

Terms of Reference

1. To assist and encourage teacher organizations, with the possibility of enabling teachers to see different types of organizations.
2. To provide scholarships or grants to assist students to obtain teacher training in their own countries.
3. To assist and encourage teachers from developing countries:
 - who will be teaching in their own countries;
 - who have been sponsored by their own teacher organizations to obtain a special goal;
 - who are pursuing further education in (a) Ontario or (b) another part of Canada.
4. To assist schools in developing countries.
5. To offer hospitality and friendship to students in Canada from other countries.
6. To advise OTF on matters relating to international educational assistance through liaison with provincial, federal and international agencies.
7. To screen requests for aid from the Blanche E. Snell Fund and to allocate moneys in this fund.

Summary of Year's Work and Project Priorities

In our report to the Governors last year, we took some time to introduce you to the Republic of Cameroon, the birthplace of our current Chair, Alphonse Yongoua, and a country that is so culturally and geographically diverse, it is often referred to as "Africa in miniature". Now, as we stand at the end of a school year marked by global upheaval and instability, I hope you will bear with me as I take a few moments to focus on my own birthplace and share with you a couple of moving stories that came to us in recent months from the beautiful but beleaguered land of Zimbabwe. As I sometimes like to tell my Canadian friends, "You can take the girl out of Zimbabwe, but you cannot so easily take Zimbabwe out of the girl."

Eunice's Story

This year, we funded almost as many projects in Zimbabwe (41 in total) as we did in India (44). Several of the approved grants were to assist with Covid-19-related learning – for example, the purchase of PPE supplies and distance learning materials – but we also continued to support school equipment purchases, diverse student educational needs and a number of teacher education requests. Over the past many years, we have been assisting teachers in Zimbabwe with funding for teacher preparation programs or helped them pay university fees, in the case of those pursuing advanced degrees in their areas of teaching expertise. One such teacher is Eunice Sithole, a primary school teacher from the border town of Mutare, who has been working towards her Bachelor of Science in Special Education at the Zimbabwe Open University. After we wrote to Eunice in January to let her know that we had approved funding to help her cover the cost of school fees, learning materials, internet access, research fees and transportation costs, we were surprised when we received no response from her. We tried to reach her multiple times via email, all to no avail. By early March, we were becoming

concerned. We reached out to our contact in Zimbabwe, Thomas Dhliwayo, to see what he suggested we do. Thomas lives in Victoria Falls, some 1,000 kms away from Mutare. Here is Thomas' response:

Sure, I would be more than glad to assist. I have immediately contacted my sister and she says she knows someone who knows Eunice so will go to her place tomorrow then relay the message for her to get in touch with you, and will give me feedback. So I will get back to you tomorrow with the feedback.

So, what was the outcome of this "bush telegraph" method of outreach, you might ask? Here is Eunice's response:

I am really sorry. Things have been so bad for me. I lost my mother last year and my dad this year. I have not checked my emails for a long time. I am struggling to finish up my program next semester. I feared I would have to drop out because of financial constraints since I did not get the grant last semester. This was worsened as well by the death of my parents. It is a miracle that you have made contact as I had talked to the Zimbabwe Open University Chancellor, asking for some time to pay the fees. Now I can write my exams on Monday. I thank you so much. I am humbled. The funds will go a long way. It's all tears with me. May you be richly blessed.

Farayi's Story

Farayi Mzondiwa is Major's son. This statement will not mean much to you, but to me, it tells a long and detailed story of family connectivity across generations, race, religion and political turmoil. When my siblings and I were children, Major would delight us with fascinating tales of African mythology and astound us with his deep knowledge of his ancestral lands in the Eastern highlands of Zimbabwe, the rocky outcrops and ancient fortresses of which we were fortunate enough to explore with him. Today, his son Farayi is a young teacher in South Africa, who continues to advocate on behalf of impoverished students and schools in Zimbabwe. This year, Farayi brought forward 16 applications for funding consideration, 15 of which were in Zimbabwe and one in a remote and rural part of South Africa. From liquid soap and sanitizer to textbooks, school clothing, desks and chairs, library books and shared laptop computers, Farayi made sure that literally hundreds of students in southern Africa benefitted from OTF's international assistance grants. In March, he wrote to tell us the following:

The border closure by Zimbabwe and their continued lock down delayed the movement of some of the things that were bought such as sanitizers. However, as of now I have managed to get in contact with the schools and hope you will soon be receiving feedback from them or alternatively WhatsApp messages that may be sent to my phone. Thank you very much for your support in these hard times.

Raphael's Story

Raphael Nyangwaro is another young teacher in Zimbabwe who has been on our radar. For some years now, Raphael has been writing to tell us of his desire to come study in Canada and has asked for assistance with accessing scholarships here. While we have been sending him links to various scholarship programs that support African students, we have not been able to assist him with first-hand experience of the application process. As you will see later in this report, we recently assisted two Ghanaian PhD students, David Baidoo-Anu and Kenneth Gyamerah, with grants from the Blanche Snell Estate Fund. Both David and Kenneth are studying at Queen's University, which has an excellent Centre for International Students. They have both offered to assist Raphael in his quest to come study in Canada.

Funding to India

Just as we were finally enjoying the fruits of our labour to resume funding to India, using the intervention of an NGO on the ground there, we learned on October 2 that the Government of India had once again amended its Foreign Contribution (Regulation) Act (Bill 2020). This amendment effectively prevented any organization receiving a foreign contribution from transferring it to any other organization. Additionally, as of April 1, 2021, all FCRA registered organizations in India were obliged to open a Designated/Main Foreign Currency Bank account, which must be held in a branch of the State Bank of India, New Delhi. The above FCRA amendments have required OTF to make several changes to our processes and to find new ways of transferring funds to India safely and securely. We are currently only able to transfer funds via wire transfers to individual organizations that have met all of the above FCRA requirements.

Funded Projects

The Committee considered a total of 237 requests this year. While still a large number, this is lower than the usual number of applications we receive. The dip was partially due to school closings and stalled programs across the globe due to Covid-19, and partially due to the new foreign currency banking regulations introduced again in India. Of the 237 requests considered, we were able to approve funding to 186, including a grant made through OTF's Ontario Lesotho Educational Sustaining Fund (OLEF). The approved projects included three that were funded under the 2020 International Year of Plant Health and three funded under the Decade for Action on Water for Sustainable Development (2018 – 2028), all of which were approved under OTF's UN Development Focus Fund. A complete list of the funded requests appears below. More in-depth summaries of all the received requests appear for the Governors' reference in **Appendix H, pages H1 – H76**.

The funds available for disbursement this year came from the following sources:

• International Assistance Committee Budget for 2020-21	\$77,000
• UN Development Fund	\$3,000
TOTAL:	\$80,000

In addition to the list of funded projects that appears below, we have also prepared a short video presentation and an infographic, which we hope will assist the Governors in understanding the extent of the work we have accomplished this year.

The following projects received funding during 2020-21:

1. \$400 for the Society for Human Education and Development (SHED) in Trichirappalli, India, to help purchase school bags, pens, pencils, scales, erasers, note books, outdoor and indoor play materials, chalk and dust cleaner for 100 boys and girls between the ages of 8 and 13 years, who are the children of Agricultural coolies and the farming community. (Proj. #2021/1)
2. \$400 for the Women Education Development Social Service Trust (WEDSS Trust) in Tamil Nadu, India, to help purchase school supplies for 200 poor students in Class VI to Class X, who are between the ages of 11 and 15 years. (Proj. #2021/2)

3. \$400 for LC Disability and Development Programmes (LCDDP) in Andhra Pradesh, India, to help provide geometric boxes with colour sketches, charts, writing pads, note books, pens, pencils, materials regarding 'good touch' and 'bad touch', and school bags for 100 adolescent girls between the ages of 13 and 15 years. Along with the education materials that will support the girls in going to school, easy to read and understand materials on 'good touch' and 'bad touch' will also be provided to help them better understand about their personal hygiene and security. (Proj. #2021/4)
4. \$400 for the Grama Abhyudaya Society for Integrated Rural Development in Andhra Pradesh, India, to help provide sports material to 65 children between the ages of 7 and 15 years, whose parents are rag pickers and are living below the poverty line. These children are economically poor and live in small huts. (Proj. #2021/5)
5. \$400 for the Dalitha Vargala Seva Sangham in Andhra Pradesh, India, to help provide notebooks, study materials, water bottles, sanitary napkins, slippers, games and sports material, and teaching aids for 225 girls between the ages of 6 and 15 years, some of whom are physically handicapped. (Proj. #2021/6)
6. \$400 for the Jagruthi Rural Development Society (JRDS) in Telangana State, India, to help provide awareness workshops and school supplies to 50 orphan, destitute, Partners of People Living with HIV (PLHIV), latchkey children who are between the ages of 6 and 12 and are now attending Government schools after being found roaming the streets begging for food. (Proj. #2021/8)
7. \$400 for the Voluntary Association for Resource Development (VARD) in Telangana, India, to help provide educational kits for 50 children who are orphan/destitute/PLHIV. These children were found roaming, wandering and begging for food on footpaths, railway stations and sleeping in stations, under abandoned buildings and on footpaths. (Proj. #2021/9)
8. \$400 for the Buddha Outcast Social Society (BOSS) in Tamil Nadu, India, to help provide computer training, books and study kits for 100 children, who are between the ages of 13 and 16 years. Funds will also be used towards refreshments and electrical costs for six months. The children will be provided formal technical education in computer literacy which will strengthen their personal skills. (Proj. #2021/12)
9. \$400 for Rural Education and Development Society (READS) in Tamil Nadu, India, to help provide training for teachers to learn how to detect dyslexia in children. Funds will also be used to purchase plates and tumblers for 50 elementary students between the ages of 5 and 18, who have been disagnosed with dyslexia (31 boys and 19 girls). (Proj. #2021/13)
10. \$400 for Sabarmathi Social Seva Sangam in Tamilnadu, India, to help purchase school bags, English to Tamil dictionaries, note books, reading materials, pens, pencils and chappels for 45 girls with disabilities, who are between the ages of 5 and 10 years (Proj. #2021/14)
11. \$400 for the Berian Foundation in Secundrabad, India, to help provide sports material for 65 children, who are between the ages of 7 and 16 years. These children's parents are rag pickers and they live in small huts. (Proj. #2021/15)
12. \$400 for the India Evangelical and Educational Rural Development in Andhra Pradesh, India, to help provide footballs, basket balls, cricket kits, tennis bats, shuttle bats, chess boards, and rings to 45 children, who are between the ages of 7 and 16 years. (Proj. #2021/17)

13. \$400 for the Mother Theresa Social Service and Development Society (MTSSDS) of Tamilnadu, India, to help purchase quality seeds from farmers, pots, manure and nursery bags and provide a two day training on nursery raising for 50 students, who are between the ages of 11 and 15 years. Seeds, manure and nursery bags will be provided to all students. The students will be gathered in the target village and given the opportunity to learn about the environment and conserving natural resources. (Proj. #2021/18)
14. \$400 for the Social Public Educational and Economic Development Trust (SPEED Trust) in Tamilnadu, India, to help provide uniforms to 50 girls, who are between the ages of 6 and 14 years. The girls are studying at a residential school in Alathur Village. (Proj. #2021/19)
15. \$400 for Rural Poor Empowerment Trust (RUPOEM) in Tamilnadu, India, to help provide materials to make bird feeders for 100 students, who are between the ages of 11 and 15. The students will learn how to make bird feeders using toilet paper rolls, fevicol, vegetable fat, string, twigs and wooden spoons. They will then be responsible to refill the feeders as needed. This will help in the conservation of birds from extinction which would threaten the food cycle, environment and diversity. The students will be encouraged to monitor the bird feeders each day and keep track of the birds that visit. (Proj. #2021/20)
16. \$400 for The Holy Faith Educational Development Society in Andhra Pradesh, India, to help provide school uniforms, school bags and notebooks for 65 sex workers' children, who are between the ages of 8 and 16 years and live in below poverty line areas of Nandyal Mandal of Kurnool District. (Proj. #2021/21)
17. \$400 for the Rosary Prayer Society in Andhra Pradesh, India, to help provide sanitary latrines for girls who are studying in 6th Class to 10th Class at the Zilla Parishad High School, in Undrajavaram Village. Currently there is only one latrine for 300 girls. (Proj. #2021/22)
18. \$400 for Bright Swachandha Seva Samastha in Andhra Pradesh, India, to help provide school uniforms and educational materials for 100 children between the ages of 5 and 13 years, who are hearing impaired. (Proj. #2021/23)
19. \$500 continued financial support for Eunice Sithole, currently a primary school teacher working towards her Bachelor of Science in Special Education (Masters) at the Zimbabwe Open University. Funds will be used to help pay for school fees, modules, stationery, library, internet, research fees and transportation costs. (Proj. #2021/25)
20. \$2,000 to support Horizons of Friendship in partnership with the project of their Mexican partner, the Economic and Social Development of Indigenous Mexicans (DESMI). This project aims to provide 37 isolated communities and 225 marginalized, Indigenous farming families in Chiapas, Mexico, with the help and training they require to develop secure food systems that are able to support community health, nutrition, economic independence, and resilience to the effects of the COVID-19 pandemic, while also supporting native species diversity and Mother Earth.
Funds will support training in aquaculture, agriculture, animal husbandry, traditional herbal medicines, economic self-sufficiency, and improving agricultural yields through the use of sustainable methods (Proj. #2021/26)
21. \$400 for the Society for Harmony, Aid and Prosperous Economy (SHAPE) in Tiruvannamalai, India, to help provide an after-school centre where 30+ children will be able to learn non-academic skills, play, master existing talents and discover new possibilities. Currently, the children are involved in economic engagements as a measure by their parents to avoid the children's after school idleness. In this district, families are housed in an impoverished, traditional, minority, stone sculptor community where the parents denunciate their children for being idle during the time slot of 4:00 - 8:00 pm and therefore involve them in economic activities. (Proj. #2021/27)

22. \$400 for Share the Vision in Telangana, India, to help provide slates, slate pencils, pens, pencils, erasers, sharpeners, colour pencils, sketchpads, note books, school bags, charts, drawing papers, and stationery for 150 male and female students between the ages of 5 and 16 who are orphaned and mentally disabled. Many of these children are lacking sufficient education materials, which causes them to lag behind in their education. These children have been identified and are being educated at different schools/places. (Proj. #2021/28)
23. \$500 for the New Chapter Development for Youth (NCDY) in Mwanza, Tanzania, to help purchase school bags for 45 orphan and vulnerable children, who are between the ages of 5 and 18 years of age and who roam the streets of Mwanza without care, parental guidance, shelter and other basic necessities of life. The Sauti Moja Project (the healing power of your voice) is concerned about the predicament of vulnerable children, their early exposure to abuse and the harmful effects of a vulnerable life. The project's primary goal is to enable the most vulnerable children to return to a caring and stable family environment, either with their own family, a foster family or by living independently in the community. Street visits, food, sporting activities, arts, music and medical care are core components of NCDY's outreach program. Social workers then work with each child on a case by case basis to understand their needs and provide them with the social, educational and income generation tools they require to overcome the past, reintegrate into society and family life, and to embrace the future. (Proj. #2021/29)
24. \$400 for the Rural Care Ministries in Andhra Pradesh, India, to help provide school supplies to 100 children, who are between the ages of 6 and 13 years. (Proj. #2021/30)
25. \$400 for the Community Reconstruction of Social Service (CROSS) in Andhra Pradesh, India, to help provide school bags, geometry boxes, note books, pens, slates, slate pencils, pencils, erasers, scales, moral and story books, work books and mini dictionaries to 30 girls, who are between the ages of 6 and 14 years. The girls are of scheduled castes and tribes, studying in Z.P. High School at Kutrakona of Gangadhara Nellore Mandal in Chittoor district. (Proj. #2021/31)
26. \$400 for the Peace and Light Kindergarten Foundation in Quezon City, Philippines, to help purchase books, school supplies, uniforms, shoes, bags and school projects for 145 kindergarten and grade school students (86 boys and 59 girls) of poverty-stricken families, who are between the ages 8 and 16 years. (Proj. #2021/32)
27. \$400 for The Messenger of Hope for Children foundation in Antipolo City, Philippines, to help purchase books, school supplies, bags, shoes, uniforms and to pay tuition fees for 192 students (36 boys and 156 girls), who are between the ages of 11 and 21. (Proj. #2021/33)
28. \$400 for the Society for Upliftment of Rural Education (SURE) in Andhra Pradesh, India, to help purchase school supplies for 150 children (86 boys and 74 girls), who are between the ages of 5 and 8 years. These children and their families lost everything due to a flood. (Proj. #2021/34)
29. \$500 for the Nofezile Special Care Centre in King William's Town, South Africa, to help purchase educational materials, a sewing machine and materials, and a computer, for 61 students (22 boys and 39 girls) with disabilities, who are between the ages of 6 and 18 years. This centre serves children with different disabilities by teaching them skills and providing them with a better life by giving them the nutrition needed as they are often neglected by their parents. (Proj. #2021/35)
30. \$400 for Snehitha Amrutha Hastham Seva Samithi in Andhra Pradesh, India, to help provide sanitary pads and menstrual hygiene awareness presentation for 345 girls studying in ten government schools, who are between the ages of 12 and 15 years. (Proj. #2021/36)

31. \$400 for the Martinez School for the Deaf and Blind in Manila, Philippines, to help provide for the educational needs of 94 deaf and blind children and adults (72 boys and 22 girls), who are between the ages of 12 and 35 years. The funds will be used to help purchase computers, printers, ink, paper, and a braille writer. The Government cannot provide visually-impaired and deaf-mute children and adults with all their needs, so they turn to this organization for support. The school offers classes on daily living skills development, Braille training, orientation and mobility, script writing and sign language. The students are taught to be "normal" and resentment has been replaced by hope. (Proj. #2021/37)
32. \$400 for the Friendship for Polio Victims Center in Antipolo City, Philippines, to help purchase books, school supplies and for tuition payments for 87 children (54 boys and 33 girls), who have been stricken with polio, orphaned, neglected and abandoned, and who are between the ages of 17 and 21 years. The Center provides monthly support groups to enable parents and families to share their stories and through carefully selected resource speakers, learn to cope with their situation better and plan for the present and future prospects of children with special needs, especially those afflicted with polio. (Proj. #2021/38)
33. \$400 for St James Montessori in Quezon City, Philippines, to help purchase books, school supplies, uniforms and school needs for 130 students (83 males and 47 females), who are between the ages of 10 and 18 years, and who come from families whose income is way below the minimum wage and therefore cannot afford to send their children to school. (Proj. #2021/39)
34. \$400 for the Good Heart Day Care Center organization in Quezon City, Philippines, to help purchase books, school supplies, materials, uniforms, shoes and bags for 255 pre-schoolers (96 boys and 159 girls), who are between the ages of 4 and 6 years. (Proj. #2021/40)
35. \$400 for the Good Samaritan Educational Mission's "New Hope Elementary School" project in Manila, Philippines, to help purchase books, school supplies, uniforms, shoes, bags, and other school materials for 156 grade schoolers (81 boys and 75 girls), who are 7 years old and above. (Proj. #2021/41)
36. \$400 for the St Teresa's Foster Care Home in Antipolo City, Philippines, to help purchase books, school supplies, and uniforms for 93 children who have been abandoned, neglected and voluntarily-committed (21 boys and 72 girls), who are between the ages of 3 and 13 years. (Proj. #2021/42)
37. \$400 for the Special Trust Fund for Abandoned Children organization in Quezon City, Philippines, to help purchase books, school supplies, uniforms, and other school requirements for 88 children, who are orphaned, neglected, abandoned, and voluntarily-committed (30 boys and 58 girls), and who are between the ages 3 months and 13 years. (Proj. #2021/43)
38. \$400 for the Power of Christ Center in Manila, Philippines, to help purchase books, reading materials, school supplies, uniforms, shoes, and bags for 97 pre-school children (60 boys and 37 girls), who are between the ages of 4 and 5 years, and whose parents cannot afford to send them to kindergarten, which is a requirement before admission to grade school. The parents of these children have no material means since their only source of livelihood is to collect junk, cartons, empty plastic bottles and old newspapers and sell them to junk shops. (Proj. #2021/44)
39. \$400 for the Share A Book Mission organization in Quezon City, Philippines, to help purchase books, school supplies, and to pay tuition fees, and related school expenses for 99 students (27 boys and 72 girls), who are between the ages of 12 and 19 years, and whose parents cannot afford to send them to school due to extreme poverty. The remaining funds will be spent on the shipping of books to public school libraries, where thousands of students will use them. (Proj. #2021/45)

40. \$400 for the Home of Hope for Children in Quezon City, Philippines, to help purchase books, school supplies, uniforms, shoes, bags, school projects and payment of tuition fees for 110 children (71 boys and 39 girls) with developmental disabilities, who are between the ages of 13 and 21 years. (Proj. #2021/46)
41. \$400 for the Summit College Education Foundation, Inc. in Quezon City, Philippines, to help pay for tuition fees and to provide books, school supplies and school projects, for 77 high school graduates who were in the top 10% of their class and are enrolling in teacher training education (35 males and 37 females) and are between the ages of 19 and 21 years. (Proj. #2021/47)
42. \$400 for Deva Kirubai Social Help Association (DKSHA) in Tamilnadu, India, to help provide play equipment for 94 orphans and destitute children as well as 150 other neighbouring children, who are between the ages of 5 and 18 years. These are vulnerable children who are part of the Cornerstone Orphanage DKSHA Society in a village called Mullippadi in Manapparai Taluk in Tiruchirappalli District. The 150 neighbouring children will be visiting DKSHA for various programs and educational activities in and around DKSHA's location. Currently the existing play field has one slide, four swings and one climber made up of pipes. There are so many children that need to play every day and some cry as they do not get a chance to play. Play is an important part of a child's early development. In a playground environment the children learn to develop their social skills, grow with optimal motor skills and learn the hard lessons of trust. (Proj. #2021/50)
43. \$400 for the Pascual Superlearning Centre in Antipolo City, Philippines, to help provide books and tools for vocational courses and tuition fees for 187 students, who are between the ages of 13 and 18 years, and are enrolled in vocational training programs in technical and vocational courses to improve their living conditions. They cannot afford to go to formal education because of poverty. (Proj. #2021/51)
44. \$400 for the United School for Hospitality Arts in Quezon City, Philippines, to help provide books, school supplies and tuition fees for 105 bright students (29 boys and 76 girls) aged 17 to 20 years who cannot afford formal education in college, attending a school for hospitality arts. (Proj. #2021/52)
45. \$400 for the Child Protection Foundation in Quezon City, Philippines, to help purchase books, computers, school supplies, tuition, school uniforms, shoes, and bags for 247 out-of-school youth (177 boys and 70 girls), who are between the ages of 8 and 19 years. (Proj. #2021/53)
46. \$400 for the Golden Harvest Learning Foundation's "Teacher-in-Charge" project in Quezon City, Philippines, to help purchase books, school supplies, materials and to pay tuition fees for 497 students (297 boys and 200 girls), who are between the ages of 10 and 17 years and whose parents cannot send them to school due to extreme poverty. (Proj. #2021/54)
47. \$400 for the Literates Welfare Association (LAW) in Tamilnadu, India, to help purchase two water purifier systems to bring safe and secure drinking water to two schools in remote villages in Theni District. 420 students who are between the ages of 5 and 11 years, and 27 staff and support staff will benefit from having safe and secure drinking water. (Proj. #2021/55)
48. \$400 for the Save Our Children in Dumps project in Antipolo City, Philippines, to help purchase books, school supplies, school projects, shoes, bags, uniforms, and to pay tuition fees and miscellaneous expenses for 294 students aged 10 to 12 years, whose families' source of livelihood is to gather old newspapers, empty bottles, plastics, carton boxes, and anything they can sell in junk shops. (Proj. #2021/56)

49. \$400 for the Jasmin Child Development Center in Antipolo City, Philippines, to help purchase books and school supplies and to pay tuition fees for 130 high school students (79 boys and 51 girls), who are between the ages of 19 and 20 years who want to finish their high school education. (Proj. #2021/57)
50. \$400 for the Christian Children Mission organization in Manila, Philippines, to help purchase books, school supplies, and pay tuition fees for 101 bright students (60 boys and 41 girls), who are between the ages of 9 and 19 years. (Proj. #2021/58)
51. \$400 for The Haven for the Angels organization in Manila, Philippines, to help purchase books, school supplies, reading materials, and for tuition payments for 159 street children (71 boys and 88 girls), who are between the ages of 12 and 18 years. (Proj. #2021/59)
52. \$400 for the De Jesus School for Autistic Children in Antipolo City, Philippines, to help purchase computers, books, school supplies, shoes and bags for 87 children (58 boys and 29 girls) with autism, who have been abandoned and neglected, and who are between the ages of 11 to 24 years. Funds will also be used to help rebuild the children's classroom devastated by a strong typhoon several years ago. (Proj. #2021/60)
53. \$400 for My Shelter Foundation in Quezon City, Philippines, to help purchase books, school supplies, uniforms, shoes, bags, and to pay miscellaneous school fees and matriculation fees for 210 grade school students (147 boys and 63 girls), aged 11 to 16 years, who are street children, orphaned, neglected and whose parents cannot send them to school due to extreme poverty. (Proj. #2021/61)
54. \$400 for the Special and Gifted Children's Home in Quezon City, Philippines, to help purchase books, school supplies, shoes, bags, school projects, and for tuition payments for 112 special and gifted children, aged 11 to 20 years. (Proj. #2021/62)
55. \$400 for the Give-A-Gift-Foundation in Quezon City, Philippines, to help purchase books, school supplies, uniforms, shoes, and bags for 136 poor children, who are between the ages of 9 and 10 years. Some of these children are orphaned and the others are abandoned and have nowhere to go. They usually sleep under the bridges and on sidewalks, with only a piece of cardboard box as their shield from the cold pavement. (Proj. #2021/63)
56. \$400 for the Social Action for Abused Kids organization in Manila, Philippines, to help purchase educational materials for 109 women and children (75 boys and 34 girls), who are between the ages of 14 and 19 years. The women and children have been rescued from hunger and sexual abuse. Funds will be used to help purchase books, school supplies, materials for women taking vocational courses, and for tuition payments. (Proj. #2021/64)
57. \$400 for The Progressive School Foundation in Quezon City, Philippines, to help purchase books, school supplies, uniforms, shoes, and bags for 101 children who are impoverished and out-of-school youths (34 boys and 67 girls), who are between the ages of 8 and 18 years. (Proj. #2021/65)
58. \$400 for the Golden Care Homes foundation in Manilla, Philippines, to help purchase books, school supplies, materials, and to pay tuition fees for 150 children (70 boys and 80 girls) of poverty-stricken families, who are between the ages of 11 and 21 years. (Proj. #2021/66)
59. \$400 for the Benevolent Foster Home Program in Antipolo City, Philippines, to help purchase books, school supplies, and other school needs for 153 grade schoolers (95 boys and 58 girls) aged 7 to 13, whose families are informal settlers and cannot afford to send them to school due to extreme poverty. (Proj. #2021/67)
60. \$400 for the Center of Hope in Manila, Philippines, to help purchase books, school supplies, uniforms, shoes, bags, and to pay tuition fees for 161 poor children (106 boys and 55 girls) aged 8 to 20 years, who are mostly close relatives of the Hansenites. (Proj. #2021/68)

61. \$400 for the RMM Sanctuary for Male Youth Offenders in Antipolo City, Philippines, to help purchase books, school supplies, uniforms, and payment of tuition fees for 103 male youth offenders aged 12 to 20 years. These boys were formerly in conflict with the law, but are now becoming hard-working and studious individuals, knowing that only a good education will help them become good citizens and productive members of society. Some of the boys are older for their classes because at one time they had temporarily stopped going to school due to financial problems. Their parents could not afford to send them to school because the cost of their uniform alone was a major drain on the family budget. (Proj. #2021/69)
62. \$400 for the House of Children for Preparatory School in Quezon City, Philippines, to help purchase books, school supplies, and uniforms for 170 pre-schoolers (55 boys and 115 girls), who are between the ages of 4 and 5 years. (Proj. #2021/70)
63. \$400 for the "No Child Left Behind" program of the Home of Refuge Foundation in Manila, Philippines, to help purchase books, school supplies, and to pay tuition fees for 229 students (148 boys and 81 girls), aged 9 to 12 years. (Proj. #2021/71)
64. \$400 for the Philippine Foundation for the Blind in Manila, Philippines, to help support the educational needs for 50 blind and visually-impaired children and adults (29 males and 21 females) between the ages of 11 and 28 years. The funds will be used to help purchase Braille books, large print and talking books, to pay tuition fees, and for other school requirements. (Proj. #2021/72)
65. \$400 for the Society for Community Organization and Rural Education (SCORE) in Tamilnadu, India, to help provide educational materials and uniforms for 30 children (10 boys and 20 girls) of HIV positive families, who are between the ages of 11 and 15 years and studying from 6th Standard to 10th Standard. (Proj. #2021/73)
66. \$400 for Global Development Orientation Trust (GDOT) in Tamil Nadu, India, to help provide educational materials and uniforms for 25 children in VII to XII Standard, who are between the ages of 12 and 18 years. (Proj. #2021/74)
67. \$500 Continued financial support for Tapiwa Olivia Mukoko, currently a primary school teacher, in Mutare, Zimbabwe, to pursue a Home Economics course at the Zimbabwe Open University. Olivia has recently completed a Special Education Degree and Masters program and is wanting to further develop her knowledge and skills required to teach Home Economics to learners with special education needs. Funds will be used to help pay for school fees, stationery, library fees, research fees, transportation costs and materials for Home Economics lessons. (Proj. #2021/75)
68. \$400 for the Thyagaraja Rural Development Society in Andhra Pradesh, India, to help purchase slate, slate pencils, notebooks, pens, geometry boxes, lunch boxes, school bags, clothes, etc. for 100 children between the ages of 5 to 10 years. These children come from dalit and tribal families that are socially and economically downtrodden. (Proj. #2021/76)
69. \$500 for CanAssist African Relief Trust in Naya Village, Siaya County, Kenya, to help purchase grammar, Math, Science and History text books, dictionaries, atlases, songbooks and teachers' curriculum guides for 140 students (61 boys and 79 girls), who are between the ages of 4 and 16 years, at the St Catherine Kadele School. Girls in particular will benefit from more education with the result that the harmful practice of marrying too young may diminish. CanAssist has worked with this school on other projects, including three classrooms, a latrine, a water tank and classroom furnishings in 2015, an additional school building and text books in 2018. (Proj. #2021/77)

70. \$500 for CanAssist African Relief Trust in Usare Village, Homa Bay County, Kenya, to help purchase grammar, Math, Science and History text books, dictionaries, atlases, songbooks and teachers' curriculum guides for 213 students (102 boys and 111 girls), who are between the ages of 4 and 16 years, at the Hope School. Girls in particular will benefit from more education with the result that the harmful practice of marrying too young may diminish. CanAssist has worked with this school on other projects, including garden irrigation and fencing in 2012, classrooms in 2012 and 2019, desk and chairs in 2015, and water tanks in 2016. (Proj. #2021/78)
71. \$500 for CanAssist African Relief Trust in Naya Village, Siaya County, Kenya, to help purchase grammar, Math, Science and History text books, dictionaries, atlases, songbooks and teachers' curriculum guides for 345 students (145 boys and 200 girls), who are between the ages of 4 and 16 years, at the Kanyalla Little Stars School. Girls in particular will benefit from more education with the result that the harmful practice of marrying too young may diminish. CanAssist has worked with this school on other projects, including an irrigation project in 2009, a school farm in 2011, classroom construction in 2015, roof repair in 2016, and a water catchment project in 2018. (Proj. #2021/79)
72. \$500 for Tutsirai Samantha Dube, a teacher in Rusape, Zimbabwe, who is studying for her Bachelor of Science Psychology Honours Degree at Midlands State University in Zimbabwe. This degree will help her teach learners who are mentally challenged and those with behavioural disorders. (Proj. #2021/80)
73. \$400 for the Baredo Superlearning Centre for Poor Children in Antipolo City, Philippines, to help purchase books, school supplies, and school projects for 150 grade school and high school students (139 boys and 11 girls) aged 10 to 17 years. The Centre has a vegetable garden that is cared for by the students and then the produce is sold, with the funds going towards school supplies, books and other educational materials for the children. (Proj. #2021/81)
74. \$500 for 21 year old teacher, Lilian Dzimano, who is taking her Bachelor of Science Honours Degree in Environmental Science and Technology at Chinhoyi University of Science and Technology in Zimbabwe. This program will enable Lilian to be a high school qualified science teacher. Lilian completed her studies at Mutare Teachers College Preparatory School where she did advanced studies in science subjects. (Proj. #2021/84)
75. \$400 for the St Agnes Home for Battered Women and Children in Manila, Philippines, to help support the educational needs of 176 battered young women and children aged 9 to 25 years. Funds will be used to help purchase books, school supplies, school materials, and make tuition payments for those in high school and vocational schools. The home not only provides shelter for the poor children and women under its care, but also assists them in building a self-sustaining socio-economic community in their communities or hometowns. (Proj. #2021/85)
76. \$400 for the Paribartan organization in Odisha, India, to help provide a hand washing station for 110 children (51 boys and 49 girls), who are between the ages of 6 and 14 years. Currently there is inadequate facilities for hand washing which will affect the health and wellbeing of the school children. (Proj. #2021/86)
77. \$400 for the "Sharing the Dream" project of the Building Hope for Children Foundation in Manila, Philippines, to help purchase books, school supplies, uniforms, and to pay tuition fees for 191 grade school and high school students (115 boys and 76 girls), who are between the ages of 8 and 17 years. (Proj. #2021/87)
78. \$500 for the Golden Care Organization (GOCO) in Kamuli, Uganda, to help purchase school uniforms, shoes, books, pens, pencils, mathematical sets, long rulers, school bags, face masks, reusable sanitary pads for 93 HIV/AIDS affected orphaned girls at the Buwuda Primary School, and who are between the ages 6 and 15 years. (Proj. #2021/89)

79. \$500 for the Girls in Red Organisation (GIRO) in Kampala, Uganda, to help provide training in menstrual hygiene and to address mental health in post COVID-19 quarantine for 200 adolescents (50 boys and 150 girls), who are between the ages of 13 and 18 years, 45 parents and 5 community leaders. Funds will be used to purchase boxes of reusable pads, stationery (writing pads, pens, manila charts, markers), masks, hand sanitizers, liquid soap and temperature guns for community testing while in the field. (Proj. #2021/90)
- 80-81. Financial assistance for Projet Terre in Kisangani, Congo, to support two initiatives at the Complexe Scolaire Bahia, a school attended by 387 students aged 6 – 15, and staffed by 20 teachers and four workers. The two initiatives are:
1. Support for the Democratic Union of Educators, which plans activities for teachers re the Congolese system of education (Proj #2021-91); and
 2. One of the following PD projects for teachers at the school:
 - Preventing violence and sexual abuse at school (Proj. #2021-92);
 - Support for the education of handicapped and orphaned children who are victims of war (Proj. #2021-93);
 - Awareness of the dangers of mines and other explosive devices in a school setting (Proj. #2021-94);
 - Support for professional development sessions for the teachers at this school (Proj. #2021-95);
 - Defense and support for marginalized groups, notably women and youth (Proj. #2021-96);
 - Promoting and protecting the rights of unions in education - support for the teachers' union (Proj. #2021-97);
 - Improving the quality of teaching according to the education system in the Congo (Proj. #2021-98).
82. \$400 for the Action for Welfare and Awakening in Rural Development (AWARD Trust) in Tamilnadu, India, to help provide a one day "COVID-19 Prevention and keep children safe campaign", 50 hygiene kits, tuition and school education fees for 20 very poor children, school supplies for 25 children, and fees for running special coaching centres in five village schools for a total of 200 (80 boys and 120 girls) vulnerable, rural, school children facing crisis. (Proj. #2021/99)
83. \$500 for Happy Kanda, currently a primary school teacher, in Mutare, Zimbabwe, to pursue a B.A. degree in Communication and History at the Catholic University of Zimbabwe. Funds will be used to help pay for school fees, stationery, library fees, research fees and transportation costs. (Proj. #2021/100)
84. \$500 for Patience Mukome, currently a primary school teacher in Mutare, Zimbabwe, to pursue her degree in Infant Education at the Catholic University of Zimbabwe. Funds will be used to help pay for school fees, stationery, library fees, research fees and transportation costs. (Proj. #2021/101)
85. \$500 for Nyasha Mutimbanyoka, currently in her third year working towards a diploma in education at Marymount Teachers' College in Zimbabwe. When complete, Nyasha will become a primary school teacher of students in Grade 3 to Grade 7. Funds will be used to help pay for school fees, stationery, and library fees. (Proj. #2021/102)
86. \$500 for Zamba Primary School in Mutare, Zimbabwe, to help purchase educational materials for 30 learners with physical and mental challenges, who are between the ages of 9 and 21 years and are in three Resource unit classes (Proj. #2021/103)
87. \$400 for Adhwana Kerala Forum of Partners in Functional Vocational Training in Kerala, India to help provide note books, pens, instrument boxes, school bag and umbrellas for 27 girls in classes 5th to 7th, who are between the ages of 10 and 12 years. The girls are the daughters of poor fishermen living along the coastal village of Pallithura. (Proj. #2021/104)

88. \$1,500 for the Canadian Teachers' Federation (CTF) to help support la Confédération Nationale des Educatrices et Educateurs d'Haïti (CNEH) and Union Nationale des Normalien/nes et Educateurs/trices d'Haïti (UNNOEH), two teacher unions in Haiti. These organizations represent two of the four teacher unions in Haiti which are members of Education International (EI). Of the four, CNEH is the oldest and largest teacher union in Haiti, while UNNOEH is the youngest and smallest. In Haiti, the vast majority of teachers (about 85%) work in informal or private schools. The remaining 15% are employed in the public system, and are divided (unevenly) among the four teacher unions which are EI members. The unions representing public school teachers need a great deal of support.
- The circumstances in Haiti are extremely difficult, and these two teacher unions are facing four major obstacles to their work: (1) general profound poverty throughout the country, (2) a protracted period of intense social and political unrest, (3) a government that does not engage in social dialogue and that actively opposes trade union movement, and (4) the COVID-19 pandemic.
- Funds will be used to cover the cost of rent for a building that will be a shared space for CNEH and UNNOEH. This building, located in a safe district of the capital, Port-au-Prince, will be a space for the two organizations to have offices, to hold meetings, and to host events. The rent is USD \$1,000 per month. Of the total amount, EI will cover USD \$2,000, la Centrale des syndicats du Quebec (CSQ) will cover USD \$5,000, and the CTF/FCE will cover the remaining USD \$5,000 (or CAD \$6,700). Throughout the first year, CNEH and UNNOEH will be expected to demonstrate how their two organizations can raise the money necessary to pay part of the rent themselves in subsequent years.
- Having a shared and even semi-permanent space gives these organizations a place to call their own. During a time of great uncertainty resulting from the pandemic and the social and political unrest, a union headquarters provides a grounding. (Proj. #2021/105)
89. \$500 for the Buyambo Substance Abuse, Youth, HIV/AIDS Programme in Mdantsane, South Africa, to help purchase a flip chart stand, white board, 4 tables, and 50 chairs for 160 children, who are between the ages of 6 and 18 years. The programme assists learners with their homework, giving them computer lessons and providing skills to youth that are in and out of school, doing or starting to do illegal drugs, teaching them to choose a better life for themselves. (Proj. #2021/107)
90. \$500 for the Mhari High School in Sadza, Zimbabwe, to help purchase counter books and other exercise books for 25-30 learners, who are between the ages of 14 and 18 years. The boys and girls come from the surrounding rural villages of Chikomba and most are unable to afford exercise books which are required for their subjects. (Proj. #2021/111)
91. \$500 for the Mutengwa Primary School in Sadza, Zimbabwe, to help purchase textbooks for 424 learners, who are between the ages of 6 and 14 years. Textbooks will be purchased for Grade Seven learners because they are in examination classes. (Proj. #2021/112)
92. \$500 for the ABC Academy in Harare, Zimbabwe, to help purchase cement, reinforcing wire and iron sheets for a two-hole pit toilet for 32 learners, who are between the ages of 4 and 6 years. Quite often there is no water for the flush toilets, so a pit toilet (blair) can be a viable option in preventing disease outbreaks. (Proj. #2021/113)
93. \$500 for the Early Bird Creche in Harare, Zimbabwe, to help purchase desks and chairs for 53 learners, who are between the ages of 4 and 6 years. Urban poverty has hit so hard that it is difficult for the centre to buy chairs and desks for the learners. (Proj. #2021/114)

94. \$500 for the Mudanda Primary School in Murambinda, Zimbabwe, to help purchase cement and paint to renovate pit toilets for 318 learners and teachers. Toilets safeguard the life and health of the learners, teachers and the community from diseases such as cholera or COVID-19. (Proj. #2021/115)
95. \$500 for the Buhera High School in Buhera, Zimbabwe, to help purchase library books for 600 learners, who are between the ages of 14 and 18 years. Library books will improve the learners' information knowledge, language development and reading skills. (Proj. #2021/116)
96. \$500 for the Chikuvire Primary School in Buhera, Zimbabwe, to help purchase uniforms for 10 learners (5 boys and 5 girls), who are between the ages of 6 and 14 years. Uniforms will help the learners feel like part of the group and wanted. This may lead some of them to work harder. (Proj. #2021/117)
97. \$500 for the Newtown Junior Infant School in Harare, Zimbabwe, to help purchase colouring books and crayons for 82 learners. These are learners from an urban area and the centre needs help since poverty has increased dramatically because of Zimbabwe's unstoppable inflation. (Proj. #2021/118)
98. \$500 for the Ndawana Primary School in Murambinda, Zimbabwe, to help purchase sanitizers and disinfectants for 527 learners, who are between the ages of 6 and 14 years, and 13 teachers. Disinfectants and sanitizers will help the school prevent COVID-19 infection and will save both the school and the community from infection. (Proj. #2021/119)
99. \$500 for the Chimowa Primary School in Sadza, Zimbabwe, to help purchase a tap, a 1.5m pipe and bags of cement for a wash hand tank for 512 learners, who are between the ages of 6 and 14 years, and 13 teachers. The tank will help improve the cleanliness of learners' and teachers' hands during and after the COVID-19 pandemic. (Proj. #2021/120)
100. \$400 for The Holy Land Foundation in Telangana, India, to help provide education material to 150 children, who are between the ages of 5 and 16 years. (Proj. #2021/121)
101. \$500 for Muchineripi Melody Rumbidzai, currently a teacher working with students who are visually impaired. She is working towards her Honours Degree in Special Education at the Zimbabwe Open University. Funds will be used to help pay for school fees, stationery, library, and transportation costs. (Proj. #2021/122)
102. \$400 for the Social Improvement Voluntary Association (SIVA) in Tiruvannamalai District, Tamil Nadu, India, to help provide construction materials for toilets for tribal poor female students, who are between the ages of 6 and 18 years. These girls are considered untouchable as their families used to be hunters but this profession was banned by the Government. As they do not have their own land, they live in small tents built using sheets and mud and are frequently facing sexual harassment from the higher community people. (Proj. #2021/123)
103. \$400 for Margadarsi Seva Samstha in Andhra Pradesh, India, to help provide salaries for instructors and to help purchase books, slates and education materials for 60 children between the ages of 8 and 14 years, who work in agricultural fields and construction work from 9:00 am to 5:00 pm. The organization would like to provide evening classes in three non-formal education centres for these children so that they will be motivated to go to the locally run government schools. (Proj. #2021/124)
104. \$400 for the Association for Rural Poors Development (ARPD) in Tamilnadu, India, to help provide school bags, uniforms and books for 20 students from Gypsy families who are in 1st Standard to 10th Standard. (Proj. #2021/125)

105. \$400 for the Isaqhama Edu - Care Centre in Alice, South Africa, to help purchase mattresses, jungle gyms, book shelves and art material for 60 children, who are between the ages of 0 and 5 years of age. The project is based in the deep rural area of Melani in Alice, Eastern Cape.
(Proj. #2021/126)
106. \$400 for the Malikanye Day Care Centre in Alice, South Africa, to help purchase mattresses, tables and chairs, book shelves and a television for 25 children, who are between the ages of 0 and 4 years of age. (Proj. #2021/127)
107. \$400 for the Inqaba Yolwazi Skills Development's Youth Skills Development program in Port Elizabeth, South Africa, to help purchase beadwork materials, sewing machines, baking utensils, grass cutting machines and administration costs for 40 males and 110 females who are between the ages of 13 to 25 years of age. The Youth Skills Development program aims to empower individuals to build, reconstruct and maintain sound relationships in family, marriage and community, to render preventative, educational and development services in the field of interpersonal relationships, to help communities establish sustainable projects, to provide necessary training for the community about life and interpersonal relationships and to lobby on issues concerning family life and interpersonal relationships. (Proj. #2021/130)
108. \$400 for Developing Lives, Livelihoods and Nutrition (DLLN) in Kamuli, Uganda, to help purchase school uniforms, shoes, books, pens, pencils, math sets, long rulers, school bags, face masks, sanitizers and reusable sanitary pads for 60 children, who are between the ages of 6 and 15. These children and their families lost everything when their homes were swept away by the floods caused by increasing water levels in the Nile River and Lake Kyoga, leaving them homeless. (Proj. #2021/131)
109. \$400 for the Joy Orphanage Center in Antipolo City, Philippines, to help provide books, school supplies, uniforms, shoes, and bags for 711 orphaned students (386 boys and 325 girls), who are between the ages of 9 and 17 years. (Proj. #2021/133)
110. \$400 for the Academic Enhancement Mission Program in Quezon City, Philippines, to help provide books, school supplies, uniforms, shoes, bags and related school requirements for 257 pre-schoolers (172 boys and 85 girls) between the ages of 4 and 6 years, whose parents cannot send them to school due to extreme poverty. (Proj. #2021/134)
111. \$400 for the Build Schools Foundation in Quezon City, Philippines, to help provide books, school supplies, uniforms, shoes, bags and related expenses for 320 pre-schoolers (134 boys and 186 girls) aged 4 and 5 years. (Proj. #2021/135)
112. \$400 for the Vessels of Love project by Save the Children Village Study Center in Antipolo City, Philippines, to help pay for tuition fees and to help with the purchase of books, school supplies, and related school needs for 112 abandoned, neglected and orphaned children (93 boys and 19 girls), who are between the ages of 13 and 18 years. The Save the Children Village Study Center is an organization that provides a house for children who are in conflict with the law and offers temporary care and comfort to youth offenders, aiming to remove them from a world of crime.
(Proj. #2021/136)
113. \$400 for the God's Little Kingdom Foundation in Quezon City, Philippines, to help pay tuition fees for high school students, and to help provide books, reading materials, and school supplies for the pre-school and grade school needs of 114 (47 males and 67 females) physically challenged, orphaned, neglected and abandoned children, who are between the ages of 4 to 16 years. The organization believes in sharing what they have with those in need and encouraging children to learn to live responsibly in the world. The students are inspired to live both passionately and compassionately in a global community. (Proj. #2021/137)

114. \$400 for the Foundation for the Abandoned in Manila, Philippines, to help pay for tuition fees and to help with the purchase of books, school supplies, and materials for 116 abandoned children (72 males and 44 females), who are between the ages of 7 and 18 years. These children were abandoned by their parents to be educated and cared for by the Foundation. (Proj. #2021/138)
115. \$400 for the Teaching Learning Caring Foundation in Quezon City, Philippines, to help support the education of approximately 1,332 mountain people. Funds will be used to help build makeshift tents to be used as classrooms, to purchase books, school supplies, shoes and bags for children in kindergarten and the purchase of hundreds, if not thousands of mono-block chairs and tables, blackboards and other school needs for students from the ages of 4 to 37. (Proj. #2021/139)
116. \$400 for Chico's Deaf Center in Antipolo City, Philippines, to help purchase computers, printers, ink, bond paper, school supplies and to help cover tuition expenses for 147 children who are hearing impaired (103 boys and 44 girls), between the ages of 14 and 17 years. (Proj. #2021/140)
117. \$400 for the Marciano N. Lopez - Free Preparatory Educational Program in Manila, Philippines, to help pay for school supplies, books, uniforms, shoes and bags for 128 (56 boys and 72 girls) poor, pre-school children, who are between the ages of 3 and 5 years. (Proj. #2021/141)
118. \$400 for the Mercy Childhood Care in Manila, Philippines, to help pay for tuition fees and to help with the purchase of books, school supplies, uniforms, shoes and school bags for 193 elementary and high school students (117 boys and 76 girls), who are between the ages of 9 and 18 years. (Proj. #2021/142)
119. \$400 for the New Birth Orphanage in Antipolo City, Philippines, to help provide books, school supplies, reading materials, uniforms, shoes, bags, and other school expenses for 96 orphans (36 boys and 60 girls), who are between the ages of 9 and 18 years. (Proj. #2021/143)
120. \$400 for the Rescue the Abandoned Amerasians Project in Antipolo City, Philippines, to help purchase books, school supplies and tuition fees for 97 (65 males and 32 females) abandoned, Amerasian high school students, who are between the ages of 16 to 27 years. These students are too old for high school because they have dropped out of school to scratch a living or else they would starve. At an early age, they took on the full responsibilities of caring for themselves, including working to provide for themselves and their families. They survive doing menial jobs because they have little to no education. Through this program, the hope is to improve their lot by providing them with education. (Proj. #2021/144)
121. \$400 for the Books for the Underprivileged Children Program in Antipolo City, Philippines, to provide books to public school libraries that were destroyed by the typhoon last year. The program will benefit hundreds of thousands of children studying in public schools who are 5 to 18 years old. (Proj. #2021/145)
122. \$400 for The Kids Foundation, Inc.'s "Realize a Child's Dream Today" program in Quezon City, Philippines, to help provide tuition fees, school supplies, books, reading materials, shoes, bags and other school essentials for 203 extremely poor students, who are between the ages of 10 and 17 years. Funds will also be used to help with the rehabilitation efforts of rebuilding after the harmful effects of the super typhoon. (Proj. #2021/146)
123. \$400 for the Helping Hands Mission for Poor Children in Quezon City, Philippines, for "Project Education" and "Project Books" to help provide books for public school libraries across the country, benefitting 120,000+ poor students in public schools nationwide. Funds will be used to help purchase study kits and many books, which will be donated to libraries of public schools in different parts of the Philippines and will help thousands of poor students. (Proj. #2021/147)

124. \$400 for the Great Knowledge Learning Center in Manila, Philippines, to help provide books, school supplies, uniforms, shoes, bags and help cover tuition expenses for 342 students (221 boys and 121 girls) in pre-school, grade school and high school, who are between the ages of 5 and 18 years. (Proj. #2021/148)
125. \$400 for the Give Back Education Foundation's project "One Class, One Scholar" in Quezon City, Philippines, to help purchase books, school supplies and to help cover tuition expenses for 158 high school students (50 boys and 108 girls), who are between the ages of 13 and 17 years. (Proj. #2021/149)
126. \$400 for the Alonte Caregiving Services in Antipolo City, Philippines, to help pay for tuition fees and to help with the purchase of books, school supplies, and school projects for 148 children and adults (101 boys and 47 girls) with special needs, who are between the ages of 13 and 34 years. (Proj. #2021/150)
127. \$400 for the Tender & Loving Care Pre-School & Kindergarten in Antipolo City, Philippines, to help provide books, school supplies, materials, uniforms, shoes, bags, and related school expenses for 312 preschooler and Kindergarten, street children (195 boys and 117 girls), who are between the ages of 4 and 6 years. (Proj. #2021/151)
128. \$400 for the Children of Jesus School in Quezon City, Philippines, to help provide books, school supplies, uniforms, shoes, bags and tuition fees for 551 (297 boys and 254 girls) in day care centre, grade school and high school, who are between the ages of 8 and 18 years. (Proj. #2021/152)
129. \$400 for the Masakhuluntu Support Group in King Williams Town, South Africa, to help purchase learning materials, stationery, workbooks, calculators, pens and pencils for 210 students with learning disabilities and some with physical disabilities, who are between the ages of 7 and 18 years of age and who are studying Math, life skills, computers, Art, Music and sports. (Proj. #2021/153)
130. \$400 for the Eusebio Sweet Homes Orphanage in Antipolo City, Philippines, to help provide books, school supplies, uniforms, shoes, bags, and tuition fees for 178 impoverished street children and abused, battered women, (95 males and 83 females), who are between the ages of 7 and 17 years. (Proj. #2021/155)
131. \$400 for SCG Rehabilitation for the Handicapped in Antipolo City, Philippines, to help provide books, school supplies, school materials and cover tuition expenses for 109 students (61 boys and 48 girls) who are neglected, abandoned, disabled, handicapped and confined to a wheelchair, and who are between the ages of 10 and 24 years. (Proj. #2021/156)
132. \$400 for the Gift of Smile for Children with Harelip and Cleft Palate organization in Antipolo, Philippines, to help pay for tuition fees and to help with the purchase of school supplies and textbooks for 140 children (86 boys and 54 girls) with harelip and cleft palates, who are between the ages of 7 and 16 years. (Proj. #2021/157)
133. \$400 for the Childhope Philippines Foundation in Quezon City, Philippines, to help provide books, reading materials, school supplies, shoes, bags, uniforms, and tuition fees for 215 students (132 boys and 83 girls), who are between the ages of 9 and 16 years. Childhope's programs include counselling, alternative basic education, mobile health clinic, financial education program, vocational training, skills development, development of leadership and organizational capabilities. (Proj. #2021/158)

134. \$400 for the Cruz Foster Home for Orphaned and Abandoned Children in Manila, Philippines, to help pay for tuition fees and to help with the purchase of bags, shoes, uniforms, and school projects for 214 students (115 boys and 99 girls). The children have been orphaned and abandoned by their mothers and were turned over to the Cruz Foster Home for Orphaned and Abandoned Children by the social welfare department for care and support. (Proj. #2021/159)
135. \$400 for the Caring for Children with Special Needs organization in Quezon City, Philippines, to help pay for tuition fees and to help with the purchase of books, school supplies, school projects and reading materials for 114 children (78 boys and 36 girls) with learning disabilities, who are between the ages of 8 and 19 years. (Proj. #2021/160)
136. \$400 for the Gift of Love for Underprivileged Children in Quezon City, Philippines, to help provide tuition fees, books, school supplies, reading materials, uniforms, shoes, and bags for 125 elementary and high school students (89 boys and 36 girls), who are between the ages of 10 and 18 years. (Proj. #2021/161)
137. \$400 for the Fountain of Knowledge Foundation in Quezon City, Philippines, to help provide books, school supplies, uniforms, shoes and bags for 627 kindergarten street children (362 boys and 265 girls), who are between the ages of 3 and 5 years. (Proj. #2021/162)
138. \$400 for the LCS Band of Mercy in Quezon City, Philippines, to help in the education of physically disfigured children by helping purchase books, school supplies and tuition payments for 105 neglected children (64 boys and 41 girls), who are between the ages of 5 and 17 years, and who were born with birth defects that can be corrected by surgery. (Proj. #2021/163)
139. \$400 for the St Catherine Academy in Quezon City, Philippines, to help pay for tuition fees and to help with the purchase of books, school supplies, and other school needs for 151 elementary, high school and college students (93 boys and 58 girls), who are between the ages of 12 and 17 years. These students are poor, bright and talented children, who have passed the rigid examinations and evaluations, but come from impoverished families who cannot send them to school due to poverty. (Proj. #2021/164)
140. \$400 for the STAR (Stand Together And Rise) project of the Sincerity Day Care Center in Antipolo City, Philippines, to help provide books, school supplies and materials, uniforms, shoes and bags for 297 pre-schoolers, who are between the ages of 4 and 5 years. (Proj. #2021/165)
141. \$400 for the Hansenites Care Mission in Antipolo City, Philippines, to help pay tuition fees and to help provide books, office supplies, reading materials, uniforms, shoes, and bags for 97 children (38 males and 59 females) or relatives of the Hansenites, who are between the ages of 4 and 20 years. (Proj. #2021/166)
142. \$400 for St Ignatius Montessori School in Quezon City, Philippines, to help provide school supplies, bags, shoes, uniforms, raincoats, umbrellas, and plastic boots, benefiting 93 pre-schoolers (47 boys and 46 girls), who are between the ages of 3 and 5 years. The plastic boots will keep their feet from getting wet and, therefore, prevent contracting leptospirosis which is prevalent during rainy days. (Proj. #2021/167)
143. \$400 for the Guiding Eyes for the Girls' Welfare Home in Antipolo City, Philippines, to help pay for tuition fees, books, school supplies and uniforms for 201 girls in grade school, high school and college, who are between the ages of 8 and 18 years. These young girls are troubled and suffering from chaotic situations and abuse. (Proj. #2021/168)
144. \$400 for the Apex on Early Childhood Education in Quezon City, Philippines, to help provide books, school supplies, uniforms, bags, shoes, and related school projects for 196 pre-schoolers (72 boys and 124 girls) whose families are poverty stricken and cannot afford to send them to school, and who are between the ages of 3 and 5 years. (Proj. #2021/169)

145. \$400 for the Centre for Self-Reliance and Sustainable Community Development (CSRSCD) in Oromia Region, Ethiopia, to help purchase notebooks, text books, pens and pencils for 341 high school girls in Grade 9 at the Bariso Dukale Secondary School in Bule Hora, who are between the ages of 14 and 16 years. These girls are from an indigenous community named Gaada, where their families are involved in the pastoral agriculture. (Proj. #2021/172)
146. \$400 for the Society for Rural Health and Development Project (SRHDP) in Tamil Nadu, India, to help provide a computer for 200 school students, 15 college students and 100 unemployed youths, who are between the ages of 10 and 20 years, so that they are able to learn computer operation skills. (Proj. #2021/173)
147. \$300 for Malezie Kwa Watoto Na Jami (MWAJ) in Mwanza, Tanzania, to help provide training in managing menstrual hygiene and for the distribution of re-usable sanitary pads to 100 girls at the Burale Primary School. The girls are between the ages of 12 and 15. Women and girls in rural settings, and in particular girls in school, suffer most from stigma and lack of services and facilities to help them cope with physical and psychological pains they undergo during their menstrual periods. Young girls struggle with inadequate preparations on menstrual hygiene, inadequate water to clean and wash their bodies, lack of materials to manage hygiene, private space, washrooms and inappropriate facilities for disposal of materials for used pads. In spite of these issues, menstrual hygiene has been routinely ignored by professionals in the water, health and education sectors. (Proj. #2021/175)
148. \$300 for Malezie Kwa Watoto Na Jami (MWAJ) in Mwanza, Tanzania, to help provide training in managing menstrual hygiene and for the distribution of re-usable sanitary pads to 100 girls at the Igoma Primary School. The girls are between the ages of 12 and 15. Women and girls in rural settings, and in particular girls in school, suffer most from stigma and lack of services and facilities to help them cope with physical and psychological pains they undergo during their menstrual periods. Young girls struggle with inadequate preparations on menstrual hygiene, inadequate water to clean and wash their bodies, lack of materials to manage hygiene, private space, washrooms and inappropriate facilities for disposal of materials for used pads. In spite of these issues, menstrual hygiene has been routinely ignored by professionals in the water, health and education sectors. (Proj. #2021/176)
149. \$300 for Malezie Kwa Watoto Na Jami (MWAJ) in Mwanza, Tanzania, to help provide training in managing menstrual hygiene and for the distribution of re-usable sanitary pads to 100 girls at the Milimani Primary School. The girls are between the ages of 12 and 15. Women and girls in rural settings, and in particular girls in school, suffer most from stigma and lack of services and facilities to help them cope with physical and psychological pains they undergo during their menstrual periods. Young girls struggle with inadequate preparations on menstrual hygiene, inadequate water to clean and wash their bodies, lack of materials to manage hygiene, private space, washrooms and inappropriate facilities for disposal of materials for used pads. In spite of these issues, menstrual hygiene has been routinely ignored by professionals in the water, health and education sectors. (Proj. #2021/177)

150. \$300 for Malezie Kwa Watoto Na Jami (MWAJ) in Mwanza, Tanzania, to help provide training in managing menstrual hygiene and for the distribution of re-usable sanitary pads to 100 girls at the Mongera Primary School. The girls are between the ages of 12 and 15. Women and girls in rural settings, and in particular girls in school, suffer most from stigma and lack of services and facilities to help them cope with physical and psychological pains they undergo during their menstrual periods. Young girls struggle with inadequate preparations on menstrual hygiene, inadequate water to clean and wash their bodies, lack of materials to manage hygiene, private space, washrooms and inappropriate facilities for disposal of materials for used pads. In spite of these issues, menstrual hygiene has been routinely ignored by professionals in the water, health and education sectors. (Proj. #2021/178)
151. \$300 for Malezie Kwa Watoto Na Jami (MWAJ) in Mwanza, Tanzania, to help provide training in managing menstrual hygiene and for the distribution of re-usable sanitary pads to 100 girls at the Nyerere Primary School. The girls are between the ages of 12 and 15. Women and girls in rural settings, and in particular girls in school, suffer most from stigma and lack of services and facilities to help them cope with physical and psychological pains they undergo during their menstrual periods. Young girls struggle with inadequate preparations on menstrual hygiene, inadequate water to clean and wash their bodies, lack of materials to manage hygiene, private space, washrooms and inappropriate facilities for disposal of materials for used pads. In spite of these issues, menstrual hygiene has been routinely ignored by professionals in the water, health and education sectors. (Proj. #2021/179)
152. \$300 for Malezie Kwa Watoto Na Jami (MWAJ) in Mwanza, Tanzania, to help provide training in managing menstrual hygiene and for the distribution of re-usable sanitary pads to 100 girls at the Sahara Primary School. The girls are between the ages of 12 and 15. Women and girls in rural settings, and in particular girls in school, suffer most from stigma and lack of services and facilities to help them cope with physical and psychological pains they undergo during their menstrual periods. Young girls struggle with inadequate preparations on menstrual hygiene, inadequate water to clean and wash their bodies, lack of materials to manage hygiene, private space, washrooms and inappropriate facilities for disposal of materials for used pads. In spite of these issues, menstrual hygiene has been routinely ignored by professionals in the water, health and education sectors. (Proj. #2021/180)
153. \$300 for Malezie Kwa Watoto Na Jami (MWAJ) in Mwanza, Tanzania, to help provide training in managing menstrual hygiene and for the distribution of re-usable sanitary pads to 100 girls at the Moringe Primary School. The girls are between the ages of 12 and 15. Women and girls in rural settings, and in particular girls in school, suffer most from stigma and lack of services and facilities to help them cope with physical and psychological pains they undergo during their menstrual periods. Young girls struggle with inadequate preparations on menstrual hygiene, inadequate water to clean and wash their bodies, lack of materials to manage hygiene, private space, washrooms and inappropriate facilities for disposal of materials for used pads. In spite of these issues, menstrual hygiene has been routinely ignored by professionals in the water, health and education sectors. (Proj. #2021/181)
154. \$400 for the Gwenzi Primary School in Chipinge, Zimbabwe, to help purchase chairs and desks for 800 students (350 boys and 450 girls), who are between the ages of 6 and 11 years. Currently students are sharing desk and chairs which makes it very difficult for them to pay attention. (Proj. #2021/184)

155. \$400 for the Princeton School in Mutare, Zimbabwe, to help purchase text books for 50 students who are between the ages of 13 and 18 years and are in Form 1 to Form 4. These students are unable to purchase their own textbooks, which are needed to study at home due to COVID-19. (Proj. #2021/187)
156. \$400 for the Mt Chiremba Secondary School in Mutare, Zimbabwe, to help purchase text books for the 186 students (143 boys and 43 girls), who are currently sharing textbooks. (Proj. #2021/189)
157. \$400 for the Muzite Primary School in Chipinge, Zimbabwe, to help purchase textbooks for 150 students (70 boys and 80 girls), who are between the ages of 7 and 12 years. Currently the students are sharing old textbooks and the school does not have the funds to purchase additional textbooks. (Proj. #2021/194)
158. \$700 for CODE's "Supporting Better Schools in Mozambique" project. In total, 62 primary schools will benefit from this project with an estimated 1,000 students per school, with a little less than half of the students being girls. Additionally, at least 372 teachers (6 from each school with 1 teacher per grade) will also benefit from this project. Funds will be used to help provide kits comprising of face masks, hand sanitizer, hand soap, student notebooks, pencils and crayons, chalk, flipchart, markers and possibly other items to be added in consultation with CODE's local partner, Associao Progresso and the leadership of the target primary schools. In addition, each school will receive at least 30 copies of a special children's book in Portuguese about protecting yourself from COVID-19. The items will be purchased in bulk by Progresso staff and one kit will be distributed to each of the 62 primary schools in August or September. Progresso staff will meet with the school leadership to discuss and agree upon the appropriate storage, distribution and use of the items for the well-being of the students and teachers. Progresso will follow up with the schools post-distribution. (Proj. #2021/198)
159. \$400 for the Kuenda Primary School in Chiyhu, Zimbabwe, to help purchase liquid soap, sanitizer and disinfectants for 324 learners and 8 teachers. The students are between the ages of 7 and 15 and come from poverty-ridden villages. (Proj. #2021/199)
160. \$400 for the Govere Primary School in Chivhu, Zimbabwe, to help purchase textbooks for 289 Grade 7 learners (145 boys and 144 girls) from the rural villages of Chikomba District. The availability of text books will improve standards and will lessen the amount the teacher writes on the chalkboard. (Proj. #2021/200)
161. \$400 for the Shine Stars Pre-School in Harare, Zimbabwe, to help purchase uniforms for 10 learners from poor families. These families survive on buying and selling and the lock down has made their lives very difficult. (Proj. #2021/201)
162. \$400 for the Nzuma Primary School in Sadza, Zimbabwe, to help purchase uniforms for 10 learners (5 boys and 5 girls), who are between the ages of 7 and 14. (Proj. #2021/202)
163. \$400 for the Chimombe Primary School in Sadza, Zimbabwe, to help purchase library books for different levels accomodating 266 learners (121 boys and 145 girls), who are between the ages of 7 and 15 years. (Proj. #2021/203)
164. \$400 for the Malamulele College in Malamulele, South Africa, to help purchase a laptop computer for 25 secondary school learners (8 boys and 17 girls) which will be used to research information on the internet. (Proj. #2021/204)
165. \$400 for the Zvembira Sec. School in Buhera, Zimbabwe, to help purchase a laptop computer for 70 Form 4 learners, who are between the ages of 14 and 19 years. (Proj. #2021/205)

166. \$400 for the Dembwa Primary School in Sadza, Zimbabwe, to help purchase shoes for 10-15 learners from the rural villages east of Sadza Growth Point in Chikomba District. Shoes will protect them from the cold and will encourage them to attend school daily. (Proj. #2021/206)
167. \$400 for the Munyimi Primary School in Chivhu, Zimbabwe, to help purchase liquid soap, sanitizer and disinfectants for 301 learners (149 boys and 152 girls), who are primary school learners from the remote mountain villages around Zuichemo Growth Point in Clirkomba District. (Proj. #2021/207)
168. \$400 for the Sadza Primary School in Sadza, Zimbabwe, to help purchase tracksuits for 10 learners (5 boys and 5 girls), who are between the ages of 7 and 14 years. The tracksuits will protect them from the cold and help the learners to have a positive attitude towards school. (Proj. #2021/208)
169. \$400 for the St George Sec School in Buhera, Zimbabwe, to help purchase counter books and exercise books for 25-30 secondary learners, who are between the ages of 14-19 years. The books will save the learners from unnecessary embarrassment as they come from very poor backgrounds and cannot afford to purchase these items. (Proj. #2021/209)
170. \$400 for the Mother Goose Day Care Centre in Harare, Zimbabwe, to help purchase tables and chairs for 32 learners (13 boys and 19 girls), who are between the ages of 4 and 6 years. (Proj. #2021/210)
171. \$400 for the Mudzamiri Primary School in Buhera, Zimbabwe, to help pay tuition fees for 10-15 learners, who are between the ages of 7 and 15 years. These learners are from extremely poor families from the rural villages of Buhera just adjacent to Chikomba District, over the Mwerehari River. (Proj. #2021/211)
172. \$400 for the Anointed Pre School in Harare, Zimbabwe, to help purchase charts and toys for 60 pre-school learners (33 boys and 27 girls), who are between the ages of 4 and 7 years. These children are from the high density suburb of Kuwadzana 5 where most people are out of work and informal activities have been banned. (Proj. #2021/212)
173. \$400 for the Chisangano Primary School in Sadza, Zimbabwe, to help purchase jerseys for 10-15 learners from extremely poor homesteads in the rural villages east of Sadza Growth Point in Chikomba District. (Proj. #2021/213)
174. \$400 for the Busy-Bee Pre School in Glenarah, Zimbabwe, to help purchase colouring books, crayons and pencils for 49 pre school learners (20 boys and 29 girls), who are between the ages of 5 and 6 years of age. (Proj. #2021/214)
175. \$400 for the Ngangu Pre School in Chimanimani, Zimbabwe, to help purchase desks and chairs for 10 students (6 boys and 4 girls). Currently the children are sitting on the floor as they learn to write and do their daily lessons. (Proj. #2021/218)
176. \$400 for the Book People Academy in Mutare, Zimbabwe, to help purchase textbooks for 260 students (115 boys and 145 girls) in Form 1 to Form 4, who are between the ages of 13 and 18 years. (Proj. #2021/219)
177. \$400 for the Mundanda Primary School in Chipinge, Zimbabwe, to help purchase textbooks for 260 students (115 boys and 145 girls), who are between the ages of 7 and 12 years. (Proj. #2021/225)
178. \$400 for Durga Mahila Mandali in Andhra Pradesh, India, to help purchase geometric boxes with colour sketches, charts, writing pads, note books, pens, pencils and school bags for 50 girls that belong to the Tribal Community and are between the ages of 5 and 16 years. Many girls drop out of school because their families cannot afford school supplies. (Proj. #2021/226)

179. \$400 for Sri Bhuvaneswari Mahila Mandali in Andhra Pradesh, India, to help purchase educational materials for 100 adolescent girls and to conduct an awareness meeting for the community. The literacy rate among young girls is much lower than that of boys, and through awareness meetings and working with the young girls, the organization is working to change this. (Proj. #2021/228)
180. \$400 for the Mother and Child Welfare Society (MCWS) in Andhra Pradesh, India, to help purchase two syntax water tank to ZP High School in Survepalli Venkatachalam Mandal, SPSR Nellore District, Andhra Pradesh, India. There are 469 students (256 boys and 213 girls) that attend this school, who are between the ages of 10 and 15 years. (Proj. #2021/229)
181. \$700 for the Rural Women Village Development Society (RWVDS) in Andhra Pradesh, India, to help provide bicycles to 12 adolescent girls, who are between the ages of 12 and 16 years. The students travel 4.5 kms by auto rikshaw to attend classes. The cost to do this is 20 Rupees per day. (Proj. #2021/230)
182. \$400 for the Kabukunge Staff Association in Masaka, Uganda, to help purchase teaching aids and instructional materials for 101 Grade 3 elementary student teachers between the ages of 17 and 20 years at Kabukunge Primary Teachers College. (Proj. #2021/231)
183. \$400 for the Society for Education, Research and Village Empowerment in Tamil Nadu, India, to help purchase the study materials known as Notebooks, for 30 girls who are in their final year of school. The schools are locked down and online classes are offered through television channels. The government provides the girls with free text books but not the Notebooks, which are detailed notes of their text books that help to increase the understanding of the subjects and that will help the students to successfully complete their final exams in March 2022. (Proj. #2021/232)
184. \$400 for Success Trust in Tamil Nadu, India, to help purchase quire notebooks, geometry boxes, school bags, pencils, erasers, sharpeners, and face masks for 50 children (23 boys and 27 girls), who are between the ages of 14 and 16 years. Their parents are stone quarry workers in Narthamalai Region, who work in very challenging situations and, due to COVID, they are working less hours and are not able to afford these school materials for their children. (Proj. #2021/234)
185. \$400 for the Women Action Group (WAG) in Tamil Nadu, India, to help purchase a blackboard, chalk, duster, geometry box containing pen, pencil, eraser, sharpener, scale and math geometrical set, Tamil and English grammar guides, Math basic book and three teachers' honoraria for two months for 45 students, who are in the Standard 6th and are 12 years old. Schools have been shut down for over a year and the children have gone to work as unskilled labourers. WAG is planning to arrange educational classes to once again have the children involved in their education. (Proj. #2021/235)
186. \$700 to supplement the Ontario-Lesotho Educational Sustaining Fund. (Proj. #2021/237)

TOTAL DISBURSED: \$80,000

Summary of Countries of Origin for Funded Projects

The funded projects were located in the following countries:

Country	# Of Funded Projects	Country	# Of Funded Projects
Congo	2	Mozambique	1
Ethiopia	1	Philippines	72
Haiti	1	South Africa	7
India	44	Tanzania	8
Kenya	3	Uganda	4
Lesotho	1	Zimbabwe	41
Mexico	1		

TOTAL NUMBER OF COUNTRIES: 13

Trust Funds

As the Governors are aware, the Committee also serves as the trustee of two trust funds: the Ontario Lesotho Educational Sustaining Fund and the Blanche E. Snell Fund.

Blanche E. Snell Estate Fund

As the Governors will recall, the purpose of the Blanche Snell Fund is to provide an educational opportunity for foreign students or educators who are enrolled in an educational institution in Canada and who indicate their intention of returning to their own countries to work within an educational environment. Grants are made from the accrued interest in the fund.

This year, the Committee considered two applications for funding and approved both of these in the amount of \$1,000 each as follows:

1. \$1,000 for David Baidoo-Anu, a teacher from Ghana, who is currently in his second year of a PhD in Education at Queen's University. David requested funding for travel expenses and mandatory hotel quarantine that he incurred when he was detained in Ghana due to COVID-19 travel restrictions. Additionally, the cost of internet to continue his studies while in Ghana was very expensive, leaving him financially burdened.

David currently represents PhD students on the Faculty Board and is a student leader of the Assessment and Evaluation Group (AEG) at Queen's. His research focuses on classroom assessment cultures, particularly on exploring K-12 teachers' principals' and students' approaches and conceptions of assessment and the influence of large-scale assessment on classroom practices and students' learning.

2. \$1,000 for Kenneth Gyamerah, a science educator from Ghana, who will begin the second year of his PhD in Education at Queen's University this September, specializing in Educational Policy. Kenneth requested funding for books and the cost of purchasing a new computer. His computer broke down in

the middle of the academic year and he was obliged to take a loan from his credit to buy a new computer in order to participate in online learning. This was an unexpected financial burden. Also, as part of his program, he had to buy some books that were recommended by his professors. Although Queen's students have access to some e-copies of papers and some selected books, these books were not accessible, and they are required for his research.

Kenneth's research broadly examines the critical roles of Indigenous knowledges and Indigenous pedagogies in reimagining K-12 schooling and education. He currently represents the Education Graduate Students Society at Queen's on issues pertaining to Equity, Diversity, Inclusion and Indigeneity.

Ontario Lesotho Educational Sustaining Fund (OLEF)

The intent of this fund is to assist needy students in Lesotho to pursue their education, particularly those who indicate an interest in eventually pursuing teacher training. This year, the amount available for disbursement to Lesotho from OLEF was only \$159.84, due to extremely low interest rates. This is the smallest amount of money ever generated by the fund since its creation almost 40 years ago. As has become our practice in recent years, the Committee approved a grant from the International Assistance Fund, this year in the amount of \$700, to supplement the amount available for disbursement to Lesotho. The total amount available was therefore \$859.84.

In the early days of OLEF's existence, a Committee in Lesotho, made up of six expatriate Canadian teachers working together with some local teachers, would administer the small fund and determine who the grants should go to. By the early 2000's, there was just one member of the Committee, Father Gérard Blanchard, who was still alive. When Father Blanchard passed away in 2002, the responsibility for forwarding the funds to Lesotho was transferred to a charity in Montreal known as Aide aux jeunes africains, which had ties to Lesotho. Last year, the missionaries at the Centre Missionnaire Oblat who had been running this charity let us know that the charity would no longer operate under this name, although funds could still be earmarked to benefit African children.

It was the feeling of the Committee that the dwindling connection of our Montreal contacts to high school students in Lesotho was simply no longer strong enough for us to continue sending the OLEF funds through these channels. In our commitment to continue fulfilling the wishes of the original creators of the fund to ensure that the money makes it into the hands of students in Lesotho – and in particular to those who express an interest in becoming teachers – we decided to reach out to our sister Education International (EI) affiliates in Lesotho to solicit their assistance. We are extremely pleased that the Lesotho Association of Teachers (LAT) has indicated its interest in serving as our new conduit for OLEF funds.

Final Remarks

For some years now, we have noted a dearth of applications coming to us from French-speaking countries. With this in mind, our Chair Alphonse Yongoua and our Executive Liaison Officer, Yves Durocher, are now in the process of creating a contact list of representatives in Francophone countries to whom we will reach out and solicit applications for international assistance.

I would be remiss if I did not mention, before closing, the departure from our Committee of Glen Hodgson (OSSTF). For just shy of a decade, Glen has served our Committee with dedication and unwavering commitment, bringing to our meetings his vast knowledge of the developing world, his sharp wit and warm collegiality. Glen has moved on to a new opportunity as a member of the professional staff at OSSTF provincial and we wish him great success in this endeavour. He will be greatly missed. We welcome in his place the newest member of our Committee, Ellen Doupe of OSSTF, from whose wisdom and experience we have already begun benefitting.

We would like to thank the Governors for your continued support of our work, which we feel privileged to carry out on behalf of the teachers of Ontario. We sincerely believe that the Federation's ongoing participation in international assistance speaks to the very nature and heart of our organization. Ultimately, how we choose to allocate our resources defines what we value and hold dear.

Finally, I would like to thank Rhondda Austen for all the work she does to summarize and organize the hundreds of applications we receive. The Committee would not manage to do all that it does without her incredible support.

Respectfully submitted,

Alphonse Yongoua, Chairperson
International Assistance Committee

Committee Members

Alphonse Yongoua, AEFO (Chair)
David Berger, ETFO
Sean Roberts, OECTA
Glen Hodgson, OSSTF
Ellen Doupe, OSSTF