

TOGETHER REPORT 2018-2019



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-FCE TRUST FUND



As my two-year term as President of the Canadian Teachers' Federation (CTF-FCE) draws to a close, I am pleased to report that I have witnessed a number of significant achievements in the International and Social Justice Program. I would like to recognize and to thank Salwa Maadarani, Beverley Park, Wes Delve, and Dan Martin for their commitment to this program; their dedication has kept the CTF-FCE in good stead with the global education community. This most recent year, international projects and activities included completing a proposal to Global Affairs Canada in support of girls' education in Uganda,

organizing the largest Project Overseas program since 1996, and entering into new partnerships with teacher unions in Benin and Montserrat. The Social Justice Program worked closely with Plan International Canada on the nation-wide Youth for Gender Equality project, expanded the Speak Truth To Power (STTP) Canada website, and began the development of a new Student Voice booklet.

On the eve of the 100th anniversary of the CTF-FCE, I will be excited to see the new directions that the International and Social Justice Program will take in the years to come. Although the CTF-FCE will collaborate with new partners and engage in new projects both nationally and internationally, the core values and the primary objectives of the program will remain the same. On the international side, the program will continue to promote high-quality inclusive publicly funded public education worldwide by providing meaningful professional development for teachers by teachers, by fostering gender equality and the empowerment of girls and women, and by building and strengthening the capacities of local teacher organizations. On the social justice side, the program will aim to provide services and resources for Canadian teachers who are looking to integrate human rights, social justice, and global citizenship into their classrooms, schools, and communities.

Whether facilitating professional development training in India, providing bursaries for women to continue their education in Haiti, or strengthening the organizational capacity of the teachers' union in Sierra Leone, the CTF-FCE International Program is making a difference. With the CTF-FCE playing a proud supporting role, more teachers throughout Africa, Asia, and the Caribbean are learning effective strategies for improving learning in their classrooms. More girls are feeling safe and included in their learning environments, while more women are seeking leadership positions within their schools and their unions. Teacher organizations continue to become more effective in the areas of member recruitment, financial management, and collective bargaining.

Social justice programs have also continued to develop. The CTF-FCE was proud to host over thirty young people from across the country in March 2019 at a writers' conference for the Youth for Gender Equality initiative. Throughout the year, teachers from coast to coast to coast applied for Imagineaction subsidies and used the funding to defray the costs of implementing social justice projects in their schools or communities. We would like to acknowledge and to thank Johnson's Insurance for its long-time financial support the CTF-FCE Social Justice Program.

I am also pleased that Helen MacDonald and Peggy Ludlow, both of the Nova Scotia Teachers Union (NSTU), were this year's recipients of the Canadian Teachers' Federation International Program's Volunteer Recognition Award. Over many years, Helen and Peggy devoted a tremendous amount of time and energy to volunteering in various developing countries, but especially in Ghana, where they often worked together on the Nkabom Project. We thank them for their selfless commitment to development cooperation and for their strong leadership in advancing the goals of the CTF-FCE's International Program.

Of course, none of these achievements would be possible without the steadfast support of the CTF-FCE member organizations (MOs). Having been without core funding from the federal government for the past 8 years, the International Program has survived and thrived

due to the ongoing financial contributions of member organizations across the country. We are very grateful for their generosity, and we look forward to continuing to work together on international projects.

Having observed the accomplishments of the International and Social Justice Program team over the past two years, I am proud to see the impact that Canadian teachers are having, both at home and abroad.



H. Mark Ramsankar

THE CTF-FCE TRUST FUND

The CTF-FCE 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-FCE budget. Trustees meet four times annually to receive reports, provide direction, and make decisions regarding budget expenditures.

TRUSTEES

H. Mark Ramsankar
CTF-FCE President (ATA)

Bethany MacLeod
CTF-FCE Vice-President (PEITF)
[at May 6, 2019]

Shelley Morse
NSTU

Gilles Arsenault
PEITF

Carole Gordon
BCTF

Monica Rusnak
ETFO

Dianne Woloschuk
Non-voting member (EI)

MESSAGE FROM THE DIRECTOR OF THE INTERNATIONAL AND SOCIAL JUSTICE PROGRAM



We know, and we believe, that it takes a village to raise a child. Furthermore, we realize that creating conditions for improving teaching and learning throughout the world, all for the benefit of that child, requires the collective effort of a village. The title of this document, the “Together Report”, emphasizes that, through collaboration, we accomplish more. Only by working together with numerous organizations, agencies, and individuals can the International and Social Justice Program be successful. The 2018-2019 year was a time of strengthening our partnerships within Canada and internationally.

Together, we have worked with Canadian teachers from coast to coast to coast. The Imagineaction and Speak Truth To Power (STTP) Canada websites provide educators with resources for integrating human rights and social justice into the classroom and the school. Teachers continue to apply for Imagineaction subsidies to defray the costs of running school-based or community-based social justice projects and to use STTP Canada profiles and lesson plans in order to acquaint their students with Canadian human rights defenders. Furthermore, Canadian teachers representing the four corners of the country from Whitehorse, Yukon to St. John’s, Newfoundland and Labrador, and from Taloyoak, Nunavut to Windsor, Ontario, participated in Project Overseas (PO) 2018, co-planning and co-facilitating professional development workshops for teachers throughout Africa and the Caribbean.

Together, we have worked with our member organizations (MOs). We would like to acknowledge and to thank the CTF-FCE MOs for their ongoing support, through both financial and human resources, of our international programs. During this past year, the CTF-FCE MOs, representing every province and territory in the country, committed to having their teachers participate in PO. As well, additional contributions from BCTF, SEPF, ATA, STF, MTS,

AEFO, ETFO, and OTF have allowed us to continue to support our partner organizations throughout Africa, Asia, Latin America, and the Caribbean. Having lost core government funding in 2011, our International Program now relies exclusively on the generous voluntary contributions of our MOs. Without their funding, our programs from Haiti to Uganda and from Burkina Faso to India would simply not exist.

Together, we have worked with Education International (EI) and the Caribbean Union of Teachers (CUT). During 2018-2019, members of the International and Social Justice Program team attended development cooperation meetings at the EI headquarters in Brussels with representatives of national teacher organizations from around the world, sharing best practices and exploring ways of collaborating for the future. In November 2018, the team also participated in regional conferences in Ivory Coast (for EI Africa) and in Malaysia (for EI Asia-Pacific), showing solidarity to both existing and potentially new partner organizations. In December 2018, a member of the team took part in a meeting and a conference organized by the CUT, and expressed a commitment to working more broadly and more deeply with teacher unions throughout the Caribbean region in the coming years.

Together, we have worked with partner organizations in developing countries. We have continued our positive relationships with partners throughout Asia (in India), Africa (in Burkina Faso, Ghana, Sierra Leone, Togo, and Uganda), and the Caribbean (in Grenada, Guyana, Haiti, and Saint Vincent and the Grenadines). We have also maintained support for regional women's networks, including in Africa, Latin America, and Southeast Asia. In 2018-2019, former partnerships were re-established in Dominica and Saint Lucia. At the same time, new partnerships were formed in Africa, Asia, and the Caribbean: in Benin, the CTF-FCE supported a project with an early childhood educator union; in Nepal, we provided both funding and human resources to develop a leadership training program with three local teacher unions; in Montserrat, we prepared for the island's first ever PO. In all cases, these partnerships have been mutually beneficial.

Together, we have worked with Global Affairs Canada (GAC). For the first time since 2011, the CTF-FCE has been eligible to submit a project proposal to be funded by the federal government. Assisted by ATA member Carla Cuglietta, and collaborating closely with the Uganda National Teachers' Union (UNATU), we submitted a proposal for a project aimed at improving conditions for secondary school aged girls in two regions of Uganda. The project, entitled "Simameni: Stand Together for Girls' Education" is aligned closely with GAC's Feminist International Assistance Policy (FIAP),

which seeks to promote gender equality and the empowerment of girls and women through all development cooperation programs funded by the Canadian government. We are humbled to have the opportunity to implement this project with GAC and UNATU, and we look forward to getting started in the 2019-2020 year.

Together, we have worked with other Canadian non-governmental organizations. For the PO 2018 orientation, we partnered with Right To Play Canada to offer the participants an active workshop on play-based approaches to teaching and learning. With Plan International Canada, we co-led the Youth for Gender Equality program, developing recommendations for a national policy on gender equality. With the Canadian Red Cross, we explored ways to bring Canadian teachers together for an institute focused on the themes of human rights, social justice, and

global citizenship. We continue to collaborate with the Canadian Museum for Human Rights for the maintenance and development of the STTP Canada resources.

As director of the International and Social Justice Program, I am proud of the accomplishments that we have had over the 2018-2019 year. With my colleagues Wes Delve, Beverley Park, and Salwa Maadarani, and with MOs across the country, as well as partner organizations throughout the world, I look forward to continuing to serve the needs of educators both national and internationally. Together, we move forward.



Daniel Martin



TEACHERS' ACTION FOR LEARNING (TAL)

Rooted in the most promising practices of teacher professional development and international development cooperation, the CTF-FCE International Program, Teachers' Action for Learning (TAL), 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 the CTF-FCE MOs with supplementary funding from other like-minded organizations and personal donations. Work is coordinated with

other national teacher organizations engaged in EI development cooperation. Each year, Canadian teachers and teacher leaders from the CTF-FCE MOs contribute invaluable assistance as volunteers, collaboratively planning and/or facilitating many in-service programs, workshops, and other initiatives with the CTF-FCE partner organizations in Africa, Asia, and the Caribbean.

The CTF-FCE International Program, TAL, consists of three program areas:

- TAT — Teachers' Action for Teaching;
- TAGE — Teachers' Action for Gender Equality; and
- TATO — Teachers' Action for Teacher Organizations.

Activities in these program areas are carried out through Project Overseas and various other projects being undertaken by the CTF-FCE partner organizations overseas.

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

CTF-FCE SUPPORT FOR OVERSEAS PARTNER PROJECTS																					
TEACHERS' ACTION FOR LEARNING	OVERSEAS PARTNERS																				
	AIPTF	AWEN	AWN	CNEH	CSFEF	EI AP	EI LAWN	FENATEC	FESEN	GNAT	GTU	GUT	SLTU ¹	SLTU ²	SNEA-B	SNESS	SVG TU	SYNAEM	SWN	UNATU	UNNOEH
TAT																					
TAGE																					
TATO																					

All India Primary Teachers' Federation (AIPTF)
 African Women in Education Network (AWEN)
 ASEAN Women Network (AWN)
 Comité syndical francophone de l'éducation et de la formation (CSFEF)
 Confédération Nationale des Éducatrices et Éducateurs d'Haïti (CNEH)
 Education International Asia-Pacific (EI AP)
 Education International Latin America Women's Network (EI LAWN)
 Fédération nationale des travailleurs en éducation et en culture (FENATEC)

Fédération des Syndicats de l'Éducation Nationale (FESEN) in Togo
 Ghana National Association of Teachers (GNAT)
 Grenada Union of Teachers (GUT)
 Guyana Teachers' Union (GTU)
 SAARC Women's Network (SWN)
 Saint Lucia Teachers' Union (SLTU¹)
 Saint Vincent and the Grenadines Teachers' Union (SVG TU)
 Sierra Leone Teachers' Union (SLTU²)

Syndicat national des enseignants des écoles maternelles du Bénin (SYNAEM)
 Syndicat national des enseignants africains du Burkina (SNEA-B)
 Syndicat National des Enseignants du Secondaire et du Supérieur (SNESS) in Burkina Faso
 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-FCE MOs, TAL is entirely teacher owned. With this teacher ownership comes the understanding that teachers are at the very centre of the learning process and are the agents of change: change that comes through high-quality professional development of teachers for teachers; change that comes through empowering girls and women to become full participants and leaders in their schools and communities; change that comes through strengthening the capacities of teacher organizations. This perspective makes the role of the CTF-FCE both unique and extremely effective in the area of development cooperation. TAL also extends MOs' work to combat the commercialization and privatization of education into parts of the world most vulnerable to private interests.

The CTF-FCE members are generous in other ways as well. Beyond PO volunteers, MOs across the country also provide international resource persons, with expertise in various areas, to extend the work throughout the year. We acknowledge and thank two resource persons in particular for their contribution to CTF-FCE international programs in Uganda: Carla Cuglietta from the ATA for her assistance in developing a project proposal for girls' education, and Burris Devanney from the NSTU for his support of the Community Mobilization initiative.



TEACHERS' ACTION FOR TEACHING (TAT)

PROJECT OVERSEAS

Despite some challenges, PO 2018 was once again a tremendous success. Fifty-three teachers from 15 CTF-FCE MOs co-planned and co-facilitated professional development (PD) programs with colleagues on 12 projects in nine countries. Once again, hundreds of teachers benefited from the program, and the long-term PD goals of overseas partner organizations were advanced, thereby building more sustainable professional services for teachers and school heads. PO 2018 was TAT at its finest.

Both new and experienced team leaders were selected for PO 2018. The 2018 teams were made of extraordinary educators with diverse experiences, skills, and interests. They were strong ambassadors of the CTF-FCE 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 early in February; subsequently they met in Ottawa in late April. The full orientation session for all 53 participants took place from July 2 to 4, and

included a partner session with Right To Play as part of the agenda. Assignments in country lasted between three and four weeks.

Unfortunately, however, for the first time in many years, the CTF-FCE had to withdraw teams prior to the completion of their projects. In Guyana, heavy rains in the Rupununi Region caused significant flooding in early July, which meant that the PO program could not proceed as planned. After some negotiation and short-term preparations, a substitute four-day program for early childhood educators was developed and implemented. Upon completion of this shortened program, team Guyana returned home.

In Haiti, on July 6, the government of President Jovenel Moïse announced large increases in fuel prices across the country; as a result, protests and rioting broke out in the capital of Port-au-Prince. With the safety of eight Canadian teachers foremost in mind, the decision was made to bring home the two teams assigned to Haiti. CTF-FCE staff from the International and Social Justice Program met with the returning teams, upon their arrival in Toronto, to begin immediately the debriefing process. The CTF-FCE is grateful for the support and guidance from all affected member organizations throughout this difficult time.

All remaining 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 student-centred, 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 also provided in every setting, with specific topics chosen based on relevant local needs.

Canadian teachers found PO to be a tremendous PD experience. As we move forward, PO 2019 will implement a variety of innovations based on suggestions from previous team leaders and PO participants, building on successes and adapting to new realities.



PROJECT OVERSEAS
PROJET OUTRE-MER



OTHER INITIATIVES

Outside of PO, the CTF-FCE also works with various partners throughout the year in the TAT program area. Activities and projects include enhancing mentoring skills, assisting school heads with instructional leadership, and instructing teachers in the fabrication of games and toys from local materials. The CTF-FCE has also trained PD facilitators who provide workshops to their colleagues and has supported teachers who are working in proximity to zones of conflict.

TEACHERS' ACTION FOR GENDER EQUALITY (TAGE)

Gender equality sessions are integrated into all PO programs, and are present in a number of other CTF-FCE supported projects. TAGE includes a variety of approaches and purposes, including providing bursaries for women, supporting women's networks, promoting women's leadership, creating girl-friendly schools, and addressing school-related gender-based violence.

"Buddy reading has been a tremendous asset to my reading program. Each group has read between 25-30 books. We meet twice in a nine-day cycle. The themes this year have been rainforest and oceans."

– Marguerite Cox, QPAT, Imagineaction

"I strongly believe that the course (Bachelor Degree in Education) I have been admitted to will help improve on my overall classroom delivery, management, gender pedagogy, role model to other female learners and increase my self-esteem and self-image through professional status."

– Onyutha Fridah, UNATU (Uganda)

TEACHERS' ACTION FOR TEACHER ORGANIZATIONS (TATO)

The CTF-FCE works with our international partners to strengthen their unions in various ways. Institutional support is provided to our partners for the monitoring and follow-up of programs such as PO. In addition, through El consortia, the CTF-FCE supports specific training activities in areas including research, strategic planning, data gathering, and lobbying and advocacy. Furthermore, the John Thompson Fellowship Program is specifically designed to build the capacity of teacher organizations and is adapted to the educational and union contexts for the participating organizations. During the 2018-2019 year, the CTF-FCE provided financial support and was involved in the planning and facilitation of a John Thompson Fellowship Program for three unions in Nepal: the Nepal Teachers' Association (NTA), the Nepal National Teachers' Association (NNTA), and the Institutional School Teachers' Union (ISTU). The program, held in

Kathmandu September 24–October 7, involved 30 participants. Coordinated by the El Asia-Pacific Regional Office, the program was a collaboration between the CTF-FCE, Läraförbundet (Sweden), the Australian Union of Teachers, and le Syndicat national des enseignants de second degré (France). The Nepal program included modules on leadership, union building, finances, negotiations, communications, and women's engagement.



CTF-FCE Overseas Partners

Burkina Faso	Syndicat national des enseignants africains du Burkina (SNEA-B)
	Syndicat National des Enseignants du Secondaire et du Supérieur (SNESS)
Benin	Syndicat national des enseignants des écoles maternelles du Bénin (SYNAEM)
Dominica	Dominica Association of Teachers (DAT)
Ghana	Ghana National Association of Teachers (GNAT)
Grenada	Grenada Union of Teachers (GUT)
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)
Saint Lucia	Saint Lucia Teachers' Union (SLTU ¹)
Saint Vincent	St. Vincent and the Grenadines Teachers' Union (SVG TU)
Sierra Leone	Sierra Leone Teachers' Union (SLTU ²)
Togo	Fédération des Syndicats de l'Éducation Nationale (FESEN)
Uganda	Uganda National Teachers' Union (UNATU)

Regional Partners

EI	Education International Head Office (Brussels) Education International Asia-Pacific (Malaysia) Education International Latin America (Costa Rica) Education International Africa (Ghana)
CSFEF	Comité syndical francophone de l'éducation et de la formation
CUT	Caribbean Union of Teachers

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 Professional Development Programme has stimulated the AIPTF to reinvent itself from teachers' union to professional teachers' organization.”
– Report from AIPTF (India) on PD Programme

CTF-FCE 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
OECA	Ontario English Catholic Teachers' Association
OSSTF/FEESO	Ontario Secondary School Teachers' Federation
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
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Associate Member

SEPF	Syndicat des enseignantes et enseignants du programme francophone de la Colombie-Britannique
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NATURAL DISASTERS

In March 2019, Cyclone Idai struck southeastern Africa, causing widespread destruction of property and loss of life in Mozambique, Zimbabwe, and Malawi. The Education International (EI) was contacted by several of its member organizations in these countries expressing deep concern over the plight of their members in the areas affected by this powerful natural disaster. The Zimbabwe Teachers' Association (ZIMTA), the Progressive Teachers' Union of Zimbabwe (PTUZ), and the Organização Nacional dos Professores (ONP) of Mozambique

asked for support for the teachers, their families, students and school communities that had been impacted by the cyclone – one of the worst natural disasters ever in the southern African region.

As in the past, the CTF-FCE appealed to its member organizations to contribute to the EI Idai Solidarity Fund to assist affected colleagues, their families, and their school communities. From late March through May, member organizations made generous financial

contributions to the fund through the CTF FCE. Using the funds collected from the CTF-FCE and other national teacher organizations around the world, EI supported and worked with its affiliates in Zimbabwe and Mozambique to ensure they were in a position to assist their members. CTF-FCE member organizations were also invited to express their solidarity by sending letters of support directly to ZIMTA, PTUZ, and ONP.



“We were pleased with the level of integration between the communities and the invited organizations and the exchange of contacts which took place amongst them. We are hopeful that some genuine partnership will evolve from this experience, partnerships that will assist the communities to achieve some of their development objectives.”

– Report from UNATU (Uganda)
on Community Mobilization

CTF-FCE SOCIAL JUSTICE PROGRAM

IMAGINEACTION

Imagineaction is one element of the Social Justice Program of the CTF-FCE. Imagineaction, an online platform for teachers belonging to the CTF-FCE MOs across the country, encourages teachers and their students to act locally while thinking globally, reflecting on the United Nations' 17 Sustainable Development Goals.

Currently, almost 3,500 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 the costs of doing a school- and/or community-based project with their students in one of the following six thematic areas: Connect, Engage, Thrive, Lead, Live, and Care. The CTF-FCE wishes to highlight the financial commitment of

Johnson Insurance, which will continue to fund the Social Justice Program until 2022.

To date, more than 700 projects, ranging from "Aboriginal Culture Day" to "Healthy Eating and Active Living," and from "A Culture of Kindness" to "Blessing Bags: from Our Hearts to Theirs," have been approved and funded by Imagineaction, including 65 new projects this school year.

The Imagineaction Program also develops print resources that can be used in the classrooms through the Student Voice Booklet series. To date, Imagineaction has created three titles in the series: "Poverty," "Truth and Reconciliation," and "Mental Health Stigma." Plans are underway for an additional title in the series: "Gender Equity."

"The emphasis of our day and theme was building a "Culture of Kindness" by teaching and celebrating how to be a kind person as opposed to focusing on how not to be a bully. Each class partook in fun team building activities in a rotation around the school. Students had fun and we used our Imagineaction Social Action Projects grant from the Canadian Teachers Federation to help support this day celebrating Kindness."

– Karen Norman, NLTA, Imagineaction



YOUTH FOR GENDER EQUALITY

Youth for Gender Equality (YGE) is an initiative of Plan International Canada and the CTF-FCE. YGE is a three-year endeavour that brings 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.

This past year, the CTF-FCE brought together francophone youth between the ages of 14 and 24 from northern, western, central and eastern Canada, so that they could make their voices heard. The ideas generated through these youth-facilitated dialogues were then used to develop a detailed plan for achieving gender equality in Canada. In the month of March, Plan and the CTF-FCE invited thirty youth, from coast to coast to coast, to a writers' conference which took place at the CTF-FCE offices. The youth, who were representative of many marginalized groups from across Canada, discussed the wide variety of ideas generated from the dialogues, and subsequently wrote calls to action and

recommendations which became the "Youth-Led Roadmap for Gender Equality" for achieving gender equality at the local, provincial/territorial, and national levels. Moving forward, the youth will be sharing this "Roadmap" with elected officials of all political parties, with the view of creating a Canada-wide policy for gender equality, at the Women Deliver Conference in Vancouver in June 2019.



SPEAK TRUTH TO POWER CANADA

Speak Truth to Power (STTP) Canada has become a robust educational resource. The CTF-FCE provides this free on-line tool in order to assist teachers in addressing and promoting human rights and social justice activism in classrooms across Canada. The website expanded this year with the addition of many local community defenders, and a social justice "Glossary of Terms."



The resource is available in French and English, with some of the 12 defenders' sections of the site translated into the Indigenous language with which they are associated. The CTF-FCE continues to engage in partnerships with the Canadian Museum for Human Rights (CMHR) in Winnipeg, and Robert F. Kennedy Human Rights.

"I believe that this PO is one of the best experiences for any teacher who has a passion for union work, for improving access to quality publicly funded public education globally, and for helping others to help themselves."

– PO 2018 Participant

AWARDS

VOLUNTEER RECOGNITION AWARD

The CTF-FCE Volunteer Recognition Award was created in 2007 in order to recognize international cooperation volunteers who had demonstrated an above-and-beyond commitment and had made a significant contribution to the advancement of the CTF-FCE's international cooperation programs. The award is given every two years, and is presented by the recipient's provincial or territorial teacher organization at the organization's Annual General Meeting or at another significant event.

For the 2019 award, two highly qualified individuals from the NSTU were chosen: Helen MacDonald and Margaret (Peggy) Ludlow. Over the course of at least two decades, both Helen and Peggy have displayed their commitment to and passion for the CTF-FCE's international development cooperation work. Each of them possesses an obvious breadth and depth of experience, and their contributions have moved forward significantly the CTF-FCE's goals and priorities in various regions across the globe, but most importantly in Ghana, where they often worked together on the Nkabom project.

“Having a greater appreciation for everything will continue to be the message I hope to share with others. Getting my students more involved by broadening their scope of understanding of their world will be part of my ongoing goals. Nothing is more powerful than education.”

– PO 2018 Participant

NORM GOBLE AWARD

The Norm Goble World Teachers' Day Award, created in 2014, has been offered annually to support CTF-FCE cooperation partners to carry out activities during World Teachers' Day. The award consists of a \$1,000 prize allocated to the recipient organization, and up to two \$500 honorable mention prizes.

For the 2018 award, applications were received from four organizations: the Fédération des syndicats de l'éducation nationale (FESEN), Togo; the Saint Lucia Teachers' Association (SLTU); the Syndicat national des enseignants du secondaire et du supérieur (SNESS), Burkina Faso; and the Trinidad and Tobago Unified Teachers' Association (TTUTA).

The themes for World Teachers' Day 2018 were *Teachers: The heartbeat of public education / Le personnel enseignant: le corps et l'âme de l'éducation publique* and *The right to education means the right to a qualified teacher / Le droit à l'éducation, c'est aussi le droit à un personnel enseignant qualifié*. Considering the criteria for the award, the FESEN was honoured as the recipient of the 2018 award.



For World Teachers' Day, FESEN partnered with other local organizations to highlight and celebrate teachers and the teaching profession. They held several public awareness and teacher solidarity events in the town of Kara, including a march with signs and banners with slogans in support of public education. They engaged the public through the media, a football tournament, and a community picnic.

One honorable mention prize was awarded to the SLTU, who sponsored an education conference to bring together local union representatives as an opportunity for professional development and discussion on educational issues.

STATEMENT OF OPERATIONS

CTF-FCE TRUST FUND

For the year ended March 31	2019				2018
	International Program	International Aid	Imagineaction	Total	Total
REVENUE					
Contributions					
CTF-FCE Member Organizations	\$ 910,251	\$ 4,705	\$ -	\$ 914,956	\$ 1,036,413
Other	5,000	-	38,983	43,983	27,547
Investment Income	53,595	1,272	2,897	57,764	101,378
Value of Volunteer Services	898,824	-	-	898,824	956,760
Other	1,206	-	-	1,206	1,008
Total Revenue	1,868,876	5,977	41,880	1,916,733	2,123,106
EXPENSES					
Direct Program Costs					
Project Overseas	515,402	-	-	515,402	532,034
Teachers' Action for Learning	327,250	-	-	327,250	383,863
Awards	-	2,000	-	2,000	
Other Programs	-	4,705	41,880	46,485	94,611
Other Expenses					
Governance and Communication	6,289	-	-	6,289	6,009
Administrative Overhead	49,648	-	-	49,648	47,554
Value of Volunteer Services	898,824	-	-	898,824	956,760
Total Expenses	1,797,413	6,705	41,880	1,845,998	2,020,831
Excess (deficiency) of revenue over expenses for the year	\$ 71,463	\$ (728)	\$ -	\$ 70,735	\$ 102,275

Please see the CTF-FCE Trust Fund audited financial statements and the accompanying notes for the year ended March 31, 2018, for more details.

The Canadian Teachers' Federation Trust Fund ("CTF-FCE Trust") was established by the CTF-FCE to enable members of the Canadian teaching profession to conduct projects in the field of education both in Canada and internationally. The CTF-FCE Trust Fund is a registered charitable organization and is exempt from income taxes. The revenue sources of the CTF-FCE Trust Fund are primarily from the CTF-FCE member organizations. To provide its services, it is dependent on financial contributions from the CTF-FCE member organizations, as well as on in-kind contributions from the CTF-FCE, and on volunteer services from teachers across the country.

The International Program Fund reports revenue and expenses related to both Project Overseas and Teachers' Action for Learning Program. The International Aid Fund consists of revenue and expenses related 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 primarily from Johnson Insurance for the Imagineaction program; the money is used to cover a small percentage of staff salary and to provide Canadian teachers with small subsidies to defray the costs of classroom-, school-, or community-based social justice projects.

"A teacher who is teaching in a remote place in Kintampo [Ghana] remarked that she decided to read mathematics so as to motivate the girls in her school and the circuit where she is teaching."

– Report from GNAT (Ghana) on Women's Bursaries



"PO affords participants the chance to reflect on the challenges our students and teachers face here in Canada. PO shows us what can happen when the gaps created by privilege and power in a society are allowed to grow unchecked."

– PO 2018 Participant



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