

TOGETHER REPORT 2020-2021



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MESSAGE

**FROM THE CHAIR OF
THE CTF/FCE TRUST FUND**



Like many people across Canada and around the world, I have needed to work from home during the many months of the COVID-19 pandemic and, indeed, throughout most of my time as Chair of the Canadian Teachers' Federation's (CTF/FCE) Trust Fund. Although COVID-19 has restricted my movements and limited my face-to-face interactions, I have nevertheless been fortunate to observe the activities of the CTF/FCE International and Social Justice Program, and to see the impact that those activities have had on teachers and education workers, and on the organizations that represent them, both in Canada and abroad.

The 100th anniversary of the CTF/FCE, reached in 2020, provided an excellent opportunity to reflect on the achievements that have been made through the International and Social Justice Program. Over the years, thousands of teachers, education workers, and staff members of CTF/FCE Member Organizations have served as international volunteers, standing and working in solidarity with colleagues throughout the Global South. Countless classrooms, schools, and communities throughout Canada have also benefitted from CTF/FCE social justice resources and services. As the next century of the Federation's history begins, we look forward to continuing this critically important work.

As we continue looking forward to the moment when we can once again work face-to-face with our colleagues on development initiatives, I am pleased to note that Owen Fortosky of the Saskatchewan Teachers' Federation was named as this year's recipient of the CTF/FCE International Program Volunteer Recognition Award.

Over the course of 14 years, Owen displayed his commitment to and passion for the CTF/FCE's international development cooperation work. He possesses an obvious breadth and depth of experience, and his contributions have advanced the CTF/FCE's goals and priorities in countries ranging from Guyana to India, and from Dominica to Uganda. Congratulations and thanks to Owen.

I would like to say a sincere word of thanks to Johnson Insurance for their ongoing and generous support of the Social Justice Program. Also, I am grateful to the CTF/FCE Member Organizations, whose voluntary contributions to the Trust Fund make the work of the International Program possible. I am humbled by the perseverance of our international partner organizations throughout the Global South, whose commitment to quality education and teacher rights did not waver throughout the pandemic. Finally, I express my heartfelt appreciation to the CTF/FCE Board of Trustees and to the staff of the International and Social Justice Program for their exceptional work throughout this past year. The efforts and the results of this small but motivated team are recognized throughout Canada and around the world.



“As teachers, we have a responsibility to return to our respective schools, inspire the girls to reach for their goals, and to bring back those who have had to drop out.”

Ayerango Beatrice, Bursaries for Women recipient, Uganda

The 2020-2021 year and the years immediately ahead may be the most important time in the history of the CTF/FCE’s decades of international and social justice work. Because of the pandemic, the political, economic, and social structures of Canada and of countries around the world will need years to recover and reform. The CTF/FCE commits to continuing to work in solidarity with various stakeholders in education and union movements in order to help create communities in Canada and around the world that are healthier, more equitable, more prosperous, and more peaceful. Education and social justice are at the foundation of these communities; teachers – and the organizations that represent them – are the ones who will lay these foundations.

As the pandemic continues to have an impact on all aspects of our lives, the title of this document – the Together Report – is especially meaningful. COVID-19 has forced us to learn that solutions to many problems are not found by individual people or organizations or even countries. Instead, as we have seen time and again over this past year, the responsibility for confronting barriers, for finding solutions, and for making progress is collaborative and collective. Only by working together will we be able to manage the challenges of the pandemic and to build back better in the years to come. And so, despite the uncertainty of the months and years ahead, our work will continue to be accomplished together with our Member Organizations and their teachers and education workers, together with Education International, together with our overseas partner organizations, together with the Government of Canada, and together with Canadian and international civil society organizations. Together, we move forward.



Shelley L. Morse



MESSAGE

FROM THE DIRECTOR OF THE
INTERNATIONAL AND SOCIAL
JUSTICE PROGRAM



The COVID-19 pandemic, which spanned the entire 2020-2021 fiscal year of the CTF/FCE Trust Fund, has had dramatic impacts on the politics, the economics, and the societies of the entire world. The pandemic has created changes in education systems and has had enormous effects on the teachers and teacher organizations which are at the heart of those systems, in Canada and throughout all countries. Consequently, the work of the CTF/FCE International and Social Justice Program has needed to shift and to adapt to new realities.

Due to the pandemic, travel restrictions meant that teachers from across Canada would not come together in Ottawa to participate in the planned pilot Social Justice Seminar. For the first time since 1962, Project Overseas 2020 did not take place, as international borders were closed, and teachers could not gather in large groups. In Uganda, school-based activities targeting girls and young women were delayed, since schools throughout the country were closed. Programs in Burkina Faso, Haiti, and India were paused or redesigned.

On the other hand, though, the pandemic forced us to be innovative and open to new opportunities. The Social Justice Seminar, an event to bring together teachers from across the country, was redesigned as a series of virtual events. Development of a fifth Student Voice Booklet, focused on gender diversity, was started. Internationally, we collaborated more closely with Education International and through consortia with regional organizations like the African Women in Education Network. New relationships were established with teacher organizations in Mali

and Mauritania. Our plans were adjusted in order to allow our partners in India to implement activities in a way that was safe during the pandemic. By transferring more responsibility and ownership of them to our partners in Togo, we discovered ways to ensure that projects are more sustainable. We secured new government funding for a project in The Gambia aimed at improving conditions for women teachers working in rural and remote communities.

By overcoming COVID challenges, the International and Social Justice Program had several other accomplishments during the 2020-2021 year. In a concerted and coordinated effort to oppose the privatization and commercialization of education throughout the world, the CTF/FCE Trust Fund provided funding and technical assistance to support the launch of Education International's (EI) Global Response campaign in the Caribbean region. Also, despite the enormous obstacles created by the pandemic, this year saw the implementation of the first activities of the Simameni project, a five-year initiative focussed on improving education for girls and young women in Uganda. Furthermore, the CTF/FCE was proud to collaborate



“Every learner matters and every learner can achieve, provided she or he is given an enabling environment to explore her or his talent or potential.”

Ogwali Patrick, Principal Inspector,
Directorate of Education Standards, Ministry of Education and Sports, Uganda

closely with the Boys and Girls Clubs of Canada in order to organize and deliver a very timely and relevant virtual conference called Youth Resilience in the Digital Age, aiming to keep children and youth safe, secure, and healthy online.

All of these accomplishments were made possible by a remarkable team. The optimism and determination of this team have allowed us to face and to overcome tremendous obstacles during the pandemic over this past year. I congratulate and express my admiration and esteem for Jamilee Baroud – a contract member of our team from October 2020 to March 2021 – and for Salwa Maadarani, Beverley Park, Sandy Plamondon, and Wes Delve.

On behalf of this team, I would like to acknowledge and to thank the Board of Trustees for their leadership over this past year. I express my gratitude and my esteem to the Chair, Shelley L. Morse, and to the Trustees Sam Hammond, Clint Johnston, Monica Rusnak, Craig Hicks, and Joel Swaan. Their guidance allowed us to continue to serve the needs of teachers and teacher organizations in Canada and around the world, during a year when solidarity was urgently needed and deeply appreciated.



Daniel Martin



CTF/FCE TRUST FUND



The CTF/FCE Trust Fund is the main source of funding for the Federation's International and Social Justice Program. The Trust Fund budget, which is similar in structure to the overall CTF/FCE budget, gives 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.

Trustees

Shelley L. Morse

CTF/FCE President, Chair

Monica Rusnak

ETFO

Sam Hammond

CTF/FCE President-Designate

Craig Hicks

NLTA

Clint Johnston

CTF/FCE Vice-President

Joel Swaan

MTS

"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



THE
!IMPACT
OF COVID-19 ON THE CTF/FCE
INTERNATIONAL PROGRAM

The COVID-19 pandemic changed quickly and dramatically many aspects of the development cooperation work that the CTF/FCE undertook with partner organizations throughout the Global South during the 2020-2021 fiscal year. COVID-19 created both challenges and opportunities for the CTF/FCE International Program team. On the one hand, many of our regular projects and activities could not proceed as expected. On the other hand, though, we have needed to learn to manage our international programs differently. The pandemic has required us to review our usual activities and to consider how we might do our day-to-day work differently and – perhaps – more effectively.

Although the pandemic prevented the CTF/FCE from making specific and definite long-term plans for international programs and activities, our work throughout the 2020-2021 fiscal year continued to:

1. be aligned with the CTF/FCE mission

to promote and support “quality inclusive publicly funded public education ... [to] uphold teaching as a profession and [to] advocate for adequate resourcing, labour rights, and social justice across Canada and around the world”;

2. strengthen our working relationship

with Education International, the global federation representing teachers and education workers, and its regional offices in Africa, Asia, Latin America, and the Caribbean;

3. demonstrate solidarity with partner organizations

in the Global South in their struggle to defend and to expand education rights, worker rights, and human rights in general;

4. facilitate meaningful professional development

of teachers and education workers, foster gender equality and the empowerment of girls and women, and support capacity building and leadership development within teacher organizations;

5. contribute to the achievement

of the United Nations Sustainable Development Goals #4 (Quality Education) and #5 (Gender Equality).

The pages that follow provide an overview of both the challenges and the successes of the International Program throughout the 2020-2021 fiscal year.



INTERNATIONAL PROGRAM

TEACHERS' ACTION FOR LEARNING

The International Program of the CTF/FCE is called Teachers' Action for Learning (TAL) and is based on three core content areas. The first, Teachers' Action for Teaching (TAT), focuses on professional development of teachers by teachers. In the second content area, Teachers' Action for Gender Equality (TAGE), the CTF/FCE works with partner organizations to promote gender equality and to empower girls and women. The third content area, Teachers' Action for Teacher Organizations (TATO), focuses on helping partner organizations to strengthen their own capacities. Through activities in all three program areas, the CTF/FCE works in solidarity with national teacher organizations throughout the Global South to promote and to protect inclusive, high quality, publicly funded education for all.

Funding for the Teachers' Action for Learning program is generously provided through voluntary contributions made by CTF/FCE Member Organizations (MOs). Additional funding comes from contributions from the federal government, like-minded Canadian organizations, and personal donations. Furthermore, volunteers provide significant support as resource persons to the CTF/FCE international programs. While COVID-19 prevented international travel during the 2020-2021 fiscal year, Canadian teachers as well as staff members from CTF/FCE MOs contribute invaluable assistance each year as volunteers, helping to plan, implement, and evaluate activities with partner organizations throughout Asia, Africa, Latin America, and the Caribbean.

The chart below lists the CTF/FCE overseas partners and the TAT, TAGE, and TATO program areas in which we collaborate:

OVERSEAS PARTNERS	TAT	TAGE	TATO
African Women in Education Network (AWEN)			
All India Primary Teachers' Federation (AIPTF)			
Caribbean Union of Teachers (CUT)			
Comité syndical francophone de l'éducation et de la formation (CSFEF)			
Confédération Nationale des Éducatrices et Éducateurs d'Haïti (CNEH)			
Education International Head Office (Brussels) (EI)			
Fédération des Syndicats de l'Éducation Nationale (FESEN) (Togo)			
Gambia Teachers' Union (GTU)			
Ghana National Association of Teachers (GNAT)			
National Teachers' Association of Liberia (NTAL)			
Sierra Leone Teachers' Union (SLTU)			
Syndicat National de l'Enseignement Primaire Public (SNEP) (Benin)			
Syndicat National des Enseignants Africains du Burkina (SNEA-B)			
Syndicat National des Enseignants des Écoles Maternelles (SYNAEM) (Benin)			
Syndicat National des Enseignants du Secondaire et du Supérieur (SNESS) (Burkina Faso)			
Uganda National Teachers' Union (UNATU)			
Union Nationale des Normaliens/Normaliennes et Éducateurs / Éducatrices d'Haïti (UNNOEH)			

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 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 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, resource persons from MOs with expertise in various areas, are also involved when needed, to extend the work of the International Program throughout the year.

"The general public as well as members of NTAL have better understanding of the risk associated with the commercialization and privatization of public education. The general public and major stakeholders in education [are] joining the fight to compel the government of Liberia [to abandon] the contractual agreement with for-profit providers."

Report from NTAL, Liberia





TEACHERS' ACTION FOR TEACHING

The first core area of the CTF/FCE International Program — Teachers' Action for Teaching (TAT) — focusses on professional learning and development of teachers and other education workers. Despite the pandemic, a number of TAT activities were implemented during the 2020-2021 year by our international partner organizations with CTF/FCE Trust Fund financial and technical support.

In Burkina Faso, the CTF/FCE Trust Fund supported the SNESS with the second instalment of an activity known as Education in Crisis Situations. In partnership with the SYNAEM in Benin, for the second year in a row, the Trust Fund provided support for an activity called The Construction of Toys and Games Using Local Materials. Furthermore, in India, the Professional Development Program, which has been carried out for many years with Canadian resource persons working with the AIPTF, was delivered in four states. This year, with the international travel ban, the AIPTF took more responsibility and ownership for the program planning and implementation, using its own staff members and resource persons.

"Thanks to the CTF/FCE's financial support, SNEP-Benin was able to offer its female and male members training sessions on leadership development, recruitment strategies and Mathematics. The session on Maths gave participants the opportunity to review their teaching techniques and methods as students' success in this subject has become a challenge for the teaching profession in Benin."

SNEP-Benin Report

PROJECT OVERSEAS

Project Overseas (PO) is the flagship TAT Program. Over a period of more than half a century, the CTF/FCE has sent thousands of volunteer Canadian teachers to work in solidarity with educators in developing countries throughout Asia, Africa, the Middle East, and the Caribbean. Working in partnership, Canadian teachers and their international colleagues have co-planned and co-delivered hundreds of professional development workshops for local teachers. Due to the COVID-19 pandemic, PO 2020 could not take place. This year was the first time that PO had been cancelled since the program began in 1962. Feedback received from the CTF/FCE Member Organizations (MOs), participants, and international partner organizations justifiably expressed regret, yet at the same time an understanding of the reasons why the cancellation was necessary in the face of the pandemic.

As PO 2020 had been cancelled entirely, with neither Canadian volunteers nor funding provided to our international partners, the new cycle for PO 2021 was undertaken with the hope that the traditional PO model could resume in July 2021. At the same time, staff and Trustees recognized that COVID-19 could force the cancellation of PO for a second consecutive year. In hopes of informing MOs, Canadian participants, and international partners of plans as early as possible, CTF/FCE staff began exploring options – both traditional and non-traditional – for PO 2021.

Throughout the autumn of 2020, staff continued to remain in contact with MOs and international partners, and to provide updates to Canadian participants about the planning process for PO 2021. The COVID-19 situation in Canada and around the world was monitored closely, and information and opinions were sought from the Board of Trustees as well as from colleagues within the CTF/FCE and its MOs.



“The first forum allowed participants to use WhatsApp to comment on the day’s activities and to discuss how to overcome the challenges of distance learning in Togo.”

FESEN Report, Togo

During the December 2020 meeting, the Board of Trustees made the difficult but necessary decision to cancel the traditional model of PO for 2021. Staff then explored the viability of an alternative to the traditional program. Partner organizations were contacted and asked whether they would be interested and able to organize and deliver their own teacher PD programs in 2021, without direct “on-the-ground” support from Canadian volunteers. Positive responses from 12 of 14 organizations gave clear evidence of the value that our partners placed on professional learning and growth, perhaps particularly during the time of the pandemic.

Funding to offset the costs of these alternative programs will be provided by several MOs that have agreed to make available portions of their regular PO contributions. Through the spring and early summer of 2021, plans for these PD programs will be finalized. International partners will implement the programs between the months of June and August 2021, with technical assistance from CTF/FCE staff as required.



TEACHERS' ACTION FOR GENDER EQUALITY

“Within the short time that I have been involved in the project, I am already seeing the results and I believe that I will achieve more in order to better the opportunities for my students, their families, and society at large.”

Headteacher, Ngora Girls' Secondary School, Uganda

The second core area of the CTF/FCE International Program — Teachers' Action for Gender Equality (TAGE) — aims to promote and advance gender equality and the empowerment of girls and women. The fight for gender equality was never more important than during this past year. The COVID-19 pandemic shone a spotlight on what was already a glaring problem around the world, further exposing the social and economic inequalities faced by girls and women. As with all CTF/FCE programming, planning and implementing TAGE activities was challenging. For example, as universities and teacher training colleges in many of our partner countries remained closed, bursaries for women could not be disbursed. Furthermore, restrictions on travel and gathering forced some of our other training activities to be postponed, cancelled, or modified.

Nevertheless, some excellent alternative activities resulted from the need to adapt. Our colleagues in Togo used funds that normally would have been spent on bursaries to benefit a greater number of young women through training in communications, unionism, and leadership. The African Women in Education Network (AWEN) totally re-visioned their way of supporting their members and held 26 separate national activities along with sub-regional and regional trainings. And, while the promotion of gender equality is integrated in all programs that we have supported over many years, we have also sought new opportunities to empower girls and young women around the world. The Simameni project in Uganda (launched in February 2020) and a new project in The Gambia (approved for funding in March 2021) gave evidence of our continued commitment to TAGE. The resilience of the girls and women who have been beneficiaries and participants in these programs has inspired us to seek innovative solutions to problems during this pandemic year. Working with and for these girls and women, we have strived to help them achieve equal access to education, an equal voice in their unions, and an equal place in their societies.





TEACHERS' ACTION FOR TEACHER ORGANIZATIONS

"People are thirsty for training . . . After the pre-service education program, there is no such thing as refresher courses or ongoing professional development . . . Our training sessions, made possible by the CTF/FCE, are very popular."

SNESS Report, Burkina Faso

The third core area of the CTF/FCE International Program — Teachers' Action for Teacher Organizations (TATO) — is centred on leadership development and capacity building of teacher organizations. The CTF/FCE works with its international partners to strengthen their unions in various ways. Institutional support is provided to partners for the monitoring and follow-up of programs such as PO. Either through bilateral agreements, or through EI consortia, the CTF/FCE also supports specific training activities in areas including research, strategic planning, data gathering, lobbying and advocacy, leadership training, communications strategies, etc.

Despite the realities of providing international development cooperation assistance during the COVID-19 pandemic, many of our international partners were able to focus on a wide variety of capacity-building activities. In Burkina Faso, the SNESS was able to provide an important training program around union negotiations. The SNEA-B offered a type of "Union School" for women and youth members, and conducted recruitment drives in many rural areas of the country. Our partner in Sierra Leone, the SLTU, implemented a radio strategy in order to reach out to teachers and education workers regarding COVID-19 safety protocols and the benefits of union membership. As part of a consortium of funding partners in Liberia, the CTF/FCE has been able to assist the NTAL to continue its ongoing fight against education privatization. In Benin, the SNEP conducted a leadership training activity with CTF/FCE support, while our partner in Togo, FESEN, provided communications and leadership training for young women members. In Haiti, our partners CNEH and UNNOEH were able to establish a headquarter for their union offices. The CTF/FCE also provided funding for a research study in the Caribbean region to support EI's Global Response Campaign against the privatization and commercialization of education.



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

CTF/FCE AFFILIATE MEMBER

OTF	Ontario Teachers' Federation
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CTF/FCE ASSOCIATE MEMBER

SEPF	Syndicat des enseignantes et enseignants du programme francophone de la Colombie-Britannique
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CTF/FCE INTERNATIONAL PARTNERS IN 2020-2021

Benin	Syndicat National de l'Enseignement Primaire Public du Bénin (SNEP)
	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)
Gambia (The)	Gambia Teachers' Union (GTU)
Ghana	Ghana National Association of Teachers (GNAT)
Haiti	Confédération Nationale des Éducatrices et Éducateurs d'Haïti (CNEH)
	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)
Sierra Leone	Sierra Leone Teachers' Union (SLTU)
Togo	Fédération des Syndicats de l'Éducation Nationale (FESEN)
Uganda	Uganda National Teachers' Union (UNATU)

CTF/FCE REGIONAL PARTNERS IN 2020-2021

EI	Education International Head Office (Brussels)
CSFEF	Comité syndical francophone de l'éducation et de la formation
CUT	Caribbean Union of Teachers

CTF/FCE WOMEN'S NETWORK IN 2020-2021

AWEN	African Women in Education Network
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SOCIAL JUSTICE PROGRAM



IMAGINEACTION

Imagineaction is the name of the CTF/FCE Social Justice Program. Each year, Johnson Insurance generously provides funding for the Imagineaction Program.

SOCIAL JUSTICE SEMINAR



“It was wonderful to be able to connect to such a wonderful group of people from across the country, and to realize that we are all on a common journey of making our world more just, more kind and more tolerant for all.”

Participant, Social Justice Seminar

In 2020-2021, funds were set aside to defray the costs associated with a pilot Social Justice Seminar. The Seminar itself, a collaborative initiative of the Canadian Teachers’ Federation (CTF/FCE) and the Canadian Commission for UNESCO (CCUNESCO), sought to bring together a small group of 35 to 40 like-minded teachers from across the country who were committed to integrating issues of human rights, social justice, and global citizenship into their classrooms, schools, and communities. In March 2020, the onset of the COVID-19 pandemic caused the cancellation of this pilot event only one week before its implementation.

“I want to look at how we can take out impact from within the school and bring that to a community level.”

Participant, Social Justice Seminar

Due to the continued impacts of COVID-19, the CTF/FCE – CCUNESCO Social Justice Seminar was implemented as a series of three virtual events in 2020-2021. In collaboration with the Aga Khan Foundation of Canada and the Canadian Red Cross, the sessions took place on November 28, 2020, January 20, and March 24, 2021. Participants from across the country, selected by the CTF/FCE Member Organizations, shared questions and comments, attended presentations, explored resources, and planned activities. The online meetings provided the participants with opportunities to share ideas and experiences with one another; to become familiar with human rights and social justice programs and resources developed by Canadian organizations; and to plan projects and activities for their classrooms, schools, and communities.

Throughout all stages of the Seminar, the CTF/FCE and its collaborating organizations commented on the very high level of enthusiasm, engagement, and commitment among the participants.

YOUTH RESILIENCE IN THE DIGITAL AGE

The 2020-2021 year also presented the CTF/FCE the opportunity to collaborate with a new organization while providing relevant resources and services to teachers, parents, and students during the pandemic. The Youth Resilience in the Digital Age initiative was a collaboration between the CTF/FCE and the Boys and Girls Clubs of Canada. Funding for the initiative was provided by Employment and Social Development Canada. The Youth Resilience project sought to build meaningful relationships with Canadian organizations committed to youth online safety; to collect and disseminate safe, equitable, accessible online resources for children and youth across Canada; and to equip children and youth with the digital skills and competencies necessary for effectively assessing and responding to risks encountered online.

The project involved creating publicly accessible webpages and convening a five-day virtual conference delivered in February 2021 by a coalition of ten Canadian organizations. The webpages and the webinars – targeting children, youth, teachers, parents, and staff of youth-serving organizations – were developed and delivered by Actua, the Canadian Centre for Child Protection, Connected North, Indspire, Jays Care Foundation, Kids Boost Immunity, Kids Help Phone, MediaSmarts, Respect Group, and Variety Ontario.



Boys & Girls Clubs of Canada
Repaires jeunesse du Canada

The Youth Resilience webpages and conference sessions addressed digital literacy and online safety and security for children and youth: issues that became increasingly important during the many months of the pandemic. The various organizations that were members of the coalition shared information on topics ranging from identifying misinformation online to building safe online communities, and from disrupting digital inequities to addressing youth e-mental health across Canada.

STUDENT VOICE BOOKLETS

Work continued on the fifth booklet in the Student Voice Series: *Affirming Gender Diversity*. Although focus questions were developed and volunteer classrooms were identified in the spring of 2020, COVID-19 delayed the work on this booklet. Despite challenges, a number of English- and French-language classrooms across the country have been involved in the development of this authentic resource. The booklet will be released during the next Trust Fund fiscal year, in the summer of 2021.





SIMAMENI PROJECT



SIMAMENI

STAND TOGETHER FOR GIRLS' SECONDARY EDUCATION IN UGANDA,

is a project that aims to improve access, retention, and educational opportunities for secondary school-aged girls in 24 schools within selected communities of the Western and Teso regions of Uganda. Funded by Global Affairs Canada, this five-year project is led by the CTF/FCE in collaboration with its long-time partner, the Uganda National Teachers' Union (UNATU).

After a successful launch of the Simameni project in February 2020, the Ugandan government was forced to close all schools one month later, sending millions of students home, in an attempt to prevent the spread of the COVID-19 virus. As a result, the project activities were temporarily put on hold. Despite the unforeseen and significant challenges during the 2020-2021 year, the Simameni team from the UNATU and the CTF/FCE moved forward with the project and continued work towards improving conditions within schools to make them safe, responsive, and inclusive for girls. Project activities have also influenced gender norms and supported policy implementation in order to foster support for girls' education within families and communities.

Noteworthy accomplishments during the 2020-2021 fiscal year included information sessions with religious, political, community, and education leaders to raise awareness of the value of girls' education; radio ads, community drives, and local campaigns to encourage girls to return to school; and meetings with local civil society organizations to explore how various project stakeholders could collaborate and support one another. Additional activities included training sessions for head teachers for the purposes of developing school improvement plans; workshops for teachers on the use of gender-sensitive materials, strategies, and activities; and menstrual hygiene management workshops with a focus on health, safety, and dignity for girls and young women.

Despite the challenges created by the pandemic, the Simameni team was able to work with teachers, head teachers, and other education stakeholders who have the power to promote change, as well as with parents and community leaders who have the control over the education of their children. Collaborating with the Ministry of Education and Sports, school staffs, and local political and social leaders,



Simameni has made progress towards creating a more gender-responsive education in its project schools. As Uganda and the rest of the world continue to manage the challenges created by the pandemic, we strive towards building on our 2020 successes to make schools safer, more welcoming, and more gender-sensitive for the girls.

The pandemic has highlighted the urgent need for the Simameni project. Hard-fought gains over recent decades in girls' education risk being lost because of COVID-19. Girls, particularly at the secondary level, face enormous obstacles to returning to schools during and after the pandemic. Providing high quality educational opportunities to the next generation of women leaders will be critically important for the post-pandemic recovery of communities and nations. Getting girls and young women to return and to remain in school will be necessary for rebuilding societies that are healthier, more inclusive, more prosperous, and more equitable.

"By the time this project ends, there will be change in this area."

District Community
Development Officer,
Kamwenge District, Uganda



FUND FOR INNOVATION AND TRANSFORMATION

The Fund for Innovation and Transformation (FIT) is an initiative of the Manitoba Council for International Cooperation. FIT is designed to support Canadian small and medium-sized organizations (SMOs) which are testing innovative solutions that advance gender equality in developing countries. FIT's goal is to cultivate a working environment in which SMOs are empowered to experiment, fail, adapt, and try again. Funding is provided by Global Affairs Canada, and projects are implemented over a period of 6 to 15 months.



Having submitted a successful concept note and proposal, the CTF/FCE was one of only 13 SMOs approved for funding in March 2021, out of 50 organizations that had applied. The project, done in partnership with The Gambia Teachers' Union, is called "Mobile technology: Mentoring and professional learning communities for women teachers in The Gambia". Activities planned during this 15-month Teachers' Action for Gender Equality project aim to support women teachers who are in the early stages of their careers and who work in rural and remote areas of The Gambia. We believe that supporting these women teachers through professional learning communities and mentor-mentee relationships, all made possible through mobile technology, will help them to feel better connected and more confident, increasing the likelihood that they will remain in the teaching profession long-term.

"We are really grateful to see our stakeholders supporting the Simameni project. Let's continue advocating for our secondary school girls' education together with our brothers and sisters from Canada."

UNATU National Chairperson, Uganda



AWARDS

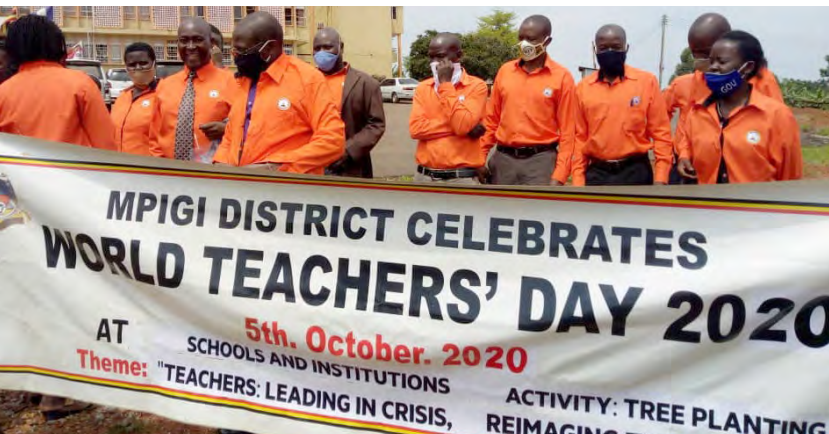
NORM GOBLE WORLD TEACHERS' DAY AWARD

The Norm Goble Award is given on a yearly basis to support our overseas partners in carrying out World Teachers' Day activities. The theme for the 2020 award was "Teaching for a better world: Together in strength and solidarity". Despite the challenges of the pandemic, applications were received from six of our partner organizations.

UNATU, in Uganda, was the recipient of the 2020 award of \$1,000. Their activity involved the public in a series of tree-planting ceremonies, led by teachers and school communities. The activity, which symbolized growth, had both immediate and long-term benefits: communities were engaged in the beautification of the school

environment and, in the future, shade for outdoor teaching and learning spaces would be created. Along with the tree planting, formal ceremonies with speeches and performances took place, highlighting and honouring education and the teaching profession.

Honorable mentions of \$500 each were awarded to NTAL in Liberia for its activity recognizing and celebrating the teaching profession, and to SLTU in Sierra Leone for its radio broadcast and panel discussion on education and teaching.



VOLUNTEER RECOGNITION AWARD

The Canadian Teachers' Federation (CTF/FCE) International Program Volunteer Recognition Award was established in 2007. The award recognizes teachers or staff members from CTF/FCE Member Organizations who, through their volunteer work, have made significant contributions to the international program of the CTF/FCE.

The CTF/FCE Board of Trustees selected Owen Fortosky, of the Saskatchewan Teachers' Federation, as the 2021 award recipient. Owen is a six-time participant in Project Overseas (PO), from 1999 to 2012. He participated in PO programs in Africa and the Caribbean and served five times as a team leader. Owen also served as a resource person for Project India in 2008. In addition, in 2013, he assisted with the reimagining and strengthening of our member-driven development cooperation program after the CTF/FCE lost federal funding. CTF/FCE staff and volunteers, both past and present, as well as many partner organizations have numerous positive recollections of Owen: as a PO participant and a team leader, as a contributor to professional learning with the partner organizations with which he collaborated, and as a calm and positive influence on the members of his teams and the fellow team leaders with whom he worked. Since his last participation in PO, Owen has continued to contribute to our work by encouraging and mentoring many other PO participants, from STF and other MOs.



STATEMENT OF OPERATIONS

CTF/FCE TRUST FUND

For the year ended March 31,	2020				2019
	International Program Fund	International Aid Fund	Imagineaction Fund	Total	Total
REVENUE					
Contributions					
CTF/FCE Member Organizations	\$ 1,059,611	\$ -	\$ -	\$ 1,059,611	\$ 808,218
Other	-	-	23,110	23,110	37,828
Global Affairs Canada	104,243			104,243	
Investment Income	(48,587)	(1,062)	(3,431)	(53,080)	45,609
Value of Volunteer Services	1,014,444	-	-	1,014,444	812,592
Other	2,306	-	-	2,306	992
Total Revenue	2,132,017	(1,062)	19,679	2,150,634	1,705,239
EXPENSES					
Direct Program Costs					
Project Overseas	586,938	-	-	586,938	537,647
Teachers' Action for Learning	432,567	-	-	432,567	236,219
Simameni	104,287			104,287	
Awards	-	2,000		2,000	1,500
Other Programs		-	19,679	19,679	39,500
Emergency Aid	-			-	13,004
Other Expenses					
Governance and Communication	10,874	-	-	10,894	12,199
Administrative Overhead	43,911	-	-	43,911	44,933
Value of Volunteer Services	1,014,444	-	-	1,014,444	812,592
Total Expenses	2,193,041	2,000	19,679	2,214,720	1,724,594
Excess (deficiency) of revenue over expenses for the year	\$ (61,024)	\$ (3,062)	\$ -	\$ (64,086)	\$ (19,355)

“A union working in the interest of its members and the profession will be supported by its members, the community, and the authorities. With help from the CTF/FCE, SYNAEM-BENIN had a positive impact on Benin’s education system, especially early childhood education which is often forgotten in our country.”

SYNAEM-Benin Report

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 contributions made by CTF/FCE Member Organizations (MOs) and, once again in more recent years, funding from the Government of Canada. 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 – in years not affected by the pandemic – 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, which is financed primarily by generous contributions from Johnson Insurance, provides funding for the CTF/FCE Social Justice Program and covers a small percentage of staff salary.



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