



Canadian Heritage
Patrimoine canadien

Community Support, Multiculturalism and Anti-Racism Initiatives program (CSMARI) (Formerly known as Inter-Action)

Interim Report Form

As per your Contribution Agreement, you must submit interim reports and updated cash flow statements. Based on their review and approval, further funding may be released.

Once you have completed the interim report, please submit a copy signed by a duly authorized person to the Canadian Heritage officer responsible for your funding application. Your completed interim report may be submitted by email, fax or mail.

If you have any questions, please contact your Program Officer directly or send questions via email to pch.soutienauxcommunautes-communitysupport.pch@canada.ca.

Initiative

- Inter-Action (Project)
 Community support for Black Canadian Youth
 Community Support, Multiculturalism, and Anti-Racism Initiatives

A. Recipient Information

Name of your organization or group:

The Canada-Ukraine Foundation

Name of your project:

Holodomor National Awareness Tour 2017 - 2020

Contact person's name: Mr. Ms. Other

First name Bohdan	Last name Onyschuk	Title Past Chair, CUF	
Telephone number (416) -5613453	Alternate telephone number ()	Fax ()	E-mail address bonyshuk@cufoundation.ca

B. Project Information

Period covered by the Report:

July 1, 2018 - November 30, 2018 ✓

Actual project start date:

December 1, 2017

Estimated project completion date:

Ongoing 31/03/2020 (End Funding From POU). TD.

Describe the progress towards the completion of your project.

During this reporting period to November 30, 2018, our focus was on community events during the during the summer months of July and August and on schools starting in September, while continuing community outreach events on weekends and evenings. Our second lesson "Breaking the Sound Barrier: Raising Voices Out of Silence" (BTSB Lesson) was finalized (see below), and we created and finalized our third lesson "Hunger For Truth: the Rhea Clyman Story" - a young Canadian female journalist's (working for the Toronto Telegram in the early '30s) accounts of the Holodomor and its relevance to human rights today which is presented to a broader school audience. We had 50 successful days of community sponsored events throughout Ontario and Quebec and engaged 37 schools (with 3-4 classroom lessons per school), which includes 2 summer camps one being in Quebec. At community events, we engaged the public about the Holodomor by showing our compliment of 7 documentaries, talking to and answering questions from the public and handing out brochures on the Holodomor. Our public outreach which was concentrated during July, August and early September resulted in engaging over 5,000 persons at these events. During the Sept - November start of the 2018 - 2019 school, we gave 138 lessons based on the Historian's Craft on board the Holodomor Mobile Classroom (HMC) educating over 3,400 students and educators.

In this period the final content for our second lesson, Breaking the Sound Barrier: Raising Voices Out of Silence was completed, and the computer software developed. A second round of software build and hardware testing was done on the Holodomor Mobile Classroom, which allowed for BETA testing to be conducted with 4 classrooms. The BETA testing of this lesson gave us feedback that have been implemented, and allowed the application developers, Forge Media + Design to fine-tune the delivery of the computer software. We are working on completing the computer applications for the second lesson in order to have it completed by the end of 2018 and allowing the lesson going live in January 2019.

Also developed and completed was our third lesson that compliments our recently premiered award winning documentary film "Hunger For Truth: the Rhea Clyman Story". This lesson is based on Canadian journalist Rhea Clyman's eyewitness accounts recently uncovered in the "Toronto Evening Telegram". This lesson raises awareness about the unknown genocide, the Holodomor, showing students the power of one individual, a truth-teller, and the triumph of truth at a time of great disinformation. The film reviews the importance of speaking truth to power, how truth-tellers were and are threats to dictators, how each students' voice has the power to be the truth-teler for the voices that may not be heard, and how in today's age of social media it is more difficult to discern the truth from fiction.

On September 21, 2018 the Holodomor National Awareness Tour visited Chaminade High School in Toronto and together took part in the Ukrainian World Congress' international action to commemorate the 85th Anniversary of the Holodomor, partnered with the Ministry of Foreign Affairs of Ukraine, the Ukrainian Institute of National Remembrance and the National Museum "Holodomor Victims Memorial" called "Light a candle of Remembrance". This international event started on September 1, 2018 and continued for 85 days until the commemoration of the International Holodomor Memorial Day that was held on November 20th in Ottawa at the Parliament Buildings and on November 24, 2018 in Kyiv (please see www.holodomor85.com for more details) which marked the 85th anniversary of this famine genocide. Each day, a candle was lit and the names of 85 children who did not survive the Holodomor was read. At Chaminade High School the students together with teacher Ms. O. Kuryckyj, had prepared a full day of remembrance in memory of the victims of the Holodomor and included the showings of "Bitter Harvest" an epic film about the Holodomor.

On October 21, 2018 the much-anticipated Holodomor Memorial Parkette with its "Bitter Memories of Childhood" statue was unveiled on the grounds of the Canadian National Exhibition in Toronto, Ontario. The organizers of this event, the Ukrainian Canadian Congress Toronto Branch (one of our partners) asked that the Holodomor National Awareness Tour's Holodomor Mobile Classroom be present and opened to the public and to have an information table inside the commemoration reception area where people gathered for a short program after the unveiling of the monument and opening of the parkette. This event included the Hon. Chrystia Freeland (Minister of Global Affairs), the First Vice- Premier of

Second + third lesson finalized.

Ukraine, Stefan Kubiw, and Toronto Mayor John Tory, as well as other representatives from all three levels of government and representative from various community organizations and youth groups.

The Holodomor National Awareness Tour was invited to present at the international forum Ukraine Remembers, the World Acknowledges organized the by Ukrainian Institute of National Remembrance, in Kyiv, Ukraine on November 22 - 24, 2018. The forum included panels discussions and presentation by international scholars, officials, the Ukrainian Diaspora as well as many students. HNAT present a 20 minute slideshow on the educational work that the HMC and HNAT have done since 2016 in Canada in creating awareness on the Holodomor as well as educating Canadians about the Holodomor and continues to do. Our 20 minute power point presentation included photos of the HMC on location at events and in schools, data on our reach throughout Canada, a student's videoed testimony, awards won by HMC and Forge Media + Design, as well as an overview of our second lesson, "Breaking the Sound Barrier: Raising Voices out of Silence". The international participants in this symposium were highly impressed with the caliber of our work and grateful to Canada for taking Holodomor awareness across the country through our mobile classroom. Many participants expressed interest in duplicating what we have done in their own countries.

The fourth week of November is known internationally as Holodomor Awareness Week and falls on November 19 - 24, 2018. The fourth Saturday in November is known as International Holodomor Memorial Day which this year is November 24th, 2018. On this day communities around the globe commemorate and honour the victims of the Holodomor genocide of 1932-1933. This year is of significant importance as it marks the 85th year of commemoration. Many cities across Canada have organized their own events to pay homage to the victims of this genocide where food was used as a weapon. Many communities around the globe have held their own events. In Canada, schools commemorate the victims of the Holodomor on the 4th Friday of November with special programs. On this Friday, the Holodomor Mobile Classroom (HMC) was booked at Weston Collegiate Institute by teacher Michael Anthony, who was the inaugural winner of the "HREC (Holodomor Research and Education Consortium, one of our partners) Education Prize for Holodomor Lesson Plan Development" who added greatly to our visit with his passion about the Holodomor.

Our Facebook and Twitter social media campaigns are highly engaging and are being shared by individuals, schools and organizations. Our exposure and engagement continue to increase every month with our thought-provoking posts. We're driving awareness of the Holodomor to regular Canadians, driving bookings of the mobile classroom and delivered an unparalleled creative experience for students and the general population.

- Include a list of activities completed to date. You may add additional lines, if necessary.

• Activities	Expected Results	Indicators	Actual Results	Variance
Hiring of staff for the Holodomor Mobile Classroom	Facilitator hired	Complete interviews by mid-March 2018	Facilitator hired end of March	N/A
Hiring of a school liaison coordinator	Hire a school liaison coordinator	Receive applications to begin the interview process	School liaison coordinator hired in early September	N/A
Engaging schools through emails and phone calls about the availability of the HMC with the first lesson for school visits for the reporting period	Complete school bookings	Number of school visits completed	50 days of community events; engaged over 5,000 persons at community events; visited 35 schools and 2 summer camps; presented 138 lessons; engaged 3,441 students and educators during this reporting period; since Dec. 1/17 total schools visited 66; 2 summer camps; 6,198 students	

			and educators engaged; 63 community events engaging 6,648 persons	
Preparation of materials, writing of scripts, casting of actors and narrator required for the second interactive lesson <i>Breaking The Sound Barrier: Raising Voices into Action (BTSB)</i> , and approval of final lesson plan.	Have sufficient material to use to develop the applications for the second lesson by Forge Media + Design and approve the final lesson plan; complete scripts; cast actors; cast narrator.	Lesson plan approved; lesson material compiled; scripts written; actors and narrator casted.	All material, scripts, actors and narrator approved which allowed us to proceed with filming and recording the required segments of the lesson and for the development of the wireframes for the lesson	All material and scripts written, final filming and recording completed; Forge Media + Design completed design build for final software testing prior to BETA
To receive first software build for BTSB lesson	Approve and test first and software build for the BTSB lesson	Approval and successful software testing of the BTSB lesson in Jan- June period	Software and hardware tested successfully	To proceeded to BETA testing of the BTSB lesson
Completing and premiering <i>Hunger For Truth: The Rhea Clyman Story</i> and presentation to a broad public	Have successful screening of our newly produced film	Kyiv screening in December 2017; Dallas Film Festival screening in April 2018; Toronto and London premiere screening in June 2018	Successfully screened <i>Hunger For Truth: the Rhea Clyman Story</i> in Kyiv, Dallas, Toronto and London. In Dallas the film received Honourable Mention at the USA Film Festival	N/A
Preparation and development of 3 rd lesson based on our documentary <i>Hunger For Truth: the Rhea Clyman Story</i> for presentation to broader high school/ university audiences.	Create a lesson exemplifying Canadian journalist Rhea Clyman (1933) truth-telling reporting and correlating it to today's media accountability in reporting accurate facts.	Completed lesson for use during this reporting period	Lesson created, reviewed and implementd	N/A

Briefly describe the remaining activities required for the completion of your project.

- ✓ During the remainder of Q3 and Q4 we will fine tune our lesson "Breaking the Sound Barrier: Raising Voices out of Silence" based on our first BETA testing feedback, conduct a second BETA testing and take the lesson live across Canada.
- ✓ We will BETA test our third lesson in December, fine tune it and take it live to a broader student audience.

We will continue to travel across Canada engaging students and communities about the Holodomor and build bridges among communities to promote intercultural understanding, awareness and a deeper respect for Canadian democratic values, human rights, tolerance and civility and present our lessons at schools and show our short documentaries at community events and festivals.

Indicate any major changes in your project's schedule of activities and provide a brief overview of successes and challenges faced during the delivery of your project. Describe what measures are being taken to ensure project completion.

There are no major changes in the project's schedule of activities.

As noted earlier, during this reporting period we have visited 35 schools, 2 summer camps and participated in 50 community events. We have given 138 lessons based on the Historian's Craft, engaging 3,411 students and educators, and over 4,400 general public through at community events. We have however, noticed that depending on the location of where the HMC is parked during community events, we get radio frequency interference which caused issues with the functioning of our screens and computer system. We will troubleshoot the issue and avoid parking the HMC in locations where this may become an issue.

We are keeping dates open in our calendar to allow for cancellations as well as to be able to add "last minute" bookings of schools and community events. With the steady full schedule the RV will be requiring extra maintenance and time will be set aside for this to take place.

Required signatures (required)



12-15

Authorized Signature*

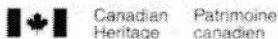
Bohdan Onychuk

Name (please print)

2018-

Date (YYYY-MM-DD)

*Note: The authorized signatory must be the same person, or hold the same position, as the person who signed the application form.



**Community Support, Multiculturalism and
Anti-Racism Initiatives program (CSMARI)**
(Formerly known as Inter-Action)

Interim Report Form

As per your Contribution Agreement, you must submit **interim reports** and **updated cash flow statements**. Based on their review and approval, further funding may be released.

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If you have any questions, please contact your Program Officer directly or send questions via email to pch.soutienauxcommunautes-communitysupport.pch@canada.ca.

Initiative

- Inter-Action (Project)
- Community support for Black Canadian Youth
- Community Support, Multiculturalism, and Anti-Racism Initiatives

A. Recipient Information

Name of your organization or group:
THE CANADA-UKRAINE FOUNDATION

Name of your project:
HOLODOMOR NATIONAL AWARENESS TOUR 2017 - 2020

Contact person's name: Mr. Ms. Other

First name Bohdan	Last name Onyschuk	Title Past Chair, CUF	
Telephone number (416) -5613453	Alternate telephone number ()	Fax ()	E-mail address bonyshuk@cufoundation.ca

B. Project Information

Period covered by the Report:

December 1, 2017 - June 30, 2018

Actual project start date:

December 1, 2017

Estimated project completion date:

Ongoing

Describe the progress towards the completion of your project.

During this reporting period to June 30, 2018, we continued to visit schools and attend community events, and worked on finalizing our second, "Breaking the Sound Barrier: Raising Voices into Action" (BTSB Lesson), and "Hunger For Truth: the Rhea Clyman Story" - A Canadian journalist's account of the Holodomor and human rights today. We've visited 31 schools and participated at 11 community events. We have given 121 lessons based on the Historian's Craft, engaging 2,760 students and educators, and 1,644 general public engagements at community events.

We held 2 news conferences/community events, one to announce the receipt of the Federal Funding of \$1.45 million and one to announce the receipt of a \$750,000 grant from the Ontario Trillium Foundation.

During this reporting period we also successfully screened our newest documentary "Hunger For Truth: the Rhea Clyman Story" in Kyiv Ukraine, at the USA Film Festival in Dallas, and in Toronto Canada and London UK. In Dallas the film won Honourable Mention (ie: second place) at the USA Film Festival. On June 5, 2018, Hunger For Truth: The Rhea Clymans Story premiered at the Royal Ontario Museum in Toronto, ON which was followed by a panel discussion entitled "The Role of Journalism in an Age of Disinformation and Fake News". Our panelist included Diane Francis (Editor-at Large, National Post), Jonathan Kay (Canadian Editor, Quillette), Alex Shprintsen (Producer, CBC, The National) and Andrew Tkach (Emmy Award-winning Filmmaker) with the Hon. Hugh Segal (former Senator, Head of Massey College, University of Toronto) as moderator. Over 300 invited guests from the mainstream media, diplomatic corps, federal and provincial politicians and the Jewish and Ukrainian community leadership attended. The Premiere was followed by two additional screening at the Kingsway Theatre in Toronto, ON for the general public.

During this reporting period, critical content required for our second lesson, Breaking the Sound Barrier: Raising Voices into Action was compiled and the recording of the narrative for the lesson was completed. The first round of software build and hardware testing on the RV was completed, ensuring the feasibility of the application development to move forward.

During this report period, the HMC and Forge Media + Design, won 2 additional Gold awards for the Holodomor Bus: Gold in the Education & Healthcare category at the international DSE (Digital Signage Expo) 2018 APEX Awards in Las Vegas "for outstanding design and interactive technology projection"; and Gold in the Interactive Design category at the Indigo Design Award 2018. This is in addition to the Golden A' Design Award that we won in April 2017 for Education and Training Content Design category in Lake Como, Italy.

We actively continued our social media campaign in FaceBook and Twitter. In the past year, we've increased audience size by 100%, substantially increased media exposure and have seen engagement rates considerably above those in the industry (over 1000 "likes"). We're driving awareness of the Holodomor to regular Canadians, driving bookings of the mobile classroom and delivered an unparalleled creative experience for students and the general population.

- **Include a list of activities completed to date.** You may add additional lines, if necessary.

Activities	Expected Results	Indicators	Actual Results	Variance
Hiring of staff for the Holodomor Mobile Classroom	Facilitator hired	Complete interviews by mid-March 2018	Facilitator hired end of March	N/A
Engaging schools through emails and phone calls about the availability of the	Completing school bookings	Number of school visits completed	31 schools visited; 121 lesson presented; 2,760 students and educators engaged	

HMC with the first lesson for school visits for the reporting period				
Preparation of materials, writing of scripts, casting of actors and narrator required for the second interactive lesson <i>Breaking The Sound Barrier: Raising Voices into Action (BTSB)</i> , and approval of final lesson plan.	Have sufficient material to use to develop the applications for the second lesson by Forge Media + Design and approve the final lesson plan; complete scripts; cast actors; cast narrator.	Lesson plan approved; lesson material compiled; scripts written; actors and narrator casted.	All material, scripts, actors and narrator approved which allowed us to proceed with filming and recording the required segments of the lesson and for the development of the wireframes for the lesson	N/A
To receive first software build for BTSB lesson	Approve and test first and software build for the BTSB lesson	Approval and successful software testing of the BTSB lesson in Jan- June period	Software and hardware tested successfully	N/A
Completing and premiering <i>Hunger For Truth: The Rhea Clyman Story</i> and presentation to a broad public	Have successful screening of our newly produced film	Kyiv screening in December 2017; Dallas Film Festival screening in April 2018; Toronto and London premiere screening in June 2018	Successfully screened <i>Hunger For Truth: the Rhea Clyman Story</i> in Kyiv, Dallas, Toronto and London. In Dallas the film received Honourable Mention at the USA Film Festival	N/A

Briefly describe the remaining activities required for the completion of your project.

During the Q2 and Q3 of 2018 we will finalize the software build for *Breaking the Sound Barrier: Raising Voices*, have a final version of the motion graphics, BETA testing, software optimization, followed by final approval in October and take the lesson live throughout Canada.

We are developing the final lesson text for our Third Lesson that will be based on our film *Hunger For Truth: The Rhea Clyman Story* which will look at how genocides happen through eyewitness account by Rhea Clyman, the young Jewish Toronto Evening Telegram journalist who in 1932 went in search of the truth about the rumours of a famine in Ukraine., and was the first Western journalist to write about the famine, for which she was expelled from the USSR. This lesson will lead high school students in a discussion of the role and duty of journalists (then and today) to speak truth to power and to discern and unmask fake news and disinformation, and how students can do the same, and exercise their human rights as citizens to protect and prevent atrocities such as the Holodomor from occurring again.

We will continue to travel across Canada engaging students and communities about the Holodomor and build bridges among communities to promote intercultural understanding, awareness and a deeper respect for Canadian democratic values, human rights, tolerance and civility and present our lessons at schools and show our short documentaries at community events and festivals.

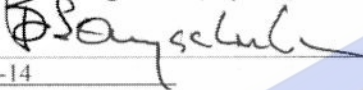
Indicate any major changes in your project's schedule of activities and provide a brief overview of successes and challenges faced during the delivery of your project. Describe what measures are being taken to ensure project completion.

There are no major changes in the project's schedule of activities.

As noted earlier, we have visited 31 schools and participated at 11 community events. We have given 121 lessons based on the Historian's Craft, engaging 2,760 students and educators, and 1,644 general public engagements at community events. Weather during this reporting period has been a challenge as it resulted in a number of school cancellations. These school visits were made up on subsequent days where the weather permitted travel. One can say that weather will be a challenge during the winter months.

We are keeping open dates in our calendar to allow for cancellations as well as to be able to add "last minute" bookings of schools and community events.

Name and signature (required)



Bohdan Onyschuk

2018-

09-14

Authorized Signature*

Name (please print)

Date (YYYY-MM-DD)

*Note: The authorized signatory must be the same person, or hold the same position, as the person who signed the application form.



**Pages 10 to / à 19
are withheld pursuant to section
sont retenues en vertu de l'article**

20(1)(b)

**of the Access to Information Act
de la Loi sur l'accès à l'information**

Dube, Tina (PCH)

From: Bob Onyschuk <bob@onyschuk.ca>
Sent: Sunday, December 23, 2018 4:05 PM
To: Dube, Tina (PCH)
Subject: Re: December 2018 Interim Report and Detailed Cashflow Statement (July 1 - Sept 30, 2018 and forecast)

Importance: High s.20(1)(b)

Hi, Tina:

I appreciate your comment about the fact that your programme works with advances; but I was simply following the wording of your template, which says that we "are requesting payment for the amount of \$xxxx (where we entered the amount of [REDACTED] for the period July 2018 to Sept 30, 2018". I assumed that your template provided for a "top up" of your advance back up to the \$225,500.00 advance made. But that would leave us some [REDACTED] short for the year 2018-2019. The second advance of [REDACTED] would correct that.

So, yes, I confirm that we should be asking for – and please amend my request to request -- an advance payment of [REDACTED] for the time period of Jan 1st to March 31, 2019.

Thank you for catching the correction.

Bohdan S. Onyschuk, Q.C.,
Chair, Holodomor National Awareness Tour and Past Chair,
Canada Ukraine Foundation



E-mail: bonyschuk@cufoundation.ca

Tel: 416-561-3453

Web-site: www.holodomortour.ca

From: "Dube, Tina (PCH)" <tina.dube@canada.ca>
Date: Friday, December 21, 2018 at 11:08 AM
To: Bob Onyschuk <bob@onyschuk.ca>
Subject: RE: December 2018 Interim Report and Detailed Cashflow Statement (July 1 - Sept 30, 2018 and forecast)

Good day Bob,
The report and the cash flow are accepted for the 4th payment 2018-2019.

The only thing I need to confirm with you is the requested amount.
As mention, the Program, works with advance and not reimbursement and you already received the \$139,179 for the period of October 1st to December 31, 2018.

**Pages 21 to / à 33
are withheld pursuant to section
sont retenues en vertu de l'article**

20(1)(b)

**of the Access to Information Act
de la Loi sur l'accès à l'information**



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Community Support, Multiculturalism and Anti-Racism Initiatives program (CSMARI) (Formerly known as Inter-Action)

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Initiative

- Inter-Action (Project)
 Community support for Black Canadian Youth
 Community Support, Multiculturalism, and Anti-Racism Initiatives

A. Recipient Information

Name of your organization or group:

The Canada-Ukraine Foundation

Name of your project:

Holodomor National Awareness Tour 2017 - 2020

Contact person's name: Mr. Ms. Other

First name
Bohdan

Last name
Onyschuk

Title
Past Chair, CUF

Telephone number
(416) 5613453

Alternate telephone number
()

Fax
()

E-mail address
bonyshuk@cufoundation.ca

B. Project Information

Period covered by the Report:

April 1, 2019 - June 30, 2019

Actual project start date:

December 1, 2017

Estimated project completion date:

Ongoing

Describe the progress towards the completion of your project.

SUMMARY:

During Q1 of 2019 we focused our attention on visiting schools in Western Canada delivering two of our interactive lessons, (1) The Historian's Craft and (2) Breaking the Sound Barrier: Raising Voices Out of Silence at schools and fulfilling community events. We had a successful launch of "mis-directed food" campaign at all 3 of Toronto's universities to push the narrative that "food should not be used as a weapon" in today's world. We also continued to look at ways of including other Genocides in our lessons and public awareness.

Our our second lesson, Breaking the Sound Barrier: Raising Voices Out of Silence (BTSB), is being very well received by both students and teachers since its addition into our lesson line-up and we have begun introducing our third lesson Hunger For Truth: The Rhea Clyman Story (HFT), which is more suited to a broader school audience in an auditorium setting, to more schools.

From April 1, 2019 - June 30, 2019 we visited 44 schools, engaging 4,531 students and educators delivering 160 lessons, including our two newest ones. Our public outreach during our travels through Western Canada completed 25 community events, engaging 1,989 people.

DETAILED DESCRIPTION:

Q1 2019 saw the implementation of Breaking the Sound Barrier: Raising Voices Out of Silence digital, inter-active lesson featuring the "6 Heroes" (including Malcolm Muggeridge, Gareth Jones, Rhea Clyman and George Orwell) who spoke truth to power. All changes identified in both BETA testings in Q3 and Q4, have been done allowing for its use in classrooms.

For most of Q1 2019, the Holodomor Mobile Classroom engaged western provinces (British Columbia, Alberta, Saskatchewan and Manitoba) in community events and school lessons. We started the western swing with a visit to the British Columbia capital of Victoria where we spent a full day at the BC Legislature. While here, we and several members of the Ukrainian Canadian Congress Victoria branch were welcomed to the Legislative Assembly by Hon. Bruce Ralston, and we were present for the proclamation by the BC Legislature of Holodomor as a genocide. After a day at the BC capital, we had eight school visits, engaging students with our interactive lessons. We also visited the University of Victoria for a day where throughout the day we held screenings of our documentaries on board the HMC. Our school visits were very well received, with the teachers appreciating us coming to their school and their ability to follow-up our visit by using the murals created in the "Wall of Truth", which are sent to teachers in a PNG format, as a follow-up lesson or to be reproduced and shared with the rest of the student body in the school or the schools' social media pages.

Following our tour of British Columbia, we had eight school visits in Alberta, sixteen in Saskatchewan, three in Manitoba and finishing Q1 2019 with eight school visits in Ontario. At one school in Alberta we had the privilege to welcome Premier Jason Kenney on board the Holodomor Mobile Classroom. He said that he

"finally had the opportunity to check out the Holodomor Genocide Awareness Bus, which he [I] helped fund as federal Minister of Immigration ... I encourage everyone to learn all they can about the Holodomor and the millions of victims who lost their lives as a result".

While travelling in Alberta, Saskatchewan and Manitoba we also engaged several communities with the showing of our documentary films. Most of these community events were a direct result of schools asking us to stay at the school after the student lessons and engage their community with the showing of our documentaries for which they were very appreciative. The Yorkton Kalyna Dance Festival invited us to be part of their three day festival. This was a very well attended event and we have been asked to return for their festival in 2020. In Manitoba, we had the privilege to engage visitors to the Canadian Museum for Human Rights in Winnipeg over a two day period. While at the CMHR, participants at the Ukrainian Educational Conference had an opportunity to visit us. They not only watched our documentaries, 28 educators had an opportunity to experience our first lesson based on the Historians Craft. This allowed the educators to get a better understanding how the HMC engages students with our interactive lessons during a school visit.

Our third lesson, which complements our documentary, "Hunger For Truth: the Rhea Clyman Story" was BETA tested to a broader school audience with a positive response. This lesson, based on Canadian journalist Rhea Clyman's eyewitness accounts recently uncovered in the "Toronto Evening Telegram", raises awareness about the then unknown genocide of the Holodomor, while showing students the power of one individual, the truth-teller, and the triumph of truth at a time of great disinformation. The importance of speaking truth to power, how truth-tellers were and are threats to dictators, how each students' voice has the power to be the truth-teller for the voices that may not be heard, and how in today's age of social media it is more difficult to discern the truth from fiction is reviewed and discussed. We are now actively promoting this stand-alone lesson to schools.

As part of our public awareness campaign, we retained our social media consultants to create a "Holodomor Fine Foods" campaign to raise awareness amongst university students in the Toronto GTA about the Holodomor. The campaign was launched in the last week of March 2019, and ran the first two weeks of April 2019 on the University of Toronto, Ryerson and York University campuses, although we were asked to take it down at the University of Toronto. Many Canadians do not know what the Holodomor is, let alone how a dictator can use food as a weapon to starve their citizens to the point of death. Canadians have an obsession with food as is evidenced in social media; they go hand in hand. This campaign was giving Canadians an "alternative food choice" and that lead them to learn about the Holodomor, the objective of our campaign – using food as a misdirect to inform non-Ukrainians about the Holodomor and other present day genocides, by leading them to a separate web-site about the Holodomor and other genocides. Our campaign used murals, digital boards and food tastings (see attached images) that prompted a reaction and drove people to educational resources about the Holodomor as well as encouraging them to take action to stop genocides occurring today. During the three weeks that our campaign ran, it received overall 5.1 million impressions and saw a 9% increase in engagement across our social media platforms, Facebook and Twitter. The majority of traffic (some 75%) to HolodomorFineFoods.com was on mobile devices, indication that people were seeing a digital board or mural. Our metrics show that people spent over a minute on our website, HolodomorTour.ca which indicates that people spent time with our content. In all, not only did Holodomor Fine Foods succeed in raising awareness, the halo-effect of this campaign saw a 54% lift in traffic to the Holodomor National Awareness Tour website. Food is still being used as a weapon and genocides are still happening today, and the more we can educate Canadians about such atrocities, the greater our chances of keeping Canada as a country that respects democratic and human rights values, as well as also having others join our ranks.

Our Facebook and Twitter social media campaigns are highly engaging and are being shared by individuals, schools and organizations. Our exposure and engagement indexes continue to increase every month with our tailored and thought-provoking posts. We are driving awareness of the Holodomor to regular Canadians, driving bookings of the mobile classroom and delivering an unparalleled inter-active creative experience for students and the population at large.

During the later part of Q1 we reached out by email to Directors of Education in Nova Scotia introducing them to the Holodomor National Awareness Tour. This was followed up with emails to school principals. The principals' response so close to the end of the school year was overwhelming and resulted in 6 school bookings for September 2019.

In mid June, 2019 the Ukrainian Canadian Congress on behalf of the Government of Canada, Ministry of Foreign Affairs, asked our Tour's Holodomor Mobile Classroom to be present at a private wreath ceremony with the newly elected President of Ukraine, Mr. Volodymyr Zelensky, at the CNE Holodomor Memorial Parkette and for him to board the Holodomor Mobile Classroom and watch a short cross-section of our lessons. (President Zelensky was in Canada for the Ukraine Reform Summit taking place in Toronto on July 2nd - 4th, 2019.

We continued our outreach to communities and schools across Canada to promote the availability of the Holodomor National Awareness Tour for bookings.

- **Include a list of activities completed to date.** You may add additional lines, if necessary.

• Activities	Expected Results	Indicators	Actual Results	Variance
Hiring of staff for the Holodomor Mobile Classroom	Facilitator to be hired	Complete interviews by mid-March 2018	Facilitator hired end of March 2018	N/A

Hiring of a school liaison coordinator	Hire a school liaison coordinator	Receive applications and begin the interview process	School liaison coordinator hired in early September 2018	N/A
Engaging schools through emails and phone calls about the availability of the HMC with the first lesson for school visits for the reporting period	Complete school bookings	Number of school visits completed	25 days of community events engaging 1,989 people; visited 44 schools; presented 160 lessons to 4,256 students and 275 educators during this reporting period; since Dec. 1/17 a total of 137 schools visited; 2 summer camps; 15,499 students and educators engaged; 138 community events engaging 8,827 persons	N/A -continuing to engage schools on the availability of the Holodomor Mobile Classroom for use as an inter-active learning environment using the lens of the Holodomor to teach democratic and human rights values
Preparation of materials, writing of scripts, casting of actors and narrator required for the second interactive lesson <i>Breaking The Sound Barrier: Raising Voices Out of Silence (BTSB)</i> , and approval of final lesson plan.	Have sufficient material to use to develop the applications for the second lesson by Forge Media + Design and approve the final lesson plan; complete scripts; cast actors; cast narrator.	Lesson plan approved; lesson material completed; scripts written; actors and narrator casted.	All material, scripts, and filming and recording were done, and the "6 Heroes" videos were inserted into the lesson and the lesson was BETA tested	N/A – second lesson completed and in use
To receive first software build for BTSB lesson	Approve and test first and software build for the BTSB lesson	Approval and successful software testing of the BTSB lesson in Jan- June '18 period	Software and hardware tested successfully	N/A – completed
To proceed to second BETA testing for BTSB lesson	To test and implement required changes from the first BETA testing to finalize the BTSB lesson applications	Scheduling and implementation of second BETA testing	Second BETA testing scheduled and completed.	N/A – completed
Completing and premiering <i>Hunger For Truth: The Rhea Clyman Story</i> and presentation to a broad public	Have successful screening of our newly produced film	Kyiv screening in December 2017; Dallas Film Festival screening in April 2018; Toronto and London premiere screening in June 2018	Successfully screened <i>Hunger For Truth: the Rhea Clyman Story</i> in Kyiv, Dallas, Toronto and London. In Dallas the film received 'Honorable Mention' recognition at the USA Film Festival	N/A Copies of <i>Hunger For Truth: the Rhea Clyman Story</i> are made available to the public and schools at events and through our website.
Preparation and development of 3 rd lesson based on our documentary <i>Hunger</i>	Create a lesson exemplifying Canadian journalist Rhea Clyman (1933)	Completed lesson for use during this reporting period	Lesson created, reviewed and implemented	N/A Following the successful delivery of the 3 rd lesson, minor

<i>For Truth: the Rhea Clyman Story</i> for presentation to broader high school/ university audiences.	truth-telling reporting and correlating it to today's media accountability in reporting accurate facts.			adjustments were required.
Introducing the 3 rd lesson to broader school audiences	Complete school bookings for the 3 rd lesson	Number of schools booking the 3 rd lesson	First booking and actualization of the 3 rd lesson	4 bookings received for the 3 rd lesson; we are continuing to promote its availability.
Create a "Food" Campaign that will bring awareness on how food was used as a weapon during the Holodomor	Increased awareness of the Holodomor and other genocides	Number of impressions received through murals, digital boards and social media hits during the campaign	2 university participated; 5.1 million overall impressions; 9% social engagement across Facebook and Twitter platforms; over a minute per session spent on our website holodomortour.ca indicating people were spending time with the content; campaign saw a 54% lift in traffic to our website	N/A

Briefly describe the remaining activities required for the completion of your project.

The start of Q1 2019 and the following quarters, will see the continuation of our Outreach programme to schools and communities, booking of school and public events/venues and participation in national genocide awareness campaigns where ever we can.

We will continue to fine-tune our third lesson, promote it to a broader student audience in an auditorium setting and present it in the schools booking the stand-alone lesson.

We plan to conduct our Holodomor Fine Foods campaign throughout universities across Canada during November, Holodomor Awareness Month.

We will continue to travel across Canada engaging students and communities about the Holodomor and build bridges amongst communities to promote intercultural understanding, awareness and a deeper respect for Canadian democratic values, human rights, tolerance and civility and present our lessons at schools and show our short documentaries at community events and festivals.

We will continue our strong social media campaign on Facebook and Twitter engaging the public with facts and documents about the Holodomor and other genocides.

Indicate any major changes in your project's schedule of activities and provide a brief overview of successes and challenges faced during the delivery of your project. Describe what measures are being taken to ensure project completion.

There are no major changes in the project's schedule of activities.

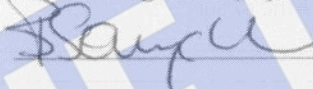
As noted earlier, during this reporting period we have visited 44 schools and given 160 lessons based on the Historian's Craft, Breaking the Sound Barrier: Raising Voices Out Silence and Hunger For Truth: the Rhea Clyman Story lessons, engaging 4,531 students and educators, and almost 2,000 people were engaged at 25 community events.

We will continue to look at opportunities to bring the Holodomor National Awareness Tour to new and remote communities across Canada thereby allowing all Canadians an opportunity to learn more about the Holodomor and Canada's democratic values. We will explore ways on how we can work together with other communities such as the Armenians and Canada's Indigenous People who have experienced genocide or other atrocities to share their story and promote Canada's democratic values.

We try to keep dates open in our calendar to allow for cancellations as well as to be able to add "last minute" bookings of schools and community events. With a steady full schedule, the RV will be requiring extra maintenance and time needs to be set aside for this to take place.

It is important to build bridges with committees and groups that have experienced genocide thereby creating a stronger voice to stand up to against the offenders and disseminators of hate and discrimination in Canada.

Name and signature (required)



Bohdan Onyschuk

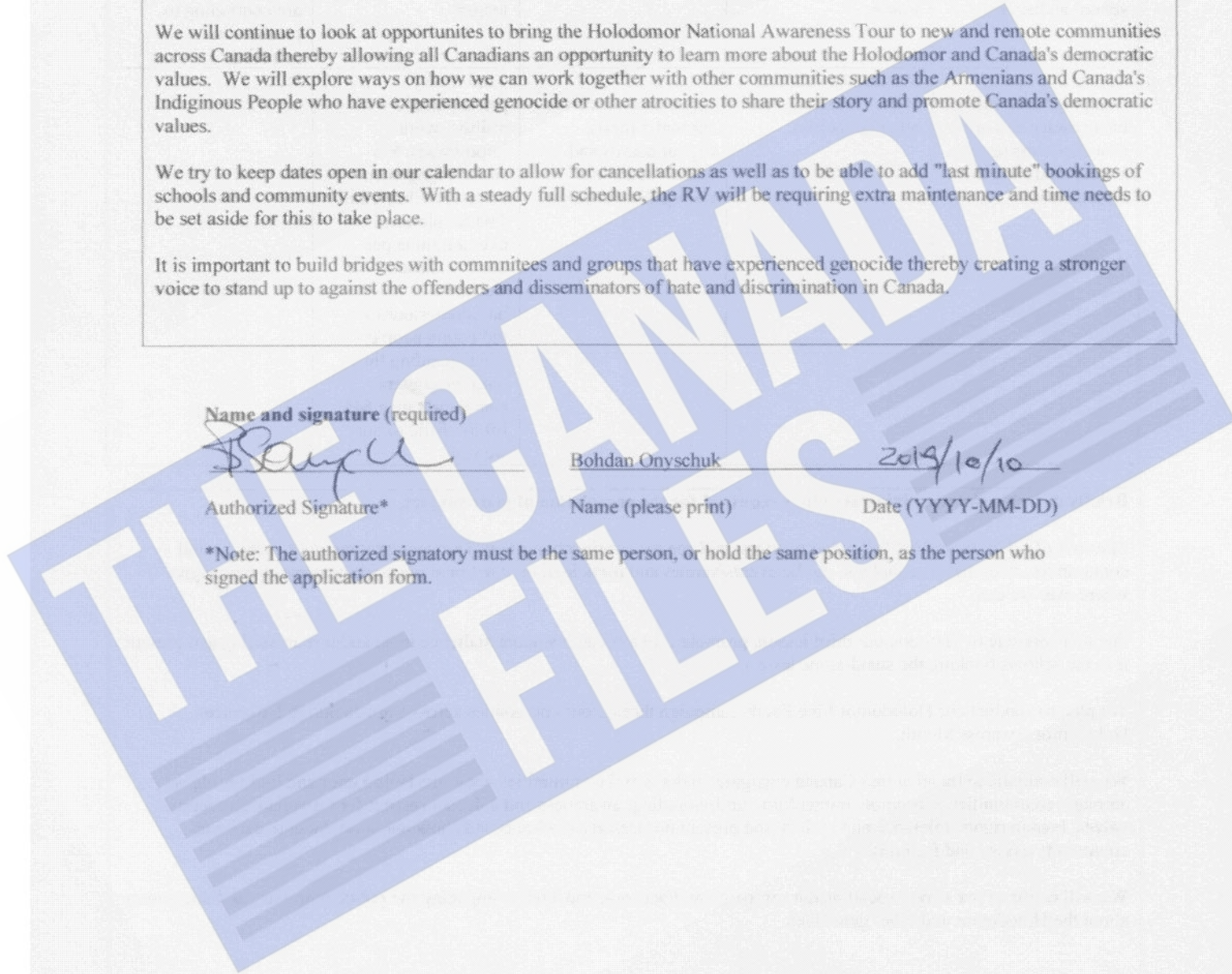
2019/10/10

Authorized Signature*

Name (please print)

Date (YYYY-MM-DD)

*Note: The authorized signatory must be the same person, or hold the same position, as the person who signed the application form.



**Pages 40 to / à 51
are withheld pursuant to section
sont retenues en vertu de l'article**

20(1)(b)

**of the Access to Information Act
de la Loi sur l'accès à l'information**



Canadian Heritage / Patrimoine canadien

Community Support, Multiculturalism and Anti-Racism Initiatives program (CSMARI)

(Formerly known as Inter-Action)

Interim Report Form

As per your Contribution Agreement, you must submit interim reports and updated cash flow statements. Based on their review and approval, further funding may be released.

Once you have completed the interim report, please submit a copy signed by a duly authorized person to the Canadian Heritage officer responsible for your funding application. Your completed interim report may be submitted by email, fax or mail.

If you have any questions, please contact your Program Officer directly or send questions via email to pch.soutienauxcommunautes-communitysupport.pch@canada.ca.

Initiative

- Inter-Action (Project)
- Community support for Black Canadian Youth
- Community Support, Multiculturalism, and Anti-Racism Initiatives

A. Recipient Information

Name of your organization or group:
The Canada-Ukraine Foundation

Name of your project:
Holodomor National Awareness Tour 2017 - 2020

Contact person's name: Mr. Ms. Other

First name Bohdan	Last name Onyschuk	Title Past Chair, CUF	
Telephone number (416) 5613453	Alternate telephone number ()	Fax ()	E-mail address bonyschuk@cufoundation.ca

B. Project Information

Period covered by the Report:

July 1 - November 30, 2019

Actual project start date:

December 1, 2017

Estimated project completion date:

Ongoing

Describe the progress towards the completion of your project.

SUMMARY:

During Q2 and part of Q3 of 2019 we actively engaged with communities across Canada strongly focusing on the Maritime provinces, Ontario and Quebec and in September we started our school engagement part of the tour. This period we had the opportunity to visit several summer camps, engage in communities in Ontario, Quebec and the Maritime provinces, and at the beginning of September to engage schools Nova Scotia and Ontario. At all of our events we were enthusiastically received, but in particular, the schools in Nova Scotia were elated to have the Holodomor National Awareness Tour engage their students and have requested that we return so that more schools in the province could benefit from our interactive lessons we present on board the Holodomor Mobile Classroom

In summary, from July 1, 2019 – November 30, 2019 we visited 2 summer camps, 42 schools, engaged 3,848 students and educators, delivered 154 lessons and conducted three Holodomor Fine Food campaigns at 3 universities across Canada – Western University, University of Victoria and the University of Toronto. Our public outreach during this period including the summer months, saw us travelling throughout Ontario, and eastward into Quebec and the Maritime provinces completing 45 days of community showings to 3,750 people.

DETAILED DESCRIPTION:

At the beginning of Q2 2019, July 2019, we hosted the newly elected president of Ukraine, Volodymyr Zelensky and first lady Olena Zelensky at the Holodomor Memorial Parkette at Exhibition Place in Toronto, Ontario. This meeting also included representative from both the Canadian and Ukrainian governments, including Mr. Ahmed Hussen (Minister of Immigration, Refugees and Citizenship) MPs Arif Virani and Borys Wrzesneski, as well as members of a number of Ukrainian organizations. After laying wheat spike compositions at the base of the statue of "Bitter Memory of Childhood" President and Mrs. Zelensky and guests proceeded to a special presentation on board the Holodomor Mobile Classroom (HMC) to get an understanding on how we are creating awareness about the Holodomor throughout Canada. President Zelensky was impressed with the technology and the concept of the HMC and expresses wishes to implement a similar program in Ukraine with our assistance.

After this special engagement with dignitaries, the Holodomor Mobile Classroom continued its Ontario and Eastern Canada tour. Stops included the Glanmore National Historic Site in Belleville, Ontario, Kingston Market Square in Kingston Ontario, the Cobourg Public Library in Cobourg, Ontario, the Halifax waterfront for a three-day period, the Capital Ukrainian Festival in Ottawa, the Moncton Public Library in Moncton, New Brunswick, the Cultural Market in Fredericton, New Brunswick, the Ukrainian Independence celebrations in Toronto before having the RV in for routine maintenance.

Following our vehicle maintenance, we travelled to Montreal to be part of the 20th Montreal Ukrainian Festival, where we were once again well received. After our stop in Montreal, we continued on to Nova Scotia to engage with schools that we reached out to earlier. At the end of Q1 (April 1 – June 30, 2019), we were working with a number of schools in Nova Scotia who expressed interest in booking a Holodomor National Awareness Tour visit. In Q2 (July 1 – September 20, 2019) these booking were finalized which resulted in the Holodomor Mobile Classroom visiting six schools in central Nova Scotia. We were enthusiastically received at all schools and each one would have liked us to stay an extra day at their school so that more students could experience the interactive lessons that we offer. The teachers were excited to be able to use the murals created in the "Wall of Truth" section of the "Breaking the Sound Barrier: Raising Voices out of Silence" as a follow-lesson with their students. We look forward to being back at these schools once again, and to be able to engage more schools in Nova Scotia and to add school visits in New Brunswick and Prince Edward Island.

Upon our return to Ontario we continued our school engagement, including a number in norther Ontario and taking part in community events. Our first community event at the request of the Ukrainian Catholic Women's League Congress in Toronto, followed by the Fibre Arts Festival in Espanola, Ontario and finishing this period with a community event in

Ottawa at the Triennial Ukrainian Canadian Congress held where we had the honor of having Canada's new ambassador to Ukraine, the Honourable Larisa Galadza pay the HMC a visit.

During this reporting period, we reached out to university student unions to see if they have any interest in conducting a modified version of the "Holodomor Fine Foods" campaign we did last March/April in order to raise awareness amongst university students across Canada about the Holodomor through food mis-direct. We worked with the University of Victoria, Western University and the University of Toronto to coordinate the "Holodomor Fine Foods" campaign for each campus and to develop a strong awareness campaign that would be implement during the month of November, Holodomor Awareness Month. These campaigns included "food" tasting, video screenings and information table displays. The students' enthusiasm and their dedication to never forgetting the Holodomor resulted in success campaigns in all three universities. The University of Victoria held a week-long Holodomor Awareness campaign which we assisted them with, including the screening of our award-winning documentary, Hunger for Truth: The Rhea Clyman Story. Many Canadians do not know what the Holodomor is, let alone understand how food was used as a weapon to starve people living in Ukraine to death. Canadians have an obsession with food as is evidenced in social media; they go hand in hand. The food campaign at all three universities gave people an "alternative food choice"; the website www.holodomorfinefoods.com lead them to learn about the Holodomor, the objective of our campaign, using food as a misdirect to inform Canadians about the Holodomor and genocide in general. In our campaign, we used murals and food tastings to prompt a reaction and drive people to educational resources about the Holodomor. We encouraged them to take action to stop genocides occurring today. Food is still being used as a weapon and genocides are still happening today, and the more we can educate Canadians about such atrocities, the greater our chances of keeping Canada as a country that respects democratic and human rights values, as well as also having others join our ranks.

Our Facebook and Twitter social media campaigns are highly engaging and are being shared by individuals, schools and organizations. Our exposure and engagement indexes continue to increase every month with our tailored and thought-provoking posts. We are driving awareness of the Holodomor to Canadians, driving bookings of the Holodomor Mobile Classroom and delivering an unparalleled inter-active creative experience for students and the population at large.

During every quarter we continued our outreach to schools and communities throughout Canada promoting the availability of the Holodomor National Awareness Tour. These personal one on one contacts builds a trust which lead to bookings of the Holodomor Mobile Classroom.

- Include a list of activities completed to date. You may add additional lines, if necessary.

• Activities	Expected Results	Indicators	Actual Results	Variance
Hiring of staff for the Holodomor Mobile Classroom	Facilitator to be hired	Complete interviews by mid-March 2018	Facilitator hired end of March 2018	N/A
Hiring of a school liaison coordinator	Hire a school liaison coordinator	Receive applications and begin the interview process	School liaison coordinator hired in early September 2018	N/A
Engaging schools through emails and phone calls about the availability of the HMC with the first lesson for school visits for the reporting period	Complete school bookings	Number of school visits completed	45 days of community events engaging 3,750 people; visited 42 schools; presented 154 lessons to 3,613 students and 235 educators during this reporting period; Since Dec. 1/17 a total of 221 schools visited; 4 summer camps;	N/A -continuing to engage schools on the availability of the Holodomor Mobile Classroom for use as an inter-active learning environment using the lens of the Holodomor to teach democratic and human rights values

			22,040 students and educators engaged; 230 community events engaging 16,094 persons	
Preparation of materials, writing of scripts, casting of actors and narrator required for the second interactive lesson <i>Breaking The Sound Barrier: Raising Voices Out of Silence (BTSB)</i> , and approval of final lesson plan.	Have sufficient material to use to develop the applications for the second lesson by Forge Media + Design and approve the final lesson plan; complete scripts; cast actors; cast narrator.	Lesson plan approved; lesson material completed; scripts written; actors and narrator casted.	All material, scripts, and filming and recording were done, and the "6 Heroes" videos were inserted into the lesson and the lesson was BETA tested	N/A – second lesson completed and in use receiving great ratings.
To receive first software build for BTSB lesson	Approve and test first and software build for the BTSB lesson	Approval and successful software testing of the BTSB lesson in Jan- June '18 period	Software and hardware tested successfully	N/A – completed
To proceed to second BETA testing for BTSB lesson	To test and implement required changes from the first BETA testing to finalize the BTSB lesson applications	Scheduling and implementation of second BETA testing	Second BETA testing scheduled and completed.	N/A – completed
Completing and premiering <i>Hunger For Truth: The Rhea Clyman Story</i> and presentation to a broad public	Have successful screening of our newly produced film	Kyiv screening in December 2017; Dallas Film Festival screening in April 2018; Toronto and London premiere screening in June 2018	Successfully screened <i>Hunger For Truth: the Rhea Clyman Story</i> in Kyiv, Dallas, Toronto and London. In Dallas the film received 'Honorable Mention' recognition at the USA Film Festival. The film is now being shown in school auditoriums to larger classes as Lesson #3.	N/A Copies of <i>Hunger For Truth: the Rhea Clyman Story</i> are made available to the public and schools at events and through our website.
Preparation and development of 3 rd lesson based on our documentary <i>Hunger For Truth: the Rhea Clyman Story</i> for presentation to broader high school/ university audiences.	Create a lesson exemplifying Canadian journalist Rhea Clyman (1933) truth-telling reporting and correlating it to today's media accountability in reporting accurate facts.	Completed lesson for use during this reporting period	Lesson created, reviewed and now implemented in school auditoriums	N/A Following the successful delivery of the 3 rd lesson, minor adjustments were required.
Introducing the 3 rd lesson to broader school audiences	Complete school bookings for the 3 rd lesson	Number of schools booking the 3 rd lesson	First booking and actualization of the 3 rd lesson	4 bookings received for the 3 rd lesson; we are actively continuing to promote

				its availability and its relevance in today's news events.
Create a "Food" Campaign that will bring awareness on how food was used as a weapon during the Holodomor	Increased awareness of the Holodomor and other genocides	Number of impressions received through murals, digital boards and social media hits during the campaign	2 university participated; 5.1 million overall impressions; 9% social engagement across Facebook and Twitter platforms; over a minute per session spent on our website holodomortour.ca indicating people were spending time with the content; campaign saw a 54% lift in traffic to our website	Successfully completed 3 food campaigns at universities across Canada, University of Victoria, Western University and the University of Toronto; continue to reach out to universities to set up food campaigns in their campuses.

Briefly describe the remaining activities required for the completion of your project.

The start of Q1 2019 and the following quarters, will see the continuation of our outreach programme to schools and communities, booking of school and public events/venues and participation in national genocide awareness campaigns where ever we can.

We will continue to promote our third lesson to a broader student audience, such as an auditorium setting and present it in schools as a stand-alone lesson. We plan to have the 3rd lesson redubbed in French for Francophone schools in Quebec, NB, Ontario and Manitoba by Q4.

We will continue to reach out to universities across Canada and assist them with our Holodomor Fine Foods campaign.

We will continue to travel across Canada engaging students and communities about the Holodomor and build bridges amongst communities to promote intercultural understanding, awareness and a deeper respect for Canadian democratic values, human rights, tolerance and civility and present our lessons at schools and show our short documentaries at community events and festivals.

We will continue our strong social media campaign on Facebook and Twitter engaging the public with facts and documents about the Holodomor and other genocides.

Indicate any major changes in your project's schedule of activities and provide a brief overview of successes and challenges faced during the delivery of your project. Describe what measures are being taken to ensure project completion.

There are no major changes in the project's schedule of activities.

Because of a recent Holodomor denial situation by an assistant professor at the Faculty of Education at the University of Alberta, we have been requested by the President of the University of Alberta to bring the HMC to the University with all its documentaries and programmes "as soon as possible". We have begun to plan the trip for January 2020. We will also be adding an additional component to our social media campaign that is being developed for implementation.


As noted earlier, during this reporting period we have visited 42 schools and given 154 lessons based on the Historian's Craft, Breaking the Sound Barrier: Raising Voices Out of Silence, and Hunger For Truth: the Rhea Clyman Story lessons, engaging 3,848 students and educators, and engaging over 3,700 people at 45 community events across Canada.

We will continue to look at opportunities to bring the Holodomor National Awareness Tour to new and remote communities across Canada thereby allowing all Canadians an opportunity to learn more about the Holodomor and Canada's democratic values. We will explore ways on how we can work together with other communities such as the Armenians and Canada's Indigenous People who have experienced genocide or other atrocities to share their story and promote Canada's democratic values.

We continue to keep dates open in our calendar to allow for cancellations as well as to be able to add "last minute" bookings of schools and community events. With a steady full schedule, the RV will be requiring extra maintenance and time will be set aside for this to take place.

It is important to build bridges with committees and groups that have experienced genocide thereby creating a stronger voice to stand up to against the offenders and disseminators of hate and discrimination in Canada.

Name and signature (required)



Bohdan Onyschuk

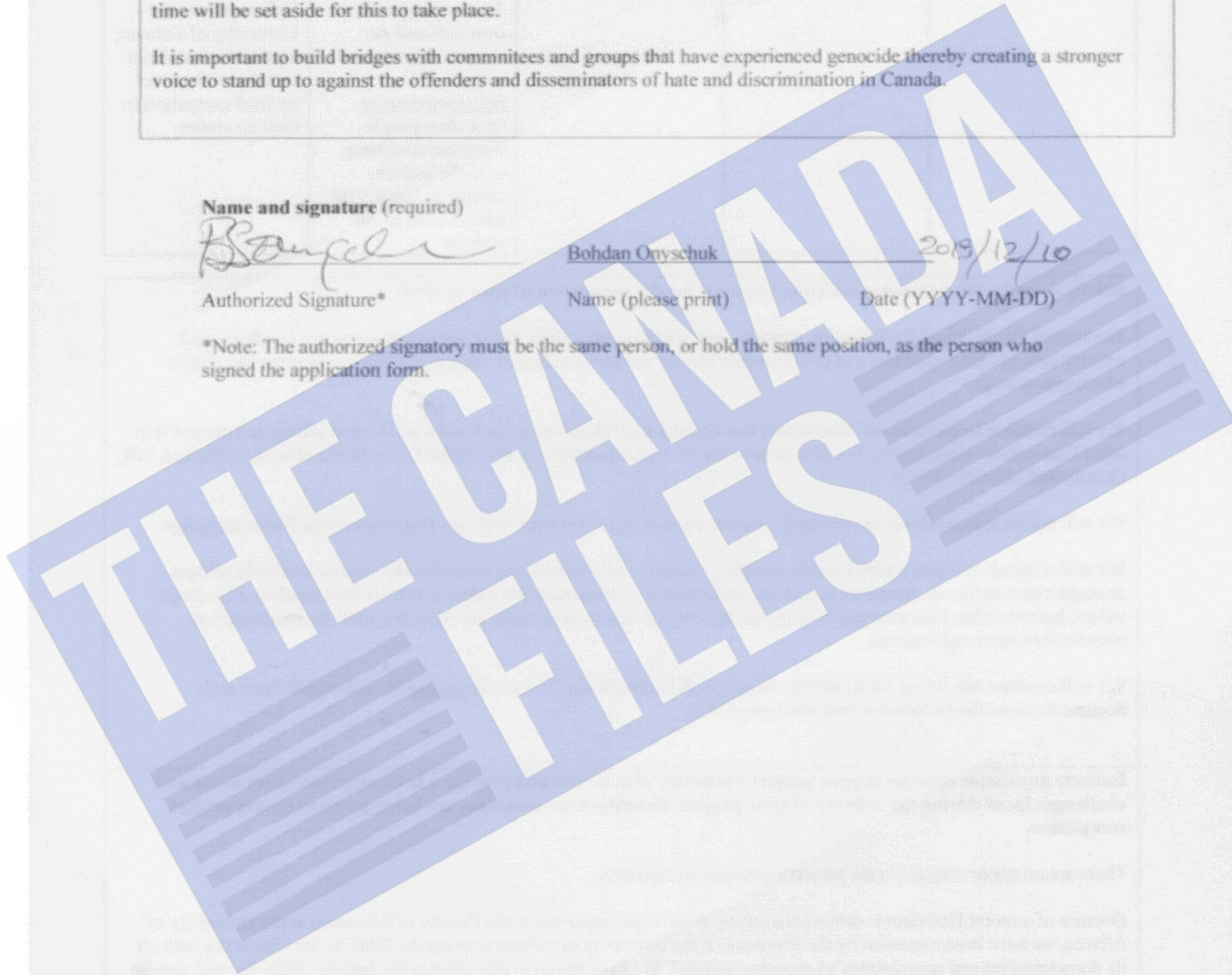
2019/12/10

Authorized Signature*

Name (please print)

Date (YYYY-MM-DD)

*Note: The authorized signatory must be the same person, or hold the same position, as the person who signed the application form.



**Pages 58 to / à 61
are withheld pursuant to section
sont retenues en vertu de l'article**

20(1)(b)

**of the Access to Information Act
de la Loi sur l'accès à l'information**

Canadian Heritage / Patrimoine canadien

**Inter-Action: Multiculturalism Funding Program / Inter-Action: programme de financement
du multiculturalisme**

Titre du projet / Project Title : Holodomor National Awareness Tour 2017-2020

Durée du projet / Duration of the Project : From/Du December 1, 2017 To/À March 31, 2020

Montant total de la contribution approuvée / Total Amount of the Approved Contribution : \$1,459,730

Nom de l'organisme / Organization's Name : Canada-Ukraine Foundation

Représenté par / Represented by: Bob Onyschuk

Titre / Title: Chair, Holodomor National Awareness Tour and Past Chair

Date: _____

1) Will you spend the total amount of the approved contribution for the year 2019-2020 by March 31, 2020?

Yes No

If your answer is no, indicate the amount of the approved contribution you estimate spending in 2019-2020 (April 1st, 2019 to March 31, 2020) and contact your Program Officer as quickly as possible:

\$ _____

N.B.: You are not authorized to transfer an amount from one financial year to another. It is important to note that all funds already received and not spent in 2019-2020 will have to be reimbursed to the Department.

Signature: 

Appendix E – PAYE Contributions-External Certification

PAYE Contributions – External Certification

Section below for internal use only

Name of Recipient	Canada-Ukraine Foundation
Project Title	Holodomor National Awareness Tour 2017-2020
Fund Center	90168 - Citizen Participation Branch - NCR
Commitment number	1314373
PAYE amount	\$111,608

Section below to be filled out by the funding recipient

I certify that we, the Recipient will incur a total of \$ 709,500.00 of eligible expenditures by March 31st, 2020.
(The amount indicated must correspond to the expenses incurred as of March 31st, 2020, for fiscal year 2019-20 only,
linked to the approved contribution).

I acknowledge that this certificate does not replace any or all of the reporting obligations we have under the contribution agreement.

Recipient Signature



Name (print)

Bob DWYSHUK

Title

CHAIR

Section below for internal use only

Certification

I certify that:

- 1) I have a financial delegation authority for this Commitment Item.

Certified pursuant to **Section 34** of the *Financial Administration Act (FAA)*.

Signature

Date

Print Name

FSA Card #

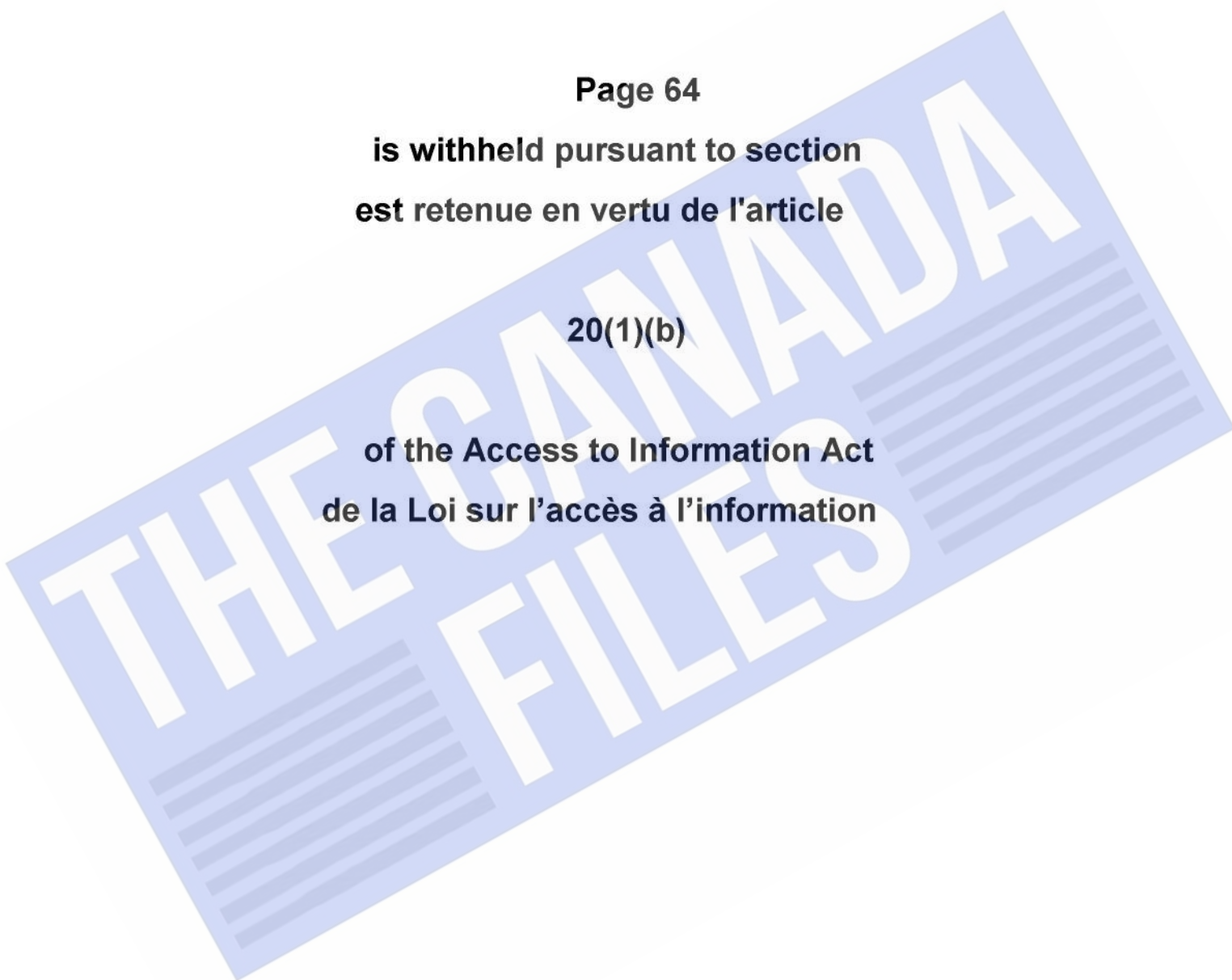
Phone Number

Page 64

**is withheld pursuant to section
est retenue en vertu de l'article**

20(1)(b)

**of the Access to Information Act
de la Loi sur l'accès à l'information**



Archived: Monday, March 22, 2021 12:49:50 PM

From: Bob Onyschuk

s.20(1)(b)

Sent: Sat, 20 Mar 2021 14:12:11

To: Elliott, Robbie (PCH)

Subject: Re: Holodomor Awareness Tour Final Activities Report - Update

Sensitivity: High

Robbie, so we had asked that [REDACTED] be transferred from Transportation & Accommodation to Consultants [REDACTED] and to Learning Materials [REDACTED] in the second half of March, 2020, to be spent by the end of April, 2020.

The Consultants component of [REDACTED] was spent on:

(1) the Deep Truth petition campaign to have the word "Holodomor" added into English language dictionaries, as reported in Section D of our Final Report under Publicity and Promotions. [REDACTED] was paid to our social media consultants, MixTape Social Inc, who set up the digital campaign and on-line petition through www.change.org and our dedicated site www.deeptruth.ca, which garnered close to 4.3 million impressions, and where as of this week 37,069 people had signed the petition, including many academics. We are waiting to see if Oxford Dictionary, Merriam-Webster and Dictionary.com put it in their 2021 dictionary updates. Our other media consultants (specializing with the news media) were paid a further [REDACTED] for news releases. Although these amounts were slightly over the [REDACTED] they went fully into the "Consultants" category line.

The Learning Materials amount of [REDACTED] was spent on:

(1) production of "Genocide d'une nation", a French educational version of documentary "Genocide Revealed" by Yuriy Luhovy ([REDACTED]), and
(2) production/translation of a 36 page booklet in French for French language schools on the Holodomor – "L'Holodomor Génocide du People Ukrainien 1932-1933". ([REDACTED]). We sent PCH a hard copy of the booklet with our Final Report.

Trust that this answers your request.

Best regards,

Bohdan S. Onyschuk, Q.C.,
Chair, Canada-Ukraine Foundation, and
Chair, Holodomor National Awareness Tour



КАНАДСЬКО-УКРАЇНСЬКА ФОНДАЦІЯ
CANADA UKRAINE FOUNDATION
FONDATION CANADA UKRAINE

E-mail: bonyschuk@cufoundation.ca

Tel: 416-561-3453

Web-site: www.holodomortour.ca

From: "Elliott, Robbie (PCH)" <robbie.elliott@canada.ca>

Date: Friday, March 19, 2021 at 2:53 PM

To: Bob Onyschuk <bob@onyschuk.ca>

Cc: "Ndayizeye, Apollinaire (PCH)" <apollinaire.ndayizeye@canada.ca>

Subject: Holodomor Awareness Tour Final Activities Report - Update

s.20(1)(b)

Hello Bob,

Apollinaire and I reviewed the documents on file regarding the proposed activity changes at the end of the project and the changes to the activities listed in Annex A of the contribution agreement. There seems to be some inconsistencies between the documents and the amendment to the contribution agreement. Rather than trying to rectify these issues, can we ask that you provide a brief description of what activities were completed in the final few months of the project (i.e. March – April) and how the [REDACTED] that was transferred from Transportation & Accommodations into Consultants & Learning Materials was spent?

We will then add these points of clarification to the final report review, before sending it to the management team for approval.

Thank You

Robbie Elliott
Program Officer
Atlantic Region
Department of Canadian Heritage, Government of Canada
1045 Main Street - Third Floor, Moncton, New Brunswick, E1C 1H1
E-mail: robbie.elliott@canada.ca
Telephone: 506-871-2039 / TTY: 888-997-3123 / Fax: 506-851-7079
Please note: my telephone number has changed to 506-871-2039

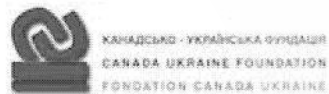
Agent de programme
Région de l'Atlantique
Ministère du Patrimoine canadien, Gouvernement du Canada
1045, rue Main - 3e étage, Moncton (Nouveau-Brunswick) E1C 1H1
Adresse courriel : robbie.elliott@canada.ca
Téléphone : 506-871-2039 / ATS : 888-997-3123 / Télécopieur : 506-851-7079
Veuillez prendre note que mon numéro de téléphone a changé à 506-871-2039

From: Bob Onyschuk <bob@onyschuk.ca>
Sent: Monday, March 8, 2021 1:54 PM
To: Elliott, Robbie (PCH) <robbie.elliott@canada.ca>
Cc: Ndayizeye, Apollinaire (PCH) <apollinaire.ndayizeye@canada.ca>; Roma Dzerowicz <holodomor.tour@cufoundation.ca>
Subject: Re: Holodomor Awareness Tour Final Activities Report

Robbie, our answers to your questions on the Final Activities Report are found below, in red, beside each question.

Looking forward to our call on Tuesday.

Bob
Bohdan S. Onyschuk, Q.C.,
Chair, Canada-Ukraine Foundation, and
Chair, Holodomor National Awareness Tour



E-mail: bonyschuk@cufoundation.ca
Tel: 416-561-3453
Web-site: www.holodomortour.ca

From: "Elliott, Robbie (PCH)" <robbie.elliott@canada.ca>
Date: Wednesday, March 3, 2021 at 2:02 PM

To: Bob Onyschuk <bob@onyschuk.ca>

Cc: "Ndayizeye, Apollinaire (PCH)" <apollinaire.ndayizeye@canada.ca>

Subject: Holodomor Awareness Tour Final Activities Report

Hello Bob,

I am surviving the winter. I trust that you are doing well.

s.21(1)(a)

s.21(1)(b)

You previously had expressed concerns about the methodology used to determine the final payment amount. If you want, I suggest that we arrange a meeting to discuss these concerns and my questions regarding the final activities report (see below). Robbie, with respect, your calculation of the holdback does not reflect what the CA agreement states on PCH contributions. We can discuss Tuesday.

My colleague and I reviewed the final activities report for the project and I have several questions. Below is the project activities list as written in Annex A of the second amendment to the contribution agreement.

- Produce Lesson 2 and 3 for high school classroom use
- Translation of Lesson 1 and 2 in French
- Production of a 40 pages booklet on the Holodomor and translated in French
- School Visits across Canada
- Weekend Community Outreach Events throughout Canada
- Summer Tour Circuit throughout Canada
- Production of a digital video for university campuses (much like the Food campaign)
- Production of an on-line based educational learning version of Lesson 1 and 2

The use of the terms Lesson 1, Lesson 3, etc. make it difficult to compare the actual results with the proposed activities listed above. The first set of questions is designed to clarify the usage of these terms.

1. It appears that Lesson 1 existed prior to the project funded by Canadian Heritage? Yes If yes, what is the title of this lesson? We never had a title for the lesson, but we referred to it colloquially as the "HISTORIAN'S CRAFT: LESSON ON THE HOLODOMOR"
2. It appears that Lesson 2 is a new in class art-based project titled Breaking the Sound Barrier? That is correct. The art-based component of the lesson is the group creation of a class, or school, mural.
3. It appears that Lesson 3 is a new in class presentation based on the documentary Hunger for Truth? This is correct.
4. A separate new online lesson for students was created based on the documentary The Soviet Story? Yes, called "An Introduction to the Holodomor: A Virtual Lesson for Schools".

Most of our confusion about the activities is due to the activities reporting in Attachment D.

Page 1 of Attachment D indicates that Lesson 3 was produced as an online lesson? I can't find where it says that. Do you mean Attchmt "C"? (in Attachment "C" there is an error that says the on-line lesson was "our third lesson" – it should have said "our fourth lesson; sorry). In Attachment D, second set of boxes, "Lesson 3" refers to the in-school Rhea Clyman lesson Was this actually an in class presentation? i.e. one of the in class lessons in question #2 or #3? Lesson 3 was, but the on-line lesson (Lesson 4) is a virtual lesson that teachers assign to students for at home work, (altho it can also be done in a school classroom with appropriate technology). Or are you reporting on the new online lesson in question #4? Yes, reporting on lesson 4 on page 2.

Page 2 of Attachment D indicates that an online version of Lesson 1 was created. Is this the same Lesson from question #1? The online lesson (Lesson 4) is a version of Lesson 1, using the same iPad materials and same opening “the Holodomor Story” docu film, but otherwise it is different, geared to one individual student and not a classroom. Or another online lesson? I.e. The online lesson in question #4. It is the same lesson as in Q4.

Supplemental information:

5) The final report mentions that school visits to New Brunswick and Quebec were cancelled due to the pandemic. Did you host community events or other activities in Quebec and New Brunswick during the project? Please provide more details about the community events hosted during the project? Specifically, where were these events held? – we did host community events in Quebec and New Brunswick during this grant period. July 24, 2018 Verhowyna summer youth Camp, Chertsey Quebec; September 7 – 9, 2018 Montreal Ukrainian Festival, Montreal Quebec; July 11, 2019 Verhowyna summer youth Camp, Chertsey Quebec; July 14, 2019 Assumption Church, Montreal Quebec; August 9, 2019 Saint John Arts Centre, St. John New Brunswick; August 10, 2019 The Cultural Market, Fredericton, New Brunswick; September 6 – 8, 2019 Montreal Ukrainian Festival, Montreal Quebec. In 2020, we had 5 school bookings in New Brunswick for the week of March 16th onwards - at Bathurst High School (in Bathurst, NB), North and South Esk Reg'l High School (Sunny Corner, NB), Blackville School (in Blackville), JMA Armstrong High School (in Salisbury, NB) and in Salisbury Middle School (Salisbury); AND we had just about closed bookings in Miramichi and in Moncton (Moncton High School) when the lockdown happened.

6) The final report mentions the translation of the first lesson into French “Holodomor – Le métier d’historien” and the production of a 34-page booklet about the Holodomor in French. The report also mentions “translated 3 documentary videos for our French speaking audience”. Please provide more details about these 3 documentary videos. Is the education film in French titled “Génocide d’une nation” one of these three documentary videos? Yes, one of the videos is *Génocide d’une nation*. The others are *Faim de verite* (Hunger for Truth) – both made during this grant period, -- and the third being *La Moisson du Désespoir, La Famine en Ukraine, 1932-1933* done at the end of our first PCH grant.

Supplemental information:

Your email of March 25, 2020 mentions “French language translations of some of our educational materials”. I am not certain if this refers to the 34-page booklet or the three documentaries? Or other materials? It does. We also produced a French translation of a history brochure.

7) Please provide details of why the online version of lesson 2 was not completed? As noted above, Lesson 2 is very digitally advanced and highly interactive with the “Orwell Art” mural. It requires a classroom of students. To convert it to an on-line lesson for individual students would have been too large a job, and cost prohibitive without sufficient funds or time left in the grant period.

8) Please provide details of why the French translation of Lesson 2 was not completed

9) Was the documentary titled "Hunger for Truth" funded by Canadian Heritage? Yes it was.

In particular, please concentrate on your responses to question #5, #7, #8. Please include a copy of this email with any email responses.

If you wish to discuss these points, then please let me know when you are available to chat and I will organize a teleconference call.

s.20(1)(b)

Thank You

Robbie Elliott
Program Officer
Atlantic Region
Department of Canadian Heritage, Government of Canada
1045 Main Street - Third Floor, Moncton, New Brunswick, E1C 1H1
E-mail: robbie.elliott@canada.ca
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Agent de programme
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Ministère du Patrimoine canadien, Gouvernement du Canada
1045, rue Main - 3e étage, Moncton (Nouveau-Brunswick) E1C 1H1
Adresse courriel : robbie.elliott@canada.ca
Téléphone : 506-871-2039 / ATS : 888-997-3123 / Télécopieur : 506-851-7079
Veuillez prendre note que mon numéro de téléphone a changé à 506-871-2039

From: Bob Onyschuk <bob@onyschuk.ca>
Sent: Tuesday, March 2, 2021 7:59 PM
To: Elliott, Robbie (PCH) <robbie.elliott@canada.ca>
Subject: Holodomor Awareness Tour Audit

Hi, Robbie! I hope you are doing well and are safe!

I keep forgetting to drop you a note to ask if you we answered all your questions in the response we sent you in early February, and whether the file is now back in Ottawa for the release of the holdback.

Let me know if there is anything else you need.

BSO. Sent from my iPhone, so please excuse any autocorrect oddities!



Inter-Action: Multiculturalism Funding Program

Final Activity Report – Projects Component

This final report is an important step in completing your project funded by the Department of Canadian Heritage. In addition to sharing your achievements and challenges with us, and engaging in a useful self-assessment exercise, it will also fulfill your obligation to the Department. We will use the information to:

- evaluate the outcomes of the funded projects,
- monitor the effectiveness and impact of the program, and
- release the final payment or 'holdback' portion to Contribution recipients.

If you have received a Grant letter, completing the final report is a condition for receiving future financial assistance from the Inter-Action program. You must submit a final report within 60 days of completing your project.

Completing the final report is a condition in your Contribution Agreement for receiving the final payment; the final payment will only be released upon receipt and approval of your final report. **You must submit a final report (along with any other required documentation) within 90 days of completing your project**, including financial reports or any other documents specified in your contribution agreement (unless otherwise indicated within your Contribution Agreement).

Failure to comply with any conditions of the project previously funded by our Department will be considered in the evaluation of your new application and could result in the rejection of your new application.

Guidelines for the Completion of your Final Report:

- Re-read your original funding application or Contribution Agreement, as applicable, before you prepare your final report. Your responses should reflect the extent to which you exceeded, met, or fell short of the objectives originally articulated in your application or Contribution Agreement.
- **Please complete all sections of this document. All fields are mandatory unless otherwise indicated.** Where precise numbers are not available please estimate to the best of your ability. Where a response is not applicable, mark 'N/A.'
- We encourage you to discuss your challenges as well as your successes. Lessons learned are also valuable.
- Once you have completed your report, please submit a copy, signed by a duly authorized person, to the Inter-Action program. You may scan and forward an electronic copy by e-mail to your program officer or to pch.inter-action.pch@canada.ca.
- Please note that a complete final report consists of the following form and support materials as described in Sections F and G, if applicable.

If you have any questions regarding the completion of this report and all additional material and documents required, please contact your Canadian Heritage program officer.

A. Recipient Information		
Name of your organization or group: Canada-Ukraine Foundation		
Name of your project: Holodomor National Awareness Tour		
Contact person's name:		
First name Bohdan	Last name Onyschuk	Title Chair, Holodomor National Awareness Tour
Telephone number (416) 561-3459	Alternate telephone number (optional) ()	Fax (optional) ()
E-mail address bob@onyschuk.ca		
Project Web Page or Facebook Page (if applicable): www.holodomortour.ca https://www.facebook.com/Holodomor-National-Awareness-Tour-1663676337244778 https://twitter.com/HolodomorTour https://www.youtube.com/channel/UCfJbgaOwp4xRISWJ_bcno5Q/		

B. Project Information	
Project start date YYYY-MM-DD: 2017-12-01	Project completion date YYYY-MM-DD: 2020-09-30
Final Project Cost: \$	Inter-Action Grant or Contribution Amount: \$ 1,459,730.00
Provide a brief description of the completed project. Since December 2017, the Holodomor National Awareness Tour through its Holodomor Mobile Classroom (HMC) continued travelling across Canada creating awareness of the Holodomor and promoting core Canadian values of truth, tolerance and human rights to over 30,000 Canadians while showing the relevancy from the lessons of the Holodomor to Canadians today. Along with travelling throughout Canada, the Holodomor National Awareness Tour actively engaged people through its social media channels on Facebook, Twitter and YouTube, produced two new interactive and engaging lessons, created a virtual on-line lesson, translated one lesson and 3 documentary videos for our French speaking audience, produced a feature award winning documentary about Canadian journalist Rhea Clyman and her quest in telling the truth about the Holodomor in English, French, Ukrainian and Russian, produced a 34 page French booklet about the Holodomor and created and executed two thought provoking campaigns on the Holodomor for university campuses.	

s.20(1)(b)

Please refer to the expected project results in your application form, question 8, and provide an overall evaluation and a detailed overview of what was achieved.

Throughout the course of our travels across Canada, the Holodomor National Awareness Tour (HNAT) visited 207 schools and participated in 142 community events. This resulted in 685 lessons being given to 19,142 students and educators and engaging 12,458 people from the general public watching our videos during community events. We have travelled coast to coast across Canada several times and for the first time were able to engage schools in Nova Scotia. During this reporting period, over 19,000 students and educators took part in one of four of our lessons that have been prepared for the HNAT, three of which were developed and produced as part of this grant, one as a result of the COVID-19 pandemic. Unfortunately, the COVID-19 pandemic precluded us from visiting schools for the first time in New Brunswick and Quebec that were scheduled and have been cancelled. We also completed and premiered our award winning documentary, *Hunger For Truth: The Rhea Clyman Story*, about a Canadian journalist who risked her life to traverse the Soviet Union to witness and truthfully report on the Stalin orchestrated famine-genocide that was ravaging Ukraine in 1932 - 1933, which the Soviet authorities covered up and hid for the world for more than 60 years. We also added a number of other new documentaries about the Holodomor to our repertoire, which brings the total of films available to show on board the HMC to ten. Our social media campaigns continued through out this reporting period and have expanded to not only highlight the Holodomor National Awareness Tour's travels, but to include campaigns that look at genocides, disinformation and fake news as well as new facts about the Holodomor as they come to light. Two of our social media campaigns were live - #HolodomorFineFoods and #DeepTruth which will be discussed in further detail below. HNAT has also produced several brochures and documentaries on the Holodomor for our French speaking audiences, as well as one major lesson (Lesson 1) on the HMC. To help teachers prepare their students for the visit of the Holodomor Mobile Classroom, we created and distributed a USB card pre-loaded with pre and post lesson material plans. During this grant period, the Holodomor Mobile Classroom and its Canada renowned multimedia design studio, Forge Media + Design, won two additional international design awards for their cutting edge technology in immersive education that was used to assist students in learning about the Holodomor (see attachments A and B).

When the Holodomor Mobile Classroom (HMC) visits schools to engage the students with one of our lessons, photos of classes in session are taken, with permission, and posted on our Facebook page after our visit thanking the school and students for allowing us the opportunity to their community. However, not all schools gave permission. In some instances, teachers posted our visit on their and the schools' social media page. All teachers after every class were provided with a questionnaire for them and the students to fill out and return to us in the preaddress stamped envelope. This gives us feedback on the lessons conducted and allows us to tweak parts of the lesson where allowed. From the responses received we have seen that the students had an overall increase of roughly 85% in a better understanding and awareness about the Holodomor after our visit than prior to our visit and a 270% increase in the number of students who had a good to excellent awareness after our visit (1,071 students ranked their awareness as poor to fair before our visit compared to 158 students after our visit; 521 students ranked their awareness as excellent to good prior to our visit versus 1,431 students after our visit (based on completed questionnaires)). Students found that the hands-on learning format of our lessons for which we have won a number of international awards, made learning, in many cases, of a new subject matter more impactful and an interesting way to learn, "fun", and easy to remember the lesson. A few students and teachers were willing to record their feedback on our visit on our social media pages.

Our Three New Lessons:

Holodomor is a difficult topic to make meaningful to the students. With this in mind, we created three very different lessons from the first, that give students a different approach to the topic.

The first new lesson we created was *Breaking the Sound Barrier: Raising Voices Out of Silence (BTSB)* which looks at the Holodomor through a historical aspect of 6 famous witnesses/journalists (Malcolm Muggeridge, Gareth Jones, Rhea Clyman, George Orwell, Milana Rudnytska and Eugene Lyons) who tried to tell the truth of what happened during this time through a narrative video. This lesson creates an immersing and interactive learning experience, empowering students to collectively create a Wall of Truth mural based on the perspective of these heroes of moral courage and share it with the public and inspire them to become active citizens - teaching students that their voice matters. Upon completion of the BTSB lesson, students feel a 'call to action' and are inspired to become active, informed citizens. This lesson engages the students from the moment they walk on to the HMC and and inspires them to look at events around them knowing that they have a voice that can make a difference in their world.

Breaking the Sound Barrier: Raising Voices Out of Silence (BTSB) is based on the Orwell Art Project (OAP) which fostered ties with schools in Ukraine and Canada. This program taught students that their voice matters which resulted in their artistic expression of the current and past events in Ukraine coupled with those in the world. Our lesson uses the same principles as OAP where the students learn about the Holodomor, hear from people who had the courage to openly speak out and write

Please see Attachment "C"

Canada Ukraine Foundation Inter-Action: Multiculturalism Funding Program Final Activity Report – Projects Component

ATTACHMENT “C”

B. Project Information – Detailed overview of what was achieved continuation

about it, discuss what they have learned, and to collectively create a mosaic where they express themselves with a written action statement in active citizenry, around which a poster is created. These posters/murals are then digitally reproduced and given to the teachers and students for further use in the classrooms at their schools.

Our second new lesson is an in-school presentation/lecture based on our award winning documentary *Hunger For Truth: The Rhea Clyman Story*. Using Canadian journalist Rhea Clyman’s articles recently uncovered in the Toronto Evening Telegram we raise awareness about this unknown genocide, the power of one individual, the truth-teller, and the triumph of truth at a time of great disinformation. The lesson looks at the importance of speaking truth to power, how truth-tellers were and are threats to dictators, how each student’s voice has the power to be the truth-teller for the voices that may not be heard and how to critically discern truth from fiction in today’s social media.

Our third lesson created under this grant arose as a result of the COVID-19 pandemic that we find ourselves in today. This lesson is geared to home learning, where the students get an understanding of what a genocide is and by listening to a narrative, watching an 11 minute short documentary *The Soviet Story*, then investigating artifacts from the period of the Holodomor, and answering questions based on the artifacts they reviewed, and writing a short essay based on the question of how they would respond to acts of oppression, or violations of human rights, or discrimination around them today. This essay is then submitted to their teachers for review.

At community events, we showed off our compliment of short and long documentaries on a rotating basis throughout the day. Prior to the event, the event sponsor would share posts/ads of our visit inviting the community to visit us. Our tour facilitator would also do live Facebook posts on the day of the event letting people know where we are and that we are open for the day. We also asked visitors if they were open to doing an “Open-Mike” about what they had just seen on board the Holodomor Mobile Classroom, which we then consider posted on our social media pages. Many people never heard of the Holodomor and were taken aback that such an atrocity could have happened, let alone be covered up for over 60 years. They were very appreciative of us sharing this relatively unknown period of history with them and wanted to take with them our brochures, bookmarks and leaflets, available in English and French, that provided them more resource information.

During this grant period we finalized and premiered our 50 minute documentary, *Hunger For Truth: The Rhea Clyman Story*. This documentary is based on the eyewitness accounts of Canadian journalist Rhea Clyman who wanted to see for her own eyes the ‘Utopian world’ that was allegedly being created in the Soviet Union under Joseph Stalin. Much to her horror she witness devastation, starvation, destruction and death which she later wrote about after her expulsion from the Soviet Union in the Toronto Evening Telegram, and the London Telegraph in the UK. This 50 minute documentary was an Official Selection at the oldest USA Film Festival in Dallas in 2018 where it won “Honorable Mention” (second prize) in the International Short Film Competition. Our Toronto premiere was held on June 5, 2018 at the Royal Ontario Museum, followed by an expert panel discussion entitled “The Role of Journalism in an Age of Disinformation and Fake News”. The panelists included Diane Francis (Editor-at Large, National Post), Jonathan Kay (Canadian Editor, Quillette), Alex Shprintsen (Producer, CBC, The National) and Andrew Tkach (Emmy Award-winning Filmmaker) with the Hon. Hugh Segal (former Senator, Head of Massey College, University of Toronto) as moderator. The premiere was a great success, and was followed by additional screenings at the Kingsway Theatre in Toronto, ON.

This grant also enabled us to produce a 34-page booklet about the Holodomor in French. We realized that our French audience was lacking comprehensive, yet easy to read, material about the Holodomor. This booklet

Canada Ukraine Foundation Inter-Action: Multiculturalism Funding Program Final Activity Report – Projects Component

ATTACHMENT “C” cont’d.

complements other French material that we have produced with this grant including the translation of our first lesson “*Holodomor – Le métier d'historien*” (hard copy being sent to you) and the production of an educational film in French entitled “*Génocide d'une nation*”.

Our lessons and documentaries use the lens of the Holodomor to show that hate crimes of the past can and are repeated today. “Genocide”, a word coined by the drafter of the UN Convention on the Prevention and Punishment for the Crime of Genocide, Raphael Lemkin, means an “act committed with the intent to destroy in whole or in part, a national, ethnic, racial or religious group ...”. As professor Gregory H. Stanton notes in his “10 Stages of Genocide”, discrimination is the 3rd step of genocide. This includes the exclusion of people from groups, from full civil rights and segregation, which may result in hate crimes being committed. By teaching students about past crimes against humanity, we help solidify in them that they have the power to stand up against such acts when they see them happening, thus ensuring peace and civility towards their fellow classmates, towards man.

As a result of our cross-country visits to schools and communities, many schools have started commemorating Holodomor Awareness Day on the Friday before the 4th Saturday in November, which has been declared as **Ukrainian Famine and Genocide (“Holodomor”) Memorial Day Act S.C. 2008, c. 19**. During this reporting period we have had numerous communities reach out to us to ask for a visit which we have been pleased to accommodate.

The Holodomor National Awareness Tour is actively engaged in Social Media through Facebook, Twitter and YouTube. Facebook has over 2,000 followers from over 40 countries; Twitter has 700 followers; and YouTube has 107 subscribers. Our most recent campaign #DeepTruth (see below) garnered close to 4.3 million impressions on all our social media outlets. More specifically, the Stalin Video (https://www.youtube.com/watch?v=Gfuue2nP_Ro) has had 4,500 views while the website www.deeptruth.ca has had 1,569 visits with people staying on the page for an average of 42 seconds. Our petition to put the word “Holodomor” into English language dictionaries can be found here <http://chng.it/tbB7LJNZt5>.

Two University Campaigns:

As part of our public awareness campaign, in 2019 our social media consultants created a “Holodomor Fine Foods” campaign which raised awareness about the Holodomor on university campuses for university students in the Toronto GTA. This campaign was launched in the last week of March 2019, and ran through the first two weeks of April 2019 on the U of T, Ryerson and York University campuses. Many Canadians do not know what the Holodomor is, let alone how dictator can use food as a weapon to starve their citizens to the point of death. Canadians are obsessed with food as is evidenced in social media; they go hand in hand. By giving Canadians an “alternative food choice” and leading them to learn about the Holodomor is the objective of our campaign – using food as a misdirect to inform non-Ukrainians about the Holodomor and other present day genocides, by leading them to a separate web-site about the Holodomor and other genocides. Our campaign uses murals, digital boards and food tastings that will prompt a reaction and drive people to educational resources about the Holodomor as well as encouraging them to take action to stop genocides occurring today. Food is still being used as a weapon and genocides are still happening today, and the more we can educate Canadians about such atrocities, the greater our chances of keeping Canada as a country that respects democratic and human rights values, as well as a leader in the World. This campaign was also repeated at the University of Victoria and Western University and recreated at the University of Toronto in November 2019, to commemorate Holodomor Awareness month.

Our last and most recent project has been our DeepTruth campaign (www.deeptruth.ca) where we take “Deep Fake” technology (technology that is commonly associated with the distortion of the truth and promotion of lies using manipulated video) to have Joseph Stalin tell the truth about his role in ordering the the forced starvation of

Canada Ukraine Foundation Inter-Action: Multiculturalism Funding Program Final Activity Report –
Projects Component

ATTACHMENT "C" cont'd.

untold millions of Ukrainians and then covering-up this atrocity. But the ultimate goal of our campaign is to have the word "Holodomor" added to the world's English language dictionaries, as it was added to Ukrainian language dictionaries after the break-up of the Soviet Union (www.change.org/p/merriam-webster-dictionary-help-us-get-the-word-holodomor-included-in-all-major-english-dictionaries). The petition has been signed by over 12,000 persons from 122 countries, including many Canadian and international historian, journalists and politicians. We have also been interviewed for our campaign by Voice of America, Radio Free Europe, Kyiv Post as well as television media in Canada and Ukraine.



The Inter-Action Multiculturalism Funding Program supports the mandate of the Department of Canadian Heritage and the *Canadian Multiculturalism Act*, by building on Canada's strength as a diverse and inclusive society. The program's objective is to build an integrated, socially cohesive society by: building bridges to promote intercultural understanding; promoting equal opportunity for individuals of all origins, and fostering citizenship, civic memory, civic engagement and a healthy democracy.

How did Inter-Action funding help your project achieve one or both of the following results:

1. Ensure that project participants and targeted public gain knowledge, develop strategies and take action toward increasing awareness of Canada's cultural diversity, or cultural/racial/ethnic/religious issues affecting full participation in Canadian society and the economy;

Canada does not have a place for hatred, discrimination or racism, and the Holodomor National Awareness Tour's mandate is one of promoting dignity, tolerance, justice and equality amongst all Canadians. Throughout the course of our Tour, many Canadians have visited the Holodomor Mobile Classroom (HMC) either at community events or at schools visits across Canada. Although many people are familiar with the Ukrainian culture, many are not familiar with the fact that the second largest genocide in the 20th Century was perpetrated on Ukrainian soil against innocent people. Canada is home to many whose home lands have suffered or are suffering from genocide or major oppression, and it is our responsibility to share this information with others. The Holodomor National Awareness Tour (HNAT) has set out to do this. By sharing this history with other Canadians we also build on common bonds and ideals about our democratic system, cultural inclusion and common cultural/ethnic and societal opposition to all forms of hate, discrimination and racism for a better Canada. And at the same time to build a strong and vibrant multicultural society.

2. Provide Canadians with access to the information and tools to engage in, and appreciate the value of a multicultural society.

Our website - www.holodomortour.ca and our social media pages - <https://www.facebook.com/Holodomor-National-Awareness-Tour-1663676337244778>, <https://twitter.com/HolodomorTour> and https://www.youtube.com/channel/UCfJbgaOwp4xRISWJ_bcno5Q/ provide information and links to resource materials that help Canadians engage in and appreciate our project about the Holodomor and its relevance to Canada's democracy.

How did your project include one or more of the following priorities:

1. Work toward the elimination of discrimination, racism and prejudice

Through all of the lessons on the HMC, but particularly through our newly developed lesson, Breaking the Sound Barrier: Raising Voices Out of Silence and our on-line lesson based on the Historian's Craft, we instilled in students that they have a voice that can make a difference in today's world by being informed active citizens, by caring about human rights, and speaking out against bullying, discrimination, and racism, and reaching out to their members of government (federal, provincial or local) to see how they have voted on issues dealing with these issues.

2. Provide opportunities for youth community engagement and involvement.

We have engaged university students on their campuses to help with the "Fine Foods" and the Holodomor petition campaigns. And at large community events we have sought out volunteers to assist us in manning our tables, event space and engaging the public about the Holodomor.

3. Bring people together through art, culture, and/or sport.

The Breaking the Sound Barrier lesson has a substantial component – the Orwell Art Mosaic – which combines two elements: the writing of George Orwell ("Animal Farm", which was written as an allegory for the Holodomor), and (mural) art in digital form, which the students create on the 28" video wall from all forms of art, artifacts, objects, pictures and colours, to form a statement of their beliefs about humanity and crimes against humanity.

Please describe any major challenges, obstacles, or project changes that you faced in the completion of your project.
(Please note that this information will not be used to assess your project, but is used to improve the delivery of the program for future applicants).

We have had a number of challenges during this grant period, all of them unique. To say that one was more challenging than the other would not shed the correct light on the situations at hand. One of our major challenges was accommodating all the school and community requests throughout the country in a logical, cohesive manner considering that many wanted us in their community at the same time at opposite ends of the country. This shows that there is a continued demand for the Holodomor National Awareness Tour.

An unexpected challenge was brought about by the COVID-19 pandemic where all social interaction came to a halt. As a good portion of our program is face to face interaction with people, we were able to create an on-line lesson that students and teachers have easy access to. This enables them to continue to learn about the Holodomor in a safe environment.

Did your project involve more than one single cultural, religious or ethnic community and establish concrete opportunities for positive interaction among them?

Yes / No

Please describe the different communities that were involved.

Our project created interaction in the French communities of Montreal, New Brunswick, Manitoba, with the Indigenous peoples of Northern Ontario, Nova Scotia and Alberta, Menonites communities as well as the Jewish community (through our video production Hunger For Truth: the Rhea Clyman Story).

Travelling across Canada, the Holodomor National Awareness Tour was able to interact with students who made profound connections to the history of the Holodomor to their own family's history of experiencing state violence - the Holocaust, internment of Japanese Canadians, escaping the Syrian Civil War, the food crisis in his Venezuela, the horrors of the Rwandan genocide, the Bosnian War. We also met students who were eager to draw parallels between the Holodomor and their own histories as intergenerational survivors of the residential school system in Canada; and students who identified as Uighur Muslim and spoke of the repression that their families currently face in China. Many students told us that they saw their experience on the Holodomor Mobile Classroom as a safe space to discuss how genocide is affecting their own lives.

Did your project involve the participation of at least one financial partner, either cash or in-kind?

Yes / No

Please describe what kind of partnerships you had and what each partner contributed to the project (do not forget to include the name of your partner).

The following Organizations were partners in the Holodomor National Awareness Tour project:

- Canada Ukraine Foundation (in kind contribution)
- Ukrainian Canadian Congress (in kind contribution)
- Ukrainian Canadian Research and Documentation Centre (in kind contribution)
- Holodomor Research and Education Consortium (in kind contribution)
- Temerty Foundation (financial contribution)
- Peter Jacyk Foundation (in kind contribution to house the Holodomor Mobile Classroom)
- Ihnatowycz Family Foundation (financial contribution)
- Huculak Foundation (financial contribution)
- League of Ukrainian Canadians (in kind contribution)

C. Project Activities

- If you are a grant recipient, please refer to the expected project results in your application form, question 5
- If you are a contribution recipient, please list and describe the activities that are included in your Annex A clause 2.
- If more space is required, please add more lines below, or additional pages.

Activity Name	Activity start date (Number of days)	Number of participants	Expected Results	Actual Results
School Visits	207 days (2017-12-01 - 2020-09-30)	18,063 students and 1,079 educators	39,000	19,142

Weekend Community Outreach Events	71 days (2017-12-01 - 2020-09-30)	N/A	16,000	6,998
Summer Tour Circuit	73 days (2017-12-01 - 2020-09-30)	N/A	10,000	5,475
Please see Attachment D	Please see Attachment D	Please see Attachment D	Please see Attachment D	Please see Attachment D

D. Publicity and Promotion

Did your project include a dissemination plan for knowledge gained and tools produced?

Yes / No

Please describe any outreach you conducted and explain how you promoted your project (For example, by using, Facebook, Flickr, Instagram, Twitter, YouTube, etc.):

Our outreach consisted of several methods: email, telephone, Facebook, Twitter and YouTube. As previously mentioned in the report, we have a substantial number of followers for an organization that is continuing to create awareness about the Holodomor, an unknown genocide. Twitter and YouTube. Facebook has over 2,000 followers from over 40 countries; Twitter has 700 followers; and YouTube has 107 subscribers. Our most recent campaign #DeepTruth (see below) garnered close to 4.3 million impressions on all our social media outlets. More specifically, the Stalin Video (<https://www.youtube.com/watch?v=Gfuu2nP-Ro>) has had 4,500 views while the website www.deeptruth.ca had 1,569 visits with people staying on the page for an average of 42 seconds. Our petition to put the word "Holodomor" into English language dictionaries <http://chng.it/tbB7LJNZt5> is ongoing. To date we have over 12,300 signatures from 122 countries and almost 5,500 signatories have shared the petition. This petition can be attributed to the fact that the word HOLODOMOR has been mentioned over 20,800 times in social media and over 1,600 times in non-social media settings. It is estimated that the word HOLODOMOR could have reached approximately 12,500,000 mentions in social media and over 108,000,000 in non-social media settings. There have been over 130,000 social media interactions generated in threads and over 21,600 social media shares and over 108,500 social media likes.

E. Acknowledgement of Canadian Heritage Support and Official Languages

Did you publicly acknowledge Canadian Heritage or Government of Canada support?

Yes / No

**Canada Ukraine Foundation Inter-Action: Multiculturalism Funding Program Final Activity Report –
Projects Component**

ATTACHEMENT D

C. Project Activities Continued

Activity Name	Activity start date (Number of days)	Number of participants	Expected Results	Actual Results
Produce Lesson 2 and 3 for high school classroom use	2017-12-01	N/A	Create lesson 2 for an in-school presentation based on our documentary Hunger For Truth: the Rhea Clyman Story Create Lesson 3 virtual on-line lesson for home learning	Lesson 2 completed and conducted at schools Lesson 3 completed
Translation of Lesson 1 and 2 in French	2017-12-01	N/A	Translation into French of Lesson 1 and 2	Lesson 1 translated into French; Lesson 2 was not translated into French
Production of a 40 pages booklet on the Holodomor and translated in French	2017-12-01	N/A	To produce a 40 page booklet on the Holodomor in French	36 page booklet translated and produced in French (see PDF copy attached <i>L'HODOMOR GÉNOCIDE DU PEUPLE Ukrainien 1932-1933</i>)
Production of a digital video for university campuses (much like the Food campaign)	2017-12-01	N/A	To produce a video for our #DeepTruth campaign	Video production completed, shared on www.deeptruth.ca and posted on our social sites. https://www.youtube.com/watch?v=Gfuue2nP_R0

**Canada Ukraine Foundation Inter-Action: Multiculturalism Funding Program Final Activity Report –
Projects Component**

Production of an on-line based educational learning version of Lesson 1 and 2	2017-12-01	N/A	To create online lessons for student learning	On-line version of Lesson 1 created; lesson 2 was not completed
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If yes, please explain how and when you acknowledged Canadian Heritage support and provide specific examples:

Upon receipt of this grant, the Canada Ukraine Foundation, the Holodomor National Awareness Tour and the Ukrainian Canadian Congress, a partner in this project, held a press conference announcing this grant receipt. Mr. Arif Virani, Parliamentary Secretary to the Minister of Canadian Heritage (Multiculturalism) and Member of Parliament (Parkdale-High Park) made the announcement on behalf of the Honourable Minister Melanie Joly, Minister of Canadian Heritage and Minister responsible for Multiculturalism.

The Holodomor Mobile Classroom display the Ministry of Heritage logo by the front door so that people see it on their way on board the HMC as well as on the inside back of the HMC where people see it on the way out.

Our press releases acknowledge the government's financial contribution to our project.

If not, explain:

English and French are the two official languages of Canada and the Government of Canada is committed to promoting both languages. If your target audience includes both English-speaking and French-speaking people, please indicate what measures you undertook to communicate with both groups and to encourage each to participate in your project:

When engaging French-speaking audiences predominantly in Quebec we had the assistance of our partner organization based there that provided knowledgeable French speaking volunteers to help with translation.

F. Support Materials

Please enclose copies of the following with your final report (where available):

- Promotional materials:
 - activity program,
 - posters/flyers/brochures,
 - sample print advertisement,
 - Other.
- Media coverage: selection of media/press clippings related to your project.
- Pictures of your project: both during and after completion.

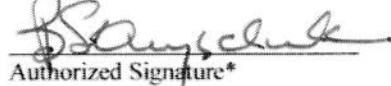
G. Financial Statements

- For grants, no financial reports are required
- For contribution agreement
- For contributions of less than \$250,000, please provide a detailed financial report of the project signed by an authorized person that includes all revenues and expenses, unless otherwise stated in

Annex B clause 6.6 of your contribution agreement.

- For contributions of \$250,000 or more, an audited financial report of the project must be submitted with this report.

Name and signature (required)


Authorized Signature*
DD)

ROWAN ONYSCHUK
Name (please print)
CHAIR, KASAT

2020/08/30
Date (YYYY-MM-

**Note: The authorized signatory must be the same person, or hold the same position, as the person who signed the application form.*

