

# Canadian Women for Women in Afghanistan

## *Understanding Human Rights in Afghanistan*





# Understanding Human Rights in Afghanistan

## Canadian Students as Global Citizens

### TEACHERS' RESOURCE BOOKLET

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*Cover artwork by Catherine Hamel*

## *Introduction*

“Understanding Human Rights in Afghanistan: *Canadian Students as Global Citizens*” is a resource kit for Canadian teachers to expand students’ understanding of human rights, particularly those of women and children in Afghanistan. This kit was developed by *Canadian Women for Women in Afghanistan (CW4WAfghan)* in partnership with International Development students from the University of Calgary and teachers from Grades 3 to 12; and was produced with the support of the Government of Canada through the Canadian International Development Agency (CIDA). *CW4WAfghan* is a volunteer solidarity network founded in 1996. Members from over ten chapters and affiliated groups across Canada are committed to raising awareness of the plight of women in Afghanistan.

Through the use of this resource, Canadian students will learn about their own basic human rights and the concept of universality of human rights. Using Afghanistan as a case study, they will examine how and why human rights need to be protected and see examples of what life is like when these rights are taken away. Students are then challenged to find ways in which they can assist oppressed people around the world in reclaiming those rights. They learn that even as individuals, their contributions can make a difference in a global environment.

The similarities between Afghan families and Canadian families are emphasized in order to help the students empathize with Afghan children and thus prompt them to want to contribute to a more secure, prosperous and equitable world for everyone. Students will learn that as a nation of peacemakers and peacekeepers, Canada plays an important role in the Global Village protecting and promoting human rights for all people worldwide.

The Teachers’ Resource kit comprises: this Resource Booklet which includes background information and resources; a Power Point presentation and script; interactive game cards and instructions; and lesson plans tied to provincial curricula.

## *Addressing the diverse needs of students and learning styles*

The diverse needs and learning styles of students are addressed by providing teachers with a selection of teaching tools through various media. Visual images form a large part of this resource, through the slide presentation and web site references. Discussion of issues provides a forum for using and developing verbal skills and independent thought processes. The game portion of the kit allows students to play-act the part of an Afghan person and express their feelings and reactions to various real-life situations. Lesson plans and book suggestions provide material for further exploration of the issues.

Suggestions for follow-up actions allow an opportunity for the students to take a leadership role in effecting change and to receive real feedback from their positive actions.

## *Description of Resource*

This teachers' resource kit consists of three main sections which can be used together or separately. Students will need some background knowledge to use the Interactive Game, but this can be acquired through resources other than the Presentation (eg. Deborah Ellis' book series "*The Breadwinner*"). All of the necessary materials can be downloaded from the web site [www.w4wafghaneducation.ca](http://www.w4wafghaneducation.ca).

### **Section 1: Presentation**

The resource kit provides visual images through a PowerPoint presentation accompanied by a teacher's script (**Appendix A**). This portion introduces the concept of human rights and how they apply to all people. Life in Afghanistan before, during and after the rule of the Taliban regime is discussed. Women and children's human rights are highlighted and changes in accessibility to these rights can be discussed with the students. At the end of the script, suggested *Questions and Answers* are provided for further discussion. This *Resource Booklet* also gives a brief recent history of Afghanistan and information on some of the issues. Many more resources can be found on the internet and in print.

### **Section 2: Interactive Game**

This interactive game helps students identify with the plight of the Afghan people by allowing them to follow the lives of individuals through the pre- to post-Taliban time frame in Afghanistan. Character card preparation and instructions are provided in **Appendix B**.

Students work in groups of 2 or 3 and each group is assigned an Afghan character using a set of colour-coded *Character Cards*. Although the characters themselves are fictitious, their stories represent real situations that Afghan people have actually experienced. The colour coding represents four profile categories: 1) blue - urban affluent population, 2) green - urban middle-class, 3) yellow - rural middle-class, and 4) red - urban and rural poor. The number of cards in each colour set reflects approximate percentages of the actual Afghan population in each grouping. A *Human Rights Chart* listing basic human rights is also given out to each student group.

The students are then instructed to gather in various parts of the room according to the colours on their character cards. This offers them a visual impression of the size of each profile category.

The teacher and the class work together to fill out a human rights chart based on their own access to human rights. The children may then read the card labeled "1994", representing life in Afghanistan before the rule of the Taliban. They are asked to identify some of the basic human rights that are represented in the life of their character and to record them on the human rights chart. They then move on to the card labeled "1996" and then the card labeled "present" representing the time frames during and after the reign of the Taliban. Discussion about the changes in access to human rights experienced

by the characters is encouraged and teachers are provided with key points for further exploration of the characters and their situations in the *Character Analyses* provided in **Appendix C**.

### **Section 3: Activity and Resource Materials**

*Suggestions for concrete actions* that students can undertake either as individuals or as a group are provided in **Appendix D**. Resources in the form of printed materials, web addresses and suggested supplementary reading are also part of the kit.

*Lesson plans* have been designed for grades four and up (see **Appendix F**). These activities provide students and teachers with the opportunity to further explore the relevant issues with their class in the time frame available to them.

### *Curriculum Connections*

The project is linked to provincial curricula in the promotion of responsible citizenship. The desired learning outcomes are: the understanding of human rights as a universal goal; recognizing that the freedom to exercise human rights is different for Afghan people than it is for Canadians; and challenging Canadian students to actively participate as global citizens. A chart showing ties to the Alberta, British Columbia, Ontario and Quebec provincial curricula is provided in **Appendix E**. More detailed connections and updates to curricula will be available on our web site.

## *Background Situation in Afghanistan*

Afghanistan is a country of great beauty and rich history. The country, about the size of Saskatchewan is home to approximately 30 million people of various ethnic and tribal origins. The Afghan people are world-renowned for their hospitality, courage and deep faith. In the 1960's and earlier, Kabul, the capital was the Paris of Southeast Asia and the mountains and countryside were a trekker's paradise. Afghanistan's recent history however has been suffused with tragedy. Just as Afghan women were making progress on the path of emancipation and having their rights entrenched in the Afghan Constitution, the horrors of over 20 years of war began and sent the entire country back into the Stone Age.

In the 1960's women's rights were expanding. Women formed an important and integral part of Afghan society. Over 70% of teachers, 40% of doctors and 50% of government workers were women.

In the late 1970's a fledgling communist movement began to gain momentum and culminated in the invasion of Afghanistan by the Soviets in 1979. Opposition, supported by the United States, Iran and Pakistan, grew in the form of the Mujahideen or "soldiers of God". Civilians were caught in between these two forces, the Soviets endeavoring to eliminate opposition to their regime and the more extreme of the Mujahideen groups targeting women and the educated. Murder, rape, disappearances were common and could come from any front. The Soviets planted countless land mines throughout the country and destroyed entire villages in their endeavor to defeat the Mujahideen.

By 1989 however, the Soviets, bankrupted by the war and defeated by the tenacity of the Afghans, withdrew from Afghanistan. Unfortunately, the international community at the time did not acknowledge the huge amount of devastation and the political void left by the Soviets' departure, not to mention the large collection of arms they had supplied to the Mujahideen and the millions of land mines strewn across the country. In addition, because various factions had been supported by different sources outside the country, and were often pitted against each other for political gain, deep-seated hatred and fragmentation occurred within Afghanistan along tribal and ethnic lines. War was no longer confined to military personnel, but had spilled out into the population, deepening tensions and feelings of vengeance. Afghan civilians were left at the mercy these factions who fought against each other to gain power at the expense of the populace, to the point of almost completely destroying Kabul, the capital, between 1992 and 1994. Outside the capital, bandits and warlords ruled the roads and villages imposing tolls and 'taxes' at the residents' peril. Again, those who suffered most were women and children.

In 1994 a new movement began, that of the Taliban or "religious students". At first, the population welcomed them as their strict decrees brought order to the brutal chaos that had overtaken the country. But as the Taliban's laws became more and more restrictive in general and more and more brutal towards women, Afghans were once again thrown into turmoil and suffering. Many fled Taliban persecution to neighboring Pakistan and

Iran as well as to the West. In Kabul and other urban centers, the Taliban were particularly extreme in their punishments of the population as they cracked down on any apparent aspects of modernization.

Some of the Taliban's edicts were:

- ***Women and girls are not allowed to attend school.***
- ***Women are not allowed to work. (The many widows had no means of supporting themselves and their families.)***
- ***Women are not allowed to seek medical care, especially from a male doctor.***
- ***Women must wear the all-encompassing burqa outside their homes and are not allowed outside their homes without being accompanied by a close male relative.***
- ***Women must not wear shoes that make noise or wear white socks.***
- ***Women cannot wear makeup, nail polish or any kind of embellishment.***
- ***Men must wear beards at least the length of their fists.***
- ***Music, TV, movies, radio (except for religious programs) are not allowed.***

Any deviation from these rules could be punished by beating, jailing or even execution. Sharia law was interpreted to its extreme and weekly amputations and executions were required to be witnessed by the population on Fridays at the soccer stadium. Although many teachers and students defied the Taliban by running and attending secret schools, this was done at great risk. For over six years the Taliban imposed these brutal laws on the population of Afghanistan.

In October 2001, after the terrorist attacks on the World Trade Center, U.S. Coalition forces bombed Afghanistan and with Afghan Northern Alliance forces, ousted the Taliban regime. Thousands of Afghan civilian casualties were reported, and unexploded ordnance from cluster bombs added to the peril of mines. As with the previous conflicts in Afghanistan yet another wave of refugees was created. Some 6 million Afghans comprised the largest population of refugees and internally displaced people.

On December 22, 2001 a Transitional government of Afghanistan was appointed in Bonn, Germany including two women: Dr. Sima Samar, Vice Chair and Minister of Women's Affairs and Dr. Suhaila Siddiqi as Minister of Health. Then, in June of 2002 a Loya Jirga, or Grand assembly was called and another transitional government was formed by election of a President, Hamid Karzai who then appointed a new cabinet. Afghan women were keen to participate, despite threats and intimidation by conservative elements and fundamentalists. The Loya Jirga was a major step in the establishment of a central authority in Afghanistan; however the process was fraught with controversy and accusations of intimidation by various parties. The result was seen by many Afghans to have given undue power to the "warlords" or former commanders of the Mujahideen armies. One of the fears is that human rights in Afghanistan will once again take a back seat to power struggles between these opposing factions.

Afghanistan has not been spared natural disasters either. Earthquakes have ravaged the northern parts of the country. Years of drought have decimated crops and livelihoods.



Many farmers now rely on growing the opium poppy in order to support their families. Afghanistan has gone from supplying less than 2% of the world's opium in 2001 to over 75% in 2003.

The burqa, a symbol of oppression so often shown here in the West, is not the primary concern for Afghan women, insofar as it is a garment that they may or may not choose wear. The issue is that Afghan women do not yet feel secure enough to make that choice, because they still have reason to fear for their personal safety. More importantly, this insecurity is a major impediment to their freedom of movement and full participation in public life as well as their access to basic human rights such as health care, education and employment.

The presence of the International Security and Assistance Force (ISAF) in Kabul has been a stabilizing factor within the capital, but the civilian police forces are not trained and not well paid. The central government does not yet have the resources to exercise control over areas outside the city and these remain very dangerous. The presence and continuing power of warlords in Afghanistan perpetrates the violence and oppression against women. Some still exert control in the government while others control entire provinces within Afghanistan and impose strict Taliban-type edicts on the population. The international community must ensure that the perpetrators of these human rights abuses are dealt with appropriately and prevented from imposing further suffering on Afghan women.

Education is also a major concern for Afghan women. In March 2002, the Afghan school year re-opened and girls were once again attending classes after for some, a hiatus of six years. Education is seen as a priority in empowering women in Afghanistan and as an instrument for social change. The education of women has a direct positive impact on the physical and emotional health of the family as well as on national social-economic development. Afghanistan has one of the lowest literacy rates in the world at 15% for women and 47% for men. Even before the wars, access to education for rural women and girls was very restricted due to limited resources and access to educational facilities, as well as cultural barriers to girls' education.

Although many Afghan children have returned to school, the educational system has only limited capacity to accommodate them. Most schools lack such basics as desks, chairs, blackboards and textbooks, and many students cannot afford necessary supplies such as pencils and notebooks. Libraries, labs and technical shops were destroyed or looted during the wars. Afghan universities are in desperate straights as well with no textbooks or computers. Thousands more teachers are needed and many of those teaching at present have not been paid or have had to get second jobs to make ends meet.

Often, families cannot afford to send older children to school because they need them to work to help support the family. In some of the more conservative areas, women and girls are not considered to require education or are actively discouraged from pursuing it. Some remnants of extremist Taliban supporters have even threatened families not to send their daughters to school and have waged attacks on the schools themselves. In most

cases the schools have reopened or classes have been continued in peoples' homes as they were in the Taliban era.

The tragedies imposed by war also mean that Afghan children will need special classes such as mine awareness. Many of them have witnessed atrocities, some against their own family members, leaving scars that may never heal.

In the area of health care the statistics are also grim. Afghanistan has one of the highest maternal mortality rates in the world at 1600 deaths per 100,000 live births (compared to less than 5 in Canada). Today, only 10-12% of Afghan women have access to health care and this number is even lower outside of the cities. Infant mortality rates are 30 times higher than in Canada and one out of every four Afghan children will die before reaching the age of 5 years. Life expectancy in Afghanistan is 44 years, compared to 82 in Canada. Many families cannot afford life-saving procedures for their children. Often medicines must be purchased on the black market at exorbitant prices. Afghan children are dying every day from preventable diseases and from mines and unexploded ordnance left over from the wars.

In addition to physical health, mental health is of extreme concern for Afghan women. In a study conducted in 1998 by Zohra Rasekh for Physicians for Human Rights, it was found that 97% of the subjects, Afghan women living in Kabul or in refugee camps in Pakistan, met the criteria for major depression. Although the situation for some women has improved and people are generally more optimistic, this perception of hope for the future will not be maintained unless some real, tangible changes to Afghan women's lives are realized soon. The implications for future generations could be very serious if this issue is not addressed.

The misinterpretation of Islam by extremists is another major concern for Afghan women. The education of women regarding their rights within Islam is seen as an important factor in ensuring Afghan women's human rights in their society. The patriarchal structure of the family in Afghan society and the attitudes of some Afghan men were identified as another barrier to women's rights. Although women's rights have been entrenched in Afghanistan's new Constitution, implementation under the rule of law has not yet occurred.

Because most women in Afghanistan face crushing poverty, few have access to education and employment opportunities which could help alleviate their situations. The lack of infrastructure - safe roads, transportation systems and even reliable communication systems - is a huge barrier to their freedom of movement and their ability to access educational facilities and training.

Fair representation in the Afghan government will be an essential part of advancing women's rights in Afghanistan. The new Afghan constitution guarantees fair representation by women in the parliament. Again, although this has been set down on paper, reality differs from the ideal: threats and intimidation against women who speak out are common in Afghan politics. The international community must make women's

human rights a high enough priority to influence the government in Afghanistan to move decisively on this issue.

While all of these problems may seem overwhelming, there has, nevertheless been a lot of good news coming out of Afghanistan since the fall of the Taliban. Women's issues have played a role in the new constitution, and Afghanistan's Independent Human Rights Commission is headed by a woman – Dr. Sima Samar. After years of being imprisoned in their homes, some women are now demanding the right to full participation in the political processes of the country. In the presidential election held in October 2004, women were active not only as voters, but there was also a female candidate.

On October 9, 2004, millions of Afghans went to the polls to cast their vote for the future President of Afghanistan. The months leading up to this momentous day were filled with uncertainty, political maneuvering, threats and incidents of violence. This first-ever democratic process was definitely fraught with controversy. However, despite the risk to their lives and families, an estimated 10 million Afghans, 43% of them women, registered to vote and demonstrated their determination to have a voice in electing the leader of their country.

We know that the reconstruction of Afghanistan is needed – not just the physical reconstruction, but the redevelopment of the actual systems that make a society function, such as the education system, the health care sector, the judicial system, etc.

In January 2006, a conference co-chaired by Afghanistan, the United Nations and the United Kingdom was held in London, England to develop a framework for the engagement of the international community in Afghanistan over the next five years. The conference was attended by members of the International community including Canada, and the resulting agreement was called the Afghanistan Compact. The Compact seeks to establish lasting Afghan capacity and effective state and civil society institutions by building up the human capacity of both men and women. Three critical areas for action were identified for the period 2006 to 2011: security; governance, the rule of law and human rights; and economic and social development. Canada pledged its full support for the Afghanistan Compact which sets out detailed outcomes, benchmarks, timelines and obligations to ensure improved coordination of efforts between the Afghan government and the International community.

**What are Canadians doing?** Canadians have taken a central role in the reconstruction of Afghanistan. The Canadian government is taking a “whole of government approach”, working closely with the Afghan government to address the unique challenges facing Afghanistan. Priorities for reconstruction and development have been set by the Afghan Government through its National Development Strategy (ANDS). In September of 2003, Canada opened an embassy in Kabul after a hiatus of 24 years when it broke off diplomatic relations with Afghanistan following the Soviet invasion in 1979.

Canada also holds responsibility for the Kandahar Provincial Reconstruction Team (PRT) which combines military, diplomatic, police and development expertise. The

Afghanistan PRT's are part of the International Security Assistance Force (ISAF) which operates under the auspices of NATO.

As part of their engagement in Afghanistan, Canadian soldiers operate what is called a Civil-Military Cooperation Unit, which helps to funnel donations from Canada of warm clothes, books, shoes and food to needy Afghans. Canadian peacekeepers work within the communities in Afghanistan and are actively involved in building relationships with the Afghan people.

**Canadian Forces are in Afghanistan** as part of a UN-sanctioned mission at the request of the Afghan government. The goals of the mission are: to establish the security necessary to promote development; support the Afghan National Security Forces; help strengthen the Afghan government; facilitate the delivery of programs and projects; and assist in addressing humanitarian needs of Afghans by supporting Canadian governmental organizations and NGOs whose efforts meet Canada's objectives. Although there is some controversy amongst Canadians regarding the presence of Canadian troops in Afghanistan, evidence suggests that most Afghans, especially women, welcome their presence and dread the consequences of a complete troop withdrawal. Canadians need to decide in what capacity (i.e. combat, security, etc.) they wish to see Canadian troops operate in Afghanistan and make their thoughts known to their government representatives.

**The Canadian International Development Agency (CIDA)** provides reconstruction and development assistance in accordance with the priorities set out by the Afghan government in its National Development Framework. Through these national programs, CIDA is helping the Afghan government reach people and communities, not only in Kabul, the national capital, but across the nation. CIDA has a substantial and growing headquarters team in Canada dedicated to Afghan development programming, as well as officers based in Kabul and Kandahar. Canada's total allocation of development assistance to Afghanistan over the 2001 to 2011 period is almost \$1 billion.

For more information on the many ways Canadians are contributing to the reconstruction of Afghanistan through the Canadian government, visit:

**Protecting Canadians, Rebuilding Afghanistan**

<http://geo.international.gc.ca/cip-pic/afghanistan/menu-en.asp> and;

**Canadians making a difference in Afghanistan (download PDF)**

[http://www.canada-afghanistan.gc.ca/pdf/Afghanistan\\_brochure\\_e.pdf](http://www.canada-afghanistan.gc.ca/pdf/Afghanistan_brochure_e.pdf)

**Non-governmental organizations** have been providing long-term assistance to Afghanistan. Their presence is vital to fill the gap in education, health service, skills training and much more, until the government of Afghanistan is capable of providing these services.

**Individual Canadians** are also making a substantial difference. Sally Armstrong, award-winning human rights activist, and author was one of the first international journalists to bring the plight of Afghan women to the world's attention. Her book, *Veiled Threat, The Hidden Power of the Women of Afghanistan* demonstrates the need to provide long-term support and solidarity to Afghan women. Much help is still needed to erase the legacy of female oppression and poverty in Afghanistan, and to effectively address one of the greatest human rights crises of our times.

Another Canadian, the founder of Canadian Women for Women in Afghanistan, Deborah Ellis, is now internationally known for her best-selling books: *The Breadwinner*, *Parvana's Journey*, and *Mud City*. This trilogy provides young readers with a personal and heart-wrenching insight into what it has meant to be a child in Afghanistan in recent years. Deborah Ellis has donated 100% of the royalties from her books to improving the lives of Afghan women and children. These donated royalties have contributed over \$350,000 to projects for Afghan women and girls. When asked about this, Deborah writes:

*“We all want to be brave; we all want to find it within us to stand up to tyranny and side with those who are being beaten down. Sometimes we look to literature to remind us of how great we can be. The money the books have raised has put women to work, children in school, and food in people's bellies. I've been frequently astonished at how easy it is to radically improve someone's life. It's an honour to be a part of it.”*

***Breaking Bread for Afghan Women*** is a fundraising project designed by Susan Bellan in Toronto, and facilitated through Canadian Women for Women in Afghanistan. It was first launched in 2002. The idea is for individual Canadians to host potluck dinners in their homes with the aim of raising \$750 per dinner – about the cost of a teacher's salary for one year in Afghanistan. Between 2002 and 2006 the Breaking Bread project has raised over \$425,000, with 355 potluck gatherings being held across Canada. Most importantly, hundreds of Afghan teachers and tens of thousands of students have benefited from this support.

Many young people have also been instrumental in raising funds for Afghan women and for raising awareness about human rights issues. ***Students for Change***, a group started by high school students from George McDougall High School in Airdrie, Alberta were winners of the 2006 Y.M.C.A. Peace Award for their humanitarian work. They were inspired to become active in social justice issues when their teacher, Glyn Hughes, made them aware of the plight of Afghan women. The students now hold an annual pot-luck dinner on International Women's Day to raise funds for women-centered programs in Afghanistan. There are many other examples of young people working towards making a difference and improving the lives of Afghan people.

All these efforts DO MAKE A DIFFERENCE. Securing basic human rights for Afghan women will require much long-term support both from within Afghanistan and from all of us, as members of the international community.

**As teachers, you have taken a very important step in sharing this educational material with your students. Your efforts are greatly appreciated by all of us who work in solidarity towards a more peaceful and equitable world.**

## *Canadian Women for Women in Afghanistan*

During over two decades of war, women in Afghanistan endured extreme oppression through the denial of their basic human rights. Under the imposed rule of the extremist Taliban regime, most women and children faced severe restrictions to their freedom of movement and were denied access to basic health care, education, security and employment. As a new era of hope is entered across boundaries of gender and ethnicity in Afghanistan, much support is needed to help Afghan women mend and redefine their shattered lives.

Afghan women are currently advocating for equal and active participation in all levels of peace building and reconstruction in their country. They continue to be the best source of knowledge, experience and expertise on the issues that affect them. Afghan women are well able to assess their own needs, contrary to the prevalent perception that they are merely victims and that external agents can best discern what assistance should be provided for them.

**Canadian Women for Women in Afghanistan (CW4WAfghan)** began in 1996 as a small volunteer network of women in Canada who joined with Afghan women to work together toward the goal of securing basic human rights for women across Afghanistan and by extension, their families.

We are now some thirteen volunteer chapters and affiliated groups working in solidarity across Canada.

The overall goals of CW4WAfghan are 1) to support the empowerment efforts of women in Afghanistan and the refugee camps in Pakistan, and 2) to raise awareness in Canada of the need to secure and protect human rights for Afghan women.

To support the efforts of women in Afghanistan, CW4WAfghan raises funds for projects in partnership with selected Afghan civil society grassroots organizations. These partnerships share the goals of assisting Afghan women in their struggles to end their oppression, to improve conditions of human rights, and to contribute as active members in Afghan society. Projects focus on women's education, health, refugee resettlement, employment, and women's human rights education.

Projects are funded in a variety of ways including individual donations, 'in-kind' support, and through financial partnerships with donors such as Rights and Democracy in Montreal ([www.ichrdd.ca](http://www.ichrdd.ca)).

In Canada, CW4WAfghan has ongoing fundraising, education and advocacy projects. For more details, or to find a chapter near you, please visit our website at [www.w4wafghan.ca](http://www.w4wafghan.ca) or contact our National Office in Calgary at **CW4WAfghan, Bankview P.O. Box 32014, Calgary, AB, T2T 5X6, (403) 244-5625.**

## *Additional Resources*

### **What are human rights?**

Human rights are those rights that are necessary in order for us to live as human beings. Human rights give us dignity and equality. Human rights ensure that we all have adequate access to basic needs such as food and shelter. Human rights protect us from violence and abuse and work against ignorance and hatred. Human rights are inherent in all human beings and they should never be denied.

Human rights are universal. They transcend borders, cultures, political ideologies, and religious beliefs. No matter where you live in the world, who your parents are, or what kind of government you have, human rights are *your* rights.

Human rights allow us to fully develop our human abilities. They protect our right to participate in society, to work and provide for ourselves, to practice our culture and speak our language, to live in peace, and to be free from harm.

Most importantly, human rights are about respecting one another. They are about fulfilling our responsibility to ensure that no one's human rights are violated. For example, it is your right to be free from discrimination and it is your duty to not discriminate against others. When any person is denied human rights we are all affected.

Recognizing that human rights are only as strong as our willingness to treat one another as equals is the first step in achieving "freedom, justice and peace in the world".

Excerpted from: <http://www.unac.org/rights/actguide/questions.html>

### **The Universal Declaration of Human Rights**

<http://www.un.org/cyberschoolbus/humanrights/resources/plain.asp>

FAQ on the Universal Declaration of Human Rights

<http://www.un.org/cyberschoolbus/humanrights/qna/faqudhr.asp>

Q and A on Human Rights

<http://www.un.org/cyberschoolbus/humanrights/qna/alston.asp>

### **Declaration of the Rights of the Child (Plain language version)**

<http://www.un.org/cyberschoolbus/humanrights/resources/plainchild.asp>

### **The United Nations Association in Canada**

<http://www.unac.org/en/index.asp>



## **Web Sites**

For updates to this resource, check our web site at [www.w4wafghaneducation.ca](http://www.w4wafghaneducation.ca)

### **Canadian Women for Women in Afghanistan (CW4WA)**

For links to other humanitarian organizations and advocacy contact information, visit the CW4WAfghan website at [www.w4wafghan.ca](http://www.w4wafghan.ca). **This Teachers' Resource is also available in French.**

### **Canadian International Development Agency (CIDA)**

For information on what the Canadian Government is doing in Afghanistan, visit the CIDA web site: [www.acdi-cida.gc.ca/index-e.htm](http://www.acdi-cida.gc.ca/index-e.htm)

Also see:

#### **Protecting Canadians, Rebuilding Afghanistan**

<http://geo.international.gc.ca/cip-pic/afghanistan/menu-en.asp> and;

#### **Canadians making a difference in Afghanistan (download PDF)**

[http://www.canada-afghanistan.gc.ca/pdf/Afghanistan\\_brochure\\_e.pdf](http://www.canada-afghanistan.gc.ca/pdf/Afghanistan_brochure_e.pdf)

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[www.acdi-cida.gc.ca/youthzone](http://www.acdi-cida.gc.ca/youthzone)

CIDA's **Teacher Zone** has been designed with educators in mind as a single on-line portal for high quality, curriculum-based educational resources, and new ideas to help you bring international development to the classroom.

[www.acdi-cida.gc.ca/teacherzone](http://www.acdi-cida.gc.ca/teacherzone)

### **Arthur Kent**

See short video clips about current and important issues in Afghanistan by award-winning Canadian journalist Arthur Kent at [www.skyreporter.com](http://www.skyreporter.com) and a series of short stories chronicling three decades of war in Afghanistan at [www.ghostsandwarlords.com](http://www.ghostsandwarlords.com)

### **Alberta Civil Liberties Research Centre**

[www.aclrc.com](http://www.aclrc.com)

### **BC Teachers' Federation - Global Education**

<http://www.bctf.bc.ca/SocialJustice.aspx?id=6214>

### **Canadian Human Rights Act, Canadian Human Rights Commission**

[www.chrc-ccdp.ca/about/human\\_rights\\_act-en.asp](http://www.chrc-ccdp.ca/about/human_rights_act-en.asp)

## **Cultivating Peace**

This is an excellent web site with comprehensive resources and lesson plans in peace education. [www.cultivatingpeace.ca](http://www.cultivatingpeace.ca)

## **Global Education Network**

[www.global-ed.org/english/Human\\_Rights/](http://www.global-ed.org/english/Human_Rights/)

## **Ideaccess**

The Ideaccess E-library provides a comprehensive, in-depth collection of articles on women's rights, human rights and development issues. [www.ideaccess.org](http://www.ideaccess.org)

## **Lesson Planet**

[www.lessonplanet.com/search/Social\\_Studies/Human\\_Rights](http://www.lessonplanet.com/search/Social_Studies/Human_Rights)

## **Human Rights Watch: Afghanistan**

[www.hrw.org/campaigns/afghanistan/](http://www.hrw.org/campaigns/afghanistan/)

## **PBS – Afghanistan Unveiled**

[www.pbs.org/independentlens/afghanistanunveiled/edu.html](http://www.pbs.org/independentlens/afghanistanunveiled/edu.html)

## **Peaceful Schools International**

[www.peacefulschoolsinternational.org](http://www.peacefulschoolsinternational.org)

## **ROAR – Reach Out Against Racism**

[www.youthroar.org](http://www.youthroar.org)

## **Students 4 Change**

[www.rockyview.ab.ca/mcdougall](http://www.rockyview.ab.ca/mcdougall)

## **World Trek - the Odyssey**

[www.worldtrek.org/odyssey/asia/051300/051300teamafgan.html](http://www.worldtrek.org/odyssey/asia/051300/051300teamafgan.html)

## **Other useful sites:**

[www.nytimes.com/learning/teachers/featured\\_articles/20011003wednesday.html](http://www.nytimes.com/learning/teachers/featured_articles/20011003wednesday.html)

[www.aems.uiuc.edu/HTML/AfghanistanLinks.htm](http://www.aems.uiuc.edu/HTML/AfghanistanLinks.htm)

[www.tes.co.uk/afghanistan/secondary\\_activities.asp?id=12551](http://www.tes.co.uk/afghanistan/secondary_activities.asp?id=12551)

[www.dangermines.ca](http://www.dangermines.ca)

[www.humanrights.gov.au/info\\_for\\_teachers/index.html](http://www.humanrights.gov.au/info_for_teachers/index.html)

## Evaluation Forms

**Educators and other users**, in an effort to improve this resource and to keep it current with your needs, we request that you please fill in this evaluation form after using this Teachers' Resource kit.

Please mail the completed form to: **CW4WAfghan, Bankview P.O. Box 32014, Calgary, AB, T2T 5X6**. An online form is also available at: [www.w4wafghaneducation.ca](http://www.w4wafghaneducation.ca).

School: \_\_\_\_\_ City: \_\_\_\_\_ Province: \_\_\_\_\_

Number of classes in which this resource was used \_\_\_\_\_

Grade(s) \_\_\_\_\_ Subject(s) \_\_\_\_\_

	Very high	High	Average	Low	Very low
Ease of use					
Applicability to curriculum					
Interest level of students					

Through the use of this resource, do you believe that students gained a better understanding of human rights? Why or why not?

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Were students motivated to take action to promote human rights or to help people less fortunate than themselves? In what way(s)?

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Can you suggest ways in which this resource could be improved?

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What were some of the things you liked or disliked about this resource?

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**Please use the back of this form for any further comments or suggestions. If you wish to receive a response, please include your contact information. Thank you for your time!**

**For Students: What Did You Learn?**

**Please answer the following questions before you complete the lessons in Understanding Human Rights in Afghanistan: Canadian Students as Global Citizens:**

- 1. Can you locate Afghanistan on a map of the world? **Y N**
- 2. Do you have a basic understanding of human rights? **Y N**
- 3. Do you know about the human rights crisis in Afghanistan? **Y N**
- 4. Are you aware of the work of the Canadian government to improve the human rights of Afghan people? **Y N**
- 5. Are you aware of the work of Canadian citizens to improve the human rights of Afghan people? **Y N**
- 6. Do you believe that Canadian students (you!) can help to improve the human rights of people in other countries? **Y N**
- 7. Do you believe that Canadian students (you!) can influence our government to improve human rights for people in other countries? **Y N**

**After you have completed the lessons in “Understanding Human Rights in Afghanistan: Canadian Students as Global Citizens” please explain what you have learned based on the above questions.**

(If necessary, please use the back of this sheet) Thank you for your time!

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## *Acknowledgements*

We would like to acknowledge those who were instrumental in the creation of this Teachers' Resource Kit.

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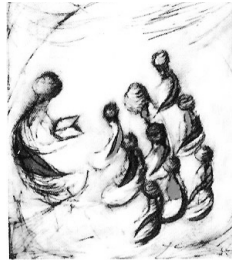
**Canadian Women for Women  
in Afghanistan**

**APPENDIX A**

***PRE-PRESENTATION ACTIVITY***

*and*

***POWERPOINT PRESENTATION  
SCRIPT***



**Understanding Human Rights  
in Afghanistan**

***Canadian Students as Global Citizens***



## Understanding Human Rights in Afghanistan

### *Canadian Students as Global Citizens*

#### **PRE- PRESENTATION ACTIVITY**

Give the students 5 to 10 minutes to write down all that they know about human rights on a blank sheet of paper. Let them know that this is a brainstorming activity, and that they are not expected to have all of the answers at this time. You may choose to gather their lists at this point, depending on the age of the class or have them turn the sheet over to take notes during the presentation. For example, for older students, you may want to use the presentation as a note-taking exercise.

After the presentation, return the lists to the students and have them add what they have learned about human rights.

#### **POWER POINT PRESENTATION SCRIPT**

1. Human rights are something that all people have.
2. Unfortunately, not all of us have access to our rights. Throughout the history of human civilization, people have not always had or even known that they had human rights. In 1948, the United Nations proclaimed the Universal Declaration of Human Rights, which recognized the “dignity and equal rights of all members of the human family”. This presentation will highlight only a few of those rights. If you would like to see the rest of the declaration, you may visit the UN website.
3. We all have the right to food, clothing, and shelter.
4. We all have the right to go to school.
5. We all have the right to live without fear. ***How many of you walked to school this morning? Were you afraid to walk to school?*** Here in Canada, we might be afraid of bullies, or big dogs, but in Afghanistan children are afraid of men with guns, of stepping on a land mine or of being kidnapped.

***Can you think of other rights that we enjoy here in Canada? What about the right to earn a living? Clean drinking water? Access to doctors and medicine?*** These are all things we enjoy in Canada and we don't usually even think about them.

As you will discover when we do some role-playing later, many Afghans do not enjoy the rights that many of us do, and haven't for a very long time.



6. (World map) *Point out Canada, China, Iraq, and various neighbours of Afghanistan.* Because of its central location between Europe, Asia, the Middle East, and the Indian Ocean, Afghanistan is at the crossroads of a number of important trade routes. Many countries have been fighting for control of Afghanistan for centuries. In 1979, the former Soviet Union – you are probably too young to know what the Soviet Union was, so I'll call it Russia – invaded Afghanistan and for many years Afghan rebel groups tried to fight them off. The United States and other countries also provided them with guns and anti-aircraft missiles – to shoot down Soviet helicopters. In 1989 that war ended with the Russians leaving, but the Americans and the rest of the world also withdrew their support, so Afghanistan fell into a state of lawlessness, with various groups fighting for control.
7. (Map of Afghanistan) Afghanistan is about the size of Saskatchewan, with a population of about 30,000,000. That's almost the entire population of Canada living in an area that is smaller than many Canadian provinces.
8. Slides 8 and 9 – (Landscape) when you see photographs of Afghanistan on the news or in the paper, you probably see a lot of bombed out buildings, soldiers with guns, and dusty, run-down city streets. It does have those things, but in fact, Afghanistan has a beautiful and varied landscape, just as Canada does. There are mountains, foothills, dry, desert-like areas, lakes, rivers, and of course, cities.
9. Included with Slide 8.
10. Facts about Afghanistan
  - Many different countries have been fighting for control of Afghanistan for centuries
  - Because of all the fighting, many things have been destroyed. Villages, homes, and schools have been ruined
  - Afghanistan is now one of the poorest countries in the world
11. *[Point out rocket launcher, the ruins of the gates to a city which had been destroyed by bullets and rockets, and the lower pair of photographs – these were taken by an American aid worker who had lived in Afghanistan in 1975 in the beautiful home on the left. When he returned to Afghanistan in 2002, he found the bombed-out skeleton of his former home and a landscape that had been devastated by years of drought and war. Not a single flower or blade of grass remained.]*
12. Before the wars, many aspects of life in Afghanistan were very much like ours, especially in the cities:
  - Boys and girls were allowed to go to school

- Women were allowed to go out on their own and to go to work
13. Many Afghan people went to work, listened to music, watched movies, and led lives very much like ours.
14. However, during the wars in Afghanistan, life was very hard for everyone. Many people suffered and died, and many Afghans were forced to leave their homeland and relatives. When the Taliban took over in 1996, some things got even worse, especially for women and girls.
15. People no longer had the freedom to do what they wanted
- Girls could not go to school. ***How many of you make a habit of complaining to your parents, “I don’t want to get up? Why do I have to go to school?” Can you imagine not being allowed to go to school? What would you do all day? [Usually a dozen hands go up and kids say “play Nintendo”, “watch T.V.”, or “play outside”, at which point we tell them that their toys and T.V. would have been taken away, and their parents wouldn’t let them play outside because it is too dangerous.]***
  - Women were not allowed to leave their homes without a close male relative. By ‘close’ they meant a husband, father, brother, or grown son – a cousin or brother-in-law would not do.
16. (Further to slide 15)
- Women were not allowed to work. ***How many of you have moms who go out to work?*** Well, imagine that your mom was no longer allowed to go to work, and so of course she no longer had a paycheque. It might be tough for your family to buy groceries, let alone do anything fun like take a holiday or even go to a restaurant. For many Afghan families, especially for those in which the father, husband or older sons had been killed in the war, the ban on women working meant they didn’t have enough money to buy food or shelter.
  - Music, books, and TV were banned
  - People were harshly punished if they broke the rules. And by harshly punished, I don’t mean they received a ticket or were yelled at. Many were beaten, jailed, or even killed for things that we in Canada do every day, like wearing nail polish or flying a kite.
17. Slides 17 and 18 – Refugees:
- People who are forced to leave their homes and go and live somewhere else are called refugees.
  - People who moved to another part of Afghanistan in an attempt to keep their families safe are called internal refugees.

- Some refugees left Afghanistan to go to neighbouring countries, such as Iran or Pakistan.

Can you imagine packing only as much as you could carry in your backpack, then walking with your family for 300km? *[teachers may want to give a local example of this distance]*. **What would you take?** Don't forget that you would have to take all the food and water that you would need for several days. **Do any of you have babies or toddlers in your family? How would you carry them? How about elderly grandparents? Would they be able to walk that far?** These are the problems that millions of Afghan people have had to face in the past 20 years.

18. (Included with Slide 17)

19. Now:

- The Taliban have been removed from power *[briefly describe the events of September 11<sup>th</sup>. The amount of detail being dictated by the ages of your students]*, but there are still many problems.
- Women have more freedom, but are still afraid for their safety. When the Taliban were first removed from power a few brave women went out in public without their burqas, but men would yell at them in the street, telling them that they were indecent and to cover up. They are also still afraid that the Taliban may regain control, as there are still people who secretly support them.

20. Girls are allowed to go to school, but many still don't because of safety concerns, lack of supplies, too few teachers or even because their families don't believe it's necessary for girls. **Why is the education of girls important, especially in a country where most of them just get married anyways?** Education is a basic human right for *everyone*, but in addition, access to education for girls is important to the whole community. Children whose mothers are educated tend to be healthier and are more likely to be educated themselves, and therefore grow up to have better jobs. Girls who attend school tend to wait until they are older to get married and have fewer, healthier babies. Unmarried women or widows who have an education are better able to find work to support their families.

21. Most people in Afghanistan believe that education is extremely important; so much so, that children and teachers are willing to walk for more than an hour to get to school, sit amongst the ruins of their destroyed classrooms, and even hold classes outside. During the time of the Taliban, teachers risked their lives running secret schools and children risked being beaten to attend them.

22. Landmines are found all over Afghanistan. **Do any of you know what landmines are?** They are bombs that are disguised as other things, and

they are meant to explode when people pick them up or step on them. In Afghanistan, children are required to go to mine school, to learn about avoiding landmines. **Who do you think put the mines there?** Various armies - Soviets, Americans, even Afghans, as a weapon against their enemies.

- People risk their lives to remove the mines so that other people will not be injured. There are still 10 million land mines in Afghanistan. It costs between \$300 and \$1000 to remove *one* landmine.
- **There are no land mines in Canada, but if there was even a rumor that there was a land mine in your garden or playground, would you feel comfortable going there? How do you think Afghan farmers feel about going out to grow food in their fields or grazing their animals in areas where there might be land mines?**
- **Who do the land mines hurt the most?** Ordinary people like you and me. People just going about their daily business. Some landmines are even designed to be small and smooth, and painted in bright colours to resemble toys.

#### 23. The Future:

- Rebuilding Afghanistan will take many years and a lot of help from the rest of the world. **Who do think should help to rebuild Afghanistan?**

#### 24. Canadians making a difference:

- Through the Canadian International Development Agency (CIDA) Canada has been one of the leading countries in contributing money to reconstruction in Afghanistan.
- The money has been sent to the Afghan government and to aid organizations, especially those helping women and children.
- Canada has also sent people – experts to help with things like setting up a Justice system, a police force and running elections. **Who else has Canada sent to help in Afghanistan?**

#### 25. Canadian Soldiers:

- Canadian soldiers have been helping to keep the people of Afghanistan safe from terrorists and remnants of the Taliban.
- They have also helped to train Afghanistan's own army to keep the peace in Afghanistan.
- Our soldiers also distribute donated goods like books and shoes to the Afghan people..

26. Non-governmental Organizations (NGOs):

- Aid organizations or NGOs are hard at work in Afghanistan, helping to rebuild the country, running schools and medical clinics and helping Afghan women and men to start small businesses. These organizations help the Afghan people to make the most of the donations that people send to them. Someday, hopefully, most of these things will be done by the government of Afghanistan.

27. Who else can help?

- So, governments and international aid agencies can help, but what about regular people like us? ***Do you think that you are too young to help the people of Afghanistan?*** This little girl, who is nine, read The Breadwinner books about young Parvana who lived in Afghanistan. After learning about life in Afghanistan, this little girl wanted to help so she organized a potluck dinner to raise money to pay the salary of an Afghan teacher for one year. She raised \$750. Another child who is seven, made homemade Christmas gift labels, sold them for \$3 a sheet and raised \$110 dollars for a girls' orphanage in Afghanistan. Many school kids have written us to say that they have had bake sales, sold homemade comic books, or taken up a collection of loonies at school to help the people of Afghanistan.
- ***Aside from raising money, what are some other ways in which you can help the people of Afghanistan?*** You can tell your parents and other people what you learned about Afghanistan today, or you may want to write to the Prime Minister or your Member of Parliament asking them to keep the promises they've made to help rebuild Afghanistan. If someone in your class is a refugee from Afghanistan, or from anywhere in the world, you can be nice to them and help them to adjust to their new life in Canada.

28. Conclusion:

- Rebuilding Afghanistan will be neither quick, nor easy. It is our hope that in the next ten years, the children in this picture will have graduated from high school, perhaps gone on to university and found jobs, and that when they have children of their own, those children will never experience the fear, hunger, and oppression that their parents knew.

## Further Explorations and Questions

***Why didn't the Taliban want children to go to school? Why wouldn't they want people to be educated? How can someone who is educated be "dangerous" to groups like the Taliban?***

The Taliban wanted children - and only boy children - to learn only the things that they believed in, not anything about the outside world. People who are educated about many things are more able to decide for themselves what they do or do not believe. The Taliban wanted people to believe only them, so they would have control over everyone.

People who are educated know what their human rights are and would be more likely to resist abuse. The Taliban wanted people to be desperate and frightened so that they would be more likely to listen to their orders.

People who are educated would be better equipped to start a resistance movement and to organize themselves against the Taliban. They would also be more likely to contact the outside world to get help.

***Why did the Taliban target women especially? Why wouldn't they want women to be involved in society?***

The Taliban, like anyone who craves power, wanted to control the people. By using their interpretation of religion and imposing it on Afghan men, they were able to control the women of Afghanistan. That meant that, relatively easily, they had control of over half the population of the country. The men would be busy fighting, and the women would be oppressed, so that no one would have the ability to oppose them.

Also, educated women would have more independence and influence over their family members and might be able to convince their husbands and sons not to follow the Taliban.

***Do you think everyone in Canada has equal access to their human rights? Does everyone have enough to eat, a safe place to live, access to a good education, to a job?***

Unfortunately, the fact is that even in Canada, one of the best places in the world to live, not everyone has equal access to their basic human rights. Many children go to school hungry, or don't have a safe place to live. We need to be constantly aware of our rights and of how easily they can be taken away from us. We need to speak out on behalf of others who are less fortunate than we are and do our best to help them.

***What are some examples of instances in Canada's history (or the present) when people were deprived of their rights?***

Aboriginal people in Canada have been fighting for their basic human rights for many years. From about 1874 to 1974, many Aboriginal children were taken away from their families and forced to go and live in “residential schools” where they were forbidden to speak in their native languages and were sometimes treated very poorly. Only since 1967, have aboriginal people been allowed to vote in elections.

During the Second World War, Japanese-Canadians were forced out of their homes, which were given or sold to someone else and were sent to internment camps for the duration of the war. The men were sent to work in road camps while the women and children were forced to move to small towns in the interior of British Columbia. All of them lived under terrible conditions. These families have received some financial compensation for what they lost, but nothing will ever be enough to make up for the pain, sorrow and loss that they had to endure. There are other examples (the Acadians, for example) that can be researched.

***What year did Canadian women become “persons” as far as the government was concerned? In what year were women granted the right to vote in Canada?***

Women were not considered to be “persons” in Canada, and so did not have the right to take part in government or to be judges, until 1929. After a long battle, women finally won the right to vote in all of Canada’s provinces by 1940.

***Are women in Canada always treated equally to men, even now? What is the percentage of women in the Canadian Parliament? Do you think women have an equal voice to that of men in Canada?***

Women’s salaries are still not up to par with men’s in Canada; there are far fewer women executives than men. Our latest parliament (2004) consists of only 21% women. Canada is rated 36<sup>th</sup> in the world in terms of the percentage of women we have in our parliament compared to other countries.

***Do you think Afghan women are now “liberated” because the U.S. – led Coalition removed the Taliban from power by force? What problems still exist?***

Just because the Taliban are no longer in power, doesn’t mean that conditions for Afghan women have gotten completely better. Many of the people who abused women’s human rights are still in power and many of the conditions that caused ordinary Afghans to suffer still exist. There is no electricity in many places, no suitable roads, not enough food and shelter; there are still many men with guns and no police to protect the people; there are not enough courts, judges or lawyers to settle disputes; women are still being abused, married against their wishes, not allowed any freedom by their husbands; and most importantly, there are not enough women in positions of power so that they can speak for other Afghan women. The world has a lot of work left to do in

Afghanistan to help rebuild the country and to educate the people so that they can help themselves.

***Is it right for outside countries to support one side or the other in a conflict or to forcibly remove one leader and replace him/her with another? What sorts of problems could arise?***

When one country interferes in the affairs of another, all kinds of problems can arise, because it is very difficult to know what will happen after a war. Also, the invading country usually has its own interest or its own “agenda” in mind when it goes into another country. For example, they may want more control over that country’s natural resources – oil, water, etc... The use of force in any situation usually leads to a violent reaction by the person or country being attacked. Balances may be upset, starting a civil war; one group may come out ahead and start abusing the human rights of another group; the government that the invading country installs may be worse than the one they got rid of, and so on. Is it right for one country to go into another, start a war, change the government and then leave? If a country chooses to participate in a war, should they be prepared to participate in the peace afterwards, even if it costs a lot of money?





## Understanding Human Rights in Afghanistan *Canadian Students as Global Citizens*

### PREPARATION FOR INTERACTIVE CARD GAME

#### Suggested materials:

- White card stock – 17 sheets
  - White paper – 4 sheets
  - 1 sheet adhesive labels (30 per sheet)
  - 17 envelopes at least 4” by 6”
1. Download and print “Character Cards”, preferably in colour, on white card stock.
  2. Cut cards apart and sort by colour and number. Ideally, the cards should be laminated so that they can be used again.
  3. Download and print 4 copies of “Human Rights Charts” (regular paper is fine). Cut out the individual charts.
  4. Download and print “Character Card Labels”, preferably in colour, on an adhesive label sheet.
  5. Affix each label to an envelope and place each set of cards in an envelope along with one Human Rights Chart.
  6. Download and print “Answer Cards”, preferably in colour, on white card stock. Cut cards apart, laminate if desired and place in the envelope labeled with “Answer Cards”.



## Understanding Human Rights in Afghanistan *Canadian Students as Global Citizens*

### INSTRUCTIONS FOR CHARACTER CARD ACTIVITY

**TIME:** approx. 1 hour

**SUPPLIES:** Game card envelopes containing Character cards and Human rights charts; Answer cards; pen or pencil for each team.

- For this activity, the students will need to be ready to use their imaginations!
- Ask the students: When you are born, do you get to choose what your life is going to be like? Do you get to decide, for example:
  - Whether you will be a boy or a girl?
  - Which country you will be born in?
  - Whether you will be rich or poor?
- Let the students know that this activity is a bit like that: who they end up being is pretty much a matter of chance.
- Tell the students to partner up and give each team an envelope marked with a colour and a number, but ask them not to open the envelope YET!
- Designate an area of the classroom for each colour, keeping in mind that the “red” group will be quite large.
- Send the students to the designated parts of the room, according to the colour on their envelope.
- Explain to the students that in each of these envelopes is the story of an Afghan person’s life. Although the stories have been made up, they are based on *real things* that have happened to *real people* in Afghanistan. Ask them to use their imaginations to try to put themselves in that Afghan person’s place.
- Explain that inside the envelope, they will find two or more cards with the number of their group, a name and a year, such as “#1 Asif - 1994”. Each



## **Understanding Human Rights in Afghanistan** *Canadian Students as Global Citizens*

**card describes their character's life during that particular year in Afghanistan. As they read the cards, ask them to keep in mind which year it is and that their ages will change as the years go by!**

- **1994 represents the time in Afghanistan before the Taliban took power.**
- **1996 is the year the Taliban came into power. They were in power for 6 years.**
- **Present is now, after the defeat of the Taliban.**
- **The last card is a human rights chart for them to fill in.**
- **Ask the students to take turns reading the cards to their partners and to listen for clues as to whether or not their character has access to the basic human rights you've talked about and that are listed on their charts.**
- **Students then need to fill in their human rights charts – they may need to use deductive reasoning, as not all answers are given in so many words.**
- **When they have finished filling in the human rights, they need to add up the stars in each column and record the total number of stars in the row marked "TOTAL".**
- **Students may then go and ask the instructor for an answer card and compare their answers to those on the card. If their answers are different, students should try to figure out why that might be. In some cases, they needed to use deductive reasoning to reach the correct answer; in others, their answers may be just as valid as those on the answer card, provided they are backed up with sound reasoning.**

### **DISCUSSION:**



## Understanding Human Rights in Afghanistan *Canadian Students as Global Citizens*

- 1. What changes did you notice in Afghans' access to human rights after the Taliban came to power? Was there a difference for men as opposed to women?*
- 2. Do you think what happened to the women in Afghanistan was fair?*
- 3. What similarities did you notice between Afghan people and yourselves?*
- 4. Did you see any similarities between the people described in this activity and the people in Deborah Ellis' book "The Breadwinner"?*
- 5. How do you think you would feel if some of your basic human rights were taken away?*
- 6. Can you think of ways that we, as Canadians might be able to help Afghan women and children regain access to their human rights?*
- 7. Use the statistics you gathered about human rights for each colour group to make charts and compare their human rights. Which groups had greater access to which human rights? Why?*

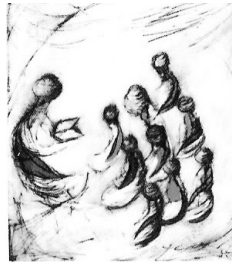
### **NOTE TO TEACHERS:**

The activity cards are designed to reflect the demographics as well as to illustrate important aspects of life and human rights in Afghanistan. The cards describe a total of 16 characters and can accommodate a class size of 32. For smaller classes, you may wish to remove some of the characters, beginning with #1 YELLOW (i.e. for 30 students); then #4 RED (28 students); and finally #10 RED (26 students). For classes smaller than 26 students, we suggest you simply assign one student to some of the characters instead of two.

**Canadian Women for Women  
in Afghanistan**

**APPENDIX C**

***CHARACTER ANALYSES***



**Understanding Human Rights  
in Afghanistan**

***Canadian Students as Global Citizens***



## Understanding Human Rights in Afghanistan *Canadian Students as Global Citizens*

### *Character Analyses*

#### **Asif (pronounced A - seef) #1 Blue card**

Ask the student who represents Asif to raise her/his hand.  
Ask the student who has Asif's character:

- What did Asif and his wife do for a living in 1994?  
*(Asif was a doctor and his wife was a social worker).*
- To what human rights did Asif have access, relative to the average Canadian?  
*(He had the same rights that most of us have: Food, clean water, access to education and health care, a home).*
- What sort of luxuries did Asif have?  
*(T.V., phone, car, holidays).*
- What did Asif do when the Taliban gained power in Afghanistan in 1996?  
*(He left Afghanistan and took his family to England).*

**Question to class: Why do you think there is only one blue character?**

**Answer: Because Asif is wealthy, and in Afghanistan as in most of the world, only a small percentage of the people are wealthy. In Afghanistan, even today, the majority of people live in what we would consider poverty, especially in rural areas where there is no electricity or running water.**

**Question to class: How many of your characters left Afghanistan in 1996 and went overseas?**

**Answer: Only Asif**

**Question to class: Why do you think Asif was the only one who did that?**

**Answer: Because he was the only one who could afford to. It is very expensive to arrange transportation for a family of five and to provide a home for them once they arrive.**

**Question to class: Why do you think Asif felt it was necessary to leave?**

**Answer: One of the reasons may have been that the Taliban persecuted many educated people. The Talibs were, for the most part, uneducated young men. They felt that educated people were a threat to their authority, and might persuade others to rebel, as well.**

- Ask the student what sort of work Asif and his wife do in England.  
(*He works in a factory and his wife is a housekeeper in a hotel*)

**Question to class:** Do you think that Asif and his family enjoy the same standard of living in England as they did in Afghanistan?

**Answer:** *No. Sadly, it is very difficult for professionals from other countries to gain recognition for their education and experience in their new country. Many of them take whatever jobs they can get in order to support their families.*

Ask the student:

- Where do Asif and his family live now?  
(*They've moved to Canada*).
- Does Asif plan to stay in Canada?  
(*Asif and his wife would like to return to Afghanistan, but it will take them years to save enough money, and their children don't want to leave*)

**To the class:** *This is a very common scenario for many families who have been forced to leave their home countries. The parents aren't always able to work in the jobs for which are trained, they are forced to take lower paying jobs, and their children become accustomed to the lifestyle of their new country and don't want to leave.*

*Asif also mentions that his relatives are scattered all over the world and they may never be together again. This is especially hard on Afghan families, as family ties are of the utmost importance to them. Ask the students to raise their hands if they have cousins that they hardly ever see, or whom they don't know very well – a few hands will go up. This situation is almost non-existent in Afghanistan, where extended families members are very close.*

## **Mariam #1 Green card**

Ask the student who represents Mariam to raise her/his hand.

Ask the student who has Mariam's character:

- What did Mariam do for a living in 1994?  
(*Mariam was a math teacher.*)
- To what human rights did Mariam have access, relative to the average Canadian?  
(*She had the same rights that most of us have: Food, clean water, access to education and health care, the right to earn a living, a home*).
- What kinds of things did Mariam and her family enjoy doing?  
(*Having friends and family over to share meals and watch videos.*)

- When the Taliban gained power in 1996, what were some of the things Mariam could no longer do?  
*(Mariam couldn't teach school or go outside without her husband. She could not go to see a doctor or leave the house without a close male relative.)*

**Question to class: Why do you think the Taliban wanted to stop women from working or going out?**

**Answer: *The Taliban felt that women had gained too much freedom and education in the previous two decades, especially under Soviet occupation. For the most part, the Taliban were uneducated, often illiterate young men and they distorted their religious teachings to support their position against the rights of women.***

- What fears does Mariam have after 1996 that she didn't have before that?  
*(She is afraid to send her children to a secret school; she is afraid for the health of her unborn baby; and she is afraid that the Taliban might take away her teenage son and daughter).*

**Question to class: Do most of us in Canada have those sorts of fears?**

**Answer: No.**

- What about now – is Mariam still in Kabul?  
*(One wall of Mariam's house was destroyed, presumably by a rocket, but no one was hurt and the family had nowhere to go, so they stayed in the house).*
- Has Mariam gone back to work?  
*(She has gone back to work, but doesn't receive her pay regularly. Bombs destroyed her school, so the kids have classes outside).*
- Do they have enough school supplies?  
*(No, but they have received a donation from some school kids in Canada to buy more supplies).*

**Question to class: What do you think you and other kids could do to help school kids in Afghanistan?**

**Answer: *(Allow the students to use their imaginations, letting them know that even a small contribution can make a big difference in the lives of Afghan children).***

**Note to teachers: see Appendix D: Suggestions for Action.**



## **Ahmed ( pronounced Aw – med or Awk-med) #2 Green card**

Ask the student who represents Ahmed to raise her/his hand.

Ask the student who has Ahmed's character:

- What did Ahmed do for a living in 1994?  
*(Ahmed was a University professor.)*
- To what human rights did Ahmed have access, relative to the average Canadian?  
*(He had the same rights that most of us have: Food, clean water, access to education and health care, a home).*
- What was one major difference between the city that Ahmed lived in and any Canadian city?  
*(Rockets were often heard falling on Kabul.)*

**Question to class: Which human right is being violated by the fact that rockets often fell on Kabul?**

**Answer: Security – feeling safe in going about one's daily life. Because of the continuous fighting between the different groups to gain control of the city, Afghans living in Kabul were under the constant threat of being killed by a rocket, gunfire or land mines.**

- When the Taliban gained power in 1996, why did Ahmed and his family leave to go to a refugee camp in Pakistan?  
*(He left Afghanistan for the safety of his daughters – he had six daughters.)*

**Question to class: Why do you think Ahmed and his family would feel they had to leave for the safety of his daughters?**

**Answer: The Taliban were very brutal towards women and girls. They would sometimes take young girls away from their families and sell them, or take them as wives. Many were never heard from again. Also girls were not allowed to go to school or to go out of the house if they were teenagers.**

- In the refugee camp, did Ahmed and his family have access to food, water, health care and education, like they did in Kabul?  
*(No, they had very little access to these rights.)*
- After the Taliban left and Ahmed and his family moved back to Kabul, what did they find had happened to their house?  
*(Someone had taken over their house so they had to move into a small apartment).*

**To the class: This is not an uncommon occurrence in Afghanistan. Often, when people were forced to flee their homes they had to do so in a hurry and did not have time to obtain all their official documents. Other people might later move into the unoccupied house and claim it as their own by falsifying documents.**

- Are Ahmed's wife and daughters able to walk in the streets without their burqas?  
(No).

**Question to class:** Can anyone think of reasons why many of the women in Afghanistan still wear the burqa in public, even though the Taliban are no longer in power?

**Answer:** *There are many reasons. Some fear reprisal later on, if the Taliban regain control of the country. Some may have been yelled at by men in the street and accused of being indecent for going out in public uncovered. Some may simply feel too conspicuous (like they stand out too much) without the burqa. Here in Canada we may think it's odd that people think we are indecent just in our regular clothes, but imagine if you were living in a society in which you never saw women out in public wearing just their street clothes. If you did see a woman in the marketplace and she wasn't covered, it would be like someone here in Canada going grocery shopping in her bikini. We may not yell at her, but we certainly would not approve.*

### **Malalai (pronounced Ma'- la - lie) #3 Yellow card**

Ask the student who represents Malalai:

- How old was Malalai in 1994?  
(She was twelve).
- How does her family make a living?  
(Her father sells vegetables at the market and her brother works for UNICEF).
  - Do she and her family live in the city or in the country?  
(They live in a village near Kabul).
- So do you think they are rich or poor?  
(Neither one. They have a nice house, presumably enough to eat, and some access to safe drinking water).
- Does Malalai go to school?  
(Yes).

Ask the student who has Malalai's character:

- Do Malalai and her family leave their home when the Taliban come into power in 1996?  
(Yes, they go to Kabul)
- Why do they leave their home?  
(Because the Taliban took over their house.

*This was fairly common. The Taliban would enter a village and set up headquarters in one of the larger or nicer homes. They would also kill whatever animals they needed for food and take anything they felt they ‘needed’ from the villagers).*

- Did Malalai’s brother go with the rest of the family?  
*(No. He went to Pakistan).*

**Question to class:** Malalai’s brother spoke English. So, based on what we discussed regarding Asif, why do you think Malalai’s brother felt that he had to leave Afghanistan?

**Answer:** *Because people who spoke English were assumed to be educated, and therefore a target of the Taliban.*

- What happened to Malalai’s father in the marketplace?  
*(He was beaten for selling vegetables to a woman who was out alone).*

**Question to class:** Why would he have been beaten for that? After all, he wasn’t the one out where he shouldn’t be.

**Answer:** *Because the Taliban would punish anyone who ignored their edicts, or rules. Not only women were affected by the Taliban’s harsh fundamentalism (briefly explain fundamentalism, if necessary).*

*Men had to follow strict rules regarding the way they dressed – they were not allowed to wear a suit and tie because it was considered a western, non-Afghan image. They were also forced to grow beards, which had to be of a minimum length. If a man’s beard were not long enough, he would be beaten. A man could also be imprisoned or beaten for not enforcing the Taliban’s edicts in his own home. He could not allow his wife or older daughters to leave the house with wearing a burqa and without proper male accompaniment; he could not have any books in his home, other than religious texts, and he could not allow his female children to go to school.*

- After the Taliban were removed from power, were Malalai and her family able to return to their home?  
*(They walked back to their village, but only found a large hole where their house had been bombed, so they walked back to Kabul.)*

**Question to class:** Why do you think Malalai’s home would have been the target of a bomb?

**Answer:** *Because it had become a Taliban headquarters.*

Even just the rumour that the Taliban were in an area could have caused that area to be a target of the Northern Alliance.

- Did Malalai go back to school?  
*(Yes, but she is the oldest student in her grade eight class).*
- How did Malalai feel about being the eldest in her class?  
*(She was embarrassed).*

**After the Taliban were ousted from power, many girls wanted to go back to school but were prevented from doing so due to lack of schools, a shortage of school supplies and teachers, lack of security, or because of their age. How would you feel if you had to go to class with children who were up to six years younger than you?**

### **Fatima (pronounced Fah'- tee -mah) #6 Red card**

Ask the student who represents Fatima to raise her/his hand.

Ask the student who has Fatima's character:

- Fatima says that she is one of the oldest people around. How old is she?  
*(Fatima is 64).*

**Question to class: Do you think age 64 is old? How many of you have grandparents who are older than 64? In Canada, the life expectancy of the average person is over 80. That means that most of us will probably live to be 80. In Afghanistan the average life expectancy is only 46, so Fatima is indeed considered to be elderly. How many of you have parents who are over 40? Imagine that most people in Afghanistan will not live to be much older than your parents.**

**Why do you think that the life expectancy Afghanistan is so low? It could be due to war, the famine caused by war, drought, or lack of adequate housing and medical care.**

Ask the student:

- Is Fatima's family rich or poor?  
*(Poor.)*
- Do they have enough food to eat and clean water to drink?  
*(Not always).*
- Where do Fatima and her family go in 1996 and why?  
*(They leave Kabul because they are afraid that rockets will hit their building. They go to a refugee camp in Pakistan).*
- And are conditions better or worse for them in the refugee camp?  
*(Conditions are worse for them in the refugee camp. They all have to live in one small tent, they had to sell Fatima's prosthetic leg to pay for transportation to the camp, and they don't have enough to eat or drink).*

*To the class: Many men, women, and children lost limbs to landmines during the time of Soviet occupation, civil war, and Taliban rule over Afghanistan. Sadly, landmines will endanger the lives of Afghans for many decades to come. Prosthetic limbs are very expensive and during the Taliban rule it was not uncommon for families to sell the prosthetic limbs of their women. They thought that the women wouldn't need them, since women weren't allowed to work or leave their homes, anyhow.*

- What happened to Fatima in the camp?  
*(She caught pneumonia and died, because the doctor had too many patients to see and couldn't get to her in time).*

**To the class: This type of scenario was a reality for millions of Afghans for over a decade, and sadly, still remains that way for many. Life in a refugee camp is extremely difficult. There is never enough food and clean water for everyone in the camps to maintain their health. Access to health care is limited due to an insufficient number of doctors, nurses, hospital beds, proper equipment, and medicine. Entire families must live together in very small tents with no water, electricity, or adequate heating and cooking equipment. It is easy to see how a person's health could deteriorate very quickly in such circumstances, and how it isn't uncommon to die from what we here in Canada see as easily curable illnesses.**

### **Parvana (pronounced Par - vah'-nah) #10 Red card**

Ask the student who represents Parvana to raise her/his hand.

Ask the student who has Parvana's character:

- To what rights does Parvana have access?  
*(She usually has enough food to eat and clean water to drink, but she does not have access to education or security).*

**Question to class: Those of you in the red group, raise your hand if you have access to fresh water. Enough to eat? Security? Education?**

**You can see that even within one group there is a lot of diversity in terms of their access to human rights.**

- What happened to Parvana's family in 1996?  
*(Her father was arrested and Parvana had to dress like a boy and she and her brother had to go out and earn money for their family).*

***Some of you may have read Deb Ellis' "Breadwinner" series, in which a girl named Parvana has to dress like a boy to support her family. In the book, Parvana's father is also arrested. During the Taliban rule in Afghanistan, and before that, during the time of the Soviet occupation and Mujahideen rule, many people were arrested for holding a point of view that was different from the government's. In***

**fact, even now, in countries all over the world the same thing happens every day. Can you name some of the countries in which this happens?**

**NOTE to teacher: depending on the age of the students and the countries they have studied, please advise them as to other countries that are ruled by such repressive regimes.**

- What about Parvana's mother? How is she coping with the difficulties in her life? *(She is very sad. Parvana's aunt says that she is depressed).*

**To the class: Due to the overwhelming difficulties in their lives, many people in Afghanistan suffer from depression. A study conducted in 2002 in Afghanistan showed that 70% of people in Afghanistan displayed symptoms of clinical depression. Women and disabled people showed the worst signs of depression. Depression can make a person feel exhausted, sad, joyless, and hopeless. Can you imagine a society in which more than half of all adults feel this way?**

- After the Taliban were removed from power, did things go back to normal for Parvana? *(No. Her father has not yet been released from prison and Parvana and her brother continue to work as tea boys to support their family).*
- Does the family have any other means of support? *(Yes. Their aunt and young cousin moved in with them after their uncle died. The aunt now works for a non-governmental agency).*
- Is Parvana's mother feeling better, now? *(Parvana's mother still looks sad a lot).*

**It takes a great deal of time, counseling, and sometimes medication to overcome depression. Do you think Parvana's mother has access to any of these things? Another mental illness that many Afghans suffer from is post-traumatic stress disorder (PTSD). This is an illness that affects people after they have been through an emotional upheaval such as war, natural disaster, an accident, or an act of violence. It isn't just the physical effects of war that people have to deal with in the years after the conflict is over. There are emotional scars that need to heal, too. Sadly, the millions of Afghan people who suffer from depression or post-traumatic stress disorder have little access to adequate counseling and medication.**

**Canadian Women for Women  
in Afghanistan**

**APPENDIX D**

***SUGGESTIONS FOR ACTION!***



**Understanding Human Rights  
in Afghanistan**

***Canadian Students as Global Citizens***



## Understanding Human Rights in Afghanistan *Canadian Students as Global Citizens*

### *Suggestions for Action*

#### **Spread the word!**

Raising awareness about human rights is one of the most important things we can do to help those who don't have access to their rights. Talk about human rights to your friends and family. Tell them about what is happening in Afghanistan and how important it is that we help people who don't have access to their human rights.

#### **Write letters!**

Send a letter to the Canadian Prime Minister saying how important you think it is that we continue to help the people of Afghanistan. The government needs and wants to know what you think, even if you are not old enough yet to vote. Letter writing is an excellent way to make your thoughts known. Every letter that you write counts as 100 letters because the government estimates that out of every 100 people who have a certain opinion, only 1 person will bother to write to them. You can also send a copy of your letter to your Member of Parliament so that she/he knows what's important to the people in that she/he represents. The Prime Minister's email address is: [pm@pm.gc.ca](mailto:pm@pm.gc.ca). Visit the web site of the Federal Government to find the email address of your M.P. at [www.parl.gc.ca](http://www.parl.gc.ca). A hand-written letter can be even more effective as it shows that you've put that much more effort into writing it – plus there's no postage charged if you are writing to the government!

#### **Send a post card!**

Canadian Women for Women in Afghanistan have printed post cards asking the Canadian government to continue supporting Afghan women and children by sending peacekeeping troops and aid money. Your teacher can contact CW4WAfghan and ask us to send enough post cards for your whole class.

#### **Raise funds!**

Fundraising can be a very satisfying activity, especially when you know that the money you raise will be used for a great cause. Even a small amount of money can make a big difference to someone's life in Afghanistan. Because Afghanistan is so far away, the best thing to send is money (as opposed to actual goods that need to be shipped). Canadian Women for Women in Afghanistan will make sure that the money gets to where it is needed most and is put to good use helping Afghan people. There are also many other great organizations that will help to get your money to Afghanistan. There are many fun ways to raise money for a good cause: a penny or looney drive at your school, a used book sale, a bake sale, a bottle drive – use your imagination, talk to your parents or teacher about your idea, then go for it! **For more ideas, visit [www.w4wafghan.ca](http://www.w4wafghan.ca).**

#### **Create a weblog/online journal**



Let others in on what you know about human rights and the situation in Afghanistan. **Don't think you know anything?** You know a lot more than you did a few days ago, and you probably know more than many Canadians about human rights abuses in Afghanistan and other parts of the world.

Here are some ideas for your weblog:

- Over the course of several days, take away your own privileges one by one and describe in the experience in your blog. For example, on day one stop using electronics (except for your blog entries, of course). On day two, start boiling all your drinking water. On day three, don't read anything that isn't religious material. On day four, don't make or listen to any kind of music. Continue to deny yourself different privileges for the next few days. Explain how your experience did or did not trigger empathy with those who don't get to choose their own rights and privileges.
- Find fabulous photos of Afghanistan for your blog at [www.lukepowell.com](http://www.lukepowell.com).
- Read one or more books from Deborah Ellis' The Breadwinner series and post a review.
- Create a piece of art expressing your perspective on human rights and/or what you've learned about Afghanistan. Post a photo of your piece along with an artist's statement on its meaning.
- Watch the movies "Kandahar" or "Osama" and post a review.
- Follow the news of Canada's military in Afghanistan in the news media or on the Department of National Defense website at [http://www.forces.gc.ca/site/home\\_e.asp](http://www.forces.gc.ca/site/home_e.asp). Post your opinion about the Canadian military's role in Afghanistan.
- Invite feed back from other young people interested in international human rights issues. Exchange ideas as to what can be done in your community and elsewhere to raise awareness of international human rights.

**Don't know how to create your own blog?** Some blog hosts offer free hosting services, as well as step by step instructions on creating your own blog. The link below will take you to a review of free blog hosts.

<http://weblogs.about.com/od/weblogsoftwareandhosts/a/topfreeblogs.htm>

For a more in-depth lesson on blogging, try the free online tutorial at

<http://weblogs.about.com/c/ec/2.htm>

Once you have a blog, here are tips on increasing the quality of, and traffic to your blog

<http://mydiary.net/News/53858-7-Tips-for-Successful-Blogging.asp>

**Important note: don't forget to practice safe blogging!**

## Safe Blogging Tips for Teens (from blogsafety.com)

- **Avoid postings that could enable a stranger to locate you.** That includes your last name, the name of your school or sports teams, the town you live in and where you hang out.
- **Check to see if your blogging service has a "friends" list that allows you to control who can visit your blog.** If so, be sure to allow only people you know and trust. Be very careful before adding strangers to your list and be extremely careful about the information you post that can be accessed by people outside your friends list.
- **Avoid getting together with someone you "meet" through a blog** unless you are certain of their actual identity. If you do meet them, arrange the meeting in a public place and bring some friends along.
- **Be very careful about photographs you put on your blog.** It's best to avoid photos that can make it easy for people to recognize you. It's a very bad idea to post photos that are suggestive or sexual in nature. Before uploading a photo, ask how you would feel if that picture were seen by your parents, a college admissions counselor, a potential employer, a future boyfriend/girlfriend or spouse or, perhaps, your grandparents. What if you were to run for office someday? What you post on the Internet can be downloaded by others and can hang around forever.
- **Avoid postings that could embarrass you, your friends or family members now or later.** Remember, what you post on your blog can be copied and stored and could come back to haunt you years later.
- **If you allow non-friends or strangers to post comments to your blog, check the comments regularly to make sure they're appropriate and, if not, remove them.** Never allow messages that are mean, threatening or embarrassing to you or others. Never respond to such messages either. Just delete them and, if possible, block that person from visiting your blog.
- **Do not lie about your age when you sign up for a blog.** Age limitations are there for a good reason. Claiming that you are older than you are could get you into trouble and put you at risk.

For more information about blogging and Internet safety, visit [BlogSafety.com](http://BlogSafety.com) and [SafeTeens.com](http://SafeTeens.com).

### **Write a letter to President Hamid Karzai of Afghanistan at:**

President Hamid Karzai  
c/o Embassy of Afghanistan  
246 Queen Street, Suite 400  
Ottawa, ON  
K1P 5E4

Encourage President Karzai to publicly speak out in protest of violence against women, to increase security for girls attending school in Afghanistan, and to work to ensure the safety of all NGO workers in Afghanistan.

### **Get connected with other youth activists:**

**Justice4Youth** was established in 1999 by some Calgary youth that wanted to educate their peers about their rights as well as more about the issues that contributed to youth crime, youth rights, and young peoples' lives in general.

<http://www.justice4youth.com/main/index.php>

**Rock Against Racism (RAR)** is a collaborative effort of community organizations in Calgary to bring awareness to anti-racism initiatives through music, culture, and dialogue. It is presented by the Committee on Race Relations and Cross Cultural Understanding and **Youth Reach Out Against Racism**.

Youth Reach Out Against Racism is a group of youth between the ages of 14 and 24 who are concerned about the presence of racism and prejudice in our society and wish to work for a positive change towards tolerance and understanding among people of different cultures:

<http://www.rockagainstracism.ca/main.html>

Amnesty International is a worldwide movement of “ordinary” people who work together to help protect - individuals and communities around the world whose human rights are under attack.

Amnesty International encourages and supports youth activism through the Youth & Student Program:

[http://www.amnesty.ca/youth/youth\\_action\\_toolkit/](http://www.amnesty.ca/youth/youth_action_toolkit/)

Mines Action Canada seeks to bring humanity one step closer to peace and social justice by eliminating the impacts of victim-activated weapons (landmines) and restoring the rights and dignity of affected individuals and communities:

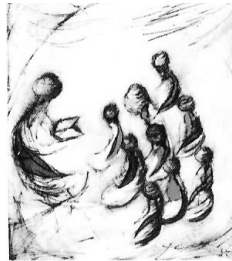
<http://www.dangermines.ca/site/index.cfm?fuseaction=Start>

**Canadian Women for Women  
in Afghanistan**

**APPENDIX F**

***LESSON PLANS***

***Grades 4 - 6***



**Understanding Human Rights  
in Afghanistan**

***Canadian Students as Global Citizens***



## Understanding Human Rights in Afghanistan *Canadian Students as Global Citizens*

### *Human Rights Lesson Plans*

#### **Activity #1 – Rights of the Child**

##### **Materials needed:**

1. Declaration of the Rights of the Child (Plain language version)  
<http://www.un.org/cyberschoolbus/humanrights/resources/plainchild.asp>
2. Flipchart paper and markers
3. Copies of “The Breadwinner”, “Parvana’s Journey” and “Mud City” by Deborah Ellis.

##### **Background information on the protection of rights:**

- FAQ on the Universal Declaration of Human Rights  
<http://www.un.org/cyberschoolbus/humanrights/qna/faqudhr.asp>
- Q and A on Human Rights  
<http://www.un.org/cyberschoolbus/humanrights/qna/alston.asp>
- Canadian Human Rights Act and the Canadian Human Rights Commission  
[http://www.chrc-ccdp.ca/about/human\\_rights\\_act-en.asp](http://www.chrc-ccdp.ca/about/human_rights_act-en.asp)
- Human Rights Watch: Afghanistan  
<http://www.hrw.org/campaigns/afghanistan/>

**Step One:** Write the 10 ‘Rights of the Child’ on the black/white board

**Step Two:** Ask the students if they think that most children in Canada have these rights. Go through them one by one and once everyone agrees, move on to the next step.

(Optional step: This website has a short photo gallery of pictures of life as an Afghan refugee. If the school has the technology to support it, students could view this on a screen prior to the activity. It is a good way to visually support the activity.)

<http://www.doctorswithoutborders.org/education/galleries/jalozai2/index.html>

**Step Three:** Divide the class into 4 groups. Have each group read an excerpt from Deborah Ellis' books as outlined below:

**“The Breadwinner”**

**Chapter 1: Life in Kabul under the Taliban.**

**“Parvana’s Journey”**

**Chapter 18: Travelling as refugees and orphans.**

**Chapter 19: Life in a refugee camp.**

**“Mud City”**

**Chapter 5: Life as a refugee street child**

**Step Four:** Each group should list which rights were violated and in each situation.

**Step Five:** Each group should present their findings to the class.

**Optional follow up activity:**

1. Have the students write in journals about how they think it would feel to have their rights violated in the way they are violated sometimes in Afghanistan.
2. Have the students write in journals about how they think it would feel to become a refugee.

## **Activity #2 – It’s Not Fair!**

Elicit the response of "It's not Fair" from students by telling them or having them choose and read cards that say each of the following statements in the new rules for the classroom. Explain that this is a sudden change but that they have to abide by the rules.

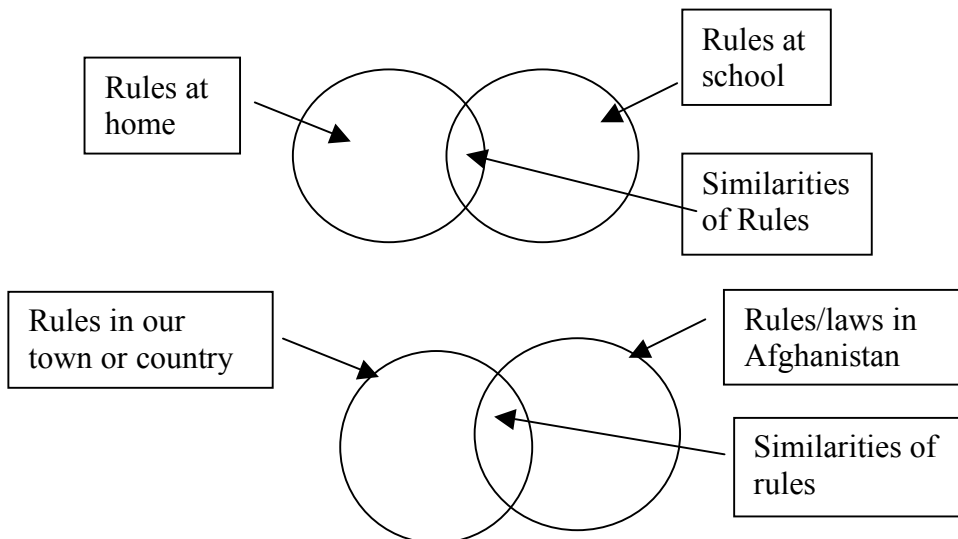
Suggested new rules for the classroom could be...

- When you go to the washroom today, you must either wait till lunch time or you must raise your hand and be accompanied by a teacher
- You may not drink water or bring drinking bottles of any kind in your backpack or in the classroom or
- You may not have a bottle of water at your desk at any time during the day.
- You will not have recess today. You will stay in the classroom and sit at your own desk. You may not talk to anyone at that time.
- You must stay after school today to do all your homework before you go home.
- You may not talk to anyone all day. Complete silence.
- You may not use the computer, or listen to music of any kind.
- You may not play any games either inside or outside today.

### **UNFAIR RULES/LAWS in our homes, in our countries and in other countries.**

When students complain that it is not fair, acknowledge to them that in our school, in our town, in our province and in our country this would not be fair. Discuss why we have rules at home, at school, in our town and in our country.

Ask the students what is similar about the rules you gave them and the rules in Afghanistan.





The students may say, “*That's not fair*” or even “*They/We have no rights*”. If the rules at home or at school involve inconvenience or some frustration they are likely not the denial of rights needed in order to survive. Explain that adults do have rules in homes and in schools for the child's safety. Because these rules involve the rights to survival of people we call them HUMAN RIGHTS.

**UNFAIR RULES/LAWS THAT DENY the survival needs of a human =  
NO HUMAN RIGHTS**

The United Nations developed a list of human rights for all people. Another group looked at these human rights and decided to write **The Declaration of Human Rights for the Child**.

For the **Declaration of the Rights of the Child** check the website  
[www.un.org/cyberschoolbus/humanrights/resources/plainchild.asp](http://www.un.org/cyberschoolbus/humanrights/resources/plainchild.asp)

# ***Landmines and Afghanistan Lesson Plan***

## **Materials needed:**

Background information on landmines from:

- Mines Action Canada web site: [www.minesactioncanada.org](http://www.minesactioncanada.org)
- International Campaign to Ban Landmines web site: [www.icbl.org](http://www.icbl.org)

## **Introduction to Landmines**

### **Time:**

5 - 10 minutes

- Introduction to mines: What do you know about landmines? *(Most kids will say “it’s a bomb” or “they kill people”. This is just a good way to start to engage them in the topic. You could even bring up the fact that they might have seen mines in movies. A water mine appears in “Finding Nemo”.)*
  - Over 350 different kinds of mines *(It is a good idea to show pictures here. They can range in size and shapes. You can find pictures about anything landmine related on the ICBL web site).*
  - Normally set off by pressure or trip wire.
  - Some mines are made to explode only when a vehicle or tank drives over it (anti-tank mines) and some mines can be set off even by a small child (anti-personnel mines)
- Where they are:
  - 82 countries (the two most heavily mined countries are Cambodia and Afghanistan) *It is a good idea to show a map and point out how much of the world is mined. The Landmine Monitor report from the ICBL website is a good resource for information and maps.*
  - 60-100 million mines are in the ground right now, but there are none in Canada.
- Does it matter how many mines are in the ground? If I told you that there MIGHT be a mine somewhere in the hallway outside, would you go? Would it make a difference if I told you there were a hundred there? Even the rumour of a mine can stop people from using an area.
- Landmines were laid in Afghanistan during the Soviet occupation by all sides.
- Landmines were laid to slow down or injure the enemy, to keep them from going into certain areas and even just to hurt as many of the enemy or their families as possible.

- The problem was that the landmines were not all cleaned up after the conflict ended - and if nobody sets them off; they stay hidden under ground until somebody steps on them. Landmines can stay active for over 50 years.
- Machines that look like tractors clean them up. People also use metal detectors and other kinds of technology to clear the mines out of the ground- but it takes a really long time because people have to be very slow and careful about it.
- Now, there is an international rule called the Ban Landmine Treaty that is meant to prevent countries from laying any more mines. Unfortunately, not all countries have signed the Treaty.

### **Landmine Trust Walk**

#### **Location:**

Open area in a classroom, gym or outdoors.

#### **Time:**

15 minutes.

#### **Materials:**

Paper land mines for indoors; cones, Frisbees, buckets to use as mines for outdoors, blindfolds for half the participants.

#### **Preparation:**

Photocopy and cut out enough paper landmines to scatter over your indoor activity area. For outdoor preparation, gather cones, rope, etc. and place near playing area.

#### **Procedure**

Create a minefield by placing “mines” (any small object) in a haphazard manner in the playing area.

Have ten to twelve volunteers form pairs (five or six pairs) - one participant will be blindfolded, the other a guide.

Instruct “blind” participants to go to one end of the designated playing area.

Then guides should take their places at the opposite end of the playing area and face their “blind” partners.

All together, guides take turns verbally directing partners through the minefield.

If a “blind” participant steps on or touches a “mine,” s/he is “maimed” and can no longer participate.

The trust walk ends when all the “blind” participants have had an opportunity to cross the minefield.

#### **Debriefing the Trust Walk**

- How did the blindfolded participants feel during the trust walk?

It was probably confusing that so many people were talking at once. Remind students that it is confusing for people who live with landmines every day. They do not have someone telling them where to step. They have to choose between risking their life, and getting what they need to survive- such as firewood, food and water. Landmines are often found on pathways, in fields and in forests.

It was probably scary for some participants. They might not have wanted to put their foot down on the ground. Talk about the fact that this is a daily reality for people living in mine affected countries.

- How did the guides feel during the trust walk?
- Emphasize that the reason that you do not get another chance to cross the field if you were maimed or killed, is because that is the way it is in real life. If you set off a landmine, you *will* be injured or killed.
- **Remind students at the end of the activity that there are no landmines in Canada.**

### **Variations**

1. If time permits, reverse the roles and play again.
2. Remove some of the landmines. Ask the entire group to close their eyes and try to cross the field without stepping on a mine.

### **Discussion of the effects of landmines**

#### **Time:**

5 minutes

Can anyone think of how landmines might affect a person or community? Think of how they might affect your mind and how you feel (psychological), your community (social and economic) or your body (physical).

Points that you could discuss here are:

#### **Psychological effects**

- Fear (you are not able to feel safe in you daily activities- the path you walk on to get your food might be mined. You fear for your family's safety)
- Shame (if you have been injured. Many amputees are not welcomed back into the communities they came from)

#### **Social and economic effects**

- It is very expensive to de-mine. It costs \$3-5 to make a mine, but can cost up to \$1000 to take one mine out of the ground.
- The cost for caring for people with injuries is very high. Prosthetics are often much too expensive for people.
- Kids can not play wherever they want to, and it is harder for parents to work and do their daily chores.
- Much farmland is no longer available to be used for growing food.

### Physical effects

- 50% of people who come into contact with a mine do not survive
- Mine injuries are very painful, and survivors often do not have the same access to care that people in the West have.

### Mine Clearance

#### **Time:**

5 – 10 minutes

Mine clearance requires a variety of ‘tools’ in order to be as effective as possible. De-miners will first use a machine that looks a lot like a tractor to drive over the ground, and set off as many mines as possible, before the de-miners will start the manual process. *(It is a good idea to show pictures here. Again, the International Campaign to Ban Landmines website is very good for their pictures)*

Sometimes, de-miners will clear an area using de-mining dogs that will sniff out the explosive powder, rather than the metal that metal detectors find. The dogs are treated very well and de-miners do everything they can to make sure that the dogs do not get hurt. De-mining dogs are like police dogs. When they sniff out the explosive powder, they sit down, to tell the de-miner that there is something under the ground. The de-miner will then mark that area, and they will uncover the mine later. *(The students will be very concerned about the well-being of the dogs. Besides humanitarian reasons for taking good care of the animals, it is in the best interests of the de-miner to make sure that the dog is safe. It can cost \$18,000 for just the initial training and care of one dog)*

After the dogs have investigated the area, de-miners use a metal detector to find any mines that are still under the ground. If they hear the ‘beep’ of the metal detector, they get down on their stomachs and use a stick that looks like a knitting needle to prod into the ground. They do this very slowly and carefully. They prod into the ground on an angle, because if they prod straight down, they risk setting off the mine. *(You could demonstrate what this might look like, or show them a picture here)* If they strike something hard, the de-miners will mark the area, and they will later cut out the ground around it to expose what is underneath. If it is indeed a mine, explosives will be placed around it and detonated.

### Concluding the lesson

#### **Time:**

5-10 minutes

Discuss ways that students in Canada can be active on the issue of landmines and Afghanistan. See **Opportunities for action** below.

Ensure that you leave the students with the fact that the global landmine situation is improving every year, though there is still much work to be done. Afghanistan is one of

the biggest priority areas, and has a large number of national and international organizations trying to solve the problem. Students should also know that there are a variety of ways for them to be locally involved; an important point to make in order to ensure that they do not feel disengaged from the problem.

**Opportunities for action:**

Help to clear land mines:

<http://www.clearlandmines.com/>

Hold a “Night of 1000 Dinners” to raise money for landmine survivors

Sign the “Peoples’ Treaty” against land mines at <http://www.icbl.org/youth>

Visit these sites to find out what you can do to help:

[www.minesactioncanada.org](http://www.minesactioncanada.org)

<http://www.mines.gc.ca/V/menu-en.asp>

## *Student Activities*

The following four pages can be photocopied and handed out to students for individual or group activities. Have students carry out the activity as per the instructions on the sheets and then hold a class discussion around the issues raised.

**Refugee Activity:** Have the students work in groups and present their results to the class. A class discussion could then be held to explore:

- How students felt at having to leave certain things behind.
- What were some of the things that could have happened while they were travelling?
- What are some of the challenges/dangers they would have to overcome (e.g. lack of food and water, land mines etc?)
- How would they feel about having to adjust to new surroundings such as: a refugee camp, a new home, a new country?

**Venn Diagram:** In addition to, or instead of using words to describe life in Canada and Afghanistan, students can also draw, or paste pictures onto the diagram.

**Map Activity:** Students use the maps and information provided to answer a series of questions about the geography of Afghanistan and Canada. The following website has excellent Canadian map resources for further exploration of themes using your own province as a reference.

<http://atlas.nrcan.gc.ca/site/english/maps/reference/provinceterritories>

## *Refugee Activity*

### *YOU ARE A REFUGEE - WHAT WOULD YOU TAKE?*

If you had to leave your home quickly (as many refugees around the world must do) what would you take? Remember that you may not be coming home again, you can only take what you can carry, and you may have to walk for a long time. Use the space around the backpack to draw or write about what you would take with you.

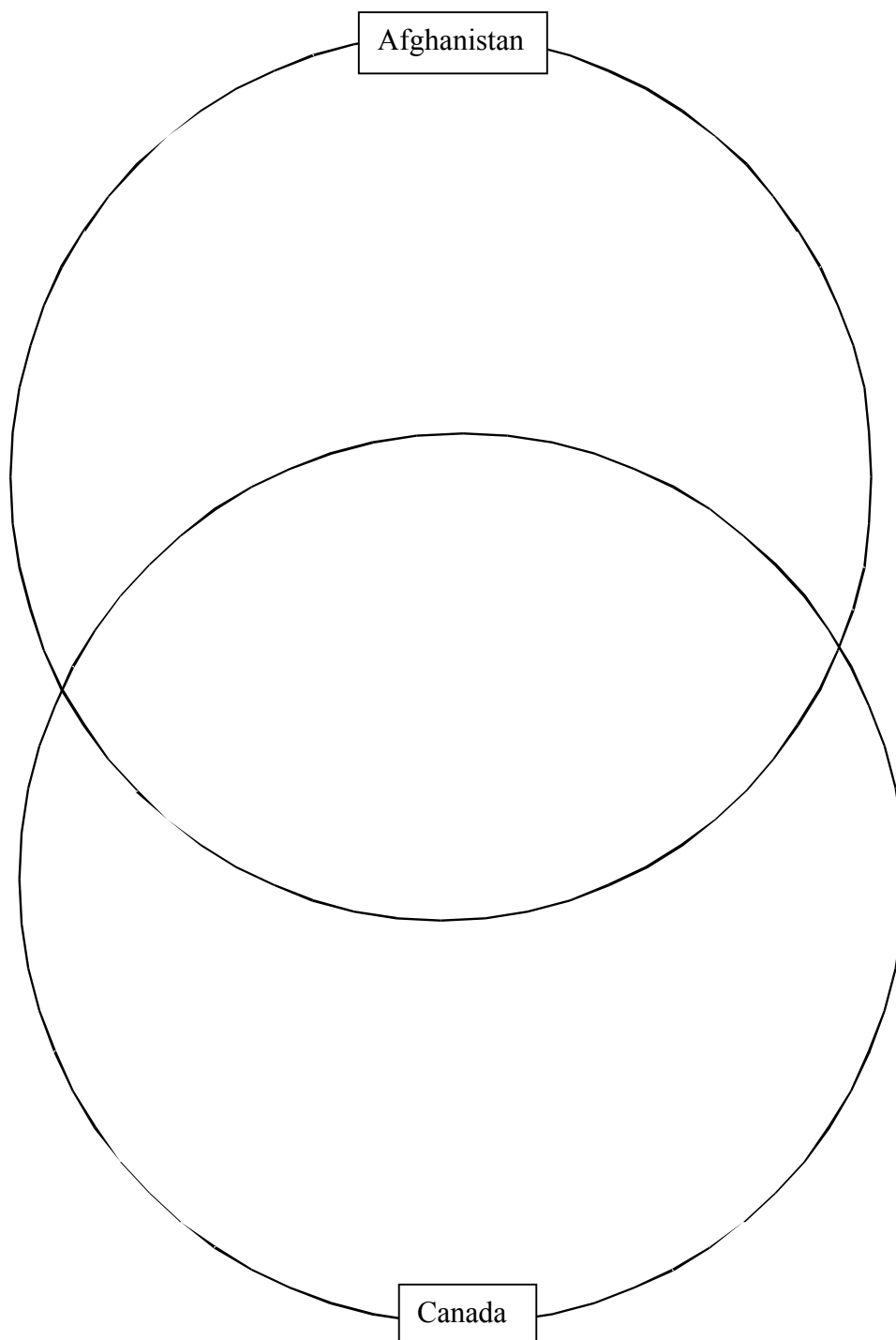


*Clip art licensed from the Clip Art Gallery on [www.DiscoverySchool.com](http://www.DiscoverySchool.com)*



## *Venn diagram – Canada and Afghanistan*

Canadians and Afghans have a lot in common – we have similar hopes and dreams, likes and dislikes. There are also some major differences in our lives; some by choice and others by chance. Use this Venn diagram to illustrate how life in Canada and life in Afghanistan can be similar in some ways and very different in others.



## Map Activity

Using the map of Afghanistan below and the map of Canada on the following page, answer these questions:

1. Are the two maps at the same scale? How can you tell?
2. To which province(s) is Afghanistan most similar in size?
3. What is the distance from Kabul to Mazar-e-Sharif? Find pairs of cities on the map of Canada that are also that distance apart. If you were a refugee, do you think it would be easy to walk from one city to the other?
4. There is a large geographical feature called the "Hindu Kush" that lies between Kabul and Mazar-e-Sharif. Do you know what it is? Western Canada has a similar feature – where is it located? What kinds of problems might you have if you had to walk across that geographical feature?
5. Find the statistics below for your province. You may want to use the web site: [http://www3.nationalgeographic.com/places/countries/country\\_canada.html](http://www3.nationalgeographic.com/places/countries/country_canada.html)

To which map does each box belong?  
What is GDP?

\_\_\_\_\_?

**Area**  
647,500 sq km  
**Population**  
31,056,997 (July 2006 est.)  
**Birth rate:**  
47 births / 1000 population  
**Death rate:**  
20 deaths / 1000 population  
**Life expectancy:** 43 years  
**Literacy:**  
Male 51%; Female 21%  
**GDP Per Capita:** U.S. \$800

\_\_\_\_\_?

**Area**  
9,093,507 sq km  
**Population**  
33,098,932 (July 2006 est.)  
**Birth rate:**  
10 births / 1000 population  
**Death rate:**  
7.8 deaths / 1000 population  
**Life expectancy:** 80 years  
**Literacy:**  
Male 99%; Female 99%  
**GDP Per Capita:**  
U.S. \$35,200



Statistics and Afghanistan Map source: CIA World Factbook <http://www.cia.gov/cia/publications/factbook/>

**Want more information?** <http://plasma.nationalgeographic.com/mapmachine/profiles/af.html>

## Map Activity (cont'd)



## ***Additional Activities***

***My Afghan Friend:*** Imagine that you have a friend who lives in Afghanistan and that you are pen pals. Write a letter to her or him and then write their reply.

***Creative Writing:*** Read one of Deborah Ellis' books (*The Breadwinner*, *Parvana's Journey* or *Mud City*) and write an additional chapter at the end of the book, telling what happens to the characters based on what you know about them and about life in Afghanistan.

***Collage:*** Use pictures from old magazines (National Geographic is excellent) and make a collage illustrating life in Canada on half of the page and life in Afghanistan on the other half, perhaps using the middle section of the page to put things both countries/peoples have in common.

## ***Web connections***

**A lesson plan on the drought in Afghanistan:**

<http://www.nationalgeographic.com/xpeditions/lessons/01/g35/drought.html>

**A lesson plan on life as a refugee in Afghanistan:**

<http://www.nationalgeographic.com/xpeditions/activities/09/refugee.html>

**A page of Questions and Answers *for* kids and *by* kids, lesson helpers, activities and other resources**

[http://teacher.scholastic.com/scholasticnews/indepth/afghanistan/kid\\_q\\_a.htm](http://teacher.scholastic.com/scholasticnews/indepth/afghanistan/kid_q_a.htm)

**Parvana, The Breadwinner Teachers' Notes:**

<http://www.allenandunwin.com/Teaching/parvana.tns.pdf>

**Afghanistan: Land in Crisis Thematic Interactive Map:**

<http://www.nationalgeographic.com/landin crisis/>

## **Book List for Teachers**

- Ansary, Tamim. West of Kabul, East of New York: An Afghan American Story.
- Ahmedi, Farah and Tamim Ansary. The Story of My Life: An Afghan Girl on the Other Side of the Sky.
- Armstrong, Sally. Veiled Threat: The Hidden Power of the Women of Afghanistan.
- Bernard, Cheryl. Veiled Courage: Inside the Afghan Women's Resistance.
- Brodsky, Anne E. With all our Strength.
- Burke, Jason. Al Qaeda.
- Chavis, Melody and Ermachild, Meena. Heroine of Afghanistan: the Martyr who founded RAWA, the Revolutionary Association of Women of Afghanistan.
- Chayes, Sarah. The Punishment of Virtue: Inside Afghanistan After the Taliban.
- Crile, George. Charlie Wilson's War: The Extraordinary Story of the Largest Covert Operation in History
- Cristofari, Rita and Follain, John. Zoya's Story: An Afghan Woman's Struggle for Freedom.
- Elliot, Jason. An Unexpected Light.
- Ellis, Deborah. The Breadwinner.
- Ellis, Deborah. Parvana's Journey.
- Ellis, Deborah. Mud City.
- Ellis, Deborah. Women of the Afghan War.
- Fisher Staples, Suzanne. Under the Persimmon Tree.
- Hosseini, Khaled. The Kite Runner.
- Hosseini, Khaled. A Thousand Splendid Suns.
- Huntington, Samuel P. The Clash of Civilizations and the Remaking of World Order.
- Kaplan, Robert D. Soldiers of God: With Islamic Warriors in Afghanistan and Pakistan.
- Khadra, Yasmina (Moulessehoul Khadra real name). The Swallows of Kabul.
- Kremmer, Christopher. The Carpet Wars: From Kabul to Baghdad.
- Lamb, Christina. The Sewing Circles of Heart: A Personal Voyage Through Afghanistan
- Latifa. My Forbidden Face: Growing Under the Taliban: A Young Woman's Story.
- Logan, Harriet. Unveiled: Voices of Women in Afghanistan.
- Lubbers, Ruud and Zalmai. Return, Afghanistan / Retour, Afghanistan

Mehta, Sunita. Women for Women Afghanistan: Shattering Myths and Claiming the Future.

Mortenson, Greg. Three Cups of Tea.

Newby, Eric. A Short Walk in the Hindu Kush.

Pazira, Nelofer. A Bed of Red Flowers: In Search of My Afghanistan.

Pigott, Peter. Canada in Afghanistan: The War So Far.

Rashid, Ahmed. Taliban.

Rashid, Ahmed. Jihad: The Rise of Islamic Fundamentalism in Central Asia.

Schultheis, Rob. Night Letters: Inside Wartime Afghanistan.

Schwartz, Stephen. The Two Faces of Islam: Saudi Fundamentalism and Its Role in Terrorism.

Seierstad, Asne. The Bookseller of Kabul.

Shah, Saira. The Storyteller's Daughter.

Sulima, Hala and Batya Swift, Yasgur. Behind the Burqa: Our Life in Afghanistan and How We Escaped to Freedom.

### **Film List**

- Kandahar
- Return to Kandahar
- Osama
- Five O'Clock in the Afternoon
- Daughters of Afghanistan

**Character:** \_\_\_\_\_

Does your character have access to these human rights?

0 = No \* = A little bit \*\* = Some \*\*\* = Yes

Human Rights	1994	1996	Present
FOOD			
WATER			
SHELTER			
HEALTH			
EDUCATION			
SAFETY			
LIVELIHOOD			
FREEDOM of Movement			
TOTAL			

**Character:** \_\_\_\_\_

Does your character have access to these human rights?

0 = No \* = A little bit \*\* = Some \*\*\* = Yes

Human Rights	1994	1996	Present
FOOD			
WATER			
SHELTER			
HEALTH			
EDUCATION			
SAFETY			
LIVELIHOOD			
FREEDOM of Movement			
TOTAL			

**Character:** \_\_\_\_\_

Does your character have access to these human rights?

0 = No \* = A little bit \*\* = Some \*\*\* = Yes

Human Rights	1994	1996	Present
FOOD			
WATER			
SHELTER			
HEALTH			
EDUCATION			
SAFETY			
LIVELIHOOD			
FREEDOM of Movement			
TOTAL			

**Character:** \_\_\_\_\_

Does your character have access to these human rights?

0 = No \* = A little bit \*\* = Some \*\*\* = Yes

Human Rights	1994	1996	Present
FOOD			
WATER			
SHELTER			
HEALTH			
EDUCATION			
SAFETY			
LIVELIHOOD			
FREEDOM of Movement			
TOTAL			

## #1 Asif

Human Rights	1994	1996	Present
FOOD	***	***	***
WATER	***	***	***
SHELTER	***	***	***
HEALTH	***	***	***
EDUCATION	***	***	***
SAFETY	*	***	***
LIVELIHOOD	***	**	**
FREEDOM of Movement	***	***	***

## #1 Mariam

Human Rights	1994	1996	Present
FOOD	***	***	***
WATER	***	***	***
SHELTER	***	**	**
HEALTH	**	0	**
EDUCATION	***	0	**
SAFETY	**	*	**
LIVELIHOOD	***	*	**
FREEDOM of Movement	***	0	**

## #2 Ahmed

Human Rights	1994	1996	Present
FOOD	***	*	**
WATER	***	*	*
SHELTER	***	**	**
HEALTH	***	*	**
EDUCATION	***	*	**
SAFETY	*	**	**
LIVELIHOOD	***	0	**
FREEDOM of Movement	***	**	***

## #1 Shauzia

Human Rights	1994	1996	Present
FOOD	***	**	***
WATER	***	*	***
SHELTER	***	***	***
HEALTH	***	*	**
EDUCATION	***	0	*
SAFETY	***	*	***
LIVELIHOOD	***	*	***
FREEDOM of Movement	***	0	***



## #2 Ali

Human Rights	1994	1996	Present
FOOD	***	*	**
WATER	**	**	**
SHELTER	***	***	***
HEALTH	**	*	*
EDUCATION	***	*	**
SAFETY	**	**	**
LIVELIHOOD	***	*	**
FREEDOM of Movement	***	**	***

## #3 Malalai

Human Rights	1994	1996	Present
FOOD	***	**	**
WATER	***	*	*
SHELTER	***	*	*
HEALTH	***	**	**
EDUCATION	***	0	**
SAFETY	*	*	**
LIVELIHOOD	***	*	**
FREEDOM of Movement	***	0	**

## #1 Saira

Human Rights	1994	1996	Present
FOOD	**	*	*
WATER	*	*	*
SHELTER	***	***	***
HEALTH	*	*	*
EDUCATION	0	0	0
SAFETY	**	*	**
LIVELIHOOD	**	*	**
FREEDOM of Movement	***	0	**

## #2 Abdul

Human Rights	1994	1996	Present
FOOD	**	*	*
WATER	*	*	*
SHELTER	***	**	**
HEALTH	**	*	**
EDUCATION	0	0	0
SAFETY	*	*	*
LIVELIHOOD	***	*	**
FREEDOM of Movement	***	***	***

### #3 Nasrine

Human Rights	1994	1996	Present
FOOD	***	*	**
WATER	**	*	**
SHELTER	***	*	**
HEALTH	***	*	**
EDUCATION	0	0	0
SAFETY	**	**	**
LIVELIHOOD	***	0	**
FREEDOM of Movement	***	**	***

### #4 Farida

Human Rights	1994	1996	Present
FOOD	**	*	**
WATER	**	*	*
SHELTER	**	**	**
HEALTH	***	*	**
EDUCATION	**	*	**
SAFETY	*	*	**
LIVELIHOOD	***	0	*
FREEDOM of Movement	***	0	**

### #5 Hamed

Human Rights	1994	1996	Present
FOOD	**	*	*
WATER	*	*	*
SHELTER	***	*	*
HEALTH	**	*	*
EDUCATION	0	0	0
SAFETY	*	**	**
LIVELIHOOD	**	0	0
FREEDOM of Movement	***	**	**

### #6 Fatima

Human Rights	1994	1996	Present
FOOD	**	*	
WATER	*	*	
SHELTER	***	*	
HEALTH	*	0	
EDUCATION	0	0	
SAFETY	*	**	
LIVELIHOOD	**	0	
FREEDOM of Movement	**	*	

## #7 Hamida

Human Rights	1994	1996	Present
FOOD	**	*	
WATER	*	*	
SHELTER	***	***	
HEALTH	*	*	
EDUCATION	0	0	
SAFETY	*	*	
LIVELIHOOD	**	**	
FREEDOM of Movement	**	0	

## #8 Bashir

Human Rights	1994	1996	Present
FOOD	***	**	*
WATER	***	*	*
SHELTER	***	**	***
HEALTH	**	**	*
EDUCATION	0	0	0
SAFETY	**	*	**
LIVELIHOOD	**	*	*
FREEDOM of Movement	***	*	***

## #9 Sima

Human Rights	1994	1996	Present
FOOD	**	*	*
WATER	***	*	*
SHELTER	***	***	**
HEALTH	***	*	*
EDUCATION	0	0	**
SAFETY	**	**	***
LIVELIHOOD	***	*	**
FREEDOM of Movement	***	**	**

## #10 Parvana

Human Rights	1994	1996	Present
FOOD	***	*	**
WATER	***	*	*
SHELTER	***	***	**
HEALTH	***	*	**
EDUCATION	0	0	0
SAFETY	*	*	**
LIVELIHOOD	***	*	**
FREEDOM of Movement	***	**	***

## #1 **Asif** 1994

- I am a 45 year old man. My name is Asif.
- I am a doctor. I am very busy because of the rockets that bombard the city. It can be very dangerous at times.
- My wife is a social worker.
- We live in a house in the city.
- We have three children. They all go to school, and hope to attend University.
- We have enough to eat.
- We have access to plenty of clean drinking water.
- We have a car, a T.V. and a telephone.
- My family and I take vacations to India.

## #1 **Asif** 1996

- I took my family out of Afghanistan and went to England.
- We live in a small flat.
- I am not allowed to practice medicine here, so I now work in a factory
- My wife works as a housekeeper in a hotel.
- My wife and I are studying English and our children all attend school.
- We miss our family and friends in Afghanistan and we would like to go home as soon as it is safe to return.

## #1 **Asif** Present

- We moved to Canada because my sister and her family are there and they helped us to emigrate.
- I am not allowed to practice medicine in Canada, so I work in my brother-in-law's restaurant.
- My wife works in a day-care centre.
- We would love to go back to Afghanistan, but it will take us years to save enough money, because our jobs don't pay very well.
- Our children do not want to return to Afghanistan, as they have made many friends and enjoy the western lifestyle.
- Since most of our relatives are now spread out all over the world, we may never be together again. This is very distressing, because family ties are very important to us.

## #1 **Mariam** 1994

- I am a 37 year old woman. My name is Mariam.
- I am a math teacher.
- I have a husband and four children
- We live in a house in the city of Herat.
- We have enough food to eat.
- We have access to clean drinking water.
- I enjoy having friends and family to my home to share meals and watch videos.

## **#1 Mariam 1996**

- I am no longer allowed to teach school, or to leave my house without a close male relative.
- My husband must take our daughters to the home of one of my former co-workers who runs a secret school in her apartment. It is dangerous for my friend, my husband, and my children.
- The Taliban have taken away our T.V., VCR, and all our videos. We rarely have guests, anymore - most people are afraid to leave their homes.
- By Taliban decree, the windows of my home have been painted black so that no one can look in and see me.
- I am expecting another child, but I am worried, since the last time I gave birth, there were some problems. There are some doctors who will secretly treat women, but it is dangerous to visit them.
- I live in fear that the Taliban will come and take away my son to join in the fighting, or take away my teenage daughter and force her to marry one of them.

## **#1 Mariam Present**

- One of the walls of our house was destroyed, but we stayed in it anyhow, as we had nowhere else to go.
- We sold most of our possessions, but it doesn't matter - we survived the war!
- I went out once without my burqa, but people yelled at me in the street. Now I always wear the burqa when I go out.
- I am able to work as a teacher again, but I don't get paid as much, or as regularly. My school was destroyed by the bombing, so I have to teach classes outdoors until the new school is built.
- We didn't have enough school supplies at first, but a group of schoolchildren in Canada raised money for us to buy more supplies.
- Now that I am working again, we will try to save enough money to send all our children to university. This is my dream.

## **#2 Ahmed 1994**

- I am a 43 year old man. My name is Ahmed.
- I am a University professor. I teach math and computers.
- I have a wife and six daughters. We live in a house in Kabul. We often hear the rockets falling on other parts of the city. We hope they don't hit our house.
- Although we are not rich, we always have enough to eat.
- We have access to clean drinking water.
- I love reading and going to the movies.

## **#2 Ahmed 1996**

- My family and I left Afghanistan for the safety of our daughters.
- We are now refugees and we live in a camp in Pakistan. There are many other people here from all over Afghanistan.
- We are in poor health because we do not always have enough food to eat or clean water to drink. There are too few doctors here for all these people.
- There is no school in the camp for my children to attend. I try to teach them as much as I can, but we don't have any school supplies.

## #2 Ahmed Present

- I have moved my family back to Kabul.
- The house we owned was taken over by others, so we are forced to live in a very small apartment.
- I have gone back to the University to teach, but I rarely get paid. We have no supplies and no computers. Everything was stolen or destroyed during the war.
- My eldest daughter has married and has gone to live with her in-laws. My other daughters go to school, but the older ones are not happy there. They feel embarrassed to have to attend classes with younger children, and they must wear burqas when walking to and from school to feel safer in the streets.

## #1 Shauzia 1994

- I am a 16 year old girl. My name is Shauzia,
- I live in a village near Mazar-e-Sharif.
- My dad is a merchant at the bazaar. He makes and sells musical instruments. People come from all over Afghanistan to buy his rebabs.
- We have enough to eat.
- We have access to clean drinking water.
- I am almost finished school, and I hope to become a gym teacher one day.

## #1 Shauzia 1996

- I am not allowed, by law, to go to school anymore.
- The Taliban shut down my father's shop and destroyed his beautiful instruments. He is very sad.
- My mom and I do not have the right to leave the house without a close male relative, so I don't see my friends anymore. It is very boring to stay inside all the time with my mom and brothers and sisters. We argue a lot.
- It is becoming harder to find food. We no longer have access to safe drinking water. What little water we do have, we must boil before using.
- My parents have arranged for me to marry a distant relative in Pakistan, because they feel it would be safer for me to leave Afghanistan.

## #1 Shauzia Present

- I am married and I have two children.
- I live in Pakistan.
- I have not been able to continue with my education because I have no family here to help me look after my children.
- My husband goes to work and I stay home in our apartment to look after the children.
- We are trying to save enough money to emigrate to Canada. Maybe there I will be able to fulfill my goal of becoming a gym teacher.

## #2 Ali

1994

- I am an 8 year old boy. My name is Ali.
- I live in a village with my mother, 2 brothers and sister.
- My father and eldest brother are in the military.
- I go to school and I can read.
- I usually have enough to eat.
- I don't have access to clean drinking water.
- I love to fly kites with my cousins.

## #2 Ali

1996

- My father has gone missing in the war, and my brother has been badly injured.
- Since my mother can not leave the house without a close male relative, my 11 year old brother must work to feed our family.
- I miss my cousins. My aunt and uncle took their family to a refugee camp and wanted us to go with them, but my mother refused to leave, saying that we must stay and wait for our father.
- We are hungry and thirsty and bored most of the time.
- The Taliban have even banned kite flying.
- I still go to school, but we are only allowed to study reading, writing and religion.

## #2 Ali

Present

- My mother has taught my sister embroidery and knitting. They sell their needlework to a non-governmental organization called PARSА, who sends it to North America to be sold. They will do this work until a school is built in our village. Then my sister, my brother, and I will be able to attend school again!
- My father has still not returned and my mother's family is urging her to re-marry, but she doesn't want to. They have terrible fights and I am afraid that they may not give her a choice. I don't want a new father.
- I hope my cousins return, soon. We will build new kites together and we'll fly them whenever we want.

### #3 Malalai 1994

- I am a 12 year old girl. My name is Malalai.
- I have two sisters and one brother.
- My family lives in a small village near the city of Kabul.
- We live in a nice house with a small garden surrounded by a mud wall. I love to sit under the apricot tree when there are no rockets being fired, and dream about going to beautiful, faraway places.
- My father sells vegetables at the market. My brother works at the UNICEF office in Kabul.
- The water here is safe to drink, but we have to be careful not to use too much
- I can read and write, and I go to school. I also like playing soccer and watching music videos.

### #3 Malalai 1996

- The Taliban took over our house so we had to just grab a few things and run away. Now we live in a small, bombed-out apartment in Kabul.
- The water here is not safe to drink.
- I'm not allowed to go to school any more.
- My father was beaten for selling vegetables to a widow who was by herself at the market.
- My brother lost his job because the aid organizations have left. He had to move to Pakistan because he speaks English and it's dangerous here for him now.
- We can't watch TV or videos, we can't even listen to music. It's very boring just to sit around all the time. I'm very sad.

### #3 Malalai Present

- After the Taliban were gone, we walked back to our village to find our home. There was only a great big hole left by a bomb where our house had been, so we walked sadly back to Kabul.
- I went back to school to finish my studies, but I'm so far behind now that I'm one of the oldest students in my grade 8 class.
- I'm angry about what the Taliban did to Afghan women. I've decided to start a group for women to fight for our rights. There is an organization here in Kabul called AWAC, funded by the Canadian government that has offered to help me get started. Many of the young women I spoke to are interested in joining me.



## #1 Saira 1994

- I am a 13 year old girl. My name is Saira.
- My father raises sheep.
- I live in a village.
- I don't know how to read.
- I don't always have enough to eat.
- I don't have access to safe drinking water.
- I can't go to school because I am too busy helping my mom take care of my younger brothers and sisters.

## #1 Saira 1996

- The Taliban came to my village and took my father away to fight in the war.
- My Mom has to hide me so that no Taliban will try to take me for his wife.
- My Mom is not allowed to go out of the house without a male relative, so now my younger sister must dress like a boy and go out every day to find food and water for the family. She is often angry with me for not getting the water but it is not safe for me to leave the house.
- We do not have enough food or fresh water so we are all in poor health.
- We do not have access to a doctor or any medicine.

## #1 Saira Present

- My father came back from the war, but he is grumpy and sad all of the time and the children have to always be quiet around him.
- Food and fresh water are as scarce as ever, but at least we can all go out of the house now. We still wear our burqas though, because we are afraid that there still might be some Taliban around.
- I am married to a man from our village whose first wife died in childbirth. He is much older than me, but he is a kind man.
- It was not my choice to marry, but my Mom could no longer afford to feed us all and my husband needed a wife to care for him and his children.
- I am pregnant with my second child. I hope that someday my children will be able to go to school and learn to read.

## #2 Abdul 1994

- I am a 9 year old boy. My name is Abdul. I can't read.
- I don't go to school because I work with my family making carpets.
- I like to walk in the hills and mountains with my friends, but we always have to go on the marked paths because of the landmines.
- I get tired of eating mostly rice and naan, but mom says we are lucky, because some people don't even have that.
- All our water must be boiled before we can drink it. One time my little sister drank some unboiled water and became very sick.
- My friends and I use an old sheep's stomach stuffed with rags as a soccer ball. Someday, I would like to be a professional soccer player.

## #2 Abdul 1996

- Our village was bombed and we had to run away. We only took what we were able to carry. My little sister still has nightmares about it.
- We walked a long way to another village to live with my aunt, uncle and four girl cousins. It is very crowded in the house and we don't always get along.
- My father and uncle went off to join the fighting and we haven't heard from them since they left.
- My mom, aunt and older cousins can't leave the house without a male relative and they are not allowed to work, so I have to go out and find food for the family every day.
- I try to find things that other people have thrown out that I can clean up and sell, or I offer to do small jobs for people in exchange for food.
- There is not much food and we are hungry most of the time. That makes us tired and irritable.
- I can see my mom is worried about our health, especially the younger ones and is sad that she can't provide for us.
- I don't get to see my friends any more - most of them went away to refugee camps after our village was bombed.

## #2 Abdul Present

- Our village was bombed again, but at least the Taliban have left. They say the war with the Taliban is over now, and I'm hoping that my father will come back soon.
- My mom, aunt and cousins can go out now, but they still wear their burqas because they are afraid.
- There are a lot of men with guns around. I think it would be neat to have a gun of my own but my mother becomes very unhappy with me when I say this.
- There still isn't enough food, but at least the women in the household can sell some handicrafts now to help make a bit of extra money.
- Sometimes, foreigners come to ask us questions, and sometimes big trucks come with food, but it doesn't last long.
- I hope one day I'll get to go to school and play soccer with my friends again.

## #3 Nasrine 1994

- I am a 2 year old girl. I live with my parents, my brother and two sisters.
- My family grows fruit and we live near a village.
- I love to play with my brother and sisters. They tease me and chase me around in the shade of the fruit trees.
- My parents cannot read and I probably will not learn either.
- I don't have access to clean drinking water.
- I love to watch my mom make naan. It smells so good when it is baking!

## #3 Nasrine 1996

- The village near our orchard was bombed and I was very scared by all the noise and shaking.
- Then some of the rockets started falling on our orchard and destroyed our fruit trees. We had to grab whatever we could carry and run away from our house.
- We went to a camp and now we live in a tent and we are hungry most of the time.
- The people who run the camp told us that we have to boil our water before we can drink it or we will get sick.
- My mom and older sister wear burqas most of the time because there are so many strangers around.
- I go with my mom to find firewood. Sometimes we have to walk for a very long time. I'm too tired to play anymore.

### #3 **Nasrine** Present

- We lived in a tent for a long time and it was very cold there.
- There were many children there, but we didn't play much because we were too cold and hungry most of the time.
- We walked a long way back to our farm and village. When we got there, we found that almost everything had been destroyed, so we decided to go to the city.
- We're staying with my uncle and his family in a small house. It's crowded here, but it's a bit warmer and we have at least one meal a day.
- My mom is happier now because she has my aunt to talk to, but sometimes when they talk, they both start to cry.

### #4 **Farida** 1994

- I am 30 year old woman. My name is Farida.
- My husband works as a cleaner in the hospital.
- I have four children.
- We live in a small apartment in the city. Part of our building has been destroyed by rockets.
- Our two oldest children attend school.
- I can't read.
- We don't have much money but we usually have enough to eat unless the fighting prevents us from going to the market.
- They say our water is safe to drink, but we always boil it, just in case.

### #4 **Farida** 1996

- The Taliban took my husband away because he knew how to speak English.
- I am not allowed to leave my house without wearing a burqa and then only in the company of a male relative.
- It is very hard for me to get food and fresh water. We have to rely on the help of friends and neighbours. We are hungry most of the time.
- I do not have access to a doctor.
- My children and I are in very poor health.
- There is nothing to do to keep ourselves occupied. Sometimes I am so sad, I just want to sleep all day.
- I want to send my daughters to a secret school I've heard about, but it is very dangerous. I am too afraid.
- I feel like a prisoner in my own home.

### #4 **Farida** Present

- My husband still has not come back.
- The children are allowed to go to school now, but I have to send the boys out to work and I won't let the girls go outside very far.
- I am still very afraid to go out into the street because there are so many men with guns, so I continue to wear my burqa.
- My children have nightmares and often cry out in the night.
- We have more to eat than before, but usually not enough.
- We still have to boil our water before drinking it.
- I would like to learn how to read and write, because I may have to get a job to support my family.

## #5 Hamed 1994

- I am a 26 year old man. My name is Hamed.
- I have a wife. We had four children, but one of them died when she was just a baby.
- I raise goats to support my family. I have to be careful where I graze them because there are land mines all over the fields and hills.
- I cannot read.
- We do not always have enough to eat.
- We do not have access to safe drinking water.
- I enjoy visiting and drinking tea with my friends.

## #5 Hamed 1996

- Some of my goats were killed by land mines and the rest were taken by the Taliban.
- My village was taken over by the military, and we had to walk a long way to the internal refugee camp.
- My family and I are now internal refugees. We still live in Afghanistan, but now we live under plastic sheeting in a refugee camp.
- We do not have access to a doctor.
- My wife is pregnant, but I worry about her and the baby because of the difficult conditions in the camp.

## #5 Hamed Present

- I am now 34 years old and we still live in the refugee camp. We are all very sad because my wife and the baby both died when the baby was being born, because there was no doctor here at the time.
- I want to go back to my village, but I don't know where we would live or even if it's safe yet. The village is surrounded by land mines and there is nowhere to safely graze goats, even if I could afford to buy some.
- We get a little bit of food from the International aid agencies. Often, my children and I stand in line all day, but when we reach the front of the line, the food is all gone.
- We will probably have to stay in this camp as long as it is still operating.
- There is no school in this camp for my children to attend, but I have heard that literacy classes might be started up by a non-governmental organization.

## #6 Fatima 1994

- My name is Fatima. I am a 64 year old woman. There are very few people left who are as old as I am.
- I have four children and six grandchildren.
- I live with my eldest daughter and her family in Kabul, the capital of Afghanistan.
- We live in an apartment. We are often afraid that our building will be hit by rockets.
- I lost my leg when I stepped on a land mine, so I can't get around very well. I have an artificial leg but it doesn't fit very well and it hurts to walk on it.
- We do not always have enough to eat.
- We do not have access to safe drinking water.

## #6 Fatima 1996

- We are tired of all the fighting and the rockets that fall daily on the city. Many of the buildings have been destroyed and most are damaged.
- We have decided to leave Kabul and go to a refugee camp in Pakistan, so now I am living in a tent with my daughter's family.
- We had to sell my prosthetic leg to pay for our transportation to the camp.
- We do not have enough to eat or drink, so we are all very underweight and are not in very good health.
- The doctor from the international aid agency has so many people to see, that he couldn't come to see me when I got pneumonia.
- I died in the refugee camp.

## #7 Hamida 1994

- I am a 26 year old woman. My name is Hamida. I live with my husband, four children and my mother-in-law in the village where I was born.
- Sometimes mujahideen (soldiers) come through the village. We never know when fighting might break out so we hide in our homes when we see them.
- I don't know how to read.
- We don't always have enough to eat.
- Our village well does not have as much water as it used to and it tastes different now. The children started getting very sick and we were told by a cousin that we should boil the water before drinking it.
- Once, a long time ago, a doctor came to our village. I was having trouble with my pregnancy but my husband and mother-in-law would not let me see the doctor. The baby did not survive.

## #7 Hamida 1996

- I am expecting another child.
- I am hungry most of the time. I give my children most of my share of the food we have.
- We are all underweight and sick most of the time.
- My eldest daughter and I can no longer leave the house without a close male relative.
- My pregnancy is very difficult again. I am worried because I know I won't be able to see a doctor, even if my husband would agree. The Taliban have forbidden women to see a male doctor and there are no female doctors anymore.
- I die giving birth.

## #8 Bashir 1994

- I am a 35 year old man. My name is Bashir.
- I am a farmer. Before the wars, I used to farm a larger area, but now some of my fields are useless because of the land mines. The dry weather over the past year is worrying me.
- I cannot read.
- I have a wife and five children.
- My widowed sister also lives with us.
- We usually have enough to eat.
- We have access to safe drinking water.

## #8 Bashir 1996

- The Taliban came to my house and pointed a gun at me and told me to come and fight in the war.
- My family does not know where I am, or if I am coming back, or even whether I am dead or alive.
- I am very worried about my family because I don't know how they will support themselves.
- My wife and sister are not allowed to leave the house without a close male relative, so my sons must do all of the farm work themselves, and bring food to the family.
- The Taliban took all of our animals and contaminated our well before they took me away.

## #8 Bashir Present

- I survived the war and have come back to my family and farm.
- When I arrived home, I saw that everyone looked very thin and weak.
- My family had sold most of our possessions to buy food.
- I learned that my youngest son had died because he drank unboiled water. We must always boil our water before drinking it.
- Because of the drought, we can no longer grow crops on our land. Now we must get our food from the Red Crescent Society.
- I have terrible nightmares because of the things I have seen and done during the war.

## #9 Sima 1994

- I am a 10 year old girl. My name is Sima.
- I live in a village with my mother and 3 brothers.
- My father was killed by a landmine when I was very small. My two older brothers work for the local commander as soldiers. They come home about once a month to see us and to bring food and supplies.
- We usually have enough rice to eat, but we hardly ever get meat or fresh fruit.
- We have access to safe drinking water.
- There is a health clinic near here, run by Shuhada Organization. My mom took me there once when I was very sick.
- I cannot read because I don't go to school. I have to help my mother with cooking and cleaning. My brothers don't believe that girls should be educated.

## #9 Sima 1996

- When the Taliban came to our town, my older brothers had to flee to the mountains with their commander or the Taliban would have jailed or killed them.
- We don't always have enough to eat, not even rice.
- The Taliban destroyed the health clinic because it was run by women doctors.
- The Taliban contaminated our well before leaving the village, so we no longer have access to safe drinking water.
- My younger brother and I have to go out and beg for food or pick up leftover grain from the fields. Sometimes we are lucky and find a piece of dried fruit that was left on a tree.

## #9 Sima Present

- My older brothers came back for us before the bombing started and took us to a refugee camp in Pakistan. Then they went back to join the fight against the Taliban.
- We don't always have enough to eat and water is very scarce.
- My mother is learning tailoring at the Afghan Women's Resource Centre in the camp. When we go back to Afghanistan she will be able to earn a living sewing clothes.
- A school has been set up here, and I am learning to read. I like to borrow books from the AWRC. I will study hard because someday I want to become a teacher. I think it is important for Afghan girls to go to school and be able to work if they need to.
- I want to go back to Afghanistan some day and help to rebuild it.

## #10 Parvana 1994

- I am a 9 year old girl. My name is Parvana.
- I have 2 younger sisters and a younger brother.
- I cannot read.
- I help my dad to sell naan at the market to support our family.
- We live in an apartment in the city. I hate the rockets, especially at night. I'm often too scared to sleep.
- We usually have enough to eat.
- We have access to safe drinking water.

## #10 Parvana 1996

- My father has been arrested and I don't know when he'll be back.
- We had to give up the bread shop because there was no one to run the business.
- I had to dress like a boy and go to work as a tea boy with my brother. We barely make enough money for our family to survive.
- We do not have enough food or fresh water so we are all in poor health.
- My mom is very sad because our lives have become so difficult. My aunt says that my mom is depressed.

## #10 Parvana Present

- My father hasn't come back from prison. We miss him so much.
- All of the windows have been blown out of our apartment by bomb blasts. It's cold now.
- I would like to go to school so that I could get a good job, but my younger brother and I have to work to support our mother and sisters.
- My uncle died last year after becoming ill. There were no other men around to take him to the hospital, and my aunt could not leave the house by herself to get him medicine. My aunt and young cousin came to live with us.
- My aunt works at a non-governmental organization. They are also teaching her how to read and write. My mom looks after the younger kids.
- Even though we usually have enough food now, my mom still looks sad a lot.



**#1**

**#1**

**#2**

**#1**

**#2**

**#3**

**#1**

**#2**

**#3**

**#4**

**#5**

**#6**

**#7**

**#8**

**#9**

**#10**

**Answer  
Cards**

# Afghanistan



Luke Powell



Luke Powell

# Human Rights

- **Human rights are something that ALL people have**
- **Unfortunately not all people have access to their rights**

# Human Rights

- We ALL have the right to food, clothing and shelter



# Human Rights



We ALL have the right to  
*go to school*

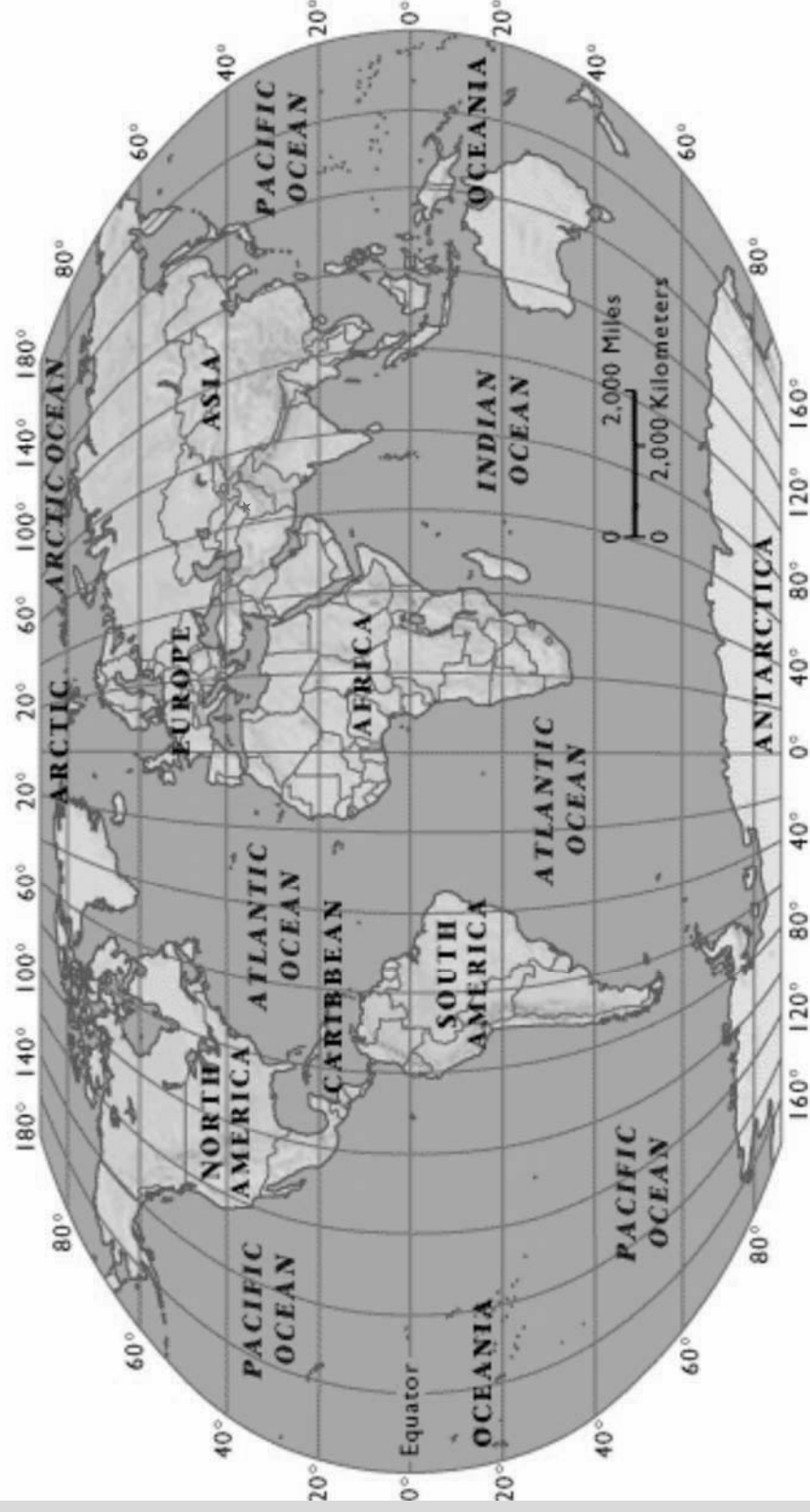
# Human Rights



We ALL have the right to  
*live without fear*

# World Map

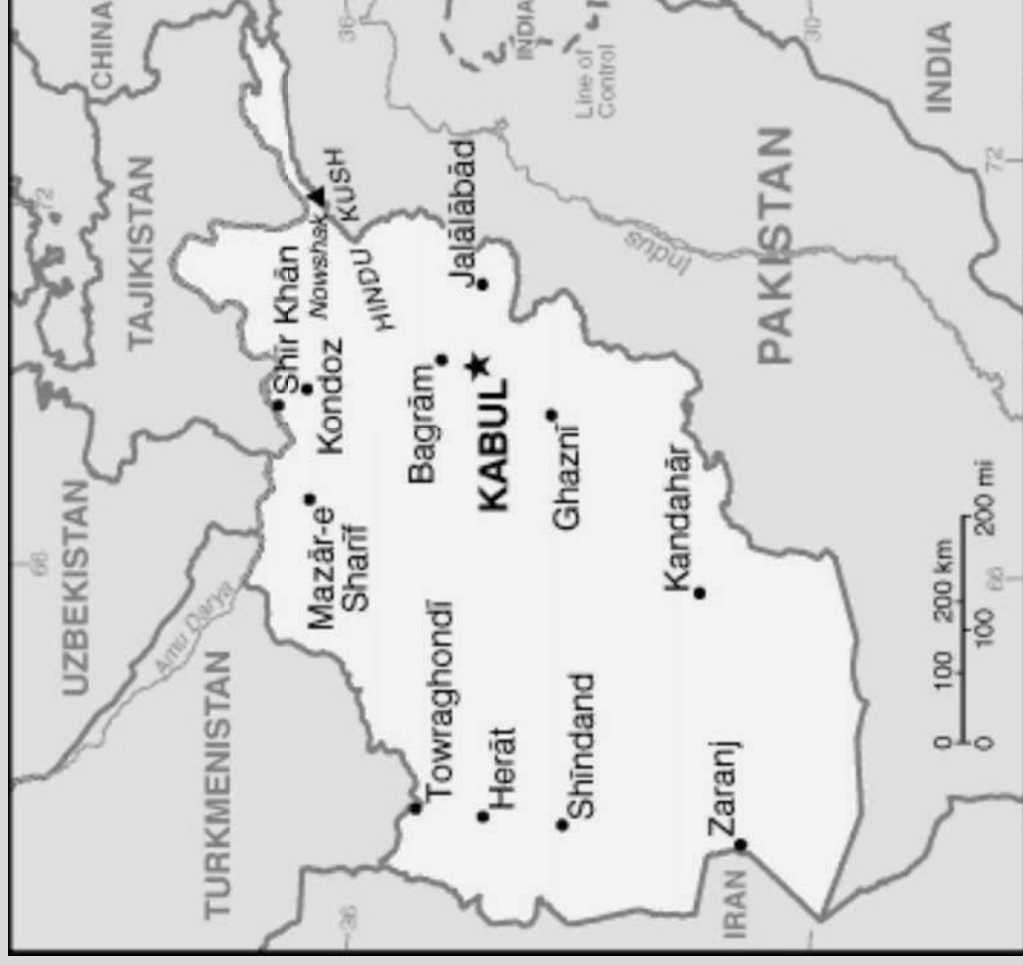
## The World



MAPQUEST.COM

➤ Many different countries have been fighting for control of Afghanistan for centuries

# Map of Afghanistan

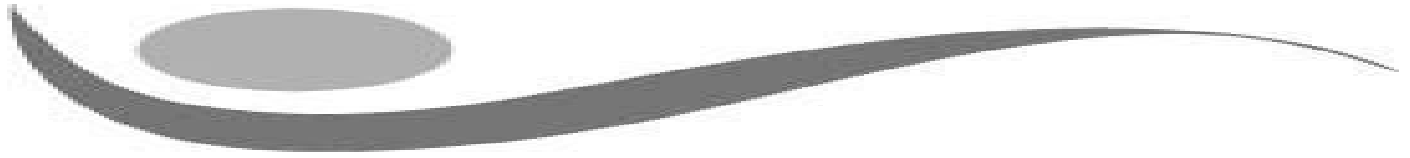




# Landscape



Henk Langeveld



# Facts about Afghanistan



- Many things have been destroyed. Villages, roads, schools, and homes have been ruined
- Afghanistan is now one of the poorest countries in the world

# Kabul 1992 - 1994



USAID, 1975



USAID

# Life before the Wars

- Life in parts of Afghanistan was once very much like ours
- Boys and girls were allowed to go school
- Women were allowed to go out on their own



# Life Before the Wars



- Afghan people went to work, listened to music, watched movies, and led lives much like ours

Then the wars began and by  
1996 when the Taliban took over,  
things changed a lot...



# Life Under the Taliban

- People no longer had the freedom to do what they wanted
- Girls could not go to school
- Women were not allowed to go out without a close male relative





# Life under the Taliban

- Women were not allowed to work
- Music, TV, and books were banned
- People were harshly punished if they broke the rules



# Refugees





AP/Reuters

# Refugees



AWRC



www.rawa.org

# NOW...

- The Taliban have been removed from power but Afghanistan still has many problems
- Women have more freedom, but are still afraid for their safety



# Now



- Girls are allowed to go to school, but many still don't because of fear, poverty or lack of facilities

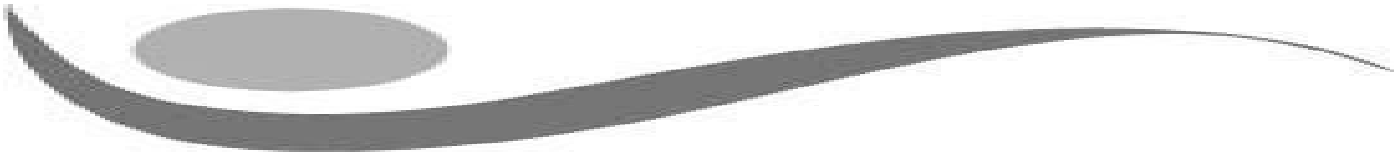
# Rebuilding Schools



AP Photo/Murad Sezer



AP Photo/Amir Shah



# Landmines



- Landmines are still found all over Afghanistan
- People risk their lives to remove the mines so others won't get hurt



# The Future

- Rebuilding Afghanistan will take many years and a lot of help from the rest of the world





# Who can help?



Canadians making a positive difference in Afghanistan



**Focus Afghanistan** **Canada**

**Voices**  
Despite security challenges in the last few months, Afghan and Canadian are starting to see a difference. Schools are being built, more Afghans are learning to read and write, more children are being vaccinated against polio in southern and throughout Afghanistan.  
*International Cooperation Minister, The Honourable, Ken Dryden*

**In Focus: Humanitarian Assistance**  
Defeating Afghanistan's Landmine

**December 2008**  
**Feature**  
**This Year in Review**

2008 was an extraordinary year for Canada's mission in Afghanistan. The mission was transformed, with a specific focus on priority areas that reflect what Afghans need and care about: girls and children were established support which met the needs of communities and Canada helped the number of students enrolled in school and teacher. CIDA 2008 is read reflections on the past year from three of Canada's senior public servants and our senior operational military officers, and their take on the opportunities and challenges for 2009.



[www.afghanistan.gc.ca](http://www.afghanistan.gc.ca)

# Who can help?

Canadian Soldiers  
in Afghanistan



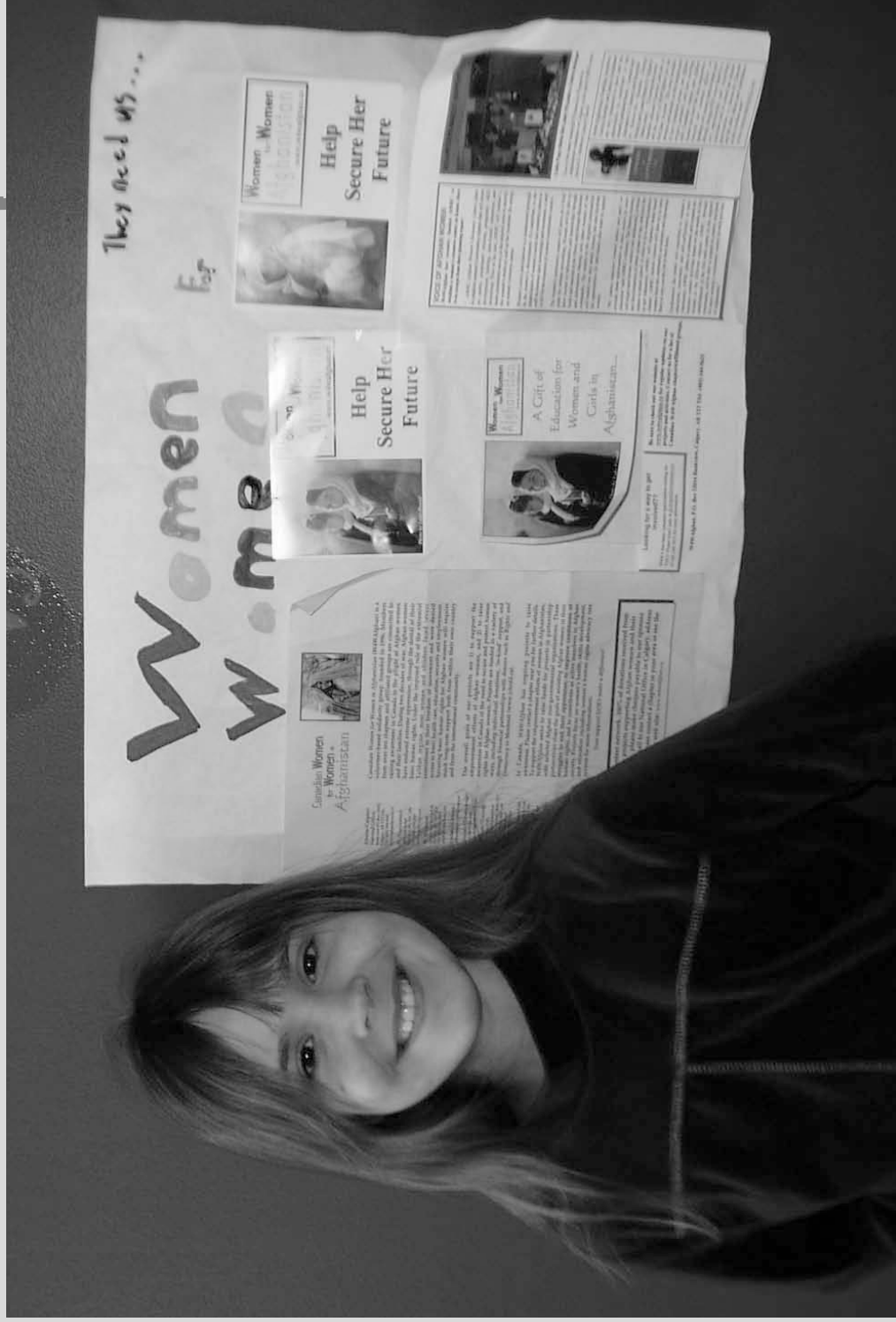
# Who can help?



Non-governmental  
Organizations (NGOs)



# Who else can help?



# People like us!

Canadian Women *for*  
Women in Afghanistan



Canadian Women *for*  
Women in Afghanistan

