



Together
For Humanity

Together For Humanity Foundation ANNUAL REPORT July 2019 – June 2020



TFH Inter-school program with Australian International Academy and Masada College students with Rabbi Paul Lewin leading the group on the tour of the shul (synagogue).

Mission: Together for Humanity fosters students' interfaith and intercultural understanding and, in doing so, brings communities together.

CONTENTS

1)	A message from our Chairman	1
2)	A message from our National Director	3
3)	Together For Humanity at a glance	4
	Our Mission	4
	Our Objectives	4
	Our Strategies	4
	Our Principal Activities	5
	Our Supporters	6
4)	Together for Humanity Governance/Structure and Management	7
5)	Our Financial Performance	9
6)	Our Education Activity	9
7)	General Operations Report	13
8)	How you can help	16
9)	Contact details	16
10)	Appendix: 2019-2020 NSW workshop dates, location, attendance figures	17



1. A MESSAGE FROM OUR CHAIRMAN – Chris McDiven AM

The 2019 to 2020 financial year has been an unusual year across the whole world, including in Australia, and the education sector in particular has had to face huge, unexpected challenges in coping with the coronavirus pandemic. Under this pandemic, communities are being strained mentally, physically, and economically; they are being tested in ways we would never have imagined.

Together for Humanity Foundation's (TFH) mission statement is:

'Together for Humanity fosters students' interfaith and intercultural understanding and, in doing so, brings communities together.'

Our work is needed more than ever to bring and keep these communities together.

In the first half of the year, our work continued with several programs 1) Intensive (typically, 8 weekly sessions), 2) inter-school (2-4 days), 3) teacher professional development, 4) school presentations (large groups), and 5) online learning. When schools switched to home learning, TFH immediately took up the challenge and looked at innovative and creative ways to continue our work.

Under the inspirational leadership of National Director, Rabbi Zalman Kastel AM and Mark van Ommen, appointed Education Director at the end of the 2019 school year, the education team of Kate Xavier, Calisha Bennett, Taha Allam and Tanja Hagedorn (QLD coordinator) met the challenges at the start of the 2020 school year and developed new ways to deliver our message and programs, mostly in an online format. They have been ably supported by our curriculum advisor, Kathleen Gordon and many volunteers and casual presenters. We also acknowledge Ronit Baras, who led our activities in QLD for many years and thank her for her service.

In 2019-2020 our activities have reached a total of **57,680** participants. This includes: **55,084** online users and **2,596** face-to-face participants, including students and teachers in NSW, QLD and SA.

The quality of student learning experiences has been a big focus. Our work on teacher professional development, which is critical to our success, and the Good Practice project successfully initiated in 2017-2018 have been modified and further developed and delivered.

The Board thanks all staff members for their dedication, drive and commitment to our mission and in particular, acknowledges our National Director, Rabbi Zalman Kastel AM whose ongoing encouragement and motivation has continued to inspire the Board and team this year.

The TFH education team has been ably supported by General Manager Julia Gyomber, Executive Assistant Mercedes Esteban-Lyons and newly appointed Communications Officer Nicky Sandler.

Under our Communications Officer's guidance, an up-to-date new website has been launched recently, newsletters to all stakeholders have commenced and a new marketing and communications strategy has been developed.

TFH has continued to be funded by government grants and private philanthropy through events, donations and grants. However, due to the pandemic, opportunities for fundraising this year have been limited. Fortunately, private donors have continued to support the Foundation and we thank everyone for their generosity. We continue to be grateful to the NSW Department of Education for making office space available to us on the site of the JJ Cahill Memorial High School, Mascot.

Last year the Board adopted a new sub-committee structure better suited to the size of the organisation, and with the aim of improving our organisational governance. This has served the organisation well and the Board thanks all the consultants who have joined committees and have willingly shared their expertise and experience with us.

I thank Board members President Madenia Abdurahman, Treasurer Zubeda Raihman, Tina Green, Sam Halbouni, Valerie Hoogstad, Nim Rutnam, Jacquie Seeman, Peter Stephinson, Tim Stern, Jana Wendt and Di Yerbury AO for continuing to share their skills to ensure TFH is well governed.

Chris McDiven AM
Chairman, Together For Humanity



2. A MESSAGE FROM OUR NATIONAL DIRECTOR – Rabbi Zalman Kastel AM

Our world got smaller in 2020.

Before everything changed, I attended a talk via video call from Beijing. The speaker appeared in a mask and described empty streets and fear. It had not occurred to me that what he was describing would impact on me in Australia. In a matter of months, a former teacher of mine and the grocer who sold my family our bread and milk had both died from COVID in the US. We were reminded, painfully, of how we are globally interconnected.

However, there was positive shrinking too. Geography became less important. In the past, our team members in QLD and partners in South Australia and Victoria had very little contact with their colleagues in NSW. With everyone working from home, we began to have weekly Zoom catch ups which served to cement a team spirit across all of Together For Humanity employees and contractors across Australia.

The take up of our services online increased significantly during the COVID period. Between January and June 2020, we saw an increase of 34% in the number of individual computers using the service in comparison with the same period in 2019 (31,538 vs 23,544).

The number of users for the full financial year was 55,084. We also used the period of COVID as an opportunity for migrating content from older technology platforms such as html to a new online learning platform called OpenLearning. This is a very exciting development that should bear fruit for years to come.

A big highlight of the year was receiving the independent qualitative evaluation report from the academic team at Western Sydney University. They found that TFH is successfully assisting students to 1) challenge stereotypes; 2) deal with prejudice and discrimination; 3) reduce their fears about cultural difference; 4) develop empathy and mutual acceptance; and 5) develop a sense of belonging and connection.

Another highlight was the recruitment of 30 schools to partner with us in our Intercultural Understanding Partnerships. This holds great promise for getting outstanding results.

I echo our Chairman's thanks in her report to the whole team and all who supported us and add my thanks to her for outstanding leadership.

Rabbi Zalman Kastel AM
National Director

3. TOGETHER FOR HUMANITY AT A GLANCE

OUR MISSION

Our mission is to foster students' interfaith and intercultural understanding and, in doing so, bring communities together.

OUR OBJECTIVES

- 1) Integrated Approach:** Prioritised school communities and education organisations shift to more holistic and integrated approaches to fostering interfaith and intercultural understanding with support and guidance from TFH.
- 2) High Impact Programs:** Deliver intensive programs to students and professional development of teachers in 40 strategically identified schools and university teacher education programs.
- 3) Access for all:** Deliver short educational programs and online learning to students in diverse geographic areas and socio-economic backgrounds.
- 4) People and Systems:** Our teams are nurtured, supported and developed and our systems and procedures ensure consistent quality.
- 5) Funding** is adequate, reliable, and sustainable, with 40% costs coming from fees for service.
- 6) Engage priority stakeholders:** (parents, teachers, donors, partner organisations, faith communities and government). TFH becoming the "go to" organisation for ICU.

OUR STRATEGIES (linked to the objectives numbers)

Facilitation and Support: Schools are supported and guided with Intercultural Understanding partnerships to develop their own thinking and approaches to inclusion. **(1)**

Parent Engagement: Maximise parent involvement in and knowledge of impact activities. **(1)**

Student Leadership: Develop student leaders and champions to influence their peers. **(1-2)**

Online Learning: Harness the power of

technology to broaden our reach. **(3)**

Education: All students' educational activities are delivered professionally by religiously diverse teams. The staffing of our programs provides participants with experiences of cross-cultural contact, opportunities to develop empathy with people from backgrounds that are different from their own, and inspiration drawn from observation of models of interfaith coexistence. Evidence of impact is collected and informs programming. Programs are tailored to meet the needs of students and priorities of their teachers. Teaching teachers is also a priority because of their influence on students. **(1-3)**

Targeting/Regional Engagement: Target programs based on benefit and need including regional and marginalised participants. **(1-3)**

Administration and Governance: Ensure sound practices, administration and compliance are adhered to consistently. **(4)**

Team: Support and develop staff, Board and volunteers' growth and wellbeing. **(4)**

Finance and Fundraising: Income will be derived from government and donations. Implementation of a sound Fundraising Plan will deliver income adequate to meet program needs. **(5)**

Government Relations: Maintain and foster relationships with State and Federal Governments to facilitate support for activities and contribute to policy development when opportunities arise. **(5 & 6)**

Marketing and Public Relations: Implement a marketing communications plan that builds awareness of TFH and increases take up of all services. **(1-3 and 6)**

Stakeholder and Community Relations: Engage with communities and other stakeholders to ensure our work conforms to their needs and principles and gain their support. **(6)**

Volunteering and Committees: Engage our volunteers, members and committees in meaningful and useful ways to achieve the activities and objectives of the organisation. **(1-6)**

OUR PRINCIPAL ACTIVITIES

Supporting Schools with Intercultural Understanding Partnerships: Support from TFH and communication between TFH and schools will be geared toward maximising the level of engagement on the part of the schools with ICU.

Belonging and Connectedness Workshops: These multi-week programs target children of marginalised communities or from low socio-economic backgrounds. This program helps them develop a sense of belonging and connectedness beyond their own ethnic/religious communities.

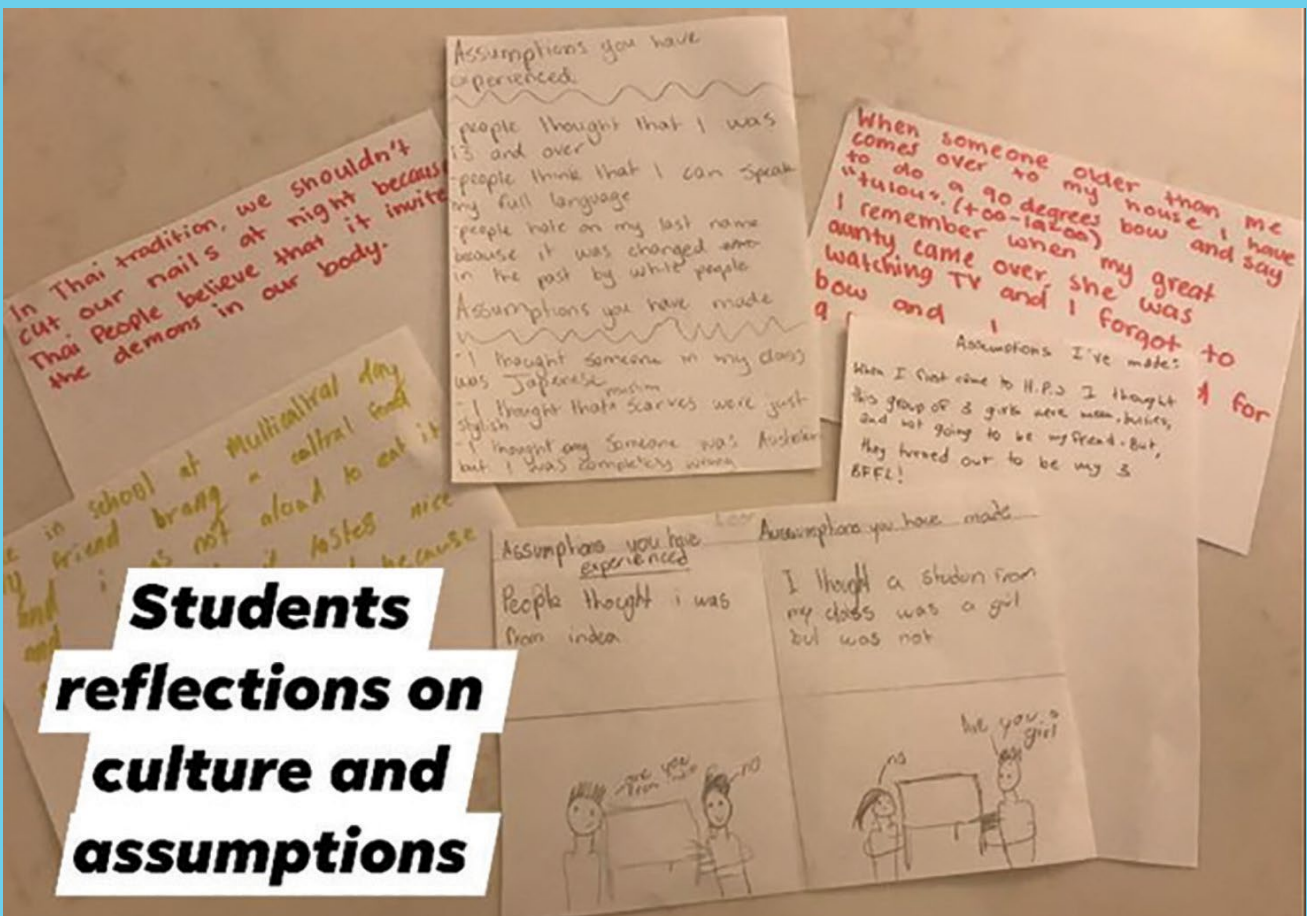
Teacher Professional Development and Provision of Resources: Develops teachers' capacity to foster students' ICU. Professional development is delivered in person at schools as well as through three NESAC accredited online courses. Interactive online materials for students linked to the National Curriculum are also provided and maintained.

Diversity School Presentations and

Workshops: Students interact with people from backgrounds that are different from their own. These may involve interaction with guest presenters or with their peers from other schools.

Community and Stakeholder Engagement: Together For Humanity hold meetings with key stakeholders and community groups to engage them with our work and our message.

Performance Measurement: Together For Humanity reviews the performance of the organisation against its objectives by measuring the evidence of students' learning against educational objectives articulated in its Theory of Change document, and the number of students and teachers reached in the activities. Together For Humanity also carries out feedback surveys with participants to assess the effectiveness of its activities. We also have our more substantial educational activities independently evaluated by Western Sydney University.



Hackenbergh Public School students develop their intercultural understanding skills at a TFH school program.

OUR SUPPORTERS

We thank all of those who have made it possible for us to do the work we do.

The Australian Government through the Department of Social Services (DSS)

The NSW Government through Multicultural NSW's Compact Grants programs

The NSW Department of Education

Our Patrons:

Janet Holmes à Court AC

Mr Jihad DIB MP

The Hon. Natalie Peta WARD MLC

Hon Scott Morrison MP

Dr Anne Aly MP

Mr Julian Leeser MP

Other major donors (Foundations and Companies in alphabetical order):

Andreasens Green Wholesale Nurseries

The Besen Family Foundation

The John and Karen Kightley Foundation

The Magid Foundation

Triforce Australia

Donors large and small including many from the Jewish, Christian and Muslim
and other Australian Communities

Our dedicated volunteers who assist with school presentations and administration

We also acknowledge significant past support from:

The founding governors of "*Goodness and Kindness*" (forerunner of Together For Humanity):

Costa and Despina Vrisakis and Peter and Chrysa Vlandis

Founding Chairman, Jonathan Baral

4. GOVERNANCE/OUR STRUCTURE AND MANAGEMENT

Together For Humanity is registered with the Australian Charities and Not-for-profits Commission.

Board of Management

Chris McDiven AM Director, Chairman

Chris is a retired teacher and businesswoman who has served on numerous not-for-profit boards. In 2005, she was elected the first female President of the Liberal Party of Australia. As well as her work with Together For Humanity, she is heavily involved with Rotary and chaired the Host Organising Committee for an International Peacebuilding Conference in Sydney in March 2018.

Madenia Abdurahman Director, President

Retired School Principal. Experience with not-for-profit sector. Chair of Muslim Aid Australia.

Zubeda Raihman Director, Treasurer

Qualified accountant with experience in a senior position at Macquarie University revenue service and in the not-for-profit sector, particularly with Interfaith and Muslim organisations.

Jacquie Seemann Charak Director

Partner of Thomson Geer, a national commercial law firm, in the employment and safety law team in Sydney. Jacquie has worked extensively with not-for-profit organisations (of many faiths and none) in the education and community service sectors over the past 25 years. She has held a variety of volunteer and executive positions in the Jewish community since she was a teenager.

Christina Green Director

Tina is Co-Director for Maurteen Pty Ltd and Green Family Investment Trusts. Over the years, she has worked in admissions storefront at Odyssey House and as a phone point of contact for Child Abuse Prevention Services (CAPS). Tina has contributed generously being part of philanthropic and family investment groups, as well as through her fundraising efforts for the Australian Youth Orchestra and Royal Botanic Gardens. Tina is a supporter of the Duke of Edinburgh awards and was a committee member for over 20 years for St Vincent's Hospital Ladies Committee.

Sam Halbouni Director

Sam is currently the Principal of Arkana College, a post he has held for the past decade. He is a Justice of the Peace, a member of Independent Primary School Heads of Australia, currently serving as the Proficient Teacher Accreditation Liaison Head, a member of the Islamic Schools Association of Australia and the AISNSW Inaugural Advisory Council.

Valerie Hoogstad Director

Valerie has over 25 years' experience working in universities, both in academia and as a Director involved with International Education. Valerie is currently working part-time at Sydney University and is a consultant in Intercultural Communications. She is also the Chair for NSW Centre for Volunteering and a Director on the Board of Odyssey House. Valerie has a Masters Degree in Education and is the author of 16 textbooks related to literacy and business communications.

Nimalan Rutnam Director

Nim is a qualified solicitor, entrepreneur, human rights activist and philanthropist who has served on numerous not-for-profit boards. Nim was the past General Counsel and Executive Director for Procter & Gamble, Australia and New Zealand. Nim is presently the Group General Counsel & Joint Company Secretary for Blackmores Ltd.

William Peter Stephinson Director

Peter has had over 40 years of experience in business management and marketing in the private sector. Peter has worked in both the security and construction industries. His focus is on business efficiency and implementing procedures. Currently he volunteers as a Supervisor and Mentor for the Men's Shed organisation. Peter has served on the board of Together For Humanity since 2006.

Timothy Ian Stern Director

Tim is a retired business owner with experience in retail and real estate sectors. He qualified as a Boy Scout leader and is an ex first-grade rugby player. Tim is an active volunteer within the Jewish Community.

Jana Bohumila Wendt Director

Jana has worked as a journalist for over three decades, covering stories of international interest, including issues of peace and conflict as these intersect with culture and religion.

Jana has reported widely for broadcast and print media, nationally and internationally. She has received numerous awards in recognition of her work. Jana is also an author.

Emeritus Professor Di Yerbury AO Director

Former and first female Vice-Chancellor at an Australian university, Macquarie University, and Telstra NSW Businesswoman of the Year, 2002. Di has been President of several higher educational associations and peak bodies, nationally and internationally. She has been a Director/Chair of many boards and has chaired/served on over 20 governmental reviews and accreditation panels reviews in Australia and overseas.

Rabbi Zalman Kastel AM National Director and Secretary

Ordained minister of the Jewish Faith and qualified teacher with over 25 years' experience as an educator in primary and secondary schools. Zalman has a passion for working across communities to develop a better understanding between the major faiths. He founded Together For Humanity (in an earlier form known as the Goodness and Kindness project) in 2002.

Meetings

The Board met six times during the 2019-20 Financial Year

- 1) August 2019
- 2) October 2019
- 3) December 2019
- 4) February 2020
- 5) April 2020
- 6) June 2020

In addition to board meetings, board members attended committee meetings and provided ongoing guidance as required.

- 1) Gift Fund Committee
- 2) Finance, Risk and Audit Committee
- 3) Education and Strategy Committee
- 4) Marketing, Communications and Engagement Committee
- 5) Events Action Group



Professional Development session with teachers from the Northern Beaches exploring practical ways to challenge stereotypes in the classrooms.

5. OUR FINANCIAL PERFORMANCE

- Our revenue from continuing operations for the year was **\$1,104,468**
- Our expenses were **\$1,170,697**
- Operating Surplus / (Deficit) after income tax **\$(66,229)**

Note: Our accounts are reported on a cash basis. In 2019-2020 we spent funds from grants that were provided in the previous financial year for the purpose of expenditure in the 2019-2020 financial year.

Auditor's Report and Financial Statements

TFH accounts are independently audited annually by Fahad Saddiqi of Clearstone Group.

The Auditor's Report and Financial Statements are available in a separate document.

6. OUR EDUCATION ACTIVITY

Our School Presentations and Workshops

School programs were delivered to both students and teachers. A list of these programs is included at the end of this report. Programs and activities reached a total of **2,596** participants. These included **1,576** in our school-based programs, **157** students in our ABCD programs, **413** in inter-school programs and **450** teachers. There were an additional **654** participants in community engagement and other activities supported by TFH.

Our Online Reach

Our online reach for teachers professional development, students learning resources and community resources recorded **433,108** pageviews in the 2019-2020 financial year; an increase of **17%** over the previous financial year which recorded **361,072**. There was an increase of **23%** or **55,084** visits from unique computers/URLs. The previous year recorded **42,649** unique visitors.

Our audiences are still concentrated in Sydney **38.75%**, Melbourne **17%**, Brisbane **10%**, Perth **9%** and Adelaide **7%**. TFH is continuing to progress in more effective ways to engage with regional areas and have had some traction via social media platforms such as Facebook, Instagram and Twitter.

The last 12 months have seen significant changes to our educational activity, partly due to COVID-19, but also as the result of staffing changes and reflection by the team on how we can best serve our mission.



The BBB team, Senior Education Officer Kate Xavier, Informal Education Officer Calisha Bennett and Mentor Chloe Beverley-Schack integrate BBB into the Year 9 Careers Education curriculum at Bankstown Girls High School.

Staff

Ronit Baras, our long time TFH representative in Queensland, left the organisation in 2020. We acknowledge the outstanding contribution she has made to furthering our mission in Queensland. Tanja Hagedorn is now the Queensland Coordinator. Kurt, the Education Coordinator, left late in 2019 and was replaced by Mark van Ommen in 2020. Taha Allam decided to become a casual presenter, as he was offered full time teaching for the rest of 2020 and hopefully beyond.

Current TFH educational staff are Kate Xavier, Calisha Bennett, Mark van Ommen, Zalman Kastel and Tanja Hagedorn. Kathleen Gordon remains as our Curriculum consultant and serves as a critical friend for our educational activities. Dr Ari Lander and Taha Allam are casual facilitators. We also have a team of casual presenters and volunteers.

Partnerships

The formation of partnerships with organisations that are congruent with our mission is a big part of our educational approach. We have partnered with the Abraham Institute in SA and the Jewish Christian Muslim Association in VIC to support our Intercultural Understanding Partnership (ICUP) program. This has enabled us to have key people managing projects in NSW, QLD, VIC, SA and WA.

In the next 12 months, we are hoping to partner with the Scripture Union in Queensland, the Museum of Freedom and Tolerance in WA, the

Sydney Jewish Museum, the Australian Council of State School Organisations Ltd and the Catholic Education Parramatta Diocese to further our reach into schools in a variety of locations. We very much see partnership as an opportunity for collaboration, sharing and mutual capacity building.

Activity

At the start of 2020, the Education team reflected on our activity and developed some documentation around the courses we offer, our educational approach and alignment with national and state frameworks and documents. We decided to devote more energy to activities based on their impact, resulting in a preference for multi-week programs offering a higher impact rather than one-off 1-2-hour presentations. However, with COVID-19, we took any opportunity to be in schools.

Our educational offerings occur in 3 areas:

- 1) Holistic approach: services to provide a whole school approach to interfaith and intercultural understanding
- 2) Quality programs: Face-to-face and virtual student and teacher programs of various durations
- 3) Access for all: Online learning and low or no cost programs

ABCD was chosen as our framework for face-to-face programs. The acronym ABCD stands for Acceptance Belonging Connection through Discovery. The Discovery aspect encapsulates our educational approach, as we believe that people learn best through dialogue and hands-on experiences. This means that we place the learner at the centre of our programs, secure in the knowledge that we often learn as much from the participants as they learn from us.

We identified the following themes that run through all our programs. These themes are aligned with our Theory of Change, the Intercultural capabilities (ACARA) and the Student Wellbeing Framework (ASWF): Identity ACARA (CORE), Belonging Connectedness ACARA (CORE), Diversity ACARA (CORE), Faith, Relationships ACARA, Expectations, Culture ACARA, Values, Leadership, Future, Resilience ASWF, Justice, Empathy ACARA, Respect ACARA, Assumptions ACARA.

Holistic approach:

The Intercultural Understanding Partnership (ICUP) grant program was initiated in 2020. We received close to 70 applications from across Australia. After an extensive short-listing process, we decided to support 25 projects, providing them with close to \$160,000 in grant support to develop whole school intercultural and interfaith capacity in their communities.

The types of schools we are supporting include a small regional school of 13 students, large private schools, public primary and secondary schools, groups of schools and a Juvenile Justice Centre. Some common challenges identified by schools include parental engagement, students navigating home culture vs Australian societal culture, racism and prejudice, recent influx of migrants and refugees to schools, and teacher training in dealing with diversity.

The ICUP program is our highest impact activity and is expected to include new PD, student programs and online learning opportunities for JCMA, the Abraham Institute and TFH. We also see ICUP as a vehicle to attract new schools to our programs, to co-design targeted programs for specific situations, and to expand our reach into different areas.

Quality Programs

COVID-19 reduced our ability to interact with students and teachers face-to-face. All activity stopped at the end of March 2020 and started returning slowly in September. Our Boys program BRO and new student leadership program RAP were run in several schools we had worked with before. We ran some teacher PD sessions, and Kate Xavier secured bookings across 2020 for our Interschools programs. Unfortunately, most of our programs did not run for a large part of 2020.

Of encouragement was the take-up and interest in our BBB Girls program and the development of our new RAP student leadership program. This Girls program was developed under our COMPACT grant and includes access to female corporate mentors. In 2021, we hope to have this program running in 4 states. There was a lot of interest in our RAP program, particularly from schools keen to provide students with leadership theory to supplement the work of their SRC students.



BBB participants from Auburn Girls High School visit the offices of female mentor, Karen Loblay AM in Sydney's CBD. Karen runs Loblay Group of Companies and is also the founder of the Matana Foundation which supports disadvantaged youth.

In June, we reflected on our programs and discussed what makes Together For Humanity programs different from other organisations. The overwhelming consensus was that our programs go deeper and touch on the uncomfortable aspects of racism, stereotyping, cultural expectations and prejudice. Nothing is off limits, and all our presenters are more than comfortable to speak from personal experience of the challenges they have faced in their lives.

In Queensland, Tanja Hagedorn has been systematically and strategically developing new networks to increase interest in our programs. The partnership with the Scripture Union looks very promising as it gives us contact with school chaplains. We hope to co-deliver their CHAT program and provide professional development for teachers, chaplains and adults towards the end of 2020 and into 2021.

Access for All:

In 2020, it was decided to look for a new online learning management system to revamp our online courses. After extensive research, we chose to go with OpenLearning. OpenLearning provides options for blended learning, student-student and student-teacher collaboration. It has an easy to use interface and excellent technical support and training.

The content from Difference Differently was transferred across to the new platform. This took longer than expected, in part because we needed to learn the new platform and its extensive number of features. The transfer highlighted the excellent quality and organisation of our existing online content.

A significant achievement this year was to secure ongoing NESAs accreditation for our teacher PD courses. This means that teachers have up to 17 hours of NESAs endorsed courses they can complete as part of our portal. We are also an endorsed provider. Thanks to Kate Xavier and Ray Gillies for making this happen.

Through ICUP and feedback from pilot schools, we hope in 2021 to supplement existing content with more up-to-date videos and examples when appropriate. OpenLearning would also be used to develop new teacher PD opportunities in partnership with organisations like the Sydney Jewish Museum and the Australian Council of State School Organisations Ltd.

2020-2021

Although COVID-19 provided less opportunities for face-to-face activity, it allowed some space to reflect on our activities and future directions. We feel we have a clearer understanding of how our activities serve our mission, who we should look to partner with, and how we can have a greater impact. The pandemic also highlighted the importance of understanding how the dynamic between diversity, identity and belonging serves to strengthen Australian society and build cohesion.



Rabbi Zalman presenting Together For Humanity at an HSC Studies of Religion workshop at Malek Fahd Islamic School

7. GENERAL OPERATIONS REPORT

On Australia Day 2020, our National Director Rabbi Zalman Kastel was appointed a Member of the Order of Australia for his work teaching interfaith and intercultural understanding to school communities. It was an incredibly proud moment for the organisation, and no one is more deserving of the accolade. Rabbi Zalman has worked tirelessly for nearly 20 years to advance understanding and inclusion and connect Australians across differences.

It has been an extraordinary year for Together For Humanity, not only for positive staff and strategic development, such as the newly-formed Communications Officer and Education Director roles, but also in terms of our team wellbeing program. There was also the impact of the unforeseen global pandemic that will continue to challenge and creatively motivate the ways in which we can effectively plan for and deliver our important work fostering intercultural understanding in schools and beyond the classroom.

TFH's activities continued to progress well and the NSW office reported the following for the July 2019 to June 2020 period:

- **1,576** students attended TFH's one-hour school-based programs in over 12 schools
- **450** teachers from over 20 schools have been part of our teacher face-to-face Professional Development sessions
- ABCD's suite of long-term, high impact programs that include BRO, BBB and RAP were conducted at 6 different schools reaching **157** students
- Inter-school programs occurred with **10** schools, with a total of **413** students participating. As of March 2020, the Inter-school program was placed on hold due to COVID-19 as it relies on face-to-face interaction between students, facilitators and participants.

Our Metro-Regional Inclusive Communities Youth Summit

In late 2020, the Metro-Regional Inclusive Communities Youth Summit will provide an opportunity for students from 7 schools (4 metro and 3 regional) to formulate their own ideas around community harmony in Australia and have their voices heard by MPs and community leaders. Students will be required

to produce proposals that offer innovative ways to enhance inclusion in their own school and broader communities. In a format of their choice (multimedia presentation, visual artwork, dance performance, etc.), student proposals will address the question *"how can we work towards building and maintaining strong and cohesive communities in the current COVID-19 climate?"* The use of technology will engage and empower young people to be heard between regional and metropolitan spaces.

Community Engagement and Collaborations

Despite the unusual backdrop to the year, TFH continued to develop and participate in collaborations and community raising and engagement activities. Highlights included: staff training and development opportunities with Lebanese Muslim Association, Anti-Discrimination NSW, All Together Now, Clear Horizons and Leadership Space.

Program Partnership with:

- Uniting Country SA, Port Augusta, Communities and Children
- CAPA: Global Education Network to provide quality international interns to assist with TFH delivery of work
- Courage to Care assisted with TFH's Youth Summit program content for pre-project planning
- Jewish Board of Deputies co-creation of programs and Teacher PD
- Grant application with National Better Balanced Futures Limited (NBBF) to roll out ICUP and GRE (General Religious Education) in schools
- Benevolence Australia: scoping partnership and roll out of BBB Girls program in Victoria for Term 1 2021
- SSI initial meeting to consider partnership with rolling out a collaborative intercultural Understating Education Program in regional NSW posts including Newcastle, Central Coast region, Bathurst and Orange. Just before the COVID-19 restrictions, regional schools from this network reached out to explore what TFH programs would best suit their needs. These programs have been placed on hold until further notice.

South Australian Activity

Our South Australian partner, the Abraham Institute has made incredible progress with its programs and activities, as well as actively promoting all TFH's online Teacher PD courses with a high take-up among SA teachers.

713 students in SA took part in ICU programs in over **10** state, private, independent primary and secondary schools. In addition to this tremendous effort, the following activities occurred:

- Planning of the BBB Girls program roll out in SA

Discussion regarding collaborations with the following organisations:

- Multicultural Development Officer, Port Adelaide Football Club: using sports as a tool for young engagement
- Director, Adelaide Holocaust Museum: cross promotion and collaboration of program content
- Cultural Development Officer, City of Marion: working with disconnected youth around ICU themes of belonging and acceptance
- Cultural Advisor, Wirrtu Yarluy Aboriginal Education Unit, University of Adelaide: effective engagement with Indigenous communities for program development
- Program Manager, City of Port Adelaide: ICU journey via libraries in the LGA targeting pre-schoolers and pre-teens
- Multicultural Communities Council of SA: scoping possible future collaborations with Rotaract Club
- University of Adelaide: scoping possible future collaborations

Queensland Activity

During the 2019-2020 FY, program activity in Queensland progressed well, with the following achieved:

- Facilitation of 3 community development workshops: 1 in Toowoomba (part of Collaborate, Challenge Connect (CCC) program and 2 in Brisbane for DHS including managers and officers from Multicultural Services in DHS
- *'Trust Building'* community workshop developed in collaboration with Initiative of Change and BEMAC
- Pilot Early Years PD to grow educators in Toowoomba
- Memberships of three key organisations: QLD Faith Community Council (QFCC), QLD Global Citizenship Education Network, QLD Reconciliation Industry Network Group (RING)
- Acquired agreement with QLD College of Teachers (QCT) to promote TFH online resources on QCT's online portal for teachers

COVID-19 and staff restructure meant that the regional Collaborate Challenge Connect (CCC) program could not go ahead. This would have seen over 2,500 primary school students from 5 schools come together over a 4-day period with community organisations, elders and parents to strengthen school-community ties and support interaction beyond the workshop and classroom space.

With our newly appointed Education Coordinator in QLD, and the ongoing support of our Curriculum consultant, activity is set to continue with a focus on Inter-school programs, leadership in primary schools and parent engagement. A promising partnership is well underway with the Queensland Scripture Union which will see a roll out of ICU and Interfaith-related school-based programs within a network of 800 primary and secondary schools.

Victorian Activity

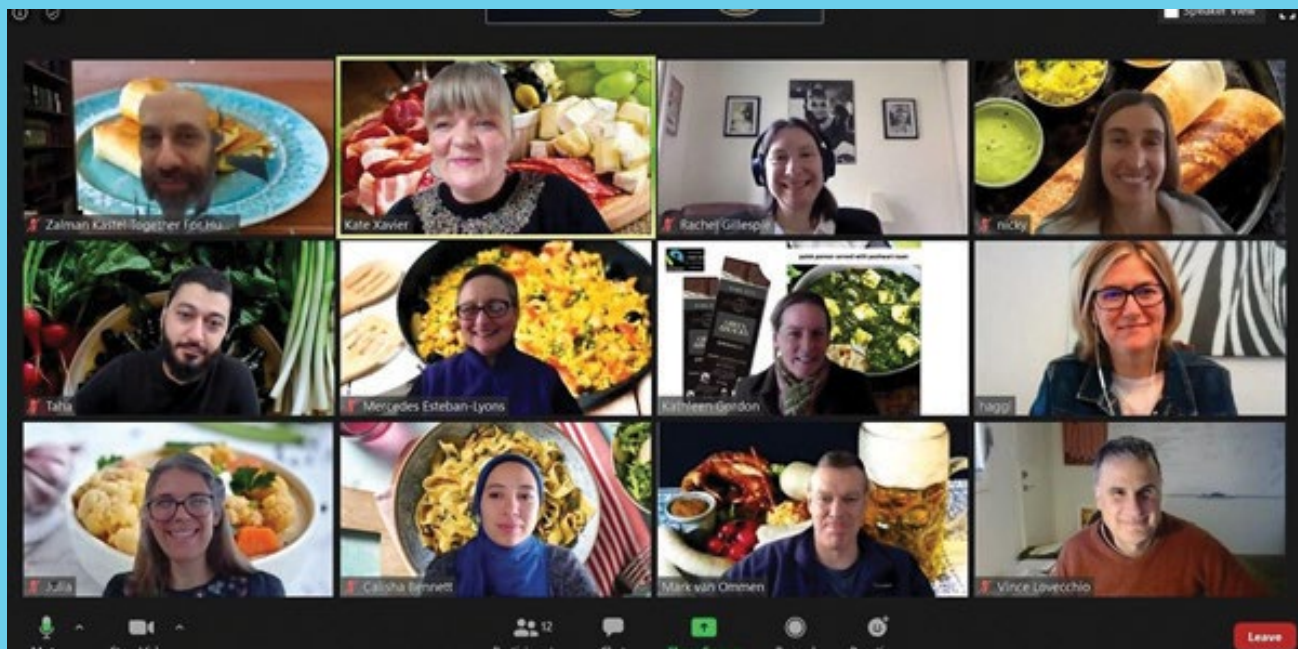
TFH's strategic partnership with the Jewish Muslim and Christian Association (JCMA) is progressing well against the backdrop of COVID-19. Achievements during the 2019-2020 FY include:

- Recruitment of an Education Project Officer in March 2020
- Service Agreement and Activity Work Plan developed, reviewed and ratified by JCMA and TFH
- Update of database of schools with additions made across different education sectors
- Engaged with a variety of stakeholder groups in Victoria, e.g. Melton Council, Team Leader Diversity & Intercultural Development; Catholic Education Melbourne, Education Officer; Ballarat Catholic Education, Wellbeing Unit and Department of Education and Training Victoria
- Extensive and personalised engagement and promotion campaign for ICUP including the JCMA website and TFH and JCMA resources

- The Education Project Officer is working closely with the TFH team to refine the selection criteria and other documentation for ICUP, and is an integral part of the selection panel for ICUP
- Relationships continue to be maintained and formed with a range of key stakeholders including from the mainstream, faith-based and multicultural sectors. An example of this is the Ark Centre and Rabbi Gabi Kaltman presenting at the JCMA online annual conference.
- Program evaluation processes being developed and will be undertaken in consultation with ICUP participating schools.

A huge *'thank you'* to all our supporters, donors, patrons, staff and interstate partners for supporting this amazing work as we continue to traverse some unpredictable but equally rewarding terrain.

Julia Gyomber
General and Engagement Manager



TFH staff continue to connect and bond via ongoing virtual staff meetings. This has allowed for interstate staff and partners to remain connected regardless of location.

8. HOW YOU CAN HELP

Volunteer your time

Please contact our office if you are interested in becoming a volunteer for Together For Humanity (0468 705 665).

Donate

We would warmly welcome your generous support by making a tax-deductible donation. There are several ways in which this can be done:

Pay by Credit Card

Please visit our website and click on the [Donate](#) button

Pay by Direct Deposit

Bank: Westpac Banking Corporation

Account Name: Together for Humanity Foundation

BSB: 032 188

Account: 421013

Pay by Cheque

Cheques made payable to *'Together For Humanity Foundation'* should be forwarded to us at PO Box 248 Rosebery NSW 1445

Support us

By hosting an event or fundraising activity or become a corporate partner

Leave a Bequest

9. CONTACT DETAILS

Together For Humanity Foundation Ltd
PO Box 248
Rosebery NSW 1445

Telephone: 0468 705 665

Email: info@togetherforhumanity.org.au

Web: togetherforhumanity.org.au

10. APPENDIX: NSW 2019-2020 EDUCATION ACTIVITY

Date	Location	Program	Numbers Reached
03.07.2019	Granville Boys High School	ABCD BRO	30
18.07.2019	SJM Catholic Education Teacher Training hosted by the Sydney Jewish Museum	Teacher PD	50
13.07.2019	4th Islamic Schooling Conference, Sydney Myer Asia Centre	Teacher PD	200
05.08.2019	Masada College	Interschool	80
12.08.2019	Auburn Girls High School and Auburn Mosque	Interschool	60
14.08.2019	Liverpool City Council's Children' Parliament Program		
	Interschool	20	
03.09.2019	Our Big Kitchen	Interschool	94
06.09.2019	Our Lady of Good Counsel Catholic School		
	School Based Program	66	
09.09.2019	Pre-service Teachers PD. School of Social Work and Education at University of Sydney	Teacher PD	40
26.09.2019	Heckenberg Public School	School Based Program	200
14.10.2019	Pittwater High School	School Based Program	260
15.10.2019	St Patrick's College Asquith	School Based Program	324
21.10.2019	Northern Beaches Secondary College Cromer Campus	School Based Program	202
21.10.2019	Auburn Girls High School	ABCD BBB	12
22.10.2019	JJ Cahill Memorial High School	Teacher PD	70
23.10.2019	St Ignatius College Riverview	School Based Program	230

28.10.2019	Auburn Girls High School	ABCD BBB	12-repeat cohort
04.11.2019	Auburn Girls High School	ABCD BBB	12-repeat cohort
05.11.2020	Mater Maria Catholic High School	School Based Program	65
06.11.2019	Mater Maria Catholic High School	School Based Program	80
11.11.2019	Auburn Girls High School	ABCD BBB	12-repeat cohort
18.11.2019	Auburn Girls High School	ABCD BBB	12-repeat cohort
26.11.2019	Collaroy Centre	School Based Program	140
27.11.2019	Emanuel School	Interschool	69
02.12.2019	Auburn Girls High School	ABCD BBB	12-repeat cohort
09.12.2019	Auburn Girls High School	ABCD BBB	12-repeat cohort
16.12.2019	Mater Maria Catholic College	Teacher PD	90
19.02.2020	Punchbowl Boys High School	ABCD RAP	12
20.02.2020	Punchbowl Boys High School	ABCD RAP	12-repeat cohort
25.02.2020	AIA Kellyville	ABCD BRO	12
25.02.2020	AIA Kellyville	ABCD BBB	14
02.03.2020	Masada College	Interschool	90
03.03.2020	Chester Hill High School	ABCD BBB	12
04.03.2020	Malek Fahd Islamic School	School Based Program	9
09.03.2020	Bankstown Girls High School	ABCD BBB	24
18.03.2020	Granville Boys High School	ABCD RAP	14
19.03.2020	Granville Boys High School	ABCD RAP	14-repeat cohort
16.06.2020	Bankstown Girls High School	ABCD BBB	27
30.06.2020	Bankstown Girls High School	ABCD BBB	27-repeat cohort