



Teachers Without Borders Canada

Annual Report 2008

Devoted to Closing the Global Education Divide



Teachers Without Borders - Canada

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**The World is Our
Classroom!**

www.twbcanada.org

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The Power of One

“Never underestimate the power of a few committed people to change the world. Indeed, it is the only thing that ever has” (Margaret Mead). And if those few committed people are teachers, amazing things can happen.

At the beginning of 2009, we found ourselves caught between trying to shake the woes of a tumultuous past few months and inspired by the hope of a renewed spirit. The economic climate not only has had a drastic effect on the financial world, but also on many non-profit organisations as we try to secure the funding and grants that we need to support our projects. I look forward to the day when we can have many projects with many educators in many countries each year and not have to worry about funding.

As teachers we find it difficult to say “no” and thus our working lives become very busy and soon overflow into our non-working lives. It does not take long before we find ourselves too busy to enrich our curriculum, try something new or even take the professional development trip of a lifetime. So, it translates into a small miracle when teachers take the time to volunteer, for it does take a leap of faith to travel halfway around the world and then step out of your comfort zone for all to see. The opportunity of one teacher working with their disadvantaged colleagues can quickly translate into the success of thousands of disadvantaged students. Our work with teachers, administrators, ministry officials, communities, and non-governmental organizations in developing nations has a direct impact on the quality of education and, consequently, on children’s quality of life and their hopes for the future.

One of my major goals is to ensure as many educators as possible are provided the chance to experience these opportunities of helping colleagues, students and communities that desperately need it. For afterward we are humbled and inspired, but more importantly we are better able to find the time to put things in perspective and enrich our working lives and those of our students from our experiences. With each person we meet, we learn more about ourselves and the difference one person can make.

Today provides a perfect opportunity not only to reflect on our past accomplishments but also think about how our work can continue to support teachers and their students in developing nations. Yes, one person can really make an impact—that is why we became teachers—and together we can make a difference.



“When you shake another’s hand, that is the time you truly feel your own.” (Martin Buber)

Noble Kelly
President, Teachers Without Borders – Canada
noble@twbcanada.org www.twbcanada.org

Dear Education Advocate and Supporter:

Closing the global education divide through teacher professional development and community education—the mission of Teachers Without Borders – Canada—may seem a lofty goal. As educators and advocates for education, it is in our nature to want to make a difference and with over 59 million teachers worldwide working to help each other this goal does not seem so unattainable. Our second year of operation was a tremendous success and we have established ourselves as a volunteer organisation that is run by teachers for teachers. By working with and supporting our colleagues in disadvantaged regions, we are providing some long-needed global experience opportunities for our teachers that will transpire into a greater global awareness for our students.

Why do we do what we do?

Despite its crucial connection to economic and social development, teacher training is often uneven, protracted or unsupported. In addition, teachers are rarely included in educational policy change or significant decision-making. Teachers are not just a resource for our children; they are the key to development. They know who is sick, who is missing, who has been abducted into the sex trade or conscripted into a military gang, who has been orphaned by AIDS, who is achieving and who is not. In short, teachers are society's glue, and they certainly deserve our assistance; otherwise, we are all left with a gaping digital, educational, and economic divide. If the key to economic development and our young people's future is education, then teachers should have resources, tools, and access to the Internet, as well as each other.

Despite their attempts many governments have neither the resources nor the capacity to reach the great number of teachers who work and live in rural regions. These teachers feel isolated and under-supported and their system is experiencing the pains of low success rates that come with the lack of confidence and motivation that is demonstrated by both students and teachers alike. This system and their teachers can (and have) benefit greatly from just a fraction of the educational resources, support and professional development with which we are privileged. By working with a four-year, customized and sustainable model, we are providing teachers with the skills and the tools to create and implement professional development clusters that work for and facilitated by them—empowering these teachers to help themselves.



Those who CARE, teach!

Our Membership

With the help our new interactive web site, presentations and word of mouth, our national volunteer base of educators has grown to over 1,400 strong. There are 17 provincial/territorial coordinators (many of whom have volunteered on our projects) to help spread the word, make presentations and attend conferences in various cities.

If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people. -Chinese Proverb

Who are our members?

All teachers and advocates of education worldwide who share our philosophy and values are intrinsically part of our organization and can take the role of either facilitator or participant. The majority of participants of our projects (teacher/education development workshops) have been educators but may also include: community workers, NGO employees, government employees, student leaders, etc. Facilitators of projects are certified educators but may also include trained professionals in various fields.



Youth Leadership

We also have had Canadian student leaders start TWB On Campus groups in universities: U of Toronto, McMaster University, U of Western Ontario, U of Alberta, U of Saskatchewan, McGill and U of Sunshine Coast-Brisbane, Australia. In founding “**Teachers Without Borders – On Campus**” (TWB-OC) groups, student leaders will have the opportunity to partake in this movement to bridge the education gap. From providing tutor/mentor services to foreign students to drives for school supplies/books to raising awareness of global educational issues and mentoring local schools, TWB-OC groups and their over 300 members bring to life the statement: “Think Globally, Act Locally!”

By expanding the demographic from certified educators to include student leaders, we are creating a stronger and more inclusive network for TWB-Canada. Check out their Facebook group: <http://tinyurl.com/twb-oc>.

What does a member get for joining TWB-Canada?

Principally, TWB-Canada members receive the benefit of affiliation. They sign up because they want to be a part of something, make a difference, and cause change, and TWB-Canada allows them to pursue those objectives. Many teachers join because they want to learn and make a contribution to the world, not to “get” something from us. Beyond the intrinsic desire to work towards change, members join to gain opportunities that will help them connect, create and collaborate immediately with their colleagues worldwide. Members play a central role because each member possesses an important voice that guides TWB-Canada’s efforts as a demand-driven organization.

How does TWB-Canada empower its membership worldwide?

TWB-Canada asks its members what they need and does its best to meet those needs. If a community of teachers requests particular curricula, TWB-Canada will connect this group of members with another group of members that has experience in developing and using such curricula. If TWB-Canada members experience a national disaster that hinders teachers’ ability to serve students, TWB-Canada will solicit help from other members to address the challenge as a team. We now have a database of hundreds of educators from across Canada eager to volunteer to create and deliver best educational practices workshops to their colleagues in developing regions. We base all our workshops on the needs of the host communities and the

curriculum of that nation. Though our existing projects have focussed specifically on delivering best educational practices workshops in the areas of English, math, science, information technology, and various methodologies (assessment strategies, cooperative learning models, etc.), our membership have expertise ranging from early childhood literacy to adult education and in numerous subject areas including: entrepreneurship, agriculture, health, nutrition, and HIV/AIDS education.

How do we decide where to go and who to help?

TWB-Canada's strength is its membership base. New members bring with them the desires and the experiences to assist their colleagues in developing or needy communities at home and abroad. Members keep TWB-Canada informed of needs in their communities and schools and work with us to develop strategies to address community challenges using local knowledge, strategic geographic position and individual experiences to enhance the educational infrastructure of their countries. Members communicate with each other and form alliances to strengthen their connections to other communities. They are committed to the field of education and possess a wide range of interest and skills to contribute to TWB-Canada's mission. The number of new projects is only limited by the energy and commitment of our members who want to make a difference. Once the idea of a new project materializes, it needs to be vetted against our sustainability and capacity-building criteria before it will be initiated.

Our 2008 Projects

Kenya

Take 10 educators from across Canada with varying disciplines, levels of experience and frames of reference, an accelerated lead time for preparation and uncharted territory and what do you get? An adventure of a lifetime!

It all started in March 2008 when the Kenyan project was officially confirmed. This gave us about a month to solicit applications and pick the team that would pilot the first TWB-Canada project in Kenya. Picking the team was not an easy process. Try balancing the need for varying levels of experience with the need for flexibility in the field; the need to develop leaders to support organisational growth with the need of sharing a life-altering experience; the numbers to balance

diversity and equity while not being under or over staffed based on an unknown number of participants; and then throw in the need to validate the natural passion of educators...well I think you get the picture.



Well it got done—the team was finally picked and then started the collaboration on workshop materials. Over the next couple of months, those who were geographical close were able to have the occasional face-to-face meeting, but for the majority of the time an online Wikispace was used along with Skype conferences to bring together materials, resources and ideas

on creating a set of workshops using the latest pedagogical strategies to facilitate professional development for our Kenyan colleagues based on their English, Math and Science curriculum. We designed the workshops to focus on teaching strategies around learning styles, study/organisational skills, theme/objective-based learning, assessment strategies, collaborative learning models, and creating a professional development community.

So how do we manage the logistics of such an endeavour half way around the world? It is very important that we were able to partner with a reputable NGO that has a trusted and long-term presence in the community. This enables us to facilitate logistics through them. Also our project team leader was able to get sponsored by her school to return to Maai Mahiu (the location of our project—a town situated along the "AIDS Highway" in the Rift Valley) to continue to support the schools in the area that she had visited and worked last fall. Even with these advantages, it soon became evident that doing work in Africa is an eye-opening experience. Just as you get one thing finalized, it changes. Flexibility and adaptability is definitely a must here!



The Naivasha District Education Officer recommended that two educators from each primary and secondary school in the district be requested to attend our workshops. This saw a total of about 120 teachers attend our primary and secondary workshops.

The few days leading up to the start of the workshops were packed with school visits, meetings with officials and the sequencing of an outstanding set of workshop sessions. What an amazing team effort, which spoke volumes to the experience, dedication and passion of this team. The first set of secondary level workshops came and went and it was a resounding success! We then had a few days to make some adjustments in preparing for the primary workshops, make additional school visits with a focus on in-class follow up with some of the secondary teachers and some primary level research. We also found time to explore the sights and culture of this beautiful country. A trend we were pleased to witness during ceremonies and visits to schools was the importance placed on the environment and gender equity in education. Tree planting ceremonies to highlight environmental issues and performances that voiced the concern of the "girl-child's" often-early withdrawal from school due to familial obligations and marriage, are two issues that can be addressed in future workshops through education. The primary level workshops were even a greater success—benefiting from the school visits and adaptations from the first set of workshops. We also stressed the aspect of building capacity and solicited volunteers from both set of workshops to put their names forward to help facilitate similar workshops in 2009. 62 teachers total (over 50%) from both workshops signed up!



We have laid the groundwork and solidified the network (forged a great working relationship with the Kenya Institute of Education and explored synergies with other NGO's) to sustain this project and expand into other districts (besides returning to Naivasha, a Laikipia district project and a Mbita project is scheduled for the summer of 2009) for years to come.

We want to sincerely thank the numerous donors whose gifts of equipment (cameras, laptops, etc.), resources and money made this trip possible. We will now move forward to stay connected and create a network of colleagues both here and in Kenya to share, collaborate, mentor and support.

South Africa

Five educators travelled to South Africa to work with their colleagues to address the needs of educators in townships near Cape Town in the area of Information & Communication Technologies integration. As many rural schools are now receiving donated computers and get connected to the Internet, they are becoming increasingly frustrated with the added administration and lack of skills to effectively implement and integrate computer use in their schools.



These educators from Canada delivered workshops to discuss and train administrators and educators on the issues around computer use and integration and seek to create relationships between schools in North America and South Africa for mutual learning on global issues and mentorship. We also worked to build capacity within a local NGO to develop trainers and implementation models that will be put into practice in the interim. We worked closely with Edunova, the NGO working to help integrate ICT use in rural schools in South Africa, and The Khanya Project, which is an initiative of the Western Cape Education Department established in April 2001 to determine the contribution that technology could make towards addressing the increasing shortage of educator capacity in schools.



An important outcome of the workshops was to get participants connected with other educators from South Africa and other countries to collaborate and grow. To that end, those who did not have emails were walked through the process and then we looked at creating an online professional development community with the use of wikis and blogs.

Overall, the workshops were well received and the participants were very excited to start using their newly acquired skills. They realize what a great resource they have and wanted to start using it to assist them in engaging their students and enhancing learning and their own professional development. From our survey, 100% of participants indicated that they increased at least one level of proficiency in their skills and knowledge (a majority jumped at least two levels) and that they would like to see more of these types of workshops and for a longer duration.



During our last weekend in South Africa we assisted a group of school principals as they were put to task during an ICT boot camp facilitated by Edunova. The issues raised and the resulting discussions were eye-opening and much appreciated by the participants.



We want to sincerely thank the numerous donors whose gifts of equipment (cameras, laptops, etc.), resources and money made this trip possible. We will now move forward to stay connected and create a network of colleagues both here and in South Africa to share, collaborate, mentor and support. In the summer of 2009, we have scheduled workshops that will see us build on our previous work and empower some previous participants to work along side us as workshop facilitators.

Where to next?

Already there have been discussions with potential partners and members to start new projects in other nations in Africa, Central America, South America, and Asia. There are also work being developed to help support Corporate Social Responsibility mandates by facilitating community development initiatives through education. While it is important to expand to reach more colleagues in need, it is also important to sustain those projects that exist and commit to building capacity for the long run. This is a balance that is restricted by resources, both financial and human.

Total Impacts

2008 Actual

- ✓ 2 districts in 2 countries
- ✓ 89% spent directly on projects
- ✓ 15 volunteer teachers
- ✓ 170 teachers supported with subject/methodology workshops
- ✓ Over 10,000 students directly impacted

2009 Projected

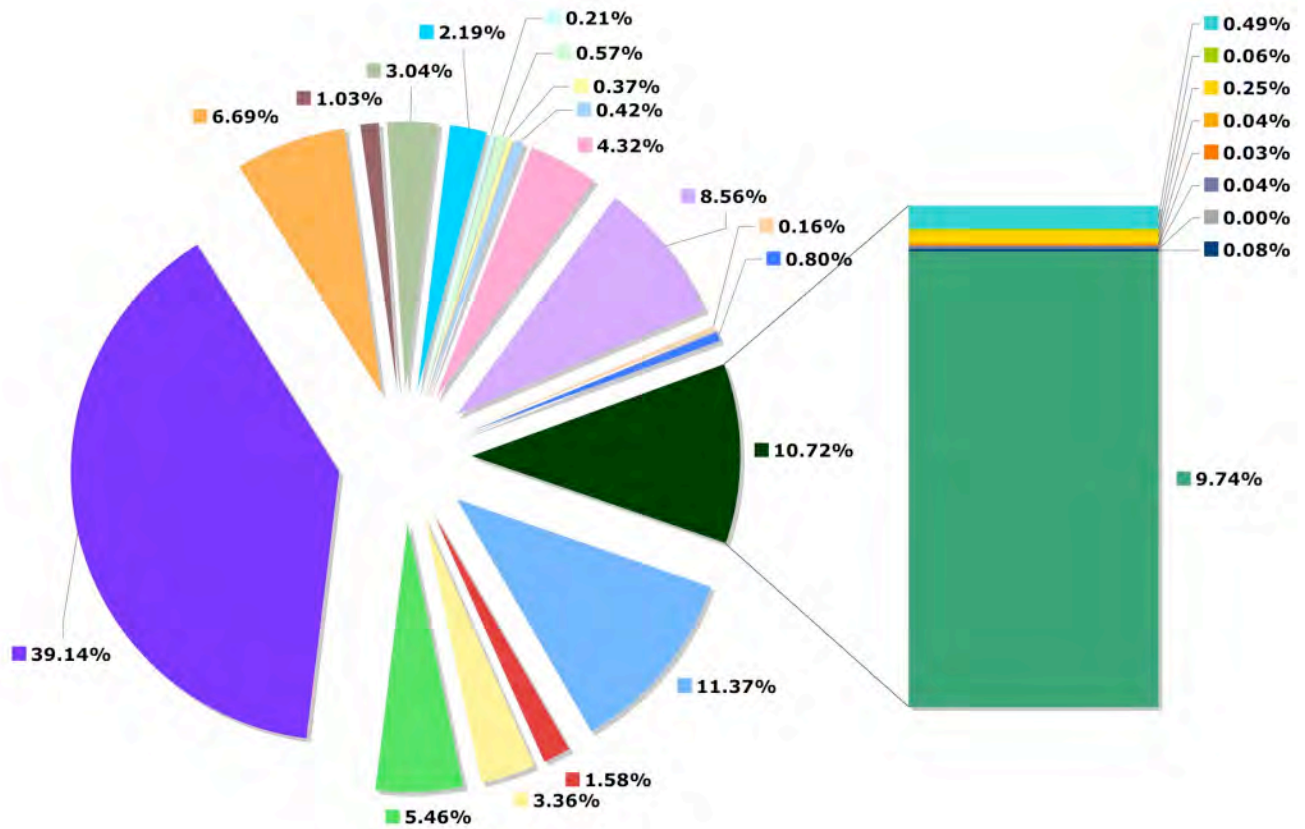
- ✓ 5 districts in 2 Countries
- ✓ 89% spent directly on projects
- ✓ 18 volunteer teachers
- ✓ 300 teachers supported with subject/methodology workshops
- ✓ Over 18,000 students directly impacted

How does TWB-Canada support its projects?

We seek to create cooperative partnerships with those organizations that recognize education as invaluable to the economic and social development of the community and that reflect our philosophy, values and non-discrimination policy. TWB-Canada’s partners are local and international, for-profit and non-profit, from diverse sectors, and represent an array of visions and missions. TWB-Canada trades its expertise with partners and invests time and diplomacy to creating durable networks. We look to developing a creative model that succeeds in forming productive and effective partnerships, thus limiting our need to compete for scarce funding resources. We are also greatly appreciative of our individual donors and very proud of our low administrative expense percentage and to boast that, in 2008, 89% of funding went directly to the implementation of our projects.



TWB-Canada Expenditures 2008



Projects Expenses

Administrative Expenses

- | | | | |
|---|-------------------------------|--------------------------|----------------------|
| Accommodations (Facilitators) | Accommodations (Participants) | Accounting Fees | Monthly Email Fees |
| Food (Facilitators) | Food (Participants) | Web hosting | Teleconferencing |
| Air Travel | Ground Transport | Legal Fees | Postage costs |
| Transportation subsidies (Participants) | Travel Insurance/Visas | Print Media | Bank Service Charges |
| Printing of Workshop Packages | Overseas phonecards | Salaries/consulting fees | |
| Wireless modem rentals | Workshop supplies | | |
| In-country admin/planning costs | Coordinator stipend(s) | | |
| School supplies, scholarships, etc. | Bank withdrawal fees | | |
| Miscellaneous costs | | | |

**The highest reward for a person's work is not what they get for it,
but what they become because of it.**
- John Ruskin

TEACHERS WITHOUT BORDERS - CANADA
STATEMENT OF INCOME
PERIOD ENDED DECEMBER 31, 2008
(unaudited)

Income

TWB Income

Total TWB Donations	\$ 84,936.24	
Total Interest Inc	141.70	
Total TWB Income	<u>\$ 85,077.94</u>	

Expenses

Administrative Expenses

		% of Total Exp.
Accounting Fees	\$ 425.00	0.49%
Communications Expense		
Monthly Email Fees	49.76	0.06%
Web hosting	214.48	0.25%
Teleconferencing	36.19	0.04%
Legal Fees	21.93	0.03%
Postage costs	38.24	0.04%
Print Media	-	0.00%
Bank Service Charges	65.00	0.08%
Salaries/consulting fees	<u>8,400.00</u>	9.74%
Total Administrative Expenses	\$ 9,250.60	10.72%

Projects Expense

Accommodations (Facilitators)	\$ 9,812.81	11.37%
Accommodations (Participants)	1,363.88	1.58%
Food (Facilitators)	2,896.45	3.36%
Food (Participants)	4,710.04	5.46%
Transportation		
Air Travel	33,775.18	39.14%
Ground Transport	5,775.01	6.69%
Transportation subsidies (Participants)	892.76	1.03%
Travel Insurance/Visas	2,624.98	3.04%
Printing of Workshop Packages	1,891.55	2.19%
Overseas phonecards	180.05	0.21%
Wireless modem rentals	487.89	0.57%
Workshop supplies	323.56	0.37%
In-country admin/planning costs	365.32	0.42%
Coordinator stipend(s)	3,727.15	4.32%
School supplies, scholarships, etc.	7,386.66	8.56%
Bank withdrawal fees	134.00	0.16%
Miscellaneous costs	<u>686.34</u>	0.80%
Total Projects Expense	\$ 77,033.63	89.28%

Total Expenses

\$ 86,284.23 100.00%

Total Savings/Loss

\$ (1,206.29) -1.40%

It's easy to make a buck. It's a lot tougher to make a difference.

- Tom Brokaw

Special Thanks

At our stage in development we can claim that we are almost 100% volunteer operated. That said, we need to thank many people who share in our passion by donating numerous hours to our efforts and help to guide the growth and progress of our organisation:

Volunteer Board of Directors:

Noble Kelly – President and Director – Vancouver, British Columbia
Neil Bryson – Vice President and Director – Langley, British Columbia
Dexter Horton – Secretary and Director – Mission, British Columbia
Marijka Stadnyk – Director – Toronto, Ontario
Lee Rother PhD – Director – Montreal, Quebec
Roger Langen – Director – Toronto, Ontario
John Barclay – Treasurer – Vancouver, British Columbia

Volunteer Leadership & Governance Coordinators:

Noble Kelly – Project Development
Neil Bryson - Strategic Partnerships
Lee Rother, PhD – Liaison with Francophone School Boards and Federation
Konrad Glogowski – Communications & Media
Silvia Knittel & Amber Illes – Fund Raising
Sharon Peters – Global Classroom Connections
Betty-Anne Kiddell – Provincial Representatives

We would also like to extend our warmest thanks to the following federations that supported their teachers in 2008:

The Ontario Secondary Schools Teachers' Federation who provided a \$2,000 grant
The British Columbia Teachers' Federation who provided a \$25,000 grant

Teachers Without Borders – Canada is supported by grants and individual donations. We allocate 89 cents of every dollar received to our programs and services. Therefore, we welcome general gifts to support our capacity to deliver our teacher professional programs and to support our partners with tools, content, and resources. Your donation will make a difference!

BY CHEQUE (made payable to):
Teachers Without Borders - Canada
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BY CREDIT CARD:
Donations online via CanadaHelps through
our website www.twbcanada.org





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