

TOGETHER REPORT 2016-2017





The Canadian Teachers' Federation (CTF) is the voice of Canadian teachers at both the national and international levels. As an active member of Education International (EI), CTF links Canadian teachers to a network of over 400 teacher organizations from 170 countries. As I attend meetings, whether organized by the Organisation for Economic Co-operation and Development, the United Nations or EI, I am always astonished to see the commonality of goals and interests among these organizations from all over the world: to promote children's physical and psychosocial well-being and learning, the status of women, women's safety, and women's leadership and participation in their organizations.

On the global stage, defending free quality public education was also the topic of important discussions this year. In support of EI's Global Response campaign to counter the commercialization and privatization of education, through its International Program, CTF helped finance an EI study led by Canadian researcher Curtis Riep from the University of Alberta. Last summer, as Curtis was investigating Bridge International Academies in Uganda, he was arrested by the authorities, detained and falsely accused.

Fortunately, thanks to the actions of the Uganda National Teachers' Union and EI, not only was Curtis Riep freed but the Ugandan government decided to close Bridge International Academies as they did not conform to national regulations. It would be a mistake to believe that the private sector's invasion of education is only happening in countries in the Southern hemisphere. One only needs to look at what is currently unfolding in the United States to realize that such is not the case.

We are not the only ones with concerns about this issue. In fact, the 57 Heads of State who participated in the Francophonie Summit in Madagascar in November 2016 asked the International Organisation of La Francophonie and the Conférence des ministres de l'Éducation des États et gouvernements de la Francophonie (Conference of Education Ministers of Francophonie States and Governments) to continue exploring and taking actions to promote institutional tools to efficiently regulate private actors in education. Also, through the Comité syndical francophone de l'éducation et de la formation (Francophone Labour Committee for Education and Training), CTF, together with 302 organizations from 38 Francophonie countries, signed a civil society's appeal against education commercialization in response to the unprecedented wave of education privatization worldwide. This appeal represents an exceptional mobilization of the Francophone civil society.

As well as global privatization, CTF has been active in Global Affairs Canada's review and public consultation process to renew Canada's international assistance policy and funding framework which began in June 2016. CTF participated in the process in a number of ways, and collaborated with other civil society organizations in emphasizing that education must be a cornerstone of Canada's international assistance. We state that CTF firmly believes a Canadian international assistance framework must place greater emphasis on education, and that we view education as a fundamental human right and a means to alleviate poverty and address each of the Sustainable Development Goals.

Following the consultation, the government released a summary report, "What We Heard". We also noted that many goals and approaches highlighted in the Review are components of the development cooperation work currently undertaken by CTF.

These efforts at maintaining the professionalism and integrity of the publicly funded teaching profession can only happen and continue with the support and solidarity of teachers worldwide. The Trust Fund will continue to report on this exciting work as we move forward in the coming year.

Heather Smith

A handwritten signature in black ink that reads "Heather Smith".





Our International and Social Justice Program continues to heighten in scope, depth and most importantly in value. As partners, as collaborators, as supporters, and as colleagues, we at CTF believe that a strong publicly funded public education system, rooted in the principles of universality, equity, responsiveness and accountability, is essential to sustaining and promoting democratic societies working for the good of all. That is the gem that is the International and Social Justice Program area at CTF. One built on beliefs and on action.

The cornerstone of our work lies in the 50 or so teachers who give so selflessly of their time to work every summer, alongside developing country colleagues, to refine teaching and learning strategies, and ensure quality education in publicly funded public schools. Launched 55 years ago, this program continues to change lives, both here and abroad. It continues to nurture respectful relationships, build on strengths and break down barriers.

Our work includes collaboration with partner organizations overseas. This year, in Haiti, Togo and Burkina Faso, we developed strategic plans to personalize teacher training and enhance partners' membership commitment to their organizations. Our support also includes community mobilization models being implemented by teacher organizations in Uganda and Ghana. Our beliefs and our work meld together to support partners' gender equality projects and women leadership within teaching organizations. They also support the professionalism of teachers and help make visible the role of teachers in the maintenance of democracy for every citizen, no matter where one lives.

We also believe that our work should offer relief when it is needed. Again this year, the world has had its share of tragedy, including Hurricane Matthew which hit Haiti at the beginning of October 2016. CTF Member organizations were invited to contribute to a CTF solidarity fund in support of Education International's (EI's) actions. By March 31, 2017, CTF had transferred \$66,800 to EI, which made it possible to provide psychological support to more than 600 teachers in the hurricane-struck regions and to establish an emergency response unit for 120 union activists, also members of the teaching profession, whose role will be to help and train other teachers before and after natural disasters. I would like to very sincerely thank all CTF Member organizations for their generous contributions to the solidarity fund.

Our beliefs include advocating for social justice issues, not only on the international front, but also at home, in Canada. We offer classroom teachers a richness of resources that contribute to the holistic development of students so they can become informed citizens of our communities, our country and our world.

This past year, interest has grown for both of CTF's pan-Canadian social justice programs and their supporting resources. Imagineaction (www.imagine-action.ca) and Speak Truth to Power Canada – Defenders for Human Rights (<http://sttpcanada.ctf-fce.ca>) have grown in terms of visibility and respect.

Two student voice booklets were introduced this year, helping teachers deal with complex societal issues that affect the classroom dynamic. *Mental Health Stigma: Challenging it together!* and *Truth and Reconciliation: What is it about?* both provide the spoken word from Grade 5 to 12 students across the country on the issue at the heart of the matter. Students want to know, and in response, students want to do. That's social justice. Igniting the spark of the question and seeing the flame grow into action.

I would like to take this opportunity to thank the staff of the CTF International and Social Justice Program for all the work accomplished this year. Together, we have risen to the challenges to make this year a success! I would also like to take this opportunity to mention that Program Officer Alex Davidson will be retiring in the coming months. The entire team joins me in wishing him health and happiness for the years to come!

A handwritten signature in blue ink that reads "B. Bergeron".

Brigitte Bergeron



TEACHERS' ACTION FOR LEARNING (TAL)

Rooted in the most promising practices of teacher professional development and international development cooperation, the CTF International Program, *Teachers' Action for Learning*, works in partnership with national teacher organizations around the globe to support teachers as professionals with the agency to make a tremendous difference in the on-going struggle for quality, inclusive, public education for all. Core funding is provided by CTF Member organizations with supplementary funding from other like-minded organizations and some personal donations. Work is coordinated with other national teacher organizations engaged in Education International (EI) development cooperation. Canadian teachers and teacher leaders from CTF Member organizations contribute invaluable assistance as volunteers, collaboratively planning and/or facilitating many workshops, in-services, and initiatives each year with CTF partner organizations in Africa, Asia, and the Caribbean.

The CTF International Program, *Teachers' Action for Learning*, consists of three program areas: *Teachers' Action for Teaching (TAT)*, *Teachers' Action for Gender Equity (TAGE)* and *Teachers' Action for Teacher Organizations (TATO)*. Activities in these program areas are carried out through Project Overseas and through other complementary support of the work being undertaken by CTF partner organizations overseas.

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

Chart A: CTF SUPPORT FOR OVERSEAS PARTNER PROJECTS																						
TEACHERS' ACTION FOR LEARNING	OVERSEAS PARTNERS																					
	AIPTF	AWEN	AWN	CNEH	DAT	EI LA	FENATEC	FESEN	GNAT	GTU	NTAL	PATC	SAARC	SNEA-B	SNESS	SKTU	SLTU ¹	SVGTU	SLTU ²	UNATU	UNNOEH	
TAT																						
TAGE																						
TATO																						
All India Primary Teachers' Federation (AIPTF) African Women in Education Network (AWEN) ASEAN Women Network (AWN) Confédération Nationale des Éducatrices et Éducateurs d'Haïti (CNEH) Dominica Association of Teachers (DAT) EI Latin America Women's Network (EI LA) Fédération des Syndicats de l'Éducation Nationale du Togo (FESEN)						Fédération nationale des travailleurs en éducation et en culture (FENATEC) Ghana National Association of Teachers (GNAT) Guyana Teachers' Union (GTU) National Teachers' Association of Liberia (NTAL) Pan African Teachers' Centre (PATC) South Asian Association for Regional Cooperation (SAARC) Syndicat national des enseignants africains du Burkina (SNEA-B)						Syndicat National des Enseignants du Secondaire et du Supérieur (SNESS) St. Kitts Teachers' Union (SKTU) St. Lucia Teachers' Union (SLTU ¹) St. Vincent and the Grenadines Teachers' Union (SVGTU) Sierra Leone Teachers' Union (SLTU ²) Uganda National Teachers' Union (UNATU) Union nationale des normaliens/normaliennes et éducateurs/éducatrices d'Haïti (UNNOEH)										

THE CTF TRUST FUND

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

CTF Trust Fund Trustees

Heather Smith, CTF President (NBTA)
H. Mark Ramsankar, CTF President-Designate (ATA)
Shelley Morse, NSTU
James Ryan, OECTA
Gilles Arsenault, PEITF
Carole Gordon, BCTF
Dianne Woloschuk, Non-voting member (EI)

MEMBER ORGANIZATIONS

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

CTF Members are generous in other ways as well. Beyond Project Overseas volunteers, Member organizations across the country also provide international resource persons, with expertise in various areas, to extend the work throughout the year. The chart below lists the 2016-2017 resource persons, their organizations, and the program areas in which they worked.

Chart B: Resource Persons from Member Organizations				
TAT Teachers' Action for Teaching				
TAGE Teachers' Action for Gender Equity				
TATO Teachers' Action for Teacher Organizations				
Resource Person	Member Organization	Teachers' Action for Learning Program Area(s)		
Claudia Guidolin	AEFO	TAT	TAGE	TATO
Simone Désilets	ATA	TAT	TAGE	
Carla Cuglietta	ATA		TAT	
Michael Beetham	ETFO		TAT	
Diane Lawler	ETFO	TAT	TAGE	
Patricia Munroe	ETFO		TAT	
Carla Pieteron	ETFO	TAT	TAGE	TATO
Anne Rodrigue	ETFO	TAT	TAGE	TATO
Burris Devanney	NSTU	TAT		TATO
Angela Banda	STF		TAT	
Devona Putland	STF		TAT	
Marie Quail	STF		TAT	
Destination Countries				
Burkina Faso	♦	Ghana	♦	Haiti ♦ India
Sierra Leone	♦	Togo	♦	Uganda

TEACHERS' ACTION FOR TEACHING (TAT)

PROJECT OVERSEAS

In 2016, Project Overseas was again a resounding success. Fifty-four teachers from 15 CTF Member organizations provided professional development programs with colleagues on 13 projects in 11 countries. Hundreds of teachers and thousands of students benefitted, and long term goals of overseas partner organizations were advanced, building sustainable professional services for teachers and school heads. It was Teachers' Action for Teaching at its finest.

Every year brings unique challenges to Project Overseas. In 2016 one person slipped and fell at the end of the project, damaged her ankle and had to be taken to hospital. Beyond this, there were no serious injuries, illnesses or incidents overseas. Two people withdrew this year in March and were replaced. A third person withdrew in May and it was not possible to find a replacement. The team continued with one fewer member and both the team and the partner made adjustments that allowed for very successful PD sessions.

The schedule for preparing PO teams was changed significantly in 2016. A webinar for team leaders was held in January, and the Team Leaders' Meeting in Ottawa took place at the beginning of April rather than mid-February. The Orientation length was shortened with team leaders arriving a day earlier to prepare for the arrival of team members. All of these changes proved to be positive and are being repeated in 2017.

This year saw the return of a team to Sierra Leone after an absence of two years due to Ebola and to Burkina Faso after an absence of five years. All projects were successful, often advancing the work of larger projects that continue throughout the year. Workshops continued to focus on various child-centered, active-learning methods and topics ranged from literacy and numeracy to physical education, and art. Workshops on health and gender equality were provided in every setting.

Canadian teachers found PO to be a tremendous PD experience. As teams left for their destinations following a very successful Orientation, they were confident and eager to make theirs a successful project. Much networking and collegial learning took place among overseas colleagues and the 54 Canadians.

As we move forward, PO 2017 will implement a variety of suggestions and innovations based on suggestions from previous team leaders and PO participants, building on successes and adapting to new realities.

OTHER INITIATIVES

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

TEACHERS' ACTION FOR GENDER EQUALITY (TAGE)

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

TEACHERS' ACTION FOR TEACHER ORGANIZATIONS (TATO)

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

CTF Overseas Partners	
Burkina Faso	Syndicat national des enseignants africains du Burkina (SNEA-B)
	Syndicat National des Enseignants du Secondaire et du Supérieur (SNESS)
Dominica	Dominica Association of Teachers (DAT)
Ghana	Ghana National Association of Teachers (GNAT)
Guyana	Guyana Teachers' Union (GTU)
Haiti	Confédération Nationale des Éducatrices et Éducateurs d'Haïti (CNEH)
	Fédération nationale des travailleurs en éducation et en culture (FENATEC)
	Union nationale des normaliens/normaliennes et éducateurs/éducatrices d'Haïti (UNNOEH)
India	All India Primary Teachers' Federation (AIPTF)
Liberia	National Teachers' Association of Liberia (NTAL)
Saint Kitts	St. Kitts Teachers' Union (SKTU)
Saint Lucia	St. Lucia Teachers' Union (SLTU) ¹
Saint Vincent	St. Vincent and the Grenadines Teachers' Union (SVG TU)
Sierra Leone	Sierra Leone Teachers' Union (SLTU) ²
Togo	Fédération des Syndicats de l'Éducation Nationale (FESEN)
Uganda	Uganda National Teachers' Union (UNATU)

Regional Partners

Education International (EI)
Pan African Teachers' Centre (PATC)
Comité syndical francophone de l'éducation et de la formation (CSFEF)

Women's Networks

African Women in Education Network (AWEN)
ASEAN (Association of South East Asia Nations) Women's Network (AWN)
EI Latin America Women's Network (EI LAWN)
South Asian Association of Regional Cooperation (SAARC)

CTF Member Organizations

Alberta Teachers' Association (The) (ATA)
Association des enseignantes et des enseignants franco-ontariens (AEFO)
British Columbia Teachers' Federation (BCTF)
Elementary Teachers' Federation of Ontario (ETFO)
Manitoba Teachers' Society (The) (MTS)
New Brunswick Teachers' Association (NBTA)
Newfoundland and Labrador Teachers' Association (NLTA)
Northwest Territories Teachers' Association (NWT TA)
Nova Scotia Teachers Union (NSTU)
Nunavut Teachers' Association (NTA)
Ontario English Catholic Teachers' Association (OECTA)
Prince Edward Island Teachers' Federation (PEITF)
Quebec Provincial Association of Teachers (QPAT)
Saskatchewan Teachers' Federation (STF)
Yukon Teachers' Association (YTA)

Affiliate Member

Ontario Teachers' Federation (OTF)

Associate Member

Syndicat des enseignantes et enseignants du programme francophone de la Colombie-Britannique (SEPF)

The CTF International Aid Fund was established to alleviate disaster and distress and provide material aid to overseas partners. It is managed within the Trust Fund as part of the charitable arm of CTF.

HURRICANE MATTHEW

On October 4, 2016, Haiti was again hit by a natural disaster of catastrophic proportions when Hurricane Matthew slammed into the island. The destructive effects left about 1.4 million people (12.9% of Haiti’s population) in need of humanitarian assistance. About 40% were children. The greatest damage was in the south-west near Jérémie, where Project Overseas took place in the summer of 2016.

CTF invited its Member organizations to contribute to a solidarity fund to support teachers of Haiti. The funds transferred from CTF to Education International were used to provide psychological support to more than 600 teachers in the hurricane-struck regions and to establish an emergency response unit for 120 union activists, also members of the teaching profession, whose role will be to help and train other teachers before and after natural disasters.



Participants from the department of Nippes (southern Haiti)

The first seminar took place in February 2017 in the department of Nippes where approximately 150 resident teachers participated. Three other seminars will be held in early spring for another 350 teachers, in three other regions affected by Matthew.



A participant presenting the work accomplished by his group

The training was offered by a team of six psychologists who discussed the following topics: definition of a natural disaster, psychosocial intervention, stress management, practical advice concerning the grieving process, importance of developing resilience and helping students cope with stress and loss.

INTERNATIONAL PROGRAM OFFICER ALEX DAVIDSON RETIRES

Our dear colleague Alex Davidson will be saying so long to us in November to start a new chapter in his life. Of course, we will miss him very much!

Alex is the living memory of the CTF International Program. What’s more, his writing skills, his knowledge of Africa and of our partners, as well as his mastery of the many processes involved in Project Overseas are just a few of the skill sets he has used to help the Program evolve and stand out over the years.

We will always remember Alex’s passion for every single aspect of his work in international cooperation, and in particular his unbridled enthusiasm at meetings held to prepare Project Overseas participants for their assignments.

Thank you Alex for your long-standing dedication to the CTF International Program!

May all your dreams come true, and may each day bring you joy and health. Happy retirement!

Brigitte, Pauline, Salwa

* * * * *

This is my last “official” contribution to the *Together Report*. After just over a dozen years with the CTF International team, I will soon retire. There have been many changes over this time, changes that apply not only here at CTF but also to the people and organizations I have worked with the world over. Oh, how many potential novels are in my head!

But change is common and to be expected. What is less common is consistency, and this is what really stands out for me as I look back. The consistency I have experienced at CTF springs from an organization with genuine, bedrock principles and enduring, cherished values. These have developed at CTF because there are so many here who have clear principles and values, and yet are also always willing to learn. This principled, valued openness is the foundation upon which much has been built. It is a hallmark of CTF Member organizations, has been demonstrated countless times by the hundreds of teachers who have volunteered for international assignments, and is the basis for strong relationships with international partners.

People underlie it all. If I have learned anything over the past twelve years, it is that mutual support and positive attitudes can overcome and transform just about anything. I leave this position with many more friends (some I count as heroes) in Canada and around the globe. Yes, as I adventure out I know this work has changed me. It has also strengthened me at the centre and enriched me with my own global family.



Alex Davidson

IMAGINEACTION FUND

The Imagineaction Fund supports a number of resources in the area of education and social justice.

IMAGINEACTION PROGRAM

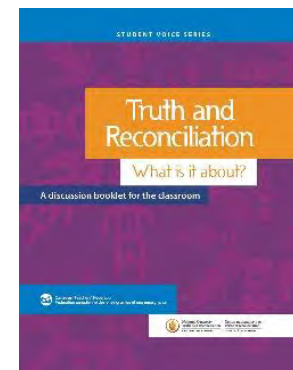
Imagineaction (www.imagineaction.ca) is designed to expand the student's classroom experience by fostering critical thinking leading to social action, resulting in sparking interest and passion for equity and fairness among citizens.



Launched in September 2010, 2,700 teachers have registered to access resources and small funding subsidies to support social justice issues relevant to school and local communities. To date, Imagineaction has funded 589 projects in every province and territory, in Anglophone, Francophone and Indigenous classrooms, impacting 170,000 students. As part of its resources, two new student voice booklets were introduced this year. **In six months, 14,800 copies of these new booklets were distributed to teachers across the country.**

Canadian teachers can build relationships to create mentally healthy communities that support recovery and social inclusion, and reduce discrimination. This student voice booklet presents some of the responses received from Grade 5 to 12 students across Canada who participated in facilitated discussions about mental health and stigma. Accompanied by lesson plans and supporting references and resources, *Mental Health Stigma: Challenging it Together!* is becoming a sought-after classroom resource.

Young people are already leading many of the conversations about reconciliation and social justice in Canada. They are ready to lead and they are looking to their teachers for information. *Truth and Reconciliation: What is it about?* gives all of us the opportunity to come together to keep our promises to survivors: the promise to be educated about what really happened in the residential schools, and about the strength and resilience of First Nations, Métis and Inuit people.



Find out more about these resources and view supporting lesson plans on www.imagine-action.ca.

SPEAK TRUTH TO POWER CANADA, DEFENDERS FOR HUMAN RIGHTS

CTF was invited to bring together a Canadian delegation to participate in the first of three summits held by the Robert F. Kennedy Human Rights. As head of the delegation, CTF invited its partners, the Canadian Museum for Human Rights, the Assembly of First Nations and the Inuit Tapiriit Kanatami to participate, and also put out a call to CTF Member organizations to invite five provincial and territorial professional development staff. The delegation had representation from the Elementary Teachers' Federation of Ontario, the Newfoundland and Labrador Teachers' Association, The Manitoba Teachers' Society, and the Syndicat des enseignantes et enseignants du programme francophone de la Colombie-Britannique.

The summit, held in July 2016, assessed the ongoing successes, challenges and synergy with Speak Truth to Power (STTP), both in Canada and in the U.S. It identified processes for making STTP a more systemic and self-sustaining program both here in Canada and in the U.S., and also developed a structure to mobilize the North American STTP network. At the Summit, it was clearly identified by all participants that the Canadian website is an effective model to facilitate the education of human rights. <http://sttpcanada.ctf-fce.ca>

It is important that we highlight Johnson's financial commitment for renewing its support to the Imagineaction Fund until 2022. Without their commitment, CTF would not be able to offer you these important, valuable, pan-Canadian resources.

NORM GOBLE AWARD

The Norm Goble Award was created in 2014 and is granted annually to a CTF development cooperation partner organization for its World Teachers' Day (WTD) activities. The award includes Can\$1,000 for the recipient organization to carry out its proposed activities.

CTF receives outstanding proposals each year from its partner organizations. In order to recognize a greater number of organizations, the Trustees approved the creation of up to two *honorable mentions* to be offered each year in addition to the award. These mentions are accompanied with Can\$500 for the recipient organizations.

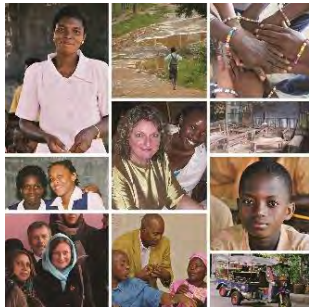
The 2016 award was offered to the Dominica Association of Teachers and one honorable mention was offered again this year to the Fédération des Syndicats de l'Éducation Nationale du Togo (FESEN).



VOLUNTEER RECOGNITION AWARD

Member organizations' engagement is a key element of CTF's International Program. Without the incredible contribution of many volunteers from our Member organizations, a great deal of our programming simply would not be possible. The Volunteer Recognition Award is conferred on a biennial basis to one recipient who has enhanced one or more CTF international projects by participating, over the course of a few years, in Project Overseas and/or other international initiatives. The Volunteer Recognition Award's recipient is someone who displays exceptional leadership, creativity and decision making skills.

This year, the award was given to Beverley Park of the NLTA and Nancy Kerr of the MTS. Both Beverley and Nancy are exemplary and active volunteers in CTF's International Program.



Beverley has contributed much energy, expertise and creative thinking to CTF's International Program for over 20 years. Her first experience, like so many others, was as a Project Overseas volunteer in 1994. As a resource person, Beverley has assumed numerous roles in various programs, including the John Thompson Leadership Program, programs for gender-friendly school environments, and support for South-South cooperation. She has also been a key planner and facilitator for the John Thompson Program in both Francophone and Anglophone countries in Africa and Asia. Furthermore, she has led the first CTF team to work with the Uganda National Teachers' Union in support of its development of a program for girls. This groundbreaking work resulted in UNATU's *Teachers' Action for Girls* (TAG) program, and Beverley was there for its inception in 2003. Her work in this area has also included the initiation of a gender friendly program with the FESEN in Togo.

Nancy Kerr has been a strong supporter of and participant in the CTF International Program for almost 20 years. In 1997, she was a Project Overseas volunteer to Tanzania and again volunteered in 2001 to Grenada. Over the past 10 years, she has been very instrumental in adapting a new version of the John Thompson Leadership Program in the Caribbean. Nancy has also been a key player working with CTF partners in the Caribbean on a number of John Thompson Leadership programs. In 2004, she worked as a CTF resource person in collaboration with the Caribbean Union of Teachers to develop training sessions in collective bargaining for teacher organizations in the region. Since then she has also contributed extensively to the development and implementation of the John Thompson program for Young Leaders. She has led teams, provided excellent leadership training and has contributed significantly to the development of new programs. Her ability to build connections and work with leaders of overseas partner organizations has helped strengthen and advance teacher leadership in the Caribbean and elsewhere.



BUDGET

CTF Trust Fund

International Program – Statement of Operations

For the year ended March 31

	2016				2015
	International Program	International Aid Fund	Imagineaction Fund	Total	Total
Revenue					
Contributions					
CTF Member organizations	\$ 831,868	\$ 11,600	\$ -	\$ 843,468	\$ 665,707
Other	11,222	7,500	40,509	59,231	124,355
Investment Income	(30,084)	(674)	(1,576)	(32,334)	34,062
Value of Volunteer Services	900,864	-	-	900,864	857,616
Other	2,834	-	-	2,834	327
Program	-	-	12,371	12,371	2,130
Total Revenue	1,716,704	18,426	51,304	1,786,434	1,684,177
Expenses					
Direct Program Costs					
Project Overseas	511,212	-	-	511,212	518,643
Teachers' Action for Learning	273,091	-	-	273,091	174,388
Other Programs	-	22,100	51,304	73,404	97,762
Other Expenses					
Governance and Communication	11,373	-	-	11,373	22,349
Administrative Overhead	43,993	-	-	43,993	41,679
Value of Volunteer Services	900,864	-	-	900,864	857,616
Total Expenses	1,740,533	22,100	51,304	1,813,937	1,712,437
Excess (deficiency) of revenue over expenses for the year	\$ (23,829)	\$ (3,674)	\$ -	\$ (27,503)	\$ (28,260)

Please see the CTF Trust Fund audited financial statements and the accompanying notes for the year ended March 31, 2016 for more details.

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

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

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

The Imagineaction Fund consists of contributions received for the Imagineaction program. The purpose of the fund is to provide opportunities to link curricula through critical thinking to community based projects aimed at transformation. Imagineaction is a kindergarten to grade 12 teacher platform that offers opportunities for school-community social action projects tied to the Imagineaction themes of Connect, Engage, Thrive, Lead, Live, and Care that foster the capacity for critical and creative thinking, and prepare students for active responsible citizenship in a democracy and to meet the formidable societal challenges ahead. The CTF Trust's role through CTF is to act as the host organization and secretariat for the program.