

Introduction

To the teacher

Teachers play a critical part in shaping young people's understanding of their role as citizens and future electors. In fact, the work of the teaching profession helps to guide the democratic development of our nation.

Education systems and the Australian Electoral Commission (AEC) have identified civics and citizenship education as an important priority for all Australian students. The AEC believes it has a significant role to play in the advocacy and practical advancement of this cause with a particular focus on building electoral literacy and encouraging future participation in Australian electoral processes. For this reason, the AEC has worked with Curriculum Corporation to develop a new and exciting classroom-based electoral teaching and learning package called *Democracy Rules: An electoral education resource*.

The proposition that electoral and voting systems safeguard our democratic principles and values underpins this resource. Electoral and voting systems are a vital link between citizen participation and democratic representation, and provide the mechanism for free and fair elections and political change. Sound electoral systems empower representatives to make decisions on behalf of others and confer legitimacy on governments. Electoral systems also have the power to transform conflict and competition into cooperative activity, and prevent rivalries that place a destructive strain on communities.

In Australia, the Commonwealth Parliament contains two representative institutions at the federal level: the House of Representatives and the Senate. They rely on different electoral and voting systems, which in turn affect the nature of their representation.

The Australian Constitution provides for the composition of both houses of parliament. The Constitution also provides the legal framework within which the parliament can determine the electoral and voting systems used to elect both houses of parliament and the procedures and processes used to conduct referendums. The *Commonwealth Electoral Act 1918* (Cth) (the Electoral Act) and the *Referendum (Machinery Provisions) Act 1984* (Cth) (the Referendum Act) outline the rules for federal elections and referendums, providing for electoral and voting systems that reflect the principles of democratic representation – including universal adult franchise and free and fair elections – and mechanisms for constitutional change. The Constitution and the Electoral and Referendum Acts thus reflect and give meaning to liberal democratic practice.

Democracy Rules aims to explain these facts and themes in an engaging manner and to make a worthy contribution to what might be described as the 'democratic life experience' of your students.

The role of the Australian Electoral Commission

The AEC is an independent organisation established by an amendment to the Electoral Act in 1984.

Six processes uniquely identify the AEC:

- > managing the Commonwealth electoral roll
- > preparing for, conducting and reviewing elections
- > educating and informing the community about participating in the electoral process
- > providing advice and assistance on electoral matters in Australia and overseas
- > ensuring that political parties and others comply with financial disclosure requirements
- > supporting electoral redistributions.

Through its enforcement of the provisions of the Electoral Act, the AEC ensures that electoral systems for the Commonwealth Parliament are administered fairly and that elections are free from interference and intimidation. The AEC also enforces voter eligibility requirements, and provides electors with access to the ballot. These are some of the key elements of free and fair elections that sustain Australia's democratic system of government.

Should you have any feedback on the content of this electoral education resource please email your comments to education@aec.gov.au.

How to use this resource

The teacher guide contains eight investigations grouped under four topics. Teachers may connect many of the activities to the Discovering Democracy Units already used in Australian classrooms and to the nine values outlined in the *National Framework for Values Education in Australian Schools*.

Purposes

This guide has two main purposes:

- > to equip teachers with background knowledge so they can confidently lead students in an exploration of Australian electoral and voting systems
- > to provide students with appealing, engaging and accessible material that furthers their understandings of the key concepts and functions of Australian electoral and voting systems.

Inquiry approach

The activities in this book use a three-stage inquiry approach to learning: 'Gathering information', 'Identifying and analysing' and 'Presenting findings'. Students are encouraged to develop understandings of key concepts through exploration and investigation. Where appropriate a linking stage, 'Making connections', is also included.

Ready references

This guide contains 'Background briefings', a 'Glossary' and a 'Franchise timeline' (**BLM 4** in *You and me, the decision makers*) for ready reference. The latter provides a simple introduction to the historical evolution of Australian electoral and voting systems.

AEC website links

Many investigations in this guide direct you to the education section of the AEC website www.aec.gov.au/Education/Democracy_Rules/web_links.htm. Check the *Democracy Rules* page there for navigation pathways to the specific information your students need for each activity.

Investigations and activities

Introductory activities at the beginning of each topic allow teachers to elicit students' prior learning and to develop their understandings of the relevant concepts before tackling more complex investigations. Each investigation is designed around a concept, issue or event, and invites exploration through a series of activities that represent different stages in the inquiry approach.

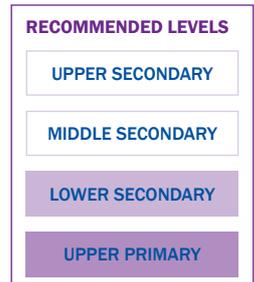
At a glance

Each investigation begins with a table – 'The investigation at a glance'. This contains important information for teachers, and will assist their navigation of the resource. The table includes:

- > links to relevant background briefings
- > suggested classroom teaching time for each activity
- > indicators of student achievement
- > connections to relevant Discovering Democracy Units.

Recommended levels

Colour-coded bars help teachers identify the applicability of each investigation to different levels of schooling. The darker the shade, the more relevant the investigation to the level of schooling – but these are only recommendations. Given the diversity of learning abilities and needs in classrooms, teachers are invited to use their professional judgement in using the investigations and activities in this resource.



Blackline masters

Blackline masters (BLMs) accompany every investigation and may be freely photocopied for student use. Many activities make use of BLMs and teachers are advised to prepare them in advance.

Connections to multimedia resources

The teacher guide uses a system of icons to link the text to recommended animations and interactives on the accompanying CD-ROM. Teachers may choose to pause at particular stages to allow students to explore a particular item or may use the contents of the CD-ROM as stand alone activities.

THE ANIMATIONS	TOPIC ONE	TOPIC TWO	TOPIC THREE	TOPIC FOUR
<p>History of Voting</p> <p>March through the history of the franchise and the voting systems for the Federal Parliament beginning with the evolution of the franchise in colonial Australia and concluding with compulsory enrolment and voting for Indigenous Australians in 1984.</p>	✓		✓	✓
<p>Counting Your Vote</p> <p>Experience a fun, concise demonstration and explanation of the different voting systems used to elect representatives.</p>	✓	✓	✓	
<p>Election Day</p> <p>Can't remember the order of things? Let the professor take you through a step-by-step description of the election process from the calling of an election and enrolment, to the count and return of writs.</p>	✓		✓	

THE INTERACTIVES	TOPIC ONE	TOPIC TWO	TOPIC THREE	TOPIC FOUR
<p>The History of Voting Game</p> <p>Help the new museum attendant reorder the pictures by researching their place in the history of voting in Australia.</p>	✓		✓	✓
<p>Quiz 1 – Referendums – Do you get it?</p> <p>Test your knowledge of the referendum process and the history of referendums in Australia in this interactive, multiple-choice game show.</p>		✓		✓
<p>Quiz 2 – The Constitution – Are you a whiz?</p> <p>Test your knowledge of the Australian system of government in this interactive, multiple-choice game show.</p>		✓	✓	
<p>History Challenge – Test your knowledge</p> <p>Take a speed test of your knowledge of the history of the franchise in Australia with this quick, interactive, multiple-choice quiz.</p>	✓		✓	
<p>Voting Challenge – What do you know?</p> <p>Use your knowledge of voting to compete against the clock in this quick, interactive, multiple-choice quiz.</p>	✓	✓	✓	
<p>Comic Creations</p> <p>Create your own cartoon strip, demonstrating your electoral knowledge.</p>	✓	✓		
<p>Democracy Rules – The Quests 1 & 2</p> <p>Compete against the clock, or a friend, and collect as many gems about Australia's democracy as you can by answering as many questions as you can.</p>	✓	✓	✓	✓
<p>Voting Tool</p> <p>Running an election in your school or classroom? Learn about preferential voting from the animation in this interactive and then use the preferential counting tool to count the votes in your election.</p>	✓	✓	✓	
<p>Teacher's Toolbox</p> <p>Contains facts sheets on the Parliament, referendums and electorates, ballot paper and scrutiny chart templates for conducting elections, and an interactive, Getting Governments – Federal, State & Local, a self-guided tour of the different voting systems for the three levels of government in Australia.</p>	✓	✓	✓	✓

Curriculum links

The Statements of Learning for Civics and Citizenship are a product of a collaborative initiative between the Australian Government and the states and territories to achieve greater consistency in the curriculum. Arranged by three conceptual organisers – Government and Law, Citizenship in a Democracy and Historical Perspectives – the Statements contain the key opportunities for students to learn in the Civics and Citizenship domain through state and territory curriculums. These opportunities to learn assist students to achieve in the National Assessment Domain against the Key Performance Markers at Years 6 and 10.

The Schools Assistance Act 2004 (Cth) requires jurisdictions to develop Statements of Learning in five domains – English, Mathematics, Science, Civics and Citizenship, and Information and Communications Technology – by 1 January 2006, and to implement them by 1 January 2008.

Upper primary, lower secondary and middle secondary curriculums

Democracy Rules links to the following Professional Elaborations for the Statements of Learning for Civics and Citizenship:

The activities in Democracy Rules can be used to supplement existing programs in the SOSE, HSIE, Australian History and Commerce key learning areas in all states and territories. Specific links to state and territory curriculums can be found on the Civics and Citizenship website: www.civicsandcitizenship.edu.au/cce/aec_resource_-_democracy_rules,21195.html.

PROFESSIONAL ELABORATIONS OF THE CIVICS AND CITIZENSHIP STATEMENTS OF LEARNING

Democracy Rules Topics and Investigations	Year 5	Year 7	Year 9
<p>You and me, the decision makers</p> <ul style="list-style-type: none"> • What do we mean by democracy? • Can we all make the decisions? 	<p>Government and law</p> <ul style="list-style-type: none"> – understand that Australia is a democracy with key civic features including elections, parliaments, political parties, a constitution, freedom of speech and citizen participation – understand that the role of parliament is to represent people, make laws and publicly debate issues – understand the purpose of elections and the role of elected representatives <p>Citizenship in a democracy</p> <ul style="list-style-type: none"> – recognise that citizens can individually and collectively influence decision making – develop skills to contribute effectively to representative groups in familiar contexts <p>Historical perspectives</p> <ul style="list-style-type: none"> – understand that key civic terms used in Australia (e.g. <i>democracy, citizen, government</i> and <i>parliament</i>) have been inherited from other times and places 	<p>Government and law</p> <ul style="list-style-type: none"> – examine the role of key institutions and principles of Australian representative democracy (e.g. <i>parliament, head of state, political parties, free and fair elections, secret ballot, universal adult suffrage</i>) – describe the general processes involved in elections and how governments are formed <p>Citizenship in a democracy</p> <ul style="list-style-type: none"> – identify values that support social cohesion and consider the ways in which this can be undermined or strengthened by individual and collective action – develop skills to become involved in or influence representative groups in the school or community <p>Historical perspectives</p> <ul style="list-style-type: none"> – investigate key events and ideas in the development of Australian self-government and democracy – reflect on ways in which people in ancient societies were governed and compare to Australia today 	

PROFESSIONAL ELABORATIONS OF THE CIVICS AND CITIZENSHIP STATEMENTS OF LEARNING

Democracy Rules Topics and Investigations	Year 5	Year 7	Year 9
<p>Representing everyone!</p> <ul style="list-style-type: none"> • How do you have your say? • How are we represented? 	<p>Government and law</p> <ul style="list-style-type: none"> – understand that Australia is a democracy with key civic features including elections, parliaments, political parties, a constitution, freedom of speech and citizen participation – recognise that a constitution is an agreed set of rules or guidelines for an organisation – understand that the role of parliament is to represent people, make laws and publicly debate issues – understand the purpose of elections and the role of elected representatives <p>Citizenship in a democracy</p> <ul style="list-style-type: none"> – recognise that citizens can individually and collectively influence decision making 	<p>Government and law</p> <ul style="list-style-type: none"> – understand that Australia has a constitution that describes the key features of the federal system of government and can be amended by referendum – describe the general processes involved in elections and how governments are formed <p>Citizenship in a democracy</p> <ul style="list-style-type: none"> – develop skills to become involved in or influence representative groups in the school or community 	
<p>What's your vote worth?</p> <ul style="list-style-type: none"> • How and why do Australians vote? • How do electorates change over time? 		<p>Government and law</p> <ul style="list-style-type: none"> – examine the role of key institutions and principles of Australian representative democracy (e.g. parliament, head of state, political parties, free and fair elections, secret ballot, universal adult suffrage) – explore functions of and services provided by each of the three levels of government – identify how governments make decisions and explore ways in which these decisions impact on people <p>Citizenship in a democracy</p> <ul style="list-style-type: none"> – develop skills to become involved in or influence representative groups in the school or community – analyse media portrayal of current issues to explore viewpoints, bias 	<p>Government and law</p> <ul style="list-style-type: none"> – explore significant features and principles of democracy in Australia including the common good, separation of powers, government accountability and parliamentary elections – recognise that the Australian Constitution establishes the powers and responsibilities of the national parliament and the federal legal system including the High Court <p>Citizenship in a democracy</p> <ul style="list-style-type: none"> – define, exercise and evaluate rights and responsibilities associated with being a young adult including the concept of working together for the common good – develop skills in collective decision making and informed civic action

PROFESSIONAL ELABORATIONS OF THE CIVICS AND CITIZENSHIP STATEMENTS OF LEARNING

Democracy Rules Topics and Investigations	Year 5	Year 7	Year 9
<p><i>The voice of a vote in a world of change</i></p> <ul style="list-style-type: none"> • How did Indigenous Australians achieve civic rights? • How did East Timor take the first steps to democracy? 			<p>Government and law</p> <ul style="list-style-type: none"> – evaluate the effectiveness of international organisations in protecting human rights <p>Citizenship in a democracy</p> <ul style="list-style-type: none"> – evaluate Australian society's effectiveness in balancing majority rule and respect for minorities in civic decision making – recognise that acts of racism and prejudice constitute discrimination, and participate in appropriate ways to prevent or counter these – explore ways in which international events and developments can affect Australia's relationships within the Asia-Pacific and other regions <p>Historical perspectives</p> <ul style="list-style-type: none"> – recognise Aboriginal and Torres Strait Islander peoples' pursuit of citizenship rights including democratic representation – investigate people, movements and events that have enhanced civil and political rights for specific groups of Australians – identify ways in which Australian governments have been influenced by and responded to regional and global movements and events

Upper secondary curriculum

The fourth topic, *The voice of a vote in a world of change*, is suitable for use in upper secondary levels. The two investigations 'How did Indigenous Australians achieve civic rights' and 'How did East Timor take the first steps to democracy?' explore the role of electoral systems and voting in bringing about political change, and develop students' understanding of the symbolic and practical importance of the franchise, before inviting them to consider their own obligation to enrol to vote, and young people's overall civic participation.

These investigations, as well as those in the middle secondary section of the teacher guide, are relevant to teachers of upper secondary courses in the Studies of Society and Environment key learning area, such as Australian Studies, Politics, History, Studies of Society, Sociology, Legal Studies, Aboriginal and Torres Strait Islander Studies, and Australia in Asia and the Pacific. They will also find a place in learning programs that prepare students for life beyond school, such as service learning, and life and social skills programs.

Background briefings

These briefings, arranged alphabetically for teachers' reference, provide additional information about the electoral system.

Australian Electoral Commission

The Australian Electoral Commission is an independent statutory authority that is empowered by the Electoral Act to maintain the Commonwealth electoral roll, and to organise and conduct federal elections and referendums. As such it plays a crucial role in ensuring that elections operate according to democratic principles and values and are independent of politics. For example, the AEC supports the process of redistributing electoral boundaries.

The AEC administers election funding and financial disclosure and has the responsibility to conduct electoral education programs. While the AEC's primary responsibilities are carried out in Australia, it also assists in the conduct of foreign elections and referendums as approved by the Minister for Foreign Affairs.

Commonwealth Electoral Act 1918 (Cth)

Although the Constitution provides for the basic legal framework for representative government at the federal level, the *Commonwealth Electoral Act 1918* (Cth) (the Electoral Act) provides supplementary machinery for the conduct of federal elections. In effect, the Electoral Act provides the legal basis for the administration of elections including:

the creation and maintenance of the electoral roll; the distribution of electoral divisions (electorates) for the House of Representatives in each state and territory; the registration of political parties and

election funding; the election timetable; the rules relating to the marking of ballot papers and the counting of votes; the rules regulating electoral advertising; and the rules governing challenges to election results.

Constitution

The *Commonwealth of Australia Constitution Act* (the Constitution) is the basis of the Australian Federation (see **Federation**) and broadly defines the relationship between the Commonwealth and the states, as well as the structure and powers of the Commonwealth Parliament and the High Court. The Constitution provides the legislative basis for the Commonwealth Parliament's law-making powers, and laws made by the Commonwealth Parliament must be in accordance with the Constitution.

The Constitution also establishes the basis of representation and the terms of the two houses of parliament: the House of Representatives and the Senate.

Some of the laws governing representation in the House of Representatives and the Senate are laid down in the Constitution, and these are given effect and supplemented by the provisions of the Electoral Act and its subsequent amendments.

Democracy

Democracy comes from the Greek words *demos* meaning 'the people' and *kratos* meaning 'power'. Effectively, the word 'democracy' means 'people power' – the right of people to make decisions on how they are governed. In modern democracies citizens elect representatives to govern on their behalf, and these representatives remain answerable to electors at periodic elections.

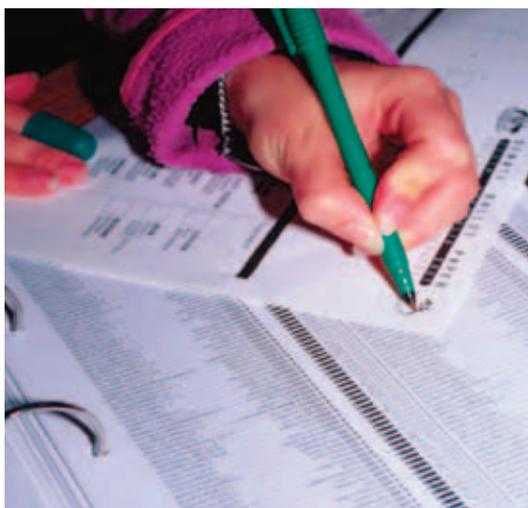


Fig 1: A polling official initialling a ballot paper

Electoral division

A fair electoral system ensures that each citizen's vote has equal value and that voters have, as near as possible, equal representation. For House of Representatives elections (see **House of Representatives**), each Australian state and territory is divided into electoral divisions (also called electorates) which each elect one member to the house. Each member of the House of Representatives therefore represents an individual electorate.

The number of House of Representatives electoral divisions for each state and territory is based, as near as possible, on the total population of that state or territory as a proportion of the Australian population. The exact quota is arrived at using the formula in section 24 of the Constitution. Within a given tolerance, each electorate in a particular state or territory contains the same number of electors.

Population changes affect electoral division boundaries, which are altered to ensure that electorates have, as near as possible, equal enrolments (see **Redistribution**).

The Senate (see **Senate**) differs from the House of Representatives in that it is not a single-member system. A proportional system of representation applies and electors of a state or territory, voting as a single electorate, elect the relevant number of senators to represent them.

Electoral roll

The Commonwealth electoral roll is the list of the names and addresses of all people who have enrolled to vote at Australian elections. You cannot vote unless you have enrolled. Australian citizens 18 years of age and over must enrol to vote and must also notify any change of address in order to stay on the roll.

Federation

In 1901 the six British colonies in Australia joined to form the Commonwealth of Australia, and became the six states of the new federation. The colonies had formerly been self-governing. The rights of the new states were protected by the Constitution in the new federation, creating two levels of government: state and Commonwealth.

Full preferential voting

Australia uses the full preferential voting system for both House of Representatives and Senate elections. Electors number the candidates in the order of their preference. For the House of Representatives, a valid ballot paper would contain a preferential order which includes all candidates. This is also true for 'below the line voting' on the Senate ballot paper. However, electors for the Senate can also vote 'above the line', where they defer to the order of preferences as decided by a particular group or party, by placing the number 1 in one of the squares.

In the House of Representatives, a single-member system, electors in an electoral division vote using the full preferential system and elect one Member of Parliament to represent them. To be elected, a candidate must gain an absolute majority (more than 50%) of the formal vote in an electorate or division.

While the Senate also uses a full preferential voting system, a proportional system applies to counting the votes in the Senate. This means that candidates must gain a proportion of the electorate's votes (a quota) to be elected. Each state or territory forms a single electorate and voters elect the relevant number of senators.

House of Representatives

Under the Constitution, the House of Representatives (or 'people's house') represents the people of the Commonwealth. It is the House where government is formed and where most legislation is initiated. The party (or coalition) that commands a majority of Members in the House of Representatives forms the government, and the leader of that party or coalition becomes the Prime Minister. The House of Representatives is elected for a term of not more than three years.

Indigenous Australians' rights

In Australia, Indigenous Australians were progressively granted citizenship rights, including the right to vote in 1962. However, during the 1960s there were calls for the Australian Constitution to be changed. Although Indigenous Australians were mentioned in the Constitution, these references were to their exclusion, as under section 51 the Commonwealth Government had no power to make laws for them and, under section 127, they were excluded from being counted in the census.

These provisions meant that Indigenous Australians, who at the time were subject to a range of differing laws and regulations in various Australian States and Territories, were denied the status of equality of citizenship with other Australians.

The anomalies resulted in calls to amend the Constitution. The referendum of 1967 had enormous symbolic significance for Indigenous Australians, and was passed by an overwhelming majority of Australians with 90.77% voting in favour of change. In 1984, compulsory enrolment and voting in Commonwealth elections for Indigenous Australians came into effect, bestowing upon them the same responsibilities as other citizens under the Electoral Act.



Fig 2: Indigenous Australians received the right to vote in Commonwealth elections in 1962

International assistance – East Timor

East Timor was the first democratic nation formed in the 21st century, but the path to democracy was not smooth and continues to be difficult. Nine days after a unilateral declaration of East Timorese independence in 1975, Indonesian forces invaded East Timor, later claiming it as the 27th province of Indonesia. The United Nations, however, did not recognise Indonesian sovereignty over East Timor.

By the late 1990s increased international attention to human rights abuses, as well as pressure on the Indonesian government, led the United Nations to organise a 'popular consultation'. The vote was to allow the East Timorese to decide whether to remain part of or separate from Indonesia. The East Timorese voted not to remain part of Indonesia.

Australia led the international peacekeeping efforts during the period of violence that followed the popular consultation in East Timor in 1999, and contributed to an international contingent of police. This peacekeeping role included supporting the establishment of democratic institutions and conducting democratic elections. Australia has continued to provide support for democratic governance since, through education programs and capacity building.

The AEC assisted with electoral planning, conducting the ballot for the East Timorese diaspora in Australia, and providing voter registration equipment kits and ballot papers. The AEC also helped with the development of registration, polling and counting procedures and the training of United Nations Mission in East Timor (UNAMET) electoral staff for subsequent democratic elections in 2001 and 2002.

Parliament

The Commonwealth Parliament was created under the Constitution; it consists of two houses: the House of Representatives and the Senate. The law-making powers and functions of each House, as well as the bases of their election, are described in the Constitution.

Redistribution

The rearrangement of an electoral divisional boundary is called a redistribution. The AEC is responsible for regular redistributions of electoral boundaries for the House of Representatives.

A redistribution is needed when there is a change in the number of members in the House of Representatives to which a state or territory is entitled, or if a redistribution has not taken place for a period of seven years. A redistribution is also undertaken when the difference in the number of electors across divisions is outside a given tolerance. This is defined as a variation of more than one-third of the divisions within a state or territory from the average divisional enrolment for that state by more than 10% for two consecutive months.

The AEC uses population data from the Australian Bureau of Statistics.

Referendum

The Constitution contains provisions that allow for its alteration. Section 128 allows for the Constitution to be altered by referendum. In a referendum to alter a provision of the Constitution, the proposed change must be approved by a double majority: a majority of voters in Australia as a whole *and* a majority of voters in a majority of States (at least four of the six States). Citizens eligible to vote must participate in a referendum and vote 'Yes' or 'No' to the proposed change. Since Federation, 44 proposals for constitutional change have been put to the Australian electors but only eight referendums have been successful.

Representation

In modern democracies electors elect representatives to parliaments, or other representative institutions, at periodic elections. These representatives, who are usually members of political parties, participate in the legislative process, and are entrusted to make decisions on behalf of electors for which they are accountable at elections. In the Australian democratic system, citizens elect representatives to make decisions on their behalf. Because voting is such an important part of a democratic representation, electoral laws and the systems that are used to elect representatives are critical in ensuring that democratic principles and values are upheld – and the worth of each citizen's vote is maintained.

Senate

Under the Constitution, each state has equal representation in the Senate (currently 12 senators per state, but two senators per territory). To be elected to the Senate, candidates must receive a specific proportion of the votes. This is called a 'quota'.

The term of office for senators for the states is six years. In 1974, parliamentary legislation granted Senate representation to the Northern Territory and the Australian Capital Territory. However, the term of office for senators from the territories is contingent on the term of the House of Representatives, a maximum of three years, unless dissolved earlier.

The Senate reviews legislation passed in the House of Representatives and must approve it before it becomes law. The Senate has equal powers with the House of Representatives, except that it cannot initiate money bills.

Universal Declaration of Human Rights

Australia was a founding member of the United Nations, which was formed in 1945 a few months after the end of World War II. The Universal Declaration of Human Rights was signed by all United Nations member nations in 1948, obliging them to promote its ideals among their peoples and aspire to its principles in the areas over which they had jurisdiction. The Declaration outlines civil and political rights, as well as economic, social and cultural rights, and it has significant symbolic and moral importance for all people. Article 21 of the Declaration is an example of its democratic principles:

Everyone has the right to take part in the government of his country, directly or through freely chosen representatives ... The will of the people shall be the basis of the authority of government; this shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote ...

(Universal Declaration of Human Rights,
www.un.org/en/documents/udhr/)