

Fall Advocacy Package 2026

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A Note about Resolutions

CFUW members are encouraged to act on resolutions according to the desires and capabilities of their Clubs. There is no expectation or requirement of a CFUW Club to act on any or all of the resolutions listed in this Fall Advocacy Package. Each Club can focus on the activities or causes that speak to them and that are relevant to their communities.

CFUW clubs have always been exemplary in their advocacy work. It is through the tireless work and generous efforts of our members that CFUW maintains its strength. Please use this fall advocacy package in the manner that best suits the purposes of your club. If your club would like to advocate around the resolutions in this issue of the fall advocacy package, the CFUW National office has resources available in the Member's drive. Additionally, the CFUW Ottawa and CFUW Guelph have generously offered to become resources for clubs to contact if they have questions. Their contact information will be provided in the pages to come.

Resolution 1: Glossary of Terms

CFUW clubs wishing to advocate for women and girls in Afghanistan may wish to educate themselves to the context in which the education crisis is taking place. The education crisis in Afghanistan should not be viewed as a reflection of Islam itself. Afghanistan is a Muslim-majority country with a rich history that includes diverse interpretations of religion, various political movements, and differing approaches to women's education and societal participation. The policies enforced by the Taliban represent the specific political and ideological system established by the current authorities. By understanding the broader historical, political, cultural, and international context, CFUW members can better advocate for Afghan women and girls.

CULTURAL COMPETENCY: This refers to the ability to understand and respectfully interact with people from diverse cultural backgrounds. It includes being aware of one's own assumptions and biases. In the context of Afghanistan, cultural competency enables advocates to listen to Afghan women and girls effectively while avoiding assumptions about Afghan culture, religion, or the experiences of Muslim communities.

ISLAMOPHOBIA: Prejudice, discrimination, or hostility toward Muslims or people perceived to be Muslim. In the context of this resolution, recognizing Islamophobia is

important so that advocacy against the Taliban's policies does not become generalized into negative assumptions about Islam or Muslim people.

IMPERIALISM: A system in which a powerful state expands or maintains its political, economic, military, or cultural influence over another territory or group of people, often without their equal participation in decision-making processes. Afghanistan's modern history has been significantly shaped by repeated foreign interventions and geopolitical competition. Understanding this history can help clarify the political and social conditions that have contributed to the current crisis.

THE TALIBAN is a political and religious movement that has been in control of Afghanistan since 2021, serving as the de facto authorities of the country. They have imposed severe restrictions on women and girls, limiting their access to education, employment, freedom of movement, and participation in public life. It is important to note that the Taliban's interpretation of Islam does not represent the beliefs of Islam or the broader Muslim community.

OPPRESSION refers to the systematic use of power to restrict, control, or deny the rights, opportunities, and freedoms of a specific group of people. In Afghanistan, women and girls endure systemic restrictions imposed by laws, policies, and practices that limit their access to education, employment, movement, and participation in society.

ISLAMIC FUNDAMENTALISM refers to movements that aim to organize society and government based on a specific interpretation of religious principles. These fundamentalist movements are diverse and do not represent all Muslims or Islam as a whole. In the case of Afghanistan, the Taliban's interpretation of Islam is particular to its political and ideological agenda and should not be viewed as representative of Islam or Muslim communities in general.

GENDER APARTHEID: This term refers to a system in which laws, policies, and institutions systematically separate, exclude, and discriminate against individuals based on their gender, denying them equal rights and opportunities. It is increasingly used to describe the systematic restrictions imposed on women and girls in Afghanistan. Currently, gender apartheid is not recognized as a distinct crime under international law; however, efforts are underway to create a new legal framework for crimes against humanity that may include it.

Resolution 1: Preamble

CFUW Ottawa has advocated tirelessly for access to education for women and girls in Afghanistan. We are thankful for their work and for this resolution. You can read the background and bibliography of their resolution [here](#).

From its inception, CFUW has worked towards equitable access to education for women and girls. Currently, there are women and girls in Afghanistan with the same desire for learning and education that unites CFUW who are barred from access due to their gender. This timely resolution empowers CFUW to advocate for their right to an education.

To quote feminist author and philosopher Audre Lorde, “I am not free while any woman is unfree, even when her shackles are very different from my own.” Advocating for the right to education for women and girls in Afghanistan brings CFUW back to its roots and to the issue that inspired its creation.

The following pages offer resources for clubs to learn more, spark conversation, and inspire advocacy action. If you would like to send a letter to your local representative on behalf of your club, you can access it here in English and in French. We have also created a social media toolkit you can use to raise awareness of this issue. You can find the posts and corresponding captions in English and in French here.

Resolution 1: A note from CFUW-Ottawa

The CFUW-Ottawa club has been concerned about the challenges faced by the young women of Afghanistan since our University Women Helping Afghan Women (UWHAW) group was launched in 2010. UWHAW has become increasingly involved with the international community of Afghans under duress or in exile, and their supporters, whose voices we try to amplify. We raise funds to facilitate remote learning and have mustered a team of tutors to work with female Afghan students online.

There’s always the question of “What else can we do?” One answer was to propose a resolution that would mobilize CFUW members nationwide in response to the universal women’s right to education. A year ago we announced this intent and secured the support of CFUW’s national Board of Directors. The CFUW Executive office took responsibility for communications.

During the winter months, three leading members of our club’s Advocacy Committee and of UWHAW drafted the resolution with its background notes and bibliography. Once this draft had been published in early March, 36 clubs — including our own! — offered

their comments, to each of which we responded, afterwards rewriting the resolved clauses (and even the title) accordingly.

CFUW's amendments process invariably leads to the enhancement of a resolution. It also encourages all of the clubs to pay careful attention to the concern.

A workshop for amenders and proposers, followed by a policy session rehearsal, engendered further refinements of our message. On July 24 Alison and Joan presented and defended the resolution proposal at our AGM and a majority of the club delegates present chose to adopt it. We are grateful.

Resolution 1: Resolved Clauses

CANADIAN RESPONSE TO THE EDUCATION CRISIS FOR WOMEN AND GIRLS IN AFGHANISTAN

Proposed by CFUW-Ottawa

RESOLVED, That CFUW urge Canadians and governments at all levels to strengthen strategic partnerships with networks both within and beyond Afghanistan, amplifying voices in support of regular post-primary education for Afghan women and girls.

RESOLVED, That CFUW urge the government of Canada, in collaboration with other national governments, to increase support for international justice mechanisms such as United Nations conventions to hold the de facto authorities in Afghanistan accountable for their violations of human rights, in particular the right to education for women and girls.

RESOLVED, That CFUW urge Canadian governments at all levels to increase their support for the women and girls of Afghanistan:

- by funding or continuing to fund virtual learning and teacher-training programs; and
- by removing barriers, such as denial of study permits, to their pursuit of education in Canada.

Resolution 1: What Should Canada do?

- Canada must increase its efforts with international partners to enforce sanctions against individual members of the Taliban leadership, especially their right to unfettered travel, to emphasize disapproval of their treatment of women and girls. For example, a coalition of Canada, Australia, the Netherlands, Germany and

other nations is presently working with the International Court of Justice to have human rights abuses in Afghanistan investigated.

- Where Afghanistan is concerned, Canada should also support hybrid courts and tribunals, international courts for state responsibility, universal jurisdiction, truth and reconciliation commissions, reparations and compensation mechanisms, sanctions and international enforcement measures.
- The Canadian government should open the doors to young Afghan women who are offered scholarships in Canada; the denial of study visas condemns these students to a life of oppression and frustration.
- Provinces and territories should continue to collaborate with the federal government on decisions about the acceptance of Afghan students in Canadian institutions.
- Global Affairs Canada should continue to contribute funding for alternative education for Afghan women and girls, and should support NGOs offering virtual teacher training, digital literacy, and access to online learning platforms such as the Darakht-e Danesh Classroom (darakhtdanesh.org/classroom) that provides a combined Afghan and Canadian curriculum and an internationally recognized diploma upon graduation.
- In their transfer payments to the provinces for post-secondary education, the Canadian government should earmark funds for colleges and universities to create and maintain online educational programs for students in Afghanistan.

Resolution 1: Implementation

CFUW clubs can implement this resolution in the following ways:

- Raise awareness in each CFUW community of the lack of education available for girls in Afghanistan and the edicts/abuses of the Taliban through letter-writing campaigns, engagement with elected officials, public awareness initiatives, and collaboration with partner organizations and local media;
- Locate and provide support for families in Canada who have relatives in Afghanistan
- Encourage Afghan women in Canada to speak at CFUW meetings and keep in touch with them;

- Demonstrate with Afghan women on special occasions such as International Women's Day and International Human Rights Day;
- Start a study group to increase our awareness of the challenges faced by Afghan women and girls.
- Find resources to enhance understanding of the current situation in Afghanistan, such as the journal Zan Times and recent reports from UN Women and UNESCO;
- Establish connections with CFUW-Ottawa UWHAW and Right To Learn Afghanistan;
- Refer to the "Higher Education Toolkit" from Right To Learn Afghanistan (see <https://righttolearn.ca/higher-education>);
- Meet with elected officials and Senators to encourage them to support UN organizations providing humanitarian aid, education, and health care in Afghanistan
- Meet representatives of local universities and colleges to urge them to extend virtual educational programs to students in Afghanistan;
- Send requests to Immigration, Refugees and Citizenship Canada (IRCC) (www.canada.ca/en/immigration-refugees-citizenship.html) to prioritize the applications of female Afghan refugees and students;
- Keep current with developments specific to Afghanistan at the UN Security Council (main.un.org/securitycouncil) and the International Criminal Court (www.icc-cpi.int).

Resolution 1: Resources

Media can be a useful tool for learning about subjects you don't encounter in your day-to-day life. Use the resources on this page to learn more about women's access to education in Afghanistan.

Books:

- **Last to Eat, Last to Learn: My Life in Afghanistan Fighting to Educate Women**
 - By: [Pashtana Durrani](#) and [Tamara Bralo](#)
 - Description: Inspired by generations of her family's unwavering belief in the power of education, Pashtana Durrani recognized her calling early in

life: to educate Afghanistan's girls and young women, raised in a society where learning is forbidden. In a country devastated by war and violence, where girls are often married off before reaching their teenage years and prohibited from leaving their homes, heeding that call seemed both impossible and dangerous.

- **We Are Still Here: Afghan Women on Courage, Freedom, and the Fight to Be Heard**
 - By: Nahid Shahalimi (Editor), Margaret Atwood (Foreword)
 - Description: A collection of first-hand accounts from courageous Afghan women who refuse to be silenced in the face of the Taliban, to be published for the first anniversary of the US leaving Afghanistan. After decades of significant progress, the prospects of women and girls in Afghanistan are once again dependent on radical Islamists who reject gender equality. When the United States announced the end of their twenty-year occupation and the Taliban seized control of the country on August 15th, 2021, so began a steep regression of social, political, and economic freedoms for women in the country.
- **Dancing in the Mosque: An Afghan Mother's Letter to Her Son**
 - By: [Homeira Qaderi](#), [Zaman S. Stanizai](#) (Translator)
 - Description: An exquisite and inspiring memoir about one mother's unimaginable choice in the face of oppression and abuse in Taliban-controlled Afghanistan. In the days before Homeira Qaderi gave birth to her son, Siawash, the road to the hospital in Kabul would often be barricaded because of the frequent suicide explosions. With the city and the military on edge, it was not uncommon for an armed soldier to point his gun at the pregnant woman's bulging stomach, terrified that she was hiding a bomb. Frightened and in pain, she was once forced to make her way on foot. Propelled by the love she held for her soon-to-be-born child, Homeira walked through blood and wreckage to reach the hospital doors. But the joy of her beautiful son's birth was soon overshadowed by other dangers that would threaten her life. No ordinary Afghan woman, Homeira refused to cower under the strictures of a misogynistic social order. Defying the law, she risked her freedom to teach children reading and writing and fought for women's rights in her theocratic and patriarchal society.
- **The Favored Daughter: One Woman's Fight to Lead Afghanistan into the Future**
 - By: Fawzia Koofi, Nadene Ghouri

- Description: The nineteenth daughter of a local village leader in rural Afghanistan, Fawzia Koofi was left to die in the sun after birth by her mother. But she survived, and perseverance in the face of extreme hardship has defined her life ever since. Despite the abuse of her family, the exploitative Russian and Taliban regimes, the murders of her father, brother, and husband, and numerous attempts on her life, she rose to become the first Afghani woman Parliament speaker. Here, she shares her amazing story, punctuated by a series of poignant letters she wrote to her two daughters before each political trip—letters describing the future and freedoms she dreamed of for them and for all the women of Afghanistan. Her story movingly captures the political and cultural moment in Afghanistan, a country caught between the hope of progress and the bitter truth of history.

Documentaries:

- [Afghanistan Undercover](#)
 - [Directed by Karim Shah.](#)
 - Description: An undercover investigation into the Taliban's crackdown on women in Afghanistan. FRONTLINE correspondent Ramita Navai finds women who are being punished by the regime and confronts Taliban officials.
 - [Click here to watch](#)
- [Inside Afghanistan's Secret Schools](#)
 - Sana Safi
 - Description: Audio only interview in which Sana Safi finds out how teenage girls are getting around the Taliban ban on education.
 - [Click here to listen.](#)

Webinar

CFUW and AYEDI co-hosted a webinar on January 27, 2022, examining Canada's evacuation and resettlement efforts for vulnerable Afghans, as well as perspectives from grassroots organizations responding to the crisis. [Click here to watch](#)

Resolution 1: Learn more about work being done by organizations

- **Right to Learn Afghanistan**
 - (formerly Canadian Women for Women in Afghanistan) has supported education for Afghan women and girls since 1998. [Click here to visit](#)
- **University Women Helping Afghan Women – UWHAW**
 - UWHAW works to stand in solidarity with women and girls in Afghanistan, to amplify their voices, to work to restore their rights and dignity by encouraging individuals, groups and government to take action. UWHAW believe that no one should live under the shadow of Gender Apartheid. [Click here to visit](#)
- **Declaration on Gender Apartheid**
 - In August 2026, to mark the fifth anniversary of repressive Taliban rule and Afghan women's resistance to it, a distinguished group of international human rights and legal experts - from Afghanistan, South Africa and around the world—will issue the International Declaration on Gender Apartheid and Its Destructive Consequences. The Declaration calls for an immediate end to gender apartheid and for the comprehensive use and development of international law to that end. [Click here to visit](#)

Resolution 2: Glossary of terms

Disinformation: information that is false and deliberately created to harm a person, social group, organization, or country (Wardle & Derakshan, 2017).

Misinformation: information that is false, but not created with the intention of causing harm (Wardle & Derakshan, 2017).

Malinformation is generally true information that is being shared at a time or in a way that [intends to inflict harm](#) on a person, social group, organization or country (UNHCR, 2024).

Propaganda: Information or messages that are deliberately created and shared to promote a particular political, social, or ideological viewpoint. Propaganda may contain accurate information, false information, or a mixture of both. Its purpose is to influence people's beliefs or behaviour.

Prebunking “a proactive, evidence-based communication strategy that prepares individuals to resist manipulation before they encounter disinformation... Unlike

debunking, which responds to disinformation after it has spread, prebunking functions upstream, before content spreads or takes root. Together, prebunking and debunking form a complementary continuum of intervention strategies” (European Fact-Checking Standards Network, n.d.)

Trolling: The deliberate use of online comments, posts, or other interactions to provoke, upset, distract, or disrupt other people or conversations. Trolling can sometimes be part of a broader effort to manipulate online discussions, but not all trolling involves misinformation or disinformation.

Fake news: A general term used to describe false or misleading information that is presented as news. The term can be unclear because it is sometimes used to dismiss information simply because someone disagrees with it. More specific terms, such as misinformation or disinformation, can help describe what is actually happening.

Resolution 2: Preamble

This year, CFUW-Guelph has dedicated itself to educating its members on the dangers of misinformation and the value of media literacy. They have researched, drafted, written and rewritten this resolution to empower CFUW to advocate on this issue. We are grateful for their efforts to educate themselves on an issue so vital to protecting the strength of our democracy.

An equity-seeking organization must first become educated on an issue to best understand how to advocate and organize around it. Women are affected by many systems and social structures in ways that are often not highlighted or fully investigated. As a women’s organization with decades of experience advocating for policy changes and recognizing harm, we can apply lessons learned to neutralize the threat of misinformation to the best of our abilities.

To learn more about this topic you can read the background and bibliography for this resolution [click here](#).

The following pages offer resources for clubs to learn more, spark conversation, and inspire advocacy action. If you would like to send a letter to your local representative on behalf of your club, you can access it here in English and in French. We have also created a social media toolkit you can use to raise awareness of this issue. You can find the posts and corresponding captions in English and in French here.

A Note From CFUW-Guelph

It is with deep appreciation that CFUW Guelph would like to thank the many clubs across Canada that supported our resolution: Countering Disinformation in Canada.

Disinformation intensifies social polarization and attacks human rights. It threatens Canada's public health and safety, climate change action, our civil society and our democracy. That is why we put forth this resolution:

- It calls on our government to regulate platforms profiting from disinformation and treating public harm as a business model.
- It calls for effective disinformation education for all ages, so that Canadians can protect themselves and each other from its destructive impact.
- It calls for the protection of ethical, credible journalism, because a community without reliable news is a community open to the manipulation and deception created by disinformation.

Combatting the destructive power of disinformation demands unified action at every level of CFUW - locally, provincially and nationally. In the coming year, CFUW Guelph will share its action information and suggestions while joining and supporting initiatives from our many clubs across Canada. The extraordinary proliferation of disinformation will not change unless we raise our voices together demanding that change. Thanks to Jane Cox, Sudbury, for sharing this quote from Margaret Mead, reminding us of our power: "Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has."

We are that group - for over 100 years, we have raised our voices advocating change. This is our moment to once again come together to take action against one of the most consequential issues of our time. A first step was adopting this resolution - the next steps depend on CFUW members. Please, carry this resolution forward in your club - speak out and make the threat of disinformation impossible to ignore - our children and grandchildren deserve a world that is safe, a world in which truth survives and profiteers do not build their wealth on disinformation and what it destroys.

The truth needs advocates and champions - the truth needs us.

Resolution 2: Resolved Clauses

COUNTERING DISINFORMATION IN CANADA

Proposed by CFUW Guelph

RESOLVED, that CFUW urges the Government of Canada to establish an independent regulatory board, created by statute, with authority to identify, monitor and impose sanctions on the spread of disinformation across digital platforms, including the distribution and amplification of disinformation, while complying with the Charter right of freedom of expression.

RESOLVED, that CFUW urges provincial and territorial governments to develop, as part of the school curriculum, mandatory media literacy courses for each grade (grades K-12) that are specifically focused on disinformation, including critical thinking skills, manipulation techniques and mechanisms of dissemination.

RESOLVED, that CFUW urges all levels of government to develop and implement extensive and ongoing information awareness campaigns to educate the public on the dangers of disinformation, how to recognize different categories of disinformation, and how to assess the accuracy of information that is circulated on social media platforms.

RESOLVED, that CFUW calls on the Canadian government to continue to provide various forms of financial support for legacy journalism, including both broadcast and print media, to ensure reliable information sources remain available for all Canadians.

Resolution 2: Implementation

Nationally, CFUW could:

- Advocate and urge the federal government to establish an independent regulatory board, created by statute, with authority to identify, monitor and impose sanctions on the spread of disinformation across digital platforms, including the distribution and amplification of disinformation, while complying with the Charter.
- Advocate and urge the federal government to develop and promote education materials on disinformation, its dangers and how to confirm the validity of information found in the public domain.
- Encourage the federal government to meet with its provincial/territorial counterparts to develop a coordinated approach to the creation of media literacy programs focused on disinformation.
- Advocate and urge the federal government to provide financial support to legacy broadcasting institutions and to mainstream and print media.

- The National Advocacy group could establish a virtual repository to record the actions taken by all levels of CFUW with respect to this Resolution and the results of those actions. The repository could then serve as a resource for all levels of CFUW with respect to potential implementation measures.

At the provincial/territorial level, Provincial/territorial Councils could talk to legislators about:

- Developing, as part of the school curricula on media literacy, course material that is specifically focused on disinformation, how to recognize it and its dangers.
- Providing financial support to legacy broadcasting institutions and to mainstream and print media.

Locally, CFUW Clubs could:

- Meet with local Members of Parliament to urge them to persuade the federal government to establish an independent regulatory board, created by statute, with authority to identify, monitor and impose sanctions on the spread of disinformation across digital platforms, including the distribution and amplification of disinformation, while complying with the Charter.
- Meet with local Members of their Provincial/territorial Legislature and advocate for the development of media literacy programs focussed on disinformation, as part of the school curricula.
- Meet with local Members of Parliament, members of the Provincial/Territorial Legislature and with municipal councillors and discuss the need to support legacy broadcasting institutions and mainstream and print media. Local clubs could also raise the need to support local legacy media and broadcasting.
- Ahead of municipal, provincial/territorial, and federal elections, develop questions for candidates concerning the issue of Disinformation.
- Encourage CFUW members to learn about disinformation risks and ways to counter them.
- Within CFUW membership, raise general awareness of the issue of Disinformation by offering workshops and/or speakers on the issue.
- Work together with other local groups interested in raising awareness about the dangers of disinformation and promoting steps to reduce its spread.
- Gather and produce educational materials on disinformation for members, interested local organizations and for the public.

- Collaborate with other CFUW clubs to develop Webinars, workshops and other learning activities that will inform members about disinformation.
- CFUW Guelph will develop a petition to be adopted and circulated at a local, provincial/territorial and national level.

Resolution 2: Resources

Media can be a useful tool for learning about subjects you don't encounter in your day-to-day life. Use the resources on this page to learn more about the threat of misinformation.

Books:

- **The Chaos Machine: The Inside Story of How Social Media Rewired Our Minds and Our World**
 - By: Max Fisher
 - Description: We all have a vague sense that social media is bad for our minds, for our children, and for our democracies. But the truth is that its reach and impact run far deeper than we have understood. Building on years of international reporting, Max Fisher tells the gripping and galling inside story of how Facebook, Twitter, YouTube, and other social networks, in their pursuit of unfettered profits, preyed on psychological frailties to create the algorithms that drive everyday users to extreme opinions and, increasingly, extreme actions. As Fisher demonstrates, the companies' founding tenets, combined with a blinkered focus maximizing engagement, have led to a destabilized world for everyone.
- **Attack from Within: How Disinformation is Sabotaging America**
 - By: Barbara McQuade
 - Description: An urgent, comprehensive explanation of the ways disinformation is impacting democracy, and practical solutions that can be pursued to strengthen the public, media, and truth-based politics. MSNBC's legal expert breaks down the ways disinformation has become a tool to drive voters to extremes, disempower our legal structures, and consolidate power in the hands of the few.
- **Digital Suffragists: Women, the Web, and the Future of Democracy**
 - By: Marie Tessier
 - Description: Why women's voices are outnumbered online and what we can do about it, by a New York Times comment moderator. If you've read the comments posted by readers of online news sites, you may have

noticed the absence of women's voices. Men are by far the most prolific commenters on politics and public affairs. When women do comment, they are often attacked or dismissed more than men are. In fact, the comment forums on news sites replicate conditions of the offline and social media worlds, where women are routinely interrupted, threatened, demeaned, and called wrong, unruly, disgusting, and out of place. In *Digital Suffragists*, Marie Tessier—a veteran journalist and a New York Times comment moderator for more than a decade—investigates why women's voices are outnumbered online and what we can do about it.

- **On Disinformation: How to Fight for Truth and Protect Democracy**
 - By: Lee McIntyre
 - Description: A powerful, pocket-sized citizen's guide on how to fight back against the disinformation campaigns that are imperiling American democracy, from the bestselling author of *Post-Truth* and *How to Talk to a Science Denier*. The effort to destroy facts and make America ungovernable didn't come out of nowhere. It is the culmination of seventy years of strategic denialism. In *On Disinformation*, Lee McIntyre shows how the war on facts began, and how ordinary citizens can fight back against the scourge of disinformation that is now threatening the very fabric of our society. Drawing on his twenty years of experience as a scholar of science denial, McIntyre explains how autocrats wield disinformation to manipulate a populace and deny obvious realities, why the best way to combat disinformation is to disrupt its spread, and most importantly, how we can win the war on truth.

Webinar:

CFUW ECC Subcommittee Webinar: Decoding Climate Misinformation: What It Is and What to Do About It [Click here to watch](#)

Last year, the CFUW Environment and Climate Change Subcommittee collaborated with [Re.Climate](#) to put on a misinformation and climate change webinar for CFUW members. **Jennifer Mayville** and **Dr. Ghadah Alrasheed** explore what climate misinformation is and why it spreads, highlight common narratives and the voices amplifying them, and equip you with practical tools and strategies to recognize and respond effectively. Whether you're new to the topic or already engaged in climate conversations, you'll leave better prepared to navigate and counter misleading claims with confidence.

Video Resources:

- Detecting Disinformation for Democracy
 - CPAC's two-part Disinformation and Democracy series brings together academics, journalists, activists and politicians to discuss disinformation's impact on Canadian democracy, social media and AI, as well as media literacy, citizen engagement and possible safeguards.
 - [Click here to watch.](#)
- **The New Reality: April 9 - Global News**
 - Online conspiracies and misinformation are driving mistrust, division and even violence - much of it is seeded on social media platforms. And big tech companies are cashing in on the views and lives, driven by algorithms designed not to inform but to retain users.
 - [Click here to watch.](#)

Resolution 2: Learn More About Work Being Done by Organizations

- Egale Canada
 - Egale is Canada's leading organization for 2SLGBTQI people and issues. They improve and save lives through research, education, awareness, and advocacy for human rights and equality in Canada and around the world.
 - Egale has identified a link between the rise in anti-2SLGBTQI, and specifically anti-trans, hate and the spread of misinformation, disinformation, and malinformation. Egale has produced a guide to help individuals recognize misinformation, evaluate online content, verify claims, and make informed decisions before believing or sharing information.
 - [Click here to access related resources.](#)
- UN Refugee Agency
 - The UN Refugee Agency (UNHCR) has created an Information Integrity Toolkit. This toolkit is divided into four sections:
 - Understanding the challenge
 - Practical tools
 - External engagement
 - Additional resources

- [Click here to visit the UNHCR's Information Integrity Toolkit website and learn more](#)
- Re.Climate
 - Re.Climate is Canada's centre for training, research and strategy on climate change communication and engagement at Carleton University.
 - Investigating the rise of false and misleading information following the 2023 wildfire season Re.Climate created a report entitled 'Flame Wars: Misinformation and Wildfire in Canada's Climate Conversation.'
 - [Click here to read the report](#)
- MediaSmarts
 - MediaSmarts has developed digital media literacy programs and resources for Canadian homes, schools, and communities since 1996. Their work falls into three main areas: education, public awareness, and research and policy.
 - They have developed resources for individuals, parents, and teachers to correct misinformation and authenticate online information. You can learn more about their 'Break the Fake' campaign [here](#)