

PRE-BUDGET SUBMISSION:

Inclusion Education for Connected Youth and Communities



THE VISION OF TOGETHER FOR HUMANITY:

To empower schools to foster their students' interfaith and intercultural understanding, bringing social cohesion to their communities.

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“With Together For Humanity... it’s a matter of saying how can we all reconcile our differences? Not telling them to change their identity. They want to be able to wear their identity with pride. If we look at ‘how can our community and our wider community and our country itself, how can you best fit in this ... imperfect world?’ They want to hear about that ... that’s where the strengths are ... that’s what’s important to our students, and that’s what they’ve taken from it”. *(Teacher)*

Executive summary

OVERVIEW

Together For Humanity (TFH) is a multi-faith, inclusive community organisation, focused on fostering intercultural understanding among young people. Since 2002 we have supported more than 400,000 young people and teachers in school communities across Australia to manage cultural diversity.

In Australia, experiences of bigotry based on religion and skin colour have increased, and the sense of belonging has decreased (Scanlon-Monash Social Cohesion Mapping, Markus 2019).

There is evidence from research, evaluation and student and teacher feedback that TFH programs have produced significant shifts in levels of belonging and respect for cultural difference.

Australian governments (both Coalition and Labor) have partnered with TFH since 2006 with a range of grants, most recently a grant of \$2.2 million (Full list of grants available on request). The work of TFH has been endorsed and supported by the community, through ongoing and substantial financial contributions and volunteering.

FUNDING REQUEST

We are seeking Federal Government funding of \$8,107,183 over four years (2021–2025), matched by community in-kind contributions (one dollar in cash or in kind for every two dollars of Government funding).

This program complements other programs that have received funding for social cohesion support for students: the Islamic Museum of Australia and the Anti-Defamation Commission. The TFH proposed activities will complement these programs. We seek funding for a

mainly school-based, student and teacher driven, face-to-face program to educate all students so they are equipped for diversity. The more in-depth the education, the more effective its results, in the shorter and longer term. For budget details, see p. 14.

ACTIVITIES & DELIVERABLES July 2021-June 2025

The following activities will enable TFH to continue delivering our well-established work with school communities to foster greater intercultural understanding and a sense of belonging. We have also identified the need for work in additional regions and for additional projects, and planning has commenced.

1. **100** schools will participate in a School Partnership Program (reach of at least **50,000** students)
2. **15,000** students and parents will participate in cross-cultural programs (**10,000** students in short programs, **3000** in intensive programs, **2000** parents and community members) that bring them into contact with people from diverse backgrounds.
3. **5000** teachers (including pre-service teachers in Universities) will participate in professional development.
4. A **National Award for Excellence** will be established to recognise 50 high school student champions of “unity citizenship” and 30 teachers, teams, or schools.
5. **Four** annual youth-led, youth-religious and political leaders summits.
6. Students and teachers across Australia (**40,000** minimum) will participate in **online** programs, drawing on learning from 1-5 above.
7. An **action research project** consisting of activities 1-6 and academic work will inform the practice of fostering social cohesion.

Proposal overview on a page



Inclusion Education for Connected Youth and Communities

BUDGET



KEY DELIVERABLES

- 100** Schools will participate in a School Partnership Program (reach of 50 000 students).
- 15 000** Students and parents will participate in cross-cultural programs.
- 5 000** Teachers (including pre-service teachers in universities) will participate in professional development.
- 50/30** Students and teachers respectively will be recognised with a national award for excellence as champions of "unity citizenship".
- 40 000** Students and teachers will participate in online programs.
- 4** Annual youth-led summits engaging with community leaders.
- 1** National action research project to inform the practice of fostering social cohesion.

WHY THIS IS IMPORTANT



63% of Australians in 2019 felt a great sense of belonging - a decrease from 77% in 2007.



40 % of Australians felt negatively towards Muslims in 2019.



Reports of discrimination in Australia increased from 9% in 2007 to 19% in 2019.

Source: The Scanlon Social Cohesion Index

OUR TRACK RECORD

- Since 2002 we have worked with over 400 000 students across Australia.
- We have initiated more than 50 successful partnerships with schools and NGOs.
- We designed and delivered a \$1M online learning resource funded by the Commonwealth Dept. of Ed which has been accessed 2.54 million times.

PROVEN RESULTS

Independent evaluation by Western Sydney University (Gale et al., 2019) has confirmed that Together for Humanity is successfully assisting students to:

- Challenge stereotypes
- Deal with prejudice and discrimination
- Reduce their fears about cultural difference
- Develop empathy and mutual acceptance
- Develop a sense of belonging and connection

WHO WE ARE (SOME KEY BOARD MEMBERS)



Madenia Abdurahman
Pres. Together for Humanity
School Principal (retired)
Arkana College



Chris McDiven, AM
Chair, Together for Humanity
former National Pres.
Liberal Party



Rabbi
Zalman Kastel, AM
National Director
Together for Humanity



Emeritus Prof.
Di Yerbury, AO
NSW Business Woman of the
Year 2001



Jana Wendt
Journalist



Zubeda Raihman
Accountant

Contact: Zalman Kastel | 0423 981 368 | nd@togetherforhumanity.org.au

CONCEPT: TFH Inclusion Education 2021-2025

GOALS

Funding obtained as a result of this proposal will enable TFH to make a significant contribution to:

- a) Social cohesion and better integration of all Australians.
- b) Improved security, by preventing violent extremism and hatred.
- c) Economic prosperity through youth engagement.

CONTEXT

One in four Australians are first-generation immigrants, while 43% are either first or second generation (Gale et al., 2019).

The majority of Australians view immigrants, from diverse backgrounds, favourably; however, there has been an increase in the percentage of Australians who report having experienced bigotry based on religion and skin colour (Markus, 2019).

Violent extremism, in its various forms, incorporates extreme prejudice through a dehumanisation of its targets. The representation of extremism in some of the mass media may also increase prejudice and alienation. One impact of prejudice is the degree to which members of minorities do, or do not enjoy, a sense of belonging. Collective exclusion can lead to “high aggression, self-defeating behaviours ... and impaired self-regulation” (Baumeister & DeWall, cited in Rothman, 2017).

The percentage of Australians feeling a sense of belonging has dropped significantly. This impacts on mental health: “Community belonging plays a key role in positive mental wellbeing” (Minas et al., 2013). Research during COVID-19 shows reduced confidence and motivation and a blow to employment aspirations for refugee and migrant young people (Centre for Multicultural Youth, 2020).

Those on the receiving end of hostility can feel alienated from the general population, reducing their opportunities in life and increasing their risk of poor social or economic outcomes. When student engagement is improved, there are better learning and wellbeing outcomes (Willms, 2003). There is a strong need for greater interfaith and intercultural understanding and a more robust embrace of difference.

SUPPORTING SOCIAL COHESION

In the 2020-2021 budget the Australian Government allocated six million dollars (under Program 1.5: Early Learning and Schools Support) for educational initiatives fostering Social Cohesion. The Government recognises the importance of equipping young Australians to live in a diverse world, including through the Intercultural and Ethical Understanding General Capabilities in the Australian Curriculum, and supports initiatives “focused on teaching young people to value diversity and develop interfaith understanding [and that] equip them with skills and strategies to address intolerance when they experience it, or when they see it happening to others” (Australian Department of Education, Skills and Employment, 2020a).

ABOUT TOGETHER FOR HUMANITY

Since 2002, Together For Humanity (TFH) has helped school communities learn how to deal with diversity. TFH supports schools to foster students' **interfaith and intercultural understanding** and in doing helps create a more socially cohesive Australia.

"I can know other people who don't have the same culture as me and still feel like I belong. *(Student, after involvement in TFH program).*

HIGH STANDARDS

TFH adheres to the highest standards of governance and compliance, overseen by our diverse Board. Its members include Madenia Abdurahman, President (Muslim School Principal); Chris McDiven AM, Chair (Business); Valerie Hoogstad (Former Chair, Volunteering NSW); Zubeda Raihman (Accounting); Jacque Seemann (Law); Jana Wendt (Media); Emeritus Prof. Di Yerbury AO (University Education, Law, 2001 Telstra NSW Business Woman of the Year). The TFH Foundation accounts are independently audited.

TFH's 14 permanent staff, casual presenters and volunteers are experienced and dedicated educators from diverse faith and cultural backgrounds.

HOW WE WORK

TFH programs deliver intercultural education, use a variety of methodologies to suit the intended goals. We advise and consult

and collaborate with other organisations, supply face-to-face and online training for teachers, and facilitate activities at schools. We also offer online education.

Our programs are implemented across Australia, in both metropolitan and regional areas. Activities include partnering with school communities to facilitate inclusion and intercultural understanding, co-ed and girls-only and boys-only programs addressing gender-specific experiences, interschool experiences, teacher professional development and community events.

Most of our programs involve contact with students over several sessions spread over a year or school term. Our school partnership program allows us to work intensively with schools from across Australia, over a school year or longer, to address an interfaith or intercultural challenge in their community. We continuously review our programs and make changes to reflect learnings and identified need.

By collaborating with people from diverse backgrounds to tackle prejudice, we bring communities together. We teach the skills to navigate diversity, promote identity and encourage belonging.

Students come into contact with people they might never otherwise meet. They explore their differences, delight in their similarities and develop greater connections with others. Through experiential and discovery learning, they gain a deeper understanding and acceptance of themselves and develop empathy for others. Youth from marginalised communities gain a feeling of belonging with people from other backgrounds, while affirming their own unique identities.

Partnering with other organisations to advance our work and build their capacity is crucial to our mission. TFH has partnerships with the Jewish Christian Muslim Association in Victoria, the Abraham Institute

in South Australia, the Museum of Freedom and Tolerance in Western Australia and Scripture Union in Queensland.

“Museum for Freedom and Tolerance, WA (MFTWA) and Together For Humanity have worked together to facilitate the reach and delivery of Together For Humanity programs in Western Australian schools for a number of years We believe Together For Humanity’s work to foster intercultural understanding and help school students learn how to deal with differences is incredibly important.” (CEO, MFTWA)

ACHIEVEMENTS

Since 2002, TFH has led efforts to help school communities learn how to deal with differences, respectfully navigate diversity and increase social cohesion. Some of our achievements:

Reaching over 400,000 young people and teachers across Australia (over **120,000 face to face** and **over 286,753 online**) to develop intercultural understanding (including Indigenous and interfaith) and resilience against divisive and extremist messaging, and to foster embracing Australian values such as mutual respect.

Designing and implementing effective programs, including a \$1M project for the Commonwealth Department of Education that delivered an online professional learning resource, *Difference Differently*. This has been accessed 2.54 million times by teachers, students and other community members.

Supporting the reduction of anti-Semitism and Anti-Muslim prejudice: We have documents cases of students with high levels of antisemitism demonstrated sustained and substantial reductions of

prejudice eight months after TFH programs. Similar, albeit less dramatic, shifts in attitudes were documented indicating decreases in anti-Muslim attitudes.

Working intensively with students from low socio-economic and non-English-speaking backgrounds to assist them with confidence and connection outside their group.

Working in partnership with, and building the capacity of, other NGOS, including the Abraham Institute SA (TAI). With the support of TFH, and despite COVID, over the last 12 months TAI has worked with 713 students in 10 State, private and independent primary and secondary schools and is developing a program for disadvantaged girls.

Partnering with local councils, for example with Adelaide City Council (Abraham Institute, 2016) with The Golden Rule exhibition at City Library.

With TAI and other partners, developing the capacity of teachers to assist students to develop themselves. 50 school-led projects in metropolitan and regional areas have been, or are currently being, supported to develop whole-school intercultural and interfaith capacity in their school and broader communities.

Partnering with Australian and State (NSW & QLD) governments since 2006, with a range of successfully delivered grants, and currently implementing a \$2.2 million DSS project (see Appendix 1, Grant Management Experience, item 1). TFH undertook to implement 12 school partnerships through this grant; however, 32 have been implemented.

TFH AND RESEARCH

TFH programs are resulting in the transformation of attitudes and behaviours, thereby contributing to a society where young people have the capacity to be resilient in the face of extremism, embrace shared Australian values, develop empathy for those who are different and become advocates for those experiencing prejudice.

TFH initiated **research by Deakin University** on the development of Intercultural Understanding in schools. This resulted in a TFH partnership in a 3-year research project, led by Deakin, through a major Australian Research Council RC Linkage Grant with Victorian Government support. The Deakin research report noted that TFH's "online professional learning modules for teachers, Difference Differently, ... were widely commended by teachers for their relevance and ease of use" and verified what is proven to work in fostering Intercultural Understanding in Australian schools (Halse et al., 2015). The Deakin study led to the creation of TFH's signature Intercultural Understanding Partnerships program (p. 18).

An independent study has endorsed TFH work. A group of academics from Western Sydney University (Gale et al., 2019) examined how TFH programs have enabled students, teachers and other school community members to improve their understandings and skills relating to: belonging to and connectedness with groups in the school and the broader society; personal resilience, compassion, Intercultural Understanding as defined in the Australian Curriculum; and creative and critical thinking.

Researchers noted: "[Students] discovered within cultural difference their common humanity and interdependence" (Gale et al., 2019) and confirmed that TFH is successfully assisting students to **1) challenge stereo-types; 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. Further findings from the study:

"Real world' **behaviour changes** when interacting with people from different cultural backgrounds were reported by some students.

TFH participants perceived markedly **improved self-confidence** through expanding interpersonal communication abilities, building new connections with others from diverse backgrounds and overcoming fears of new social and intercultural situations ... confidence in recognising when to seek support ... increased awareness of their **rights and obligations** when challenging racism and discrimination.

TFH participants ... valued gaining more **nuanced understandings of culture** from their participation in TFH programs [through] the opportunity to **reality-test stereotypes** about people from different cultural backgrounds by directly meeting and interacting with them.

TFH participants praised how TFH programs equipped them to have open and **respectful discussions** about cultural and religious differences ... sometimes expressed in uncontained outbursts in other environments.

TFH participants speak of becoming more open to **reaching out to connect** with people from different backgrounds to themselves. They described how **sharing their backgrounds and stories as well as exchanging practices and traditions** helped expand a sense of shared humanity through making emotional connections with others.

TFH students, compared with pre-TFH students, expressed more nuanced **understandings of belonging**, describing inclusion, trust, safety, equality. **Critical media literacy skills** were strengthened concerning the negative representation of cultural groups.

Diversity, multiplicity, and shared humanity—TFH participants expressed recognising and seeing the similarities and shared understanding that they have with others from different cultural backgrounds." (Gale et al., 2019).

Funding rationale

Commonwealth Government Funding for 2021-2025, as requested in this proposal, will enable TFH to increase the scope and impact of our programs.

The Western Sydney University study (Gale et al., 2019) notes that there was understanding in the school community of the capacity of TFH to offer more support, and extend its capabilities:

“Students and teachers commented that ... they would value expanding the [programs’] scope to include more schools as well as more students of diverse faiths and backgrounds to increase the breadth of student interactions. ... Both teachers and students discussed having programs addressing adults, particularly parents, along with a whole-school approach.”

Funding will enable TFH to offer our existing programs and other support to more school communities and organisations, and further develop these programs as research and experience identify the need for change. We will also be able to develop and deliver programs in these areas of identified need:

- School communities in regional areas
- Communities in geographical areas identified as being of greatest need
- School communities in areas of low diversity
- School communities with high refugee or migrant population who are at risk of feeling disconnected from Australian society
- Further professional development of teachers
- Development of student leadership development
- Support for local councils to address inclusion in their communities
- Programs to support schools we have already engaged with where further issues have been identified
- Action research to inform the education sector about fostering social cohesion and equipping them to implement the findings.

“The programs offered by the [TFH] Foundation support the Department's focus on valuing diversity and student wellbeing. Additionally, the proposed programs build on the collaborative partnership established between the Foundation and public schools.”

(Deputy Secretary, School Performance, NSW Department of Education, in Letter of Support, Appendix 4).

We envision this work can be funded either from Education Program 1.5: Early Learning and Schools Support or the Home Affairs allocation for research.

Program activities & deliverables

INTRODUCTION

With almost four million Australian school students and hundreds of thousands of teachers, TFH prioritises groups with identified need for special attention as part of an integrated strategy. Our programs are delivered, primarily, in strategically identified areas of need and likely benefit, including metropolitan, regional and remote areas across Australia. (See Appendix 3 for an outline of TFH programs.)

The proposed activities, as with all previous TFH activities, are based on the TFH Theory of Change, whereby activities based on the principles of fostering dignity, belonging and participation can achieve these outcomes:

- **Students** are aware and accepting of their multiple identities and communities, have resilience to deal with prejudice, reject stereotypes, and build and model respectful intercultural relationships.
- **Teachers and other educators** effectively apply Intercultural Understanding dispositions, knowledge, skills and resources in their schools.
- **Australian school communities** are inclusive of diversity of culture and belief. Students, teachers,
- **Parents, carers and other community members** have a feeling of belonging together and being connected with culturally diverse people.

TFH program participants say:

We get to learn more about the people, and it sort of takes away from their normal behaviours and experiencing a ... softer side of them ... It's more like bringing us together for a civilised discussion about our cultures and stuff like that. (*Student, interviewed in Gale et al., 2019*)

Having people that are different faiths really broke a lot of barriers for these kids. It ... made things a lot more tangible ... it gave students a greater perspective on what different religions are ... there's a lot of stereotypes out there obviously, and ... it broke a lot of those down as well (*Teacher, interviewed in Gale et al., 2019*)

Students “emerge out of the [interschools] program with a newfound confidence and blossoming friendship. Pre- and post-questionnaires have seen a shift in attitudes, an acceptance of one another and an appreciation of religious and cultural diversity.” (*School principal on the Interschools Program*)

The kids have been instilled [sic] to appreciate and value different people's opinions as well. Valuing differences is also a major factor because we are all different ... we need to respect that ... We don't have to agree with different people's opinions, but you do have to value others. (*Teacher*)

The interschool activity “allows our school community to go out of the school on a number of visits to other schools—this in turn breaks down the isolation our students sometimes were feeling at the time. ... The other amazing highlight ... the formation of the student band [that] went on to win the NSW Youthrock contest and will be on the ABC radio.... A great tangible example of intercultural exchange.” (*School principal about the Interschools Program*)

“It's beautiful in the way how [TFH] do it through programs, through youth, 'cause they're attacking where the problem is at the beginning before it goes out into the world and affects it. It's like an infection, attack the infection before it spreads to other parts in the body.” (*Student, interviewed in Gale et al., 2019*)

Activities and deliverables

The activities listed here comprise both existing TFH programs already being delivered, and programs currently under development.

STUDENT, PARENT AND COMMUNITY PROGRAMS

Short programs: 10,000 over 4 years

Intensive programs: 3000 over 4 years

Parents and community members: 2000 over 4 years

- Programs are prioritised based on assessment of both need and potential benefit. Schools that are either concerned about a challenge or have identified embracing diversity as a priority for their school will be serviced to a greater extent than other schools.
- Students with an identified need will include those with English as an Additional Language or Dialect (EALD), migrants, refugees, Language Background other than English (LBOE), Indigenous students, and students from predominantly 'Anglo' or any one ethnicity (e.g. Lebanese) or communities with limited exposure to people outside their own demographic.
- To be delivered, mainly, in strategically identified areas of need including regional and remote areas across Australia. Intensive programs to run 1-2 hours a week over five to eight weeks or occur over 1-2 full days. These programs are conducted with small groups. They include co-ed as well as boys-only, girls-only and leadership programs. Interschool

programs to connect approximately 30 students from 2-3 different schools.

Please click on the video links in Appendix 2 for examples of these activities.

Short programs will be conducted for larger groups of students in schools and include 1-2 hour programs as part of student retreats, social justice days, wellbeing events or studies of religion study.

TFH provides programs for parents and community members to teach them about Intercultural Understanding, and enable them to support student learning and wellbeing, and raise consciousness of connections beyond their own faiths and cultures.

Programs and information about programs will be delivered to parents in different languages in cases where parents' English language skills are inadequate.

TEACHER PROFESSIONAL LEARNING

More than 5000 teachers over 4 years

Teacher professional learning delivered to teachers in all sectors, state, Catholic and independent, as well as students' teachers in University courses, including the option to deliver face to face in regional and remote areas.

Delivery mode to include face to face, webinars and conferences.

We are currently in discussion with Universities to deliver pre-service teacher training (as we have done in the past) in practical approaches to working in a diverse classroom and creating culturally competent students.

SCHOOL PARTNERSHIP PROGRAM

At least 100 different schools over 4 years

50,000 students impacted

Our Intercultural Understanding Partnership (ICUP) provides grants and advice to school communities to transform their school cultures with place based solutions devised by the schools themselves, so they are more culturally competent and inclusive. A TFH ICUP facilitator works closely with the school community over 12-18 months to ensure project aims are realised. (See ICUP examples in Appendix 2.)

NATIONAL LEADERSHIP AWARD and YOUTH SUMMITS

50 students receive up to \$500 each

20 school communities receive up to \$1000 each

At least 4 Youth Summits over 4 years

Since 2016 TFH has run Youth Summits that bring together students from different backgrounds and locations, political and religious leaders. The summits enable 6-10 students from around a dozen different schools to meet and discuss issues of

identity, inclusion and societal cohesion with politicians and community leaders. In response to the findings from our research we have modified the format of the summits to ensure they are led to a greater extent by students themselves.

A logical next step is to further encourage student champions of inclusion and unity. This is the purpose of the National Leadership Award, now in early development in discussion with the National Society of High School Scholars (USA).

This award recognises students, teachers (or teams) and schools that epitomise Intercultural understanding and inclusion. It provides prize-funds to winner to be used for community-based projects that promote diversity, equity and inclusion. The Award will enable students and school communities to demonstrate leadership and innovation in fostering social cohesion and intercultural understanding in their local area.

Students would be nominated based on their exemplary conduct or leadership in advancing cohesion and belonging in their school community by bridging divides of culture and faith. Their achievements or projects would usually involve volunteering both in school and in the community. For example, leadership activity could take the form of running a students' club that does community service in a way that fosters unity. The award would also recognise individual teachers, teams of teachers or whole schools that advance these aims.

Champions, both high school students and teachers, will be motivated by the good work they do, and the recognition from the award. In addition, students and teachers will receive cash awards to be used to advance their work to pay either for

programs or for learning opportunities for themselves and their peers.

PARENTS AND COMMUNITIES

2000 people to participate in TFH programs over 4 years

- Awareness and consciousness raising.
- Education in Intercultural understanding and ways to support student learning and wellbeing.
- An example: an interfaith Iftar dinner for parents, teachers, students and religious leaders from different communities.

TFH provides programs for parents and community members to teach them about Intercultural Understanding, and enable them to support student learning and wellbeing, and raise consciousness of community issues beyond their local areas.

ORGANISATIONS

Partnerships to support the TFH mission

- Partner with and build the capacity of other organisations
- Partnerships with like-minded and strategically desirable organisations to facilitate Intercultural understanding and foster social cohesion.
- This includes educational organisations, faith organisations and community groups and local councils.

- Partnerships can involve jointly developing programs, being trained in the delivery of our existing programs and knowledge sharing. Partners can also disseminate information about TFH services.
-

ONLINE LEARNING

40,000 users over 4 years

Students' modules, teacher modules, community/parent modules and bespoke training in partnership with other organisations.

We currently provide interactive online learning for students, teachers and communities/parents through the OpenLearning Learning Management System. In 2021 we are developing bespoke courses in partnership with the Australian Council of State School Parents and Parramatta Catholic Diocese, for their schools and others.

All our student resources are linked to the Australian Curriculum and State syllabuses. Our teacher resources are mapped to the Australian Institute for Teaching and School Leadership's teacher standards and have been accredited with NESAs in NSW (prior to recent NESAs changes).

“There is an urgent need for antiracism education and promotion of intercultural understanding in schools, making the work of TFH compellingly relevant.”

(Gale et al., 2019)

Budget

	2021-2022	2022-2023	2023-2024	2024-2025
Income				
Commonwealth Grant	\$ 1,925,473	\$ 2,005,762	\$ 2,063,653	\$ 2,112,294
Total Income	\$ 1,925,473	\$ 2,005,762	\$ 2,063,653	\$ 2,112,294
Expenses				
Administration	\$ 58,000	\$ 56,725	\$ 59,986	\$ 58,786
Activity Direct Costs				
Advertising & Promotion	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Catering & Venue Hire	\$ 40,000	\$ 42,000	\$ 44,100	\$ 46,305
Travel & Accommodation	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000
Evaluation	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000
Filming and website development	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000
National Award		\$ 15,000	\$ 20,000	\$ 20,000
Online resource	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000
Project Funding for Schools	\$ 210,000	\$ 210,000	\$ 210,000	\$ 210,000
Wages	\$ 1,220,430	\$ 1,279,125	\$ 1,322,334	\$ 1,365,639
Superannuation and on costs	\$ 122,043	\$ 127,912	\$ 132,233	\$ 136,564
Total Expenses Per Year	\$ 1,925,473	\$ 2,005,762	\$ 2,063,653	\$ 2,112,294
Total over 4 years				\$ 8,107,183

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Appendix 1 Examples of TFH Intercultural Understanding Partnerships

The ICUP project has been made available through support from the Australian Government Department of Social Services. Together For Humanity is partnering with the Jewish Christian Muslim Association (Victoria) and the Abraham Institute (South Australia) to support schools across Australia in:

28 projects — 5 States — 32 schools. More than **15,000** students are being impacted.

ICUP projects aim to address challenges such as racism, refugee influx, COVID-19 prejudice, insular communities, engaging parents, staff knowledge, pedagogy for a culturally competent classroom, empathy development, lack of intercultural experiences, and celebrating our diversity. Some current programs:

<p>Springfarm Public School (SW Sydney, NSW)</p>		<p>Springfarm Public School is in a growth area of Sydney, with many different cultures represented in the school community. The ICUP team includes a parent representative. The project aims to increase student and staff knowledge and experience of different cultures. The team is also looking at innovative and effective ways to engage parents.</p>
<p>Drummond Memorial Public School (New England, NSW)</p>		<p>The team at Drummond Memorial public School wants to increase staff intercultural understanding and foster more positive relationships between students from different cultures through their Positive Behaviour for Learning Framework. The team consists of teachers, support staff and a social worker who works with the Ezidi community.</p>
<p>Australian International Islamic College, Carrara campus (Gold Coast, QLD)</p>		<p>Australian International Islamic College (Carrara campus) is a small P-12 school on the Gold Coast in Queensland. The enthusiastic ICUP team (comprising a campus coordinator, two Imams and a Jewish teacher) is working on ways to strengthen community connections. This includes working together with a local Catholic school and revising the school curriculum.</p>
<p>Pinnacle College and Fountain College (Perth WA and Adelaide SA)</p>	<p>This joint project between the two colleges aims to support students and their families, many of whom have recently arrived in Australia. In this project each school is seen as pivotal in forming networks and opportunities that support both student learning and broader community and societal engagement.</p>	

Appendix 2 An outline of some TFH programs

FACE TO FACE PROGRAMS

This list describes some of TFH's most popular programs. TFH also offers sessions for students doing Studies of Religion courses (Stage 6).

Flexibility is embedded in all our programs. We can tailor all our programs depending on the needs of the school community or a particular cohort of students.

TEACHER PROFESSIONAL DEVELOPMENT

We provide two-hour or whole day sessions that equip teachers with practical skills to develop culturally competent classrooms and students' intercultural understanding. Developed by teachers, our PD includes planning time, activities and discussion.

Student programs: <https://www.togetherforhumanity.org.au/student-programs/>

GIRLS PROGRAM (BELIEVE, BELONG, BLOSSOM)

Delivered as a one-hour or 90-minute session, once a week for eight weeks, or as two full-day intensive sessions, this program is for female students from diverse (mostly non-English speaking) backgrounds. Supported by community mentors, girls are led on a journey towards self-confidence and self-belief, gaining a sense of belonging to the wider community and blossoming as they realise their potential.

[Believe, Belong and Blossom Girl's Program](#)

BOYS PROGRAM (MAN UP)

Delivered as a one-hour or 90-minute session each week for five weeks, or as two full-day intensive sessions, Man Up helps the marginalised and disengaged boys gain a deeper understanding and

acceptance of themselves and develop empathy for others. Modules include Identity, Health, Values, Maleness and Future.

[Click for Video of Boys Program](#)

LEADERSHIP PROGRAM

This program is ideal for new student leaders or SRC students and explores the character traits of effective leaders through a cultural lens. It is run over one whole day and can incorporate planning time for future school leadership initiatives.

<https://www.togetherforhumanity.org.au/abcd-program/>

COMMUNITY AND BESPOKE PROGRAMS

TFH can deliver sessions at school retreats, wellbeing events and community events.

ONLINE LEARNING

TFH offers more than 30 modules for students from Stage 2 to Stage 5 and 7 teacher modules.

Registration is free. Student modules are accessed via the class teacher. Once registered a class teacher will be contacted by a TFH educator to demonstrate the features of our platform.

Access TFH online learning at <https://www.openlearning.com/tfh/>

INTERSCHOOLS PROGRAM

This program brings children from different cultural and faith backgrounds together. Students come into contact with people they might never otherwise meet. They explore their differences, delight in their similarities and develop greater connections with others. <https://youtu.be/9hducUN-1TM>

Appendix 3 Sample Letters of support—

a) NSW Department of Education



Education

DOC21/36600

Together for Humanity Foundation

I write in support of the Foundation's application for grant funding from the Australian Government to support schools and communities in providing education that; fosters social cohesion, valuing diversity, interfaith and intercultural understanding among young people, challenges the attitudes that lead to intolerance and equip them with skills and strategies to address intolerance when they experience it, or when they see it happening to others.

The Department of Education has developed strong links with the Together for Humanity Foundation.

The programs offered by the Foundation support the Department's focus on valuing diversity and student wellbeing. Additionally, the proposed programs build on the collaborative partnership established between the Foundation and public schools.

Programs such as the Foundation's work to develop intercultural understanding and resilience are highly valued by our schools.

I trust the Grants committees will favourably consider my very supportive endorsement for the Foundation's applications.

Yours sincerely

A handwritten signature in blue ink, appearing to read 'm dizdar'.

Murat Dizdar, PSM
Deputy Secretary, School Performance - South
Department of Education
21 January 2021



Letter b Letter of support—the Abraham Institute



PO Box 47
Stepney SA 5069
<https://www.abrahaminstitute.net/>

Re: Together for Humanity

I write on behalf of the Abraham Institute in support of Together For Humanity Foundation's proposal to the Australian Government for recurrent funding.

The Abraham Institute has been focused, since its inception in 2003, on promoting interfaith and intercultural dialogue, education and understanding. We have a strong values alignment with Together For Humanity. Over the years the two organisations have been in contact and have provided support to each other. Since 2019 we have been partners, thanks to Together For Humanity seeding us to further develop our school programs, as well as working together to create Intercultural Understanding Partnerships between the Abraham Institute, Together For Humanity and eight South Australian schools.

If the current application for recurrent funding is successful, we see an opportunity for further collaboration between the two organisations and school communities in South Australia. The funding will assist South Australian schools, with the support of the Abraham Institute and Together For Humanity, to offer:

1. Teacher Professional Development in Intercultural Understanding
2. Further Intercultural Understanding Partnerships to those schools facing intercultural challenges to provide collaborative, school student and teacher led programs involving cross-cultural contact that will support students who are subjected to racism, as well as those who are challenged in relation to intercultural understanding. These programs could provide opportunities to support connections between students, including those from culturally diverse communities, newly arrived migrants, refugees, indigenous populations and youth at risk from alienation, as well as their families and the greater school community.



PO Box 47
Stepney SA 5069
<https://www.abrahaminstitute.net/>

3. The roll out of single gender eight week programs mentoring and empowering students from diverse and/or low SES communities to increase their skills and knowledge about current and future choices and opportunities

The Abraham's Institute's role in this collaboration would include:

- Developing, delivering and coordinating Intercultural Understanding programs for teachers and students, with a focus on schools in identified areas of need in conjunction with Together For Humanity.
- Working collaboratively with Together for Humanity to build upon and increase the Intercultural Understanding body of knowledge as part of teacher professional development.

Together For Humanity will take responsibility for:

- Coordinating and facilitating train-the-trainer workshops with the intent to further roll out Intercultural Understanding Programs in junior primary, primary and secondary schools within South Australia.
- Providing an expert to lead or co-present teacher professional learning.

We look forward to working with Together for Humanity and achieving stronger, intercultural cultural understanding and belonging for all people in South Australia.

Yours sincerely
Rachel Gillespie
Director Abraham Institute
0414806354

I acknowledge the Aboriginal and Torres Strait Islander peoples as the First Australians, whose lands, winds and waters we now all share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities

Letter C Benevolence Australia



BENEVOLENCE

I write on behalf of Benevolence Australia in support of Together for Humanity's (TFH) submission for recurrent funding to the Australian Government for school based and community programs to facilitate long-term social cohesion, better integration of all Australians, improved security and economic prosperity.

As an organisation which aims to serve the community, we have already made some sound connections with Together for Humanity and are working towards delivering the Believe, Belong and Blossom (BBB) program for female high school students from diverse backgrounds in Victoria.

The BBB program is a school-based program supported by female community mentors. Students are led on a journey towards self-confidence and self-belief, gaining a sense of belonging to a community, and blossoming as they realise their potential.

We look forward to working with Together for Humanity's *BBB program* within our state and look forward to achieving a stronger, sustainable and consolidated intercultural cultural understanding educational programs and professional development throughout Australian primary, high schools and beyond.

Warm Regards,

A handwritten signature in black ink, appearing to read 'Meriem Abida', is positioned above the printed name.

Meriem Abida – CEO Benevolence Australia

Benevolence House, 125 George Street, Doncaster East, VIC 3109
T: (03) 9913 8262 E: Info@BenevolenceAustralia.org

Contact:

National Director: Rabbi Zalman Kastel AM

Email: nd@togetherforhumanity.org.au

Phone: 0423 981 368

www.togetherforhumanity.org.au

www.differencedifferently.edu.au

Further details and full evaluation report (Gale et al., 2019) available on request.

