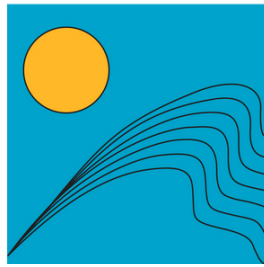


Learning for a
Sustainable Future

LSF



L'éducation au
service de la Terre

LST

2020 ANNUAL REPORT



@LSF_LST



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@LSF_LST



LSF-LST.ca

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1.877.250.8202



Organizational Background

ABOUT LSF

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 2020, 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

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

SUSTAINABLE DEVELOPMENT GOALS



"I hope that the shock of this pandemic will jolt people out of their desire to ignore global issues like climate change. I hope our growing sense of urgency, of solidarity, of stubborn optimism and empowerment to take action, can be one thing that rises out of this terrible situation."

- Christina Figueres, former UN Executive Secretary for Climate Change, Chief Architect of the Paris Climate Change agreement

Message from the Chair and President/CEO

2020 was a year like no other! On March 11, the World Health Organization declared COVID-19 a global pandemic. Stay at home orders were issued and schools and businesses were closed. Throughout 2020, COVID-19 surged around the world. By early 2021 there were 94,124,612 confirmed cases and 2,034,527 deaths worldwide, and new variants were emerging that were even more contagious!

COVID-19 impacted our physical, social and economic sustainability, bringing about radical changes in the daily lives of Canadians including work, family, well being, travel and schooling. However, 2020 also showed us new forms of connection, reinforced the interconnectivity of all living things, and allowed us to re-imagine what learning could look like, whether in a classroom, online or outdoors.

LSF's adaptability was never so apparent as in our quick response to the COVID-19 pandemic. School closures resulted in LSF being unable to deliver many of our programs as hoped. Rather than postpone these activities, LSF saw this as a great opportunity to support parents and teachers with activities they could do with children at home.

LSF created Learning Inside Out (LIO), with weekly engaging, accessible, curriculum-connected activities to keep children engaged and learning at home and in class. Ministries of Education and teachers' unions promoted these resources to parents and teachers across Canada.

COVID-19 also presented LSF with an opportunity to support educators in getting their students outside, where better air circulation and more space for physical distancing significantly decreased the risks of virus spread. LSF offered a series of 50 outdoor learning webinars to over 3,000 K-12 teachers on topics including: Getting Started; Bringing Picture Books Outdoors; Engaging Community; Teaching Virtually Using Outdoors!; and What Principals Need to Know.

To share the results of Canada's first climate change education survey, entitled *Canada, Climate Change and Education: Opportunities for Public and Formal Education*, LSF and co-author Dr. Ellen Field of Lakehead University facilitated a series of regional Knowledge Mobilization Sessions in the Atlantic, Ontario, Manitoba and Alberta.

LSF also launched our Sustainable Future Schools (SFS) program promoting a whole-school approach using the Sustainable Development Goals (SDGs) and the global competencies as a foundation. The SFS framework provides schools with resources to design their own path for advancing the SDGs. It is not set out as a prescribed journey, but rather as a map and set of planning tools using the SDGs as a lens.

As we start a new year, we embrace hope in these unprecedented times. We are optimistic that the distribution of COVID-19 vaccines will allow us to shift to a new normal and keep our schools as safe places to learn. With sustainability and real-world learning remaining as crucial as ever, we will continue to work hard to provide authentic learning experiences and resources for teachers and students across Canada. We are grateful to our Board of Directors, staff, consultants, and especially our funders, who maintained their support for us during these challenging times. We look forward to continuing to empower our children to change the world!



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

Susan Langley
Chair

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

Pamela Schwartzberg
President & CEO



ADVANCING EDUCATION POLICY, STANDARDS AND GOOD PRACTICE

OUR STATS

26

Ministries Engaged

54

Faculties of Education

224

Policy Leaders Engaged



Participants at Atlantic Climate Change Knowledge Mobilization Session

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.

Program Highlights

- Shared *Canada, Climate Change and Education: Opportunities for Public and Formal Education* survey report with 800 educational decision-makers across Canada
- Prepared regional survey reports for BC, AB, MB, ON and the Atlantic
- Held Climate Change Education Knowledge Mobilization Sessions in the Atlantic, ON, MB and AB

"We will be including the Learning Inside Out resources from LSF in our e-learning resource for teachers, and the parent calendar, on the provincial curriculum website."

*Cathy Montreuil, Deputy Minister,
Nova Scotia Department of Education
and Early Childhood Development*

**3 GOOD HEALTH
AND WELL-BEING**



LSF Generating Ideas:

Linda's Story

Linda Connor admits that she used to be a naysayer. She taught the MB curriculum's World Issues course in the classroom for many years, and when it was replaced with a new Global Issues: Citizenship and Sustainability course in 2015, she wasn't quite ready to let go. But she and her colleagues were intrigued by the new course's systems thinking approach, based on the sustainability principle of "enough for everyone for always." This approach, heavily informed by LSF's 2014 Connecting the Dots resource, eventually won them over, and it is now a valued and popular optional course for Grade 12 students in Manitoba.

Part of the shift in Linda's thinking was the realization that, for the safety and wellbeing of future generations, it's imperative that we think and learn this way; students need to understand their role as citizens to ensure an equitable future for all.

Since then, Linda has carried this perspective through her teaching and into her current role as the Department of Education Social Studies Consultant. Her work at

the Department level is largely focused on driving the shift to competency-based learning with an emphasis on action: "now that you know what you know, what can you do?"

"If we promote anything from LSF, we get immediate uptake. The programs are reputable and engaging, teachers know that they're practical, and they really align with the way we're thinking in the Department."

The action component can be scary for teachers who are not used to letting go of the reins, Linda explains. They are worried about monitoring students as they work independently, about students' plans failing, or about students taking them into unfamiliar territory (Linda remembers one student proposing to host a classic car rally to raise money for cancer, when their teacher didn't know a thing about cars!). But Linda says by the end of the course it's always the same: "teachers sitting there just in awe of what their students have created."

With our focus on student-led action, LSF programs and resources make perfect supports. "If we promote anything from LSF, we get immediate uptake," Linda says. "The programs are reputable and engaging, teachers know that they're practical, and they really align with the way we're thinking in the Department." In our professional development Institutes, Linda has noticed that teachers get not only knowledge and understanding of sustainability, but lots of great facilitation skills too—critical in teaching training.

Six years after being wary of the new Global Issues, Linda now describes the experience as "life changing." Even the most traditional educators in her cohort have shifted their approach more than they could ever have imagined, and teachers in other grades and subjects now look to this course as an example. From here, her main focus at the Department is embedding the Pan-Canadian Global Competencies into learning, to go beyond knowledge and best prepare students for a rapidly changing future. "If we could all do that," she says, "I think maybe we could solve some problems!"

Linda Connor

Social Studies Consultant
Manitoba Education
Manitoba



Students at Salt Spring Elementary on Salt Spring Island, BC

REORIENTING TEACHING AND LEARNING

Our Goal

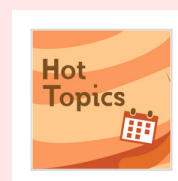
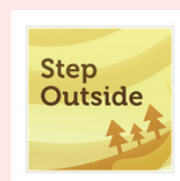
Educators with the tools and competencies to teach through an Education for Sustainable Development (ESD) lens.

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.

Program Highlights

- Engaged 3,775 educators in new outdoor learning webinars
- Produced 27 weekly Learning Inside Out activities for teachers and parents
- Added 208 English and 65 French teaching resources to R4R.ca



OUR STATS

191,989

Educators Supported

446

School Boards Engaged

61

Workshops Delivered

1,361

Connecting the Dots Copies Distributed

4 QUALITY EDUCATION



"I wish every teacher were given time to attend [the webinars]! Anything that helps give teachers the tools to get their classes outside is a valuable resource."

Webinar Participant, ON



Professional development workshop in New Caledonia

LSF Supporting Educators:

Lisa's Story

Lisa Mosher's introduction to outdoor education came earlier than most. Raised on a remote lake in Nova Scotia, she remembers a childhood spent outside "all day, until it got too dark to see!" Today, she and her family enjoy the stunning natural environment of Quebec's Gaspé coast and work to protect it by fighting against pollution, erosion, and deforestation.

It's no wonder then that Lisa has worked tirelessly to integrate outdoor learning and Education for Sustainable Development (ESD) into classroom learning in the Eastern Shores School Board (ESSB). While to Lisa the benefits of ESD have always been clear, her board has evidence that backs her up; an outdoor-focused "Mountain Math" program has brought poor numeracy results up to a 90% success rate, for example, and an outdoor learning program focused on struggling students garnered calls from parents about why their kids were suddenly coming home excited about school!

Since stumbling upon a LSF professional development workshop by chance in 2017, Lisa has been sharing our resources and programs across her board. She especially appreciates our focus on students taking action.

When ESSB schools participated in the 2019 climate marches, she noticed that even though students were enthusiastic about the march, there was an enduring sense of hopelessness and doubt that they could make a difference.

This reflects the finding of LSF's 2019 Canada, Climate Change & Education Survey, that 46% of students understand that climate change is happening, but they do not believe that human efforts to stop it will be effective. As Lisa put it, we need to figure out "where do we go from Greta?" and translate learning into action to address students' eco-anxiety.

"ESSB educators were so grateful for the resources LSF already had or moved online, like the Learning Inside Out guides and virtual Youth Forums"

When confronted with virtual teaching in spring 2020, Lisa says ESSB educators were so grateful for the resources LSF already had or moved online, like the Learning Inside Out guides and virtual Youth Forums.

When the board opted to cancel formal exams in light of the pandemic's challenges, Lisa was able to seize the opportunity to employ LSF resources for a more creative assessment process.

Classes are using the virtual Youth Forums in combination with our new climate change inquiry guide, *Empowering Learners in a Warming World*, to engage in hands-on sustainability learning and take on Action Projects. When asked to present a proposal to ESSB on education in a post-COVID world, Lisa made sure this creative assessment process was front and centre, in the hopes of implementing it permanently.

While Lisa's tireless championing of ESD has undoubtedly made a huge difference to ESSB students, she knows that systemic and policy changes are needed to truly sustain these practices. She wants provincial Ministries of Education to get serious about incorporating ESD into teacher education and curriculum at every level and in every subject. As Lisa puts it, "we'll never get anywhere if it's just one lonely teacher covering one lonely textbook chapter."



Teachers at a Professional Development Institute in PEI



Lisa Mosher

Director of Education Services
Eastern Shores School Board
Quebec

FOSTERING SUSTAINABLE COMMUNITIES

Our Goal

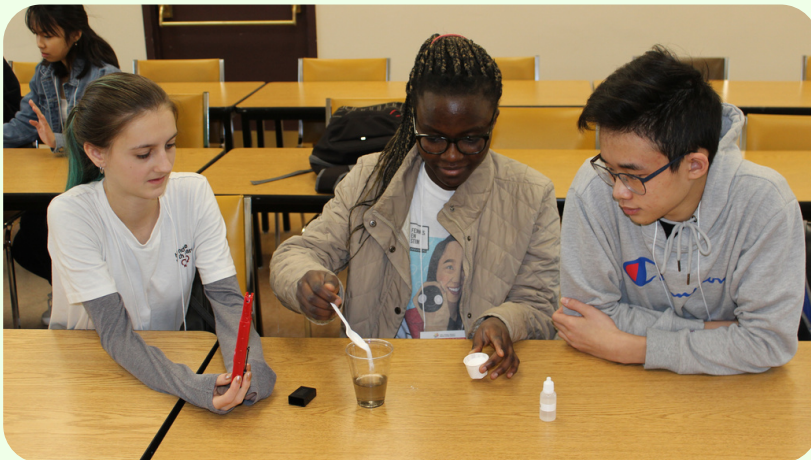
Youth with the knowledge, skills, values, perspectives, and practices essential for a sustainable future.

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.

Program Highlights

- Hosted 3 Virtual Youth Forums, increasing our reach and connecting students to experts from coast to coast
- Provided Action Project funding for students advancing the SDGs
- Redesigned the Our Canada Project website to align with the SDGs



Students at Youth Leadership Forum in Winnipeg, MB

OUR STATS

236

EcoLeague Action Projects
Funded

4,320

Teachers Impacted by Action
Projects and Youth Forums

108,000

Students Impacted by Action
Projects and Youth Forums

856

Projects Featured on
Our Canada Project

WATERDOCS@SCHOOL

 **OUR CANADA PROJECT**
PROJET NOTRE CANADA



"It was an incredible opportunity for me to come up with ideas to create a sustainable community and I was able to make my ideas a reality with the funding and resources provided by LSF"

Student, Winnipeg Youth Leadership Forum

11 SUSTAINABLE CITIES
AND COMMUNITIES



LSF Empowering Youth: School Action Project Stories

Massey Vanier High School, Cowansville, QC

2 ZERO HUNGER



The students' vision is to build a green space where fruits and vegetables will grow. They started with a few garden boxes and will expand the area in upcoming years. Students were taught how to build the garden boxes, plant, weed, water and harvest. The fruits and vegetables produced go to their cooking program where they are able to make soups and sauces and prepare quick and easy meals for those students who do not have the means to provide themselves a lunch. Students see how to grow food from seed to the table!



Hampton Middle School, Hampton, NB

The vision for the school is to replace all single-use plastics, including plastic wraps, straws, bags, food packaging, disposable cutlery, cups and tablecloths, with reusable alternatives. So far the school population has switched completely to reusable water bottles and tablecloths. Next the action will target students' lunches by providing durable reusable alternatives to wasteful storage and packaging options. They are promoting this initiative school-wide, including at their school/community meals. They hope to be completely plastic-free by 2022!

12 RESPONSIBLE CONSUMPTION AND PRODUCTION



Golden Horn Elementary, Whitehorse, YT

15 LIFE ON LAND



Students learned about invasive plant species (their negative effects on the environment and animal habitat), identified species growing in their area, and learned how to harvest white sweet-clover for papermaking. They processed the plants by cutting, cooking and blending them to create a pulp, and made bookmarks and book covers! This was a great project that involved many layers of learning from environmental stewardship to science and art. Students were physically engaged with materials in the outdoors and created something of meaning and beauty.



École Anne-Hébert, Vancouver, BC

Kindergarten and grade 1 students planted a garden, explored the soil and the treasures that they found within, played and made cupcakes and leaf soup, found bugs and worms, and learned about their 5 senses around the garden and outdoors. They weeded in the spring and fall, planted seeds and bulbs, added fallen leaves to the garden beds, in order to protect the soil over the rainy season, and harvested radishes and seeds for next year's planting.

11 SUSTAINABLE CITIES AND COMMUNITIES



SUPPORTING COLLABORATIVE INITIATIVES

OUR STATS

\$7,000

Awarded to Outstanding
Action Projects

54

International Jurisdictions
Engaged

503

Community Partners
Engaged



"The Sustainable Development Goals help build awareness and understanding for other important social issues that are school priorities. The goal is that students will leave the school knowing they can act on what they have learned."

*Lynn Bristoll, Principal
Belfountain Public School, ON*

17 PARTNERSHIPS
FOR THE GOALS



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.

Program Highlights

- Launched the new Sustainable Future Schools program to engage whole schools in the SDGs
- Announced the inaugural Earth Steward Teaching Awards recognizing 4 teachers from Ontario and Alberta for their outstanding contribution to sustainability education
- Hosted virtual professional development workshops with teachers in New Caledonia



Students at Belfountain Public School in Caledon, ON

LSF Convening Stakeholders:

Ben's Story

When asked who has a role in improving sustainability education in Canada, Ben Sey's answer looks way beyond the usual suspects, identifying National, provincial, Indigenous, municipal and local governing bodies. Ben also sees plenty of opportunities for collaboration, in the areas of funding, innovation, and research; education, business, government and NGOs can target funding and research that contributes to a sustainable future. They can also pool their collective expertise and areas of interest in collaborative initiatives.

Ben's varied background makes him uniquely qualified to envision these cross-sector partnerships. He is an environmental professional with experience working with the Government of Alberta, industry, higher education, and with Indigenous communities. He currently works as the Environmental Affairs Manager for the Mikisew Cree First Nation and serves as a member of the Oil Sands Monitoring Program's Oversight Committee.



*Students at Alvin A. McKay
Elementary School in Laxgalts'ap, BC*

Ben's initial connection with LSF began in 2017 while working as Dean of the School of Energy and Environmental Sciences at Lakeland College when he attended a dialogue on *Sustainability and Climate Literacy: Educating for a Sustainable Future* hosted by LSF in Calgary. In 2020, Ben participated in LSF's Climate Change Education Knowledge Mobilization session for Alberta. He also connected LSF with the Director of the Mikisew Cree First Nation who now has classes participating in LSF's virtual Youth Forums for schools from remote and Indigenous communities.

"Learning and curriculum need to be tailored to facilitate climate action and leadership and equip future generations."

Ben acknowledges that current educational curricula has led to increased awareness of climate change and environmental degradation, but he feels creating an awareness of the issues is no longer adequate to ensure our sustainable future. There needs to be an emphasis on climate action and mitigation measures based on sound science, research, hands-on training and best management practices. Learning and curriculum need to be tailored to facilitate climate action and leadership and equip future generations.

Dr. Ben Sey

Environmental Affairs Manager
Mikisew Cree First Nation
Government & Industry Relations
Alberta

In his role as Environmental Affairs Manager for the Mikisew Cree First Nation, Ben works on the Community-Based Environmental Monitoring Training Program, a collaborative certificate program offered in partnership with Keyano College in Fort McMurray. The program equips Indigenous youth with the skills to become environmental monitors and stewards in their communities. Ben says the collaboration has shown him the value of fostering partnerships between Indigenous governing bodies and formal education institutions to, as he puts it, "braid western science and Indigenous knowledge" and invest in community leaders.

Ben envisions opportunities for LSF to work with the local high school in Fort Chipewyan on learning opportunities that impact climate change in the region, to create awareness among the youth and foster climate leadership. He sees further opportunities for collaboration between LSF and Mikisew's ongoing environmental projects in the Peace Athabasca Delta to study and to mitigate the effects of climate change.

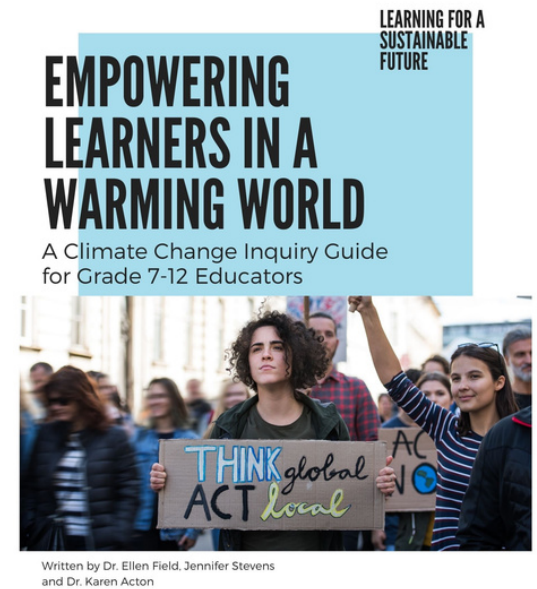


CANADA, CLIMATE CHANGE, AND EDUCATION

In 2019, Learning for a Sustainable Future (LSF) and Lakehead University, completed *Canada, Climate Change and Education: Opportunities for Public and Formal Education*, a comprehensive survey of 3,196 Canadians to establish Canada-wide baseline data reflecting Canadians' knowledge and understanding of climate change, perspectives on risks, views on the role of schools, climate change education and teaching practice. www.LSF-LST.ca/cc-survey

In 2020, LSF hosted 4 regional Climate Change Knowledge Mobilization Sessions (Atlantic, Ontario, Manitoba and Alberta) to: share the national and regional specific findings of the survey; discuss emerging trends and opportunities for climate change education in the region; and develop strategies to strengthen climate change education. Over 200 stakeholders participated in these sessions representing education, government, academia, business, NGOs and youth.

The findings of the report identify fundamental knowledge gaps in climate change understanding and education among Canadians, including teachers and students. Working through the education system is a strategic option, as school is a compulsory experience for youth from ages 5 to 16. Each climate aware teacher has the ability to educate thousands of youth over the course of their careers, and each student has the power to engage their peers, parents, family and community in advancing climate action.

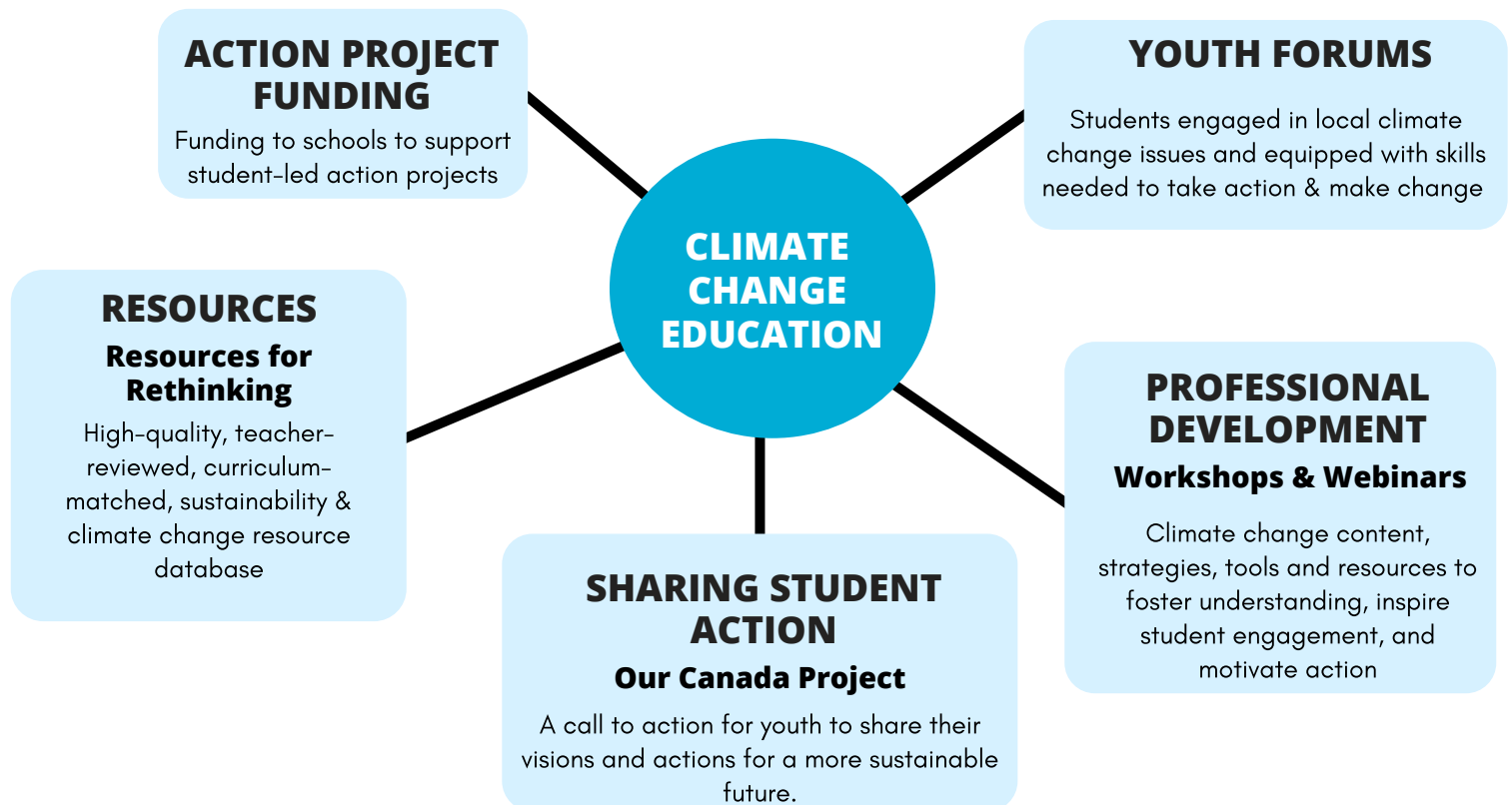


with support from



LSF's newest resource is a cross-curricular inquiry guide to support climate change education for students in grades 7-12.

LSF provides the following support to teachers and youth:



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Ms. Susan Langley

CHAIR, CHAIR OF PROGRAM
COMMITTEE, MEMBER OF AUDIT AND
COMPENSATION COMMITTEE
Former Secretary Treasurer
Ontario Teachers' Federation
Canadian Teachers' Federation
Toronto, Ontario

Dr. Bob Bernhardt

VICE CHAIR, CHAIR OF GOVERNANCE,
NOMINATION & BOARD
DEVELOPMENT COMMITTEE and
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Dr. Marilyn Lambert-Drache

MEMBER OF PROGRAM COMMITTEE
Associate Professor, French Studies,
Faculty of Liberal Arts and Professional
Studies
York University
Toronto, Ontario

Dr. Garth Pickard

MEMBER OF FUNDRAISING
COMMITTEE
Research Associate
University of Regina Institute of Energy,
Environment, and Sustainable
Communities
Regina, Saskatchewan

Ms. Carly Welham

MEMBER OF PROGRAM COMMITTEE
and MEMBER OF GOVERNANCE,
NOMINATION & BOARD
DEVELOPMENT COMMITTEE
Community Based Researcher
Vancouver, British Columbia

Mr. Scott Yarrow

Vice President, Sustainability
Glencore Nickel
Barr, Switzerland



It is with sadness that we
acknowledge the passing of Garth
Pickard on November 29, 2020.
Garth was a champion of
Education for Sustainable
Development in Saskatchewan
and a huge proponent of LSF.
He will be missed!

Financial Statement

As approved by the LSF Board of Directors on April 21, 2021

Balance Sheet

As at December 31, 2020

| ASSETS | 2020 | 2019 |
|------------------------|------------------|------------------|
| CURRENT ASSETS | | |
| Cash | 109,042 | 120,419 |
| Short-term investments | 1,186,582 | 957,535 |
| Accounts receivable | 34,325 | 3,942 |
| Prepaid expenses | 3,063 | 3,063 |
| HST receivable | 6,365 | 9,486 |
| | 1,339,377 | 1,094,445 |
| EQUIPMENT | 5,738 | 8,078 |
| | 1,345,115 | 1,102,523 |

| | | |
|--|----------------|----------------|
| LIABILITIES AND NET ASSETS | | |
| CURRENT LIABILITIES | | |
| Accounts payable and accrued liabilities | 55,961 | 35,763 |
| Deferred contributions | 375,592 | 406,303 |
| | 431,553 | 442,066 |
| LONG-TERM | | |
| Loan payable | 40,000 | |
| | 471,553 | 442,066 |

| | | |
|-----------------------|------------------|------------------|
| NET ASSETS | | |
| Internally restricted | 300,000 | 300,000 |
| Unrestricted | 573,562 | 360,457 |
| | 873,562 | 660,457 |
| | 1,345,115 | 1,102,523 |

| | | |
|---------------------------------------|----------------|----------------|
| SURPLUS | | |
| Surplus at the beginning of the year | 360,457 | 314,401 |
| Excess of revenue over expenses | 213,105 | 46,056 |
| SURPLUS AT THE END OF THE YEAR | 573,562 | 360,457 |

Statement of Operations

For the year ended
December 31, 2020

| | | |
|--|----------------|----------------|
| REVENUE | | |
| Grants, contributions and donations | 706,720 | 671,655 |
| In-kind Donations | 75,881 | 111,408 |
| Registration Fees | - | 25,959 |
| Resource Revenue | 1,266 | 4,061 |
| Interest | 9,283 | 13,407 |
| Government Assistance | 105,202 | - |
| Forgiveness of Debt | 20,000 | - |
| | 918,352 | 826,490 |
| EXPENSES | | |
| Policies and Curricula | 125,853 | 175,997 |
| Teaching Resources and Workshops | 107,500 | 208,376 |
| Youth Engagement | 426,453 | 340,126 |
| Administrative | 45,441 | 55,935 |
| | 705,247 | 780,434 |
| EXCESS OF REVENUE OVER EXPENSES | 213,105 | 46,056 |

LSF Sponsors

Sustaining

Glencore
RBC Foundation
Suncor Energy Foundation
3M Canada

Platinum

York University
Government of Canada

Gold

TD Canada Trust Friends of the Environment

Silver

The Co-operators
Trottier Family Foundation
3M Global
Ecologos

Bronze

Cadillac Fairview
Climate Impact
Gildan Activewear
HP Canada
HP Foundation
Impala Canada Ltd
Ivey Foundation
New Brunswick Environmental Trust Fund
Norton Rose Fulbright
Ontario Teachers' Federation
Ontario Teachers Insurance Plan
PEI Department of Education and Lifelong Learning
Whole Foods



A person with long, wavy brown hair, wearing a blue hoodie with a rainbow-colored stripe on the sleeve, is kneeling in a field of dry grass and small green plants. They are holding a yellow tape measure vertically next to a small green plant. The background shows a stream and more vegetation. The entire image is framed by a white border.

***"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