

# **Proposal**

## **The Asper Foundation Human Rights and Holocaust Studies Program 2017-2018**

**Note: The Web Site of The Asper Foundation Human Rights and Holocaust Studies Program is <http://humanrights.asperfoundation.com> and the Web site of The Asper Foundation is [www.asperfoundation.com](http://www.asperfoundation.com).**

### **Mission**

The Asper Foundation is promoting the education of Canada's youth in the history of human rights and the Holocaust in order to disseminate knowledge, raise the moral and spiritual questions of these events in human history and generate change for the benefit of society.

### **Vision Statement**

1. The Foundation intends to continue to play an essential role on issues related to freedom, democracy and human rights with the Holocaust identified as an unprecedented example in human history.
2. It will, through the youth of Canada, continue to preserve the memory of those who suffered and raise important issues related to human rights abuses and its consequences.
3. The Foundation will continue to work to educate Canada's youth in their responsibilities as citizens of a democracy and make them aware of democratic rights which requires a system that guarantees freedom of expression, religious beliefs, respect for minorities and the rule of law. It will continue to contribute to the future leaders of Canada by the exploration of new perspectives in the development of democratic institutions and value systems.
4. The Foundation will continue to contribute to the future of human rights and Holocaust awareness through generational leadership, education and development.
5. In April 2003, Friends of the Canadian Museum for Human Rights in joint partnership with the Government of Canada, Province of Manitoba, City of Winnipeg and the Forks North Portage Partnership announced the intent to establish the Canadian Museum for Human Rights in Winnipeg (see <http://www.humanrightsmuseum.ca>). The concept for the museum was inspired and motivated by the extraordinary impact of The Asper Foundation Human Rights and Holocaust Studies Program. The Museum was later established as a national Museum in March 2008 with construction beginning in spring 2009 and the opening took place September 20, 2014. The purpose of the Canadian Museum for Human Rights is to explore the subject of human rights, with special but not exclusive reference to Canada, in order to enhance the public's understanding of human rights, to promote respect for others and encourage reflection, dialogue and action.

The Canadian Museum for Human Rights is the first national Museum created in Canada since 1967 and the first national Museum to be located outside the Ottawa region. The Asper Foundation's Human Rights and Holocaust Studies Program will

evolve and be expanded in the coming years to integrate the experience of this exciting, new national museum. Friends of the Canadian Museum for Human Rights envisions a national student program with the resources to sponsor tens of thousands of students and their chaperones from across Canada to visit the museum each year.

## **Values**

### 1. Inclusiveness

The Foundation recognizes the need to extend human rights and Holocaust education to students of all ethnic and religious backgrounds.

### 2. Collaboration

The Foundation recognizes the importance of working with other educators and groups within society to fulfill its mission.

### 3. Innovation

The Foundation encourages new ideas and perspectives in promoting the freedom and democracy agenda.

### 4. Generosity

The Foundation encourages other organizations to support its mission, vision and values.

## **Creation of a Focus**

Coordination and collaboration of this Program with the leadership and youth programs from other communities will continue to create synergy and leveraging of resources.

## **Goals and Outcomes**

Goal 1: The Asper Foundation and community organizations will work to improve the knowledge of freedom and democracy with a special emphasis on human rights and the Holocaust.

- (a) The Foundation will be considered an international advocate for the rights and freedoms of individuals by taking a first step in the education of Canada's youth.
- (b) The Foundation will be considered a respected expert on freedom, democracy and the education of human rights by the media, governments, the academic community and leaders of community foundations in Canada, as well as others internationally.

Goal 2: The Asper Foundation will create the opportunity for other organizations to partner in its missions and values.

- (a) The Asper Foundation and other community organizations will be respected partners in key initiatives that are intended to strengthen freedom, democracy, human rights and Holocaust awareness.
- (b) The Asper Foundation and community organizations will, through their respective programs on youth leadership or other Holocaust initiatives become a catalyst for learning and awareness of human rights issues internationally.

Goal 3: The Asper Foundation and community organizations will develop an effective strategy and exemplify good governance and administrative systems in the delivery of its Human Rights and Holocaust Studies program.

- (a) The Asper Foundation and community organizations will put in place systems for effective delivery of the program by each organization which would include all three elements: the education component, the trip and the volunteer commitments of the participants (see details of program in Appendix I).
- (b) Administrative/delivery policies and procedures will be established and followed.
- (c) Financial accountability will be transparent and timely.
- (d) Ensure that the strategic direction is clear, goals are achieved and adjustments are made according to learning and opportunity.

### **Action Plan 2017-2018**

#### Goals for Year Seventeen of National Program

1. Ensure that the internal operational administrative systems are in place for program delivery.
2. Continue to use the universal 18-hour educational package used by students across Canada (see Appendix II).
3. Increase public awareness of the program through a coordinated national promotion strategy.
4. Deliver the program to all grade 7, 8 and 9 Jewish students wishing to participate with an objective to include a similar number of non-Jewish students whenever possible.

## **Appendix I: Program Details**

The Asper Foundation Human Rights and Holocaust Studies Program includes four components:

1. a series of nine, two-hour training sessions, or its equivalent, on human rights and the Holocaust with an added emphasis on Canadian history and the current situation in the world today.
2. a trip to the Canadian Museum for Human Rights in Winnipeg, MB and the City of Winnipeg (see Appendix III, for example of agenda).
3. community volunteer service (minimum 10 hours).
4. a graduation ceremony. Program school/organizations choose if they want to have a graduation ceremony.

### Training Sessions

The 18 hours of training sessions or its equivalent form a compulsory part of the program. They will be led by the project team of experienced educators. These sessions will focus on a number of topics and issues, including: the Holocaust and human rights abuses through history, literature and survivor testimony, Canadian history related to freedom, democracy and human rights and other world issues.

### The Trip

This year's Program will culminate in a visit to the Canadian Museum for Human Rights in Winnipeg, MB on various trips throughout the year.

### Community Volunteer Service

Each program student must complete a minimum of 10 hours of legitimate volunteer service work for his/her community. All volunteer services for the purpose of this program must be provided to or through a legitimate non-profit or charitable community organization or institution. Program schools/organizations must monitor the work to ensure students complete their requirements. The work can be carried out from the date a student is notified that they will be participating until prior to the Winnipeg, MB trip.

### Graduation Ceremony (Voluntary)

Program school/organizations choose if they want to have a graduation ceremony which would be the last component of the program and involves presentation of a Memorandum for Personal Responsibility to each student. This document was commissioned by The Asper Foundation specifically for this program and written by Dr.

Israel Asper. A Memorandum for Personal Responsibility is provided to all students who complete the program even if a graduation ceremony is not held.

The Memorandum aims to provide each student with a sense of the importance that they participated in the program and to remind them they have a personal responsibility for the world community. The ceremonies are a wonderful way to provide to the students, on one hand, closure to the formal part of the program, and on the other hand, the sense they are now beginning a new life of greater understanding and respect for others. They are also a wonderful opportunity for the students, educators and administrative staff to reflect on and share their experiences, for acknowledgements to be made, for parents, friends and family to share in their pride and to evaluate the success of the program.

The Memorandum can be viewed on the Program's Web site at:

<http://hrhsp.asperfoundation.com/wp-content/uploads/2015/01/memorandum.pdf>

## **Appendix II**

The Asper Foundation Human Rights and Holocaust Studies Program – National Training Program: 18 hours in total – 2 hours per session

The following themes form the basis for the training sessions. This list is a general guideline for students:

### **SESSION I: SOCIAL RESPONSIBILITY AND HUMAN RIGHTS**

- Student Outcomes
- Introduction to Session
- Session Strategies
- Introduction for students to the Universal Declaration of Human Rights
- Introduction for students to the study of the Holocaust
- Defining Prejudice, Stereotype and Discrimination
- The History of anti-Semitism
- Recommended Reading

### **SESSION II: CANADA AND HUMAN RIGHTS**

- Student Outcomes
- Introduction to Session
- Session Strategies
- Human Rights in Canada
- The Immigrant Experience in Canada
- Canada's Charter of Rights and Freedoms
- Canadian Stories
- Recommended Reading

### **SESSION III: THE SETTING OF THE HOLOCAUST**

- Student Outcomes
- Introduction to Session
- Session Strategies
- The History of Europe and Germany 1871-1939
- Nazi History and Theory

- The Nazis in Power 1933-1939
- Jews in Germany 1933-39

#### **SESSION IV: THE HOLOCAUST IN OPERATION**

- Student Outcomes
- Introduction to Session
- Session Strategies
- The Holocaust in Operation: The Systematic Nature of the Holocaust
  - Round-ups
  - Ghettos
  - *Einsatzgruppen*
  - Deportation on Cattle Cars
  - Concentration Camps: Work Camps, Transit Camps, Death Camps
  - Death Marches
- Jewish Resistance
- Non-Jewish Resistance
- Resistance - an attempt to retain human dignity
- Recommended Reading

#### **SESSION V: LITERATURE OF THE HOLOCAUST**

- Student Outcomes
- Introduction to Session
- Session Strategies
- *Daniel's Story* by Carol Matas
- Moral Dilemmas
- *Child of the Holocaust* by Jack Kruper
- *Night* by Elie Wiesel
- *Anne Frank: Life in Hiding* by Johanna Hurwitz
- Recommended Reading

#### **SESSION VI: THE HOLOCAUST IN FILM**

- Student Outcomes
- Introduction to Session
- English Films
- French Films

## **SESSION VII: THE WORLD'S REACTION: GLOBAL RESPONSIBILITY AND CITIZENSHIP**

- Student Outcomes
- Introduction to Session
- Session Strategies
- Social Responsibility
- The Allies: What They Knew and How They Reacted
- Emigration/Immigration: Canada's Role
  - Canada's Immigration Policies
  - The S.S. St. Louis
- The Reaction of Neutral Switzerland
- The Axis Countries
- The Role of the Church
- Righteous Among the Nations
- Recommended Reading

## **SESSION VIII: LEADERSHIP VALUES AND HUMAN RIGHTS**

- Student Outcomes
- Introduction to Session
- Session Strategies
- A Brief Overview of Leadership
- Honorary Citizens Named by Canada: Raoul Wallenberg, Nelson Mandela, Tenzin Gyatso, Aung San Suu Kyi, Aga Khan IV, Malala Yousafzai

- Canadian human rights defenders: Saul Hayes, Sara Corning, Nellie McClung, Mark Tewksbury, Craig Kielburger, Buffy Ste-Marie, Viola Desmond and Corrine Hunt
- Defining Leadership Qualities
- Personal Action Plan
- Recommended Reading

## **SESSION IX: PREPARATION FOR WINNIPEG AND CANADIAN MUSEUM FOR HUMAN RIGHTS VISIT**

- Student Outcomes
- Introduction to Session
- Preparation for the Canadian Museum for Human Rights Visit
- Canadian Museum for Human Rights Galleries

### Journals

All students are expected to keep a journal, which will be copied and submitted after the trip.

- Students should make an entry after each session. This entry (min. 1 par.) will describe students' personal reflections about the session (example: what was learned, how students' feel about the subject, how it affects students' outlook, etc.)
- The journal will be taken to Winnipeg, MB. Students will note the various aspects of the trip, their reaction to the museum and the program.

Appendix III

**The Asper Foundation Human Rights and Holocaust Studies Program**

**National Trip - Sample Itinerary**

***Note: Actual itinerary still to be set***

| <b>SUNDAY<br/>2018</b>   | <b>MONDAY<br/>2018</b>   | <b>TUESDAY<br/>2018</b>   | <b>WEDNESDAY<br/>2018</b>   |
|--|--|---|---|
| Arrive airport   | 0700 – wake up   | 0700 – wake up<br>0745 - breakfast                                      | 0700 – wake up  |
| Canadian Museum for Human Rights free time.  | 0800 – breakfast<br>0930 buses to Winnipeg Harvest – Workshops on poverty and hunger | 0815- Canadian Museum for Human Rights                                  | 0730 – breakfast<br>0815 – load buses depart<br>check out at hotel by 0930                |
|  | 1200 Lunch   | 1200 Lunch  |   |
| Hermetic Code Tour-<br>Manitoba Legislative Building<br><br>FortWhyte Alive–<br>Prairie Legacy | Assiniboine Park Zoo – Journey to Churchill exhibit                                  | 1230-<br>Canadian Museum for Human Rights                               | According to separate air flights it will depend on if you have time to go to other sites |
| 1830 – Dinner<br>Remain in dining room for human rights speaker presentations                  | 1700 bus to hotel for dinner at 1800   | 1700 bus to hotel for dinner at 1800                                    |   |
| 2200 in rooms<br>2300 lights out   | 1915 – Indigenous Collaboration event<br>2200 in rooms<br>2300 lights out            | 1900 - Folklorama entertainment<br><br>2200 in rooms<br>2300 lights out |   |