



Together
For Humanity

Together For Humanity Foundation ANNUAL REPORT 2021 – 2022



In a disrupted school year with lockdowns keeping our teams out of schools, we were determined to continue teaching respect and understanding to young people. We harnessed technology and created online programs to deepen students' intercultural understanding.

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

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TFH volunteer presenters gathered to learn new strategies and activities to support student learning. We are so grateful for our volunteer presenters, many of whom have been working with us for years. Their knowledge, stories and life experiences are an effective way to help young people learn about diverse perspectives.

MESSAGE FROM OUR CHAIR – CHRIS MCDIVEN AM

Together For Humanity (TFH) is a not-for-profit organisation that has existed for over twenty years for the purpose of ensuring young people embrace each other's differences as this relates to belief systems and ethnicity. The TFH team achieves this through increasing interfaith and intercultural understanding primarily within school settings.

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.

Our work with schools, educators, and children focuses on setting aside differences to promote shared traditions of people with different cultural identities and, in doing so, combats prejudice, racism, and bigotry, and advances a strong sense of belonging and inclusion.

On 11th May 2021, the Federal Government announced that through the Connected Youth and Communities initiative it would provide \$8.1 million over four years to TFH, to be matched by an additional \$4 million (cash and in-kind) from other sources. The funds were earmarked to deliver mainly school based, student and teacher driven, face-to-face programs to educate students, teachers, and parents so they are equipped for supporting diversity, and able to foster greater intercultural understanding and a sense of belonging. Unfortunately, due to the amount of red tape, these funds took over six months to come through into our accounts.

TFH sincerely thanks our donors and philanthropic partners for their ongoing generosity over the past year that have assisted us in raising funds to go towards matching the Government grant. The past year has presented us with very limited opportunities to hold other fundraising events.

As I predicted in my last annual report, during the 2021-2022 financial year, we had very little relief from the challenges and uncertainty the ongoing Covid-19 pandemic presented us with across the education sector. Our ability to partner with schools and hold face-to-face programs has been severely restricted by Education Department health regulations.

Despite these setbacks, we currently offer several one-hour curriculum-linked student programs; longer well-being programs in which students explore personal identity and connect with people who are different from them; interschools programs that bring students together to explore similarities and differences in faith and culture; teacher professional development focusing on creating culturally inclusive classrooms; and online learning for teachers to help build their school's intercultural capability.

The Federal Government grant supported the Board's plans to grow the organisation, and in late 2021 we employed an executive search company to assist us in finding a CEO to lead TFH alongside our Founder, Rabbi Zalman Kastel. After an extensive search, the Board was pleased to appoint Diane Harapin to this position, and we welcomed her to TFH when she took up the role in January 2022.

The Board thanks CEO Diane Harapin, Founder Rabbi Zalman Kastel, and all our other staff in the administration and education teams for their ongoing tireless efforts to support our mission. They are ably supported by a culturally diverse team of volunteer presenters.

As Chair, I also thank all our Board members for the time, input, and expertise they so willingly give to support the staff and the organisation in their aim of ensuring TFH is well governed. In addition, I thank the other members of our sub-committees who advise us on various matters.

Chris McDiven AM
Chair



MESSAGE FROM OUR FOUNDER – RABBI ZALMAN KASTEL AM

May 2022 marked 20 years since the first activity of what was to become Together For Humanity. This activity took place at St Ives North Public School on the North Shore of Sydney. As we mark our 20th anniversary, it is wonderful to see Together For Humanity poised to deliver even greater impact.

I was sitting in a school in Western Sydney some years ago after our team's weekly session with a group of students who were mostly from low socio-economic backgrounds and had Arabic, Muslim or Pacific Islander heritage. We were having a chat with an overcommitted teacher who was our contact at the school. While she was supportive of our efforts, there was limited time for her to consider how our services could be coordinated with the efforts of the school. At that moment, the penny dropped for me that our efforts with the students were stand alone rather than part of a partnership with the teachers. That recognition planted the seed from which our Intercultural Understanding Partnerships grew.

During 2022, Together For Humanity entered into an agreement with the Australian Government to fund intercultural partnerships with 100 schools over the next four years. Through these partnerships, Together For Humanity will support these schools to address challenges that are important to them and advance interfaith or intercultural understanding, inclusion, connection and belonging for their students.

In addition to these partnerships, we continued to deliver programs that highlighted common teachings from various religions encouraging generosity toward people who are different to oneself, fostered students' feelings of belonging and increased their understanding.

I echo our Chair's thanks in her message to the Together For Humanity team, employed and volunteers, to our donors and the Government, and I thank Chris and the whole board for their dedicated service.

On behalf of the children we taught and the communities we brought together, thank you.

Rabbi Zalman Kastel AM
Founder and National Director

ABOUT TOGETHER FOR HUMANITY

Together For Humanity is a not-for-profit provider of educational services. We work with schools and their communities to combat prejudice and advance belonging and inclusion. We offer a range of face-to-face and online programs linked to the Australian curriculum and Professional Development courses for teachers. We have teams in New South Wales, Victoria and Queensland, and work in collaboration with partners Jewish Christian Muslim Association of Australia and Benevolence Australia in Victoria and The Abraham Institute in South Australia.

Schools we work with report substantial improvement in empathy and cohesion. A recent study by Western Sydney University confirmed that we are successfully assisting students to challenge stereotypes, reduce fears of cultural difference, deal with prejudice and discrimination and develop empathy, mutual acceptance and belonging.¹

OUR BOARD OF DIRECTORS

Our Board of Directors are diverse in their skills and backgrounds. Please visit our website to learn more about them togetherforhumanity.org.au/the-board

The Board met seven times during the 2021-2022 financial year:

- 18 August 2021
- 20 October 2021
- 15 December 2021
- 16 February 2022
- 30 March 2022
- 25 May 2022
- 29 June 2022

In addition to the Board meetings, Board members attend committee meetings and provide guidance on an ongoing basis as needed:

- Gift Fund Committee
- Finance, Risk and Audit Committee
- Education Strategy Advisory Committee
- Fundraising and Events Committee
- Marketing, Communications and Engagement Committee

¹Gale, F., Edenborough, M., Boccanfuso, E., Hawkins, M., & Sell, C., Promoting intercultural understanding, connectedness and belonging: An independent qualitative evaluation of Together For Humanity programs, Western Sydney University, Australia, 2019

OUR SUPPORTERS

Our Government Supporters

The Australian Government through the Department of Education, Skills and Employment (DESE)

NSW Department of Education

Our Strategic Partners

The Abraham Institute, South Australia

Australian Council of State Schools Organisation

Benevolence Australia, Victoria

Jewish Christian Muslim Association of Australia, Victoria

Scripture Union, Queensland

Western Sydney University Social Work Department

Our Patrons

Janet Holmes à Court AC

Mr Jihad DIB, MP

The Hon Natalie Ward MLC

The Hon Scott Morrison MP

Dr Anne Aly MP

Mr Julian Leeser MP

Other Major Donors (individuals, foundations, companies in alphabetical order)

Abbas and Zohra Aly and Triforce Australia

Andreasens Green Wholesale Nurseries

Banki Haddock Flora Lawyers

EG Funds Management

Fivex

Leslie and Ginny Green

Tina and Maurice Green AM

Henroth Investments Pty Ltd

Janet Holmes à Court AC

Impact Foundation

Sir Asher and Lady Joel Foundation

The John and Karen Kightley Foundation

Karen Loblay AM

Pinshaw Family Foundation

Ross and Chris McDiven AM

Tony and Robin Mitchell

The Naphtali Family Foundation

Plus61J Media

Solotel

St Benedict's Monastery

Thomson Geer

Irving Wallach

The Wolanski Foundation

Donors large and small including many from culturally and religiously diverse communities.

Our dedicated volunteers who assist with school presentations and administration.

We also acknowledge significant past support from:

Jonathan Baral, Founding Chair and initial funder

The Besen Family Foundation

The Magid Foundation

The Becher Foundation

The Giving Tree Giving Circle

Andrew and Nicola Forrest through the Minderoo Foundation

The Dalwood-Wylie Foundation

The late Sabina Van Der Linden

Costa and Despina Vrisakis and Peter and Chrysa Vlandis,
founding governors of *Goodness and Kindness* (forerunner of Together For Humanity)

Talal Yassine OAM

OUR FINANCIAL PERFORMANCE

Our revenue from continuing operations:

\$1,024,022.

Our total expenses from continuing operations:

\$1,144,624.

Operating surplus/(deficit) after income tax:

\$120,602.

TFH accounts are independently audited annually by Mohammed Sinaheed of MS

Taxation services. The Auditor's report and financial statements are available in a separate document.

OUR ACTIVITY IN SCHOOLS

Health regulations and lockdowns around the country as a result of the ongoing COVID-19 pandemic limited the number of face-to-face programs we were able to run in schools. Not to be deterred, we modified our mode of delivery and timelines to ensure that our intersection with school communities was still possible, and complied with the ever-changing health and safety regulations. Despite the challenging educational environment, we delivered our full suite of offerings to a range of government, independent and faith-based schools across Australia. Activity is broken down by program type:

Interactive one-hour curriculum-linked presentations

We run a range of one-off, curriculum-linked presentations that are suitable for large groups and can be a jumping off point for further engagement, fill a specific gap in a classroom program or serve to raise awareness.

Highlights

Celebrations

A new addition to our short presentations, Celebrations focuses on the symbols, origins and significance of cultural and/or religious celebrations, and explores how celebrations can help us include and connect with others.

For Harmony Day 2022, year 3 and 4 students at Vaucluse Public School learned about the origins of Harmony Day - the UN's International Day for the Elimination of Racial Discrimination - giving context to and emphasising the importance of inclusiveness, respect and belonging for all Australians, regardless of background. To support students to develop an understanding of diverse people and their celebrations, our diverse team of presenters spoke about some of the holidays they celebrated including the Jewish festival of Hanukkah and the month of

Ramadan for Muslims. Students were given the chance to share about their own cultural and religious celebrations in small groups and then with the larger group. In a lively Q&A session, students shared their thoughts on how they thought celebrations could help people include and connect with others.

Migration stories

Another new addition to our short-form presentations that supports students to gain an understanding of diverse peoples' migration experiences and cultural practices.

Year 5 and 6 students at Vaucluse Public School participated in this program on Harmony Day 2022. As TFH presenters shared their personal stories of migration, students were asked to engage in *intentional listening* and put themselves in the shoes of the presenters as they shared their stories - the fear and uncertainty of moving to a new country, the sadness of leaving behind family and friends, the feelings of being an outsider and not belonging, the joys of making new friends. In a Q&A session, students asked the presenters questions and offered their ideas around how we can ensure that all Australians feel respected, included and connected with one another.

Out of the box anti-prejudice workshop

Facilitators from diverse cultures and faiths challenge students to examine their assumptions about Australian identity and stereotypes, followed by a student-led Q&A.



Our QLD team ran our *Out of the Box* workshop with year 7, 8 and 9 students from Kenmore State High School, engaging over 1,200 students over six transformational days. The sessions were the beginning of a whole school approach with Kenmore, to be followed by the CHAT wellbeing program and teacher professional development sessions.

Highlight

Out of the Box at Kenmore State High School

At the end of Term 4 2021, our QLD team ran *Out of the Box* for year 7, 8 and 9 students at Kenmore State High School. Six facilitators from diverse cultural and faith backgrounds challenged students to examine their assumptions about identity, stereotypes and belonging, and taught students how to ask respectful questions to gain better understanding of 'the other'.

We engaged with over 1,200 students over six transformational days. The results were astounding. Students asked intelligent, eloquent, vulnerable and often hilarious questions around gender diversity, religion, and racism...rugby, hip hop, hair and shoes... and any combination of these! There were laughs, tears, and nods of

fresh understanding as they 'went there'. The *Out of the Box* sessions were the beginning of a whole school approach with Kenmore, with plans to run our Wellbeing program (CHAT) and teacher professional development sessions in 2022.

Studies of Religion

In Term 3 2021, with our NSW team in lockdown, we decided to trial online Studies of Religion workshops for Year 11 and 12 students. Guided by Senior Education Officer, Kate Xavier, a Studies of Religion Teacher and former HSC marker, the workshops were a blend of content, student reflection, web-based values quizzes and Q&A. During the sessions, our team delivered syllabus-linked content and students reflected on their intercultural learnings by finding similarities, differences and points of connection between the speakers and themselves.

A great opportunity to deepen their understanding of syllabus content, students really enjoyed having the chance to ask an adherent of a different faith direct questions and hearing a lived expression of their belief.

Our Studies of Religion online workshops have been extremely well received. They have given us the opportunity to work with new schools across NSW including Tara Anglican College, St Aloysius College, St Euphemia College Bankstown, SCEGGS, St John's College Woodlawn and more.

We also conducted a number of face-to-face Studies of Religion programs including with Malek Fahd Islamic School in Sydney and Yavneh College in Melbourne.

Wellbeing Programs

Intensive and highly interactive small group programs in which students explore personal identity and connect with people who are different from them. These programs run for one hour per week over several weeks or full day sessions. Our Wellbeing programs support students to:

- Build confidence
- Develop empathy
- Form positive and respectful relationships with others
- Improve their resilience and wellbeing levels
- Feel like they belong

CHAT (Cultural Hearing Asking Telling)

CHAT is an intercultural dialogue program developed by Scripture Union Australia (SU) to enhance empathy, encourage understanding, explore diversity, and develop students' self-reflection and dialogue skills.

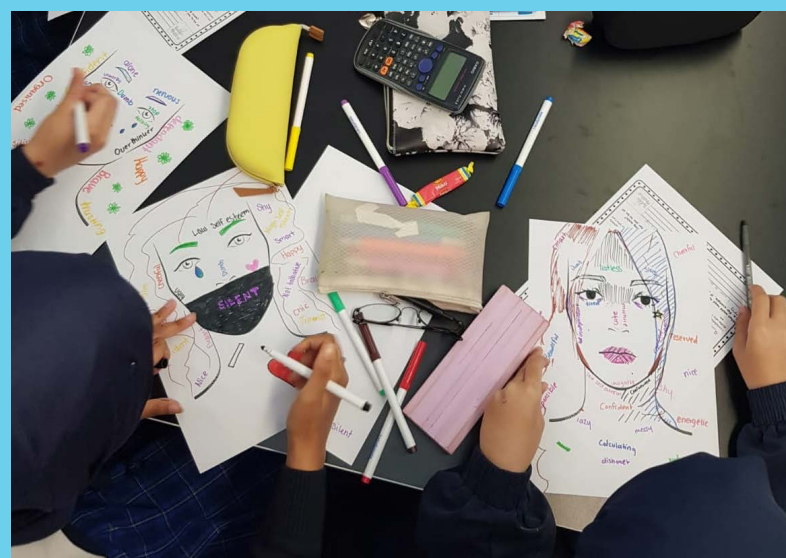
Our Queensland team is trained in CHAT and has delivered the program in three Queensland schools - Kenmore State High School, Yeronga State High School and Woodcrest State College, at times in collaboration with the school chaplains.

Over the course of eight weekly one-hour sessions, students are encouraged to practise respectful dialogue with those who are different to them, and engage with challenging topics with curiosity and compassion.

One student shared about the complexity of the intersection between his Muslim beliefs and his compassion towards those who identify as LGBTQIA+. Challenged to use their dialogue skills in difficult situations, another group took this beyond the CHAT sessions, and, with the support of the chaplain, negotiated with the school leadership to achieve longed-for policy change in the school. Students widely report a greater sense of confidence and belonging after participating in the program.

Believe, Belong & Become (BBB)

Believe, Belong & Become helps participants develop an improved sense of identity, belonging and resilience. Students are supported by successful community mentors from diverse backgrounds.



As part of their Careers program, year 10 girls from Bankstown Girls High School examined their character strengths and areas for development in light of their career aspirations in our one-day intensive Believe, Belong & Become program.

Over eight weeks, year 6 girls from Chester Hill North Public School participated in BBB, and explored their own identities, what it means to belong, and the self-belief and resilience they would need to navigate their future goals.

Guest presenters included our CEO Diane Harapin and General Manager Julia Gyomber who shared their personal stories. In the final session, the girls presented their end of program projects, which showcased reflections on their personal growth during the program, or social impact projects they had designed to contribute to their communities.

As part of their Careers program, we also ran a one-day intensive BBB with 80+ year 10 girls from Bankstown Girls High School. The girls were enthusiastic and engaged as they examined their character strengths and areas for development in light of their career aspirations, and discussed the importance of standing up to injustice, even if they were the only ones doing so.

One of our Victorian partners, Benevolence Australia completed a BBB program with over 20 students in Years 9 to 11 from Minaret Secondary College. Over the course of five weeks, students explored the concepts of self-knowledge and self-love through the lens of stereotypes, gender inequalities, identity and belonging. The aim of the program was to consolidate students' foundation of self-knowledge and self-love from which they will essentially navigate through life.

Breakthrough

Breakthrough is a four-week program that focuses on upskilling young people and equipping them to deal with differences. The workshop-based program is hands-on, with activities that can be practically applied.

In Term 1 2022, our Community Engagement Officer, Victoria, Aamon Sayed ran Breakthrough with year 12 students from East Preston Islamic College, upskilling the soon-to-be high school graduates and preparing them for the wider world. Topics explored included values, resilience, self-awareness and belonging. After the program, participants reported that their perspectives changed for the better. For example, prior to the program, one student believed that having a difference of opinion with a friend was negative and problematic. He subsequently came to understand that with careful navigation and respect for the other's point of view, differences of opinion between friends are okay, and may even teach us a thing or two!



National Director Rabbi Zalman Kastel AM and presenter Jihad Yassine prepare for our Cultures Connecting wellbeing program with year 9 students from Granville Boys High School. Over five weeks, students learned about connecting across differences of belief and culture and the importance of being resilient and strong in responding to prejudice and injustice.



A proud day as year 6 students from Chester Hill North Public School graduate from our Believe, Belong & Become program. Over eight weeks, the girls explored their own identities, what it means to belong and the self-belief and resilience they will need to navigate their future goals and aspirations.

Cultures Connecting

Cultures Connecting provides students with tools to better understand, respect and connect with other cultures and develop empathy. Over five weeks, students from Granville Boys High School participated in a rich learning journey. Students examined their own identities and values and learnt more about themselves to create a strong foundation for connecting with others. They explored prejudice and ways of responding to injustice and grievances. Their learning was enhanced by a visit from guest speaker, Danny Abdallah. Danny and his wife Leila drew on their Catholic faith to forgive the drunk and drugged driver who killed three of their children and their niece. Danny encouraged the boys to respond thoughtfully to adversity rather than react impulsively.

The program was facilitated by poet and TFH presenter, Jihad Yassine, Rabbi Zalman Kastel and Hezie Lazarov. The students, many of whom were Muslim, found common ground with Danny and Rabbi Zalman in the teachings of their respective faiths about forgiveness and the story of Joseph/Yusuf/Yosef, who responded to great adversity with forgiveness and faith. The learning culminated with an exploration of the question 'who are my people' - who did students see themselves feeling kinship with, and responsibility towards?

Interschools Program

Our Interschools Program brings students from different schools together to explore similarities and differences in faith and culture through experiential activities. Schools collaborate to co-host the program.



Long-time participants of our Interschools Program, students from Arkana College and Mount Sinai College come together for an inspiring day of cultural exchange.



As part of our Interschools program, Islamic school Arkana College hosted an interfaith Iftar dinner for year 6 students from the College and Jewish Day School Mount Sinai College and their parents during Ramadan. The two communities shared culture, traditions and formed connections over an abundance of halal and kosher food.

While COVID lockdowns in NSW and Victoria kept us out of schools for Terms 3 and 4 in 2021, we were able to run several Interschools Programs in the first half of 2022. Arkana College and Mount Sinai College are long-time participants in our Interschools Program.

In April 2022, during the month of Ramadan, Arkana hosted an interfaith Iftar dinner for Year 6 Arkana and Mount Sinai students and their parents. Prior to the dinner, we ran a program which introduced the students to one another and gave them the opportunity to discover similarities between Jewish and Muslim customs around fasting and - importantly - eating! In June, students met again for a full day of activities that included a visit to Maroubra synagogue where they learnt about Jewish observance, prayer and how these were similar or different to Muslim practices. Sheikh Taha summarised the coming together of the two communities beautifully:

“May this create ripples throughout both communities and become an example of how our communities can come together.”

Jewish, Muslim, Hindu and students from other backgrounds from the Emanuel School, Auburn Girls High School and Granville Boys High School spent the day together in May 2022, learning about one another's cultures and religions, discovering similarities and differences.

Together they toured the Auburn Gallipoli Mosque. Later in 2022, as part of continued learning about one another's faiths, students will visit a synagogue together.

2021-2022 NATIONAL EDUCATION PROGRAM ACTIVITY

Date	School/Location	Program	Numbers reached
19/07/2021	Australia-Indonesia Muslim Exchange Program online	Interfaith discussion	25
30/07/2021	St Paul's Catholic College	Studies of Religion	50
02/08/2021	St Aloysius College Milsons Point	Studies of Religion	72
10/08/2021	Yeronga State High School	CHAT	15
18/08/2021	Delany Catholic College, Granville	Studies of Religion	12
20/08/2021	Kenmore State High School	Student Voice	7
01/09/2022	Tara Anglican School	Studies of Religion	12
02/09/2022	Penola College	Studies of Religion	32
06/09/2022	Mount Carmel Catholic	Studies of Religion	18
14/09/2021	St Euphemia College Bankstown	Studies of Religion	22
15/09/2021	Pinnacle College, South Australia	Teacher Professional Development	9
05/10/2021	Yeronga State High School	CHAT	15 - Repeat cohort
05/10/2021	Woodcrest State High School	CHAT	12 - Repeat cohort
08/10/2021	Kenmore State High School	CHAT	11 - Repeat cohort
11/10/2021	Kenmore State High School	CHAT	11 - Repeat cohort
18/10/2021	Kenmore State High School	CHAT	11 - Repeat cohort
21/10/2021	St Mary Star of the Sea College Wollongong	Studies of Religion	55
25/10/2021	St Mary Star of the Sea College Wollongong	Studies of Religion	55
25/10/2021	Kenmore State High School	CHAT	11 - Repeat cohort
29/10/2021	Newington College	Studies of Religion	
01/11/2021	Kenmore State High School	CHAT	11 - Repeat cohort
08/11/2021	Kenmore State High School	CHAT	11 - Repeat cohort
15/11/2021	Kenmore State High School	CHAT	11 - Repeat cohort
16/11/2021	JJ Cahill, Memorial High School, Mascot	Teacher Professional Development	60
22/12/2021	Kenmore State High School	CHAT	11 - Repeat cohort
23/11/2021	JJ Cahill, Memorial High School, Mascot	Teacher Professional Development	60
01/12/2021	Vistara School, Lismore	Celebrations	15
01/12/2021	Kenmore State High School	Out of the Box	240
2/12/2021	Kenmore State High School	Out of the Box	240
03/12/2021	Kenmore State High School	Out of the Box	240
6/12/2021	Kenmore State High School	Out of the Box	180
07/12/2021	Kenmore State High School	Out of the Box	180
08/12/2021	Kenmore State High School	Out of the Box	180

02/02/2022	Moriah College	Studies of Religion	140
16/02/2022	Granville Boys High School	Cultures Connecting	46
24/02/2022	Mitchell High School	Studies of Religion	8
01/03/2022	SCEGGS Darlinghurst	Studies of Religion	14
01/03/2022	Heckenberg Public School	Parent Engagement	6 - Repeat cohort
02/03/2022	Granville Boys High School	Cultures Connecting	14
08/03/2022	East Preston Islamic College	Breakthrough	12 - Repeat cohort
15/03/2022	Emanuel School	Interfaith Program	17
21/03/2022	St Aloysius' College	Studies of Religion	40
21/03/2022	Vaucluse Public School	Harmony Day presentations	296
21/03/2022	JJ Cahill Memorial High School	Harmony Day presentations	295
22/03/2022	St Aloysius' College	Studies of Religion	20
22/03/2022	East Preston Islamic College	Breakthrough	20
23/03/2022	Malek Fahd Islamic School	Studies of Religion	20
23/03/2022	Mercedes College	Spiritualities, Religion and Meaning (SRM)	75
24/03/2022	Saint Mark's Coptic Orthodox College	Harmony Day presentations	350
28/03/2022	Scotch College	Intercultural Understanding	60
01/04/2022	Scotch College	Intercultural Understanding	60
05/04/2022	Thomas More College	Spiritualities, Religion and Meaning (SRM)	60
05/04/2022	Marian Catholic College	Studies of Religion	33
05/04/2022	Arkana College	Interschool and Parent Engagement	105
05/04/2022	Arkana College, Mount Sinai College	Interschool	63
19/04/2022	University of New England	Pre-Service Teachers	9
27/04/2022	Chester Hill North Public School	BBB	15 - Repeat cohort
05/05/2022	Thomas More College	Spiritualities, Religion and Meaning (SRM)	60
11/05/2022	Yeronga State High School	CHAT	5 - Repeat cohort
13/05/2022	Bankstown Girls High School	BBB	80
18/05/22	Minaret College, Springvale Campus	BBB	24 - Repeat cohort
18/05/2022	Chester Hill North Public School	BBB	15
21/05/2022	St Joseph's Parish School, Hectorville	Teacher Professional Development	10
23/05/2022	Cardijn College	Studies of Religion	90
24/05/2022	Cardijn College	Studies of Religion	90
25/05/2022	Kenmore State High School	CHAT	20 - Repeat cohort

27/05/2022	Malek Fahd Islamic School	Studies of Religion	20
30/05/22	Kenmore State High School	Teacher Professional Development	121
31/05/2022	Emanuel School, Granville, Boys High School, Auburn Girls High School	Interschool	75
02/06/2022	Mitchell High School	Studies of Religion	15
08/06/2022	Malek Fahd, Hoxton Park	Studies of Religion Q&A	19
08/06/2022	St Gabriel's School	Teacher Professional Development	15
09/06/2022	St Joseph's School, South Australia	World Religions	68
10/06/2022	St John's College, Woodlawn, Lismore	Studies of Religion	26
21/06/2022	Kilmore International School	Cultures Connecting	39
23/06/2022	Kilmore International School	Cultures Connecting	24
24/06/2022	Yavneh College, Melbourne	Studies of Religion	80
27/06/2022	Granville Boys High School	Studies of Religion	10
28/06/2022	Mount Sinai College and Arkana College	Interschool	70
29/06/2022	Emanuel School	Studies of Religion	40

INTERCULTURAL UNDERSTANDING PARTNERSHIP PROGRAM (ICUP)

The 2020-2021 Intercultural Understanding Partnership grant program (ICUP) saw us supporting 27 projects with 35 schools across five states, including small and large, public and private, primary and secondary schools in metropolitan and regional areas. In addition to financial support, ICUP schools received consultation time with TFH educators to improve the learning and wellbeing of students by addressing a cross-cultural and/or interfaith challenge in their school community.

The lockdowns in NSW and Victoria in Term 3 and part of Term 4 meant that many of our ICUP

schools weren't able to progress their projects. Nevertheless, many schools adapted to the virtual environment and forged ahead with amended activities. With timelines pushed out, a number of the 20-21 ICUP projects are still to be completed.

Schools were invited to submit Expressions of Interest (EOI) for 2022-2023 ICUP in October 2021. We received 120 EOIs from around the country. Interviews with shortlisted schools will take place in the second half of 2022, with successful schools to begin the planning phase of their projects in Term 4, 2022.

TEACHER PROFESSIONAL DEVELOPMENT

New Teacher PD framework

In May 2022, as part of TFH's whole school approach to social and cultural change in schools, the first of three face-to-face teacher professional development sessions was delivered at Kenmore State High School in Queensland. Our team designed the sessions in collaboration with school leadership, taking into account the results of a pre-survey in which staff had the opportunity to voice concerns about intercultural challenges at the school. This tailored approach gave the team insight into how the teacher PD sessions could dovetail with the Out of the Box and CHAT sessions with students. The first session was attended by over 120 staff members. Participants were highly engaged in the interactive, workshop-style session and

provided authentic and valuable reflection on some of the challenges the school was facing. The session's outcome shaped the design of the subsequent two PD sessions.

We also ran teacher professional development with a number of schools in South Australia including Pinnacle College, St Joseph's Parish School and St Gabriel's School.

Engagement with preservice teachers

In April 2022, we delivered a presentation via Zoom to a group of appreciative third year education students at the University of New England. Pre-service teachers also enrol in our online courses.

PARTNER ACTIVITY

TFH's strategic interstate partnerships continued to progress in line with overall organisational commitments and obligations.

The Abraham Institute, South Australia

Our long-standing strategic partner in South Australia delivered a range of interfaith and intercultural understanding programs face-to-face and online. Activity highlights include:

- the facilitation and support of eight government and non-government schools to develop and implement their ICUP action plans

- piloting of the BBB program with refugee students from a senior college
- continuing the roll out of school-based programs and teacher PD to government, independent and religious schools across Adelaide

The strong collaboration between the Abraham Institute and TFH will see further activity over the next four years.

Jewish Christian Muslim Association of Australia (JCMA), Victoria

JCMA was a key contributor towards the ICUP program. JCMA staff attended national ICUP meetings and drew on their intercultural expertise to provide support to four Victorian schools addressing cross-cultural and/or interfaith challenges in their school communities. Participating schools included a regional boys high school and an inner city co-ed government high school with students from over 40 different ethnic and faith backgrounds. Victorian ICUP schools undertook some great work in spite of the State's rolling lockdowns. Some adapted their ICUP projects to the online environment, while others shifted timelines so projects could be rolled out at a later date. JCMA will continue to support the ICUP program in 2023.

Benevolence Australia, Victoria

Benevolence piloted the first Believe, Belong & Become program in Victoria at Mount Hira

College in Keysborough. The pilot program was extremely successful, and after delays as a result of rolling lockdowns, Benevolence ran BBB with students from Minaret College, Springvale campus in early 2022. The strong collaboration between TFH and Benevolence Australia will see an expansion of program activity in 2023 and beyond.

Scripture Union Australia, Queensland

Scripture Union Australia and TFH Queensland have developed a collaborative relationship through shared values and objectives. The intercultural and interfaith dialogue program, CHAT, has been a catalyst for this relationship, opening doors to collaboration with school chaplains who are part of schools' wellbeing teams. We have seen how the co-delivery of programs impacts students positively: TFH is able to provide a diverse team to facilitate the program, and school chaplains or staff members support participants beyond the program.

TFH ONLINE

Online presence

We use our website togetherforhumanity.org.au and social media platforms Facebook, Instagram, LinkedIn and Twitter to inform and engage with our supporters and the wider public. The website is a constantly evolving platform that showcases the organisation - who we are and the work that we do. It provides an opportunity for people to subscribe to our eNewsletters and donate money to the organisation. The website is also a tool to promote new initiatives including fundraising campaigns, upcoming events and more.

Social media is an important tool we use to publicise our operations and solicit public support. It enables us to 1) educate our followers about who we are and what we stand for 2) showcase the important work that we do with schools and 3) grow our following and increase support for the work that we do. In 2021, Informal Education Officer (now Community Engagement Officer, Victoria) Aamon Sayed volunteered to work with Communications Officer, Nicky Sandler to improve TFH's social media presence. We increased our output of content, posting more regularly and diversifying from posts about school programs to include lighter and staff-generated content. Our Communications Officer has begun developing a formalised social media

strategy to ensure that there is internal clarity around our social media **process, planner** (calendar) and **policy**, and that our social media efforts are more fruitful and work to support broader organisational goals.

New student resources for Harmony Week

In February 2022, the whole team put their heads together to create a set of new resources for teachers and students in time for Harmony Week in March. The resources were made available via a dedicated section on the TFH website, and received high engagement. During this reporting period, the resources received 632 views. We plan to add resources and create an expanding bank of online assets.

Online courses for teachers

Our newest and eighth online course for teachers was launched in February 2022. *Introduction to Family Engagement for Beginning Teachers* was developed in collaboration with the Australian Council of State School Associations (ACSSO), the oldest continuously operating parent advocacy organisation in Australia. The course examines the benefits of family engagement for student learning, helps teachers

understand the nature of family engagement and provides practical strategies to enhance family engagement, with a particular focus on engagement with culturally and religiously diverse communities. Thirty-five participants enrolled in the course in the first five months.

The total number of participants enrolled in all eight of our online courses over the past 12 months is 615. Participants are teachers and student teachers from government, non-government schools and universities from around Australia.

We currently have one course, Cohesion in Diversity #1, accredited under the new NESA accreditation system in NSW.

We plan to apply for accreditation for the remaining online teacher courses.

Online courses for students

In the past 12 months, 84 classes (primary and secondary) have enrolled in our four student courses. In addition, teachers and student teachers are accessing our student courses individually.

FUNDRAISING

#30in30 Matched Giving Campaign (December 2021)

At the end of 2021, we ran our #30in30 matched giving campaign. The aim was to raise \$30,000 in 30 days. Our Operations team worked with consultant, Alla Serhan, to create a branded campaign to reach long-time as well as new supporters across a variety of promotional channels. Along with a series of campaign-specific eNewsletters to our database and website branding, we created new video content to promote the campaign on social media. Videos included a montage of children speaking to camera about what they'd learned from our programs + staff members discussing why they work for TFH and why the work that we do is important.

A Night at the Gallery (June 2022)

For our EOFY campaign, we held *A Night at the Gallery* fundraising event at the Art Gallery of NSW. Ticket holders were treated to a private viewing of the 2022 Archibald Prize and an address from Danny Abdallah, Co-founder of i4give week. Organisation of the event was led by CEO Diane Harapin and supported by the Operations team. Promoted widely across all TFH channels, the event was a huge undertaking for the organisation. Our efforts, however, bore fruit, with around 300 people attending the highly successful event, the first face-to-face event we had hosted since the onset of the pandemic.



Guests at our *Night at the Gallery* fundraising event were treated to a private viewing of the 2022 Archibald Prize and an address from Danny Abdallah, Co-founder of i4give week.

HOW YOU CAN HELP

Volunteer your time

Please visit our [website](#) if you are interested in becoming a volunteer for Together For Humanity. There are opportunities to get involved from program presenters to administration support.

Donate

We warmly welcome your generous support by making a donation. Donations over \$2 for the purposes of religious instruction in government schools are tax deductible. There are several ways in which this can be done:

Pay by Credit Card

Please visit our website togetherforhumanity.org.au/tfh_donate/

Click on the 'Donate' button

Pay by Direct Deposit

Bank: Westpac Banking Corporation

Account Name: Together For Humanity Foundation Ltd

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

Leave a Bequest

Have a longstanding positive impact on interfaith and intercultural understanding education and leave a gift or bequest in your will. For further information, please contact us on admin@togetherforhumanity.org.au

Support us

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

CONTACT DETAILS

Telephone: 0468 705 665

Email: admin@togetherforhumanity.org.au


Web: togetherforhumanity.org.au

Together For Humanity Foundation Ltd
PO Box 248
Rosebery NSW 1445

*"I have never seen a school
provide something like this
for their students."*

*Class teacher,
Kenmore State High School*



Thank you for having us.
We really enjoyed this
workshop and learnt things
I never knew about  our-
selves. We are shy people
and you guys have open-
ed something in our
heart. THANK YOU!!!

- Angela & Tiba 