

TOGETHER REPORT 2017-2018



Canadian Teachers' Federation
Fédération canadienne des enseignantes et des enseignants

www.ctf-fce.ca



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MESSAGE FROM THE CHAIR OF THE CTF TRUST FUND



This year, the CTF International Program celebrated 55 years of development cooperation (DC). In a news release dated June 22, 1962, the CTF announced:

“Two widely experienced and highly qualified Canadian teachers, Miss Ruth N. (Penny) Banks (Saskatchewan) and F. Clarke MacDonald (Ontario), will join hands with 40 Nigerian teachers this summer in a pilot project aimed at training 1,000 young Nigerian teachers at the University of Nsukka. It is believed to

be the first privately-financed Canadian project designed to help a new African country upgrade its educational system.”

With this 1962 pilot project, the CTF International Program was born. Over the past 56 years, the CTF has worked in partnership with national teacher organizations in Africa, Asia, Latin America, and the Caribbean to improve access to quality publicly funded education for all. Over the decades, thousands of Canadian teachers have followed in the footsteps of Penny Banks and Clarke MacDonald, participating in hundreds of DC projects.

Canadian teachers recognize the value of working in partnership with national teacher organizations to support teacher colleagues in developing countries in multiple ways. A good example was the response to the urgent action appeal, launched in September 2017, for the victims of hurricane Irma and the floods in Bangladesh. With the generous contributions of Member organizations, the CTF donated over \$130,000 to Education International’s (EI) emergency fund.

The CTF extends sincere thanks to Member organizations as well as individual teachers for responding to these appeals and we are grateful to Member organizations for their continuous support of and ongoing participation in the CTF International Program. Having been without

core government funding for international cooperation projects since 2011, we at the CTF know that the success of our program depends on the engagement of our Member organizations.

We are, however, encouraged by the possibility of receiving government funding once again in the coming year. For the first time since 2011, in December 2017, the CTF had the opportunity to respond to a call for preliminary proposals from Global Affairs Canada (GAC). The CTF submitted a proposed project, entitled “Simameni – Stand Together for Girls’ Secondary Education in Uganda”. The project seeks to improve access, retention, and educational opportunities for secondary school-aged girls in schools within selected communities of the Western and Central regions in Uganda. The five-year \$1.9 million project would be a joint effort between the CTF and our long-time partner, the Uganda National Teachers’ Union.

I would like to take this opportunity to thank the staff for all their hard work for the development of the preliminary proposal. The CTF recently received communication from GAC informing us that our preliminary proposal met the basic eligibility criteria; the proposal now moves to the initial merit assessment stage. If the preliminary proposal is successful, the CTF will be invited to submit a full proposal.

In October 2017, we celebrated World Teachers' Day (WTD) by hosting educational and other partners at a reception held at the CTF building. The CTF welcomed a number of guests including representatives of Member organizations, federal and provincial government, as well as various non-governmental and civil society organizations. Alice Albright of the Global Partnership for Education spoke of the need to support partnerships with EI. The WTD event was an opportune time to highlight the critical need to invest in teachers for quality education.

At the October 5 event, the CTF also presented the Norm Goble Award. This award recognizes the CTF International Program partners and their activities to celebrate WTD. This year, the Norm Goble Award went to the Union Nationale des Normaliens/Normaliennes et Éducateurs/Éducatrices d'Haïti and the two Honorable Mentions were offered to the National Teachers'

Association of Liberia and the Fédération des Syndicats de l'Éducation Nationale in Togo.

During my first year as President, my travels across Canada and to EI meetings have underscored the importance of the CTF's development cooperation program. I have had the privilege of seeing how the CTF connects Canadian teachers to global education issues and I have been impressed by how deeply EI and its affiliates value the CTF's development cooperation program.



H. Mark Ramsankar

THE CTF TRUST FUND

The CTF International and Social Justice Program oversees *Teachers' Action for Learning* (the international program) as well as *Imagineaction* (the social justice program). The Trust Fund budget is structured to provide a complete budget for all program activities. The budget supports the program and is similar in structure to the CTF budget. Trustees meet four times annually to receive reports, provide direction and make decisions regarding budget expenditures.

TRUSTEES

H. Mark Ramsankar,
CTF President (ATA)

Sam Hammond
CTF Vice-President (ETFO)

Adrien Amirault
NWTTA

James Ryan
OECTA

Gilles Arsenault
PEITF

Carole Gordon
BCTF

Dianne Woloschuk
Non-voting member (EI)

MESSAGE FROM THE DIRECTOR OF THE INTERNATIONAL AND SOCIAL JUSTICE PROGRAM



The *Together Report* is the CTF's testimony to the commitment of teachers working in a spirit of international cooperation to ensure equitable access to quality public education for all children. This report covers the fiscal year period of April 1, 2017, to March 31, 2018. The initiatives below are just some of the highlights of the work accomplished this year.

This year was marked by the renewal of the International and Social Justice Program team. Two new staff members, Beverley Park and Daniel Martin, joined the team in

September 2017. Both have complementary experiences and skills that add great value to our programs in Canada and internationally.

Close to home, the CTF has continued to respond to the needs of educators across the country through our pan-Canadian Social Justice Program. Francophone and Anglophone teachers from coast to coast to coast access the resources available through the Imagineaction website and apply for subsidies to defray the costs of running school-based or community-based social justice projects.

In September 2017, CTF staff attended the Robert F. Kennedy STTP operational summit in Brussels along with delegations from the U.S., the U.K., Denmark, Sweden, Australia, and others. The purpose was to expose the various models which have been spawned from the original STTP. During this session the CTF model was formally presented and was very well received. We are now members of the STTP brain trust and will continue to collaborate as we seek new ways to use this tool to promote human rights education in Canada.

In addition, in late 2017, the CTF began a partnership with Plan International Canada on an initiative called Youth for Gender Equality (YGE). YGE is a three-year initiative that will bring youth from across the country together to discuss and to take action on issues

related to gender equality. Throughout winter, spring, and autumn of 2018, youth representing northern, western, central, and eastern Canada will have the opportunity to make their voices heard. Ideas generated through youth dialogues will be used to develop and implement plans for achieving gender equality at the local, national, and international levels.

Our work outside of Canada continues to be a cornerstone of our program. To begin, Project Overseas (PO) 2017 was a resounding success. Once again last year, the CTF supported the professional development goals and needs of partner organizations throughout Africa and the Caribbean. The 56th year of PO saw 54 teacher volunteers, representing every province and territory in Canada, serving on 12 teams in both English-speaking and French-speaking countries. The feedback from all of our partners – in Sierra Leone, Uganda, Togo, Burkina Faso, Ghana, Haiti, Dominica, Guyana, Saint Vincent and the Grenadines – was enthusiastically positive.

The 2017 PO orientation provided the CTF with an opportunity to explore a collaboration with the Aga Khan Foundation Canada, which hosted the participants for part of the program. The year 2017 also marked the beginning of a Project Overseas relationship with two new partners – UNNOEH and FENATEC – in Haiti. Without any question, the volunteer efforts of Canadian educators, collaborating shoulder-to-shoulder

with colleagues in developing countries, continue to have an impact on teaching and learning that simply cannot be measured.

In addition to Project Overseas, the CTF also supports our partners through various projects throughout the year. For instance, during 2017, the CTF worked closely with the Ghana National Association of Teachers (GNAT) on a gender equality project. In order to address the needs of girls and women in schools throughout three regions in southern Ghana, the CTF and the GNAT provided training and technical assistance to a cadre of gender facilitators. These facilitators have the responsibility of promoting gender equality and of helping to create conditions that allow all girls and all women to be safe, included, and successful in schools. Furthermore, they organize and deliver presentations and workshops in order to raise awareness of the benefits of girls' education for individuals, families, and entire communities. The CTF is proud to participate in this project, and looks forward to continuing to support and encourage the empowerment of girls and women.

The CTF has also re-established the relationship with one of our longtime former overseas partners, the Fédération des Syndicats de l'Éducation Nationale (FESEN) in Togo. This federation of 10 base members has but one hired staff member and a cadre of volunteer union workers. While the work is challenging due to their very restricted capacity, this small but dedicated group of people prove



to us on a daily basis that they deserve our support. This past year we have been building this renewed relationship, which culminated in a CTF/FESEN collaborative planning session in February. We are pleased to announce that in the new fiscal year we will begin a three-year agreement with FESEN, with funding budgeted for dedicated projects in year one of their three-year plan. Their insightful vision and the dedication and commitment on the part of FESEN has been the foundation for our confidence and we look forward to reporting on their further growth and development in the coming year.

This will be my last report as a Director, as I will be starting a new position with the CTF on April 3, 2018. I would like to take this opportunity to thank all the staff who have been part of the team over the past three years. Together, we have worked very hard to bring the CTF's

pan-Canadian social justice initiatives and international cooperation work into one new program area. I have appreciated your patience, commitment and open-mindedness throughout the process. Thank you Alex Davidson, Pauline Théoret, Salwa Maadarani, Beverley Park and Daniel Martin. Through your contributions, you have helped to lay a solid foundation for the future of our program.

Finally, I am confident that the new team will be able to bring a new perspective and increase the program outreach both in Canada and internationally in the years to come.

Handwritten signature of Brigitte Bergeron in blue ink.

Brigitte Bergeron

TEACHERS' ACTION FOR LEARNING (TAL)

Rooted in the most promising practices of teacher professional development and international development cooperation, the CTF International Program, *Teachers' Action for Learning*, works in partnership with national teacher organizations around the globe to support teachers as professionals with the agency to make a difference in the ongoing struggle for quality, inclusive, public education for all. Core funding is provided by CTF Member organizations with supplementary funding from other like-minded organizations and personal donations. Work is coordinated with

other national teacher organizations engaged in Education International (EI) development cooperation. Canadian teachers and teacher leaders from CTF Member organizations contribute invaluable assistance as volunteers, collaboratively planning and/or facilitating many workshops, in-services, and initiatives each year with CTF partner organizations in Africa, Asia, and the Caribbean.

The CTF International Program, *Teachers' Action for Learning*, consists of three program areas: *Teachers' Action for Teaching (TAT)*, *Teachers'*

Action for Gender Equality (TAGE) and *Teachers' Action for Teacher Organizations (TATO)*. Activities in these program areas are carried out through Project Overseas and through other work being undertaken by CTF partner organizations overseas.

The chart below lists CTF overseas partners and the program areas in which we are supporting them:

Chart A: CTF SUPPORT FOR OVERSEAS PARTNER PROJECTS

TEACHERS' ACTION FOR LEARNING	OVERSEAS PARTNERS																			
	AIPTF	AWEN	AWN	CNEH	DAT	EI LA	FENATEC	FESEN	GNAT	GTU	NTAL	PATC	SWN	SNEA-B	SNESS	SVGTU	SLTU	UNATU	UNNOEH	
TAT																				
TAGE																				
TATO																				

All India Primary Teachers' Federation (AIPTF)
 African Women in Education Network (AWEN)
 ASEAN Women Network (AWN)
 Confédération Nationale des Éducatrices et Éducateurs d'Haïti (CNEH)
 Dominica Association of Teachers (DAT)
 EI Latin America Women's Network (EI LA)
 Fédération nationale des travailleurs en éducation et en culture (FENATEC)

Fédération des Syndicats de l'Éducation Nationale (FESEN) du Togo
 Ghana National Association of Teachers (GNAT)
 Guyana Teachers' Union (GTU)
 National Teachers' Association of Liberia (NTAL)
 Pan African Teachers' Centre (PATC)
 SAARC Women's Network (SWN)
 Syndicat national des enseignants africains du Burkina (SNEA-B)

Syndicat National des Enseignants du Secondaire et du Supérieur (SNESS)
 St. Vincent and the Grenadines Teachers' Union (SVGTU)
 Sierra Leone Teachers' Union (SLTU)
 Uganda National Teachers' Union (UNATU)
 Union Nationale des Normaliens/Normaliennes et Éducateurs/Éducatrices d'Haïti (UNNOEH)

MEMBER ORGANIZATIONS

Thanks to the financial generosity of the CTF Member organizations, *Teachers' Action for Learning* is entirely teacher owned. It therefore understands teachers as the agents of change at the very centre of the learning process, a perspective that makes the role of the CTF in the area of development cooperation both unique and extremely effective. *Teachers' Action for Learning* also extends Member organizations' work to combat the commercialization and privatization of education into parts of the world most vulnerable to private interests.

The CTF Members are generous in other ways as well. Beyond Project Overseas volunteers, Member organizations across the country also provide international resource persons, with expertise in various areas, to extend the work throughout the year. The chart below lists the 2017-2018 resource persons, their organizations, and the program area in which they worked.



Chart B: RESOURCE PERSONS FROM MEMBER ORGANIZATIONS

Resource Person		Member Organization			Teachers' Action for Learning Program Area		
TAT		Teachers' Action for Teaching					
TAGE		Teachers' Action for Gender Equity					
TATO		Teachers' Action for Teacher Organizations					
Claudia Guidolin	AEFO	TAT	TAGE	TATO			
Carla Cuglietta	ATA	TAT					
Carla Pieteron	ETFO	TAT	TAGE	TATO			
Destination Countries		Ghana	Sierra Leone	Togo			

"I am very impressed to be given an opportunity to be part of this program. It was an effective workshop and I have learned more and will make sure this is being applied in the classroom and I will also teach other teachers who did not get the opportunity."

Ghanaian participant

TEACHERS' ACTION FOR TEACHING (TAT)

PROJECT OVERSEAS

In 2017, Project Overseas (PO) was once again a resounding success. Fifty-four teachers from 15 CTF Member organizations co-planned and co-facilitated professional development (PD) programs with colleagues on 12 projects in 9 countries. Hundreds of teachers benefitted, and long term goals of overseas partner organizations were advanced, building sustainable professional services for teachers and school heads. Project Overseas 2017 was Teachers' Action for Teaching at its finest.

Both new and experienced team leaders were selected for PO 2017, and the participants represented every single province and territory in Canada. The 2017 teams were made of extraordinary educators with diverse experiences, skills, and interests. They were strong ambassadors of the CTF and of their own provincial and territorial teacher organizations.

PO teams were formed in January, and the team leaders from across the country participated in an initial videoconference in early February, and met in Ottawa in early April. So as not to conflict with the Canada 150 celebrations in Ottawa, this

year's orientation session took place slightly later than usual, from July 8 to 10. Part of the orientation session was done at the Aga Khan Foundation of Canada (AKFC) headquarters. In 2018, the CTF looks forward to strengthening its relationship with the AKFC and to exploring ways of collaboration. Assignments in country lasted between 3 and 4 weeks, with the final team returning to Canada on August 5, 2017.

The year 2017 brought the addition of a new partnership in Haiti. Two teacher organizations (UNNOEH and FENATEC) collaborated to provide professional development opportunities to their members through PO. The CTF will return

"We felt that the project was a great success. The participants were keen to learn and expressed their enthusiasm about implementing the new strategies and skills to which they had been introduced. Our team members were very professional and conscientious and I, as Team Leader, felt that we offered a very talented team and a strong, relevant program that met the teacher's needs."

Canadian Team Leader



PROJECT OVERSEAS
PROJET OUTRE-MER

to Haiti in July 2018 again with two teams: one working with UNNOEH and FENATEC and the second one working with the CTF's long-time partner, CNEH. All projects throughout the Caribbean and Africa were successful, often advancing the work of larger projects that continue during the year. Workshops continued to focus on various child-centered, active-learning methods, and topics ranged from literacy and numeracy to physical education and art. Workshops on health and wellness and on gender equality were provided in every setting.

Canadian teachers found PO to be a tremendous PD experience. As we move forward, PO 2018 will implement a variety of innovations based on



suggestions from previous team leaders and PO participants, building on successes and adapting to new realities.

OTHER INITIATIVES

While PO is the largest part of this program area, there are a number of CTF partners' projects that extend Teachers' Action for Teaching (TAT) throughout the year. This may include programs to enhance mentoring skills, assist school heads with instructional leadership or use CTF trained PD facilitators to provide workshops and other PD services to teachers. (See Chart A for list of TAT partners.)

"Project Overseas was a once in a lifetime experience, and must be experienced to fully understand the impact it has on developing countries. I worked with some of the most dedicated teachers, and co-tutors who endured great challenges just to attend the institute. I am grateful for this truly unique professional development opportunity and I cannot wait to share my newfound knowledge and experience with student and colleagues."

Canadian Team Leader

TEACHERS' ACTION FOR GENDER EQUALITY (TAGE)

Gender equality sessions are integrated in all PO programs and in a number of other CTF supported projects. TAGE includes a variety of approaches and purposes, including bursaries for women, support for women's networks, women leadership projects, girl-friendly schools and activities to address school-related gender-based violence. (See Chart A for list of TAGE partners.)



TEACHERS' ACTION FOR TEACHER ORGANIZATIONS (TATO)

Although PO serves to strengthen teacher organizations, and project management is part of other TAT and TAGE projects, the CTF also supports activities directly designed to increase capacity or provide international partners with institutional support. This support takes many forms including the John Thompson Fellowship program, support through Education International consortia, and specific training for research, data gathering, lobbying, advocacy and so forth. (See Chart A for list of TATO partners.)

“This year’s mentoring project was successful. Participants left the workshops with a handful of strategies, tools and activities that they would implement easily into their class. Participants seemed eager to work on an action plan goal in the fall and share what they are trying with a colleague or head teacher.”

Canadian Team Leader



“Professional development was offered in Language Arts, Science, Math, ICT, and Vocational Studies. One of the main strongholds of the institute, from my view point as the leader, was the strength of the Canadian team in the actual classroom, on the front line; I personally observed all of our team members teaching with vigor and excitement.”

Canadian Team Leader

CTF Overseas Partners	
Burkina Faso	Syndicat national des enseignants africains du Burkina (SNEA-B)
	Syndicat National des Enseignants du Secondaire et du Supérieur (SNESS)
Dominica	Dominica Association of Teachers (DAT)
Ghana	Ghana National Association of Teachers (GNAT)
Guyana	Guyana Teachers' Union (GTU)
Haiti	Confédération Nationale des Éducatrices et Éducateurs d'Haïti (CNEH)
	Fédération nationale des travailleurs en éducation et en culture (FENATEC)
	Union Nationale des Normaliens/Normaliennes et Éducateurs/Éducatrices d'Haïti (UNNOEH)
India	All India Primary Teachers' Federation (AIPTF)
Liberia	National Teachers' Association of Liberia (NTAL)
Saint Vincent	St. Vincent and the Grenadines Teachers' Union (SVG TU)
Sierra Leone	Sierra Leone Teachers' Union (SLTU)
Togo	Fédération des Syndicats de l'Éducation Nationale (FESEN)
Uganda	Uganda National Teachers' Union (UNATU)
Regional Partners	
EI	Education International
PATC	Pan African Teachers' Centre
CSFEF	Comité syndical francophone de l'éducation et de la formation
Women's Networks	
AWEN	African Women in Education Network
AWN	ASEAN (Association of South East Asia Nations) Women's Network
EI LAWN	EI Latin America Women's Network
SWN	SAARC (South Asian Association of Regional Cooperation) Women's Network

“The teachers took away a wealth of information and strategies and will share these in their schools with the hope of building support for different learning styles.”

Canadian Team Leader

CTF Member Organizations	
AEFO	Association des enseignantes et des enseignants franco-ontariens
BCTF	British Columbia Teachers' Federation
ETFO	Elementary Teachers' Federation of Ontario
NBTA	New Brunswick Teachers' Association
NLTA	Newfoundland and Labrador Teachers' Association
NWTTA	Northwest Territories Teachers' Association
NSTU	Nova Scotia Teachers Union
NTA	Nunavut Teachers' Association
OECTA	Ontario English Catholic Teachers' Association
PEITF	Prince Edward Island Teachers' Federation
QPAT	Quebec Provincial Association of Teachers
STF	Saskatchewan Teachers' Federation
ATA	The Alberta Teachers' Association
MTS	The Manitoba Teachers' Society
YTA	Yukon Teachers' Association
Affiliate Member	
OTF	Ontario Teachers' Federation
Associate Member	
SEPF	Syndicat des enseignantes et enseignants du programme francophone de la Colombie-Britannique

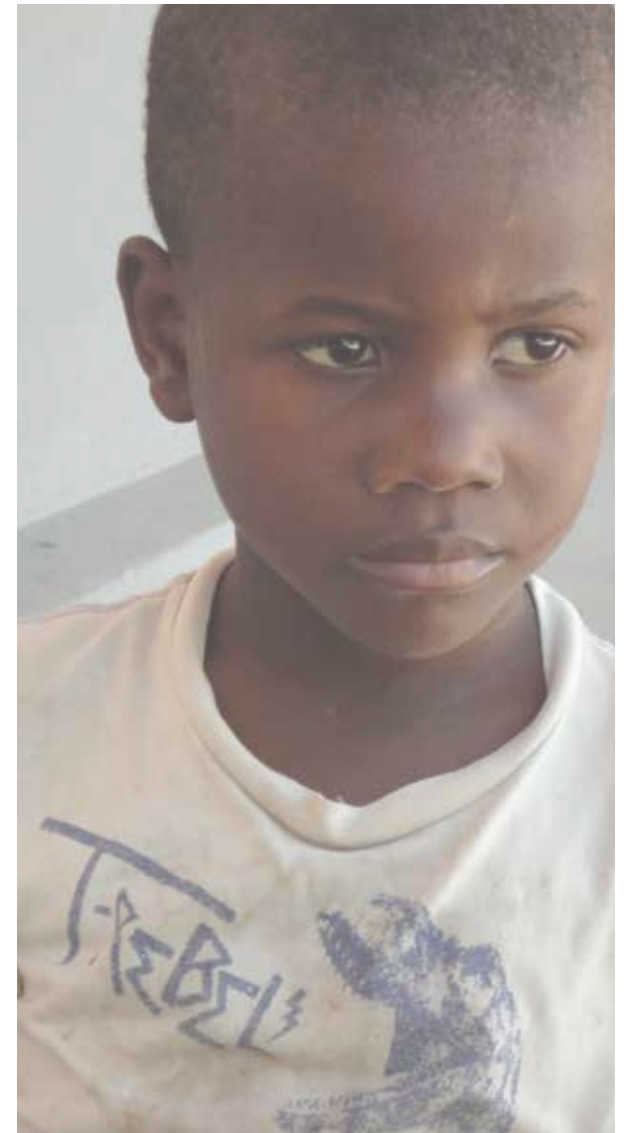
NATURAL DISASTERS

In September 2017, the Caribbean and parts of the southern United States were again hit by natural disasters of catastrophic proportions. Hurricane Irma made landfall and caused significant damage to the islands of Barbuda, Antigua, St. Kitts, St. Maarten, St. Barthelemy and the British Virgin Islands. A week later, hurricane Maria, regarded as the deadliest storm of the hyperactive 2017 Atlantic hurricane season, struck the northeastern Caribbean region. Maria is the worst natural disaster on record in Dominica and Puerto Rico. Many lives have been lost and significant infrastructure has been destroyed.

Along with Education International (EI), the CTF was in contact with the Caribbean Union of Teachers, who were trying to gather as much information as possible from affiliates in the worst-hit areas, as well as with our partner organizations in the United States.

CTF Member organizations were invited to make financial donations to the EI Solidarity Fund through the CTF.

In a first instance, EI provided direct assistance to teachers and education workers and their families. EI also worked with its member organizations on the ground to increase their capacity to organize assistance for their members and restore education for all.



IMAGINEACTION AND SOCIAL JUSTICE PROGRAM

IMAGINEACTION FUND

The Imagineaction Fund develops resources and provides project subsidies in the areas of human rights and social justice for Canadian educators and their students. The CTF wishes to highlight the financial commitment of Johnson Insurance, which will continue to fund the Social Justice Program until 2022.



IMAGINEACTION PROGRAM

Imagineaction is a social justice program of the CTF. Imagineaction, an online platform for teachers belonging to Member organizations across the country, encourages teachers and their students to think globally while acting locally.

Currently, more than 3,100 teachers are registered users of Imagineaction. Through the Imagineaction website, teachers have access to information and resources related to social justice and human rights. Registered teachers can also apply for a \$300 subsidy to defray off the costs of doing school-based and community-based projects with their students in one of the following six thematic areas: connect, engage, thrive, lead, live, and care.

To date, more than 600 projects, ranging from community gardens to anti-bullying clubs and from health and wellness activities to truth and reconciliation artworks, have been approved and funded by Imagineaction.

"Imagineaction is a student-driven social action initiative designed to develop individual responsibility necessary for the development of socially just citizenship through engagement with our communities."





YOUTH FOR GENDER EQUALITY

Youth for Gender Equality (YGE) is an initiative of Plan International Canada and the CTF. YGE is a three-year initiative that will bring youth from across the country together to discuss and to take action on issues related to gender equality. The project seeks to influence the creation and implementation of a nation-wide policy on gender equality. Throughout winter, spring, and autumn of 2018, the CTF will bring together francophone youths between the ages of 13 and 17 years old from northern, western, central, and eastern Canada so that they can make their voices heard. The ideas generated through these youth-facilitated dialogues will be used to develop and implement plans for achieving gender equality at the local, national, and international levels. Recommendations that come from youth dialogues will be shared with elected officials of all political parties with the view of creating a Canada-wide policy for gender equality.

SPEAK TRUTH TO POWER

Speak Truth to Power (STTP) has moved beyond development phase and is a robust educational resource which the CTF offers as a tool to assist teachers in teaching and promoting human rights in classrooms across Canada. Further development, if it should happen, will be at a more local level, adding local community defenders to our list of 12 national defenders.

The resource is available in French and English with some of the 12 defenders' segments of the site translated into the Indigenous language with which they are associated. There has been a call for translation into Indigenous languages to be expanded. At this point we will be entering into discussions with our partners and collaborators,

the Canadian Museum for Human Rights, the Assembly of First Nations, the Inuit Tapiriit Kanatami and Robert F. Kennedy (RFK) Human Rights to renew our memorandum of understanding with them.

The focus of 2017-2018 was on the promotion of the resource rather than expanded development.

This promotion has taken place through several and varied strategies, however use of STTP Canada is not yet as widespread as we had hoped it would be at this point. This year, the CTF was part of an operational summit, hosted by RFK STTP. As a result of this networking, there are plans for a potential pilot next year.

SPEAK TRUTH TO POWER CANADA
DEFENDERS FOR HUMAN RIGHTS



AWARDS

NORM GOBLE AWARD

The Norm Goble Award was created in 2014 and is granted annually to a CTF cooperation partner organization for its World Teachers' Day (WTD) activities.

For the 2017 Award, four deserving applications were received. Considering the theme of World Teachers' Day, "Teaching in Freedom, Empowering Teachers", this year the \$1,000 award for the most outstanding development cooperation partner organization was awarded to the Union Nationale des Normaliens/Normaliennes et Éducateurs/Éducatrices d'Haïti (UNNOEH). Their project acted on a resolution, unanimously passed at the 7th Education International Congress, to develop a legal framework for teacher working conditions in their country. Two honorable mentions were offered: one to the Fédération des syndicats de l'éducation nationale (FESEN), in Togo, to organize a major public awareness and teacher solidarity event through a march planned in several centres in Togo; and the second to the National Teachers' Association of Liberia (NTAL) for a series of public awareness/media activities, a stakeholder meeting culminating in a parade with other activities on October 5.



"It was a great honour to be selected as the Team Leader this past summer. Could you imagine teaching for a month in the heart of the Caribbean! I was fortunate to be part of an amazing team."

Canadian Team Leader



"Lessons on phonetic awareness, word work, classroom management and reading were of interest. I will incorporate what was learned in my lessons and share with other teachers."

Dominican participant



STATEMENT OF OPERATIONS

CTF TRUST FUND

For the year ended March 31	2017				2016
	International Program	International Aid Fund	Imagineaction Fund	Total	Total
REVENUE					
Contributions					
CTF Member Organizations	\$ 969,613	\$ 66,800	\$ -	\$ 1,036,413	\$ 843,468
Other	-	5,000	22,547	27,547	59,231
Investment Income	94,950	2,664	3,764	101,378	(32,334)
Value of Volunteer Services	956,760	-	-	956,760	900,864
Other	1,008	-	-	1,008	2,834
Program	-	-	-	-	12,371
Total Revenue	2,022,331	74,464	26,311	2,123,106	1,786,434
EXPENSES					
Direct Program Costs					
Project Overseas	532,034	-	-	532,034	511,212
Teachers' Action for Learning	383,863	-	-	383,863	273,091
Other Programs	-	68,300	26,311	94,611	73,404
Other Expenses					
Governance and Communication	6,009	-	-	6,009	11,373
Administrative Overhead	47,554	-	-	47,554	43,993
Value of Volunteer Services	956,760	-	-	956,760	900,864
Total Expenses	1,926,220	68,300	26,311	2,020,831	1,813,937
Excess (deficiency) of revenue over expenses for the year	\$ 96,111	\$ 6,164	\$ -	\$ 102,275	\$ (27,503)

Please see the CTF Trust Fund audited financial statements and the accompanying notes for the year ended March 31, 2017, for more detail.

The Canadian Teachers' Federation Trust Fund ("CTF Trust") was established by the CTF to enable the Canadian teaching profession to conduct projects in the field of education. The CTF Trust is a registered charitable organization and is exempt from income taxes. Its revenue sources are primarily the CTF Member organizations. It is dependent on financial contributions from the CTF Member organizations, and in-kind contributions from the CTF and volunteer services to continue to provide its services.

The International Cooperation Program Fund reports revenue and expenses related to both Project Overseas and the Teachers' Action for Learning Program.

The International Aid Fund consists of revenue and expenses to respond to requests from recognized national and international organizations, to alleviate disaster and distress, and to provide material aid.

The Imagineaction Fund consists of contributions received for the Imagineaction program. The purpose of the fund is to provide opportunities to link curricula through critical thinking to community-based projects aimed at transformation. Imagineaction is a kindergarten to grade 12 teacher platform that offers opportunities for school-community social action projects. The CTF Trust Fund's role is to act as the host organization and secretariat for the program.





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