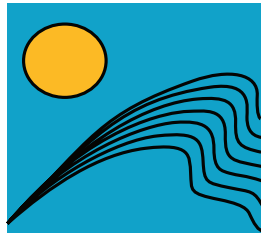


Learning for a  
Sustainable Future

**LSF**



L'éducation au  
service de la Terre

**LST**

## 2019 ANNUAL REPORT



**EMPOWERING OUR CHILDREN TO CHANGE THE WORLD**

343 York Lanes York University 4700 Keele Street North York, ON M3J 1P3 1.877.250.8202



[www.LSF-LST.ca](http://www.LSF-LST.ca)



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[@LSF\\_LST](https://twitter.com/LSF_LST)

# ORGANIZATIONAL BACKGROUND

## ORGANIZATIONAL BACKGROUND

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 2019, LSF reached over 250,000 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.

Our Resources for Rethinking (R4R.ca) database is now searchable by the 17 Goals.



# MESSAGE FROM THE CHAIR AND PRESIDENT/CEO

When Learning for a Sustainable Future (LSF) was founded in 1991 by the National Round Table on the Environment and the Economy, we were the Canadian pioneer in Education for Sustainable Development (ESD). At a time when few people were familiar with the terminology of “sustainable development” or its potential applications to society, LSF established a context for ESD and engaged Canadian educators and communities in a process of learning and action necessary to achieve a more sustainable future. LSF’s holistic approach to sustainability—addressing the interrelationships between a prosperous economy, social justice and the enhancement of the natural environment, for current and future generations—has continued to grow and gain further acceptance on a global basis.

Fast forward to 2019: sustainable development has become the overriding context for a worldwide response to threats to environmental, societal, and economic systems. The complexity of these challenges is great and escalating, including those related to poverty, food security, species loss, environmental degradation, social justice, Indigenous perspectives, and climate change. They are affecting the ability of the earth’s ecosystems to sustain our physical, economic, social and environmental needs. Education is being called upon

to prepare citizens around the world to meet these rising challenges. Canada has adopted the United Nations 17 Sustainable Development Goals (SDGs) that provide a plan of action for people, planet and prosperity. While SDG 4.7 focuses specifically on sustainable development education and global citizenship, each of the 17 SDGs has at least one target that involves learning, training, educating or at the very least raising awareness of core sustainable development issues. It is essential that we better equip youth with the knowledge, skills, values, perspectives and practices to create a new, more sustainable future.

Education is changing too, moving from traditional, information-transfer teaching to competency-based, transformative learning. In the fall of 2019 the Council of Ministers of Education, Canada released the Pan-Canadian Framework on Global Competencies. This framework has been endorsed by all Ministries of Education in Canada and demands learning that focuses on process as well as content. The competencies include: critical thinking and problem solving; innovation, creativity, and entrepreneurship; learning to learn and to be self-aware and self-directed; collaboration; communication; and global citizenship and sustainability.

Since LSF’s inception 29 years ago, education for sustainable development in Canada has evolved dramatically, thanks in part to LSF’s success in the integration of ESD into education policy, curricula, teaching and learning across the country. Both the UN Sustainable Development Goals and the Global Competency Framework align well with LSF’s four strategic priority areas, reinforcing LSF’s leadership in Canada to provide support to integrate the concepts and principles of sustainable development into education. With LSF’s strong track record of developing solutions to help empower our children to change the world, we are well positioned to help Canadian youth address the sustainability challenges of the 21st century and become “solutionaries.”

*As we write this message in March 2020, we are in the depths of the COVID-19 pandemic. The virus is impacting our physical, social and economic sustainability. We acknowledge all of those in Canada and around the world who are working to mitigate that risk. LSF has responded to this new reality with the development of online resources and support for parents and the education system to continue to engage and empower our children in this very challenging time. Learn more at our website [www.LSF-LST.ca](http://www.LSF-LST.ca).*



A handwritten signature in black ink that reads "Susan Langley".

Ms. Susan Langley,  
CHAIR

A handwritten signature in black ink that reads "P. Schwartzberg".

Ms. Pamela Schwartzberg,  
PRESIDENT & CEO





# ADVANCING EDUCATION POLICY, STANDARDS AND GOOD PRACTICE

## OUR STATS

17

ministries engaged

21

faculties of  
education engaged

220

policy leaders  
engaged

## 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.



Dr. Bruce Lourie delivers the 2019 Dr. David V.J. Bell Memorial Lecture

13 CLIMATE  
ACTION



*"I commend your organization on its commitment to supporting climate change education, and I thank you for your interest in collaborating with our government to ensure Alberta's students have opportunities to become climate change literate."*

*Adriana LaGrange, Minister, Alberta Education*

# LSF GENERATING IDEAS: JONATHAN'S STORY



Jonathan Hayes has been an educator for 23 years. A student once asked him what he teaches. His response? "I teach students."

He was more concerned with the methods and outcomes of his students' learning than the specific course topics. For Jonathan, education—and especially sustainability education—is about much more than knowledge. Sustainability education teaches students to hone their critical thinking skills, to evaluate evidence and make well-informed decisions, to understand systems, to solve problems and to understand the impacts of their actions. In effect, it teaches them higher-order thinking and fosters the development of global competencies.

In our rapidly changing world, where students are constantly faced with new technologies, new climate challenges, or even new global pandemics, information shifts too quickly for it to be the central focus of education; the best approach now is to focus on competencies. Luckily, there is a drive in Jonathan's home province of PEI, as well as across Canada, to move towards competency-based education.

While this policy shift is encouraging, it takes time and guidance for practice to change on the ground. In summer of 2019, Jonathan was invited by his New Brunswick counterpart to observe a LSF professional development (PD) Institute for Fredericton teachers. By noon on the first day, his thinking had shifted from if he should get LSF to come to PEI to when he could get LSF to come to PEI! He was deeply impressed by the interplay between the context of climate change and the transformative teaching methods modeled in the Institute.

One goal of the PD was to have teachers better understand climate science and data, which in Jonathan's view was certainly met. He is quick to point out, however, that climate change and sustainability education does not only belong in high school science class; it is the responsibility of multiple subjects and grade levels to provide a deeper, more contextualized, more authentic understanding of these complex issues. That is where LSF's PD methodology is set apart from the crowd: the Institutes help educators identify "entry points" in existing

***"LSF's PD methodology is set apart from the crowd: the Institutes help educators identify 'entry points' in existing curricula across all grades and subjects for incorporating climate change and sustainability education"***

*Jonathan Hayes,  
Science and Innovation Leader,  
PEI Department of Education  
and Lifelong Learning*

curricula across all grades and subjects for incorporating climate change and sustainability education, and we model ideas for how teachers can carry this out.

Policymakers like Jonathan can influence curriculum and education policies towards competency-based and sustainability-focused education, but this work does not end when the policy is created; Departments of Education must also support teachers in implementing these policies in their classroom practice. Jonathan's fostering of a partnership between his Department and LSF (as well as the PEI Climate Change Secretariat and the UPEI Climate Lab) is a prime example of how our organization can help turn policy into practice and directly support education that prepares students for a climate-altered future.



Guests at LSF's 2019 Annual State of Education for Sustainable Development Gala



# REORIENTING TEACHING AND LEARNING

## OUR STATS

**182,020**

educators supported

**345**

school boards  
engaged

**42**

workshops delivered

**829**

Connecting the Dots  
books distributed

## 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.



Educators model a Knowledge Building Circle at a LSF professional development Institute

**15** LIFE  
ON LAND



*"Today, I took my class outside first thing to notice what was around them. We huddled like penguins and listened and looked. We then took walks by ourselves to use our senses to notice what was going on. Inside, we reflected on what we noticed and wrote/drew in "Notice and Note" journals. My plan is to do this each week."*

*Teacher, Wikwemikong First Nation (following participation in LSF's professional development Institute)*

# LSF SUPPORTING EDUCATORS: NANCY'S STORY



reflected in the teaching practice at Nancy's school. While individual actions are important and one of the simplest places for teachers to begin tackling sustainability issues, students need to go beyond recycling and start looking at the root causes of the issues behind the climate crisis.

***"Students need to go beyond recycling and start looking at the root causes of the issues behind the climate crisis."***

*Nancy Janelle,  
Principal, Seven Oaks Met  
School, Manitoba*

Nancy Janelle is the principal of a rather remarkable school in Winnipeg. The Seven Oaks Met School (the first Met School in Canada!) is part of the international Big Picture Learning organization, where learning is student-driven and experiential, done primarily through internships and hands-on projects.

So when Seven Oaks Met students started attending LSF Youth Forum events in 2016, they were already ahead of the curve. The Forums are focused on learning through Action Projects, providing inspiration and skills to empower students and tools and strategies to support teachers. The Seven Oaks Met team may have been well on their way in terms of Action Project learning, but what has kept them coming back for the past 4 years is the sense of community.

At the Youth Forums, passionate teachers connect with other like-minded educators in their area. Nancy sees this collaboration as crucial—there's power in numbers! It's only by working together that these individual champions can enact a broader change.

This emphasis on collective action is

Exploring the root causes of global sustainability challenges can unearth some big, tough questions, which have the potential to be overwhelming for students—the global political economy, capitalism, and the dependence on fossil fuels are well beyond the influence of a 15 year old! But Nancy emphasizes the importance of empowerment. Just as individual actions like bringing a reusable mug or taking shorter showers can give students a sense of agency, collective action is a way to empower young people to become a part of the change and have their voices heard. Even a student too young to vote can engage in political action: write letters, sign petitions, attend protests and rallies, and rally others to take action.

Seven Oaks Met Students in particular are engaging in collective action in many inspiring ways. Last year, a student-organized "Strut for Shoal", a fashion show and benefit concert, raised over \$7,000 for Shoal Lake 40 First Nations' water crisis. This year, "Strut for Solar" will fund the Met

School's transition to renewable energy. Using the data from LSF's climate change survey, Met School students brought together students from eight other schools in the division to petition their Board of Trustees to declare a climate emergency and commit to taking significant climate action. These students are an excellent reminder that the big issues don't need to leave youth feeling powerless.



*Educators model a team-building activity at a LSF professional development Institute*

## OUR PROGRAMS



## Professional Development



# FOSTERING SUSTAINABLE COMMUNITIES - LINKING EDUCATION TO ACTION

## OUR STATS

194

funded EcoLeague®  
Action Projects

3,880

teachers impacted  
by Action Projects &  
Youth Forums

97,000

students impacted  
by Action Projects &  
Youth Forums

825

projects featured on  
Our Canada Project™

## 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.



Students from Vedder Elementary in Chilliwack, BC



***"There's a big misconception out there that says that youth are the future of our planet. That's not true. Youth are the present, and can make a difference today, right now."***

*Student,  
Fredericton Youth Leadership Forum*



# LSF EMPOWERING YOUTH: GRACE'S STORY



to Barrie, a larger city nearby, to participate in her first climate strike in the fall. She did not realize that there was one already going on in her hometown of Orillia, organized in part by LSF consultant Dr. Ellen Field. When Grace heard about the Orillia event, she reached out to Ellen. Eager to promote a stronger student leadership presence, Ellen welcomed Grace into the organizational team.

LSF fans may also recognize Grace from the video for our Canada, Climate Change and Education survey, where we interviewed her about her views on climate change education.

"I don't think that the education system is doing enough to teach us about climate change," she says in the video. She thinks something that many people don't understand is that it can be related to any topic students are already learning in school. "If sustainability were applied to a larger variety of things that we learn every day, people would better understand how big an issue it really is," she says.

For Grace, her climate change education beyond the "eco-rangers" course has amounted to a small unit in a geography class. Otherwise, she says, it's relegated to extracurriculars and has to be sought out by students who are already interested in the topic. "People think the one environmental science class at school will take care of it," she says, "but if we don't start learning about climate change now, it will be too late."

Until climate change education becomes a mandatory part of school, Grace urges other young people to take initiative, starting with their own actions: "if people see you making conscious decisions, it will sway them to make a change for the better. The more growth we see through these actions, the bigger change we'll see overall."

***"If sustainability were applied to a larger variety of things that we learn every day, people would better understand how big an issue it really is"***

*Grace Long, Student,  
Patrick Fogarty CSS, Ontario*

Grace Long, like so many others, credits her passion for sustainability to a single class. In grade 11, she was part of a pilot multi-credit "eco-ranger" course combining environmental science and world religions. This course, run by teacher Jeff Cole, started Grace down the path she is on today.

Though she is only 17 years old, Grace has already become something of a public figure in her area due to her leadership role in the student-run climate strikes. Eager to be a part of the global movement, Grace travelled



*Student at St. James Collegiate in Winnipeg, MB*



*Student at J G Workman Public School in Toronto, ON*

## OUR PROGRAMS



# SUPPORTING COLLABORATIVE INITIATIVES, NETWORKS AND CHAMPIONS

## OUR STATS

**\$7,000**

awarded to outstanding  
Action Projects

**54**

international  
jurisdictions engaged

## 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.



LSF display at an Ontario Tech University event



An exhibition of student photography depicting the UN Sustainable Development Goals, created in collaboration with LSF, The Office of the Lieutenant Governor of Ontario, and the Aga Khan Museum

**17** PARTNERSHIPS  
FOR THE GOALS

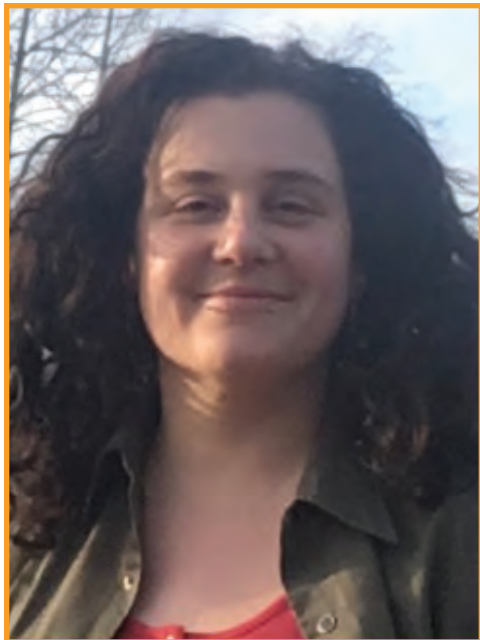


***“For better or for worse, action against climate change has brought people and communities together to fight for a common goal: a sustainable future. This fosters the ability to have a relationship with the natural world and to each other as humans on Earth.”***

*Participant Atlantic Knowledge Mobilization Session*



# LSF CONVENING STAKEHOLDERS: TZOMI'S STORY



When asked who has a main role in improving sustainability education in Canada, Tzomi Burkhart does not hesitate before answering “sustainability non-profits.” Tzomi describes seeing these organizations “going out with so little funding and so few resources yet still managing to completely change the lives of the students and teachers they work with.”

Tzomi’s position with the New Brunswick Environmental Network’s (NBEN’s) Sustainability Education Alliance (SEA) makes sense, then, as SEA exists to boost what other sustainability non-profits do. SEA’s 600+ members include non-profits, teachers’ organizations, school districts, youth organizations, government, academics and researchers, small businesses and Indigenous groups, all of whom are invested in sustainability education in New Brunswick and beyond.

LSF was instrumental in forming SEA as part of the United Nations Decade of Education for Sustainable Development that began in 2005. Our two organizations have worked alongside each other ever since. Most recently, NBEN helped LSF launch the regional

results of our Canada, Climate Change & Education survey at a Knowledge Mobilization Session in New Brunswick. The session drew a diverse group of stakeholders from the Atlantic provinces and the discussion and interpretation of the results started a real conversation about climate change education and action in the region. According to Tzomi, the survey results had a big impact in shaping SEA’s programming in particular.

Insights from LSF’s survey revealing a lack of climate change understanding in the general public and a feeling of unpreparedness among teachers drastically changed the path SEA was taking. They had assumed that most people had a basic understanding of the mechanics of climate change, but LSF’s survey indicated a high demand for information that was easily digestible and easily translatable from teachers to students. As a result, SEA decided to start offering “Climate Change 101” workshops and webinars geared towards educators.

***“LSF was instrumental in forming SEA as part of the United Nations Decade of Education for Sustainable Development that began in 2005. Our two organizations have worked alongside each other ever since.”***

*Tzomi Burkhart, Program Coordinator, New Brunswick Environmental Network*

This focus on informing educators is crucial. Tzomi says, “people think sustainability is a niche topic, put off to the side until after we do our math or our science.” But with just a little sustainability knowledge, the right tools, and a bit of will, they think teachers can start teaching everything through a sustainability lens and will quickly see the benefits of this approach. When kids are taught in a real-world context and connected to nature, lessons become more hands-on, more engaging, more beneficial to mental and physical health, and more conducive to building a generation of young people that care deeply about the earth.

For Tzomi, the biggest challenge is breaking down the assumption that this type of learning is hard to fit into the curriculum. And for SEA, this means connecting educators with sustainability non-profits like LSF who have the expertise and tools to help them.



*Students at a LSF workshop in New Caledonia*

# CANADA, CLIMATE CHANGE AND EDUCATION

Climate change is one of the most complex and wide-reaching challenges facing humankind today. Reducing the impacts of climate change and moving Canada toward resilience and adaptability for climate impacts will require substantial changes at all levels of Canadian society. It is critical that Canadians understand climate change causes, impacts and risks. An educated public, including youth, is essential to driving the required transformation.

Learning for a Sustainable Future (LSF) and Dr. Ellen Field, Principal Investigator, Lakehead University, in collaboration with Leger Research Intelligence, with support from Social Sciences and Humanities Research Council, completed a comprehensive survey of 3,196 Canadians to establish Canada-wide baseline data reflecting Canadians' knowledge and understanding of climate change, perspectives on risks, and views on the role of schools and climate change education. The survey also provides a nationally unprecedented report of climate change education teaching practice. The survey collected responses from 1,231 teachers (from across K-12 grades), 571 parents, 486 students in Grades 7-12, and 908 members of the general public. The final report, *Canada, Climate Change and Education: Opportunities for Public and Formal Education*<sup>1</sup>, is available at [www.LSF-LST.ca/cc-survey](http://www.LSF-LST.ca/cc-survey).

## HIGHLIGHTS

- The majority of Canadians are certain that climate change is happening, believe there are risks to people in Canada, and are concerned about the impacts of climate change
- 43% of Canadians failed the 10-question climate change knowledge quiz and 86% agree they need more information on climate change
- 2/3 of Canadians have reported taking actions to reduce their personal contribution to greenhouse gas emissions
- Only 30% of Canadians think that new technologies will solve the problem without individuals having to make big change
- 79% agree that, while personal actions are important, systemic change is needed to address climate change
- Canadians agree that more should be done to educate young people about climate change
- While limited class time is currently spent on climate change content, educators believe climate change education is the role of all teachers
- Most educators feel they do not have the knowledge and skills to teach about climate change
- Educators say they need professional development, classroom resources, current information on climate science and curriculum policy, and access to national/provincial climate data
- Students are a key group to target as 46% understand that human-caused climate change is happening, but they do not believe that human efforts will be effective

13 CLIMATE ACTION



***"I would like to thank you for sharing the report from your recent climate change survey. This is indeed a very important topic, and we are happy to see that you have been able to present pan-Canadian survey findings in addition to regional variations across the country."***

*Brennen Jenkins, Manager Strategic Initiatives  
Council of Ministers of Education, Canada*

Armed with this new research, LSF will expand our professional development initiatives and provision of classroom resources. We aim to support educators and students as they tackle climate change issues through Action Projects that provide invaluable learning opportunities while creating positive impacts.

<sup>1</sup>Field, E., Schwartzberg, P. & Berger, P. (2019). *Canada, Climate Change and Education: Opportunities for Public and Formal Education* (Formal Report for Learning for a Sustainable Future). Retrieved from: (<http://www.LSF-LST.ca/cc-survey>)



Student at Willway Elementary in Victoria, BC



# BOARD OF DIRECTORS

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Former Secretary Treasurer  
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Canadian Teachers' Federation  
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Chairman  
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Sydney, Nova Scotia

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Vice President, Sustainability  
Glencore Nickel  
Barr, Switzerland

# FINANCIAL STATEMENTS

As approved by the LSF Board of Directors on March 25, 2020

Balance Sheet  
As at December 31, 2019

ASSETS	2019	2018
<b>CURRENT ASSETS</b>		
Cash	120,419	158,496
Short-term investments	957,535	694,701
Accounts receivable	3,942	11,645
Prepaid expenses	3,063	3,063
HST receivable	9,486	8,448
	1,094,445	876,353
<b>EQUIPMENT</b>	8,078	10,418
	<b>1,102,523</b>	<b>886,771</b>

LIABILITIES AND NET ASSETS	2019	2018
<b>CURRENT LIABILITIES</b>		
Accounts Payable and Accrued Liabilities	35,760	56,146
Deferred Contributions	406,303	216,221
	<b>442,063</b>	<b>272,367</b>

NET ASSETS	2019	2018
Internally Restricted	300,000	300,000
Unrestricted	360,460	314,404
	660,460	614,404
	<b>1,102,523</b>	<b>886,771</b>

SURPLUS	2019	2018
Surplus at the beginning of the year	314,404	228,430
Excess of revenue over expenses	46,056	85,974
<b>SURPLUS AT THE END OF THE YEAR</b>	<b>360,460</b>	<b>314,404</b>

Statement of Operations  
For the year ended  
December 31, 2019

REVENUE	2019	2018
Grants, contributions and donations	671,655	683,487
In-kind Donations	111,408	117,510
Registration Fees	25,959	50,754
Resource Revenue	4,061	3,867
Interest	13,407	7,689
	<b>826,490</b>	<b>863,307</b>

EXPENSES	2019	2018
Policies and Curricula	175,997	139,519
Capacity Building for UN Decade	--	35
Teaching Resources and Workshops	208,376	275,114
Youth Engagement	340,126	302,869
Administrative	55,935	59,796
	<b>780,434</b>	<b>777,333</b>
<b>EXCESS OF REVENUE OVER EXPENSES</b>	<b>46,056</b>	<b>85,974</b>



# CURRENT LSF SPONSORS

## Sustaining

3M Canada  
Glencore  
RBC Foundation  
Suncor Energy Foundation

## Platinum

Government of Canada  
York University

## Gold

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  
Cadillac Fairview  
Climate Impact  
Domtar Inc.  
Ecologos  
EcoSuperior Environmental Programs  
Elementary Teachers' Federation of Ontario  
Gildan Activewear Inc.  
Government of Ontario  
HP Canada  
Halton Catholic District School Board  
Halton District School Board  
Hastings & Prince Edward District School Board  
Ivey Foundation  
Keewatinook Okimakanak Board of Education  
Lester B. Pearson School Board  
Mamawmatawa Holistic Education Center  
New Brunswick Environmental Network  
New Brunswick Department of Education and Early Childhood Development  
Norton Rose Fulbright

Ontario Teachers' Federation  
Ontario Teachers Insurance Plan  
Pembina Pipeline Corporation  
Peterborough Victoria Northumberland and Clarington Catholic District School Board  
Thames Valley District School Board  
Upper Grand District School Board  
Whole Foods  
Wikwemikong Junior School  
York Region District School Board



Students at John Taylor Collegiate in Winnipeg, MB



***“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*

