

2019-2020

TOGETHER REPORT



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MESSAGE FROM THE CHAIR OF THE CTF/FCE TRUST FUND



In my first year as President of the Canadian Teachers' Federation (CTF/FCE), I have seen the impact that our International and Social Justice Program has had both in Canada and around the world. Our acts of solidarity enable us to make a positive difference in the lives of teachers and the students that they serve. The *Together Report* emphasizes that we accomplish more when we work in unity than we ever could by working alone. This belief was echoed by an international program volunteer from Ontario who wrote this past year, "It's amazing how the classrooms are different, the students are different, the country is different; however, teachers have similar struggles and do best when problem-solving together."

Throughout the 2019-2020 fiscal year, the CTF/FCE has been preparing to celebrate its 100th anniversary. Throughout much of this past century, the Federation has engaged in international development cooperation programs from Jordan to Fiji, from Jamaica to Burkina Faso, and from Mongolia to Sierra Leone. In the majority of cases, these programs have been strongly supported – through both financial and human resources – by the Member Organizations of the CTF/FCE. In more recent years, the CTF/FCE has also engaged Canadian educators who are committed to integrating issues of social justice and human rights into their classrooms, schools, and communities. By organizing events, creating online resources, and publishing classroom materials, the International and Social Justice Program, and indeed the CTF/FCE, has invited teachers and their students to build a better society.

Last year, I had the privilege of attending two global events that showed both the reach and importance of the CTF/FCE's international efforts. At the Women Deliver Conference in Vancouver in June 2019, when we joined thousands of women leaders of all ages and all national, cultural, and linguistic backgrounds, I recognized firsthand how the work that the CTF/FCE does in the area of gender equality helps transform lives. In July 2019, the CTF/FCE represented the Canadian teaching profession at Education International's Eighth World Congress in Bangkok, Thailand. Delegates from across the country and throughout the membership helped ensure that ideas aimed at strengthening gender equality became policy on the global stage.

Our participation in Vancouver and Bangkok made it clear that building a healthier, more equitable, more prosperous, and more peaceful world depends on the empowerment of girls and women, here in Canada as well as in the nations where we have programs in Africa, Asia, Latin America, and the Caribbean. At World Congress, the significance of development cooperation partnerships and CTF/FCE's contributions to Education International were evident. I was honoured to start my term as chair of the Trust Fund and President of the CTF/FCE experiencing firsthand the impact that the Canadian teaching profession has around the world.

As a member of Education International, we recognize that the global challenges of today and tomorrow – climate change, human migration, and, most recently, the spread of viruses – require solutions that are made possible by quality inclusive publicly funded public education.

I would be remiss if I did not acknowledge the dedication and diligence of the International and Social Justice staff team. I express sincere thanks to Program Director Dan Martin, Administrative Assistant Salwa Maadarani, and Program Officers Beverley Park and Wes Delve for driving this program constantly forward. I am also pleased to welcome the newest member of the program staff, Sandy Plamondon, who joined the team in October 2019. Thanks to their collective efforts, the CTF/FCE is receiving funding from Global Affairs Canada for a development cooperation project, in partnership with UNATU (Uganda). This is the first time CTF/FCE's international work has received federal funding since 2012. I am proud of this accomplishment; I congratulate the team, and I look forward to the success of the project.

"As female teachers, we have been less valued in the education system and governance. However, this initiative by the CTF/FCE through UNATU will enable me to build self-confidence and image by upgrading in the profession."

Ayerango Beatrice, Bursaries for Women recipient, Uganda

I will leave the last words to an international program volunteer from Alberta, who reflects on the impact of the activities of the International and Social Justice Program by writing: "The experiences of [this work] make great teachers, build relationships and networks, and bring long lasting and positive impacts to educational practices around the world."

On behalf of the entire team of the CTF/FCE and the International and Social Justice Program, I say thank you to our trustees, our partners, and our Member Organizations who make this meaningful work possible.



Shelley L. Morse





The CTF/FCE Trust Fund

The CTF/FCE Trust Fund oversees the Federation's International and Social Justice Program. The Trust Fund budget, which is similar in structure to the overall CTF/FCE budget, provides an overview of revenues and expenses for all program activities. The Board of Trustees, chaired by the CTF/FCE President, meets four times annually to receive reports, provide direction, and make decisions regarding budget expenditures.

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MESSAGE FROM THE DIRECTOR OF THE INTERNATIONAL AND SOCIAL JUSTICE PROGRAM



Having participated in a CTF/FCE international project, a teacher from Ontario reflected: “I now see the value in standing together, united, to support other teachers globally, helping their full potential to be realized, not by our expectations, but by their own.” With these words, she validates our belief that the most effective development cooperation work in the field of education is done by teachers, for teachers, with teachers. The title of this publication, the *Together Report*, states proudly that we have achievements and we move forward by working together.

We recognize that, as a national teacher organization, we are part of an interconnected world, and that both challenges and solutions are shared. Our close work with and through Education International (EI) this past year shows our solidarity with teachers and the organizations that represent them around the world. With EI Latin America, we supported the establishment in September of a regional network to monitor and oppose human rights abuses in the education sector. With EI Asia Pacific, we provided training in November through the John Thompson Fellowship program for teacher union leaders representing seven unions from South Pacific countries. In January 2020, we assisted with the launch of EI’s Global Response Campaign against the privatization and commercialization of education in the Caribbean region. Through EI and the Caribbean Union of Teachers, bilateral or multilateral partnerships were established in Montserrat and Afghanistan, renewed in The Gambia and Belize, and strengthened in Liberia and Benin.

“ ... And so we would like to thank you and express our gratitude for your support to SYNAEM-BENIN. The little ones in our kindergarten classes say a huge thank you.”
Secretary General of SYNAEM, Benin

The first day of the 2019-2020 fiscal year marked a significant milestone with the official approval of funding from Global Affairs Canada for the Simameni project (the first time since 2012 that the CTF/FCE has had federal government funding for an international project). Simameni, a project that seeks to improve the access, retention, and educational opportunities of girls and young women in two regions in Uganda, will cement the relationship between the CTF/FCE and the Uganda National Teachers’ Union (UNATU). A member of QPAT and former Project Overseas participant and team leader, Program Officer Sandy Plamondon will manage the Simameni project over the coming years. We are delighted to welcome her as the newest member of our team.



The 2019-2020 year was also the beginning of an exciting new direction for the social justice program. As a pilot program, the first Social Justice Seminar was planned in collaboration with the Canadian Commission for UNESCO (CCUNESCO). The two-day event, scheduled to take place in Ottawa in March 2020, sought to bring together teachers who were committed to integrating social justice, human rights, and global citizenship into their classrooms, school, and communities. Supported by our Member Organizations (MOs) across the country, the Social Justice Seminar was organized in partnership with civil society organizations including CCUNESCO, the Canadian Red Cross, and the Aga Khan Foundation of Canada. Although the Seminar was cancelled due to COVID-19, we look forward to facilitating the event in March 2021.

For the past several years, the funding for our international programs has relied on generous (and voluntary) contributions of our MOs. We would like to acknowledge and to thank the CTF/FCE MOs for their ongoing support. During the 2019-2020 year, CTF/FCE MOs, representing every province and territory in the country, committed to having their teachers participate in Project Overseas. As well, additional contributions from the 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. Without their funding, our programs from India to Burkina Faso and from Haiti to Uganda would simply not exist.

At the time of writing, the number of COVID-19 infections in Canadian provinces and territories has peaked and is beginning to decline. While the coming weeks and months will see a gradual and cautious easing of restrictions on gathering and mobility as well as a measured reopening of schools, businesses, and public spaces in Canada, we anticipate that the recovery period will be longer and more complex in many of the countries where we have partnerships. We look forward to continuing to support and to work in solidarity with other members of Education International throughout the world.

Daniel Martin



INTERNATIONAL PROGRAM

TEACHERS' ACTION FOR LEARNING

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 Bursary Programme implemented by AIPTF with the help of the CTF/FCE made a very positive impact on the lives of students. Those teachers who were given bursaries have also become members of the union and have been promoting the union in their state. The teachers have also participated in many professional development programmes of the AIPTF.”

Report on Bursary for Women Program, AIPTF, India

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 collaborate:

OVERSEAS PARTNERS	TAT	TAGE	TATO
AWEN – African Women in Education Network			
AIPTF – All India Primary Teachers' Federation			
AWN – ASEAN (Association of Southeast Asian Nations) Women's Network			
CUT – Caribbean Union of Teachers			
CSFEF – Comité Syndical Francophone de l'Éducation et de la Formation			
CNEH – Confédération Nationale des Éducatrices et Éducateurs d'Haïti			
EIAP – Education International Asia Pacific			
EILA – Education International Latin America			
FENATEC – Fédération Nationale des Travailleurs en Éducation et en Culture			
FESEN – Fédération des Syndicats de l'Éducation Nationale in Togo			
GTU ¹ – Gambia Teachers' Union			
GNAT – Ghana National Association of Teachers			

OVERSEAS PARTNERS (continued)	TAT	TAGE	TATO
GUT – Grenada Union of Teachers			
GTU ² – Guyana Teachers' Union			
MUT – Montserrat Union of Teachers			
SWN – SAARC (South Asian Association for Regional Cooperation) Women's Network			
SLTU ¹ – St. Lucia Teachers' Union			
SVGTU – St. Vincent and the Grenadines Teachers' Union			
SLTU ² – Sierra Leone Teachers' Union			
SNEA-B – Syndicat National des Enseignants Africains du Burkina			
SYNAEM – Syndicat National des Enseignants des Écoles Maternelles in Benin			
SNESS – Syndicat National des Enseignants du Secondaire et du Supérieur			
UNATU – Uganda National Teachers' Union			
UNNOEH – Union Nationale des Normaliens/Normaliennes et Éducateurs/Éducatrices d'Haïti			
UNNOH – Union Nationale des Normaliens d'Haïti			

MEMBER ORGANIZATIONS

Thanks to the generous contributions of the CTF/FCE Member Organizations (MOs), Teachers' Action for Learning (TAL) is 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 by 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 CTF/FCE's work to combat the commercialization and privatization of education in parts of the world most vulnerable to private interests. Beyond Project Overseas volunteers, MOs occasionally also make available resource persons, with expertise in various areas, to extend the work of the International Program throughout the year.





TEACHERS' ACTION FOR TEACHING

PROJECT OVERSEAS

The year 2019 marked the 58th edition of Project Overseas (PO), when a total of 59 Canadian teacher volunteers served on 14 teams in 11 countries and territories. As with every PO, hundreds of teachers in Africa and the Caribbean participated in this unique form of professional development (PD) and benefited greatly from the combined expertise of the Canadian and local teams of teacher leaders. Meaningful and locally relevant professional learning took place in all partnering countries.

"The experiences of PO make great teachers, build relationships and networks, and bring long-lasting and positive impacts to educational practices around the world."

Lawrence Hunter, ATA

Following the cancellation of the PO 2018 projects in Haiti, the CTF/FCE had fully intended to return to Haiti in 2019. Unfortunately, the socio-political difficulties in Haiti persisted, which forced us to make a decision to suspend our PO programming in Haiti very early in our process. Luckily, we were able to find alternate destinations and partner organizations for these two teams: in one case, our partner in Togo, the Fédération des Syndicats de l'Éducation Nationale (FESEN), received and hosted a second team, in a different location and with a different program; the other team participated in an inaugural program with the Montserrat Union of Teachers (MUT) on the island of Montserrat, in the Caribbean.

"Many [participants] made a difficult journey to be at the workshop and they were giving up some of their holiday because they cared and wanted to make a difference. PO also renewed my commitment to continue to fight for publicly funded quality education for all, all over the world."

Erma Weernick, ETFO



“The relationships I have and this shared experience [PO] will forever connect me to a country, a culture and a wonderful group of humans, forever. It’s an awesome thing.”

Melissa Taaffe, NLTA

As always, both new and experienced team leaders were chosen from the applications received from all participating Member Organizations. The team leader role is key to the success of PO, and the CTF/FCE was fortunate to identify and engage 14 highly qualified educators. All team leaders participated in a training weekend in Ottawa in February 2019. Throughout the months between February and July, significant time and resources were devoted to team preparation and to fostering positive team dynamics. In early July 2019, all 59 participants gathered at Carleton University in Ottawa for the PO orientation. Topics covered during the three-day orientation period included: team-building and conflict management; health, safety, and wellness; communication and social media guidelines; play-based teaching and learning; and intercultural awareness and effectiveness.

“Yet it was an enriching experience, which allowed us to surpass ourselves and learn more about who we are.”

Arianne Cloutier, MTS

In the countries of assignment, PO programs took place over two or three weeks, ending in late July or early August. Due to the collaborative nature of the planning and delivery of the workshops, all PO professional experiences were very successful and responded to the needs of the local participants. In addition to subject based or theme-based PD sessions, workshops were also provided in the areas of gender equity/equality, health and wellness, and unionism.



Feedback from our Canadian participants, our partner organizations, and the local teachers who received the training indicates that PO 2019 was a significant professional learning experience as well as an impactful cultural exchange. The program was deeply beneficial to all who were involved. We continue to modify Project Overseas based on feedback received, and according to the evolving needs of our partners.

“While my intention was to bring information to Ghanaian teachers, I realize that I have taken more from them than what I could have offered.”

Sandra Morassutti, OECTA

OTHER INITIATIVES

Other than PO, the CTF/FCE works with a variety of partner organizations through the entire year, supporting various initiatives which also demonstrate “Teachers’ Action for Teaching.” Some examples of these additional activities include: follow-up visits to those teachers who have participated in PO in Sierra Leone, Information and Communications Technology (ICT) training in The Gambia, and workshops for teachers to use locally available materials in order to make educational games and toys in Benin. All of these activities were made possible because of contributions from CTF/FCE Member Organizations.

“The ICT training was a great success. In today’s world, technology is vital as it is widely used in our day to day activities. The participants formed a WhatsApp group for effective communication after the training. Thank you to the CTF/FCE for providing funding and the GTU for organizing the ICT.”

Report on ICT Training from GTU, The Gambia



“I am confident that this PO experience has changed me professionally for the better. I am more committed to advocating for equity, inclusion and social justice in our school communities, especially advocating for the rights of our most marginalized students, including our young girls.”

Gary Stewart, ETFO



TEACHERS' ACTION FOR GENDER EQUALITY

Gender equality sessions are integrated into all PO programs and are present in a number of other CTF/FCE supported projects. Although governments in many of our partner countries have policies for universal primary (and, in some cases, secondary) education, numerous barriers still stand in the way of girls having truly equal access to education. While many of our partner organizations recognize and promote the leadership of women, female teachers in many places do not have an equal voice or equal opportunities within their profession, their organizations, or their societies. CTF/FCE-sponsored activities include a variety of approaches with a single purpose to close gender gaps for girls and women. Teachers' Action for Gender Equality (TAGE) programs include providing bursaries for women to upgrade their qualifications in countries from Haiti to Ghana; supporting women's networks in Latin America and Southeast Asia so that women can become advocates for themselves and for others; promoting women's leadership through awareness building, sensitization, and training led by the African Women in Education Network; and addressing school-related gender-based violence and creating girl-friendly schools in Uganda.

"The bursary programme has acted as incentive programme for the members of the union. The strength of the union has increased and union hands have been strengthened due to greater participation between the parents of the teachers and the community."

Report on Bursary for Women Program, AIPTF, India



TEACHERS' ACTION FOR TEACHER ORGANIZATIONS

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. Through EI consortia, the CTF/FCE also 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.

"The printing and distribution of the brochure has opened a new window of communication with the membership and the general public, has the potential of establishing short and long term relationships with members, and also provided regional and national contact details which will enable the general membership to make contributions, requests, raise concerns and ask questions."

Report on leaflets and brochures from SLTU, Sierra Leone

The CTF/FCE was pleased to work in consortium with EI affiliate organizations from Sweden, France, and Australia, as well as with EI Asia Pacific (EIAP) and the Council for Pacific Education to offer a John Thompson Fellowship training program in Nadi, Fiji, from November 4 to 16, 2019. In addition to financial support, two staff members of the CTF/FCE International and Social Justice team assisted with program development and facilitation. The twenty-five participants included members of the Solomon Island National Teachers Association, the Friendly Islands Teachers' Association of Tonga, the Vanuatu Teachers Union, the Papua New Guinea Teachers' Association, and three organizations from Fiji: the Fiji Teachers' Union, the Fijian Teachers' Association, and the Association of the University of the South Pacific Staff.



In addition, the CTF/FCE, along with Lärarförbundet, Sweden, and the EIAP regional office, facilitated a needs assessment and planning session for the National Teachers' Elected Council (NTEC) of Afghanistan. This fledgling organization faces varied and complex challenges and threats, but has shown remarkable initiative and has had impressive achievements to date. The CTF/FCE looks forward to contributing to the growth of its capacities in these very important developmental years.



CTF/FCE MEMBER ORGANIZATIONS

NLTA	Newfoundland and Labrador Teachers' Association
PEITF	Prince Edward Island Teachers' Federation
NSTU	Nova Scotia Teachers Union
NBTA	New Brunswick Teachers' Association
QPAT	Quebec Provincial Association of Teachers
AEFO	Association des enseignantes et des enseignants franco-ontariens
ETFO	Elementary Teachers' Federation of Ontario
OECA	Ontario English Catholic Teachers' Association
OSSTF/FEESO	Ontario Secondary School Teachers' Federation
MTS	The Manitoba Teachers' Society
STF	Saskatchewan Teachers' Federation
ATA	The Alberta Teachers' Association
BCTF	British Columbia Teachers' Federation
YTA	Yukon Teachers' Association
NWTTA	Northwest Territories Teachers' Association
NTA	Nunavut 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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CTF/FCE OVERSEAS PARTNERS

Benin	Syndicat National des Enseignants des Écoles Maternelles (SYNAEM)
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)
Gambia (The)	Gambia Teachers' Union (GTU ¹)
Ghana	Ghana National Association of Teachers (GNAT)
Grenada	Grenada Union of Teachers (GUT)
Guyana	Guyana Teachers' Union (GTU ²)
Haiti	Confédération Nationale des Éducatrices et Éducateurs d'Haïti (CNEH)
	Fédération Nationale des Travailleurs en Éducation et en Culture (FENATEC)
	Union Nationale des Normaliens d'Haïti (UNNOH)
	Union Nationale des Normaliens/Normaliennes et Éducateurs/Éducatrices d'Haïti (UNNOEH)
India	All India Primary Teachers' Federation (AIPTF)
Montserrat	Montserrat Union of Teachers (MUT)
Saint Lucia	St. Lucia Teachers' Union (SLTU ¹)
Saint Vincent	St. Vincent and the Grenadines Teachers' Union (SVGTU)
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 Southeast Asian Nations) Women's Network
EI LAWN	EI Latin America Women's Network
SWN	SAARC (South Asian Association of Regional Cooperation) Women's Network





SOCIAL JUSTICE PROGRAM

IMAGINEACTION

Imagineaction is one element of the Social Justice Program of the CTF/FCE. The CTF/FCE wishes to highlight the financial commitment of Johnson Insurance, which will continue to generously fund the Social Justice Program until 2022.

Imagineaction is an online platform for teachers who are members of the CTF/FCE MOs across the country; it encourages teachers and their students to act locally while thinking globally, reflecting on the United Nations' 17 Sustainable Development Goals.

Through the Imagineaction website, teachers have access to information and resources related to social justice, human rights, and global citizenship. In the past, registered teachers have also had the opportunity to apply for a \$300 subsidy to defray the costs of doing school- and/or community-based projects with their students.

Over the past year, however, this funding was allocated to the implementation of a pilot Social Justice Seminar, to be held in March 2020. The purpose of the Seminar was to bring roughly 30 Canadian educators together in Ottawa in order to learn, share past experiences, and plan a new community-based project around one of the CTF/FCE's six social justice priorities: Environment and Climate Change; Gender Equity; Truth and Reconciliation Calls to Action and the UN Declaration on the Rights of Indigenous Peoples; Mental Health; Poverty; and Rights to Freedom from Discrimination. Due to COVID-19, the event has been postponed to March 2021.

The Imagineaction program also develops resources that can be used in Canadian classrooms, including the Student Voice Booklet series. To date, there are four titles in the series: *Poverty, Truth and Reconciliation, Mental Health Stigma*, and *L'insécurité linguistique*. Work on the fifth title in the series, *Affirming Gender Diversity*, is already underway.





YOUTH FOR GENDER EQUALITY

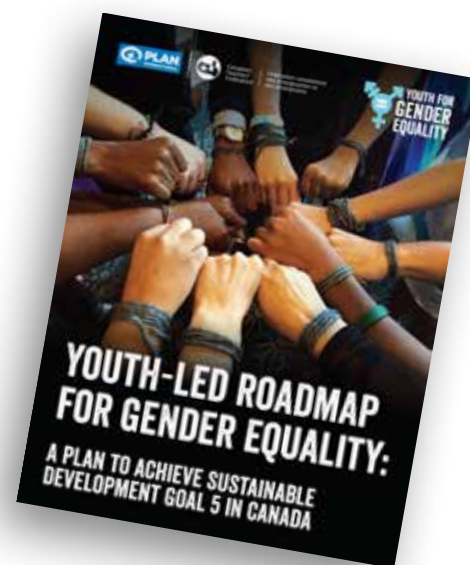
Youth for Gender Equality (YGE) is a joint initiative of Plan International Canada and the CTF/FCE.

YGE is a three-year endeavour that brings together youth from across the country in order to discuss and take action on issues related to gender equality. The project seeks to influence the implementation of the *Youth-Led Roadmap for Gender Equality*: a nation-wide policy on gender equality which was completed over the first two years of the YGE initiative. The *Roadmap* was presented to the Government of Canada during the Women Deliver Conference which took place in Vancouver in June 2019.

The two main goals of the third year of the project, known as the “Activation Phase,” are: first, to find ways to continue engaging the YGE youth in various opportunities related to gender both across Canada and locally; and second, to search for ways to implement the *Roadmap* at all levels of Canadian society. In fact, some of the YGE youth have been involved as consultants for the work being completed on SVB #5 (*Affirming Gender Diversity* – see “Imagineaction”).

The role of the CTF/FCE during this phase is mostly advisory in nature, as all YGE partners continue to explore possible avenues for the advancement of the 20 Personal Commitments and 44 Calls to Action contained in the *Roadmap*.

Plan International Canada and the CTF/FCE look forward to discovering new ways to partner on this very important work.



“We’re here, we’re educated, we’re powerful, we’re informed, and we want to make a change. We’re directly involved with these policies.”

17 year-old YGE youth, Newfoundland and Labrador



SPEAK TRUTH TO POWER CANADA

Speak Truth to Power (STTP) Canada has become a robust educational resource. The CTF/FCE provides this free online tool in order to assist teachers in addressing and promoting human rights and social justice activism in classrooms across Canada. New this past year was the addition of the social justice “Glossary of Terms” in both of Canada’s official languages.

The entire 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 in Winnipeg and with Robert F. Kennedy Human Rights in the United States.





SIMAMENI

Stand Together for Girls' Secondary Education in Uganda

The newest international development project of the CTF/FCE, called *Simameni – Stand Together for Girls' Secondary Education in Uganda*, seeks to improve access, retention, and educational opportunities for secondary school-aged girls in 24 schools within selected communities of the Western and Teso regions in Uganda. Funding for the Simameni project was officially approved by Global Affairs Canada (GAC) on April 1, 2019; the project was launched and eagerly welcomed by stakeholders in Uganda in February 2020. This five-year development project, the first CTF/FCE project to be funded by GAC since 2012, is led by the Federation in collaboration with our long-time partner, the Uganda National Teachers' Union (UNATU), and builds upon a previous collaboration – Teachers' Action for Girls (TAG). Since 2003, the CTF/FCE has partnered on TAG, a project which has engaged many civil society organizations (CSOs) in creating girl-friendly conditions in Ugandan elementary schools. In collaboration with the Ugandan Ministry of Education and Sports, as well as local CSOs working in education and gender equality, Simameni plans to achieve its outcomes by improving conditions within schools to make them safe, responsive, and inclusive for girls, and by influencing gender norms and supporting policy implementation in order to foster support for girls' education within families and communities. Simameni aims to improve secondary school education for girls. Ultimately, however, families, communities, and the Ugandan society in general will also benefit.

“When they [girls] stay longer in school, they access more information, then they will be able to influence their communities when they go back home.”

Joan Aja, Gender Equality Specialist, Uganda

In Uganda, girls face many challenges that prevent them from attending school, including early marriage; teenage pregnancy; struggles related to management of menstruation; lack of safe and girl-friendly facilities at school; and sexual harassment, assault, and rape at school and on the road between school and home. In some families, the decision is made to keep the girls home from school so that they can do housework and/or work to earn income. However, the advantages to educating girls far outweigh the efforts required to meet those challenges. Research has shown that educating girls improves their personal well-being and that of their families. The knowledge gained from having an education improves their reproductive health and hygiene, delays pregnancies, reduces the probability of HIV infection and maternal mortality, leads to increased gender equality, creates opportunities for leadership roles, and increases financial security for young women and their families. The CTF/FCE, the Government of Canada, and UNATU believe that supporting gender equality and the empowerment of women and girls is the best way to build a more peaceful, more inclusive, and more prosperous world. We believe that women and girls can be agents of change and can improve their lives and those of their families, communities, and countries, when given equal opportunities for learning and decision making.





AWARDS



NORM GOBLE WORLD TEACHERS' DAY AWARD

On a yearly basis since 2014, the Norm Goble World Teachers' Day Award has been given to support our overseas partners in carrying out World Teachers' Day activities. The award consists of a \$1,000 first prize and up to two \$500 honorable mention prizes.

For the 2019 award, applications were received from five organizations: the Fédération des Syndicats de l'Éducation Nationale in Togo (FESEN); the Syndicat National des Enseignants des Écoles Maternelles in Benin (SYNAEM); the Uganda National Teachers' Union (UNATU); the Institutional School Teachers' Union in Nepal (ISTU); and the National Teachers' Association of Liberia (NTAL).



“The CTF’s financial support is the only chance we have to see our vision come true – that FESEN becomes a strong organization, capable of representing teachers’ interests and of securing the attention of partners and government. To the CTF Executive I address my feelings of gratitude for the trust placed in us.”
Secretary General of FESEN, Togo

World Teachers’ Day 2019 had two themes: one from the CTF/FCE (“I Teach for a Better World”) and a second from UNESCO (“Young Teachers: The Future of the Profession”). Considering these themes and the award criteria, UNATU was the recipient of the \$1,000 first prize of the 2019 Norm Goble Award. UNATU’s World Teachers’ Day activities revolved around a national celebration involving the President of Uganda, accompanied by the First Lady (who is also Minister of Education and Sports), and the Speaker of Parliament. UNATU also hosted celebrations in all districts with local dignitaries, printed and distributed posters, and published educational supplements in two major newspapers. Among the most impressive of their many activities, they secured two one-hour TV spots for a pre-World Teachers’ Day event featuring UNATU on *People’s Parliament*, one of the most popular TV shows in the country with an audience throughout Uganda and beyond.

Honorable mention prizes of \$500 each were awarded to SYNAEM (Benin) and FESEN (Togo). SYNAEM held a public debate on the themes of quality inclusive preschool education and the role of teachers and unionists in realizing the United Nations’ Sustainable Development Goals. FESEN partnered with other organizations to highlight and celebrate teachers and the teaching profession. They held a press conference, participated in a march, and produced signs and banners with slogans in support of public education.





STATEMENT OF OPERATIONS



CTF/FCE Trust Fund

For the year ended March 31,	2019				2018
	International Program Fund	International Aid Fund	Imagineaction Fund	Total	Total
REVENUE					
Contributions					
CTF/FCE Member Organizations	\$ 808,218	\$ -	\$ -	\$ 808,218	\$ 914,956
Other	-	-	37,828	37,828	43,983
Investment Income	43,019	918	1,672	45,609	57,764
Value of Volunteer Services	812,592	-	-	812,592	898,824
Other	992	-	-	992	1,206
Total Revenue	1,664,821	918	39,500	1,705,239	1,916,733
EXPENSES					
Direct Program Costs					
Project Overseas	537,647	-	-	537,647	515,402
Teachers' Action for Learning	263,219	-	-	236,219	327,250
Awards	-	1,500	-	1,500	2,000
Other Programs	-	-	39,500	39,500	46,485
Emergency Aid	13,004	-	-	13,004	-
Other Expenses					
Governance and Communication	12,199	-	-	12,199	6,289
Administrative Overhead	44,933	-	-	44,933	49,648
Value of Volunteer Services	-	-	-	812,592	898,824
Total Expenses	1,683,594	1,500	39,500	1,724,594	1,845,998
Excess (deficiency) of revenue over expenses for the year	\$ (18,773)	\$ (582)	\$ -	\$ (19,355)	\$ 70,735

“What I will take with me from Ghana: the way they embraced us into their world, their culture, their classrooms, and into their lives! They made us feel safe, appreciated, loved. One day I will forget their names, and the experiences won’t be as clear as they are today, but I will NEVER FORGET how they made me feel.”

Annamaria Di Paolo, OECTA

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 (MOs). To provide services, the Trust Fund depends on generous financial contributions from the CTF/FCE MOs, on in-kind contributions from the CTF/FCE, and on volunteer services from teachers across the country.

The Trust Fund’s Financial Statements are prepared using a method called fund accounting. The statements give an overview of the International Program Fund, the International Aid Fund, and the Imagineaction Fund. The International Program Fund reports revenue and expenses related to the Teachers’ Action for Learning Program, including Project Overseas. The International Aid Fund is used to respond to requests to provide material aid and to alleviate disaster and distress for members of Education International and other recognized national and international organizations. The Imagineaction Fund, financed primarily by generous contributions from Johnson Insurance, supports the CTF/FCE Social Justice Program. The Imagineaction Fund, which covers a small percentage of staff salary, was to be used in 2019-2020 for organizing and facilitating a pilot Social Justice Seminar in March 2020; due to COVID-19, this event has been postponed to March 2021.





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