Rwanda
Secondary Instructional Plan: Human Rights

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Rwanda Secondary Instructional Plan: Tradition and Culture

Learning Outcomes (2005)
Secondary Instructional Plans Social Studies Program of Studies - Alberta)

General Outcome 2
Students will assess the impact of historical globalization and European imperialism on indigenous and nonindigenous peoples

General Outcome 4
Students will demonstrate understanding of the roles of individuals, governments, organizations and businesses in addressing quality of life issues in a globalizing world.

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<th>Gr</th>
<th>Values</th>
<th>Understandings</th>
<th>Skills</th>
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|    | Students will  
|    | • recognize and appreciate the validity of oral histories  
|    | • recognize and appreciate the importance of human rights in determining quality of life  
|    | • recognize and appreciate the importance of human rights in determining quality of life  
|    | 10.02.11 critique various attempts to address consequences of imperialist policies and actions (Royal Commission on Aboriginal Peoples, South African Truth and Reconciliation Commission, contemporary examples) | Students will  
|    | • analyze contemporary issues that originate from legislation enacted by post-colonial governments in Canada and other locations (consequences of residential schools, social impact on indigenous peoples, loss of language, impact of civil strife) | • compare similarities and differences among historical narratives  
|    | • discern historical facts from historical interpretations through an examination of multiple sources  
|    | • identify reasons underlying similarities and differences among historical narratives  
|    | • develop a reasoned position that is informed by historical and contemporary evidence in the context of the present, the future and in various historical time periods use current, reliable information sources from around the world  
|    | • consult a wide variety of sources, including oral histories, that reflect varied viewpoints on particular issues  
|    | • understand that different types of information may be used to manipulate and control a message (e.g., graphics, photographs, graphs, charts and statistics)  
|    | • evaluate the validity of various points of view presented in the media  
|    | • analyze the impact of various forms of media, identifying complexities and discrepancies in the information, and making distinctions between sound generalizations and misleading oversimplification |
Learning Objectives (1990)
Selected Objectives from Alberta 1990 Program of Studies – Social Studies

Skills
Students will:
- Discuss the Universal Declaration of Human Rights
- Express their opinions about human rights abuses in Rwanda
- Contribute to debate regarding the consequences and social outcomes related to hatred in Rwanda

Knowledge
Attitudes
Students will:
- Develop a sense of responsibility to protect other people’s rights
- Appreciate Canada’s multiculturalism and immigration policies
- Work at solving issues without violence

Rationale
Respect for human rights has an impact on the quality of life for everyone in a globalizing world. In this lesson, students will explore human rights and human rights abuses and will learn about the role of individuals, governments, organizations, and businesses in maintaining or abusing those rights. The following activities will help the students to understand what human rights are and to gain an increased appreciation of what rights they enjoy as Canadians.
Background Information and Materials

**Human Rights:** Human rights can be defined as the basic rights and freedoms to which all humans are entitled; they are often held to include the right to life and liberty, freedom of thought and expression, and equality before the law, among many others. These rights are very important if not fundamental in implementing democratic societies around the world. Without them, it would be easy for an elected government or a dictatorship to abuse a minority with impunity.

In 1945, the United Nations was officially formed. It can best be defined as a global association of governments that facilitates co-operation in international law, security, economic development, and social equity. The name "United Nations" was coined by United States President Franklin D. Roosevelt, who first used it in the Declaration by United Nations of 1 January 1942, during the Second World War, when representatives of twenty-six nations pledged their governments to continue fighting together against the Axis Powers. On 10 December 1948, the General Assembly of the United Nations adopted and proclaimed The Universal Declaration of Human Rights. It was seen as a timely event for the prevention of atrocities such as the world had witnessed during the Second World War.

In Canada, we have our own version of a declaration. It is officially called *The Canadian Charter of Rights and Freedom* and is more commonly referred to as simply *The Charter*. It was written and adopted in 1982 by the government of Pierre Elliot Trudeau and has been the source of some controversy, especially in Québec, because it was seen to infringe on provincial jurisdiction, but on the whole it is a well-written protection of Canadians’ human rights.

Even though Canada’s human rights record is better than most other countries, there is still room for improvement. In 1998, a large number of groups representing women, First Nations, poor people, homeless people, immigrants, and refugees appeared before a United Nations committee in Geneva to allege that widespread poverty, hunger, homelessness, and massive cuts to social programs violate commitments Canada has made to guarantee basic rights such as the right to adequate food, clothing, housing, health care, education, and other rights also contained in the Universal Declaration of Human Rights.

Prior to the 1994 genocide in Rwanda, a prominent Hutu extremist newspaper Kangura had published the Hutu Ten Commandments that should be obeyed by all Hutus. Some of these were
- It’s prohibited to any Hutu to marry or befriend a Tutsi
- All strategic positions, political, administrative, economic, military should be entrusted to Hutu
- The Hutu should stop having mercy on Tutsi
- Any traitor to these commandments will be killed:

The United Nations declaration of the Universal Human Rights Charter, especially Article 1, “All human beings are born free and equal,” and Article 2, “All human beings have all rights and freedom without distinction of race …,” and Article 9, “No one shall be subjected to arbitrary arrest, detention, or exile” had been violated from the 1960s to the time of the 1994 genocide in Rwanda. At the time of the Rwanda Independence in 1961, the Hutu party in power, with the help of Belgian soldiers, burnt the houses of prominent Tutsi chiefs and killed thousands of Tutsis. Rwanda sent its first wave of refugees into exile. This was a clear case of ethnic discrimination.

There have been other genocides in history, the most infamous of which was the Holocaust engineered in the years leading up to and including World War II by the National Socialist government of Germany led
by Adolph Hitler. In Rwanda, major news sources report that about 800,000 Rwandans were killed in the space of just 100 days.

**Materials**

- Computer access
- Printout or poster of the UN Human Rights declaration
- Printout or poster of the Canadian Charter
**Introductory Activities**

**Human Rights Defined - Initiating Questions** Students often think and ask about what rights they have as students. Because there is no universally agreed upon statement of student rights, we will form a planning document as part of this activity.

1. Please discuss and then record student rights on the document Student Bill of Rights in Informatics.

   Supplementary: Is there a reason why the language of proclamations or official announcements is so different from everyday conversation? Is there a reason why it uses terms and phrasing that are no longer common?

![Student Bill of Rights](image)

2. A “right” of any sort does not work unless it can work for all of us, and it should anticipate that even exceptional situations can be handled by a complete statement of rights. Think and discuss how these rights can be applied to all students while they are students. Because every right has a responsibility, please discuss and record the “Student Responsibilities” which matches each of your “Student Rights”.

3. How do we know our rights and responsibilities as citizens of Canada? Do we have a common understanding of human rights? Discuss and create a record of what we understand as Canada’s human rights. Use a chart like the sample below or construct your own. Later we will look at the law which describes these rights.

<table>
<thead>
<tr>
<th><strong>Brain Drain - Human Rights</strong></th>
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<tbody>
<tr>
<td>Name of human right and brief description - human rights list as we see it.</td>
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<td></td>
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4. Categories of responses. Responses here will likely include voting, religion, and maybe freedom to associate. Record all different points of view that have appeared from this brain drain activity.
5. Human Rights in Student Daily Life. As an individual or paired exercise, students can talk about the meaning of selected human rights listed – discuss and record as desirable.
   - How each human right can affect daily life.
   - How denial of a right or freedom would affect their life.
   - Are there indicators in Canada that a human right or freedom is not always followed?
   - If one should expect the same rights and freedoms in all circumstances.
   - Attempt to analyze why different “democracies” create different understanding of human rights and freedoms.

6. Can you see any possible difference or conflict between the “Student Rights” and “The Charter of Rights and Freedoms”? Which has precedence? Are the Canadian rights and freedoms unconditional in all circumstances? Can one insist upon individual rights in all circumstances?

7. Responsibilities: If each Human Right describes how we are to be treated as individuals – and as groups of individuals – logic dictates that there must be a corresponding responsibility for each of us. Create a chart that lists our personal responsibility for each of the human rights you have listed in the preceding activity.
   - Do we have common understanding of what we mean by “responsibility”?

<table>
<thead>
<tr>
<th>Individual Responsibilities</th>
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<tbody>
<tr>
<td>Name and Brief Description – what responsibility do we have to be sure we do not reduce another person’s human rights in Canada?</td>
</tr>
<tr>
<td>Human Right or Freedom is ……………………………………………………………………………………</td>
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<tr>
<td>My personal responsibility is to ……………………………………………………………………………</td>
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<td>…………………………………………………………………………………………………………………………</td>
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<tr>
<td>Human Right or Freedom is ……………………………………………………………………………………</td>
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Main Activities


1. Check your evidence so far. Do each of the human rights that are listed in the “Brain Drain – Human Rights” chart appear in either or both of the United Nations Universal Declaration of Human Rights (UNUDHR) and/or in the Canadian Charter of Rights and Freedoms (CCRF)? For the human rights you have listed in Brain Drain – Human Rights

   a. Check to see if each is part of the Canadian Rights “R” and Freedoms “F”. For each, label and check off in the Canada ✓ column where they are equivalent.

b. In the column labelled U. N. in the chart (preceding) check if human right would be included for all people of the world as described in the Universal Declaration of Human Rights.

c. Refer to the online documents identified below to see if you were accurate with your predictions.

Canada Justice has developed activities relating to human rights and to the Charter of Rights and Freedoms. Their website at <canada.justice.gc.ca> provides a source for selection. For a student activity online, the Pursuit of Justice quiz seems to work quite well and it is self scoring.

| The Canadian Charter of Rights and Freedoms is at <laws.justice.gc.ca> - contents are: |
| 1. Fundamental Freedoms |
| 2. Democratic Rights |
| 3. Mobility Rights |
| 4. Legal Rights |
| 5. Equality Rights |
| 6. Official Languages of Canada |
| 7. Minority Language Educational Rights |

| The Universal Declaration of Human Rights is on the support website of the United Nations <.un.org/cyberschoolbus> |
| The Human Rights main page offers these links: |
| 1. Interactive Declaration |
| 2. Resources and Links |
| 3. About |
| 4. Questions and Answers |
| 5. Stories |

The next activity focuses upon the Universal Declaration of Human Rights by the United Nations. Most of the activities originate with the cyberschoolbus section which is in the educational portion of the United
2. What is the Universal Declaration of Human Rights?
   a. Read the text of the Declaration.
   b. Discuss: What is this document? What is a Declaration? Who wrote it? Who signed it? Where did they sign it? Where is it? What is done with it?
   c. Activity: Each student can pick one of 30 articles to read out loud. You can refer to our student FAQ or the official FAQ for more answers.

3. What are Human Rights?
   Article 1 of the Declaration sets the stage. It introduces the words dignity, justice and equality.
   a. Discuss: What do these three words signify in your own lives? How are they related? What is a human right? What is not a human right? Do we have them naturally, just as we have toes and eyes? What is universal about them? What are our responsibilities towards our rights? Is it the same as our responsibilities towards the rights of others? How can we make sure our rights are respected?
   b. Activity: Discuss these issues and send your questions to us to be answered by our panel of experts. You can use the section entitled, ‘Understanding Human Rights’ to help you in discussions.
   c. For more details see the ‘Questions and Answers’ document.

4. Teaching the Universal Declaration
   The Universal Declaration of Human Rights is the principle document enshrining the rights of humankind around the world. The Interactive Declaration, produced for this project, is for educators and students. Each article is discussed and a classroom activity is proposed for each. There is a subject index which allows you to find articles related to specific issues such as women’s rights or labour rights. A "plain language" version of each article along with a glossary complete the Interactive Declaration.
   Activity: As mentioned, each article in the Interactive Declaration has an activity related to it.
   - Focus on one or a few articles in depth by: choosing an issue (say, racial discrimination or refugees or freedom of speech), finding the related article through the subject index, carrying out the activities suggested under those articles in the Interactive Declaration
   - Go through 10 or 20 of the articles in the Interactive Declaration, by doing one activity a day or a week for a period of time. This can be made fun by putting numbers in a hat and having students pick an article randomly.

5. Human Rights in Action
   This is the main activity, carried out in two parts. Its main goal is to get students involved in their communities.
   a. We Have Rights
   The first part of the Human Rights in Action project will focus on the positive: human rights that are already well-respected in your community. Through the activity, students will answer these questions:
   - Which human rights are well-respected in your own community?
   - Which article of the UDHR do they relate to?
   - How are these rights monitored, enforced or legitimised?
   - How and when did these rights come to be protected by law in your community?
Activities
Review the student rights list produced at the beginning of these activities, compare and comment on whether the student rights are the same as their rights in the larger community.

- Is this right enshrined in a local, municipal or national law? If so, when did it become law?
- Who is in charge of making sure that the right is respected for all?
- Is there a governmental department that deals with issues related to this right?
- Are there non-governmental organizations that monitor or deal with issues related to this right?
- Was there a struggle or a conflict that led to the enforcement of this right?

b. Taking Action
In this part of the project, students will carry out a human rights action project in their own communities. A human rights action project can encompass a wide range of activities:

- a food drive for the homeless;
- creating freedom of expression posters to put up in the community;
- identifying goods produced by child labour and telling the stores and others in the community about them;
- defending the rights of migrant, or other, workers whose rights may be violated;
- organizing a letter-writing campaign about a specific issue...

Through this activity, students will learn that:

- they are part of their community;
- they can have an impact on the world around them;
- their own community and local groups within it are vibrant and active;
- human rights are not always respected equally for everyone.

Activity
Begin with a classroom discussion of human rights focusing on rights that the students think might not be fully respected for everyone in the community. For example, students might see that some people in the community are living in extreme poverty such that they do not have enough to eat or that their health is in danger. Make a list of these. Using the above example, the list could read: “hunger” or “inadequate food for some” and “inadequate medical care”.

- Explain that the students will have to pick one of these and plan an action around the issue. Before picking, they might want to think ahead and/or explore the issue a little more.
- Once they pick one of these issues, ask students to find out which article in the Universal Declaration it corresponds to.
- Now, is the time for action. Choose a name for your project and plan an action, then carry it out.

As simple as that? Well, yes. But what can students do about such issues? In addition, you might want to contact local civil rights groups, labour unions, advocacy groups or other organizations that deal with human rights issues in order to explore ideas. But what is important is that students come up with their own ideas and plan their own action.

(preceding exercise adapted from the Cyberschoolbus – An educational supplement to the United Nations web site)
Human Rights in Rwanda

In this activity, students will explore human rights in the context of the central African nation of Rwanda.

1. Context

The students will benefit from some context description for Rwanda and the abuses of human rights recorded there in the latter years of the 20th century. First, the images in the Multimedia section of the Student Zone will illustrate the land, people and some of the activities of Rwanda. A structure for inquiry is left open; what is outlined here is a record of the images and possible approaches to provide context and meaning.

a) Interpreting the Images from Multimedia

The images can be grouped into several major themes. These aren’t the only possibilities, but it may be a starter activity to have individuals sort through and devise a category system which includes all the images. The following are the themes used as an example:

- The physical landscape of lakes, mountains and hills, savannah
- Daily life – of children, some samples of working lives
- The possibilities for tourists, research and development interests.

The discussion can derive from observations that the students make as they sort through the images. These can be the beginning of extended thoughts about the issues and opportunities of life in Rwanda today, and are suggested here as possibilities for a further Webquest and research. The stories told are often extremely disturbing, but the driving concept is the understanding that people of the world with very little material goods have to face those issues before our understanding of human rights. Suggestions for interpretation are given for each of the images in the Multimedia used in this activity.

b) Images in the Multimedia

i) The central African region has great beauty, but it is also geologically unstable and presents difficulty to transportation and communication. – Classify this as a physical landscape feature with consequences for the daily life of the people and for potential tourism and research.

   Volcanic Landscape in Northwest Rwanda
   The thousands of densely populated and cultivated hills are typical of the Rwandan landscape. At the edge of the east African rift continental movement and geothermal activity are indicated by the volcanic forms.

ii) Many central African nations are landlocked, but have substantial lakes and rivers. A geographical observation is that the climate results from the tropical location and from the nature of the landforms in the central region of Africa. Classify this as a physical landscape feature with consequences for the daily life of the people and for potential tourism.

   Lake Kivu Shoreline
   Lake Kivu is part of the great east African lake system and safe to swim or dive. The Rwandan mountains can be seen in the background. – Markus Polag

iii) The two images which accompany illustrate that there are still traditional biomes and wildlife environments in Rwanda – the Africa of traditional safari and expedition to the savannah.

   What is not apparent is that these areas are becoming more limited and endangered with every
passing year. Classify these as a physical landscape features with consequences for the daily life of the people and for potential tourism and research.

iv) Rwanda is still primarily a rural country with limited industrial production. The following images are samples taken from village life and economic activities. Discussion of these topics can include research into the types of development underway, whether human rights take a background seat to pressing health and social issues such as children without parents, malnutrition and lack of consistent supply of basic needs, AIDS infection spreading rapidly through the populations, and the danger of daily life in a war zone. Classify these as daily life with influences from the physical environment and with potential implications for the nature of international development.
Rolling scooters

This vehicle is used to transport all kinds of goods from persons to huge bags of potatoes/banana. They are called "tchookoo-doo" are nearly completely made of wood and get up to 60 km/h when rolling downhill. The driver risks life and limb on every ride – Markus Polag

Brickmakers have formed a Cooperative IFAD Photo by Robert Grossman

Umwanziakuvugaye Guide, 35, is vice-president of the brickmakers association Abarihamwenuwiteka, or 'Always together with God.' He has been making bricks for 15 years and can shape on average 2 bricks a minute. There are 11 members of the association. He has received small business management training from the program and credit to buy materials and equipment.

Inside a small food processing factory. Inside a small food processing factory Through international assistance efforts, some move to industrialization is seen in Rwanda.

RWA_S_01 Baskets of ingredients for meals. Traditional dishes of Rwanda. Food choice and diet favourites are part of culture as well as a way to meet a physical need.

c) The last series of images show the point of view of a tourist to Rwanda. The comparison to daily life in Rwanda is striking. One could research whether the presence of outsiders to nations of the developing world is really a help or a hindrance. Classify these as evidence relating to the presence of external “guests” who have a tourist or research and development agenda.

Kigali from Hotel Okapi A view of the city with a terrace to sit and have breakfast. It has an Internet lounge and transport to the airport. Priced less than US $20. (2004) – Markus Polag

Lake shore Restaurant in Gisenyi The restaurant here is above average by any standard, and shows formal gardens and presents an elegant luxury surrounded by settlement of people in severe need.

Lake Kivu coastline near Kibuye This stretch of beach is near Kibuye hotels has guest houses and hotels.
2. The Rwandan Genocide and Human Rights Issues

The era of European expansion into Africa from 1800 to the middle of the 1900s demonstrates the intentions of some of those nations to establish empires and extend their conception of civilization to regions with different cultures.

Rwanda fell into this circle of colonization and domination; first of Germany, and then after World War I of Belgium. Rwanda’s move to independence was subject to many of the same frailties and injustices that befell many nations whose original culture was destroyed or changed irrevocably in the colonial period. Since independence in 1962, The Rwandan people have been victimized by horrible abuses of human rights and civil tensions which have made peace and order in their society but a faint dream.

The complete story is emerging gradually, but arguably has arisen from the control and supervisory structures established by the colonizers to select and privilege a group of indigenous people to control the whole land. In short, the colonizers established citizens of privilege which ultimately led to killing of those of lesser privilege.

a) Case Study

Prior to the 1994 genocide in Rwanda, a prominent Hutu extremist newspaper Kangura had published the Hutu Ten Commandments that should be obeyed by all Hutus. Some of these were

- It’s prohibited to any Hutu to marry or befriend a Tutsi
- All strategic positions, political, administrative, economic, military should be entrusted to Hutu
- The Hutu should stop having mercy on Tutsi
- Any traitor to these commandments will be killed

In early 1994, Rwanda was in turmoil. Canadian General Romeo Dallaire was appointed Force Commander of UNAMIR, the peace-keeping mission formally known as the United Nations Assistance Mission for Rwanda. Dallaire arrived at the UN compound in Kigali, the capital city of Rwanda.

His assessment of the situation was aided by a Hutu informant who told him that a mass extermination of Tutsis and moderate Hutus was planned for the near future. The informant also told Dallaire about a weapons cache located in Kigali and that the Hutu extremists would be targeting Belgian soldiers in particular. Dallaire quickly communicated the information to the UN in a fax to Kofi Annan, then managing the peace keeping efforts as Under Secretary-General of the United Nations from New York. He outlined in great detail what was necessary to thwart the Hutu effort to commit mass murders. He asked for an additional 2,000 troops to support an operation that would have crippled the extremists.

Kofi Annan’s response came quickly. He ordered Dallaire to cease and desist. This order created a situation where Dallaire could not command his troops to do anything to stop the sinister plans of Hutu extremists.

On 8 April 1994, the Rwandan president Harbiyamana’s plane was downed by a rocket near Kigali airport. Within hours the killing began. Nearly one million people were murdered in three months.
It is a number that is difficult to comprehend until we hear of the personal toll the slaughter took on the Rwandan people. Many Rwandans fled their country during the 1994 genocide and in the years leading up to the genocide as a result of ethnic violence.

The experiences of Marie Rose demonstrate the personal toll of ethnic violence.

Marie Rose fled Rwanda with her six children and landed as a refugee in neighboring Burundi in 1991. Shortly after arriving in Burundi, she left her children with family members, and she came to Canada as a refugee. She worked long and hard to be able to raise enough money to sponsor her children to come to Canada in early 1994.

During early 1994, Marie Rose communicated regularly with her sister. Her sister told her of the horrific things she was witnessing. The last time Marie Rose spoke to her sister, her sister told her that soldiers were at her house. She said that they had shot her husband and drowned her baby in the toilet. Before saying good-bye to Marie Rose, her sister said she didn’t know how much longer she would survive and she feared what the soldiers would do to her. That was the last time she spoke to her sister.

i) Problem Analysis

- What was the problem?
- Why did the problem need attention? (What are the consequences of the problem?)
- How did the problem occur? (What is the root cause? What is the chain of events that lead to the problem?)
- Are the similar conditions present that might permit a repetition of this problem?

ii) Suggested Solution

- What should have been done to solve the problem? (What needs to be changed? What are the detailed steps of the solution?)
- How practical is the solution? (How easy is it to implement your solution? Will the benefits outweigh the costs?)

Current material available on the Internet on Rwandan history, and a Webquest could begin at <news.bb.co.uk> and at <pbs.org>. These provide excellent documentation with a passionate commentary, the latter with more United States than international viewpoints.

b) Discussion

- What is genocide? Talk briefly about basic facts of genocide (for example, kinds of genocide: physical and cultural, as in Tibet and toward Canadian Aboriginal people or the psychological steps of committing genocide).
- Are there similarities between the genocide in Rwanda and genocide in other places in the world?

There is argument over whether this horror was genocide or not genocide. Find out what you can about this and argue whether this is just fussing over terminology or whether there is a hidden impact from formally labelling the “genocide”. Hint: You may want to check into the guiding principles of the Nuremberg Trials following World War II, and investigate a bit about the Tell the students they will be investigating the human rights record of Rwanda in the 1994 genocide.
Concluding Activities

Quiz game in the Style of “Jeopardy”: To conclude the round of activities on human rights, an oral quiz can lead to focus upon the key issues and concepts in the study of human rights. The format is open to teacher choice with the reminder that most understanding comes from the activities of students who develop their own questions. The questions and answers provided as a starter are somewhat more difficult than those that the students would develop, and are included here as a starter. A supplementary or worthy student activity would be to deal with the question content and structure to make them parallel in form and more meaningful to the secondary student.

The questions without answers are included in the Informatics section as “Jeopardy Questions”

1. The Universal Declaration of Human Rights was adopted on 10 December 1948 by this body.
   a. What is:- the General Assembly of the UN.

2. Following this act, the UN called upon these “to cause it (The Universal Declaration of Human Rights) to be disseminated, displayed, read, and expounded
   a. What are: - the member countries.

3. Article 1 of the Universal Declaration of Human Rights states that all human beings are born free and equal in these two respects.
   a. What are: - dignity and rights.

4. Article 3 of the Universal Declaration of Human Rights states that everyone has the right to these three things.
   a. What are:- life, liberty, and security of person.

5. This organization fights to defend human rights worldwide and is especially known for defending Article 5.
   a. What is - Amnesty International.

6. The Nuremberg Tribunal following World War II illustrate Article 10 at work, even though the trials occurred before the Declaration of Human Rights was adopted.
   a. What is - everyone is entitled to a fair and public hearing.

7. Reporters and commentators on Canadian television and radio may offer their views without political, legal, or criminal repercussions. A fundamental Canadian freedom is being respected.
   a. What is:- freedom of thought, belief, opinion, expression; including freedom of the press.

8. Legislation in several countries in response to the terror actions of 11 Sept 2001 violate Article 9 of the UNDHR
   a. What is: No one shall be subject to arbitrary arrest or detention.

9. Peaceful protesters were pepper sprayed and disrupted by RCMP during an Asia Pacific Economic Conference in Vancouver in November 1997. This Canadian freedom was disregarded.
   a. What is: freedom of peaceful assembly, of association, right to be secure from unreasonable search or seizure.

10. It is not until 24 May 1918 that Canadian women had access to this right as stated in Article 21 of the UNUDHR, even though various provinces did not put it into effect until much later.
    a. What is: the right to participate in the government of one’s country.
11. The Canadian welfare system respects this right from the UDHR (#25).
   a. What is: everyone has the right to a standard of living adequate for the health and well-being of himself (and of his family).

12. Organizations such as the National Council of Women of Canada have long campaigned for women’s rights, among them is this one found in Article 23 of UDHR.
   a. What is: Everyone (without any discrimination) has the right to equal pay for equal work.

13. Canada allows the immigration of political refugees and respects this right as stated in Article 14 of the UDHR.
   a. What is: The right to seek (and enjoy) asylum from persecution.

14. Developed societies are able to choose this right more easily than developing or subsistence societies.
   a. What is: Everyone has the right to rest and leisure?

15. This article 25 UDHR right is relates to programs such as maternity leave and family bonuses.
   a. What is: Motherhood and childhood are entitled to special care and assistance?

16. Canadian parents may choose home schooling as an option for their children. Article 26 of the UDHR supports this.
   a. What is: parents have a prior right to choose the kind of education that shall be given to their children?

17. Some countries provide free University, College and Trade School education in addition to basic public education.
   a. What is: everyone has the right to a free education.

18. Compulsory Christian prayers have ended in many public schools in support of the freedoms stated in Article 18 of the UDHR.
   a. What is: Everyone has the right to freedom of thought, conscience, and religion.

19. Democratic political systems are supported by this UDHR statement.
   a. What is: The will of the people shall be the basis (of the authority) of government?

20. The Canadian legal system is based on this human right given in article 21 of the UDHR.
   a. What is: The right to be presumed innocent until proven guilty?

21. Celebrities pursued by paparazzi and fans may claim, they are being deprived of this right.
   a. What is: - o one shall be subjected to arbitrary interference with his privacy.

22. People of the former Eastern European block were forbidden to travel or to emigrate. This UDHR right was denied.
   a. What is: -everyone has the right to leave any country, including his/her own.

23. UDHR right 16 may not help to decide this current issue of family structure.
   a. What is - same sex marriage.

24. Marriage may not be limited in these three characteristics of the participants according to UDHR #16.
   a. What are:- race, nationality, or the region in which one resides.
25. Sweatshop labour happens when workers are forced to work long hours with poor compensation and working conditions. This UDHR right is contravened.
   a. What is: - everyone has the right to just and favourable conditions of work?

26. Societies with polygamy or polyandry may often violate this UDHR provision.
   a. What is: - marriage shall be entered into only with the free and full consent of the intending spouses.

27. Discrimination on the basis of several characteristics is disallowed by the UDHR.
   a. What are: - race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth, or other status.