



TOGETHER REPORT

2021–2022



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MESSAGE FROM THE CHAIR OF THE CTF/FCE TRUST FUND



Having served as Chair of the CTF/FCE Trust Fund for three years, I can confidently assert that the pandemic has not swayed the Federation's commitment to social justice or to development cooperation in Canada and around the world. In Canada, as well as in countries where the CTF/FCE has partnerships like St. Lucia, Togo, and India, we are witnessing how teacher unions are helping schools, communities, and education systems to manage and – slowly – to recover from COVID.

Throughout this past year, the activities of the CTF/FCE International and Social Justice (ISJ) Program have focused on issues ranging from trade union rights to the protection of educators' physical and mental health, and from digital literacy and online teaching to girls' education and empowerment. The program has kept the capacities, the rights, and the wellbeing of teachers and teacher organizations clearly in view. This commitment was made clear through the selection of the Uganda National Teachers' Union (UNATU) as the winner of the Norm Goble World Teachers' Day Award for 2021. Remarkably, even though schools throughout Uganda remained closed for almost two entire years due to the pandemic, UNATU found a meaningful way to recognize and celebrate the enormous efforts that teachers were making.

In this year's *Together Report*, we celebrate many accomplishments, which have only been possible through collaboration. We are grateful for the continued financial support from Johnson Insurance for our social justice work. We work together with partner organizations throughout Africa, Asia, Latin America, and the Caribbean; together with Education International (EI); together with the Government of Canada; together with Canadian and international civil society organizations; together with teachers

and other education workers on the frontlines; and, of course, together with the Member Organizations (MOs) and Associate Organizations (AOs) of the CTF/FCE. On behalf of the Board of Trustees, I say a sincere word of thanks to all of our colleagues and friends at MOs for their ongoing and generous support. Our achievements have been significant, but much work remains to be done.

I have a debt of gratitude to a remarkable team. On behalf of the leadership and staff of the entire CTF/FCE, I say a humble and sincere word of thanks to Director Dan Martin, to Program Officers Beverley Park, Sandy Plamondon, and Wes Delve, to Administrative Assistant Salwa Maadarani, and to University of Ottawa co-op student Renata Khalikova. Their optimism, their perseverance, and their commitment to international cooperation and to social justice has been inspiring during a second difficult year of the pandemic. The accomplishments of the ISJ Program have been meaningful; the difference that the CTF/FCE is making is real.

Together, we will continue our efforts to ensure adequate funding and resourcing for public education, to strengthen labour rights and unionization, and to advance social justice in Canada and around the world.

Shelley L. Morse



“I will be embarking on a project to help provide quality education to children especially the girl child in deprived areas of Northern Ghana. I want to give back to my community which made me who I am.”

Program Officer, GNAT, Ghana

“The impact of the training session [Online Teaching and Learning] was of tremendous benefit to them. With the knowledge gained, participants were able to go back to their schools and share it with their colleagues who were not part of the training.”

Report from the Guyana Union of Teachers



MESSAGE FROM THE DIRECTOR OF THE INTERNATIONAL AND SOCIAL JUSTICE PROGRAM



From Canada to Mongolia and from Grenada to Burkina Faso, the efforts of the CTF/FCE International and Social Justice (ISJ) Program team supported teacher organizations and – by extension – teachers and education workers during the 2021–2022 fiscal year.

The work of the ISJ team throughout the 2021–2022 year was closely aligned with the new Strategic Plan of the CTF/FCE. The Program showed a commitment to *support and engage* directly with MOs and their teacher members through the development of Student Voice booklet #5. The ISJ Program was able to *connect and collaborate* with Education International in Africa and Asia, supporting their plans focused on capacity development, union renewal, youth engagement, and gender equality. Efforts to raise the *voice and visibility* of the teacher profession were successful in our project done in partnership with The Gambia Teachers' Union, as we heard and addressed the many challenges faced by young women teachers living and working in difficult circumstances.

Despite the pandemic – and in a number of ways *because* of the pandemic – the 2021–2022 fiscal year was a time of many firsts for the CTF/FCE's international solidarity work. With the guidance of Education International Africa, the ISJ team established new relationships with teacher organizations in Ghana, Senegal, and Zimbabwe. For the first time, the CTF/FCE ran an alternative to the traditional Project Overseas, providing financial and technical support to partner organizations throughout the Global South, enabling them to plan and deliver their own teacher professional development activities. Also, the first ever virtual John Thompson Fellowship Program took place during the 2021–2022 year; the CTF/FCE played a leading role in designing and delivering the program for teacher organizations from Japan, Taiwan, South Korea, and Mongolia. Furthermore, the new school year in Uganda led to the resurgence of the Simameni project. With schools finally reopening in

January 2022, Ugandan girls and young women returned to class, accessing not only the education they deserved, but also the protection and psychosocial support they needed. We were proud to be selected by Global Affairs Canada, the funder of the Simameni project, to receive an additional \$400,000 in COVID relief funds that allow us to respond even more effectively to the needs of the beneficiaries as well as their families and communities.

Over this past year, the social justice work of the CTF/FCE has been highly relevant to members. Teachers and their students observed and tried to make sense of numerous climate change events, of the discovery of unmarked graves of Indigenous children, of the unprovoked invasion of a sovereign nation and the resulting dislocation, destruction, and death, and more. To support teachers seeking to integrate social justice into their classrooms and school communities, we developed and released a new Student Voice booklet, began the expansion of the Speak Truth to Power Canada website, and met with participants of the pilot Social Justice Seminar to explore next steps in our programming.

Despite the unpredictable effects of the pandemic in the year ahead, the ISJ team looks forward to continuing to serve teacher organizations and their members both nationally and internationally. We move forward in solidarity.

Daniel Martin



“The DAT [Dominica Association of Teachers] in partnership with the Canadian Teachers’ Federation continues to host summer sessions that build up teachers in a variety of capacities, leaving each of us with a greater desire to do better.”

Workshop participant, Dominica

“The SLTU Summer Institute Workshop provided teachers with some essential and necessary information, skills and strategies to prepare them for the new academic year.”

Workshop participant, Saint Lucia



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 meets four times annually to receive reports, provide direction, and make decisions regarding budget expenditures.

Trustees

Shelley L. Morse

CTF/FCE Past President, Chair

Craig Hicks

NLTA

Sam Hammond

CTF/FCE President

Joel Swaan

MTS

Clint Johnston

CTF/FCE Vice-President

Ann Hawkins

OECTA

"I must highly commend the leadership of Ghana National Association of Teachers and the Canadian Teachers' Federation for this great vision and collaboration. I share this sentiment looking at the impact the programme is having in the personal, social, psychological, and professional lives of participants."

Workshop facilitator, Ashanti Region, Ghana



THE IMPACT OF COVID-19

COVID-19 continued to have an impact on all aspects of the CTF/FCE's development cooperation work throughout the 2021–2022 year. Once again, international travel was not possible for Canadian staff or volunteers. Schools in some countries remained closed for much of the year. Partners' activities were adapted in response to pandemic protocols. Despite the obstacles presented by COVID-19, the international programs of the CTF/FCE throughout the 2021–2022 fiscal year continued:

1. to 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. to strengthen our working relationship with Education International, the world's largest organization of unions, and its regional offices in Africa, Asia, Latin America, and the Caribbean;
3. to 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. to 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. to contribute to the achievement of the United Nations Sustainable Development Goals #4 (Quality Education) and #5 (Gender Equality).

The following pages will highlight some of the successes, challenges, and learnings of the International Program over the past year.

“The psychological support and platform training has aided in improving general discussion and openness about mental health. Going forward, we expect that our members will be more relaxed when discussing psychological issues whether it be with colleagues, trusted family and friends, or mental health professionals.”

Report from the Grenada Union of Teachers

"Fortunately, the Simameni project has come with interventions that have helped to change the mindset of both male and female teachers, parents, community members, etc. All stakeholders are now advocating for the education of the girl child."

Florence Okiding, Head Teacher, Kobwin Seed Secondary School, Uganda



TEACHERS' ACTION FOR LEARNING

The International Program of the CTF/FCE, called Teachers' Action for Learning (TAL), is based on three core content areas:

1. Teachers' Action for Teaching (TAT): professional development and learning of teachers and education workers;
2. Teachers' Action for Gender Equality (TAGE): the promotion of gender equality and the empowerment of girls and women;
3. Teachers' Action for Teacher Organizations (TATO): organizational capacity building and leadership development.

Funding for the TAL program comes from CTF/FCE Member Organizations, the Canadian federal government, and personal donations. Through activities in all three content areas of the program, the CTF/FCE works in solidarity with national teacher organizations throughout the Global South in order to promote and to protect inclusive, high quality, publicly funded education for all. The chart on the next page lists the CTF/FCE overseas partners and the TAT, TAGE, and TATO program areas in which we have collaborated during the 2021–2022 year.

"I learnt as a leader you should carry other team members along and let them feel that they are part of the change and whatever is happening."

Workshop participant, Teachers' and Education Workers' Union, Ghana



COUNTRIES	OVERSEAS PARTNERS	TAT	TAGE	TATO
Benin	Syndicat National de l'Enseignement Primaire Public (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)			
Dominica	Dominica Association of Teachers (DAT)			
Gambia (The)	Gambia Teachers' Union (GTU)			
Ghana	Ghana National Association of Teachers (GNAT)			
	Teachers' and Educational Workers' Union (TEWU)			
Grenada	Grenada Union of Teachers (GUT)			
Guyana	Guyana Teachers' Union (GTU)			
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)			
Mali	Syndicat National de l'Éducation et de la Culture UNTM (SNEC-UNTM)			
Mauritania	Syndicat National de l'Enseignement Fondamental (SNEF)			
	Syndicat National de l'Enseignement Secondaire (SNES)			
Saint Lucia	Saint Lucia Teachers' Union (SLTU ¹)			
Saint Vincent and the Grenadines	Saint Vincent and the Grenadines Teachers' Union (SVG TU)			
Senegal	Syndicat des Professeurs du Sénégal (SYPROS)			
Sierra Leone	Sierra Leone Teachers' Union (SLTU ²)			
Togo	Fédération des Syndicats de l'Éducation Nationale (FESEN)			
Uganda	Uganda National Teachers' Union (UNATU)			
Zimbabwe	Zimbabwe Teachers' Association (ZIMTA)			
Regions				
African Women in Education Network (AWEN)				
Caribbean Union of Teachers (CUT)				
Comité syndical francophone de l'éducation et de la formation (CSFEF)				
Education International Africa Region (EIRAF)				
Education International Asia Pacific Region (EIAP)				
Education International Latin America Region (EILA)				

"Every area of this course can be part of my working experience in school and community. I'm very eager to implement differentiated learning in my classroom by first ensuring that my students have understood the purpose of this new method, then structuring work tasks specific to each student's needs while ensuring that they can accomplish similar goals at the end of each lesson."

Workshop participant, Saint Lucia

MEMBER AND ASSOCIATE ORGANIZATIONS

Thanks to the ongoing financial contributions and moral support of our Members, the commitment of the CTF/FCE to international solidarity remains steadfast. Particularly during this time of pandemic, the CTF/FCE recognizes the value in cooperation between teacher organizations in Canada and around the world. With the generous support of

Members, the International Program of the CTF/FCE has continued to provide meaningful professional development for teachers by other teachers, to foster gender equality and the empowerment of girls and women, and to build and strengthen the capacities of local teacher organizations.



Newfoundland and Labrador
Teachers' Association



Prince Edward Island
Teachers' Federation



Nova Scotia
Teachers Union



Quebec Provincial Association of Teachers
L'Association provinciale des enseignantes et enseignants du Québec



Association des enseignantes et
des enseignants franco-ontariens



The Alberta
Teachers' Association



THE INTERNATIONAL AND SOCIAL JUSTICE PROGRAM AND THE CTF/FCE STRATEGIC VISION AND GOALS

Throughout the 2021–2022 fiscal year, the work of the International and Social Justice (ISJ) Program was aligned with the strategic vision of the CTF/FCE: to be a strong advocate for and defender of publicly funded public education, labour rights, and social justice throughout Canada and around the world. Our activities worked towards the achievement of strategic goals in the three categories of support and engagement, connection and collaboration, and voice and visibility.

Support and Engagement

The ISJ Program continued to improve support for and engagement of Member Organizations, Associate Organizations, and – by extension –

more of the 365,000+ teachers and educators the CTF/FCE represents. The International Program that most directly engages Members, teachers, and education workers – Project Overseas (PO) – was once again affected by the pandemic in 2021. For only the second time in PO's almost 60-year history, Canadian educators were unable to travel and work side-by-side with colleagues throughout Africa and the Caribbean. Nevertheless, through engagement with many CTF/FCE Members, the ISJ Program was able to provide financial and technical support to partner organizations so that they could organize and deliver their own professional development programs for members. Concerning our social justice work, the development of the fifth Student Voice booklet



demonstrated support and engagement as many educators participated in the creation of the final product by drafting focus questions and elaborating accompanying lesson plans. This resource, a collection of authentic responses and opinions from Canadian students from different grades and backgrounds on the subject of gender diversity, was designed to support social justice work in classrooms, schools, and communities.

Connection and Collaboration

The ISJ Program also enhanced connections and collaborations with Member, Associate, and Partner Organizations. The Simameni project, funded primarily by Global Affairs Canada, clearly showed the achievements that are possible through international connection and collaboration. Simameni, a close collaboration between the CTF/FCE and its long-standing partner the Uganda National Teachers' Union, requires many stakeholders to work cooperatively in order to improve access, retention, and educational opportunities for secondary school-aged girls in selected communities of Uganda. Despite the challenges of the pandemic, the project has had an undeniably positive impact on the beneficiaries. The project connects students, parents, classroom teachers, head teachers, government representatives, and entire communities so that, together, they can work towards a brighter future for

girls. Through these connections and collaborations, schools have become safer, more welcoming, more responsive places for all learners, but particularly for girls and young women. Many social justice activities also built connections and collaborations with others. Interactions with other like-minded

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

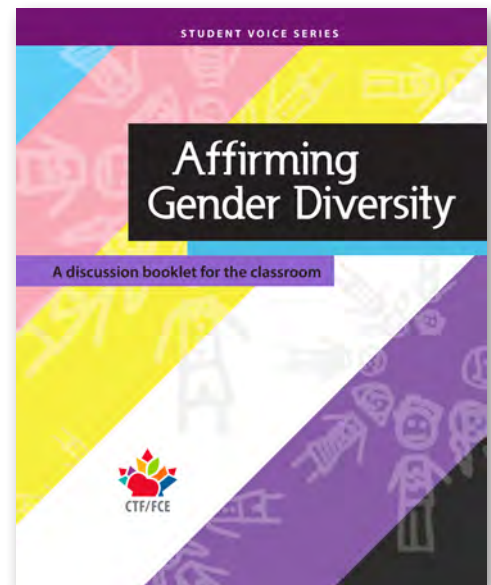
Participant, Social Justice Seminar

non-profit organizations, including White Ribbon, Plan International Canada, and the Canadian Museum for Human Rights, allowed the ISJ Program to advance its advocacy for social justice across the country. Direct connections with Canadian teachers who participated in the pilot Social Justice Seminar inspired and gave directions for future programming.



Voice and Visibility

Through its activities, the ISJ Program amplified the voice and increased the visibility of the CTF/FCE by advocating for quality accessible inclusive publicly funded public education, social justice, and the rights of teachers and education workers. One international project, done in partnership with The Gambia Teachers' Union, has made the CTF/FCE more visible by garnering the attention of the Government of Canada, of Education International, and of the Gambian Ministry of Basic and Secondary Education. The women participating in this project – young teachers living and working in schools located in rural and remote communities – have been empowered as a result of their connections with mentors and their use of technological tools. Through this project, the women's voices have been clearly heard as they shared information and strategies, sought support and inspiration, and became agents of change in their own schools and communities. As they grew in both competence and confidence, these women became more visible as role models for the girls and young women they taught. Similarly, the expansion of the Speak Truth to Power Canada website was a clear example of the CTF/FCE's advocacy for social justice. This expansion increased the voices and the visibility of Canadian youth human rights defenders who work in areas including anti-racism, climate justice, and truth and reconciliation.



"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

NORM GOBLE WORLD TEACHERS' DAY AWARD

The Norm Goble Award is given on a yearly basis to support our overseas partners in planning and implementing World Teachers' Day activities. The theme for the 2021 award was "Celebrating teachers – We see you, value you, and applaud you". Despite the challenges of the pandemic, applications were received from eight of our partner organizations.

The Uganda National Teachers' Union was the recipient of the 2021 award of \$1,000. Their multifaceted activities included radio and television broadcasts, social media messages, community mobilization drives, and the creation of a compendium of experiences and lessons learned by teachers and students during the period of the

pandemic. All of these activities served to build and to strengthen strategic partnerships between schools and their communities.

Honorable mentions of \$500 each were awarded to the Grenada Union of Teachers for its virtual panel discussion and social recognition activity and to the Ghana National Association of Teachers for its activity involving symposia and exhibitions of teacher work in various regions across the country.



STATEMENT OF OPERATIONS

For the year ended March 31,	2021				2020
	International Program	International Aid Fund	Imagineaction Fund	Total	Total
REVENUE					
Contributions					
CTF/FCE Member Organizations	\$ 209,381	\$ -	\$ -	\$ 209,381	\$ 1,059,611
Other	-	-	8,228	8,228	23,110
Global Affairs Canada	269,671			269,671	104,243
Investment Income	182,567	3,496	14,653	200,716	(53,080)
Value of Volunteer Services	-	-	-	-	1,014,444
Other	302	-	-	302	2,306
Total Revenue	661,921	3,496	22,881	688,298	2,150,634
EXPENSES					
Direct Program Costs					
Project Overseas	1,694	-	-	1,694	586,938
Teachers' Action for Learning	200,608	-	-	200,608	432,567
Simameni	273,345	-	-	273,345	104,287
Awards	-	2,000		2,000	2,000
Other Programs	-	-	22,881	22,881	19,679
Emergency Aid	-	-	-	-	-
Other Expenses					
Governance and Communication	183	-	-	183	10,894
Administrative Overhead	37,314	-	-	37,314	43,911
Value of Volunteer Services	-	-	-	-	1,014,444
Total Expenses	513,144	2,000	22,881	538,022	2,214,720
Excess (deficiency) of revenue over expenses for the year	\$ 148,777	\$ 1,496	-	\$ 150,273	\$ (64,083)

Please see the CTF/FCE Trust Fund audited financial statements and the accompanying notes for the year ended March 31, 2021, for more details.

The CTF/FCE Trust Fund was established by the CTF/FCE to enable members of the Canadian teaching profession to conduct special 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 Associate Organizations (AOs) and, once again in more recent years, funding from the Government of Canada. To provide services, the CTF/FCE Trust Fund depends on generous financial contributions from its 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 CTF/FCE 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.





**SPEAK TRUTH TO
POWER CANADA**



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