



2018 ANNUAL REPORT

Learning for a
Sustainable Future

LSF



L'éducation au
service de la Terre

LST

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Organizational Background

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Learning for a Sustainable Future® (LSF) is a Canadian charity founded in 1991. Working with businesses, governments, school boards, universities, communities, educators, and youth across Canada, LSF's programs and partnerships are helping students learn to address the increasingly difficult economic, social, and environmental challenges of the 21st century.

Our Team

LSF's team is comprised of a strong national board of directors, experienced staff and consultants from across the country, and graduate researchers from leading Canadian universities.

Our Value Proposition

To facilitate whole-systems change towards effective Education for Sustainable Development (ESD), LSF takes a vertically integrated, holistic approach focusing on ministries, school boards, educators, and learners.

Our Mission

LSF's mission is to promote, through education, the knowledge, skills, values, perspectives, and practices essential to a sustainable future.

Our Reach

In 2018, LSF reached over 225,000 Canadians through our programs.

Our Strategic Priorities:

- LSF works with governments, school boards, and system administrators to influence education policy that supports sustainability learning
- LSF convenes education, business and community leaders, parents, youth, and other stakeholders in round table dialogues to identify "what's worth knowing" about various sustainability themes and how to influence changes in practices
- LSF collaborates with teachers and faculties of education to make sure educators have core sustainability knowledge and the best teaching practices at their fingertips
- LSF engages students directly in becoming active, engaged, and responsible citizens

SUSTAINABLE DEVELOPMENT GOALS

LSF is supporting the implementation of the United Nations Sustainable Development Goals through our programs and partnerships.



Message from the Chair and President/CEO

Since 1991, Learning for a Sustainable Future has been leading Canada's efforts in Education for Sustainable Development (ESD), advancing education policy to embrace the principles of sustainable development, and supporting the transformation of teaching and learning to address 21st century global competencies.

2018 saw exciting shifts in education policy across Canada. There are efforts to frame the purpose of education in the context of citizenship, sustainability and wellbeing. There is an increasing focus on students acquiring global competencies and 21st century skills, including sustainability. Across the country, the United Nations 17 Sustainable Development Goals (SDGs) are providing an important new driver for Education for Sustainable Development.

As one of the most urgent issues facing global society, climate change represents an increasing challenge for education in Canada. How we deal with climate change

is a critical discussion which must actively engage teachers and, most notably, students. In 2018, LSF undertook Canada's first National Climate Change Literacy Survey in collaboration with Lakehead University and Leger Research Intelligence Group, with support from the Social Sciences and Humanities Research Council and the Canadian Teachers' Federation. The purpose of this national survey was to gain an understanding of current levels of knowledge and perceptions of climate change among the general public, parents, students, and educators, as well as to assess the education system's role in addressing climate change. Results of the survey will be shared with stakeholders in 2019.

In September of this year, LSF held the first Annual Dr. David V.J. Bell Memorial Lecture to commemorate LSF's late Chair, who served from 2006 until his passing in January 2017. The inaugural lecture was presented by The Honourable Elizabeth Dowdeswell, Lieutenant Governor of Ontario. Her Honour is LSF's Honorary Patron, was a dear friend of David's, and has

dedicated herself to advancing the Sustainable Development Goals. She delivered a passionate and engaging address focused on the role of education in implementing the SDGs to over 100 faculty, students, business leaders, community members, and David's family and friends.

Internationally, LSF took our programs to New Caledonia and Norway, sharing our learnings, resources, and professional development strategies with policy makers, educators, and youth. Planning is underway to expand these initiatives in 2019.

LSF engaged hundreds of thousands of educators, youth, decision-makers and stakeholders in advancing education for sustainable development. We are grateful to our Board of Directors, Honourary Advisors, staff, consultants, partners, and funders who enable us to **empower our children to change the world.**

We look forward to another year of inspiring new stories of youth creating change for our sustainable future!



A handwritten signature in cursive that reads "Susan Langley".

Ms. Susan Langley,
CHAIR

A handwritten signature in cursive that reads "P. Schwartzberg".

Ms. Pamela Schwartzberg,
PRESIDENT & CEO



Advancing Education Policy, Standards and Good Practice



Our Goal

Education policy, regulations, and operational frameworks that support Education for Sustainable Development (ESD).

Our Value Proposition

For ministries of education, faculties of education, and school boards who are charged with setting education policies, LSF serves as a research think tank to advance innovative education policies, standards, and good practice in support of ESD.



"The development of global competencies increases understanding of the global economic, social, political, technological and environmental forces that transcend national boundaries. This understanding is imperative in preparing students to live, work and contribute to a world that is increasingly interdependent."

Council of Ministers of Education, Canada

Our Stats

18

ministries engaged

27

faculties of education engaged

190

policy leaders engaged

LSF Generating Ideas: Janice's Story

I spent my childhood outdoors. Exploring was my natural state. As I was getting into trouble, going into natural spaces, and learning things from the real world (not just from pictures in books), I developed a great interest in systems. When you spend a lot of time outdoors, you start to understand that the earth is an integrated system and you start to be able to see the changes that are happening. That's where my focus on climate science comes from.

I first encountered LSF in about 2010. Their professional development caught my eye because, at the time, I was a classroom teacher with a passion for creating real-world experiences for my students. I had seen what was possible when I fostered partnerships between formal



education and the community where my students would one day become citizens, and I was looking for resources to support me. Since then, I have used LSF programs and resources with confidence, knowing that if they have included something, it must have value. The more I work with their organization, the more I realize that LSF walks the talk.

If, as a teacher, you're not committed to lifelong learning, you're in the wrong profession. There is certainly a lack of training (especially at the "generalist" K-8 levels) for teachers in complex and

multifaceted topics like climate science. But we as educators need to be willing to venture down these new roads—after packing our resource backpacks of course! LSF's professional development, teaching resources, and relevant Canada-based data will help our education system to address climate change and its impacts.

In my current position at the NB Department of Education and Early Childhood Development, supporting LSF's National Climate Change Survey is actually self-serving, because the metrics gathered will serve as a solid baseline for what we're doing well and for what we can improve. Policy is a reflection of society's values; if we have a better sense of those values, we can create better policy

to meet the needs of our citizens, including students and teachers.

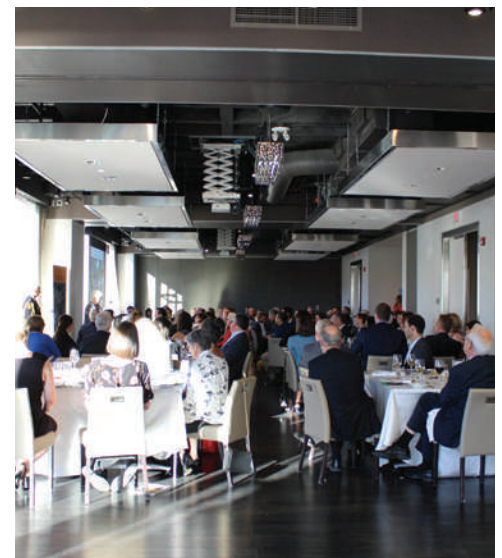
By collaborating with LSF, we're creating space for supporting our teachers. But beyond that, LSF's work aligns incredibly well with policy objectives from other departments, who are looking to education as one of the solutions to the "wicked problem" of climate change. It's not always about putting things into the curriculum; partnerships among different branches of the government, NGOs, and other players outside of the formal education system are essential. If we can leverage the

expertise and resources available to us, we can work together to create meaningful, real-world learning experiences that will prepare our students for the future.



"LSF's work aligns incredibly well with policy objectives from other departments, who are looking to education as one of the solutions to the 'wicked problem' of climate change."

*Janice Williams,
Learning Specialist, Science K-12,
NB Department of Education and
Early Childhood Development*



LSF's 16th Annual State of Education for Sustainable Development Gala

Reorienting Teaching & Learning



Our Goal

Educators with the tools and competencies to teach through an Education for Sustainable Development (ESD) lens.

Our Value Proposition

For teachers who are challenged with a crowded curriculum and not enough time, LSF has developed quality resources, including materials and supports, that save time and energize the classroom.

13 CLIMATE ACTION



"This Professional Development made me realize that incorporating climate change into my classes does not have to be complicated, it can be as simple as taking a walk outside. I am leaving with new ideas and resources."

Teacher, Kenjgewin Teg Professional Development Institute 2018

Our Stats

153,524

educators supported

80

school boards engaged

48

workshops delivered

821

Connecting the Dots books distributed

LSF Supporting Educators: Karen's Story

As an educator, I felt extremely lucky to have been able to participate in LSF's EcoLeague Youth Forum in October 2018. This sustainability-themed day provided more than your typical informational workshop; it targeted what is still missing in many classrooms: student-driven Action Projects that have a positive impact on our world.



To accomplish this goal, the workshop had separate sessions for teachers and students so that each could be specifically designed with its target audience in mind. Students spent the day being inspired by a range of hands-on breakout sessions that motivated them to discover an environmental issue that they were passionate about. Teachers were led through indoor and outdoor activities that added to their knowledge of the inquiry-based learning model.

A highlight of the day was the networking and sharing by teachers who inspired others with their

dedication to providing powerful learning activities for their students. The culminating activity was perfectly planned—empowered students stepped up as leaders and gave their “pitch” for an eco Action Project they wanted to implement at their school.

Our mandate as educators to provide our students with opportunities to engage in actions that deepen their understanding of global issues has never been more critical. One needs only to look to the daily bombardment of alarming news cycles to confirm that we need to embrace positive change. Education has a key role to play to help young people understand the complexity of environmental challenges, and students need to feel hopeful about the future. I would like to thank LSF for all of its work to inspire teachers and students to take action and urge all of us to be environmentally responsible citizens.



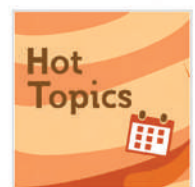
LSF Teacher Professional Development Workshop



“Education has a key role to play to help young people understand the complexity of environmental challenges, and students need to feel hopeful about the future.”

Karen Acton, Environmental Sustainability Lead, Upper Grand District School Board

Our Programs



Professional Development

Fostering Sustainable Communities - Linking Education to Action



Our Goal

Youth with the knowledge, skills, values, perspectives, and practices essential for a sustainable future.

Our Value Proposition

For learners who want to bring about positive and significant change in the world, LSF has developed quality programs that provide a real-world sustainability context to engage students in linking what they have learned to Action Projects in their schools and communities.

11 SUSTAINABLE CITIES AND COMMUNITIES



"I liked how it allows us to take what we learned back into our daily lives to improve our community and environment and it provided us skills to be leaders now and in our future."

Student, Fredericton Youth Leadership Forum

Our Stats

110

funded EcoLeague® Action Projects

2,411

teachers impacted by Action Projects & Youth Forums

61,184

students impacted by Action Projects & Youth Forums

650

projects featured on Our Canada Project™

LSF Empowering Youth: Student Stories

Okanagan Mission High School students, Kelowna, British Columbia

Our Sustainability class at Okanagan Mission High School in BC was frustrated with the lack of knowledge amongst our peers about global sustainability issues and the apathy most youth have towards acting to solve these issues. Together, we came up with an innovative entrepreneurial solution: Mission Roots Cafe. This in-school cafe is run and staffed by a team of 25 volunteers from grades 7-12, and it combines sustainable operations with a social enterprise structure that allows young people to make measurable change and become aware of their own power and agency. All proceeds from the cafe are donated to charities, which are selected by the students based on their transparency, traceability, and alignment with the UN Sustainable Development Goals. We also spread the word about reducing our own ecological footprints by using compostable cups and straws, composting coffee grounds and filters, and rewarding sustainable behaviours like bringing a reusable mug. In addition to raising over \$3,400 for charities this year, we gained practical experience and developed a multitude of business and interpersonal skills including accounting, supply relations, marketing, employee management, customer service, cooperation, responsibility, leadership, communication, time management, and more! We were honoured to be invited to share our story at LSF's annual gala on June 14, 2018 and to receive the first place LSF-RBC Our Canada Project Award.



Students from Okanagan Mission High School and their "Mission Roots Cafe" sustainable enterprise

Voice Integrative School students, Toronto, Ontario

We are the Grade 8 class from Voice Integrative School in Toronto, ON. In 2018, we participated in the Water Docs @ School Action Projects program offered by LSF & EcoLogos. We began the program by identifying a water issue that we were concerned about. For our water issue, we investigated how road salt can cause detrimental effects to our local environment and the implications road salt has for human and animal health.



A Voice Integrative School student collecting a river water sample for their road salt Action Project

We researched how using traditional road salt deteriorates roads and sidewalks. We examined runoff and collected and tested water samples from the Don Valley River. We compared these samples with tap water and discovered that there is an alarming amount of salt in the river. We conducted experiments using a natural alternative: beet juice! We compared it with road salt to melt ice and concluded that the results were similar. We initiated an awareness-raising campaign to educate community members about the benefits of beet juice and the negative effects of road salt. As part of the Water Docs @ School Program we created a documentary of our learning journey. We were excited to win Best Film at the final film recognition day!

12 RESPONSIBLE CONSUMPTION AND PRODUCTION



"We spread the word about reducing our own ecological footprints... and rewarding sustainable behaviours."

6 CLEAN WATER AND SANITATION



"We investigated how road salt can cause detrimental effects to our local environment and the implications road salt has for human and animal health."

Our Programs



Supporting Collaborative Initiatives, Networks & Champions



Our Goal

Stakeholders at all levels working together to support Education for Sustainable Development (ESD) innovation and advancement.

Our Value Proposition

For ESD leaders who are looking to advance innovation and strengthen cooperation for ESD, LSF showcases “bright spots” in innovation and builds relationships amongst stakeholders, influencers, leaders, and decision makers.

17 PARTNERSHIPS FOR THE GOALS



“HP has been a long time sponsor and partner of LSF. We chose LSF because of their holistic approach to transforming education—working at all levels and even internationally. This small but mighty organization really punches above its class and delivers on what they say they will.”

Frances Edmonds, Head of Sustainability, HP Canada

Our Stats

\$7,000

awarded to outstanding Action Projects

55

international jurisdictions engaged

285

community partners engaged

LSF Convening Stakeholders: Jason's Story

I'm proud to say that my wife is an elementary school teacher. Through the years, I've come to fully appreciate the role teachers play in shaping our children. In learning about LSF's approach, it's clear that teachers are crucial in providing students with the knowledge, skills, and experiences required for responsible citizenship and sustainability.

I've had a passion for sustainability for as long as I can remember. Many organizations think being more sustainable means too much added cost and effort, but in our experience at 3M, we've found the opposite to be true. Increasing global demand for finite resources leads to higher prices, so it makes sense to try to control—and reduce—your demand for those resources. Sustainability is also an increasingly significant driver in brand and employee value, while becoming a requirement for many of our customers' purchasing practices. As companies think about the future, considering sustainability is essential. But recognizing its importance is one thing; acting on it is another. The ability to develop and foster a culture of sustainability is critical.

From developing passion and curiosity in students and employees, to collaborating to discover innovative solutions to difficult challenges, LSF and 3M are very much aligned. We need the next generation of talent to be ready to



take the baton and take us forward. Each of us has a role to play, whether you are a community or business leader, educator, student, or parent. And that's why our partnership with LSF is so important to 3M.

By continuing to support the important work of LSF in facilitating dialogues, training teachers, and encouraging curiosity and creative problem solving in students, we can continue to make progress. I'm excited by the thought of people and industry, across all ages, working together to bring a more sustainable future within reach.



"Many organizations think being more sustainable means too much added cost and effort, but in our experience at 3M, we've found the opposite to be true."

Jason Grouette, Director of Sustainability, 3M Canada



Our Canada Project Youth Leadership Forum in Fredericton, NB

LSF Internationally: Ingrid's Story

As a Doctoral student at the Norwegian University of Life Science (NMBU) in Ås, Norway, I was a visiting scholar at York University in the fall of 2016. Sharing office space for 3 months with LSF allowed me to learn a lot about LSF and its programs and I even had the opportunity to participate in an inquiry-focused professional development workshop.



Upon my return to Norway I began working with the Norwegian Centre for Science Education – Sustainable Backpack program as well as the Faculty of Education at NMBU. I immediately saw opportunities for LSF to come to Norway and share experiences with my colleagues.

In May of 2018, the LSF team visited NMBU and the Sustainable

Backpack program to learn about our research and programs and share strategies for teacher and student engagement. LSF also had the opportunity to visit 3 schools that were engaged in sustainability Action Projects through the Backpack Program.

Planning began for a return visit of the LSF team to Norway in 2019 to continue the collaboration and meet with the Sustainable Backpack regional coordinators. A follow-up visit to Toronto by colleagues from NMBU and the Backpack Program is also planned for the fall of 2019.

Canada and Norway have so much in common with respect to our economies, culture and education systems. Working together to share best practice serves to strengthen our Education for Sustainable Development programs in both countries!



Students adopt endangered salamanders at Kjeller skole, Lillestrom, Norway

17 PARTNERSHIPS FOR THE GOALS



“Working together to share best practice serves to strengthen our Education for Sustainable Development programs in both countries!”

Ingrid Eikeland, Doctoral Student, Norwegian University of Life Science (NMBU)



Modelling teaching strategies with students in New Caledonia.

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Ontario Teachers' Federation
Canadian Teachers' Federation
Toronto, Ontario

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& BOARD DEVELOPMENT
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Community Based Researcher
Vancouver, British Columbia

Mr. Scott Yarrow

Vice President, Sustainability
Glencore Nickel
Barr, Switzerland

Financial Statements

As approved by the LSF Board of Directors on April 1, 2019

Balance Sheet
As at December 31, 2018

ASSETS	2018	2017
CURRENT ASSETS		
Cash	158,496	149,694
Short-term investments	694,701	507,355
Accounts receivable	11,645	43,011
Prepaid expenses	3,063	3,063
HST receivable	8,448	12,405
	876,353	715,528
EQUIPMENT	10,418	3,558
	886,771	719,086

LIABILITIES AND NET ASSETS	2018	2017
CURRENT LIABILITIES		
Accounts Payable and Accrued Liabilities	56,146	59,774
Deferred Contributions	216,221	130,882
	272,367	190,656

NET ASSETS	2018	2017
Internally Restricted	300,000	300,000
Unrestricted	314,404	228,430
	614,404	528,430
	886,771	719,086

SURPLUS	2018	2017
Surplus at the beginning of the year	228,430	221,234
Excess of revenue over expenses	85,974	7,196
SURPLUS AT THE END OF THE YEAR	314,404	228,430

Statement of Operations
For the year ended
December 31, 2018

REVENUE	2018	2017
Grants, contributions and donations	683,487	543,005
In-kind Donations	117,510	71,298
Registration Fees	50,754	64,750
Resource Revenue	3,867	8,529
Interest	7,689	3,717
	863,307	691,299

EXPENSES	2018	2017
Policies and Curricula	139,519	97,245
Capacity Building for UN Decade	35	6,383
Teaching Resources and Workshops	275,114	227,556
Youth Engagement	302,869	264,019
Administrative	59,796	88,900
	777,333	684,103
EXCESS OF REVENUE OVER EXPENSES	85,974	7,196

Current LSF Sponsors

Sustaining

3M Canada
BMO Financial Group
Glencore
RBC Foundation
Suncor Energy Foundation

Platinum

York University

Gold

Government of Ontario
TD Canada Trust Friends of the
Environment Foundation

Silver

Loblaw Companies Limited
The Co-operators

Bronze

ArcelorMittal Dofasco
Barrick Gold Corporation
Biodiversity Education and Awareness Network
Calgary Board of Education
Central Okanagan Public Schools
Domtar Inc.
Durham District School Board
Eastern Shores School Board
Ecologos
Edmonton Public Schools
Edmonton Catholic Schools
Elementary Teachers' Federation of Ontario

Employment and Social Development Canada
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Grand Erie District School Board
Gildan Activewear Inc.
HP Canada
Halton Catholic District School Board
Hastings & Prince Edward District School Board
Laidlaw Foundation
Natural Sciences and Engineering Research
Council of Canada
Niagara Catholic District School Board
Norton Rose Fulbright
Ontario Teachers' Federation
Ontario Teachers Insurance Plan
Ottawa Carleton District School Board
Ottawa Catholic School Board
Parks Canada
Pembina Pipeline Corporation
Peterborough Victoria Northumberland and
Clarington Catholic District School Board
River East Transcona
Rocky View Schools
Simcoe Catholic District School Board
Seven Oaks School Division
Sunrise School Division
Superior Greenstone District School Board
Toronto District School Board
Upper Grand District School Board
Winnipeg School Division
Whole Foods Market
York Region District School Board
Yukon Teachers' Association



Pollinator garden Action Project at Dalhousie Elementary School in Calgary, AB



Poses are red
Violets are blue
Save mother earth
& me and you
happy earth day

Drawings on the sign include a sad face, a heart, and a speech bubble.

***"If you are planning ahead 1 year, plant a seed.
If you are planning ahead 10 years, plant a tree.
If you are planning ahead 100 years, educate the people."***

*Hung Hsu,
Chinese Poet, 500 BC*