region

(% NET Agree)

	CAN	BC	AB	SK	MB	ON	QC	ATL
2025	**19%**	17%	15%	17%	17%	23%	17%	23%
2022	**17%**	20%	15%	14%	13%	18%	17%	17%

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2022: *n*=4,035 (BC=514, AB=467, SK=217, MB=241, ON=1,025, QC=1,168, ATL.=300)

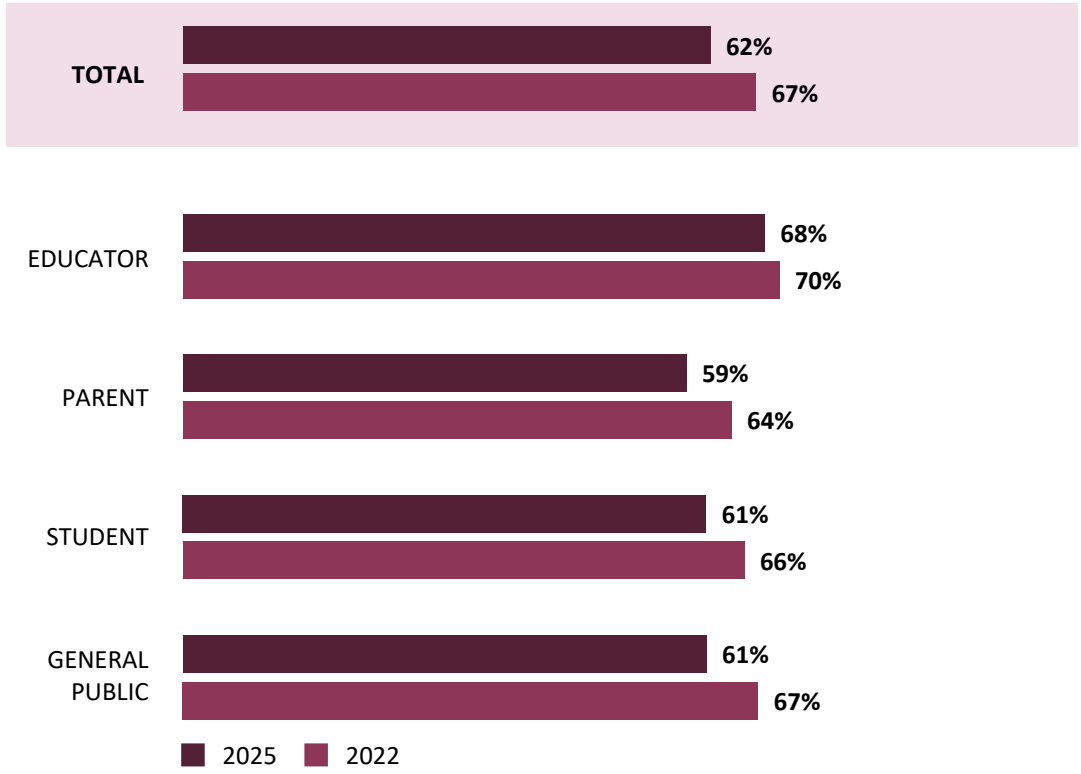
Climate change education should be a high priority for schooling.

Trends Over Time

62% of Canadians agree that climate change should be a high priority for schooling, although this has decreased slightly since 2022 (67%).

Total Results by Respondent Group

(% NET Agree)



Province/Region

(% NET Agree)

	CAN	BC	AB	SK	MB	ON	QC	ATL
2025	**62%**	58%	52%	50%	46%	66%	64%	65%
2022	**67%**	69%	58%	59%	66%	70%	66%	71%

LSF Learning for a Sustainable Future

Respondent Group

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Climate Change Focuses in K-12/CÉGEP Education

Trends Over Time

While the importance of climate science, action and solutions to climate change remain the highest priorities for climate change education, relative to 2022 the importance of all aspects of climate change education have declined somewhat.

% More (Somewhat / A lot)	CAN Total		Respondent Group							
			Educator		Parent		Student		General Public	
	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022
n=	*4,228*	*4,035*	*782*	*414*	*1,283*	*1,373*	*1,053*	*1,208*	*1,369*	*1,290*
The science behind climate change.	**68%**	**72%**	77%	77%	67%	72%	70%	70%	67%	72%
How to take individual/personal climate action.	**63%**	**70%**	72%	76%	62%	70%	68%	69%	62%	70%
How to take collective climate action in the school and community.	**63%**	**70%**	72%	74%	62%	68%	67%	68%	61%	70%
The solutions to mitigating and adapting to the effects of climate change.	**61%**	**69%**	65%	75%	61%	69%	62%	63%	60%	69%

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Climate Change Focuses in K-12/CÉGEP Education *(Continued)*

Trends Over Time

In 2025, fewer Canadians believe that K-12 education should focus on Indigenous traditional knowledge and the connection between climate change and social issues.

			Respondent Group							
	CAN Total		Educator		Parent		Student		General Public	
% More (Somewhat / A lot)	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022
n=	*4,228*	*4,035*	*782*	*414*	*1,283*	*1,373*	*1,053*	*1,208*	*1,369*	*1,290*
The social, economic, & political elements of climate change.	**57%**	**62%**	62%	67%	57%	61%	59%	61%	55%	62%
How to address anxiety and other emotions brought about by climate change.	**55%**	**59%**	61%	62%	54%	58%	56%	57%	55%	59%
Indigenous traditional knowledge related to climate change.	**46%**	**52%**	55%	53%	45%	50%	49%	48%	44%	52%
The connection between climate change and racial inequality, gender equality, and social justice issues with students.	**40%**	**48%**	50%	55%	42%	46%	43%	47%	38%	48%

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Climate Change Focuses in K-12/CÉGEP Education *(Continued)*

Trends Over Time

Relative to 2022, Canadians are less likely to think that K-12/CÉGEP education should focus on all aspects of climate change education. Notably, AB and SK educators focused less on the science of climate change in 2025, and there was a big drop in how to take personal and collective climate action in MB, AB and SK.

			Province/Region													
	CAN Total		BC		AB		SK		MB		ON		QC		ATL	
% More (Somewhat / A lot)	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022
n=	*4,228*	*4,035*	*538*	*514*	*506*	*467*	*294*	*217*	*291*	*241*	*1,037*	*1,025*	*899*	*1,168*	*557*	*300*
The science behind climate change.	**68%**	**72%**	71%	71%	59%	72%	60%	71%	62%	67%	71%	76%	67%	69%	67%	69%
How to take individual/personal climate action.	**63%**	**70%**	62%	67%	52%	67%	53%	66%	47%	72%	66%	71%	69%	73%	61%	70%
How to take collective climate action in the school and community.	**63%**	**70%**	62%	66%	51%	66%	56%	68%	50%	68%	64%	71%	68%	72%	65%	68%
The solutions to mitigating and adapting to the effects of climate change.	**61%**	**69%**	63%	71%	52%	64%	44%	70%	52%	65%	63%	70%	62%	69%	64%	69%

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Climate Change Focuses in K-12/CÉGEP Education *(Continued)*

Trends Over Time

In 2025, fewer Canadians believe that K-12/CÉGEP education should focus on Indigenous Traditional Knowledge and the connection between climate change and social issues. Overall, the most significant drop in all aspects of climate change education is in SK.

% More (Somewhat / A lot)	CAN Total		Province/Region													
			BC		AB		SK		MB		ON		QC		ATL	
	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022
n=	*4,228*	*4,035*	*538*	*514*	*506*	*467*	*294*	*217*	*291*	*241*	*1,037*	*1,025*	*899*	*1,168*	*557*	*300*
The social, economic, & political elements of climate change.	**57%**	**62%**	61%	66%	50%	62%	44%	63%	53%	66%	59%	65%	54%	58%	57%	56%
How to address anxiety and other emotions brought about by climate change.	**55%**	**59%**	53%	57%	55%	57%	37%	60%	48%	55%	58%	60%	55%	57%	63%	60%
Indigenous traditional knowledge related to climate change.	**46%**	**52%**	46%	48%	36%	46%	36%	51%	41%	52%	51%	57%	42%	48%	46%	52%
The connection between climate change and racial inequality, gender equality, and social justice issues with students.	**40%**	**48%**	43%	49%	29%	45%	33%	51%	37%	44%	44%	52%	40%	46%	36%	40%

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To what extent do you agree (or disagree) that climate change should be addressed in grades Kindergarten to Grade 3?

Trends Over Time

Across most topics, educators are slightly more likely to agree that climate change topics should be included in K-3 education in 2025 relative to 2022. Specifically, the largest increases are seen in social justice and racial inequalities as well as over-consumption.

K-12/CÉGEP Teachers and Faculty of Education Instructors (% Agree/Strongly Agree)	CAN		BC		AB		SK		MB		ON		QC		ATL	
	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022
n=	*782*	*414*	*65*	*59*	*74*	*41**	*41**	*13*	*55*	*19*	*173*	*114*	*198*	*131*	*153*	*25*
Green energy	**77%**	**74%**	73%	69%	62%	63%	75%	-	66%	-	82%	74%	75%	76%	86%	-
Biodiversity/habitat loss	**75%**	**70%**	67%	66%	71%	70%	80%	-	67%	-	79%	69%	71%	65%	83%	-
Over-consumption	**75%**	**68%**	72%	51%	70%	66%	70%	-	66%	-	76%	69%	77%	77%	79%	-
Extreme weather	**68%**	**70%**	80%	67%	58%	62%	76%	-	67%	-	70%	71%	63%	73%	75%	-
Carbon footprint of food/agriculture	**62%**	**60%**	67%	61%	62%	60%	69%	-	61%	-	67%	68%	51%	54%	77%	-
Threats to physical health	**58%**	**55%**	55%	62%	53%	38%	68%	-	45%	-	60%	58%	54%	51%	67%	-
Social justice and racial inequities	**49%**	**39%**	56%	31%	30%	38%	57%	-	40%	-	53%	33%	45%	41%	56%	-
Eco-anxiety/threats to mental health	**42%**	**38%**	43%	26%	34%	19%	47%	-	44%	-	48%	39%	31%	42%	57%	-
Peaceful dissent/protests	**36%**	**34%**	27%	24%	26%	21%	46%	-	25%	-	41%	33%	34%	36%	38%	-

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*Use caution when interpreting results due to low sample size (n<50). Groups with <30 respondents not shown due to small sample size. Territories included in total but not reported due to insufficient sample.

How many hours over a course/school year would you typically spend on covering topics related to climate change in your classroom?

Trends Over Time

In 2025, more hours are being spent covering climate change related topics than in 2022 with 50% of educators spending 1-10 hours compared to 42% in 2022.

K-12/CÉGEP Teachers and Faculty of Education Instructors (% Selected)	CAN		BC		AB		SK		MB		ON		QC		ATL	
	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022
n=	611	314	45*	42*	50*	35*	31*	10	52	12	126	85	159	110	135	18
1 - 2 hours	**15%**	**13%**	16%	9%	24%	8%	8%	-	13%	-	8%	10%	19%	18%	20%	-
3 - 5 hours	**20%**	**18%**	15%	19%	15%	14%	22%	-	19%	-	24%	14%	17%	21%	22%	-
6 – 10 hours	**16%**	**12%**	27%	13%	23%	4%	18%	-	17%	-	13%	18%	14%	10%	12%	-
11 – 15 hours	**6%**	**6%**	15%	6%	6%	6%	3%	-	5%	-	5%	10%	3%	1%	8%	-
16 – 20 hours	**10%**	**3%**	2%	7%	3%	6%	1%	-	1%	-	20%	4%	3%	2%	7%	-
21 – 30 hours	**1%**	**1%**	1%	1%	-	-	5%	-	3%	-	<1%	1%	1%	-	6%	-
31 – 40 hours	**2%**	**<1%**	-	<1%	4%	-	-	-	-	-	3%	-	-	<1%	2%	-
More than 40 hours	**1%**	**2%**	-	17%	2%	<1%	2%	-	-	-	1%	1%	-	1%	2%	-
Don't know	**9%**	**9%**	5%	11%	11%	23%	28%	-	14%	-	6%	8%	9%	8%	9%	-
Not covered/Not applicable	**21%**	**36%**	19%	17%	10%	40%	13%	-	29%	-	18%	33%	34%	40%	13%	-

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*Use caution when interpreting results due to low sample size (n<50). Groups with <30 respondents not shown due to small sample size. Territories included in total but not reported due to insufficient sample.

To what extent do you agree (or disagree) with the following statements about climate change education?

Trends Over Time

In 2025, more teachers feel that they have the knowledge and skills needed to teach climate change, but the majority still feel they need professional development. More teachers feel they would like to include climate change but feel students and parents may not be receptive.

K-12/CÉGEP Teachers and Faculty of Education Instructors (% Agree/Strongly Agree)	CAN		BC		AB		SK		MB		ON		QC		ATL	
	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022
n=	611	314	45	42	50	35	31	10	52	12	126	85	159	110	135	18
I would like to include climate change education within my class but need professional development to feel better able to do so.	**60%**	**65%**	70%	89%	52%	40%	83%	-	43%	-	57%	68%	59%	65%	75%	-
I feel confident in teaching sensitive or controversial issues involved in climate change.	**58%**	**53%**	68%	65%	59%	34%	57%	-	62%	-	57%	54%	50%	49%	69%	-
I feel I have the knowledge and skills needed to teach climate change.	**47%**	**39%**	53%	51%	45%	30%	55%	-	55%	-	51%	46%	27%	29%	64%	-
I would like to include climate change education but feel parents might not be supportive**	**35%**	**24%**	40%	28%	39%	17%	55%	-	36%	-	31%	29%	25%	21%	59%	-
I would like to include climate change education within my class but feel my students are not ready/would not be receptive.	**33%**	**23%**	37%	30%	12%	13%	50%	-	24%	-	43%	20%	17%	28%	51%	-

*Use caution when interpreting results due to low sample size (n<50). Groups with <30 respondents not shown due to small sample size. Territories included in total but not reported due to insufficient sample.
**Question wording changed slightly in 2025 from 'I would like to include climate change education but feel parents *would* not be supportive' Interpret results with caution.

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Please respond to each of the following statements, as they apply to your classes.

Trends Over Time

Relative to 2022, more teachers are including most climate change education strategies in 2025, including solutions to climate change, climate change science, and strategies to cope with emotions.

K-12/CÉGEP Teachers and Faculty of Education Instructors (% A moderate amount/A great amount)	CAN		BC		AB		SK		MB		ON		QC		ATL	
	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022
n=	611	314	45*	42*	50	35*	31*	10	52	12	126	85	159	110	135	18
I encourage students to take action as part of their learning.	**60%**	**48%**	56%	55%	68%	30%	68%	-	39%	-	66%	52%	54%	47%	57%	-
I include solutions to climate change.	**49%**	**38%**	58%	50%	51%	26%	64%	-	36%	-	52%	33%	45%	45%	50%	-
I teach critical media literacy so students can make the distinction between fact and opinion.	**48%**	**41%**	52%	52%	61%	26%	45%	-	34%	-	53%	40%	36%	48%	51%	-
I primarily focus on teaching climate change science.	**41%**	**38%**	34%	37%	42%	27%	47%	-	36%	-	46%	44%	35%	36%	42%	-
I teach students strategies to cope with emotions that arise when learning about climate change.	**38%**	**22%**	32%	27%	37%	18%	50%	-	26%	-	51%	24%	19%	19%	40%	-

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*Use caution when interpreting results due to low sample size (n<50). Groups with <30 respondents not shown due to small sample size. Territories included in total but not reported due to insufficient sample.

Please respond to each of the following statements, as they apply to your classes. *(Continued)*

Trends Over Time

More teachers are discussing aspects of ethics and social justice and career opportunities for climate change in 2025 than in 2022.

K-12/CÉGEP Teachers and Faculty of Education Instructors (% A moderate amount/A great amount)	CAN		BC		AB		SK		MB		ON		QC		ATL	
	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022
n=	611	314	45*	42*	50	35*	31*	10	52	12	126	85	159	110	135	18
I include the social, economic & political elements of climate change.	**37%**	**31%**	41%	42%	30%	28%	63%	-	26%	-	48%	28%	20%	33%	40%	-
I emphasize aspects of ethics and social justice within climate change impacts.	**32%**	**22%**	31%	38%	26%	16%	34%	-	25%	-	36%	21%	28%	21%	36%	-
I include Indigenous traditional knowledge about climate change.	**32%**	**19%**	16%	27%	13%	26%	43%	-	27%	-	51%	20%	9%	16%	42%	-
I discuss potential career opportunities related to climate change mitigation or adaptation.	**32%**	**24%**	43%	36%	51%	16%	30%	-	34%	-	34%	30%	11%	17%	38%	-

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*Use caution when interpreting results due to low sample size (n<50). Groups with <30 respondents not shown due to small sample size. Territories included in total but not reported due to insufficient sample.

In your class, indicate how frequently you I students in taking the following types of actions to address climate change.

Trends Over Time

Overall, more teachers are engaging students in a variety of activities regarding climate change in 2025 than in 2022, particularly engaging in political action, peaceful dissent and raising funds.

K-12/CÉGEP Teachers and Faculty of Education Instructors (% Engage (Occasionally/Frequently))	CAN		BC		AB		SK		MB		ON		QC		ATL	
	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022
n=	611	314	45*	42*	50	35*	31*	10	52	12	126	85	159	110	135	18
Educating & Informing	**70%**	**63%**	79%	72%	79%	48%	82%	-	83%	-	70%	60%	58%	67%	69%	-
Making Lifestyle/Consumer Choices	**65%**	**66%**	82%	75%	69%	39%	80%	-	74%	-	62%	69%	59%	67%	69%	-
Eco-Projects	**54%**	**45%**	68%	49%	71%	34%	73%	-	52%	-	59%	45%	32%	48%	58%	-
Engaging in Political/Legislative Action	**39%**	**22%**	39%	37%	61%	16%	50%	-	39%	-	46%	19%	12%	22%	46%	-
Peaceful Dissent	**37%**	**22%**	47%	28%	36%	11%	49%	-	35%	-	47%	25%	11%	19%	47%	-
Raising Funds	**32%**	**20%**	30%	39%	30%	13%	50%	-	31%	-	42%	24%	8%	15%	45%	-

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*Use caution when interpreting results due to low sample size (n<50). Groups with <30 respondents not shown due to small sample size. Territories included in total but not reported due to insufficient sample.

What support do you need to teach climate change?

Trends Over Time

When it comes to support for teaching climate change, Over half of teachers feel they need resources, slightly down from 2022. However, they are increasingly seeking a school-wide culture that promote climate change education, and they need strategies to help students identify and address misinformation

K-12/CÉGEP Teachers and Faculty of Education Instructors (% Selected)	CAN		BC		AB		SK		MB		ON		QC		ATL	
	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022
n=	611	314	45*	42*	50	35*	31*	10	52	12	126	85	159	110	135	18
Climate change resources/activities (lesson plans, videos, books, websites)	**51%**	**56%**	63%	67%	77%	39%	69%	-	62%	-	43%	54%	48%	57%	39%	-
Strategies to help students learn to identify and address misinformation	**42%**	**NA**	36%	NA	50%	NA	43%	-	31%	-	49%	NA	32%	NA	42%	-
A school-wide culture that promotes climate change education	**39%**	**32%**	31%	40%	43%	32%	56%	-	38%	-	34%	36%	42%	22%	45%	-
The Ministry to include more climate change in curriculum documents	**39%**	**44%**	48%	52%	39%	48%	49%	-	35%	-	44%	46%	28%	38%	33%	-
Information on how climate change is linked to social inequities and racial injustice	**36%**	**26%**	31%	33%	28%	27%	63%	-	33%	-	39%	23%	37%	22%	32%	-
Information on climate science	**36%**	**42%**	38%	31%	44%	39%	44%	-	43%	-	25%	54%	45%	32%	42%	-

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*Use caution when interpreting results due to low sample size (n<50). Groups with <30 respondents not shown due to small sample size. Territories included in total but not reported due to insufficient sample.

What support do you need to teach climate change? *(Continued)*

Trends Over Time

More teachers in 2025 feel they need strategies for teaching controversial and political topics, with the exception of teachers in BC. Support for Two-eyed Seeing dropped BC while over half of AB teachers are looking for information on the economics, politics and philosophy of climate change

K-12/CÉGEP Teachers and Faculty of Education Instructors (% Selected)	CAN		BC		AB		SK		MB		ON		QC		ATL	
	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022	2025	2022
n=	611	314	45*	42*	50	35*	31*	10	52	12	126	85	159	110	135	18
Strategies for teaching controversial/political topics	**35%**	**27%**	19%	32%	55%	33%	37%	-	31%	-	41%	31%	23%	19%	38%	-
National or provincial climate data	**35%**	**31%**	32%	31%	16%	42%	52%	-	35%	-	40%	36%	36%	21%	29%	-
Strategies for teaching topics which might cause anxiety or other emotions in students	**33%**	**28%**	38%	32%	11%	31%	44%	-	41%	-	37%	26%	32%	27%	40%	-
How Indigenous knowledge and western science work together ("two-eyed seeing")	**32%**	**26%**	15%	28%	41%	24%	50%	-	41%	-	37%	25%	20%	22%	37%	-
Strategies on how to extend classroom learning outdoors	**28%**	**36%**	29%	29%	37%	38%	41%	-	32%	-	22%	40%	29%	31%	36%	-
Information on the economics, politics and philosophy of climate change	**26%**	**24%**	20%	35%	54%	22%	46%	-	26%	-	24%	20%	16%	22%	25%	-

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*Use caution when interpreting results due to low sample size (n<50). Groups with <30 respondents not shown due to small sample size. Territories included in total but not reported due to insufficient sample.
Don't know, other, nothing and prefer not to answer responses not shown

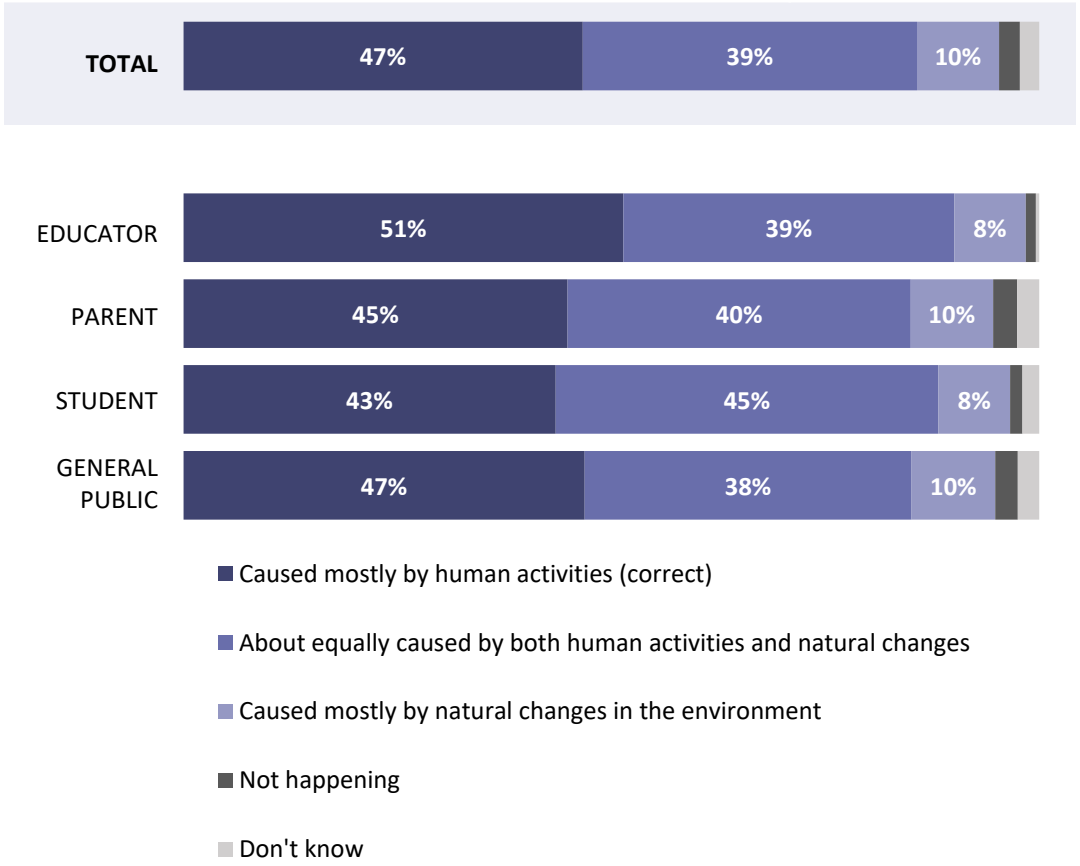
Survey Results
Part 1: Knowledge Questions

Knowledge gaps remain in Canadians' understanding of climate change causes and impacts. This is evident in knowledge test scores. Few respondents correctly identified human activities as the primary driver of climate change or linked it to greenhouse gas emissions.

Do you think climate change is…

Less than half (47%) of Canadians are correct in their belief that climate change is caused mostly by human activities, with students and Saskatchewanians agreeing the least.

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
Caused mostly by human activities (correct)	**47%**	47%	37%	31%	44%	48%	54%	38%	55%
About equally caused by both human activities and natural changes	**39%**	36%	41%	42%	38%	41%	35%	46%	31%
Caused mostly by natural changes in the environment	**10%**	12%	14%	18%	10%	8%	7%	11%	9%
Not happening	**2%**	2%	6%	6%	4%	2%	1%	1%	1%
Don't know	**2%**	3%	2%	3%	4%	2%	2%	4%	3%

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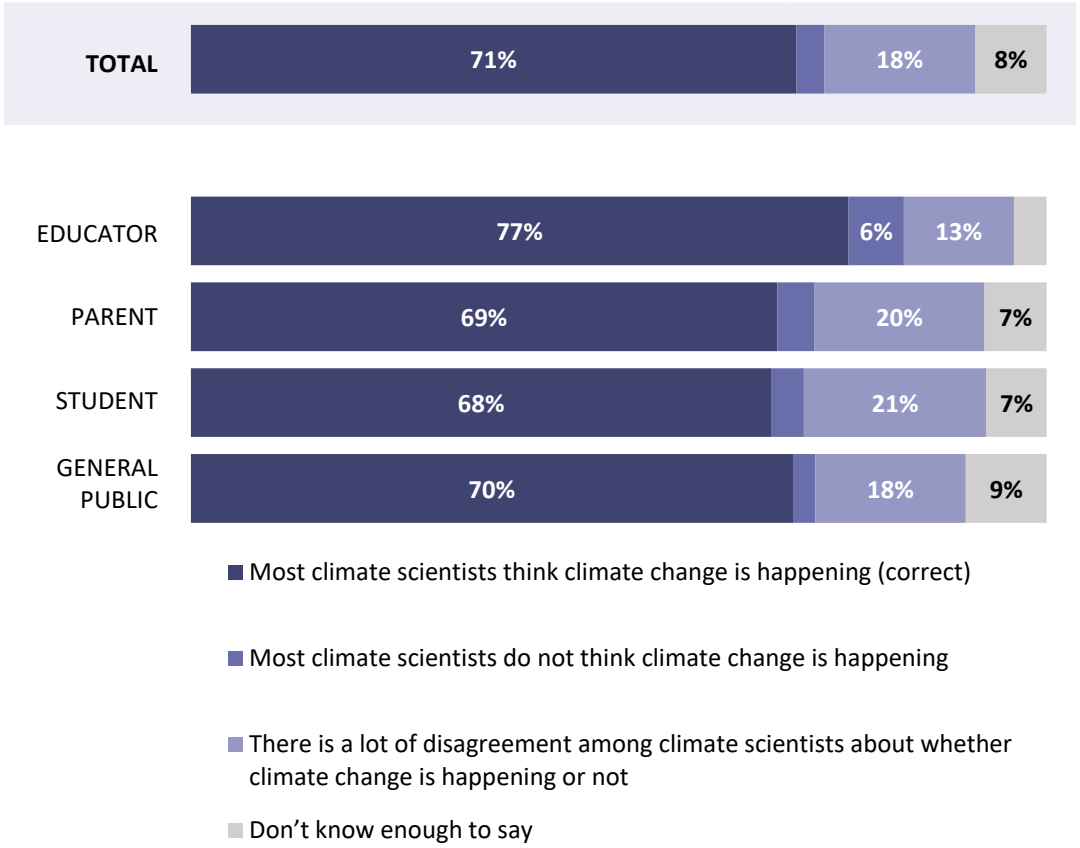
National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
Responses 3% or less not labelled in chart.

Which comes closest to your own view?

Almost three-quarters (71%) of Canadians are correct in thinking that most climate scientists think climate change is happening with the lowest agreement in SK (52%) and AB (57%).

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
Most climate scientists think climate change is happening (correct)	**71%**	75%	57%	52%	68%	72%	77%	68%	70%
Most climate scientists do not think climate change is happening	**3%**	2%	4%	3%	3%	3%	5%	4%	7%
There is a lot of disagreement among climate scientists about whether climate change is happening or not	**18%**	17%	28%	36%	19%	18%	9%	19%	14%
Don't know enough to say	**8%**	6%	11%	9%	10%	8%	9%	9%	9%

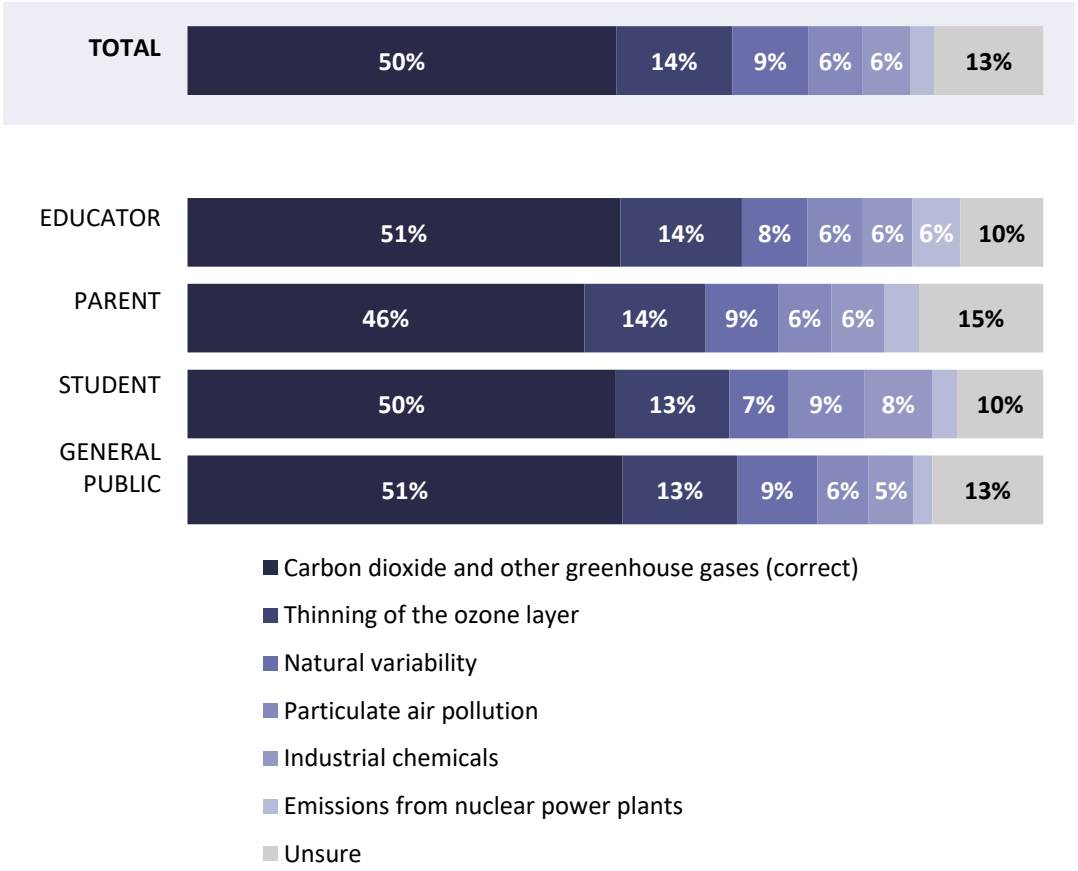
LSF Learning for a Sustainable Future

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
Responses 4% or less not labelled in chart.

Climate change is caused by….

Only half (50%) of Canadians correctly believe that climate change is caused by carbon dioxide and other greenhouse gases. 14% incorrectly believe it is caused by the thinning of the ozone layer and 13% don't know the cause.

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
Carbon dioxide and other greenhouse gases (correct)	**50%**	50%	39%	38%	36%	52%	58%	44%	46%
Thinning of the ozone layer	**14%**	14%	15%	15%	13%	14%	12%	16%	10%
Natural variability	**9%**	11%	16%	20%	11%	7%	5%	13%	8%
Particulate air pollution	**6%**	8%	8%	8%	8%	6%	6%	5%	13%
Industrial chemicals	**6%**	5%	5%	5%	10%	5%	6%	5%	6%
Emissions from nuclear power plants	**3%**	1%	3%	1%	1%	4%	2%	4%	3%
Unsure	**13%**	12%	14%	14%	21%	12%	11%	13%	14%

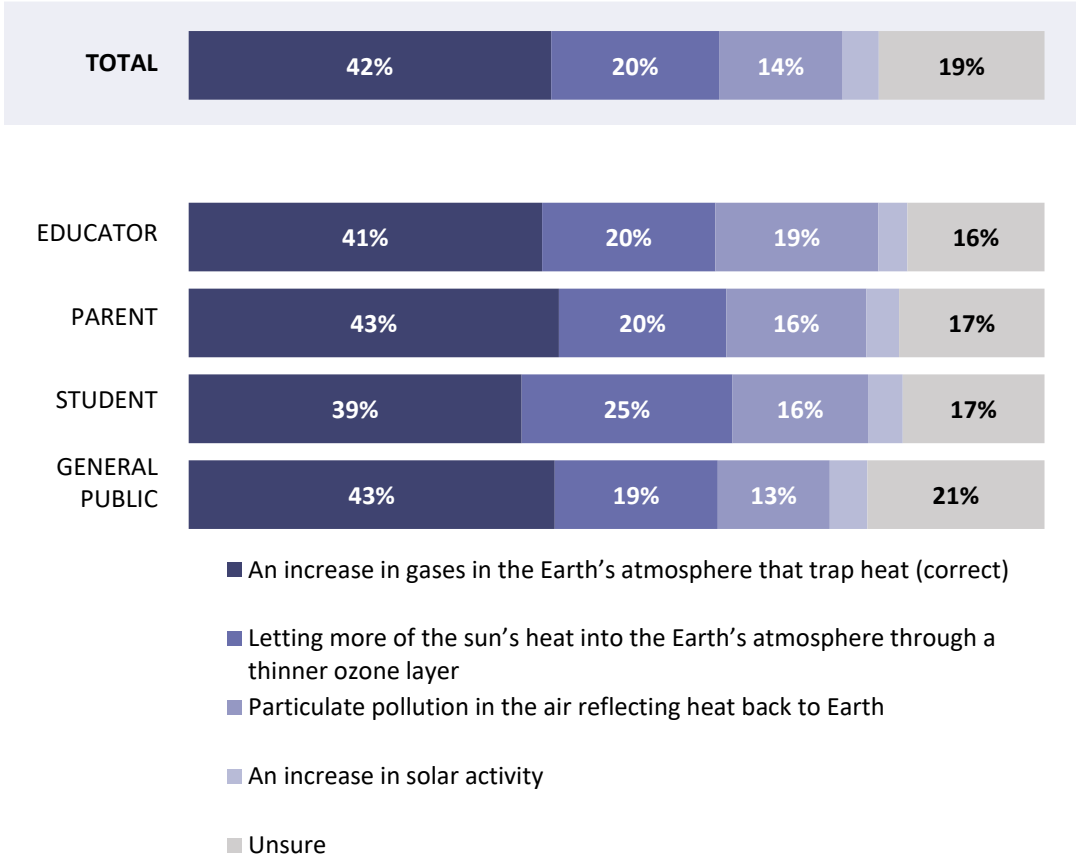
LSF Learning for a Sustainable Future

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
Responses 4% or less not labelled in chart.

The main process behind climate change is…

Only 42% of Canadians were correct in thinking the main process behind climate change is an increase in gases in the Earth's atmosphere that trap heat.

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
An increase in gases in the Earth's atmosphere that trap heat (correct)	**42%**	43%	43%	37%	37%	40%	47%	38%	40%
Letting more of the sun's heat into the Earth's atmosphere through a thinner ozone layer	**20%**	19%	21%	21%	17%	20%	18%	23%	23%
Particulate pollution in the air reflecting heat back to Earth	**14%**	13%	12%	12%	16%	17%	13%	14%	20%
An increase in solar activity	**4%**	8%	4%	3%	3%	4%	2%	5%	7%
Unsure	**19%**	16%	20%	27%	28%	19%	20%	19%	9%

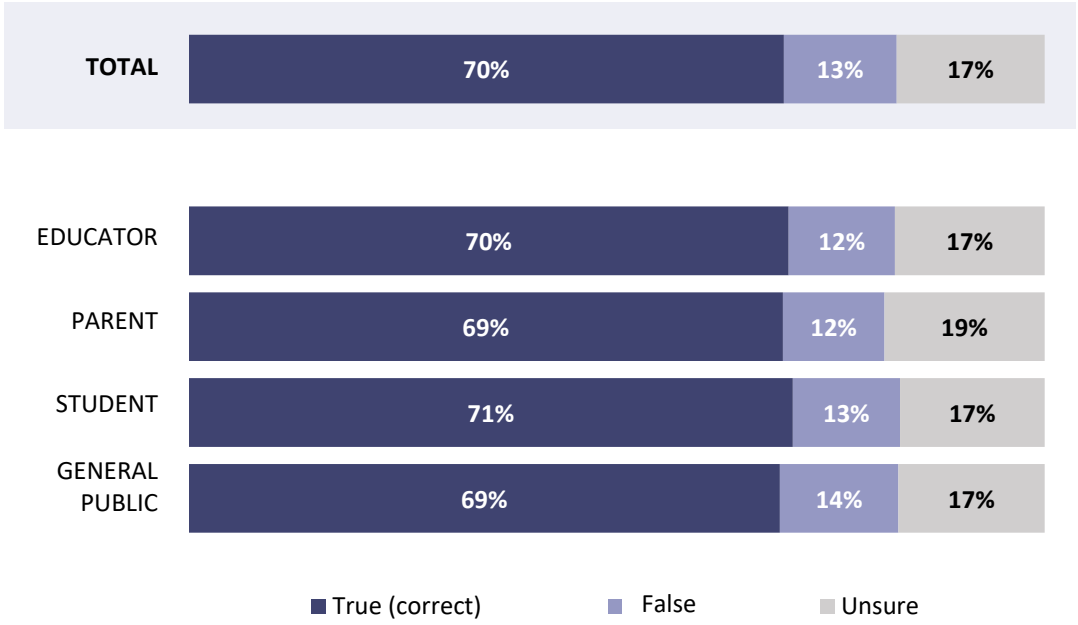
LSF Learning for a Sustainable Future

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
Responses 4% or less not labelled in chart.

Canada, as an Arctic nation, is particularly affected by the impacts of climate change.

The majority (70%) of Canadians correctly identify that Canada, as an Arctic nation, is particularly affected by the impacts of climate change.

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
True (correct)	**70%**	76%	67%	69%	70%	76%	52%	80%	92%
False	**13%**	9%	16%	14%	10%	10%	23%	8%	4%
Unsure	**17%**	15%	17%	17%	21%	14%	26%	12%	4%

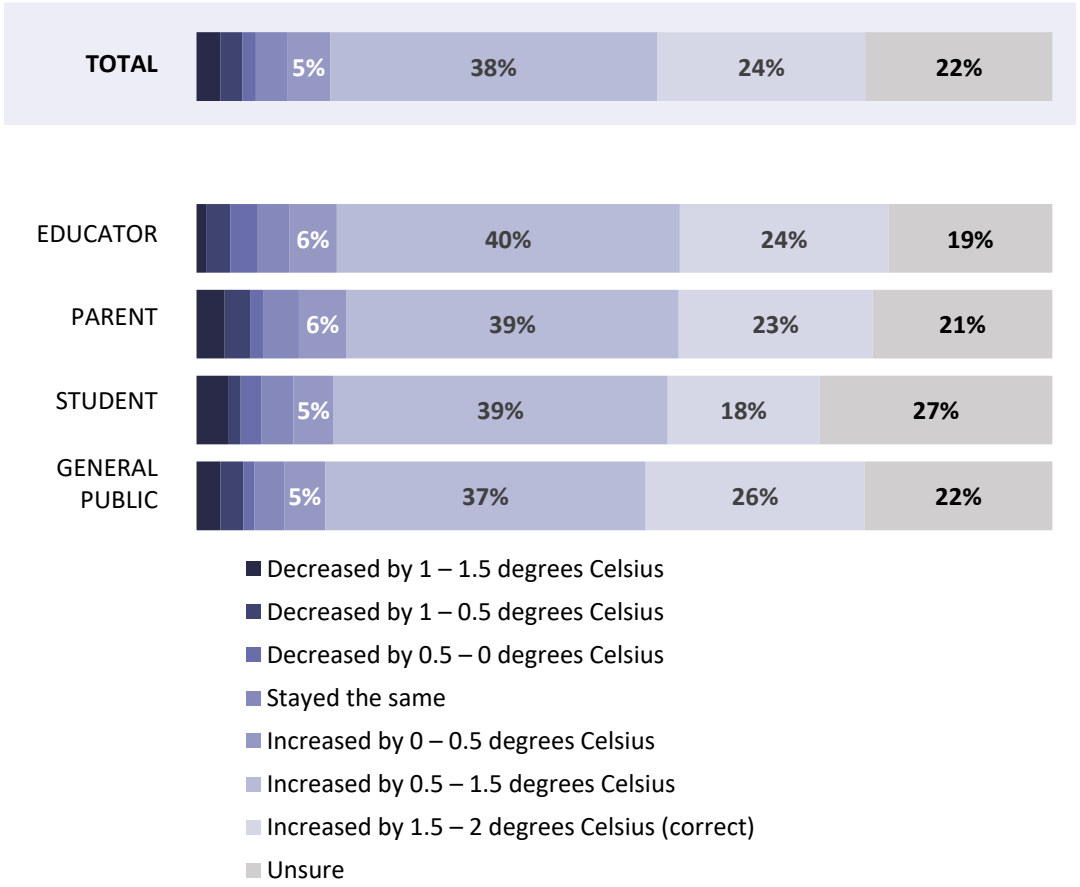
LSF Learning for a Sustainable Future

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)

Canada's average temperature has _____ since 1948.

Only one-quarter (24%) of Canadians correctly stated that Canada's average temperature has increased by 1.5 – 2 degrees Celsius since 1948 with only 18% of students answering correctly.

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
Decreased by 1 – 1.5 degrees Celsius	**3%**	3%	2%	6%	4%	2%	3%	2%	4%
Decreased by 1 – 0.5 degrees Celsius	**3%**	2%	2%	4%	1%	3%	2%	2%	5%
Decreased by 0.5 – 0 degrees Celsius	**2%**	1%	3%	1%	2%	2%	1%	<1%	4%
Stayed the same	**4%**	3%	5%	4%	5%	4%	3%	5%	2%
Increased by 0 – 0.5 degrees Celsius	**5%**	8%	3%	8%	7%	4%	4%	6%	5%
Increased by 0.5 – 1.5 degrees Celsius	**38%**	36%	42%	30%	32%	35%	44%	41%	32%
Increased by 1.5 – 2 degrees Celsius (correct)	**24%**	27%	20%	15%	19%	26%	26%	21%	22%
Unsure	**22%**	20%	22%	32%	30%	24%	16%	23%	26%

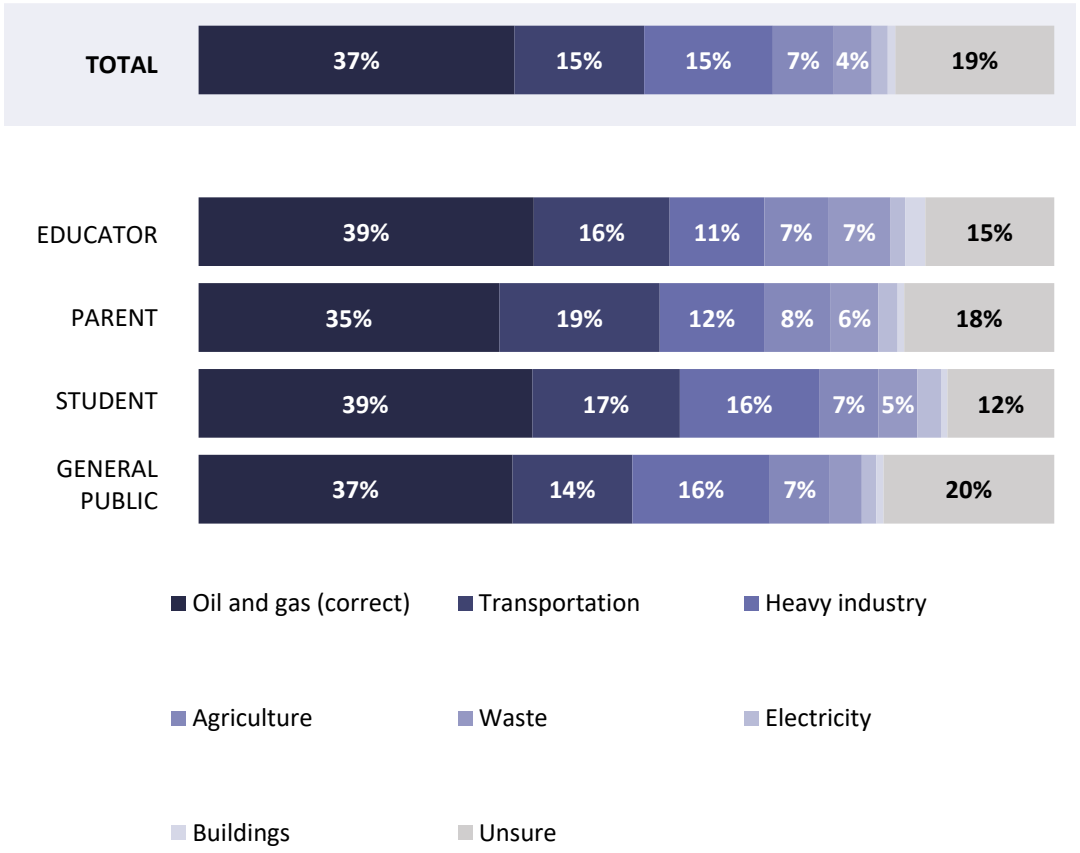
LSF Learning for a Sustainable Future

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
Responses 4% or less not labelled in chart.

What sector is currently the largest greenhouse gas emitter in Canada?

Only 37% of Canadians believe that the oil and gas sector is the largest greenhouse gas emitter in Canada, and another one-in-five (19%) are unsure.

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
Oil and gas (correct)	**37%**	35%	39%	26%	34%	35%	41%	40%	33%
Transportation	**15%**	10%	10%	9%	11%	15%	24%	11%	8%
Heavy industry	**15%**	18%	15%	19%	15%	15%	13%	18%	16%
Agriculture	**7%**	10%	7%	11%	11%	7%	5%	5%	11%
Waste	**4%**	5%	5%	7%	2%	4%	5%	4%	3%
Electricity	**2%**	1%	2%	1%	1%	2%	1%	3%	8%
Buildings	**1%**	1%	1%	3%	2%	1%	<1%	2%	1%
Unsure	**19%**	20%	21%	24%	23%	21%	11%	17%	21%

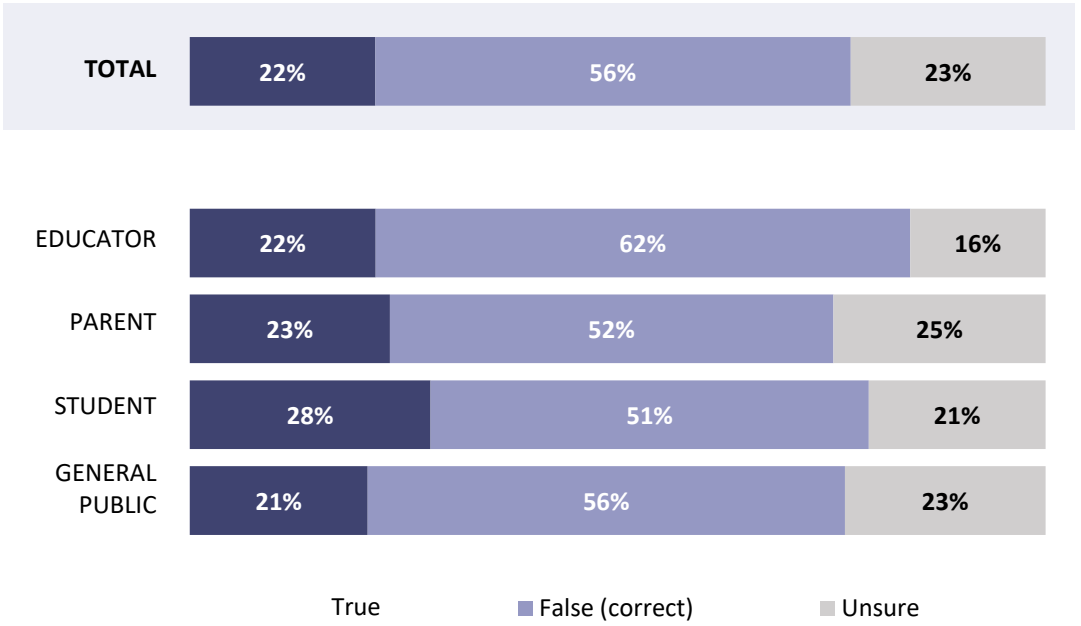
LSF Learning for a Sustainable Future

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
Responses 4% or less not labelled in chart.

In the next 20 years, Canadian winters are predicted to be colder and to have more snow.

Over half (56%) of Canadians are correct in their knowledge that in the next 20 years, Canadian winters will not be colder and have more snow but almost a quarter (23%) were unsure.

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
True	**22%**	34%	26%	28%	26%	22%	11%	17%	37%
False (correct)	**56%**	34%	45%	33%	44%	58%	74%	59%	51%
Unsure	**23%**	33%	28%	39%	30%	20%	15%	24%	11%

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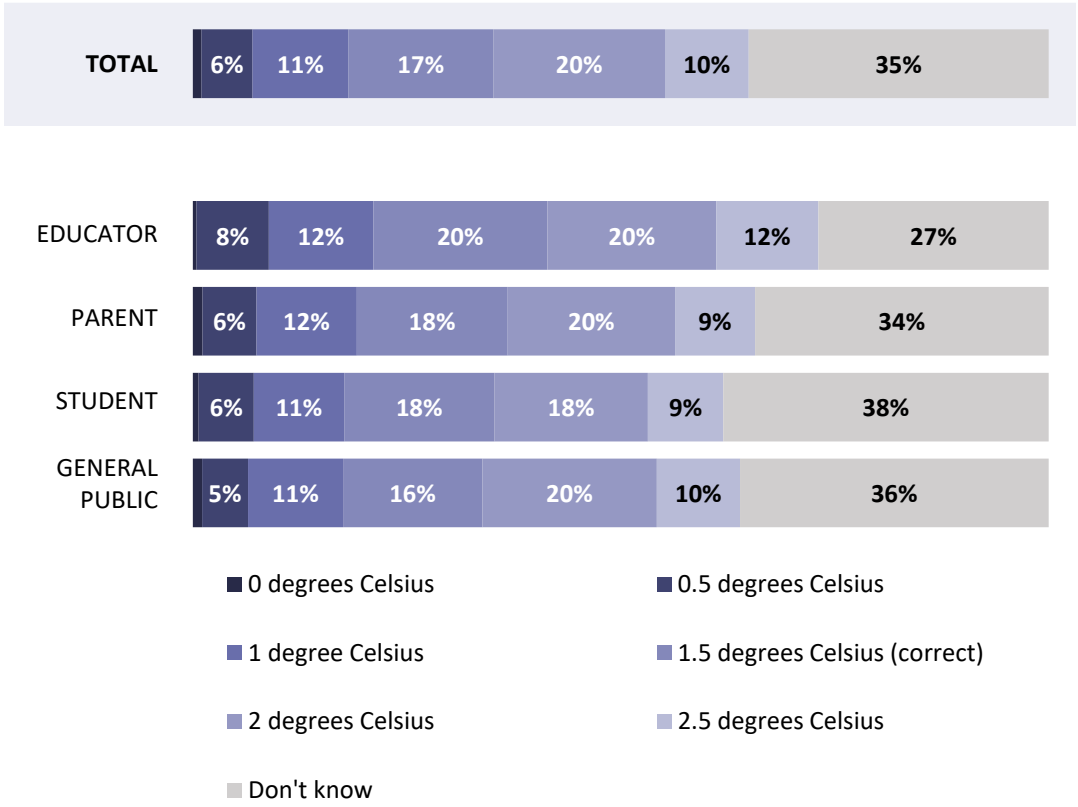
National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)

What is the minimum change in global temperature at which scientific consensus predicts we will see major consequences?

Canadians are increasingly uncertain about the global temperature rise that marks a tipping point for major climate impacts, over one-third (35%) say they don't know, and just 17% correctly identify 1.5 degrees Celsius as the threshold.

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
0 degrees Celsius	**1%**	1%	1%	2%	4%	1%	1%	<1%	3%
0.5 degrees Celsius	**6%**	6%	7%	6%	3%	6%	6%	4%	8%
1 degree Celsius	**11%**	15%	11%	12%	16%	10%	11%	12%	12%
1.5 degrees Celsius (correct)	**17%**	15%	13%	17%	13%	16%	23%	16%	17%
2 degrees Celsius	**20%**	23%	18%	18%	18%	19%	20%	25%	28%
2.5 degrees Celsius	**10%**	9%	13%	9%	8%	10%	10%	9%	4%
Don't know	**35%**	31%	38%	38%	38%	39%	29%	35%	28%

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
Responses 1% or less not labelled in chart.
Full question wording: What is the minimum change in global temperature (from pre-industrial levels) at which scientific consensus predicts we will see major consequences to health, livelihoods, food security, water supply, and economic growth?

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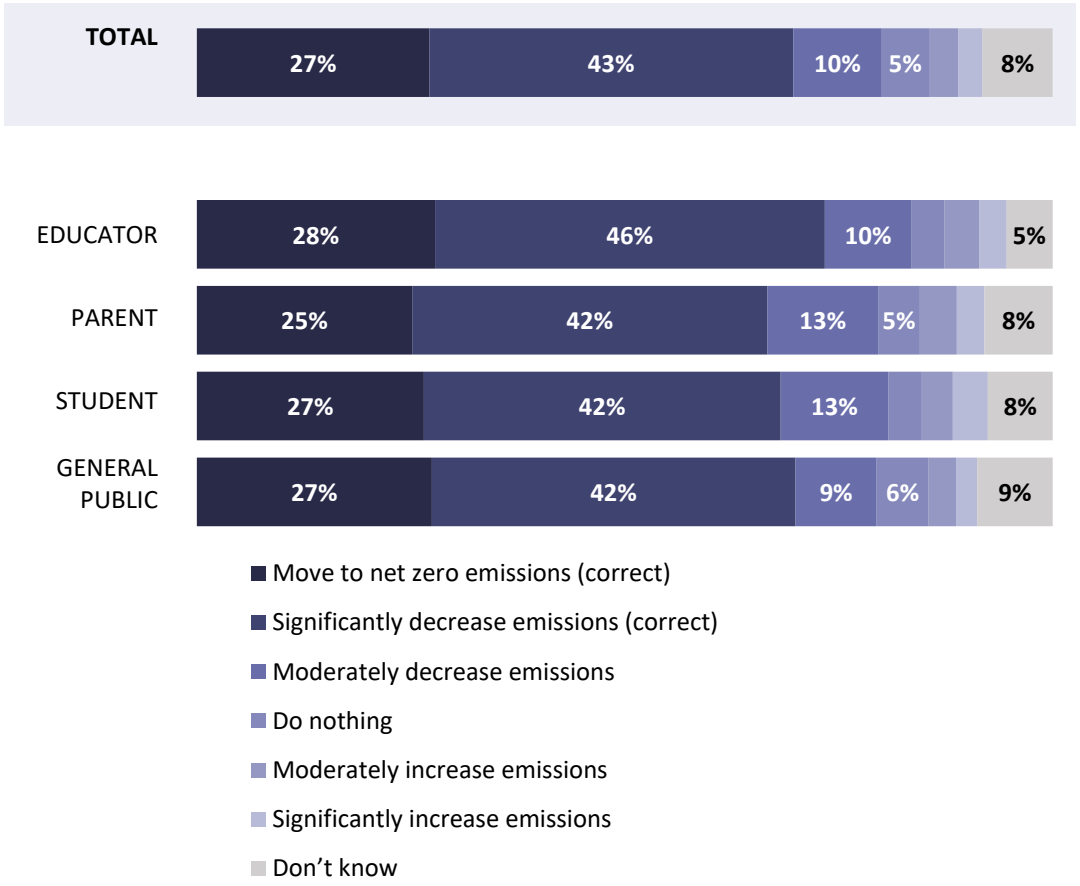
What do countries need to do in order to ensure temperatures stay within the range that the Earth system can tolerate?

A majority of Canadians are correct in thinking that countries need to either move to net zero emissions (27%) or significantly decrease emissions (43%) in order to ensure Earth temperatures stay within a tolerable range.

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
Move to net zero emissions (correct)	**27%**	28%	22%	21%	20%	28%	30%	24%	29%
Significantly decrease emissions (correct)	**43%**	41%	38%	31%	48%	41%	49%	44%	34%
Moderately decrease emissions	**10%**	11%	14%	23%	8%	10%	6%	14%	10%
Do nothing	**5%**	6%	8%	7%	8%	5%	4%	6%	6%
Moderately increase emissions	**3%**	1%	5%	3%	2%	5%	2%	2%	2%
Significantly increase emissions	**3%**	3%	3%	3%	4%	3%	2%	2%	2%
Don't know	**8%**	9%	11%	13%	10%	8%	6%	8%	18%

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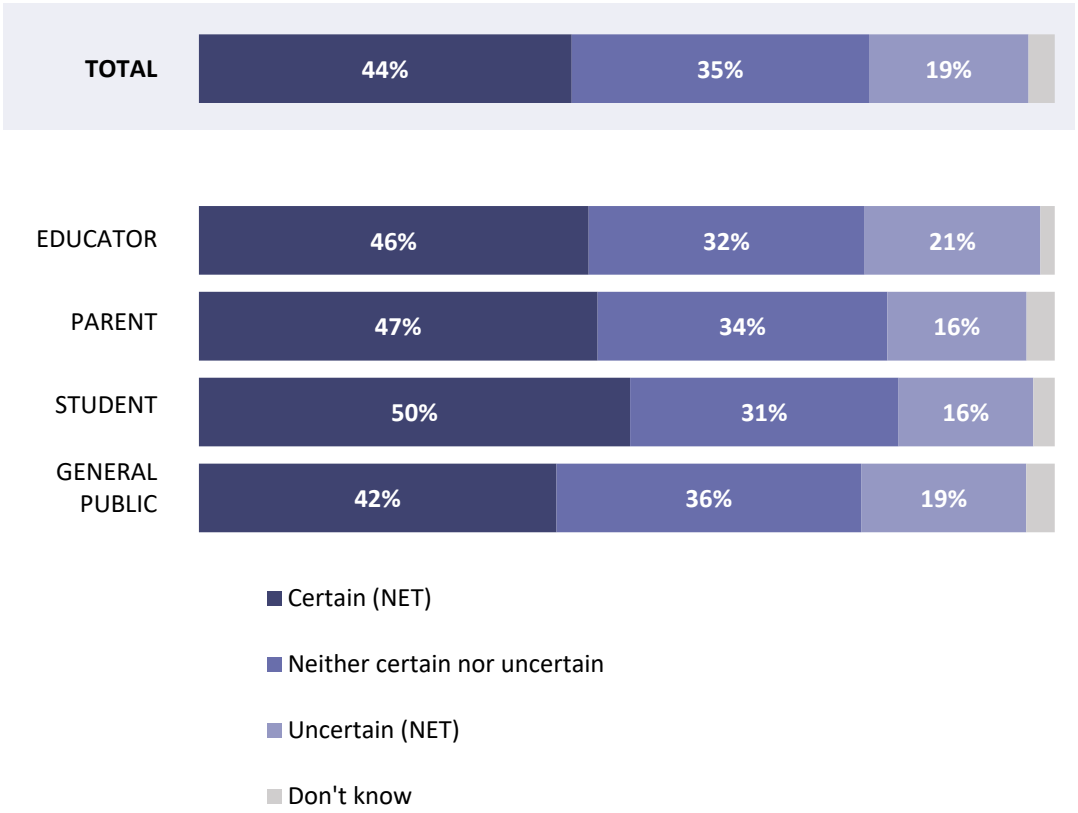
National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
Responses 4% or less not labelled in chart.

How confident are you in the answers you have given to the preceding knowledge questions?

After being asked the knowledge questions, less than half (44%) of Canadians claimed they were certain in their answers.

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
Certain (NET)	**44%**	44%	46%	44%	46%	45%	40%	43%	48%
Neither certain nor uncertain	**35%**	35%	31%	38%	36%	35%	35%	34%	30%
Uncertain (NET)	**19%**	18%	19%	14%	14%	17%	22%	19%	15%
Don't know	**3%**	3%	4%	4%	4%	3%	3%	4%	6%

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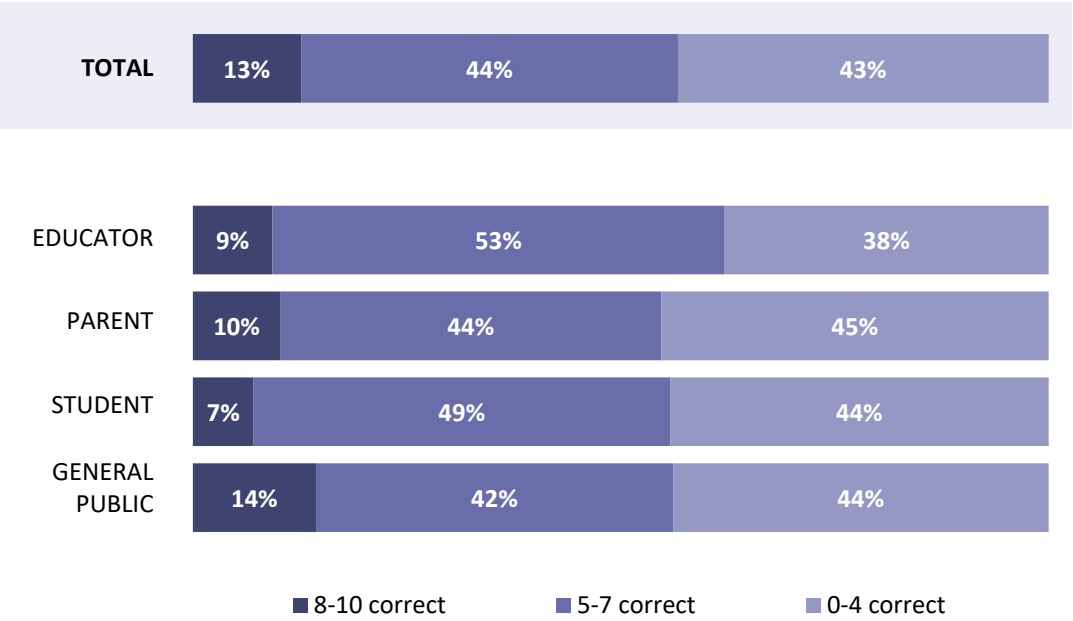
National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
Responses 3% or less not labelled in chart.

Number of correct answers to knowledge statements

In total, 43% of Canadians failed the knowledge quiz while 13% scored 80% or higher. Students and people in SK had the lowest scores.

Total Results by Respondent Group



Province/Region

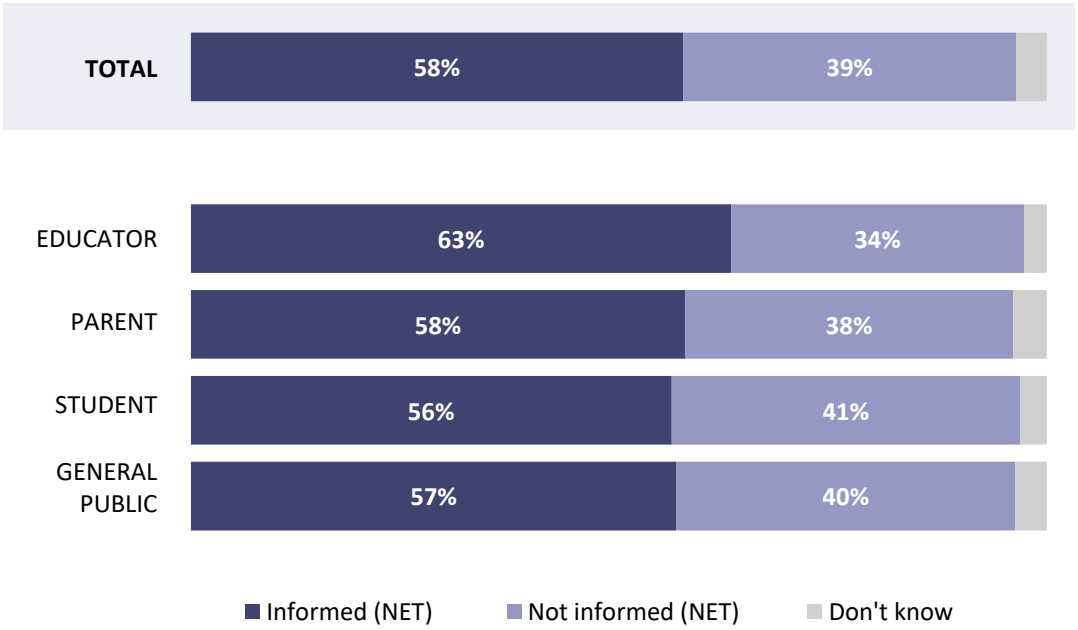
	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
8-10 correct	**13%**	10%	11%	11%	5%	14%	15%	13%	15%
5-7 correct	**44%**	47%	37%	22%	46%	42%	51%	44%	41%
0-4 correct	**43%**	43%	53%	66%	49%	44%	34%	43%	44%

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)

Personally, how well-informed do you feel you are about climate change?

58% of Canadians feel informed about climate change with people in MB and QC feeling the least informed

Total Results by Respondent Group



Province/Region

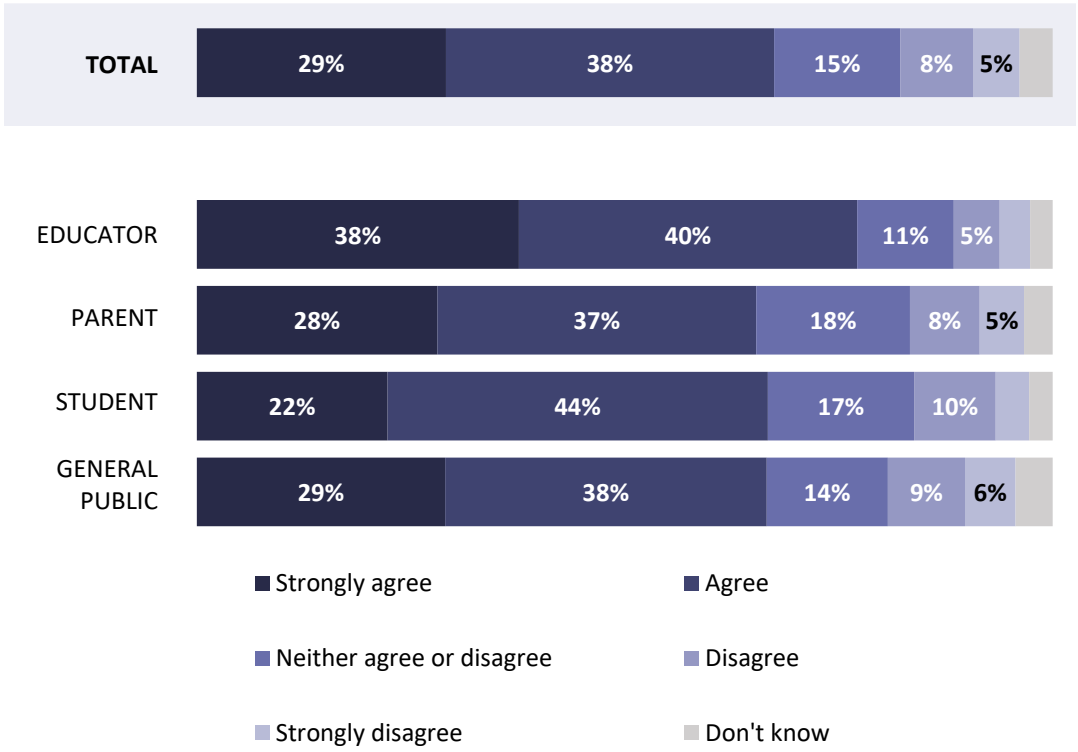
	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
Informed (NET)	**58%**	60%	62%	56%	51%	59%	52%	60%	60%
Not informed (NET)	**39%**	38%	34%	37%	44%	39%	43%	34%	34%
Don't know	**4%**	2%	5%	7%	5%	2%	4%	5%	5%

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
Responses 4% or less not labelled in chart.

To what extent do you agree or disagree with the following statement? "We are experiencing a climate emergency."

67% of Canadians agree that we are experiencing a climate emergency. This number increases to 80% in QC and dips to 48% in AB.

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
Strongly agree	**29%**	31%	17%	20%	17%	27%	41%	23%	38%
Agree	**38%**	33%	31%	32%	38%	43%	39%	37%	30%
Neither agree or disagree	**15%**	15%	22%	22%	13%	14%	11%	18%	24%
Disagree	**8%**	12%	11%	11%	12%	8%	4%	13%	3%
Strongly disagree	**5%**	5%	12%	11%	8%	4%	3%	5%	2%
Don't know	**4%**	4%	6%	4%	10%	3%	2%	5%	3%

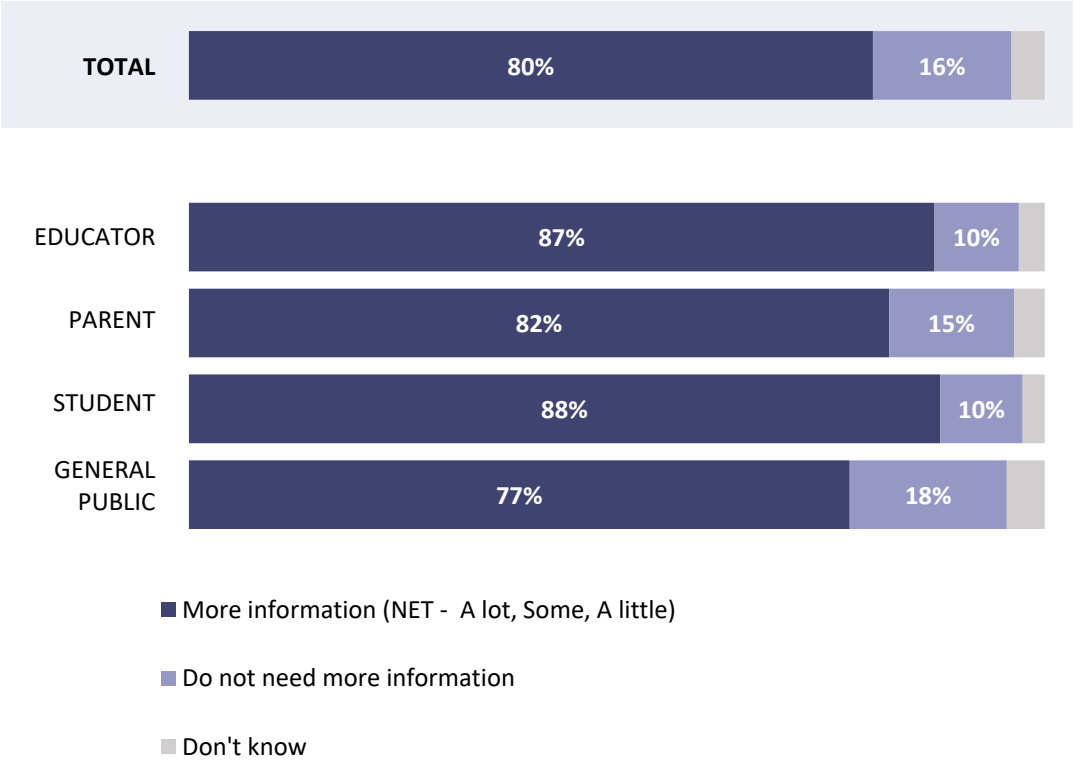
LSF Learning for a Sustainable Future

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
Responses 4% or less not labelled in chart.

How much information do you feel you need about climate change, in order to form a firm opinion?

A large majority (80%) of Canadians feel they need more information on climate change in order to form a firm opinion, this increases to 88% for students.

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
More information (NET - A lot, Some, A little)	**80%**	74%	78%	78%	83%	82%	83%	74%	84%
Do not need more information	**16%**	21%	17%	16%	13%	15%	14%	19%	13%
Don't know	**4%**	5%	5%	6%	5%	3%	3%	6%	2%

LSF Learning for a Sustainable Future

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
Responses 4% or less not labelled in chart.

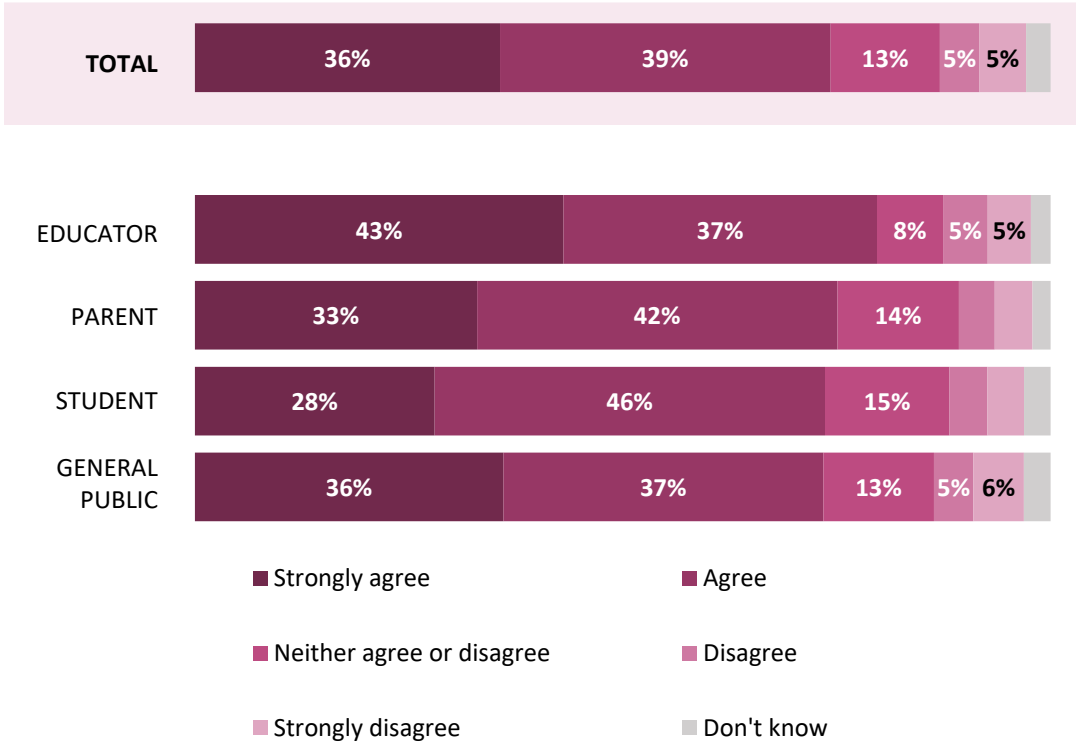
Survey Results
Part 2: Effects And Actions

Most Canadians accept that climate change is real, serious, and already affecting their lives. There’s broad recognition that humanity has failed to properly care for the planet, and many people report personal experiences with climate-related impacts. While emotional responses vary, a growing number of Canadians express anxiety, concern, and even distress about the future. Despite this awareness, there's a wide spectrum in people’s willingness to change their lifestyles in response. Still, most reject the notion that climate change is exaggerated or beyond human influence, signaling awareness of both the urgency and collective responsibility.

Climate change poses risks to Canadians.

Nearly three-quarters (75%) of Canadians agree that climate change poses risks to Canadians. Regionally, 84% of respondents living in the Territories agree, compared to 57% in SK and 62% in MB.

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
Strongly agree	**36%**	35%	28%	24%	25%	38%	37%	38%	47%
Agree	**39%**	41%	38%	33%	37%	36%	42%	43%	37%
Neither agree or disagree	**13%**	11%	18%	26%	24%	13%	9%	10%	4%
Disagree	**5%**	4%	6%	7%	7%	4%	5%	5%	1%
Strongly disagree	**5%**	6%	8%	6%	3%	6%	5%	2%	2%
Don't know	**3%**	3%	3%	5%	4%	3%	2%	3%	8%

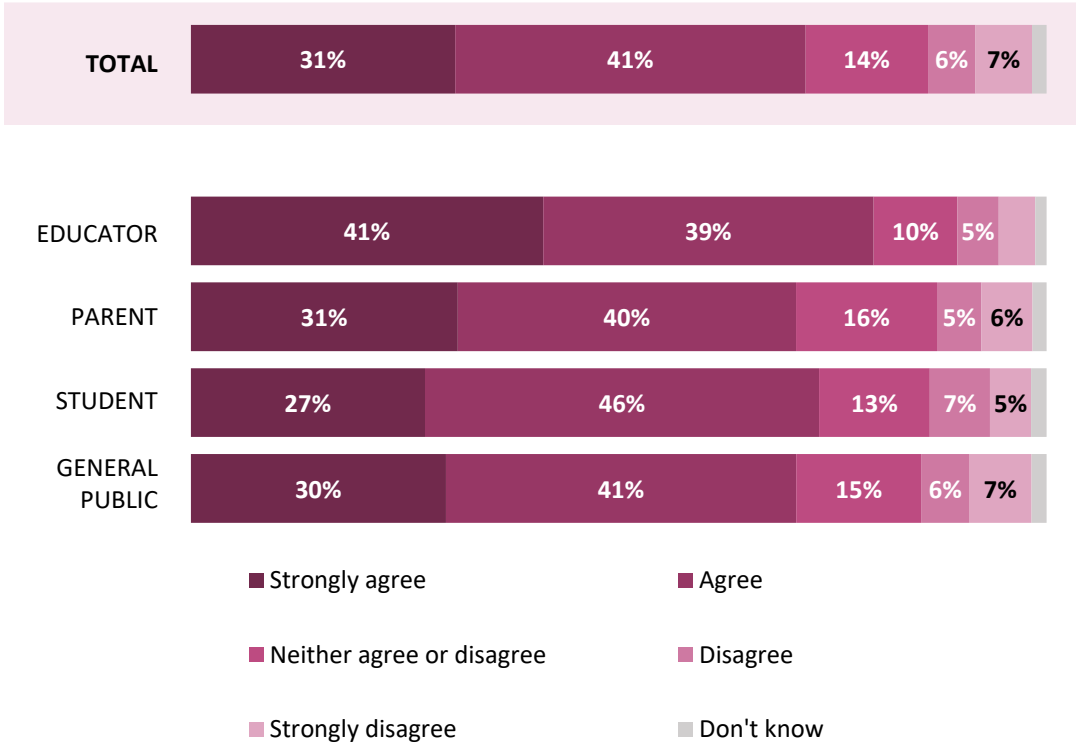
LSF Learning for a Sustainable Future

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
Responses 4% or less not labelled in chart.

I am concerned about the impacts of climate change.

72% of Canadians are concerned about the impacts of climate change with those in the Territories reporting the highest level of concern (82%) and those in SK reporting the lowest (56%).

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
Strongly agree	**31%**	32%	24%	26%	19%	33%	32%	32%	36%
Agree	**41%**	38%	41%	30%	45%	43%	39%	41%	46%
Neither agree or disagree	**14%**	15%	18%	20%	16%	11%	15%	15%	4%
Disagree	**6%**	5%	4%	8%	9%	5%	6%	6%	3%
Strongly disagree	**7%**	8%	10%	12%	7%	6%	6%	4%	2%
Don't know	**2%**	2%	2%	3%	3%	1%	2%	2%	9%

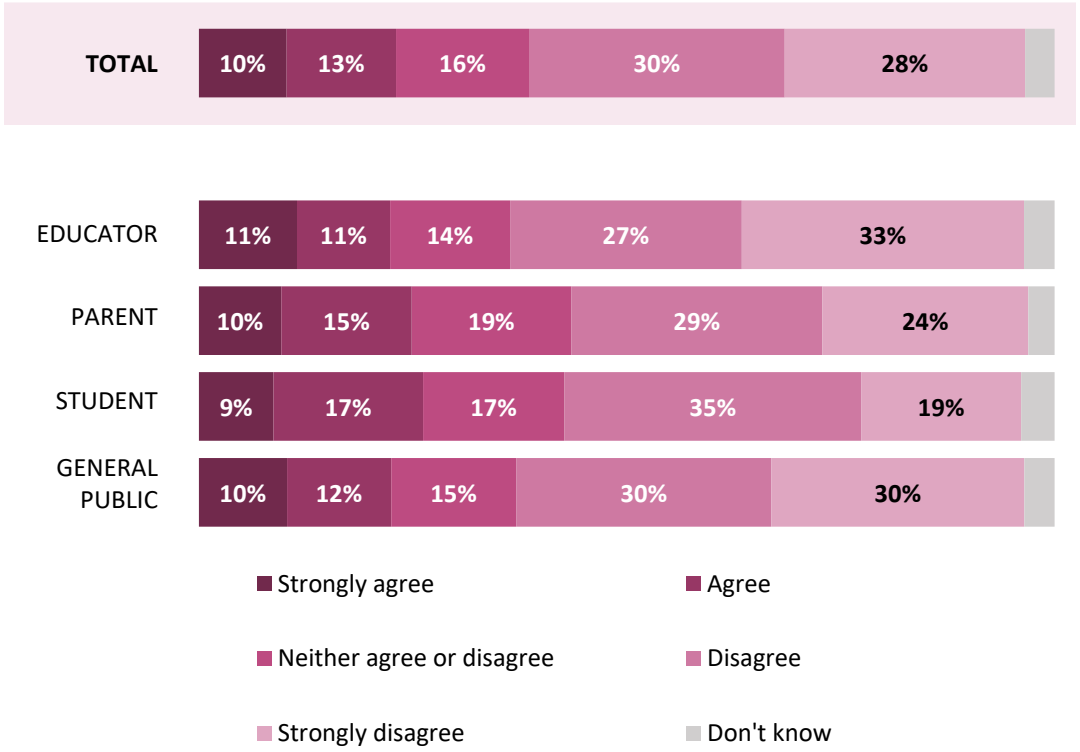
LSF Learning for a Sustainable Future

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
Responses 4% or less not labelled in chart.

The seriousness of climate change is exaggerated.

Only one-quarter (23%) of Canadians agree that the seriousness of climate change is exaggerated, while the majority (58%) disagree.

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
Strongly agree	**10%**	10%	14%	14%	13%	10%	8%	10%	11%
Agree	**13%**	12%	19%	16%	16%	13%	9%	16%	16%
Neither agree or disagree	**16%**	15%	16%	23%	16%	16%	14%	16%	8%
Disagree	**30%**	29%	26%	18%	30%	30%	33%	31%	26%
Strongly disagree	**28%**	30%	23%	24%	20%	28%	33%	23%	35%
Don't know	**3%**	5%	4%	5%	5%	3%	3%	3%	3%

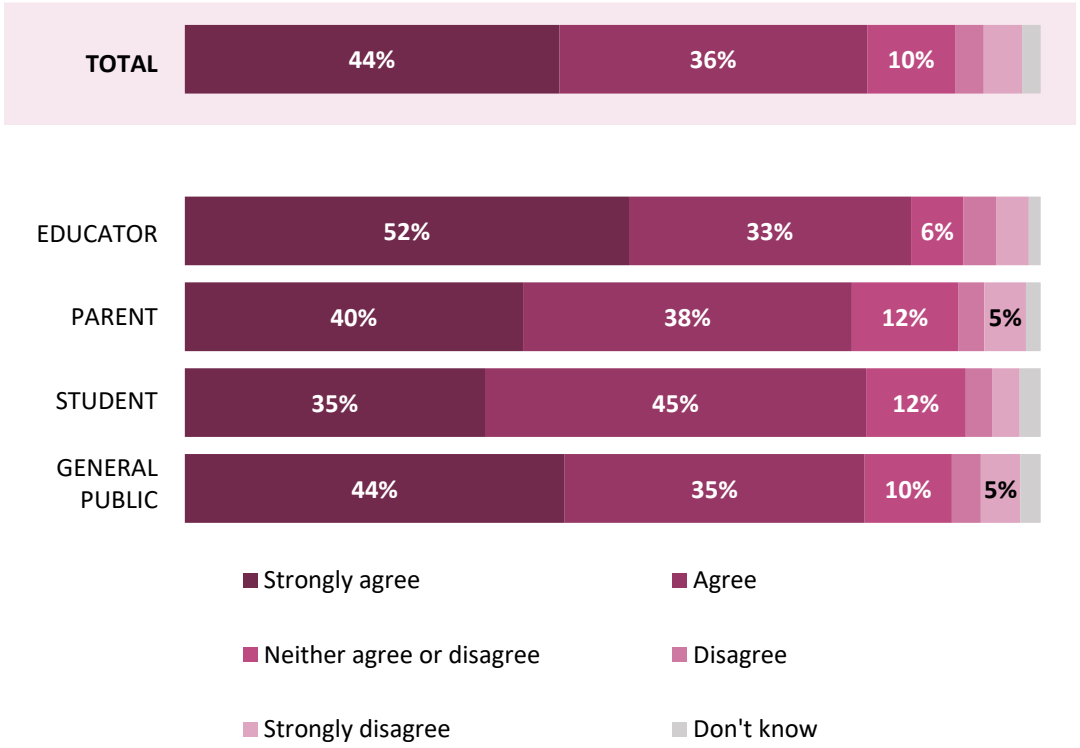
LSF Learning for a Sustainable Future

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
Responses 4% or less not labelled in chart.

I am certain that climate change is happening.

A large majority (80%) of Canadians are certain that climate change is happening, this dips to 66% in SK, 67% in MB.

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
Strongly agree	**44%**	41%	35%	29%	31%	42%	56%	43%	41%
Agree	**36%**	35%	38%	37%	36%	39%	30%	40%	41%
Neither agree or disagree	**10%**	12%	14%	19%	18%	10%	5%	11%	8%
Disagree	**3%**	5%	4%	6%	7%	2%	3%	2%	3%
Strongly disagree	**4%**	5%	5%	5%	5%	5%	4%	2%	5%
Don't know	**2%**	2%	3%	5%	3%	2%	1%	2%	2%

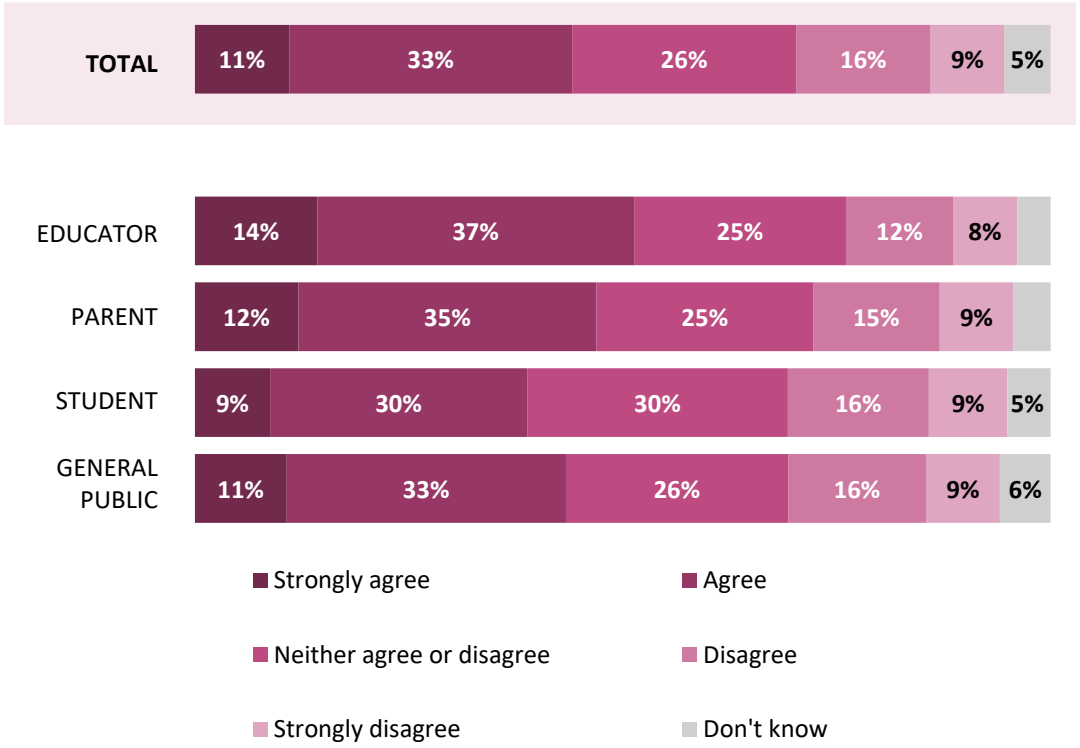
LSF Learning for a Sustainable Future

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
Responses 4% or less not labelled in chart.

I have personally experienced the effects of climate change.

Over two-in-five (44%) of Canadians agree that they have personally experienced the effects of climate change. Looking regionally, 71% of respondents from the Territories and 50% of respondents in AB agree.

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
Strongly agree	**11%**	14%	11%	9%	7%	12%	9%	13%	27%
Agree	**33%**	35%	39%	28%	32%	33%	27%	38%	44%
Neither agree or disagree	**26%**	24%	22%	29%	28%	27%	27%	26%	11%
Disagree	**16%**	11%	11%	17%	17%	15%	23%	13%	7%
Strongly disagree	**9%**	9%	11%	15%	10%	8%	9%	6%	2%
Don't know	**5%**	7%	5%	3%	7%	5%	5%	4%	9%

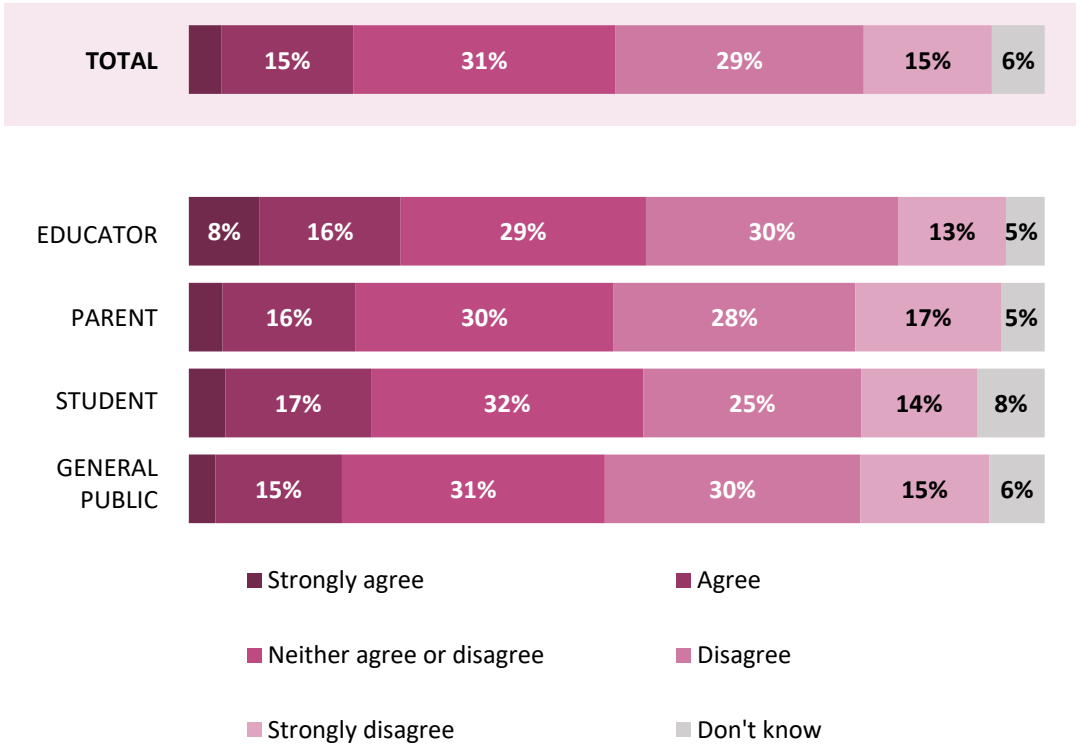
LSF Learning for a Sustainable Future

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
Responses 4% or less not labelled in chart.

The government is not doing a good job to address climate change.

Less than one-in-five (19%) Canadians agree that the government is doing a good job in their actions to address climate change.

Total Results by Respondent Group



Province/Region

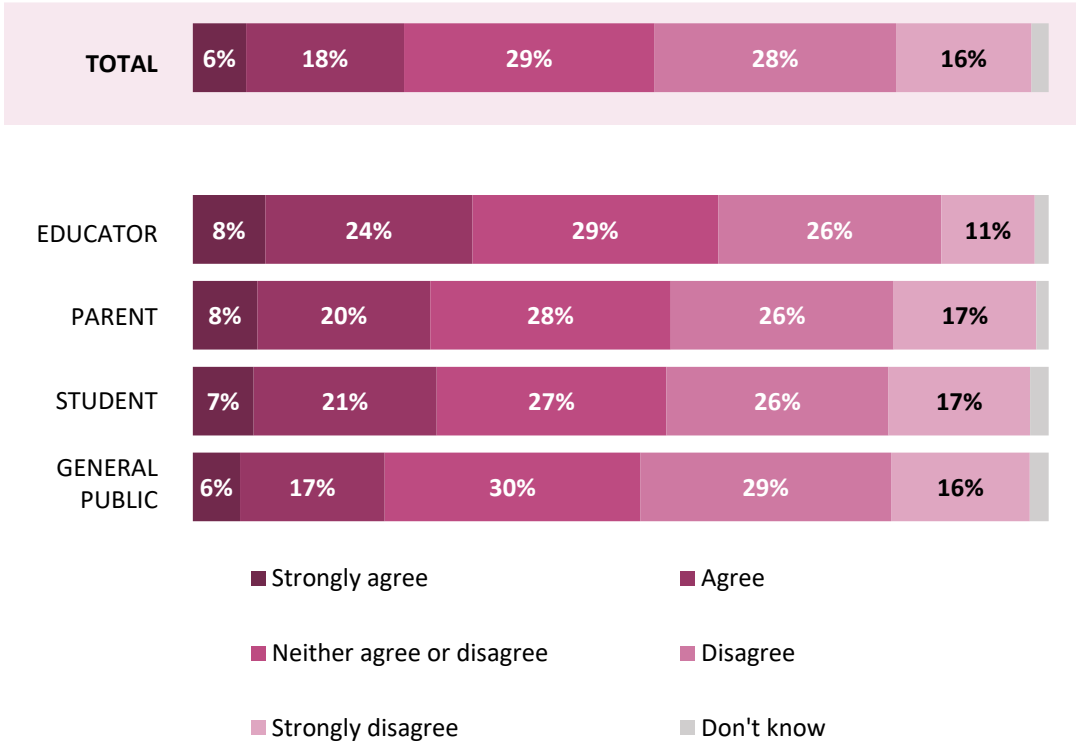
	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
Strongly agree	**4%**	2%	3%	4%	3%	5%	3%	5%	6%
Agree	**15%**	14%	12%	13%	14%	18%	14%	18%	12%
Neither agree or disagree	**31%**	35%	25%	28%	34%	29%	32%	32%	25%
Disagree	**29%**	28%	30%	24%	23%	29%	33%	22%	18%
Strongly disagree	**15%**	13%	23%	22%	12%	14%	12%	16%	31%
Don't know	**6%**	7%	7%	8%	14%	5%	5%	7%	8%

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
Responses 4% or less not labelled in chart.

My worries about the effects of climate change are affecting my daily life.

One-quarter (25%) of Canadians agree their worries about the effects of climate change are affecting their daily life including 28% of students and 32% of educators.

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
Strongly agree	**6%**	5%	4%	7%	4%	7%	6%	9%	11%
Agree	**18%**	19%	16%	16%	11%	20%	19%	17%	30%
Neither agree or disagree	**29%**	31%	27%	25%	30%	29%	30%	33%	21%
Disagree	**28%**	25%	29%	22%	25%	29%	32%	24%	17%
Strongly disagree	**16%**	18%	22%	28%	27%	13%	12%	16%	9%
Don't know	**2%**	2%	2%	2%	3%	2%	2%	1%	11%

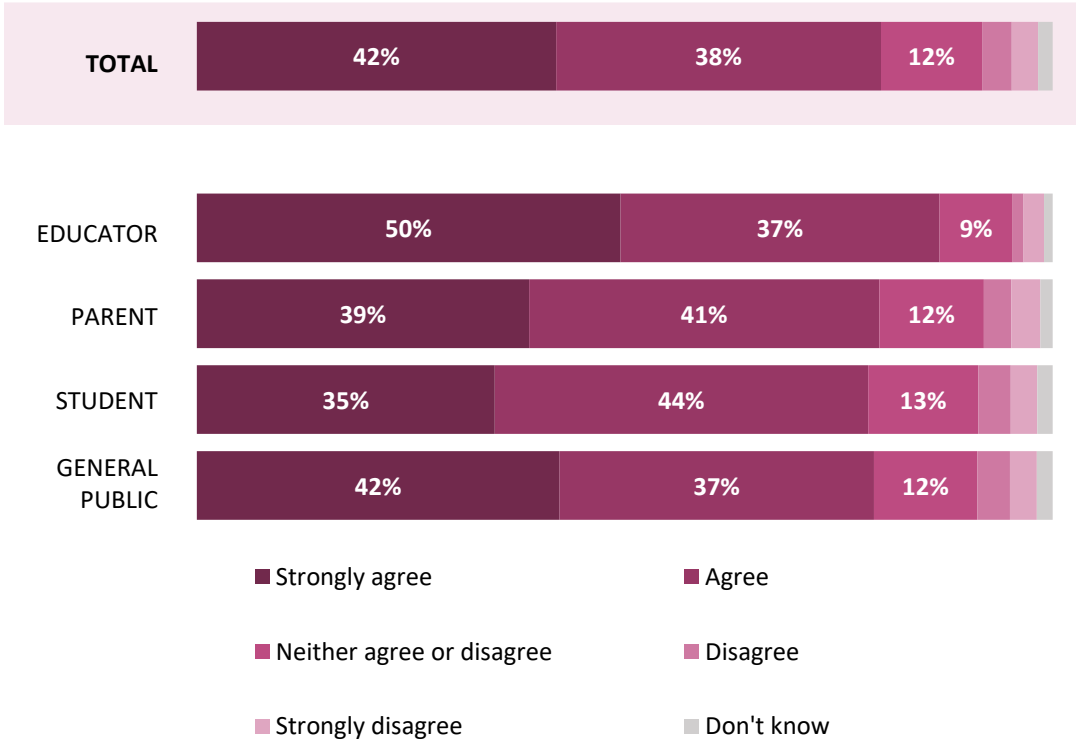
LSF Learning for a Sustainable Future

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
Responses 2% or less not labelled in chart.

People have failed to care for the planet.

A large majority (80%) of Canadians agree that people have failed to care for the planet.

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
Strongly agree	**42%**	36%	37%	30%	32%	44%	49%	40%	39%
Agree	**38%**	42%	33%	34%	47%	38%	36%	40%	39%
Neither agree or disagree	**12%**	14%	16%	20%	12%	11%	8%	14%	7%
Disagree	**3%**	3%	7%	6%	5%	3%	2%	4%	4%
Strongly disagree	**3%**	4%	4%	8%	2%	3%	3%	1%	8%
Don't know	**2%**	1%	2%	3%	2%	1%	2%	1%	2%

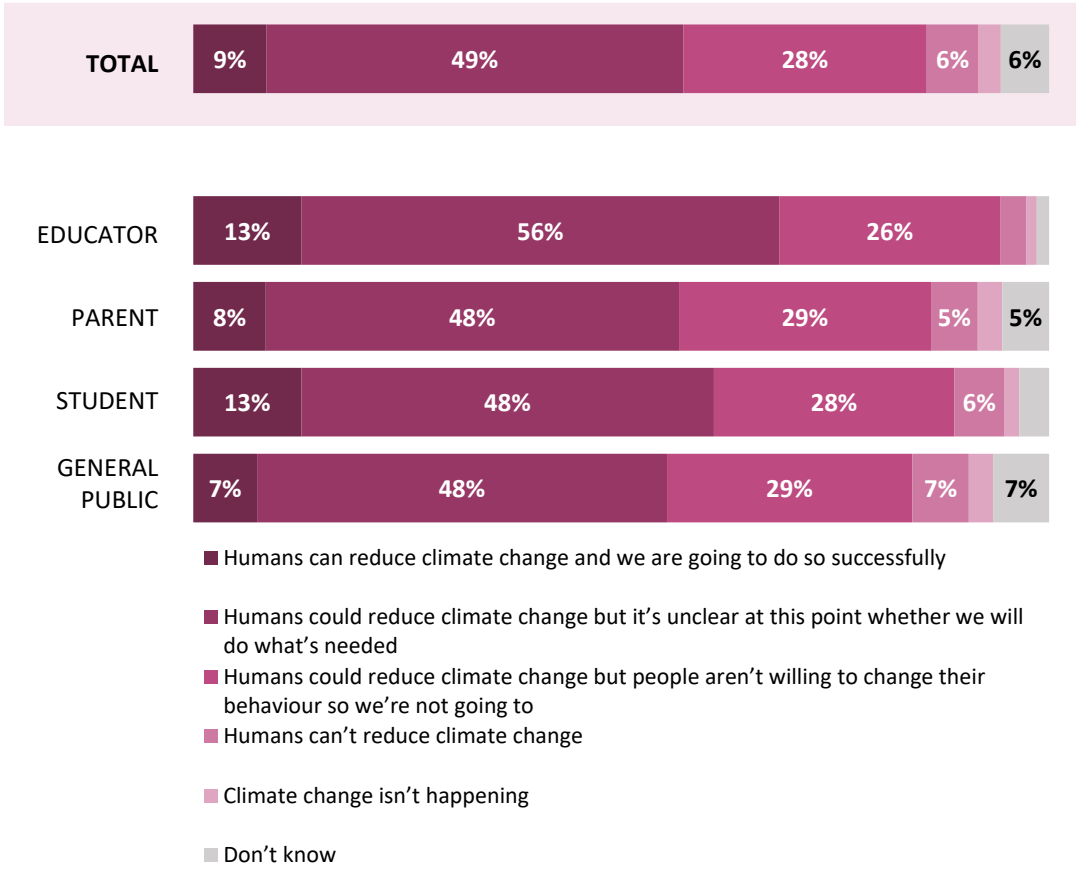
LSF Learning for a Sustainable Future

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
Responses 4% or less not labelled in chart.

Which one of the following statements comes closest to your personal view?

Few (9%) Canadians believe that humans can and will reduce climate change, while nearly half (49%) believe humans could reduce climate change, but it is unclear if we will do what is needed.

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
Humans can reduce climate change and we are going to do so successfully	**9%**	8%	10%	7%	7%	9%	7%	11%	9%
Humans could reduce climate change but it's unclear at this point whether we will do what's needed	**49%**	52%	46%	48%	50%	49%	48%	47%	49%
Humans could reduce climate change but people aren't willing to change their behaviour so we're not going to	**28%**	25%	24%	25%	22%	29%	34%	27%	28%
Humans can't reduce climate change	**6%**	7%	10%	10%	5%	5%	5%	5%	6%
Climate change isn't happening	**3%**	2%	4%	3%	5%	2%	3%	3%	1%
Don't know	**6%**	6%	6%	7%	10%	6%	4%	6%	7%

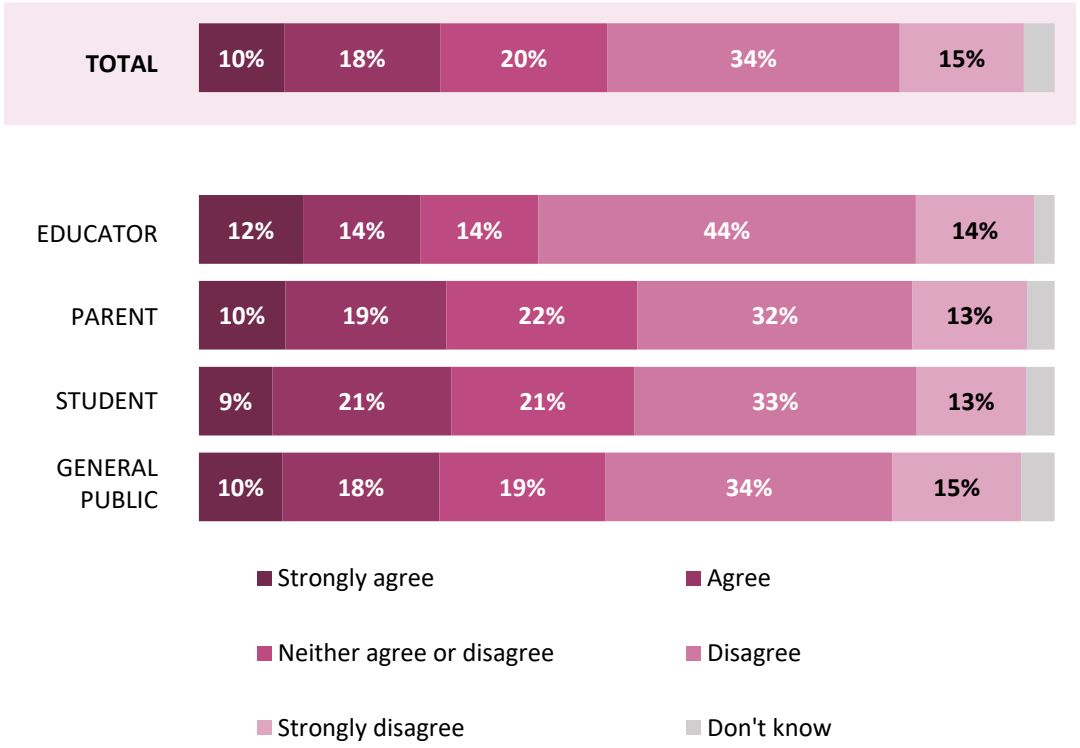
LSF Learning for a Sustainable Future

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
Responses 3% or less not labelled in chart.

Humans have little control over the forces of nature such as climate change.

Nearly half (49%) of Canadians disagree that humans have little control over the forces of nature such as climate change.

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
Strongly agree	**10%**	7%	14%	14%	9%	10%	10%	10%	16%
Agree	**18%**	19%	22%	23%	17%	19%	14%	20%	14%
Neither agree or disagree	**20%**	22%	17%	23%	23%	20%	18%	20%	23%
Disagree	**34%**	35%	28%	26%	36%	34%	37%	37%	29%
Strongly disagree	**15%**	16%	15%	8%	10%	14%	16%	12%	11%
Don't know	**4%**	2%	4%	6%	5%	3%	5%	2%	8%

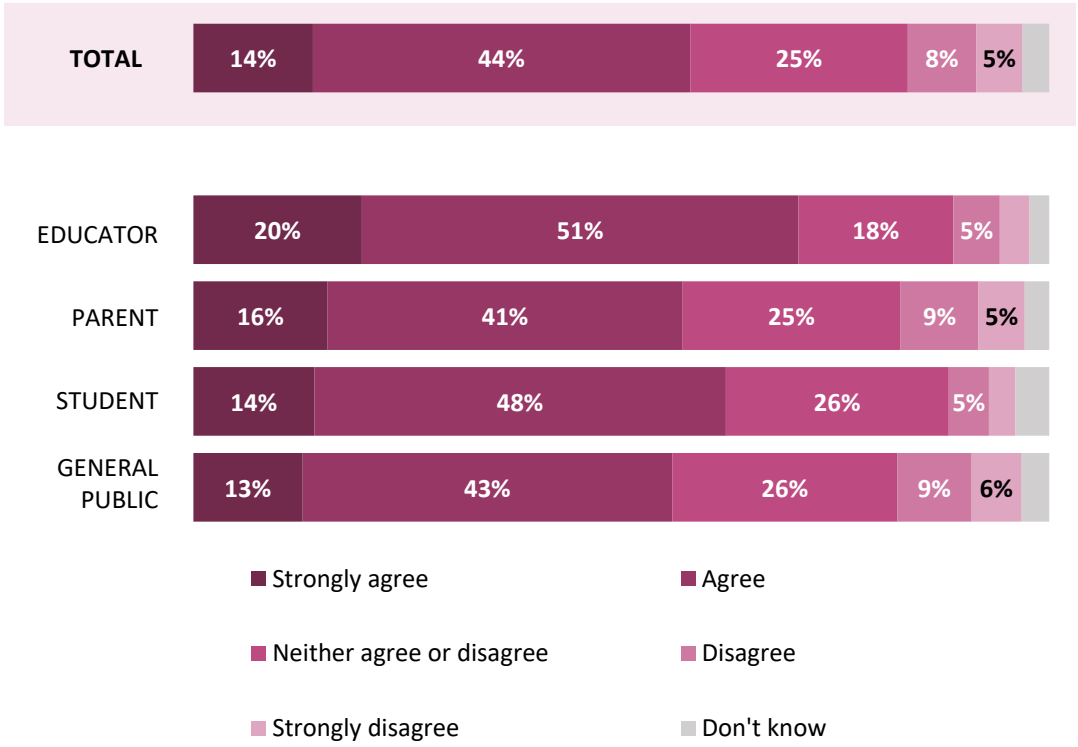
LSF Learning for a Sustainable Future

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
Responses 4% or less not labelled in chart.

I feel better about climate change when I am taking actions to reduce my own carbon footprint.

Nearly three-in-five (58%) Canadians feel better about climate change when they are taking actions to reduce their own carbon footprint.

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
Strongly agree	**14%**	12%	8%	11%	8%	16%	14%	21%	18%
Agree	**44%**	46%	40%	37%	42%	46%	43%	44%	42%
Neither agree or disagree	**25%**	26%	29%	29%	33%	23%	27%	21%	28%
Disagree	**8%**	8%	11%	12%	7%	7%	8%	7%	5%
Strongly disagree	**5%**	5%	9%	8%	3%	5%	4%	5%	4%
Don't know	**3%**	2%	3%	4%	7%	3%	4%	1%	3%

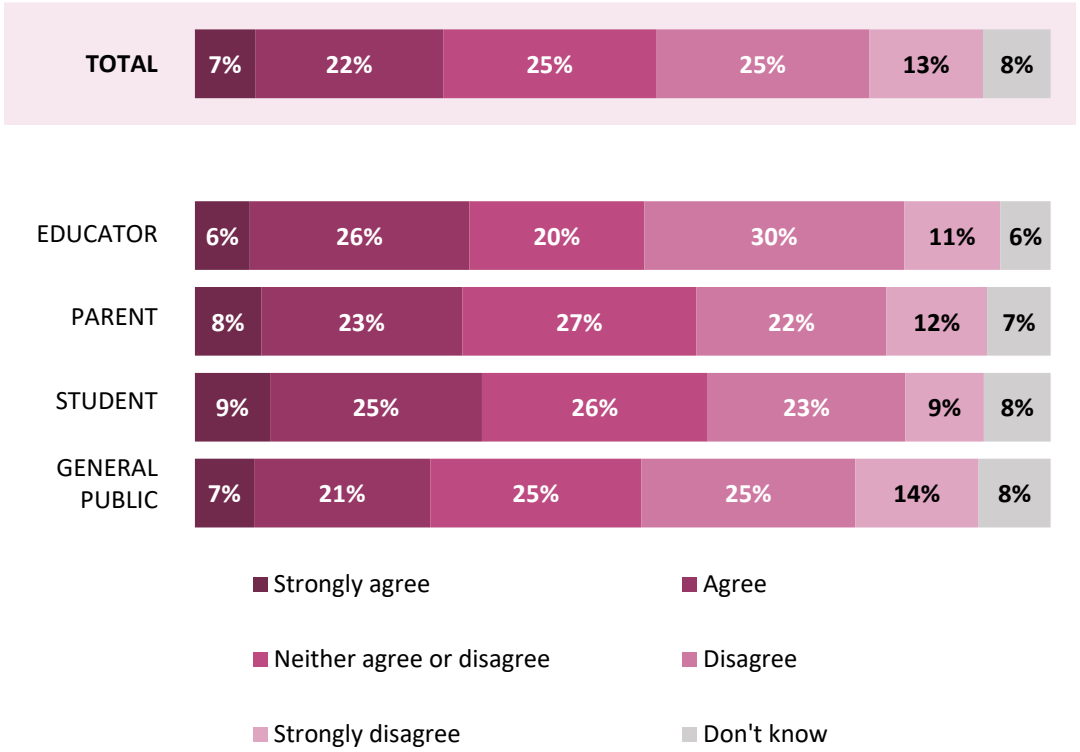
LSF Learning for a Sustainable Future

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
Responses 4% or less not labelled in chart.

New technologies can solve climate change without individuals having to make big changes in their lives.

Canadians are mixed on if they think new technologies can solve climate change, but more disagree (38%) than agree (29%).

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
Strongly agree	**7%**	5%	8%	6%	7%	8%	6%	11%	7%
Agree	**22%**	23%	23%	19%	21%	25%	16%	25%	28%
Neither agree or disagree	**25%**	26%	27%	25%	28%	24%	24%	25%	28%
Disagree	**25%**	25%	27%	31%	18%	23%	27%	24%	20%
Strongly disagree	**13%**	12%	8%	11%	13%	12%	21%	9%	14%
Don't know	**8%**	9%	7%	8%	14%	9%	6%	6%	3%

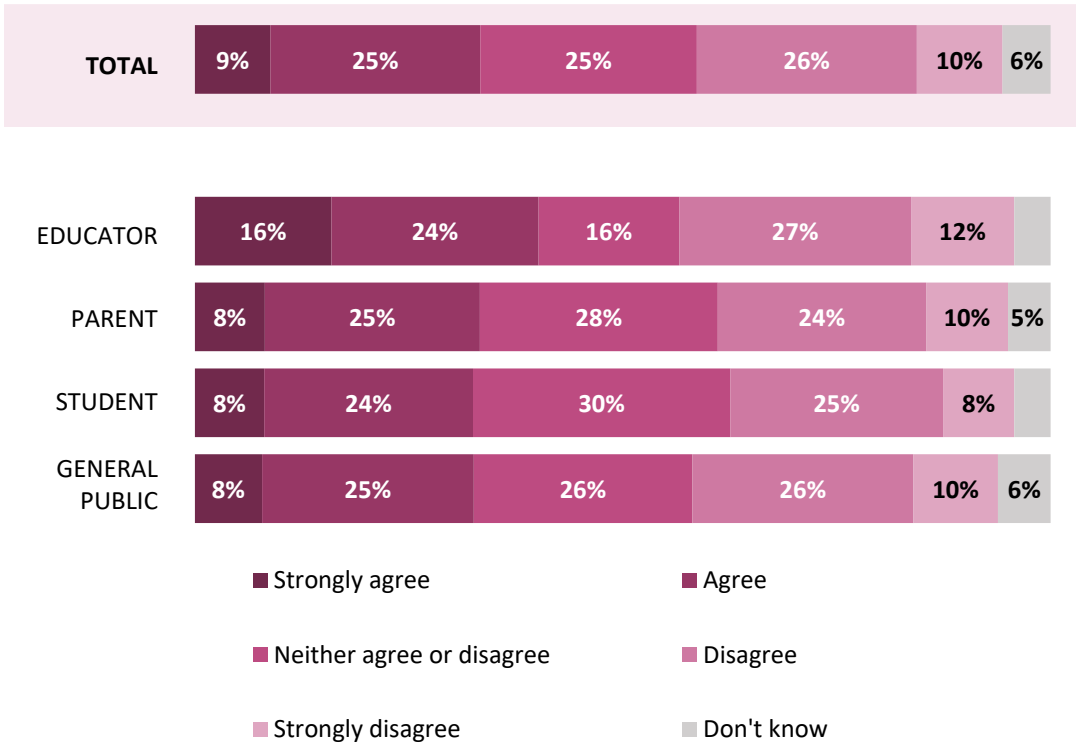
LSF Learning for a Sustainable Future

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)

Climate change is inevitable, no matter what we try to do to stop it.

There is a lack of consensus among Canadians on whether climate change is inevitable, with approximately one-third agreeing (33%) and disagreeing (36%).

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
Strongly agree	**9%**	10%	9%	13%	7%	8%	9%	11%	6%
Agree	**25%**	26%	28%	30%	20%	25%	20%	28%	26%
Neither agree or disagree	**25%**	23%	30%	22%	28%	26%	23%	25%	30%
Disagree	**26%**	26%	20%	22%	25%	26%	30%	21%	18%
Strongly disagree	**10%**	12%	7%	6%	7%	9%	12%	12%	11%
Don't know	**6%**	4%	5%	8%	12%	6%	6%	3%	9%

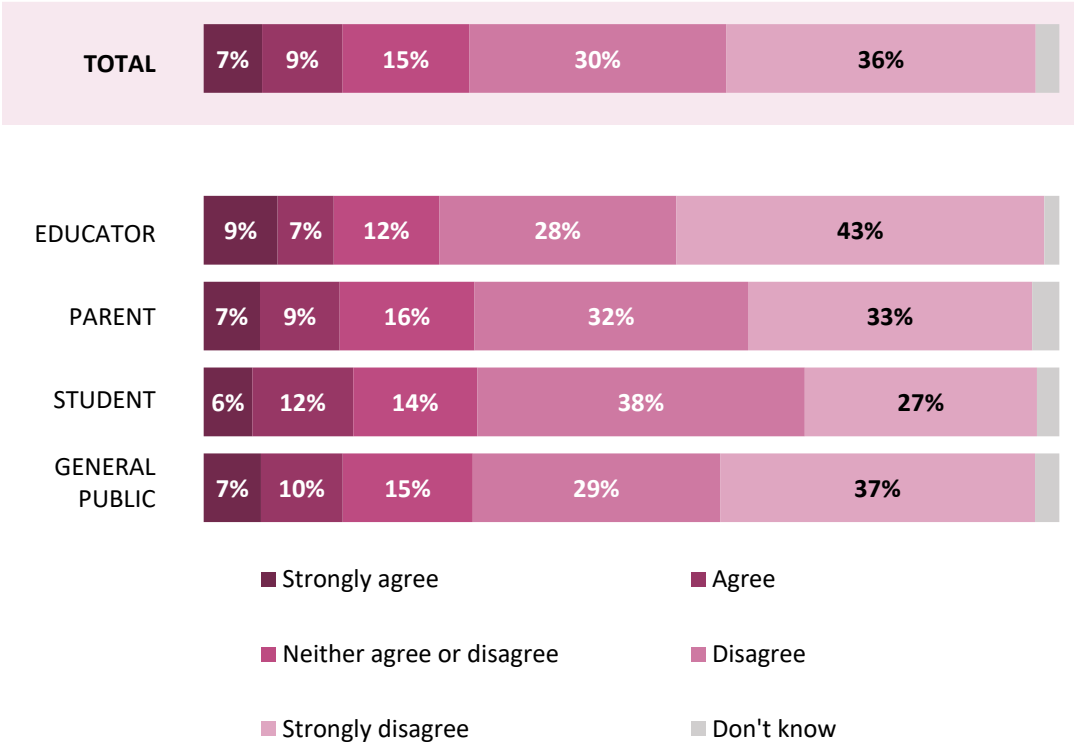
LSF Learning for a Sustainable Future

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
Responses 4% or less not labelled in chart.

Taking action on climate change is a waste of time and resources.

Few (16%) Canadians agree that taking action on climate change is a waste of time and resources.

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
Strongly agree	**7%**	6%	8%	14%	4%	7%	6%	7%	6%
Agree	**9%**	11%	14%	12%	15%	9%	5%	11%	9%
Neither agree or disagree	**15%**	14%	16%	19%	14%	16%	12%	18%	25%
Disagree	**30%**	30%	30%	28%	33%	30%	31%	30%	22%
Strongly disagree	**36%**	37%	28%	24%	27%	36%	44%	32%	31%
Don't know	**3%**	2%	4%	4%	8%	2%	2%	2%	7%

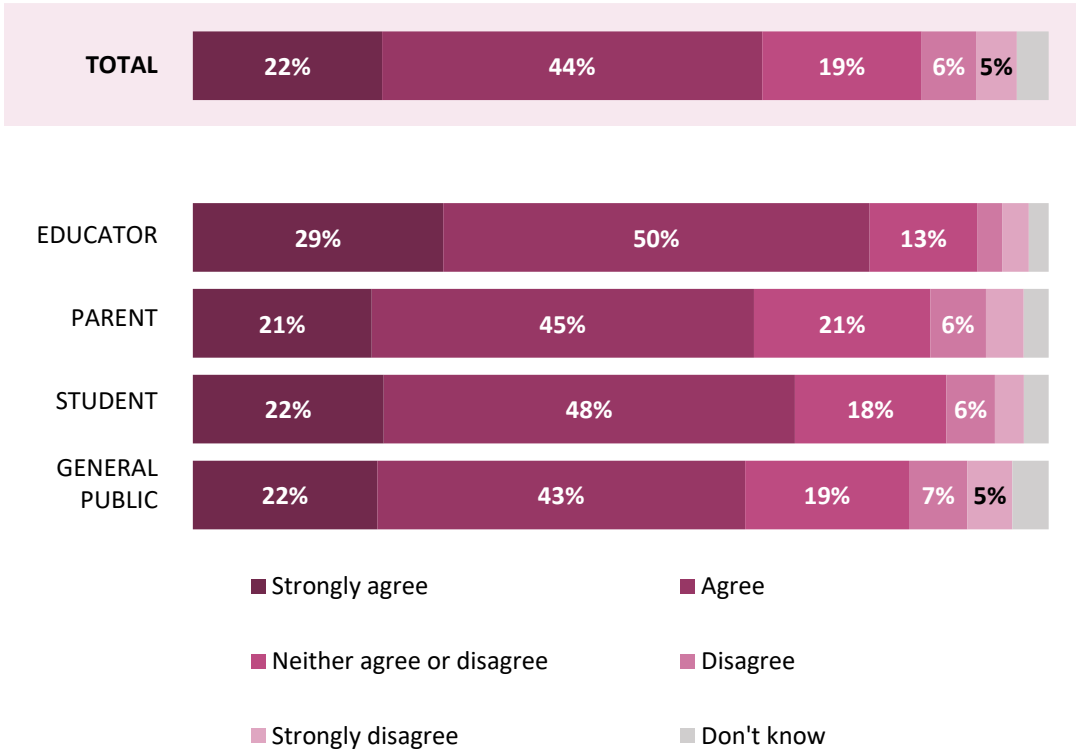
LSF Learning for a Sustainable Future

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
Responses 3% or less not labelled in chart.

The work and voices of young people can inspire important climate action.

Over two-thirds (67%) of Canadians believe that the work and voices of young people can inspire important climate action.

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
Strongly agree	**22%**	20%	17%	17%	19%	23%	23%	28%	19%
Agree	**44%**	45%	44%	38%	43%	46%	43%	44%	52%
Neither agree or disagree	**19%**	21%	21%	17%	19%	17%	20%	15%	13%
Disagree	**6%**	6%	8%	16%	10%	5%	6%	7%	4%
Strongly disagree	**5%**	5%	6%	6%	3%	5%	4%	4%	8%
Don't know	**4%**	4%	5%	7%	6%	3%	4%	3%	5%

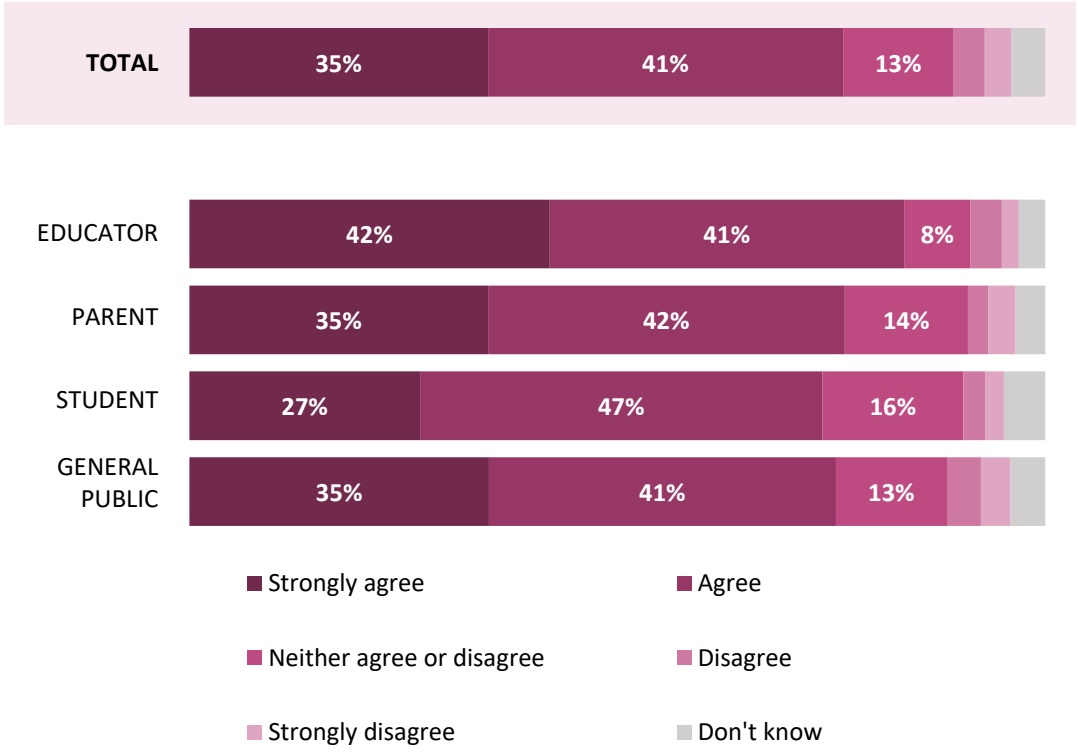
LSF Learning for a Sustainable Future

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
Responses 4% or less not labelled in chart.

Personal actions are important, but systemic change is required to address climate challenges.

Over three-quarters (76%) of Canadians agree that while personal actions are important, systemic change is required to address climate challenges.

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
Strongly agree	**35%**	38%	29%	24%	23%	34%	41%	35%	37%
Agree	**41%**	37%	41%	37%	41%	46%	39%	37%	42%
Neither agree or disagree	**13%**	12%	16%	19%	21%	12%	11%	17%	7%
Disagree	**4%**	5%	5%	8%	4%	3%	3%	4%	5%
Strongly disagree	**3%**	4%	5%	4%	3%	3%	3%	3%	3%
Don't know	**4%**	5%	4%	8%	8%	3%	4%	5%	7%

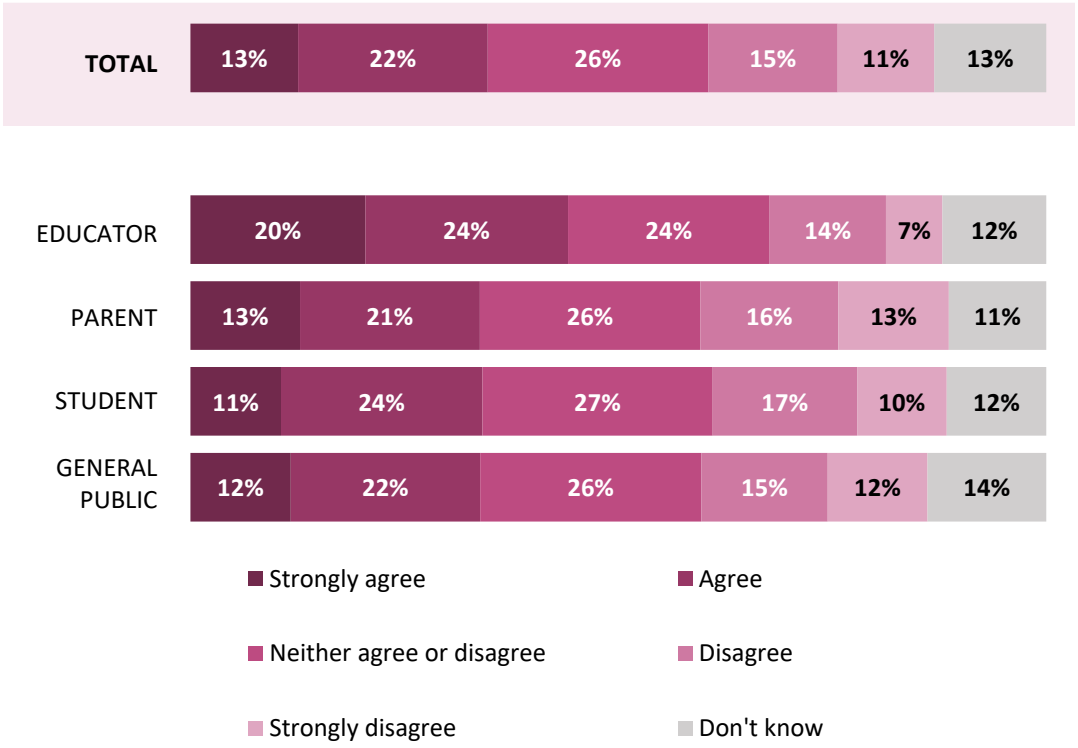
LSF Learning for a Sustainable Future

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
Responses 4% or less not labelled in chart.

Climate change is more significantly impacting Indigenous and marginalized communities.

Over one-third (35%) of Canadians agree that climate change is more significantly impacting Indigenous and marginalized communities, a number that sharply rises to 60% among those living in the territories.

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
Strongly agree	**13%**	10%	9%	12%	8%	16%	10%	14%	23%
Agree	**22%**	20%	18%	20%	18%	25%	20%	28%	37%
Neither agree or disagree	**26%**	30%	27%	27%	26%	24%	27%	21%	16%
Disagree	**15%**	15%	19%	16%	19%	13%	17%	16%	7%
Strongly disagree	**11%**	11%	18%	15%	12%	10%	11%	10%	9%
Don't know	**13%**	13%	10%	11%	17%	13%	15%	11%	8%

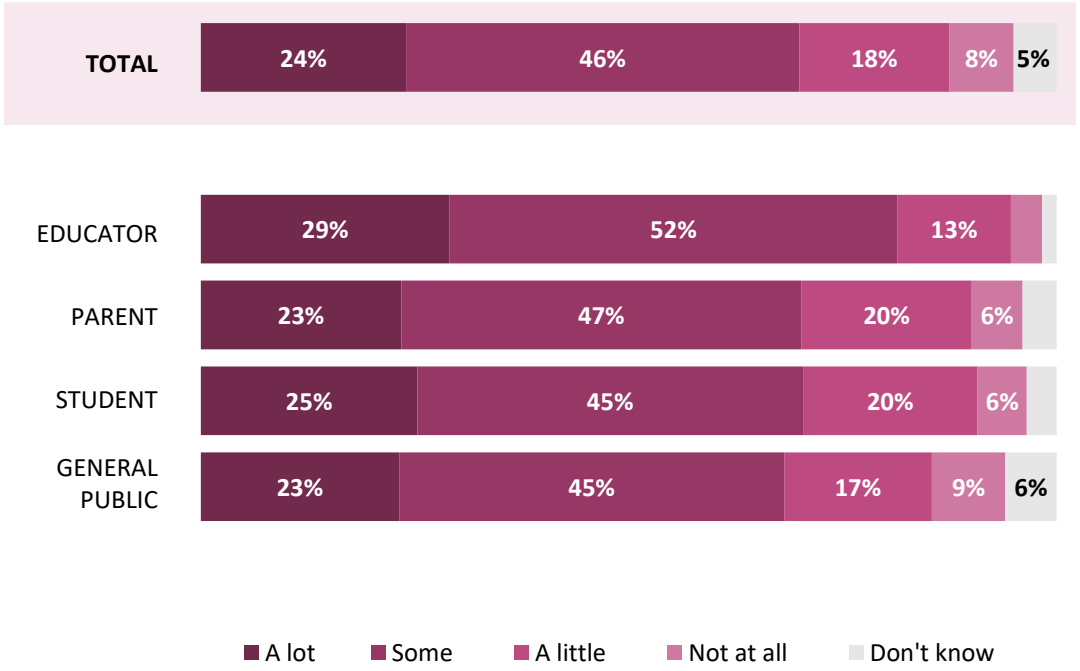
LSF Learning for a Sustainable Future

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)

In the next few years, how much would you be willing to change in your life (at school, work or home) to help reduce the effects of climate change?

A large majority (87%) of Canadians are willing to change their life to help reduce the effects of climate change with 24% responding "a lot" and 46% responding "some." Educators are willing to change the most and respondents in MB and AB the least.

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
A lot	**24%**	23%	18%	18%	16%	26%	27%	25%	31%
Some	**46%**	42%	41%	38%	44%	46%	53%	45%	53%
A little	**18%**	22%	23%	28%	19%	17%	12%	18%	9%
Not at all	**8%**	5%	11%	7%	12%	8%	6%	9%	2%
Don't know	**5%**	8%	7%	9%	9%	4%	3%	4%	4%

LSF Learning for a Sustainable Future

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
Responses 4% or less not labelled in chart.

When you think about climate change, what main emotions or feelings arise?

When thinking about climate change, Canadians feel many different emotions, but most are negative, including being anxious (40%), frustrated (34%) or frightened (26%). Fewer Canadians have positive emotions around climate change including being hopeful (23%), motivated (14%) or confident (9%). Those in MB are far more hopeful (35%) and less anxious (29%) compared to the national data whereas those in the territories are the most anxious (56%).

		Respondent Group				Province/Region							
% Selected	CAN Total	Educator	Parent	Student	General Public	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*782*	*1,283*	*1,053*	*1,369*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
Anxious	**40%**	43%	39%	41%	39%	41%	39%	33%	29%	41%	39%	35%	56%
Frustrated	**34%**	31%	33%	30%	36%	37%	38%	32%	25%	36%	31%	35%	44%
Frightened	**26%**	29%	28%	27%	25%	24%	23%	20%	24%	28%	26%	25%	33%
Hopeful	**23%**	28%	24%	25%	22%	24%	20%	22%	35%	25%	18%	25%	21%
Indifferent	**15%**	9%	16%	16%	16%	14%	21%	23%	24%	16%	10%	14%	14%
Motivated	**14%**	19%	15%	14%	13%	13%	11%	11%	14%	15%	15%	14%	11%
Unconcerned	**12%**	9%	11%	11%	12%	11%	17%	21%	13%	10%	11%	14%	9%
Confident	**9%**	13%	6%	9%	9%	5%	5%	10%	4%	8%	17%	7%	4%

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Which of the following do you use to inform yourself about climate change?

Canadians use a variety of sources to inform themselves about climate change, primarily through the news, either by television (46%), or newspapers/online news sites (44%).

		Respondent Group				Province/Region							
% Selected	CAN Total	Educator	Parent	Student	General Public	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*782*	*1,283*	*1,053*	*1,369*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
Television news programs	**46%**	50%	39%	32%	49%	41%	38%	40%	37%	48%	52%	49%	40%
Newspaper and/or online news websites	**44%**	49%	43%	22%	45%	48%	41%	32%	39%	43%	47%	38%	54%
Documentaries or movies	**36%**	41%	39%	29%	36%	37%	34%	30%	30%	36%	43%	28%	38%
Conversations with friends and family	**32%**	38%	32%	41%	30%	34%	36%	38%	27%	33%	27%	33%	32%
Radio news programs	**22%**	29%	21%	10%	23%	19%	21%	23%	16%	22%	26%	28%	29%
YouTube	**22%**	23%	24%	36%	19%	21%	24%	24%	19%	21%	20%	23%	18%
Academic journals	**13%**	23%	15%	7%	12%	14%	15%	10%	14%	14%	12%	10%	19%
Facebook	**13%**	21%	18%	14%	11%	13%	11%	14%	11%	12%	13%	16%	24%
TikTok	**8%**	10%	9%	19%	6%	6%	8%	12%	6%	10%	6%	7%	16%

LSF Learning for a Sustainable Future

Responses shown to students only not shown.
Responses 12% or less not shown. Response options only shown to students not shown.

How much do you trust what the following different sources say about climate change?

Canadians primarily trust what scientists and academics say about climate change (63%). Among students, the second most trusted source is friends and family, with 44% expressing trust, significantly higher than in other respondent groups.

		Respondent Group				Province/Region							
% Trust (A lot/Completely)	CAN Total	Educator	Parent	Student	General Public	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*782*	*1,283*	*1,053*	*1,369*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
Scientists and academics	**63%**	66%	63%	67%	62%	60%	55%	56%	57%	63%	70%	64%	66%
Traditional media	**30%**	41%	28%	29%	28%	25%	21%	24%	19%	28%	41%	32%	34%
Federal government	**23%**	33%	24%	22%	21%	18%	16%	26%	24%	26%	22%	28%	26%
NGOs	**23%**	33%	26%	28%	20%	20%	16%	20%	14%	24%	26%	26%	35%
Friends / family	**23%**	28%	24%	44%	19%	18%	23%	19%	27%	24%	21%	27%	43%
Provincial government	**19%**	26%	22%	22%	17%	19%	12%	13%	20%	18%	22%	24%	25%
Municipal government	**18%**	26%	21%	22%	15%	15%	11%	18%	15%	20%	18%	23%	23%
Social media	**10%**	16%	11%	16%	7%	6%	8%	14%	10%	12%	7%	11%	22%

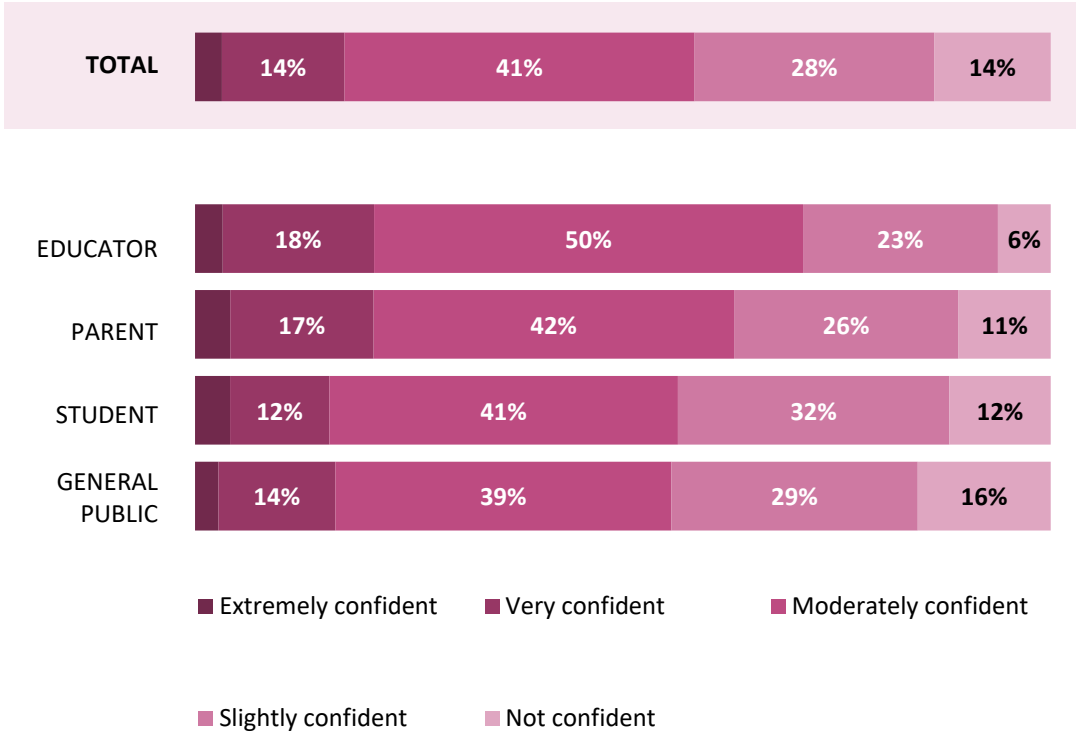
LSF Learning for a Sustainable Future

Responses shown to students only not shown.

How confident are you that you can tell the difference between real and fake climate change information?

Only 17% of Canadians are confident that they can tell the difference between real and fake climate change information. Almost one-third of MB respondents (29%) reported not feeling confident, and those in QC feel the most confident (22%).

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
Extremely confident	**3%**	4%	3%	5%	2%	3%	2%	6%	5%
Very confident	**14%**	14%	12%	10%	10%	13%	20%	16%	16%
Moderately confident	**41%**	34%	40%	39%	33%	38%	53%	38%	41%
Slightly confident	**28%**	34%	29%	29%	25%	31%	20%	27%	32%
Not confident	**14%**	15%	16%	17%	29%	16%	5%	14%	7%

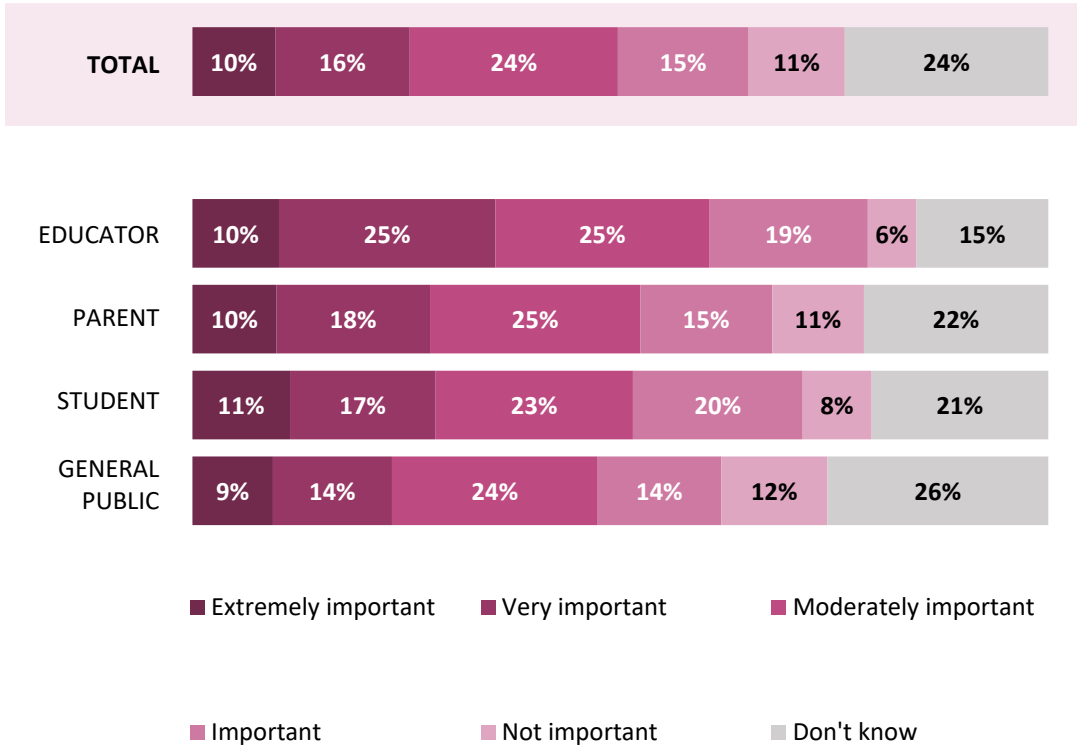
LSF Learning for a Sustainable Future

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
Responses 4% or less not labelled in chart.

How important do you think Indigenous Ways of Knowing and Traditional Ecological Knowledge (TEK) are to climate adaptation and mitigation strategies?

One-quarter (25%) of Canadians and 35% of educators feel the Indigenous Ways of Knowing and Traditional Ecological Knowledge (TEK) are extremely or very important to climate adaptation and mitigation strategies, although a similar proportion are not sure (24%).

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
Extremely important	**10%**	10%	7%	7%	8%	12%	7%	11%	12%
Very important	**16%**	13%	14%	16%	13%	17%	17%	16%	29%
Moderately important	**24%**	25%	23%	23%	23%	22%	30%	23%	12%
Important	**15%**	14%	13%	16%	15%	17%	14%	17%	18%
Not important	**11%**	16%	19%	15%	17%	8%	9%	11%	12%
Don't know	**24%**	22%	25%	23%	24%	26%	22%	21%	18%

LSF Learning for a Sustainable Future

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)

Survey Results
Part 3: Climate Change Education

Climate change education in Canada is seen as necessary but insufficient. There's growing recognition that schools need to do more to prepare students with the knowledge and skills to navigate a changing climate. While support for climate education remains strong (both among the public and educators), this is still not consistently reflected in the classroom. There's a call to deepen and expand this learning, focusing not only on the science, but also on solutions and early learning to foster *critical thinking* and *action*.

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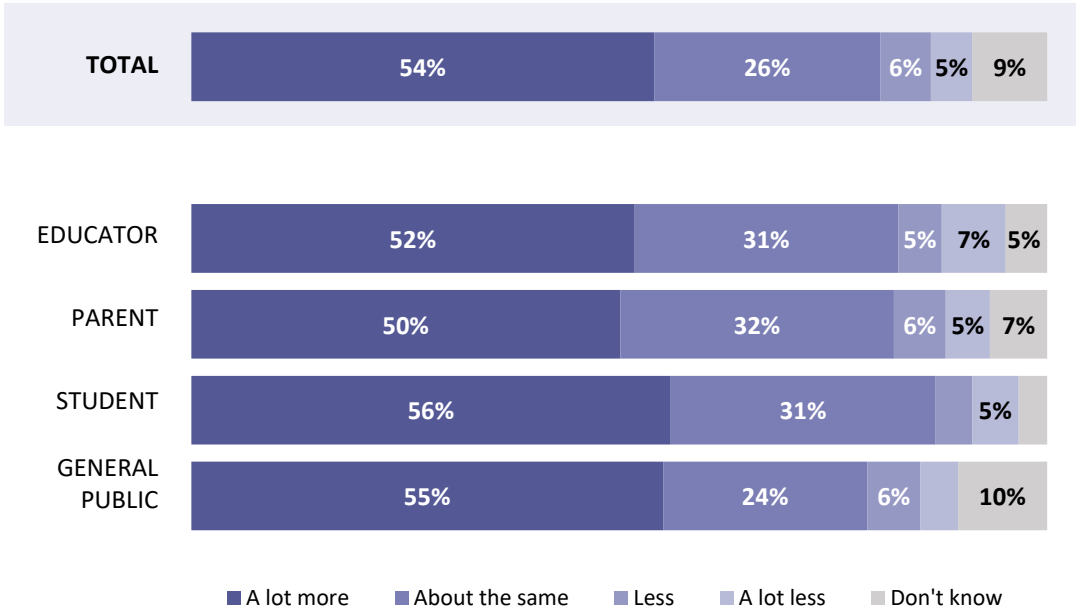
Do you think the education system should be doing more, less, or about the same as now to educate young people about climate change?

More than half (54%) of Canadians feel the education system should be doing a lot more to educate young people about climate change, and this number jumps up to almost two-thirds in QC (63%).

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
A lot more	**54%**	50%	42%	37%	45%	56%	63%	55%	59%
About the same	**26%**	27%	30%	38%	29%	26%	22%	28%	29%
Less	**6%**	7%	12%	9%	11%	4%	4%	4%	3%
A lot less	**5%**	6%	5%	6%	3%	5%	5%	2%	1%
Don't know	**9%**	10%	11%	10%	12%	9%	5%	10%	7%

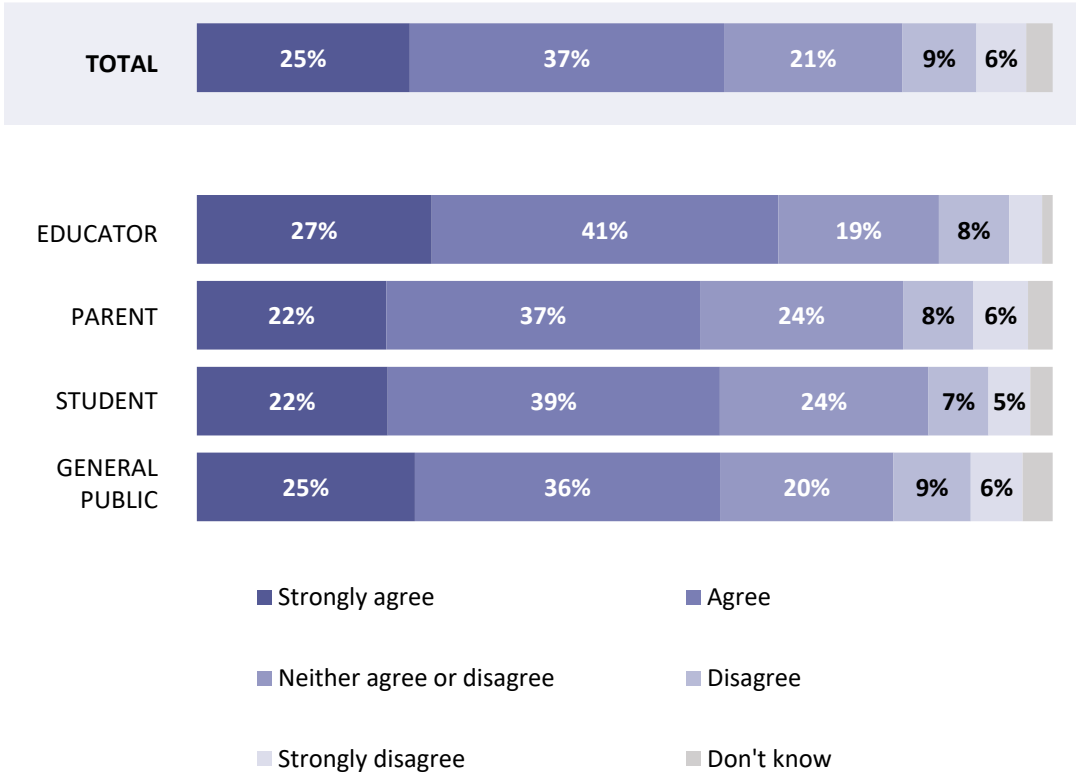
LSF Learning for a Sustainable Future

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
Responses 4% or less not labelled in chart.

Climate change education should be a high priority for schooling.

Almost two-thirds (62%) Canadians agree that climate change education should be a high priority for schooling.

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
Strongly agree	**25%**	25%	17%	20%	16%	27%	25%	29%	25%
Agree	**37%**	34%	35%	29%	30%	39%	38%	36%	39%
Neither agree or disagree	**21%**	21%	23%	25%	19%	20%	22%	18%	27%
Disagree	**9%**	11%	12%	15%	19%	6%	6%	10%	<1%
Strongly disagree	**6%**	7%	11%	5%	10%	5%	4%	4%	4%
Don't know	**3%**	3%	3%	5%	6%	3%	4%	2%	5%

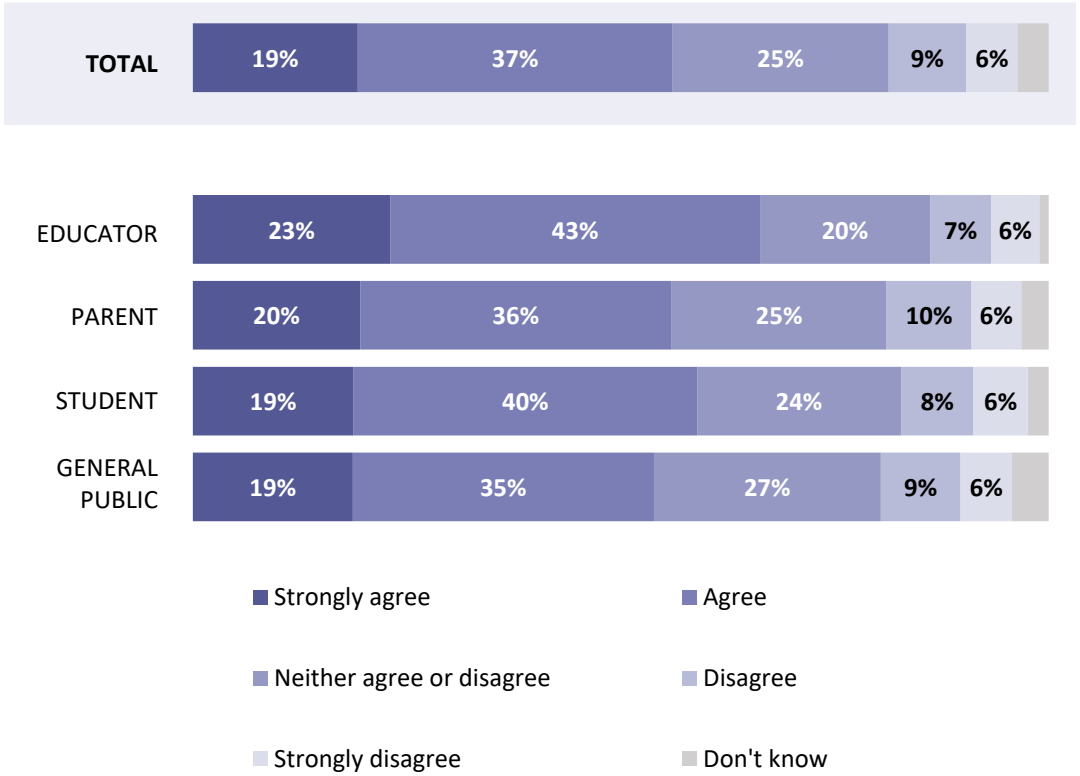
LSF Learning for a Sustainable Future

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
Responses 4% or less not labelled in chart.

Climate change education should be the role of all teachers.

Over half (56%) of Canadians agree that climate change education should be the role of all teachers.

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
Strongly agree	**19%**	20%	11%	15%	13%	22%	19%	23%	12%
Agree	**37%**	35%	35%	33%	30%	36%	42%	33%	43%
Neither agree or disagree	**25%**	23%	28%	25%	27%	26%	22%	28%	29%
Disagree	**9%**	12%	14%	14%	11%	7%	8%	9%	3%
Strongly disagree	**6%**	8%	9%	6%	12%	5%	5%	4%	2%
Don't know	**4%**	2%	3%	7%	7%	4%	4%	3%	10%

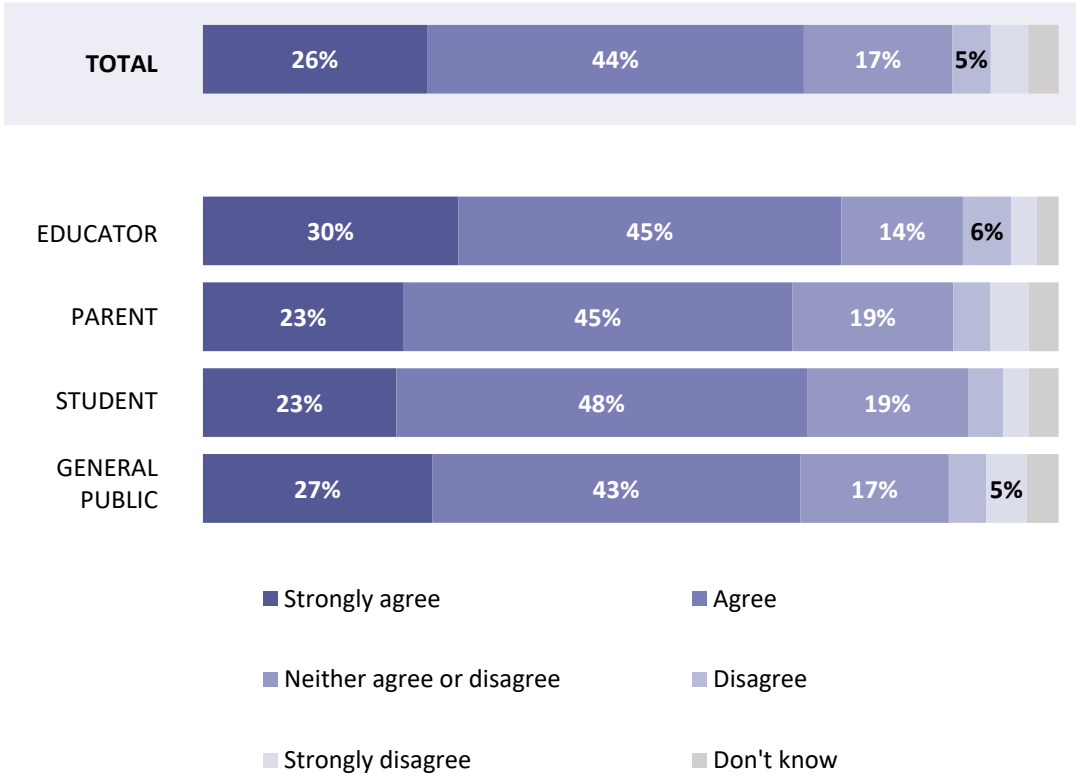
LSF Learning for a Sustainable Future

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
Responses 4% or less not labelled in chart.

Climate change education should aim to change the way people behave.

A majority (70%) of Canadians agree that climate change education should aim to change the way people behave.

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
Strongly agree	**26%**	24%	21%	17%	20%	28%	30%	23%	16%
Agree	**44%**	41%	37%	44%	40%	45%	48%	48%	53%
Neither agree or disagree	**17%**	21%	22%	23%	21%	17%	11%	21%	13%
Disagree	**5%**	6%	9%	6%	10%	4%	2%	2%	5%
Strongly disagree	**4%**	5%	7%	4%	4%	3%	5%	5%	1%
Don't know	**4%**	2%	4%	6%	5%	4%	4%	2%	11%

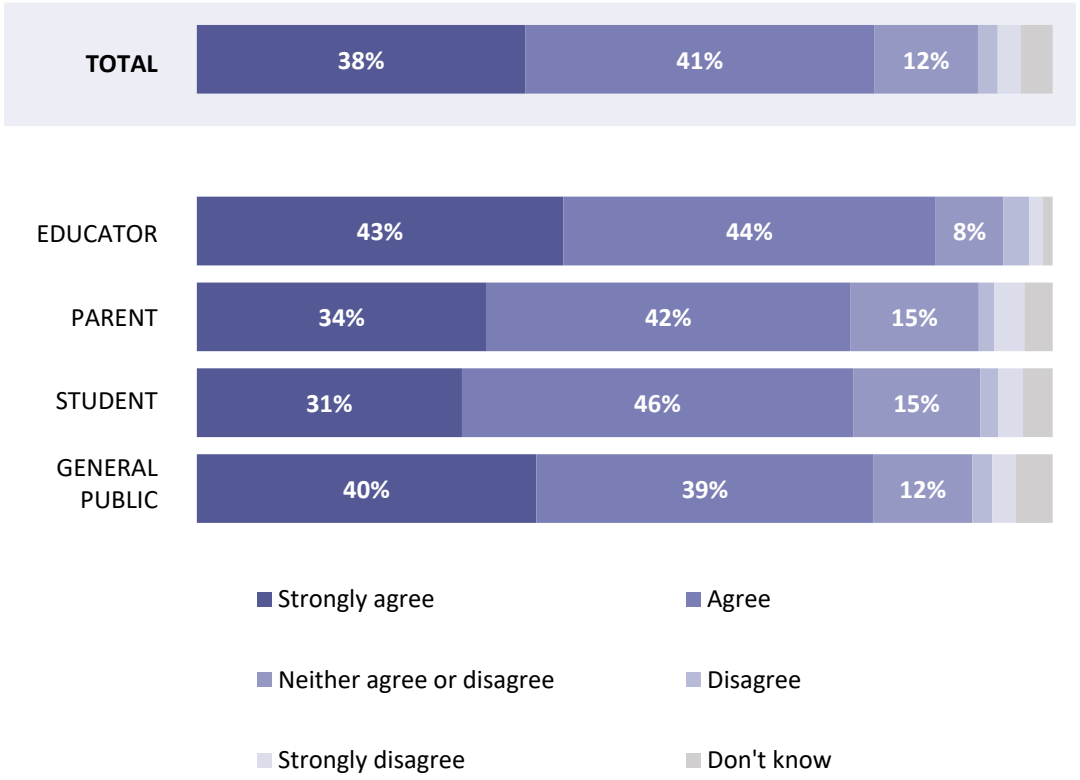
LSF Learning for a Sustainable Future

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
Responses 4% or less not labelled in chart.

Climate change education needs to teach students to be critical thinkers in order to counteract misinformation found on social media and other sources.

A large majority (79%) of Canadians, especially educators (87%) agree that climate change education needs to teach students to be critical thinkers to counteract misinformation.

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
Strongly agree	**38%**	39%	33%	32%	26%	39%	42%	41%	32%
Agree	**41%**	40%	46%	39%	47%	40%	40%	39%	39%
Neither agree or disagree	**12%**	12%	13%	18%	15%	13%	10%	12%	15%
Disagree	**2%**	2%	3%	4%	1%	3%	1%	2%	8%
Strongly disagree	**3%**	4%	2%	3%	5%	2%	3%	3%	3%
Don't know	**4%**	2%	3%	5%	6%	4%	4%	3%	3%

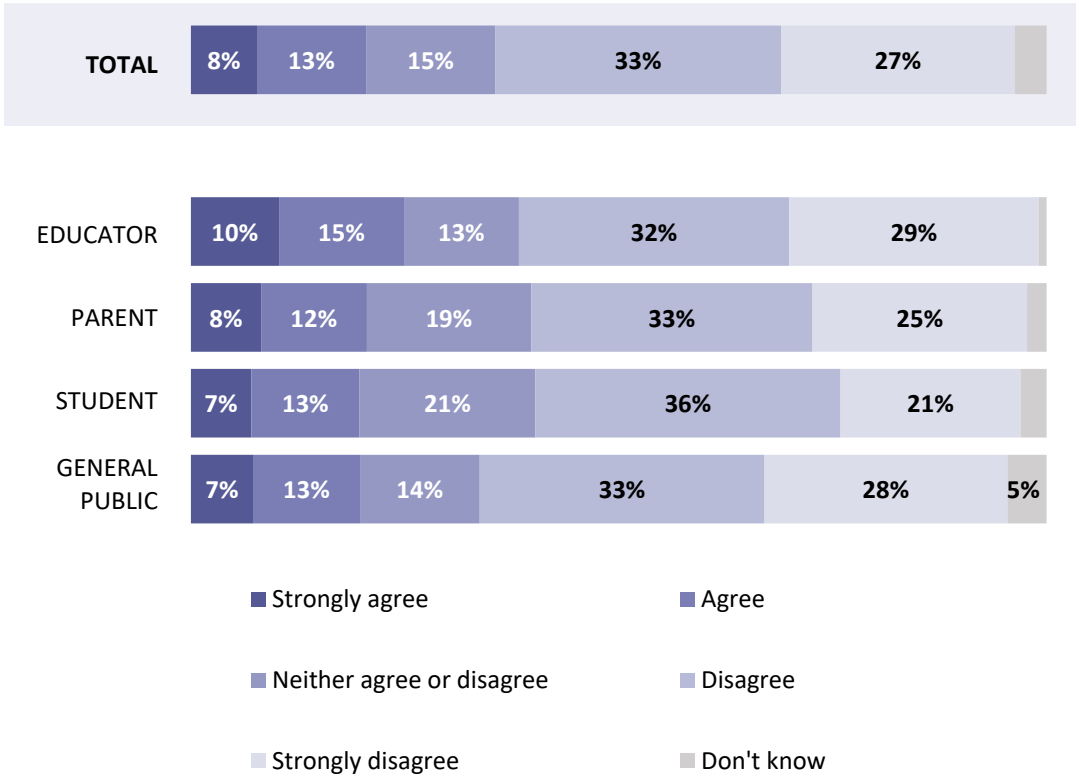
LSF Learning for a Sustainable Future

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
Responses 4% or less not labelled in chart.

The topic of climate change is too complex and should not be discussed in younger grades.

Only 20% of Canadians agree that the topic of climate change is too complex and should not be discussed in younger grades, while the majority (61%) disagree.

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
Strongly agree	**8%**	5%	10%	11%	12%	9%	5%	7%	5%
Agree	**13%**	10%	19%	18%	19%	13%	9%	14%	11%
Neither agree or disagree	**15%**	20%	14%	17%	12%	15%	13%	17%	15%
Disagree	**33%**	31%	32%	29%	36%	32%	38%	31%	46%
Strongly disagree	**27%**	31%	22%	21%	17%	27%	31%	27%	15%
Don't know	**4%**	2%	3%	4%	5%	4%	4%	4%	8%

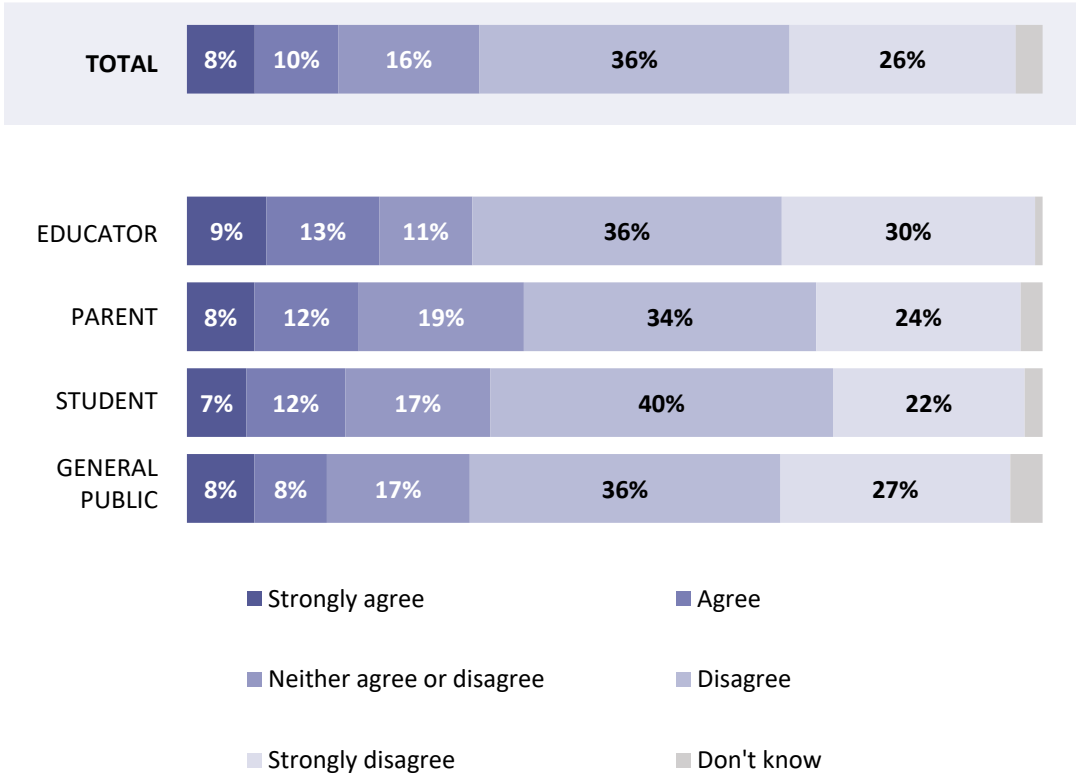
LSF Learning for a Sustainable Future

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
Responses 4% or less not labelled in chart.

It is not the role of schools to teach students about climate change.

Only 18% of Canadians believe that it is not the role of schools to teach about climate change.

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
Strongly agree	**8%**	8%	6%	8%	15%	9%	6%	7%	6%
Agree	**10%**	10%	10%	14%	11%	9%	9%	11%	12%
Neither agree or disagree	**16%**	16%	19%	21%	18%	17%	13%	22%	17%
Disagree	**36%**	31%	39%	29%	37%	35%	42%	32%	28%
Strongly disagree	**26%**	33%	24%	24%	15%	26%	27%	26%	23%
Don't know	**3%**	2%	3%	5%	5%	4%	2%	2%	13%

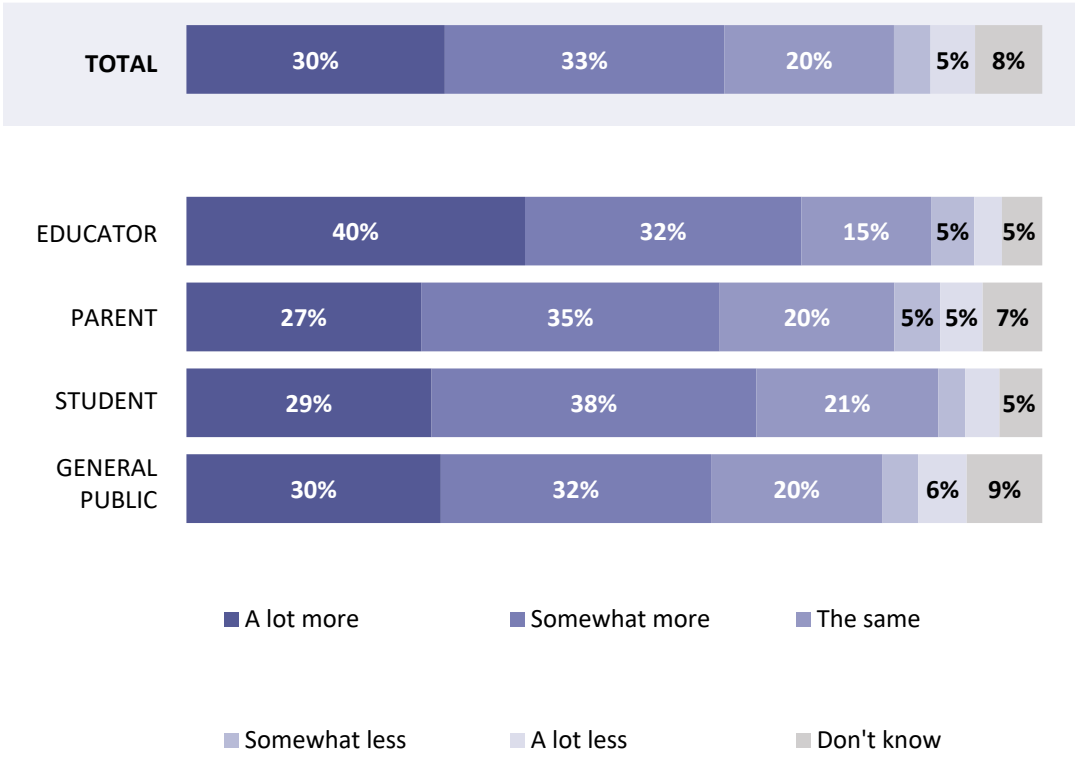
LSF Learning for a Sustainable Future

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
Responses 4% or less not labelled in chart.

K-12/CÉGEP classes should focus on: How to take collective climate action in the school and community.

Nearly two-thirds (63%) of Canadians and 72% of educators feel that K-12/CÉGEP classes should focus more on how to take collective action in the school and community.

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
A lot more	30%	31%	22%	19%	27%	30%	36%	32%	28%
Somewhat more	33%	31%	29%	37%	23%	35%	33%	33%	34%
The same	20%	20%	25%	19%	24%	19%	19%	18%	16%
Somewhat less	4%	4%	7%	8%	7%	4%	2%	3%	1%
A lot less	5%	8%	7%	4%	7%	4%	4%	6%	9%
Don't know	8%	6%	9%	13%	12%	8%	7%	8%	11%

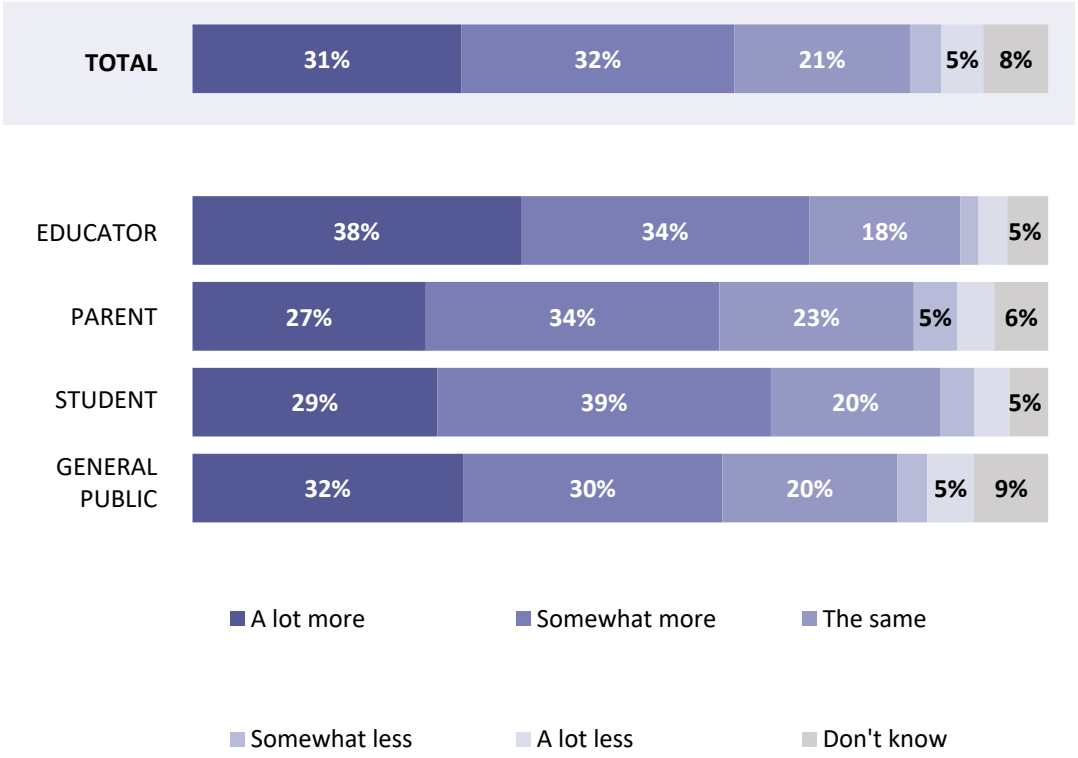
LSF Learning for a Sustainable Future

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
Responses 4% or less not labelled in chart.

K-12/CÉGEP classes should focus on: How to take individual/personal climate action.

Nearly two-thirds (63%) of Canadians feel that K-12/CÉGEP classes should focus more on how to take individual or personal climate action, and 70% of those in QC agree.

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
A lot more	**31%**	30%	23%	22%	20%	31%	40%	34%	38%
Somewhat more	**32%**	33%	29%	30%	27%	35%	30%	28%	30%
The same	**21%**	21%	27%	25%	32%	19%	18%	21%	12%
Somewhat less	**4%**	4%	5%	4%	4%	4%	2%	3%	7%
A lot less	**5%**	7%	7%	6%	8%	4%	3%	6%	1%
Don't know	**8%**	6%	8%	12%	10%	8%	7%	8%	13%

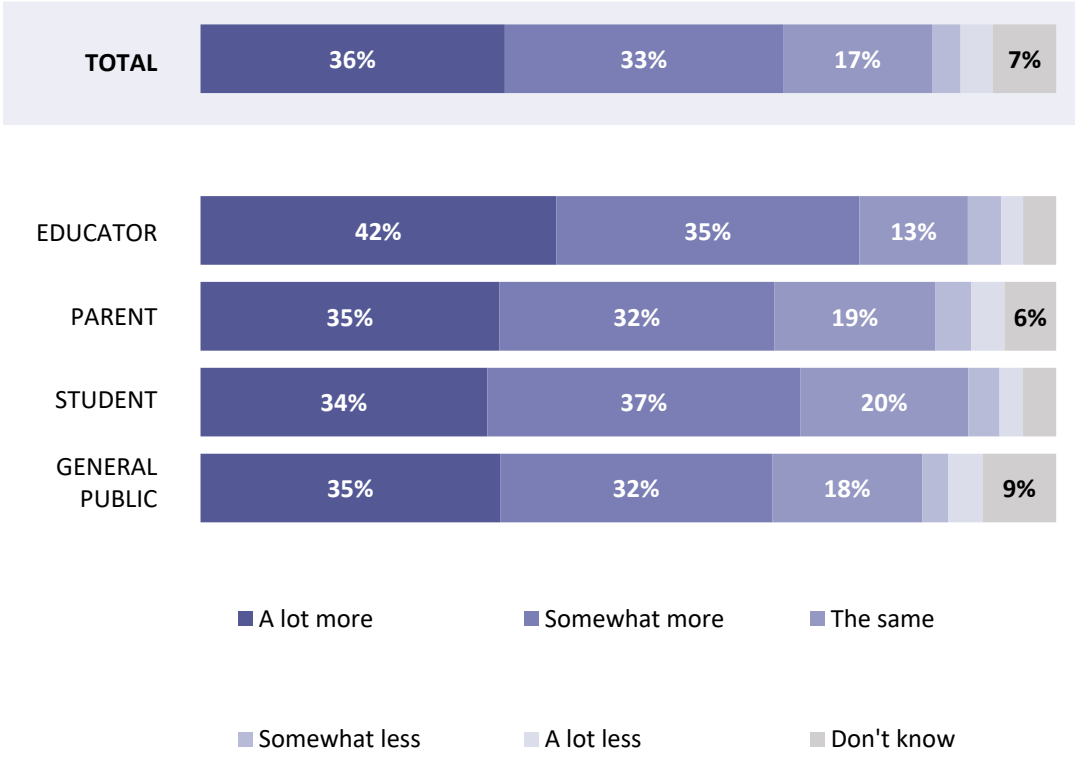
LSF Learning for a Sustainable Future

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
Responses 4% or less not labelled in chart.

K-12/CÉGEP classes should focus on: The science behind climate change.

Canadians believe that K-12/CÉGEP education should place greater emphasis on the science of climate change, with 68% saying schools should teach this either somewhat more or a lot more, and over three-quarters (77%) of educators agreeing.

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
A lot more	**36%**	41%	31%	35%	30%	37%	34%	35%	42%
Somewhat more	**33%**	31%	28%	25%	32%	35%	33%	32%	34%
The same	**17%**	15%	25%	17%	18%	16%	18%	18%	6%
Somewhat less	**3%**	3%	6%	5%	3%	2%	4%	4%	-
A lot less	**4%**	5%	4%	7%	8%	3%	3%	3%	8%
Don't know	**7%**	6%	6%	11%	10%	8%	7%	8%	9%

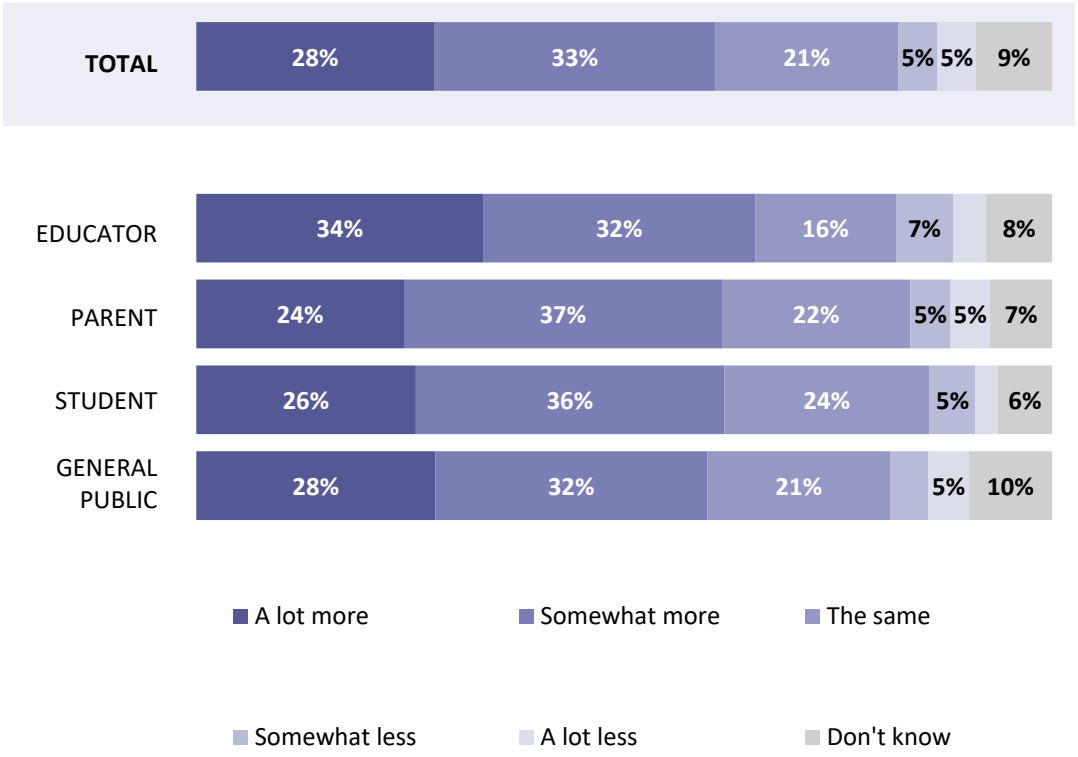
LSF Learning for a Sustainable Future

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
Responses 4% or less not labelled in chart.

K-12/CÉGEP classes should focus on: The solutions to mitigating and adapting to the effects of climate change.

61% of Canadians feel that K-12/CÉGEP classes should focus more on the solutions to mitigating and adapting to the effects of climate change, this agreement rises to 74% in the territories.

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
A lot more	**28%**	29%	24%	20%	18%	28%	31%	30%	38%
Somewhat more	**33%**	34%	28%	24%	34%	35%	32%	34%	38%
The same	**21%**	20%	22%	28%	23%	22%	22%	15%	10%
Somewhat less	**5%**	5%	8%	9%	5%	3%	5%	4%	3%
A lot less	**5%**	5%	8%	3%	6%	4%	4%	5%	2%
Don't know	**9%**	6%	10%	15%	14%	9%	7%	12%	8%

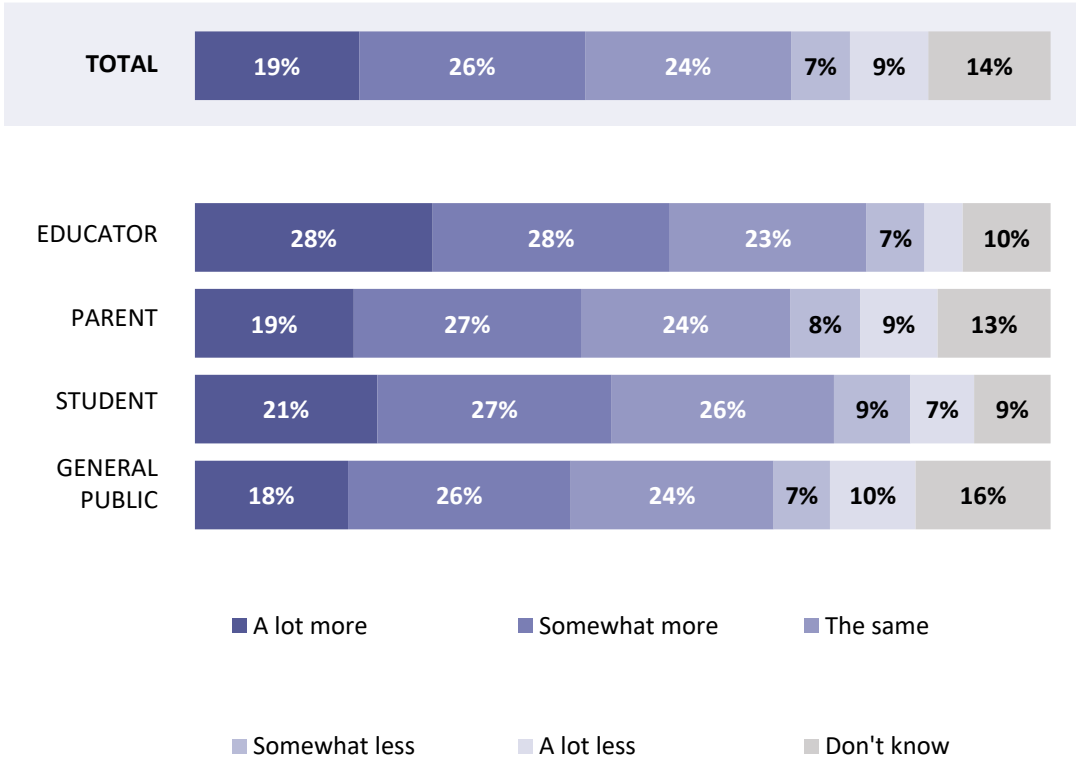
LSF Learning for a Sustainable Future

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
Responses 4% or less not labelled in chart.

K-12/CÉGEP classes should focus on: Indigenous traditional knowledge related to climate change.

Less than half (46%) of Canadians feel that K-12/CÉGEP classes should focus more on Indigenous traditional knowledge related to climate change. More educators and respondents from the territories agree (56% and 59%).

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
A lot more	**19%**	18%	16%	15%	19%	23%	16%	18%	32%
Somewhat more	**26%**	28%	20%	22%	22%	28%	26%	28%	27%
The same	**24%**	19%	28%	24%	24%	24%	25%	23%	10%
Somewhat less	**7%**	11%	8%	10%	6%	4%	8%	7%	6%
A lot less	**9%**	12%	14%	12%	16%	6%	9%	7%	11%
Don't know	**14%**	12%	14%	18%	14%	14%	15%	17%	15%

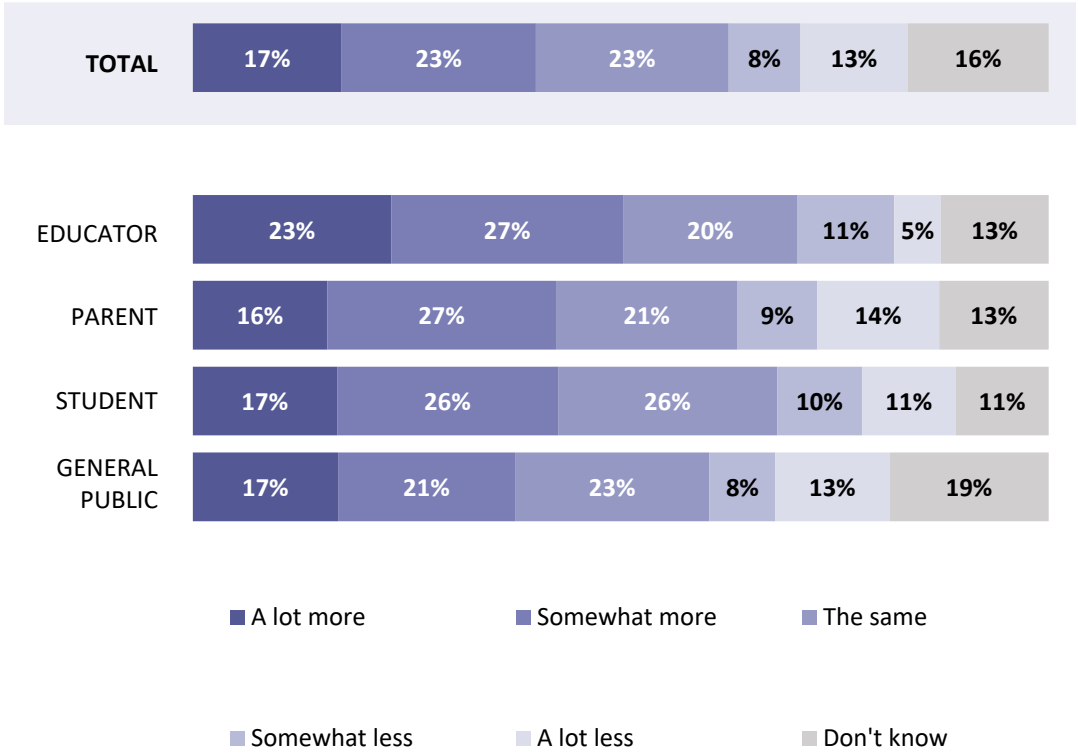
LSF Learning for a Sustainable Future

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
Responses 4% or less not labelled in chart.

K-12/CÉGEP classes should focus on: The connection between climate change and racial inequality, gender equality, and social justice issues.

40% of Canadians feel that K-12/CÉGEP classes should focus more on the connection between climate change and racial inequality, gender equality and social justice issues.

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
A lot more	**17%**	19%	15%	11%	13%	19%	18%	14%	21%
Somewhat more	**23%**	23%	15%	22%	24%	25%	22%	22%	29%
The same	**23%**	18%	26%	20%	17%	24%	23%	22%	15%
Somewhat less	**8%**	8%	13%	8%	8%	7%	9%	9%	4%
A lot less	**13%**	17%	18%	20%	19%	9%	10%	15%	15%
Don't know	**16%**	15%	14%	20%	19%	16%	18%	17%	16%

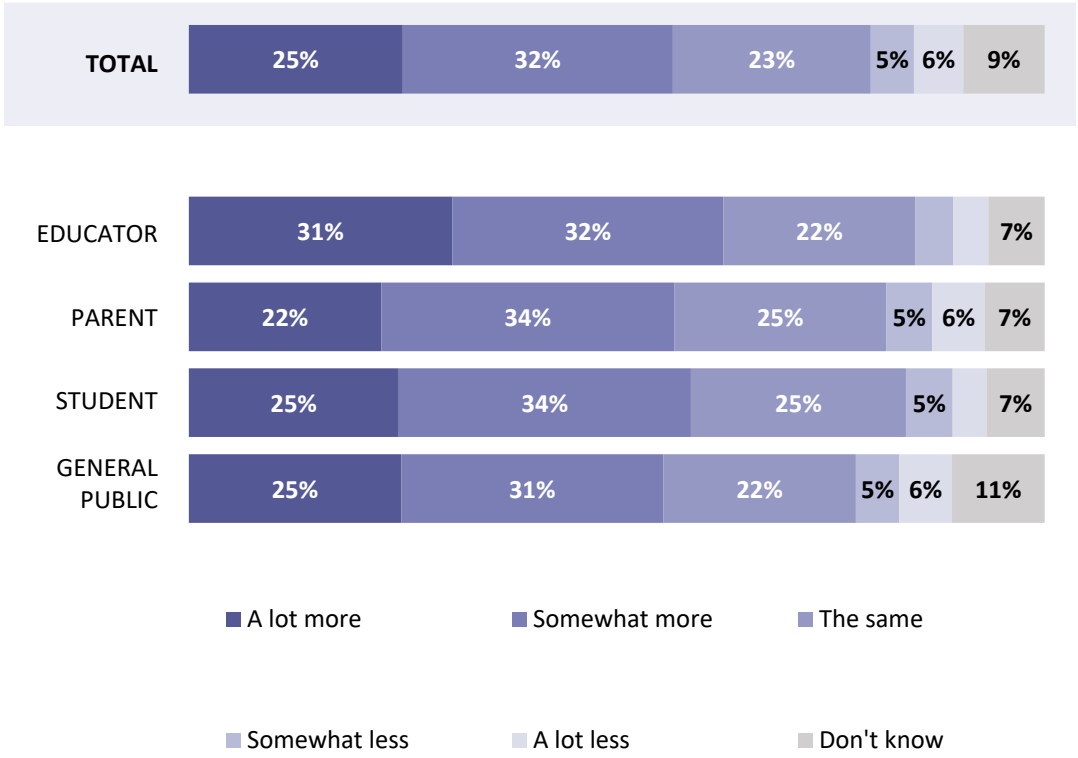
LSF Learning for a Sustainable Future

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)

K-12/CÉGEP classes should focus on: The social, economic, & political elements of climate change.

57% of Canadians feel that K-12/CÉGEP classes should focus more on the social, economic and political elements of climate change.

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
A lot more	**25%**	27%	22%	14%	17%	28%	24%	24%	30%
Somewhat more	**32%**	34%	28%	29%	37%	32%	30%	33%	40%
The same	**23%**	19%	24%	25%	20%	23%	27%	20%	12%
Somewhat less	**5%**	7%	7%	6%	5%	3%	6%	3%	1%
A lot less	**6%**	6%	10%	8%	10%	4%	5%	6%	4%
Don't know	**9%**	7%	9%	17%	13%	10%	7%	14%	13%

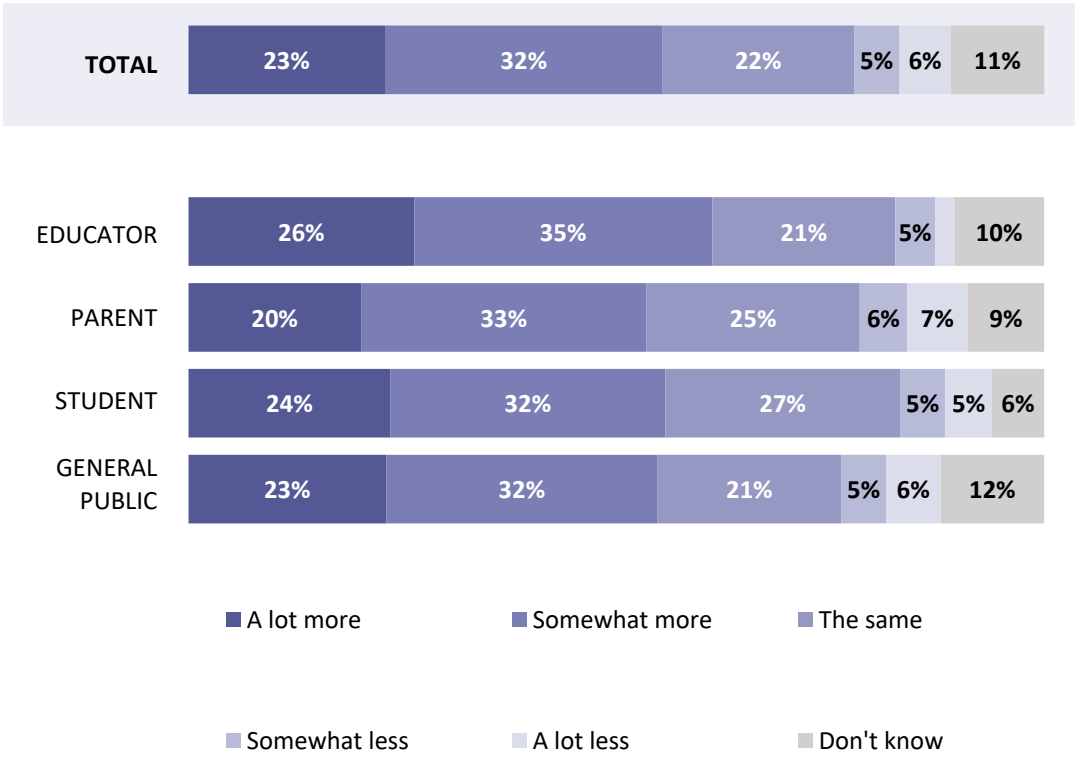
LSF Learning for a Sustainable Future

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
Responses 4% or less not labelled in chart.

K-12/CÉGEP classes should focus on: How to address anxiety and other emotions brought about by climate change.

When it comes to anxiety and other emotions brought about by climate change, over half (55%) of Canadians feel K-12/CÉGEP classes should focus more on how to address these issues.

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
A lot more	**23%**	22%	20%	15%	17%	24%	25%	25%	30%
Somewhat more	**32%**	31%	34%	23%	31%	34%	30%	38%	32%
The same	**22%**	23%	20%	31%	26%	24%	21%	18%	20%
Somewhat less	**5%**	6%	4%	7%	4%	4%	8%	3%	5%
A lot less	**6%**	8%	10%	6%	7%	5%	5%	6%	2%
Don't know	**11%**	10%	11%	19%	15%	10%	11%	11%	11%

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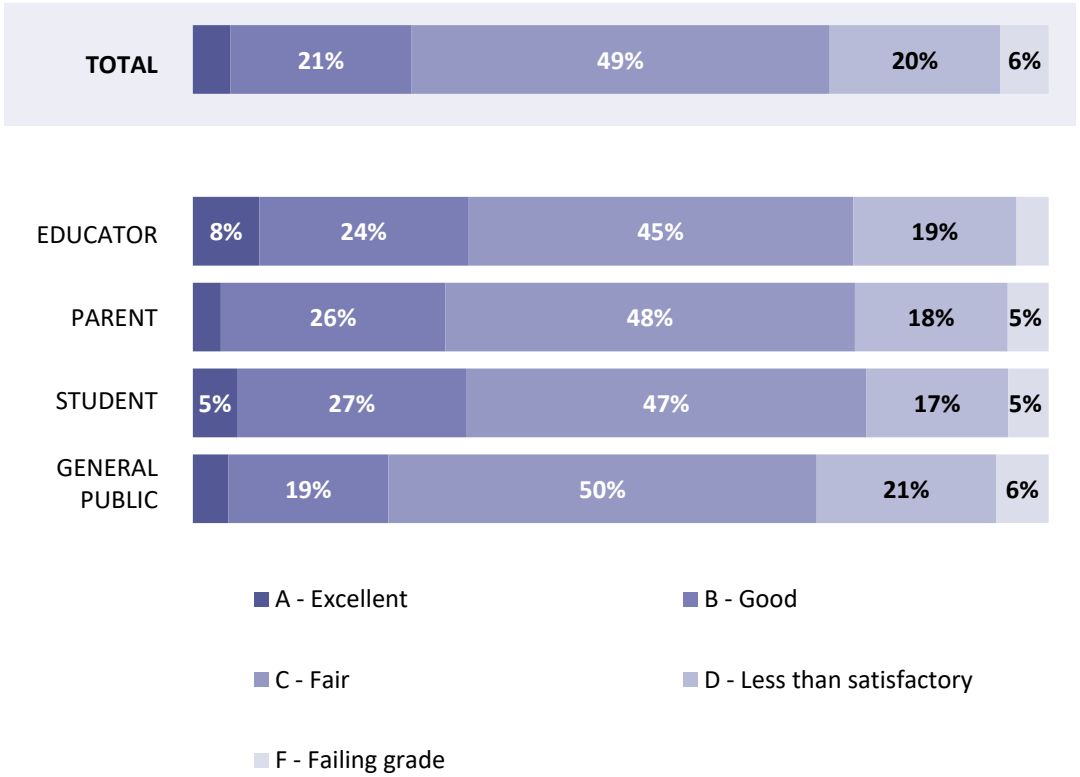
National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
Responses 2% or less not labelled in chart.

What overall grade would you give schools in preparing students to understand and address climate change?

Only 25% of Canadians gave schools an A or B when grading the education system's performance on climate change education.

Total Results by Respondent Group



Province/Region

	NAT	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
A - Excellent	**4%**	4%	4%	6%	7%	4%	4%	7%	5%
B - Good	**21%**	20%	18%	17%	16%	22%	21%	26%	30%
C - Fair	**49%**	47%	50%	54%	55%	48%	49%	46%	47%
D - Less than satisfactory	**20%**	24%	24%	17%	13%	19%	20%	17%	17%
F - Failing grade	**6%**	5%	3%	6%	8%	6%	6%	4%	1%

LSF Learning for a Sustainable Future

National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
Responses 4% or less not labelled in chart.

What changes would you suggest to improve climate change education?

To improve climate change education, Canadians would like to see support for student-led climate action projects and activities (45%) and more flexibility in curriculum to allow for climate change topics (42%).

	Respondent Group					Province/Region							
% Selected	CAN Total	Educator	Parent	Student	General Public	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*782*	*1,283*	*1,053*	*1,369*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
Support for student-led climate action projects	**45%**	49%	41%	45%	46%	53%	36%	29%	44%	45%	48%	44%	48%
More flexibility in curriculum to allow for climate change topics	**42%**	40%	39%	41%	43%	45%	38%	31%	42%	42%	42%	44%	51%
Professional development	**39%**	47%	33%	35%	40%	38%	37%	35%	35%	40%	39%	42%	52%
Mandatory climate change curriculum (K-12/CÉGEP)	**38%**	39%	34%	37%	39%	38%	29%	35%	31%	43%	35%	39%	48%
Climate change education in teacher preparation programs	**38%**	44%	36%	35%	38%	43%	33%	33%	26%	37%	41%	37%	40%
Collaboration between schools, parents and community	**36%**	37%	34%	37%	36%	38%	33%	32%	33%	36%	35%	37%	48%

What changes would you suggest to improve climate change education?
(Continued)

One-third of Canadians want increased funding for climate change education programs and resources and promotion of pathways to climate-related careers.

	Respondent Group					Province/Region							
% Selected	CAN Total	Educator	Parent	Student	General Public	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*782*	*1,283*	*1,053*	*1,369*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
Increased funding for climate change education programs and resources	**35%**	42%	34%	37%	35%	34%	31%	31%	32%	40%	30%	42%	42%
Promote pathways for sustainability and climate-related careers	**35%**	37%	34%	33%	35%	37%	37%	31%	37%	37%	29%	34%	38%
Sustainability Coordinator position created in all boards to support schools	**19%**	21%	19%	20%	18%	21%	16%	12%	17%	19%	18%	21%	25%
Climate change education should not be taught in school / Greater focus on academics	**3%**	2%	3%	2%	4%	4%	6%	4%	5%	3%	2%	2%	<1%
Other	**2%**	1%	1%	1%	2%	2%	3%	<1%	3%	1%	1%	1%	3%
None / Nothing	**2%**	1%	2%	1%	2%	1%	1%	4%	2%	1%	2%	4%	-
Don't know / Refused	**1%**	1%	1%	1%	2%	1%	3%	4%	2%	2%	<1%	1%	1%

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If you could decide what your child would learn in school about climate change, what would you tell their teacher?

Parents would like their children to learn solutions for climate change and how to reduce their carbon footprint (27%) and to learn the facts and evidence surrounding climate change (24%).

Parents (% Mentioned)	CAN	BC	AB	SK	MB	ON	QC	ATL
n=	*736*	*94*	*104*	*61*	*61*	*167*	*146*	*93*
Offer solutions to the problem / How to reduce your carbon footprint	**27%**	28%	24%	28%	29%	30%	24%	31%
Explain scientific evidence of what cause climate change / Facts	**24%**	25%	27%	22%	25%	26%	15%	34%
Make people aware of their actions / Consequences of actions	**9%**	15%	7%	11%	7%	6%	14%	7%
Educate people more / Awareness (general)	**9%**	4%	9%	7%	10%	10%	13%	4%
Keep it non-biased / Honesty on the subject	**7%**	8%	8%	10%	6%	5%	2%	16%
Reduce waste / Consume less	**6%**	8%	8%	6%	-	5%	7%	7%
Empower individuals so they feel they can make a difference	**6%**	3%	6%	7%	10%	4%	8%	7%
Recycling programs	**4%**	6%	4%	6%	3%	5%	3%	4%
Consider emotional readiness of students / Reduce anxiety	**4%**	4%	3%	-	2%	2%	7%	4%
Controversial issues should be kept out of classrooms	**4%**	6%	4%	8%	7%	3%	3%	1%

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National, Parents, excluding Don't Know and No Answer: *n*=736
Responses 3% or less not shown
Territories included in total but not reported due to insufficient sample.

If you could decide what young people would learn in school about climate change, what would you tell their teachers?

Educators would want young people to be offered solutions and ways to reduce their carbon footprint (17%) and learn the facts of climate change (15%).

Educators (% Mentioned)	CAN	BC	AB	SK	MB	ON	QC	ATL
n=	*345*	*28**	*33**	*17**	*31**	*75*	*70*	*87*
Offer solutions to the problem / How to reduce your carbon footprint (e.g. alternate transportation, less pollution)	**17%**	-	14%	-	11%	14%	9%	29%
Explain scientific evidence of what cause climate change / Facts	**15%**	-	20%	-	15%	12%	11%	14%
Effects of climate change on the planet/society	**13%**	-	37%	-	3%	4%	7%	13%
Educate people more / Awareness (general)	**13%**	-	2%	-	4%	24%	10%	<1%
Make people aware of their actions / Consequences of actions	**12%**	-	9%	-	7%	10%	19%	11%
Empower individuals so they feel they can make a difference	**10%**	-	2%	-	18%	15%	7%	21%
Keep it non-biased / Honesty on the subject	**6%**	-	10%	-	5%	8%	1%	3%
Professional development for educators	**6%**	-	9%	-	2%	-	12%	-
Other	**7%**	-	10%	-	11%	<1%	15%	9%
Nothing / Satisfied with things	**10%**	-	18%	-	-	8%	13%	11%

National, Educator, excluding Don't Know and No Answer: *n*=345
Responses 4% or less not shown
*Use caution when interpreting results due to low sample size (n<50). Territories included in total but not reported due to insufficient sample. Groups with <30 respondents not shown due to small sample size.

Survey Results
Part 4: Teaching Climate Change

Teachers are feeling more prepared to teach climate change than they were a few years ago, signaling progress. However, many still lack the professional development and support needed to confidently teach it. Systemic barriers continue to hold back broader implementation. Despite this, educators are expanding their approach, connecting climate education to themes like social justice, media literacy, and taking action. This shift toward a more interdisciplinary and action-oriented model marks progress in how climate change is being taught.

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What degree of formal professional development on teaching climate change have you received?

Current educators in Canada have had a range of professional development on teaching climate change, with 58% having limited support or none. Only 25% have received considerable or extensive support.

Current Educators (% Selected)	CAN	BC	AB	SK	MB	ON	QC	ATL
n=	*681*	*56*	*61*	*35**	*54*	*147*	*172*	*143*
Extensive	**7%**	1%	1%	8%	8%	10%	7%	14%
Considerable	**18%**	12%	32%	32%	17%	13%	17%	25%
Moderate	**17%**	37%	4%	27%	18%	21%	7%	16%
Limited	**21%**	21%	38%	16%	28%	16%	20%	23%
None	**37%**	28%	24%	16%	29%	40%	49%	22%

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National, Current Educators: *n*=681

*Use caution when interpreting results due to low sample size (n<50). Territories included in total but not reported due to insufficient sample.

How supported by your principal and your board do you feel in teaching climate change?

Only one-in-five (22%) teachers feel supported by their principal and board in teaching climate change, while nearly half (49%) do not. Regionally, teachers in the Atlantic feel much more supported (51%).

K-12/CÉGEP Teachers (% Selected)	CAN	BC	AB	SK	MB	ON	QC	ATL
n=	*568*	*44**	*47**	*29**	*50*	*110*	*152*	*132*
Extremely Supported	**5%**	3%	2%	7%	1%	3%	2%	18%
Very Supported	**17%**	20%	10%	15%	30%	19%	8%	33%
Moderately Supported	**27%**	47%	22%	27%	27%	21%	26%	26%
Slightly Supported	**26%**	16%	38%	40%	19%	29%	27%	16%
Not Supported	**25%**	14%	29%	10%	23%	28%	36%	7%

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National, Current Teacher: *n*=568

*Use caution when interpreting results due to low sample size (n<50). Territories included in total but not reported due to insufficient sample.

In the courses or subjects that you teach, in which ones do you address climate change topics?

Science is the most common course that teachers address climate change (28%), followed by environmental science specifically (17%) and social studies (15%). Still, one-in-five (20%) teachers do not cover climate change topics in any subjects that they teach, rising slightly to 28% in MB and 30% in QC.

K-12/CÉGEP Teachers and Faculty of Education Instructors (% Selected)	CAN	BC	AB	SK	MB	ON	QC	ATL
n=	*611*	*45**	*50*	*31**	*52*	*126*	*159*	*135*
Science	**28%**	51%	42%	32%	38%	18%	29%	31%
Environmental Science	**17%**	26%	12%	34%	19%	12%	19%	26%
Social Studies	**15%**	14%	33%	37%	25%	11%	6%	24%
Biology	**14%**	14%	6%	12%	5%	16%	19%	13%
Geography	**12%**	11%	22%	8%	11%	7%	13%	23%
Chemistry	**11%**	11%	3%	14%	6%	20%	2%	15%
English	**11%**	12%	4%	17%	20%	13%	4%	19%
French	**9%**	<1%	1%	14%	-	11%	11%	13%
Health	**9%**	21%	3%	9%	4%	8%	6%	20%
Civics/Careers	**8%**	2%	5%	-	2%	13%	4%	16%
I do not cover climate change topics in any subjects that I teach	**20%**	19%	14%	14%	28%	18%	30%	13%

National, K-12/CÉGEP Teachers and Faculty of Education Instructors: *n=611*
Responses 7% or less not shown
*Use caution when interpreting results due to low sample size (n<50). Territories included in total but not reported due to insufficient sample.

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How many hours over a course/school year would you typically spend on covering topics related to climate change in your classroom?

Half of teachers (50%) spend up to 10 hours a year on climate change education, with over one in five (21%) not covering it at all or it not being applicable to them.

K-12/CÉGEP Teachers and Faculty of Education Instructors (% Selected)	CAN	BC	AB	SK	MB	ON	QC	ATL
n=	611	45*	50*	31*	52	126	159	135
1 - 2 hours	**15%**	16%	24%	8%	13%	8%	19%	20%
3 - 5 hours	**20%**	15%	15%	22%	19%	24%	17%	22%
6 – 10 hours	**16%**	27%	23%	18%	17%	13%	14%	12%
11 – 15 hours	**6%**	15%	6%	3%	5%	5%	3%	8%
16 – 20 hours	**10%**	2%	3%	1%	1%	20%	3%	7%
21 – 30 hours	**1%**	1%	-	5%	3%	<1%	1%	6%
31 – 40 hours	**2%**	-	4%	-	-	3%	-	2%
More than 40 hours	**1%**	-	2%	2%	-	1%	-	2%
Don’t know	**9%**	5%	11%	28%	14%	6%	9%	9%
Not covered/Not applicable	**21%**	19%	10%	13%	29%	18%	34%	13%

LSF Learning for a Sustainable Future

National, K-12/CÉGEP Teachers and Faculty of Education Instructors *n=611*

*Use caution when interpreting results due to low sample size (n<50). Territories included in total but not reported due to insufficient sample.

What is the youngest grade level that you feel students are developmentally ready to learn about the concept of climate change and its impacts?

Educators are likely to feel that younger grades are developmentally ready to learn about climate change and its impacts, with over one-in-five (22%) feeling students can start as early as junior kindergarten / kindergarten, and 49% of educators believing students are ready between JK-Grade 3.

Educators (% Selected)	CAN	BC	AB	SK	MB	ON	QC	ATL
n=	*782*	*65*	*74*	*41**	*55*	*173*	*198*	*153*
Junior Kindergarten / Kindergarten	**22%**	13%	17%	5%	21%	22%	26%	35%
Grade 1	**9%**	6%	11%	13%	6%	6%	14%	6%
Grade 2	**7%**	10%	6%	2%	5%	9%	5%	14%
Grade 3	**11%**	9%	7%	6%	7%	15%	11%	4%
Grade 4	**10%**	18%	10%	8%	31%	7%	9%	12%
Grade 5	**7%**	6%	11%	6%	5%	9%	4%	5%
Grade 6	**5%**	12%	-	29%	4%	3%	3%	4%
Grade 7	**4%**	1%	9%	-	6%	3%	5%	4%
Grade 8	**3%**	1%	2%	-	-	-	11%	3%
Grade 9	**7%**	14%	14%	16%	2%	6%	5%	2%
Grade 10	**4%**	3%	5%	1%	4%	5%	1%	3%
Grade 11	**1%**	<1%	-	2%	1%	2%	1%	3%
Grade 12	**4%**	1%	1%	4%	3%	9%	<1%	5%
Don't know	**5%**	3%	8%	7%	2%	4%	5%	2%

LSF Learning for a Sustainable Future

National, Educators: n=782
Responses less than 1% not shown
*Use caution when interpreting results due to low sample size (n<50). Territories included in total but not reported due to insufficient sample.

To what extent do you agree (or disagree) with the following statements about climate change education?

While there is interest among teachers to teach climate change education, there are barriers. Two-thirds (66%) of teachers note a lack of time, and 60% feel they need more professional development.

K-12/CÉGEP Teachers and Faculty of Education Instructors (% Agree/Strongly Agree)	CAN	BC	AB	SK	MB	ON	QC	ATL
n=	*611*	*45**	*50*	*31**	*52*	*126*	*159*	*135*
I feel that a lack of time within course/grade to teach the topic of climate change is a significant barrier.	**66%**	63%	86%	78%	50%	66%	58%	67%
I would like to include climate change education within my class but need professional development to feel better able to do so.	**60%**	70%	52%	83%	43%	57%	59%	75%
I feel confident in teaching sensitive or controversial issues involved in climate change.	**58%**	68%	59%	57%	62%	57%	50%	69%
I sometimes feel unsure that I know the appropriate instructional strategies to teach this complex topic.	**50%**	47%	44%	60%	51%	54%	41%	58%
I feel I have the knowledge and skills needed to teach climate change.	**47%**	53%	45%	55%	55%	51%	27%	64%
I would like to include climate change education but feel parents might not be supportive.	**35%**	40%	39%	55%	36%	31%	25%	59%
I would like to include climate change education within my class but feel my students are not ready/would not be receptive.	**33%**	37%	12%	50%	24%	43%	17%	51%

LSF Learning for a Sustainable Future

National, K-12/CÉGEP Teachers and Faculty of Education Instructors: *n=611*

*Use caution when interpreting results due to low sample size (n<50). Territories included in total but not reported due to insufficient sample.

What support do you need to teach climate change?

Teachers need a variety of supports to teach climate change, with over half (51%) saying they need climate change resources/activities. Around two-in-five teachers also they need strategies to help students identify misinformation (42%), a school-wide culture that promotes climate change education (39%) and more climate change in the curriculum (39%).

K-12/CÉGEP Teachers and Faculty of Education Instructors (% Selected)	CAN	BC	AB	SK	MB	ON	QC	ATL
n=	*611*	*45**	*50*	*31**	*52*	*126*	*159*	*135*
Climate change resources/activities (lesson plans, videos, books, websites)	**51%**	63%	77%	69%	62%	43%	48%	39%
Strategies to help students learn to identify and address misinformation	**42%**	36%	50%	43%	31%	49%	32%	42%
A school-wide culture that promotes climate change education	**39%**	31%	43%	56%	38%	34%	42%	45%
The Ministry to include more climate change in curriculum documents	**39%**	48%	39%	49%	35%	44%	28%	33%
Information on how climate change is linked to social inequities and racial injustice	**36%**	31%	28%	63%	33%	39%	37%	32%
Information on climate science	**36%**	38%	44%	44%	43%	25%	45%	42%

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National, K-12/CÉGEP Teachers and Faculty of Education Instructors: *n=611*
Responses 2% or less not shown
*Use caution when interpreting results due to low sample size (n<50). Territories included in total but not reported due to insufficient sample.

What support do you need to teach climate change? *(Continued)*

A third of teachers feel they need strategies for teaching topics which might cause anxiety (35%) as well as Two-Eyed Seeing (33%).

K-12/CÉGEP Teachers and Faculty of Education Instructors (% Selected)	CAN	BC	AB	SK	MB	ON	QC	ATL
n=	*611*	*45**	*50*	*31**	*52*	*126*	*159*	*135*
Strategies for teaching controversial/political topics	**35%**	19%	55%	37%	31%	41%	23%	38%
National or provincial climate data	**35%**	32%	16%	52%	35%	40%	36%	29%
Strategies for teaching topics which might cause anxiety or other emotions in students	**33%**	38%	11%	44%	41%	37%	32%	40%
How Indigenous knowledge and western science work together ("two-eyed seeing")	**32%**	15%	41%	50%	41%	37%	20%	37%
Strategies on how to extend classroom learning outdoors	**28%**	29%	37%	41%	32%	22%	29%	36%
Information on the economics, politics and philosophy of climate change	**26%**	20%	54%	46%	26%	24%	16%	25%

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National, K-12/CÉGEP Teachers and Faculty of Education Instructors: *n=611*
Responses 2% or less not shown
*Use caution when interpreting results due to low sample size (n<50). Territories included in total but not reported due to insufficient sample.

To what extent do you agree or disagree that climate change should be addressed in younger grades - Kindergarten to Grade 3, through the following topics?

When it comes to teaching younger (K-3) grades about climate change, educators are more likely to agree that the science behind climate change should be taught, rather than more social elements such as mental health and peaceful protests.

Educators (% Agree/Strongly Agree)	CAN	BC	AB	SK	MB	ON	QC	ATL
n=	*782*	*65*	*74*	*41**	*55*	*173*	*198*	*153*
Green energy	**77%**	73%	62%	75%	66%	82%	75%	86%
Biodiversity/habitat loss	**75%**	67%	71%	80%	67%	79%	71%	83%
Over-consumption	**75%**	72%	70%	70%	66%	76%	77%	79%
Extreme weather	**68%**	80%	58%	76%	67%	70%	63%	75%
Carbon footprint of food/agriculture	**62%**	67%	62%	69%	61%	67%	51%	77%
Threats to physical health	**58%**	55%	53%	68%	45%	60%	54%	67%
Social justice and racial inequities	**49%**	56%	30%	57%	40%	53%	45%	56%
Eco-anxiety/threats to mental health	**42%**	43%	34%	47%	44%	48%	31%	57%
Peaceful dissent/protests	**36%**	27%	26%	46%	25%	41%	34%	38%

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National, Educators: n=782

*Use caution when interpreting results due to low sample size (n<50). Territories included in total but not reported due to insufficient sample.

In your class, indicate how frequently you engage students in taking the following types of actions to address climate change.

Teachers frequently engage students in a variety of activities to address climate change, namely educating and informing (70%), making lifestyle choices (65%) and eco-projects (54%).

K-12/CÉGEP Teachers and Faculty of Education Instructors (% Engage (Occasionally/Frequently))	CAN	BC	AB	SK	MB	ON	QC	ATL
n=	*611*	*45**	*50*	*31**	*52*	*126*	*159*	*135*
Educating & Informing	**70%**	79%	79%	82%	83%	70%	58%	69%
Making Lifestyle/Consumer Choices	**65%**	82%	69%	80%	74%	62%	59%	69%
Eco-Projects	**54%**	68%	71%	73%	52%	59%	32%	58%
Engaging in Political/Legislative Action	**39%**	39%	61%	50%	39%	46%	12%	46%
Peaceful Dissent	**37%**	47%	36%	49%	35%	47%	11%	47%
Raising Funds	**32%**	30%	30%	50%	31%	42%	8%	45%

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National, K-12/CÉGEP Teachers and Faculty of Education Instructors: *n=611*

*Use caution when interpreting results due to low sample size (n<50). Territories included in total but not reported due to insufficient sample.

Survey Results
Part 5: Youth Perspectives

Students are curious and eager to engage with climate change education, especially when it focuses on solutions and scientific understanding. Climate change is still not frequently discussed in most classes. This points to a clear opportunity: students are ready for deeper, more frequent, and more empowering climate learning experiences.

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If you could decide what you would learn in school about climate change, what would you tell your teacher?

When it comes to climate change education, students are interested in learning about solutions to the problem (35%) and scientific evidence (22%).

K-12/CÉGEP Students (% Mentioned)	CAN	BC	AB	SK	MB	ON	QC	ATL
n=	*594*	*98*	*88*	*61*	*62*	*117*	*88*	*77*
Offer solutions to the problem / How to reduce your carbon footprint (e.g. alternate transportation, less pollution)	**35%**	40%	40%	41%	39%	36%	20%	37%
Explain scientific evidence of what cause climate change / Facts	**22%**	21%	23%	26%	26%	23%	20%	14%
Make people aware of their actions / Consequences of actions	**11%**	14%	5%	11%	14%	12%	10%	7%
Educate people more / Awareness (general)	**8%**	9%	5%	13%	4%	6%	6%	20%
Empower individuals so they feel they can make a difference	**4%**	12%	1%	-	4%	3%	2%	8%
Controversial issues should be kept out of classrooms	**4%**	5%	8%	-	5%	2%	4%	-
Recycling programs	**4%**	-	1%	-	2%	2%	12%	2%
Talk more / Discussions	**3%**	4%	-	3%	2%	3%	3%	3%
Other	**6%**	6%	3%	8%	4%	7%	7%	5%
Nothing / Satisfied with things currently	**3%**	2%	2%	-	-	4%	4%	1%

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National, Students (K-12/CÉGEP) excluding Don't Know and No Answer: *n=594*
Responses 2% or less not shown.
Territories included in national total, but not reported due to insufficient sample.

How often do you discuss climate change in your classes?

In total, 42% of students report that they never or rarely discuss climate change in their classes, while 48% report discussing it sometimes and 10% often or always.

K-12/CÉGEP Students (% Selected)	CAN	BC	AB	SK	MB	ON	QC	ATL
n=	*1,053*	*151*	*156*	*100*	*100*	*210*	*208*	*122*
Always	**1%**	1%	2%	1%	1%	1%	-	1%
Often	**9%**	8%	10%	10%	10%	12%	4%	10%
Sometimes	**48%**	55%	52%	47%	40%	47%	47%	45%
Rarely	**33%**	30%	27%	32%	42%	33%	36%	38%
Never	**9%**	7%	10%	10%	7%	7%	14%	6%

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National, Students (K-12/CÉGEP): *n=1,053*
Territories included in national total but not reported due to insufficient sample.

How interested are you in participating in action-based projects that focus on climate change solutions?

The majority of students express some interest in participating in action-based projects, and almost one-third of students are very or extremely interested (30%). Few (12%) students are not interested at all.

K-12/CÉGEP Students (% Selected)	CAN	BC	AB	SK	MB	ON	QC	ATL
n=	*1,053*	*151*	*156*	*100*	*100*	*210*	*208*	*122*
Extremely Interested	**7%**	8%	2%	3%	6%	11%	3%	8%
Very Interested	**23%**	20%	25%	25%	21%	20%	27%	34%
Moderately Interested	**33%**	30%	27%	35%	25%	33%	41%	24%
Slightly Interested	**25%**	32%	30%	22%	30%	24%	19%	24%
Not Interested	**12%**	10%	16%	16%	18%	13%	10%	10%

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National, Students (K-12/CÉGEP): *n=1,053*
Territories included in national total but not reported due to insufficient sample.

Climate Audiences

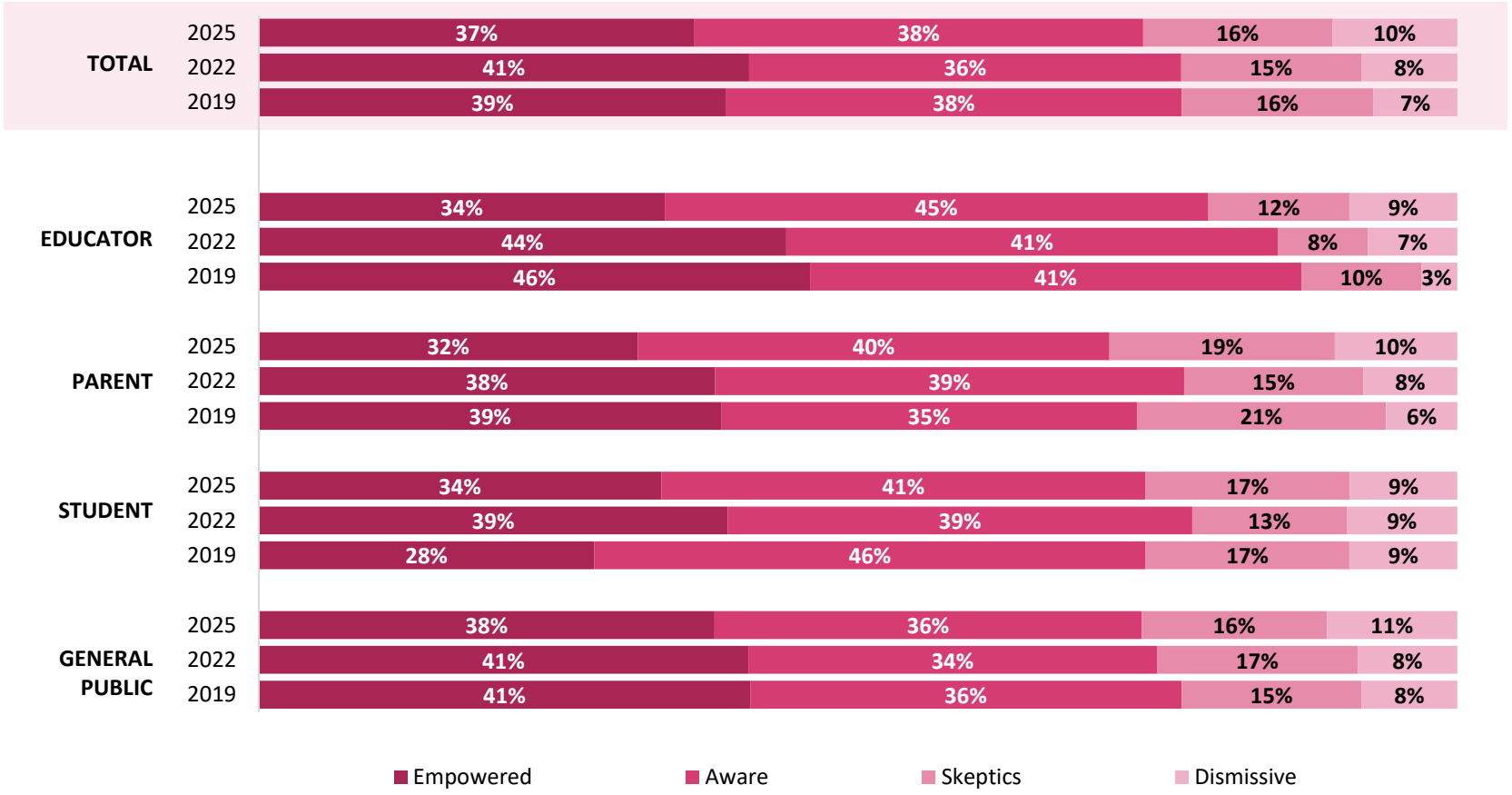
Since 2016, EcoAnalytics has tracked Canadian climate opinion and developed the Canadian Ladder of Engagement—a tool to help communicators and policymakers better engage the public. It identifies four key audiences:

Dismissives, who reject that climate change is happening; **Skeptics**, who question its human causes or remain unsure; **Aware** individuals, who accept human-caused climate change but feel powerless to act; and **Empowered** individuals, who both acknowledge the issue and believe in the potential for change.

We applied this model to segmented groups to support more targeted engagement, with some adjustments that limit direct comparison to the original EcoAnalytics data.

Climate Audience

Climate audience is largely consistent in 2025, although the 'Aware' group overtakes the 'Empowered' group as the most common segment for Canadians.



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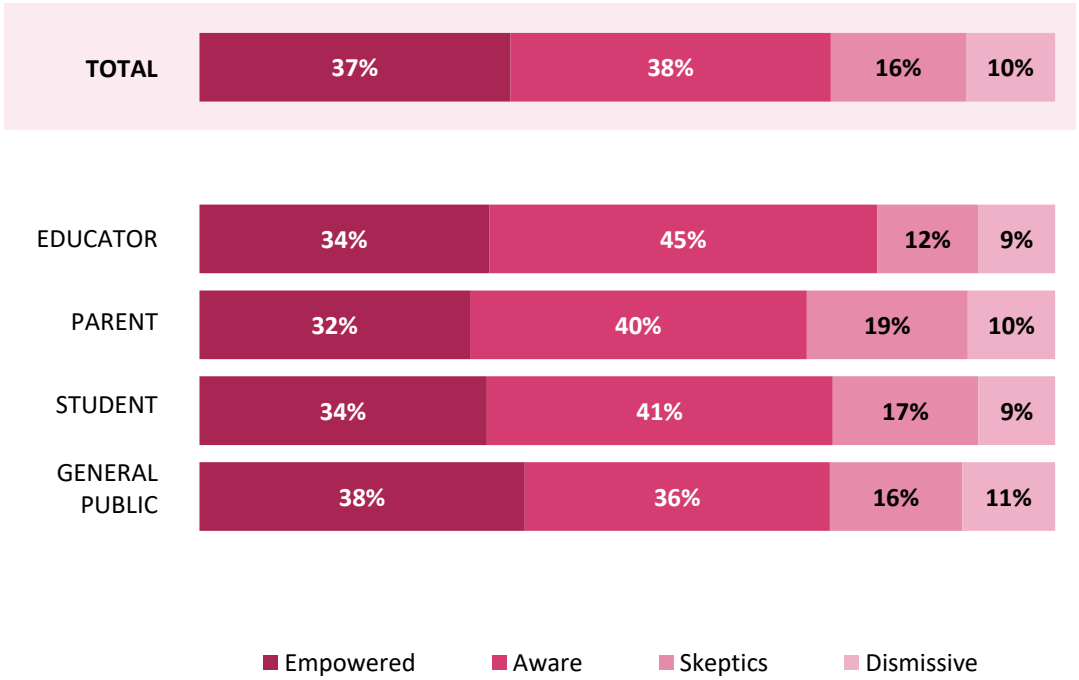
2025: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)
2022: n=4,035 (Educator=414, Parent=1,373, Student=1,208, General Public=1,290)
2019: n=3,196 (Educator =111, Parents=571, Student=486, General Public=908)

Climate Audience

Most Canadians are either 'Empowered' (37%) or 'Aware' (38%) surrounding climate change, while fewer are 'Skeptics' (16%) or 'Dismissive' (10%).

Total Results by Respondent Group



Province/Region

	CAN	BC	AB	SK	MB	ON	QC	ATL	TER
n=	*4,228*	*538*	*506*	*294*	*291*	*1,037*	*899*	*557*	*106*
Empowered	**37%**	36%	26%	22%	37%	36%	46%	32%	27%
Aware	**38%**	35%	38%	33%	27%	40%	37%	42%	47%
Skeptics	**16%**	17%	24%	30%	21%	15%	9%	19%	16%
Dismissive	**10%**	13%	14%	18%	15%	9%	9%	7%	12%

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National: *n*=4,228 (Educator=782, Parent=1.283, Student=1,053, General Public=1,369)

Climate Audience

In 2025, fewer Canadians fall into the 'Empowered' group, and the difference is distributed across the 'Aware', 'Skeptics' and 'Dismissive' groups, which all see slight increases.

	CAN			BC			AB			SK			MB			ON			QC			ATL		
	2025	2022	2019	2025	2022	2019	2025	2022	2019	2025	2022	2019	2025	2022	2019	2025	2022	2019	2025	2022	2019	2025	2022	2019
n=	*4,228*	*4,035*	*2,180*	*538*	*514*	*196*	*506*	*467*	*160*	*294*	*217*	*73*	*291*	*241*	*70*	*1,037*	*1,025*	*749*	*899*	*1,168*	*814*	*557*	*300*	*118*
Empowered	**37%**	**41%**	**39%**	36%	42%	45%	26%	35%	42%	22%	38%	28%	37%	48%	48%	36%	41%	49%	46%	42%	43%	32%	45%	53%
Aware	**38%**	**36%**	**38%**	35%	36%	36%	38%	36%	29%	33%	36%	51%	27%	24%	36%	40%	36%	39%	37%	37%	42%	42%	30%	35%
Skeptics	**16%**	**15%**	**16%**	17%	14%	14%	24%	20%	22%	30%	18%	13%	21%	22%	11%	15%	15%	9%	9%	14%	11%	19%	18%	10%
Dismissive	**10%**	**8%**	**7%**	13%	8%	5%	14%	9%	8%	18%	8%	8%	15%	6%	4%	9%	9%	4%	9%	7%	4%	7%	6%	3%

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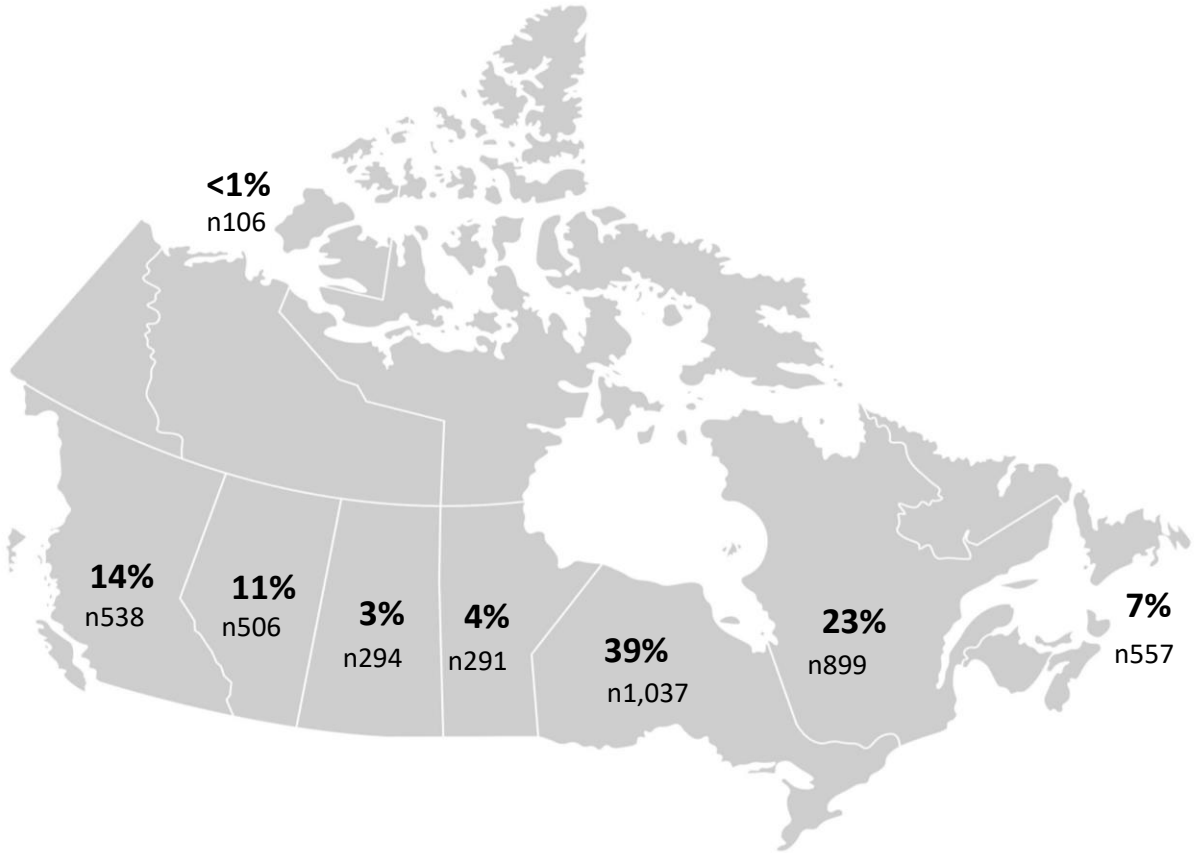
Respondent Profile

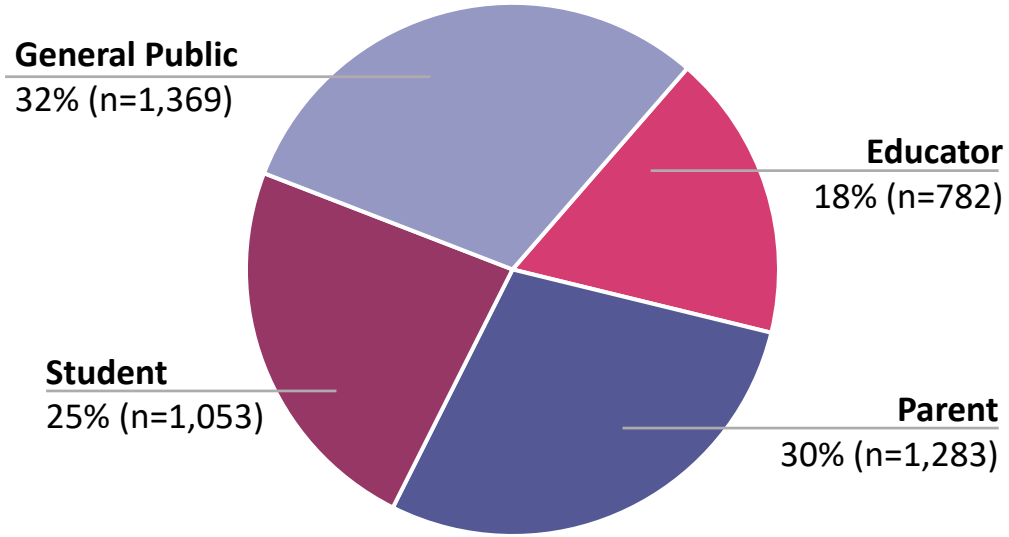
Survey respondents represent every province across Canada, with a small subset of responses from the territories. There is a representative sample of Indigenous responses. Responses weigh heavily towards urban vs. Rural, and just over half of respondents identify as a woman.

Respondent Profile

Province/Region



Respondent Group



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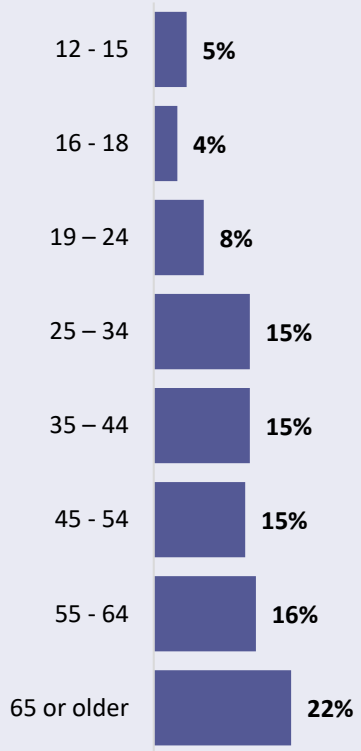
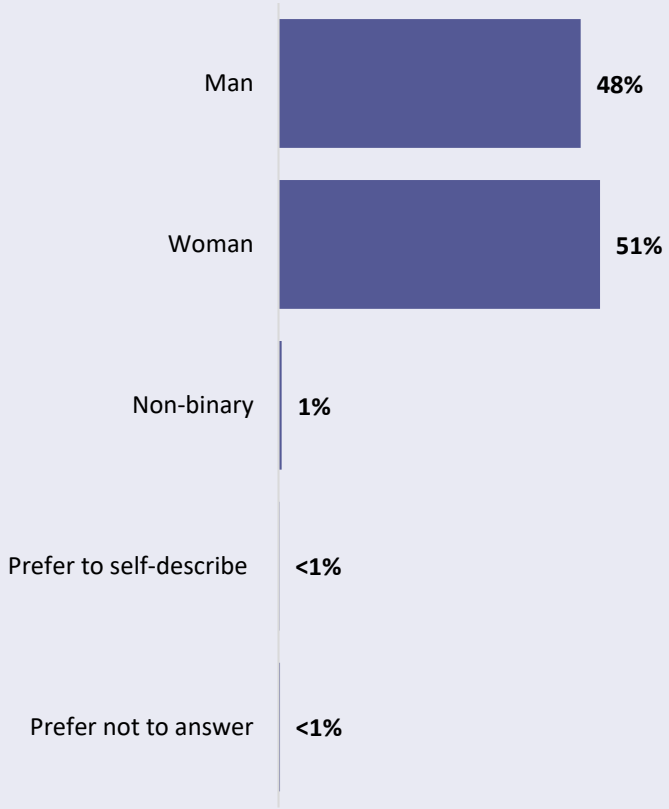
Respondent Profile

Age



Gender



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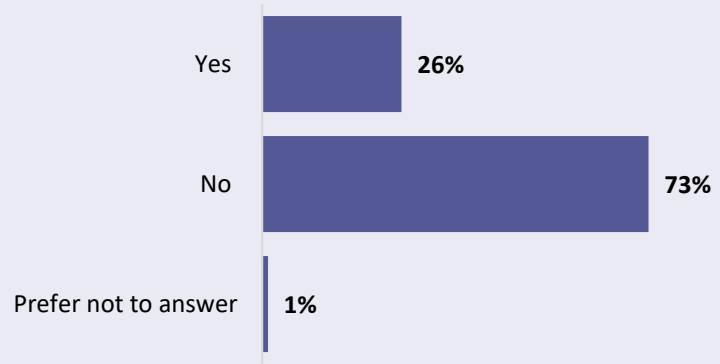
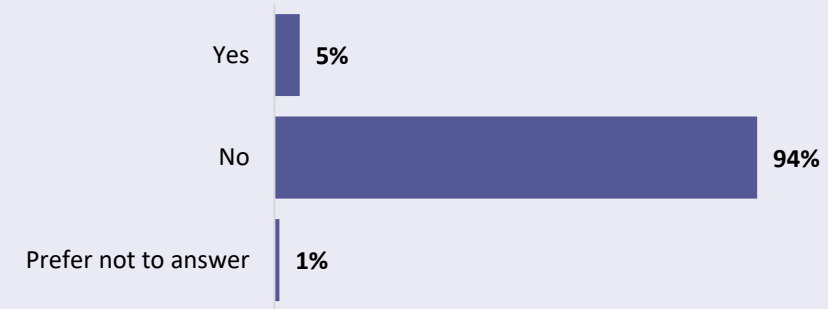
Respondent Profile

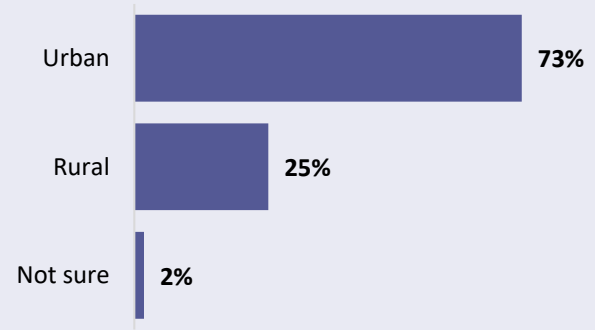
Children in Household



Identify as Indigenous



Area



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