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Since its inception in June 1991, LSF has received cash and in-kind contributions from:

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Industry Canada
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Notes:

- This list includes donations of \$5,000 and more
- All donors are listed on LSF's website at www.schoolnet.ca/future/about/donors/content.htm.



Annual Report 2002



Message from the Chair of the Board

The year 2002 was an outstanding year for LSF. The goals that were set in 2001 are now bringing the organization to a new level of vigour, pan-Canadian programme delivery, and financial and organizational strength.

In 2001 we set an organizational goal to have program and/or project activities in every province and territory in Canada by the end of 2003.

...bringing the organization to a new level of vigour, pan-Canadian programme delivery, and financial and organizational strength.

LSF is very pleased to report that we achieved this goal a full year in advance. We have provided workshops to over 750 teachers, 800 students and 175 community members and facilitated delivery of Sustainable Development Education (SDE) programs to over 45,000 students across Canada.

In addition to enhancing LSF's support for Sustainable Development Education activities across the country, we have also built our financial and organizational strengths. In November 2002, we amalgamated LSF's head office with the Ontario office of LSF, located on the campus of York University in Toronto. York University provides an ideal environment to foster knowledge of sustainability and education, and gives LSF access to a range of undergraduate and graduate students. We greatly appreciate York University and The York Centre for Applied Sustainability's support for, and recognition of, LSF as the leading pan-Canadian organization focused on sustainable development education.

LSF held its first "Annual State of Sustainability Education" symposium in November of 2002. Stan Shapson, Vice President, Research, York University, shared with participants York's vision for sustainability as one of four major research foci for the University. David Bell, Director, York Centre for Applied Sustainability and Chair, LSF Audit Committee, provided an historical overview of sustainability and the role of education. Charles Hopkins, UNESCO Chair, Sustainability Education, York University, spoke about his work at the international level to engage the 60 million teachers worldwide in reorienting teacher education to address sustainability. He highlighted the importance of the UN Decade of Sustainable Development Education from 2005 – 2015 as an opportunity to raise the level of public understanding and support

for SDE. Alain Pélissier, Secretary Treasurer of the Québec Teachers' Federation (CSQ), spoke about the Établissement Vert Brundtland (EVB) program in Québec and his participation at the World Summit on Sustainable Development held in Johannesburg in August 2002. The Honourable Chester Gillan, Minister P.E.I. Department of Education, shared his perspectives on Canada's role in SDE and the *Framework for Environmental Learning and Sustainability* that was presented in Johannesburg. He acknowledged the enormous challenges and opportunities for LSF to support and provide leadership to this initiative in Canada.

A notable achievement for LSF this year was the hiring of Ms. Pamela Schwartzberg as the new Executive Director. Pamela is a leading expert in the field of sustainable development education, with over 20 years of experience. She has been instrumental in pioneering many of the unique SDE programs, which LSF currently delivers, including the Hurley Island Project on-line credit courses and the Sustainable Community Initiatives, which link education to youth action.

LSF's financial statements have indicated significant improvement over 2001. Revenues increased to \$1,105,000, a 25% increase over 2001 activities, and administrative expenses were cut by 30% to \$90,000. We obtained a surplus of revenue over expenses of approximately \$37,000. This is an improvement of \$155,000 over the loss of \$120,000 in 2001.

With a clear vision and mission for the organization, a committed Executive Director in place, and a stronger financial base secured, LSF is now well positioned to build toward the future. We look forward to continuing to work with a supportive Board of Directors and committed LSF staff. We hope to strengthen our board by inviting representatives from all sectors, including educators and youth.

A notable achievement for LSF this year was the hiring of Ms. Pamela Schwartzberg as the new Executive Director... a leading expert in the field of sustainable development education, with over 20 years of experience.

On a personal note, I enjoyed my role throughout this past year as Chair and part-time Acting Executive Director. It was most rewarding to work with the LSF Board, staff and consultants. I appreciate everyone's contributions including our audit/governance committee and the many directors who were called upon numerous times to lend support and guidance as the year progressed. I am pleased to continue serving as the organization's Chair.

Mr. Andrew T.B. Stuart, CHAIR

Message from the Executive Director

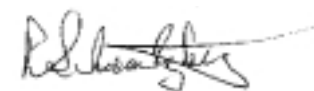
It was with great honour that I accepted the position of LSF's Executive Director in December 2002. After seven years of working with LSF to establish and deliver the Sustainable Development Education (SDE) programs in Ontario, I am excited to be able to build on these successes and to enhance the delivery of LSF's programs nationwide.

It is an exciting time for SDE in Canada. When LSF began its activities in 1991, sustainable development was a new term to most people. At the United Nations Conference on Environment and Development in Rio in 1992, the international community adopted Agenda 21, a blueprint for action for sustainable development. Education was acknowledged as a key element for achieving a sustainable future. Over the past eleven years LSF has played a major role in supporting SDE in Canada. LSF has influenced curriculum policy and development (K through 12) across Canada, to advance the knowledge, understanding and adoption of sustainable development concepts, principles and practices. It has provided support for educators and students through workshops, and the development of materials and classroom resources. LSF has strengthened the capacity for students to take action in their communities through the delivery of Sustainable Community conferences. LSF has created and supported a series of innovative SDE programs including the Hurley Island Project on-line credit courses and the Green Street Program. And finally, LSF has created and supports networks of educators, youth, businesses, governments and other non-government organizations that are committed to life-long learning for a sustainable future.

This year, LSF's contribution to SDE in Canada was acknowledged by the Government of Canada in the *Framework for Environmental Learning and Sustainability*. This document was built on the National Consultation on Environmental Education and Sustainability, led by Environment Canada, and reached over 5,500 Canadians. It was presented to the World Summit on Sustainable Development in Johannesburg in August 2002 in support of Canada's commitment under Chapter 36 of Agenda 21. LSF's role as an early adopter and supporter of SDE was showcased, as well as our Action Plan for moving SDE forward in Canada. We look forward to partnering with the federal government and other stakeholders on the implementation of this Framework.

In late 2002, the UNESCO General Assembly recommended that a Decade of Education for Sustainable Development be adopted worldwide, starting in 2005. This international focus on SDE presents exciting opportunities to celebrate LSF's programs and activities.

Over the next three years, LSF will continue to build our portfolio of activities in the four program areas to ensure opportunities are provided for teachers and students across Canada to pursue the knowledge, skills, values and tools that empower individual decision-making and action toward a sustainable future.



Ms. Pamela Schwartzberg
EXECUTIVE DIRECTOR



Vision

Through education, LSF is committed to a sustainable future in which protection of the natural environment, economic prosperity and social justice are pursued simultaneously to ensure the quality of life of present generations and secure the well being of generations to come.

MISSION

LSF will lead and advance knowledge, understanding and adoption of sustainable development practices in Canada by influencing curriculum development and policies for grades K through 12, and the professional development of educators. We will also facilitate the creation of partnerships and community based networks composed of educators, students, community and business representatives, and individuals.

LSF IS A UNIQUE PAN-CANADIAN NGO THAT:

- Promotes, through education, the knowledge, skills, attitudes and values essential to a sustainable future
- Promotes a balanced approach to sustainability that empowers individual decision making actions
- Applies an integrated framework that creates local involvement and leadership opportunities for its stakeholders to accelerate the process of achieving a sustainable future through education
- Carries out its mission in a transparent, accountable and credible fashion to its stakeholders



Activities in 2002

In 2002, LSF continued to develop and deliver its sustainable development education programs and activities across Canada. LSF's core program strengths are linked in an Integrated Framework, that includes four areas:

1. *Advancing Education Policies and Curricula*
2. *Supporting Sustainable Development Education for Youth and Educators*
3. *Creating Sustainable Communities – Linking Education to Action*
4. *Providing Enhanced Sustainable Development Education Opportunities*

Program activity areas for 2002 and goals for 2004

	2002	2004
Newfoundland and Labrador	1,2,4	1,2,3,4
Nova Scotia	1,2,4	1,2,3,4
New Brunswick	1,2,4	1,2,3,4
Prince Edward Island	1,2,4	1,2,3,4
Quebec	1,2,4	1,2,3,4
Ontario	1,2,3,4	1,2,3,4
Manitoba	2,4	1,2,3,4
Saskatchewan	2,4	1,2,3,4
Alberta	2,4	1,2,3,4
British Columbia	2,4	1,2,3,4
Nunavut	2,4	1,2,3,4
Northwest Territories	2,4	1,2,3,4
Yukon	2,4	1,2,3,4

1 Advancing Education Policies and Curricula

A program to advance national, provincial, and territorial policies and curricula to ensure sustainability is incorporated in a balanced and timely fashion.

National

- Participated in the annual Environmental Education and Communication (EECOM) conference. EECOM's mission is to engage Canadians in learning about their environment.
- Collaborated with Destination Conservation to develop CEECAP, an on-line tool that can be used by environmental organizations and publishers of educational materials in order to align their educational materials with provincial and national curricula. This tool has been distributed across the country to environmental organizations, non-government organizations, and groups delivering programs funded by Environment Canada and the Climate Change Action Fund.

Ontario

- Completed the development of a Grade 10 Civics Curriculum Module, focusing on responsible citizenship, in partnership with York University Faculties of Education and Environmental Studies and York Regional School Board. This module was shared with the consortium of nine Ontario school boards, the Ontario Ministry of Education Interdisciplinary Studies Curriculum Document Feedback Team and the Faculty of Education at Queen's University.
- Participated in Regional School Board Environmental Curriculum Consortium Meetings.
- Continued to work with Environmental Education Ontario (EEON). This group focuses on environmental concerns in Ontario and is working to develop environmental and sustainability education for everyone - children, youth and adults.

New Brunswick

- Delivered the Educating for Sustainability in New Brunswick program to identify opportunities in the provincial education curricula, to explore issues of sustainable development, to identify relevant classroom resources to assist teachers in the exploration of these issues, and to provide the necessary professional development to alert teachers of the curriculum possibilities and the available education resources.
- Participated in the Premier's Round Table on the Environment and the Economy and the New Brunswick Climate Change Hub. This network has been most helpful in identifying individuals and organizations that have contributed to LSF's success in New Brunswick.

2 Supporting Youth and Educators in Sustainable Development Education Activities

A program to provide educator workshops and resources, both in person and on-line. This provides the knowledge, skills, attitudes and values necessary to enable educators and associated stakeholders to integrate sustainability into the lives of our youth.

Learning for a Sustainable Future (LSF) 343 York Lanes, York University Tel: 416.327.2149
 LSF is a Registered Charitable Organization 4700 Keele Street Fax: 416-736.5837
 Registration Number: 135549517RR001 North York, ON M3J 1P3 Email: lsf.org@sympatico.ca
 For a French version of this report visit our website > Web: www.schoolnet.ca/learning

National

LSF delivered three workshops at the EECOM Conference in Montreal to 31 educators from Canada and the United States.

Ontario

LSF delivered a series of workshops to teachers, teacher candidates and graduate students, including a teacher workshop for 25 participants at York University's Faculty of Education.

LSF delivered a guest lecture for 30 McMaster University students in developing integrated high school programs, which focus on sustainability.

LSF delivered a workshop for 21 teachers at the Council of Outdoor Educators of Ontario's Annual Conference.

LSF was a guest lecturer at the University of Toronto's Faculty of Education.

Quebec

An information kit was produced by LSF to raise teachers' and secondary school students' awareness of the issues of sustainable development in developing countries. This information kit was entitled "Les enjeux du développement" durable dans les pays en développement. Last year, several teacher workshops were hosted to follow up on this material. The material was used in physical science, French, economics, communications, art, and religious and moral education classes. LSF assessed student reactions to materials after it was used in class. Overall, the students demonstrated that the integration of the material into the curriculum has been successful. Among other things, the students painted a mural, produced calendars and post cards, and composed songs. Following this, two additional workshops were held with the teachers to compare experiences with the material and to enrich their knowledge of other development material. This project was funded by La Fondation Jules et Paul-Émile Léger.

New Brunswick – Anglophone

In examining the curriculum opportunities, LSF focused on professional development workshops, which would help teachers explore the importance of ecosystems, the role of the forests to the New Brunswick economy and environment, and the critical role of water in realizing a sustainable society.

In February, two workshops were presented to approximately 55 teachers on Water and Sustainability.

In March, a workshop was presented to approximately 25 teachers on Understanding Ecosystems.

In August, in partnership with Tantramar Wetlands Centre, a pilot workshop took place to design a two day field trip. LSF is expected to be a partner in any subsequent workshop.

In October, three workshops were presented to approximately 65 teachers on Forest Management and Sustainability.

In October, a workshop was delivered to 25 teachers on Sustaining Ecosystems.

In November, in partnership with Evergreen, a workshop was delivered to teachers representing each of the Maritime Provinces around "Greening Our Schools".

In realizing the above program, LSF was assisted by a number of partners. The Tantramar Wetlands Centre has been particularly helpful with the planning and delivery of those workshops dealing with water issues and the role of ecosystems. The Centre has provided both a team of knowledgeable people and a workshop venue that is excellent for our purposes.

LSF identified and developed teaching resources to assist teachers and students in exploring selected issues of sustainable development. Educating for Sustainability took advantage of the Department of Education's right to copy certain videos and to distribute selected video titles to workshop participants. Teaching units were developed to give direction in determining the topics to be covered and the relevant resources. Various resources available from Learning for a Sustainable Future (LSF) have been distributed within the context of the above workshops. Relevant resources available on the Internet from Environment Canada and other organizations have been downloaded and copied on CD ROMs for distribution to workshop participants.

New Brunswick – Francophone

Workshops were presented to approximately 85 teachers and school board representatives through:

A workshop delivered in partnership with the Fraser Forestry Company and the Forest Products Association of New Brunswick.

A workshop delivered in partnership with Bowater Forestry Company and the Forest Products Association of New Brunswick.

A workshop delivered in partnership with the UPM-Kymmene Forestry Company and the Forest Products Association of New Brunswick.

A workshop delivered in partnership with K.C. Irving Forestry Company and the Forest Products Association of New Brunswick.

The New Brunswick Forest Products Association and their members have provided both human and financial assistance that has been critical for the success of both the Anglophone and Francophone forest management workshops.

LSF is grateful to the Environmental Trust Fund for their financial support in carrying out the above Anglophone and Francophone program of workshops, resource development and distribution.

3 Creating Sustainable Communities that Link Education to Action

A program to create annual Sustainable Communities Youth Forums across the country that will stimulate youth involvement in local sustainability activities. LSF will partner with local organizations to bring the community into the classroom and the classroom out to the community. Local action projects will be developed by linking educators and youth with community, business and government partners.

Ontario

LSF has created partnerships with several communities within Ontario, linking education to action. Through the design and delivery of action projects, youth are given an opportunity to work with their local community, municipal and business leaders, linking their schools to the broader community.

Toronto

LSF delivered a two day conference, "Creating a Sustainable GTA: Linking Education to Action", which brought together 320 participants including teachers, students, community, business and local government representatives. Thirty-four action teams (made of up to two teachers and five students) from seven school boards and 4 private schools within the Greater Toronto Area, attended and created action projects. The first day was in February. Thirty-seven workshops were offered to students and community representatives. Teachers attended teacher workshops. The second day was in March. Eight workshops were

delivered based on the student's requests after the first day in February, as well as teacher workshops. Partners included the City of Toronto, Toronto Environmental Alliance, Canadian Institute for Environmental Law and Policy, Sustainable Toronto and other community groups. An article was published in the Toronto Star on February 27, 2002 promoting the conference "Creating a Sustainable GTA: Linking Education to Action" and an article was published in the Mirror (Toronto) on March 20, 2002 promoting the same conference.

"Creating a Sustainable GTA Youth Forum and Teacher Workshop" took place in November. There were 20 workshops offered for students and community participants and additional 3 workshops were offered to the teachers. Over 300 participants attended, including schools and community participants that attended the spring conference plus additional schools and community groups. Thirty-one action teams attended and ten schools presented the projects they developed as a result of the February/March conferences.

LSF hosted a strategic planning session entitled "Maintaining the Momentum", which took place in November, bringing together 45 representatives from each of the eight communities where LSF has delivered conferences since 2000. Each community included teachers, students, community groups, government and business representatives. Participants discussed ways they were able to "maintain the momentum" in each of their communities and opportunities for further collaboration.

Thunder Bay

LSF delivered a two day conference in October. Approximately 200 participants attended including local business, community and municipal leaders. Two local school boards participated, as well as, two school boards lying within a 6 hour radius. There were a total of eighteen action teams participating. Sixteen workshops were delivered to students and community participants and three teacher workshops were delivered to the teachers who participated. An article was published in the Chronicle-Journal on October 28, 2002 about the event.

Sudbury

LSF delivered three workshops as part of the Roots and Shoots conference. One workshop showcased the student action projects developed as a result of the conference that took place in Sudbury in October 2000. Two workshops were designed for teachers on linking curriculum requirements to student action projects.

Sustainable Toronto

LSF participated in the Sustainable Toronto Project linking research to community action around sustainability. Partners included the University of Toronto, the York Centre for Applied Sustainability, the City of Toronto, the Toronto Environmental Alliance, the Canadian Institute for Environmental Law and Policy and other community groups in the Greater Toronto Area. Sustainable Toronto partnered with LSF to deliver an external workshop as part of the "Creating a Sustainable GTA: Linking Education to Action" conference.

York Consortium

LSF partnered with the York Consortium to apply for funding from Environment Canada's Climate Change Action Fund. Funding has been approved and LSF is planning two, one-day, bilingual Youth Taking Action and Teacher Workshop confer-

ences. One will be in Ottawa and the other in Sudbury.

LSF continues to follow up on the projects that are developed in each community as a result of these conferences.

4. Providing Enhanced Sustainable Development Education Opportunities

A program to develop and deliver enhanced education programs that provide in-depth investigations that involve youth and educators in sustainability activities and develop knowledge. Examples include participation in the Hurley Island credit course and the Green Street Program.

Green Street Program (www.green-street.ca)

LSF manages the Green Street Program, a project funded by the J.W. McConnell Family Foundation. Green Street is a standard of excellence for high quality Environmental Education programs that are provided by prominent Canadian environmental organizations. It actively engages Canadian elementary and secondary school students in: learning about the environment; promoting environmental stewardship; and taking further action.

The participating organizations include: the Canadian Nature Federation, the Canadian Parks and Wilderness Society, Earth Day Canada, Evergreen, Destination Conservation, The Green Group, Ducks Unlimited Canada, the Sierra Club of British Columbia, Clean Nova Scotia, the Pembina Institute, EnJEU, and Mouvement des Écoles vertes Brundtland.

All Green Street programs are pre-screened and curriculum-aligned, support student engagement, action and stewardship, are provided to elementary and secondary schools across Canada free of charge, are based on creative pedagogical approaches, are easy to use and require minimal teacher preparation time, provide on-going teacher support and programming, and adhere to the Principles of Excellent Environmental Education Programs.

The 2001/2002 pilot of Green Street was offered to secondary schools in British Columbia, Alberta and the Atlantic provinces. In total, 180 schools participated, reaching over 4,500 students. For the 2002/2003 school year, the National launch of Green Street provided programs to all provinces and territories at both the elementary and secondary levels. In partnership with Mouvement des Écoles vertes Brundtland, a francophone pilot was delivered in Quebec and New Brunswick. Over 1,500 programs were requested, reaching 50,000 students from across the country.

LSF also coordinates the Youth Engagement program of Green Street. This program provides an opportunity for high school students to become Green Street "Ambassadors". These students are invited to participate in the annual Green Street meetings where they provide input into the design of the Green Street program. LSF, the Green Street providers and the J.W. McConnell Foundation consider their suggestions for the following school year delivery. The Green Street Youth Engagement program also has a website. This website offers students a variety of Youth Engagement opportunities.

The Hurley Island Course – Pathways to Sustainability

The Hurley Island Project is a series of innovative and exciting enhanced learning opportunities that engage students and teachers from across Canada and around the world in the same virtual classroom on the internet. Through the course modules, participants

exchange cultural perspectives on sustainability issues, and search for local solutions using examples from around the world where communities are already grappling with the sustainability challenge.

The Hurley Island Course was designed and delivered by Learning for a Sustainable Future in partnership with the Ontario Ministry of Education – Independent Learning Centre between 1998-2001 and the Toronto District School Board in 2001-2002.

In 2002, the course was revised. There are now 3 delivery options for students. One option is for students to earn 2 credits – one credit in Senior Information Technology – Applications in Business and a second credit in Senior Environmental Geography. A second option is to earn a single credit in Senior Geography. A third option is to earn a single credit in Senior Information Technology. All courses focus on sustainability.

To meet the demand for on-line teachers, a professional development CD was developed for teachers who wish to train for on-line teaching. This unit is entitled "Online Instruction Basics".

For classroom teachers, stand-alone course modules have been created that can be implemented in traditional classroom settings or used to link classes in an on-line dialogue.

Development Contest (Butterfly 208.www.bp)

LSF, in partnership with the Canadian International Development Agency (CIDA), created a pan Canadian contest for students across Canada addressing sustainable development issues in developing countries. Contestants were presented with photos, taken in Canada and abroad, that illustrated situations related to sustainable development issues. Using their imagination, as well as suggested reference tools (website, videos, documents, books, etc.), they were asked to tell the story behind the picture. LSF participated on the judging committee panel.

“...securing the well-being of generations to come...”

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Financial Statements

The firm of marcil, Lavallée, Loyer & Partners, Chartered Accountants have rendered a satisfactory audit report. The Audited Financial Statements Report for 2002 is available in LSF's office.

Balance Sheet as at December 31, 2002

	2002	2001
ASSETS		
CURRENT ASSETS		
Cash	\$ 7,498	29,897
Short-term investments (fair value: \$725,518)	725,518	165,397
Accounts Receivable	199,275	185,275
	\$ 932,291	380,569
FIXED ASSETS		
	1,291	1,844
	\$ 933,582	382,413
LIABILITIES		
CURRENT LIABILITIES		
Accounts Payable and accrued liabilities	\$ 23,897	38,320
Deferred Revenue	861,127	332,513
	\$ 885,024	370,833
SURPLUS		
<i>Surplus - for the year ended December 31, 2002</i>		
Surplus at the beginning of the year	\$ 11,580	131,489
Excess of (expenses over revenue) revenue over expenses	36,978	-119,909
SURPLUS AT THE END OF THE YEAR	\$ 48,558	11,580
NET ASSETS		
Invested in capital assets	\$ 1,291	1,844
Unrestricted	47,267	9,736
	48,558	11,580
	\$ 993,582	382,413
<i>Revenue and Expenses for the year ended December 31, 2002</i>		
REVENUE		
Grants, contributions and donations	\$ 713,227	517,260
OTHER REVENUE		
In-kind Donations	\$ 384,595	364,370
Interest	7,480	8,402
	392,075	372,772
	1,105,302	890,032
EXPENSES		
Projects		
Curriculum assessment	17,629	19,022
Green Street	304,256	60,006
New Brunswick	131,103	270,759
Ontario	468,450	363,525
Quebec	13,470	60,016
National Program	31,959	41,577
Web Site	7,048	47,889
Canadian International Development Agency	3,678	0
Butterfly 208 - Contest	0	13,974
Atlantic Provinces	0	3,203
	\$ 977,593	879,971
Administrative	\$ 90,731	129,970
	\$ 1,068,324	1,009,941
EXCESS OF REVENUE OVER EXPENSES	\$ 36,978	-119,909