

Proposal

**The Asper Foundation
Human Rights and Holocaust
Studies Program
2011-2012**

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.

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 opening projected in 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 may 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 high school 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 2011-2012

Goals for Year Eleven 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 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 American history, the civil rights movement and the current situation in the world today.
2. a trip to the United States Holocaust Memorial Museum in Washington, DC, Washington monuments etc. (see Appendix III, for example of agenda).
3. community volunteer service.
4. a graduation ceremony.

Training Sessions

The 18 hours of training sessions 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, American history related to freedom, democracy and civil rights and other world issues.

The Trip

This year's Program will culminate in a visit to the United States Holocaust Memorial Museum in Washington, DC. Three separate National Trips will be held on April 22-25, April 29-May 2 and May 6-9, 2012. The Asper Foundation determines which trip any particular group will travel on.

The students will be accompanied by the project team leaders as well as other trained adult supervisors. The required ratio of students to chaperones/educators is generally 5:1.

Community Volunteer Service

Each program student must complete a minimum of 16 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 Washington, DC trip.

Graduation Evening

The last component of the program is an evening graduation ceremony held to present 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.

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://humanrights.asperfoundation.com/site/files/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

- Introduction for students to the study of the Holocaust
- Defining Prejudice, Hate and Discrimination
- The History of Anti-Semitism

SESSION II: CANADA AND HUMAN RIGHTS

- The Immigrant Experience in Canada
- Canada's Charter of Rights and Freedoms
- **Aboriginal discrimination (including residential schools, Aboriginal discrimination in voting, Aboriginal urban ghettoization)**
- The Acadians
- African-American slaves and the Underground Railway
- Louis Riel
- Banning the French language in Canadian schools
- Chinese immigration (including the Chinese Head Tax and Chinese Immigration {Exclusion} Act)
- Doukhobors
- The Komagata Maru Incident
- Ukrainian internment during the period of 1914-1920
- Racial quotas in immigration and restricted land sales
- Women's rights and the Persons Case, 1929
- Japanese interment during WWII
- Jewish refugees and the turning away of the St. Louis
- Canadian attitudes and policies towards Jewish immigration during the 1930s
- Social discrimination and discrimination at Canadian universities
- The treatment of homosexuality
- Hate groups in Canada

SESSION III: THE SETTING OF THE HOLOCAUST

- The history of Europe and Germany 1871-1939
- Nazi History and Theory
- The Nazis in Power 1933-1939: The Development of a Totalitarian State
- Jews in Germany 1933-39

SESSION IV: THE HOLOCAUST IN OPERATION

- The Holocaust in Operation: The Systematic Nature of the Holocaust
- Round-ups
- Ghettos
- *Einsatzgruppen*
- Deportation on Cattle Cars
- Concentration Camps: “The Kingdom of Auschwitz”
- Death Marches
- Resistance

SESSION V: LITERATURE OF THE HOLOCAUST

- *Daniel’s Story* by Carol Matas
- Chronology of Novel, Topics and Issues
- Moral Dilemmas
- *Anne Frank: Life in Hiding* by Johanna Hurwitz

SESSION VI: The LAST DAYS

- Video: “The Last Days” and Discussion

SESSION VII: THE WORLD’S REACTION: GLOBAL RESPONSIBILITY AND CITIZENSHIP

- Social Responsibility
- The Allies: What They Knew and How They Reacted

- Emigration/Immigration: Canada's Role
- The SS St. Louis
- The Reaction of Neutral Switzerland
- The Axis Countries
- The Role of the Church
- Righteous Among the Nations

SESSION VIII: LEADERSHIP VALUES AND HUMAN RIGHTS

- A Brief Overview of Leadership: Napoleon, Lincoln, Jefferson, Mandela, King, Trudeau
- Franklin and Delano Roosevelt
- Leadership During the Holocaust
- Defining Leadership Qualities
- Personal Action Plan

SESSION IX: PREPARATION FOR WASHINGTON, DC

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 Washington, DC. 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 Agenda

Note: Actual agenda still to be set

SUNDAY Spring 2012	MONDAY Spring 2012	TUESDAY Spring 2012	WEDNESDAY Spring 2012
Arrive airport	0700 – wake up	0700 – wake up 0745 - breakfast	0700 – wake up
Proceed to baggage claim area, look for buses under Flair Travel	0800 – breakfast 0930 buses to US Holocaust Memorial Museum Entrances will be staggered for the permanent exhibit	0815- buses to Canadian Embassy or other site 0900	0730 – breakfast 0815 – load buses depart check out at hotel by 0930
	1200 Lunch	1200 Lunch	
Buses will be dropping you at the hotel for check in and dinner		1230- Smithsonian (2 museums) and monuments	According to separate air flights it will depend on if you have time to go to the National Zoo, revisit monuments, or additional Smithsonians
1830 – Dinner Remain in dining room for presentations	1700 bus to hotel for dinner at 1800	1700 pick up at American History for dinner at hotel 1800	
2200 in rooms 2300 lights out	1915 – to Kennedy Center for performance of Shear Madness at 2000 return at 2300	1845 off to Pentagon City Mall. After mall do a night tour of Iwo Jima and Jefferson/Roosevelt Monuments. Return to hotel 2300	