

THE
**UNITED
NATIONS**
MATTERS

Teacher's notes



UNA-UK

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United Nations
Educational, Scientific and
Cultural Organization



UNESCO Associated Schools

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This teaching pack has been produced by UNESCO Associated Schools in the UK in collaboration with the United Nations Association of the UK (UNA-UK) to support teaching about the UN in secondary schools.

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MORE ABOUT UNESCO ASSOCIATED SCHOOLS

UNESCO Associated Schools in the UK is part of a global network of schools promoting quality education. The UK network supports the integration of international perspectives in schools and promotes the values of UNESCO, including human rights, mutual respect and cultural diversity. We work to better prepare children and young people in the UK for the challenges of an increasingly complex and interdependent world.

The four key study themes for UNESCO Associated Schools are:

- The UN system and World Concerns
- Peace, Democracy and Human Rights
- Intercultural Learning
- Education for Sustainable Development

For more information visit www.unesco.org.uk or contact Anne Breivik, UK National Coordinator, UNESCO Associated Schools on abreivik@unesco.org.uk or **020 7766 3460**.

For more information about the international network of UNESCO Associated Schools visit www.unesco.org/education/asp

MORE ABOUT UNA-UK

The United Nations Association of the UK (UNA-UK) is the UK's leading source of independent information and analysis on UN issues and a UK-wide grassroots movement for the United Nations. UNA-UK aims to increase knowledge of the UN and stimulate thought and debate about how to make it stronger, more credible and more effective.

A core objective is to raise young people's awareness of the UN and the range of problems it is trying to solve. Our educational programme promotes and provides resources to support teaching and learning about the UN, both under the formal curriculum and through Model UN activities. For more information visit www.una.org.uk or contact Natalie Samarasinghe, Head of Communications, on samarasinghe@una.org.uk or **020 7766 3451**.

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This resource pack has been created to support Key Stage 3 Citizenship (England) and Education for Sustainable Development and Global Citizenship (Wales). It is also relevant to Learning for Life and Work (Northern Ireland), People in Society, Economy and Business (Scotland), as well as Geography; History; People, Past Events and Societies; People, Place and Environment; Personal and Social Education (PSE); Politics; and Religious and Moral Education. The pack supports the 'Global Dimension' in all parts of the UK.

The pack aims to develop students' awareness and understanding of the United Nations (UN) system and the global issues it tackles. The pack encompasses five lessons that can either be run as a full scheme of work, or used independently. Each lesson includes teacher's notes, lesson plans and student worksheets. Lessons 1– 4 are 60-minute lessons, while lesson 5, which includes a simulation of the UN Security Council, works best in a 120-minute format. The five themes covered are:

1 The UN: working for us all

2 The UN: keeping the peace

3 The UN: fighting poverty

4 The UN: promoting human rights

5 Model United Nations

Each lesson includes a reference to a corresponding international day – i.e. United Nations Day on 24 October for lesson 1. Celebrating international days is a great way to draw attention to the work of the United Nations and its many agencies.

On the enclosed CD ROM (see inside back cover) you will find all the components of this pack: lesson plans, student worksheets, UN achievements card sort, human rights card sort, Millennium Development Goals posters, country placards for the Security Council simulation, glossary, and official and child-friendly versions of the UN Universal Declaration of Human Rights and Convention on the Rights of the Child.

CORE MESSAGES

This teaching pack contains the following core messages:

- The UN was established in the aftermath of the Second World War to help stabilise international relations and give peace a more secure foundation.
- The primary aims of the UN are: to secure international peace, eliminate poverty and promote human rights.
- The UN and its family of agencies are engaged in a vast array of work to improve the lives of people in the UK and around the world.
- The work of the UN is vital because the challenges facing the world today – from climate change to infectious diseases – are not localised. They require international action. The UN provides a unique and vital platform for the global solutions needed to address these global problems.
- The UN is not a 'world government'. Rather, its activities are governed by its 192 member states and are the result of (often complex) political negotiations.

CURRICULUM AND SUBJECT LINKS

This teaching pack demonstrates the relevance of the UN to international affairs and how the UN makes a positive contribution to peace and security, poverty alleviation and human rights. The lessons aim to enable students to understand global issues from a range of perspectives, and develop their own viewpoints on how best to tackle them. The lessons actively encourage important citizenship skills such as participation, cooperation and collaboration, negotiation, diplomacy and conflict resolution.

CITIZENSHIP CURRICULUM LINKS FOR ENGLAND

This pack comprehensively covers an important part of the Citizenship curriculum in England and also delivers the eight key concepts of the Global Dimension (as defined in 'Developing the global dimension in the school curriculum', guidance written by DFID, DfES, et al, 2005) – Sustainable Development, Conflict Resolution, Interdependence, Diversity, Human Rights, Social Justice, Global Citizenship and Values & Perceptions – and in so doing prepares students to be active and engaged global citizens. The pack also covers elements of the Geography curriculum in England.

1.1 Democracy & Justice: Participating actively in different kinds of decision-making and voting in order to influence public life, weighing up what is fair and unfair in different situations, understanding that justice is fundamental to a democratic society and exploring the role of law in maintaining order and resolving conflict, considering how democracy, justice, diversity, tolerance, respect and freedom are valued by people with different beliefs, backgrounds and traditions within a changing democratic society.

1.2 Rights & Responsibilities: Exploring different kinds of rights and obligations and how these affect both individuals and communities, understanding that individuals, organisations and governments have responsibilities to ensure that rights are balanced, supported and protected, investigating ways in which rights can compete and conflict, and understanding that hard decisions have to be made to try to balance these.

1.3 Identities & Diversity: Exploring community cohesion and the different forces that bring about change in communities over time.

2.1 Critical Thinking & Enquiry: Pupils will be able to engage with and reflect on different ideas, opinions, beliefs and values when exploring topical and controversial issues and problems; research, plan and undertake enquiries into issues and problems using a range of information and sources; analyse and evaluate sources used, questioning different values, ideas and viewpoints and recognising bias.

2.2 Advocacy & Representation: Pupils will be able to: express and explain their own opinions to others through discussions, formal debates and voting, communicate an argument, taking account of different viewpoints and drawing on what they have learnt through research, action and debate; justify their argument, giving reasons to try to persuade others to think again, change or support them; represent the views of others, with which they may or may not agree.

Assessment for Learning: The lessons have been created according to Assessment for Learning (AfL) techniques. AfL involves using classroom assessment to raise achievement. AfL works on the basis that students will make the most significant improvement if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

ESDGC AND PSE LINKS FOR WALES

The pack helps deliver key aspects of Personal and Social Education (PSE) and Education for Sustainable Development and Global Citizenship (ESDGC) in Wales. It covers many aspects of the seven interconnected themes for ESDGC (as defined in 'Education for Sustainable Development and Global Citizenship – A Common Understanding for Schools', an information document from the Department for Children, Education, Lifelong Learning and Skills in Wales, 2008) – Wealth and Poverty, Climate Change, Identity and Culture, Consumption and Waste, Choices and Decisions, Health and the Natural Environment. The pack also supports elements of the History and Geography curriculum in Wales.

ESDGC

Skills – developing communication and thinking across the curriculum

- developing and presenting information and ideas
- forming opinions and making decisions

Wealth and poverty

- develop a sense of fairness and justice about access to resources and wealth
- develop opinions about exploitation and poverty
- understand that inequalities exist between people within countries and between countries

Choices and decisions

- develop opinions about the denial of human rights
- appreciate the value of a well-balanced and well-supported argument
- appreciate the benefits of resolving conflicts peacefully and to understand:
 - the complexity of making decisions and the need for precaution
 - what is meant by basic human rights and that not everyone has them
 - the principles of democracy
 - how conflict can arise from different views about global issues

Identity and culture

- develop an insight into their own values
- develop respect for themselves, their culture and others
- question stereotypes
- understand how to recognise and challenge effectively expressions of prejudice, racism and stereotyping

Sustainable development and global citizenship

- develop a sense of personal responsibility towards local and global issues
- understand:
 - global issues that threaten the planet
 - how conflict can arise from different views about global issues

PSE

Skills – develop thinking and communication

- consider other views to inform opinions and make informed decisions and choices effectively
- listen attentively in different situations and respond appropriately
- use some prior knowledge to explain links between cause and effect
- take part in debates and vote on issues
- work both independently and cooperatively
- adapt to new situations

Active citizenship

- develop respect for themselves and others
- value and celebrate diversity and equality of opportunity locally, nationally and globally
- be moved by injustice, exploitation and denial of human rights
- understand:
 - their rights, e.g. the UN Convention on the Rights of the Child
 - their responsibilities as young citizens in Wales
 - how young people can have their views heard and can influence decision-making
 - how to recognise and challenge effectively expressions of prejudice, racism and stereotyping
 - topical local and global issues.

Please note that while schools in Wales are required to deliver PSE, the *PSE Framework for 7 to 19-year-olds in Wales* is a non-statutory document. *ESDGC – A Common Understanding for schools* is a guidance document developed to support schools. ESDGC is usually delivered in a cross-curricular fashion.

The aim of this lesson is to introduce students to the United Nations (UN) system and how it works to achieve international peace and security, fight poverty, and promote human rights. Students will learn some key UN terminology, and will focus on the roles and functions of the main UN agencies.

WHAT IS THE UN AND WHY WAS IT CREATED?

The UN is an international organisation that was established in the aftermath of the Second World War. Its founders were shocked by the destruction of the war and the horrors of the Holocaust. They hoped that the UN would be able to prevent such catastrophes from happening in the future by stabilising international relations and giving peace a more secure foundation.

WHAT ARE THE AIMS OF THE UN?

The 'blue helmets' worn by UN peacekeepers are among the most common images associated with the UN, and conflict resolution, peacekeeping and peacebuilding continue to be core activities of the organisation. But the UN is not only an international peacekeeper.

The primary aims of the UN are:

- AIM 1** Secure international peace
- AIM 2** Eliminate poverty
- AIM 3** Promote human rights

These aims cover a vast array of issues, including climate change, sustainable development, gender, health, education, trade and energy. From its headquarters in New York City to its local offices around the world, the UN tackles all these issues and works to improve the lives of people everywhere.

WHO RUNS THE UN?

The UN is not a 'world government'. Its purpose is to bring all nations of the world together to work for peace and sustainable development, based on the principles of justice, human dignity and the well-being of all people.

The UN is made up of 192 countries known as 'member states'. The member states finance the UN's work and govern its activities. To facilitate its role as an international forum for discussion, the UN has adopted six official languages: Arabic, Chinese, English, French, Russian and Spanish.

UN staff are international civil servants and answer to the United Nations alone for their activities. When joining the UN, staff members take an oath not to seek or receive instructions from any government or outside authority.

The UN symbol – a world map surrounded by olive branches on a blue background – symbolises the tasks of the organisation: promoting peace and security across the world.

DOES THE UN HAVE A CONSTITUTION?

The Charter of the United Nations is essentially the constitutional document of the UN. It sets out the structure and powers of the main bodies of the UN. The Charter came into force – i.e. became legally-binding – on 24 October 1945, and all member states of the UN must adhere to its provisions. This day is now celebrated as United Nations Day across the world.

HOW IS THE UN STRUCTURED AND WHAT POWERS DOES IT HAVE?

The UN is made up of many different bodies, each with a different function and remit. Two of the most well-known bodies of the UN are:

The General Assembly (the main deliberative assembly): the UN's 192 member states meet in the General Assembly, which is the closest thing there is to a world parliament. Each country, large or small, rich or poor, has a single vote. While the Assembly's decisions are not binding on member states, they carry the weight of world governmental opinion.

The Security Council is responsible for maintaining peace, and tries to settle conflicts that threaten international security. All UN member states must respect and abide by its decisions. It can set up peacekeeping operations in countries. These operations protect civilians and help warring parties to resolve their differences peacefully. The Security Council has 15 members of which five are permanent: China, France, Russia, the UK and the USA. The permanent members can veto any major decision in the Security Council.

HOW DOES THE UN WORK TO ACHIEVE ITS AIMS?

The work of the United Nations reaches every corner of the globe. Much of this work is carried out by UN 'specialised agencies'. The specialised agencies are part of the UN system but operate as independent organisations with specific remits. While they are autonomous, the specialised agencies work closely with other UN agencies and member states. The specialised agencies cover a vast range of areas including promoting democracy, human rights, governance, economic and social development, international health, refugee protection, disaster relief, counter terrorism, disarmament and non-proliferation.

Examples of specialised agencies are:

- UNESCO – the UN Educational, Scientific and Cultural Organization – promotes international cooperation in the fields of education, the sciences, culture and communication and information.
- WHO – World Health Organization – is the directing and coordinating authority for health within the United Nations system.

The UN's aims – peace, development and human rights – are lofty. Has it achieved any of them?

- The UN has enabled people in many countries to participate in free and fair elections, including in Cambodia, Nicaragua, South Africa, Kosovo and East Timor.
- Since 1945 the UN has assisted in negotiating more than 170 peace settlements that have ended regional conflicts.
- More than 50 million refugees fleeing persecution, violence and war have received aid from the Office of the UN High Commissioner for Refugees (UNHCR).
- The UN has created a comprehensive system of international laws to protect human rights.
- During the first UN decade on water (1981–1990), more than a billion people gained access to safe drinking water for the first time in their lives.
- The World Food Programme, the world's largest humanitarian agency, provides food to on average 90 million people in 80 countries every year.
- UN education programmes for women have helped to raise the female literacy rate in developing countries from 36 per cent in 1970 to 79 per cent in 2007.
- Polio has been virtually eliminated from all but four countries – Afghanistan, India, Nigeria and Pakistan – as a result of the Global Polio Eradication Initiative, the largest international public health effort to date.
- UNESCO has helped 148 countries to preserve their ancient, cultural and natural sites by designating over 890 World Heritage Sites.

For more information about the UN system go to www.un.org

24 OCTOBER – UNITED NATIONS DAY

The United Nations was founded on 24 October in 1945 and this date has been marked as United Nations Day since 1948. Celebrating the UN's birthday is a great way to raise awareness about the work of the UN in your school. To find out more go to www.un.org/events/unday/



This lesson develops students' understanding of the role of the United Nations (UN) in securing peace around the world. Students deepen their understanding of armed conflicts and the UN's response. Students simulate the UN Security Council and try to resolve a conflict situation.

THE UN WAS CREATED TO MAINTAIN PEACE. HOW DOES IT DO THAT?

The UN has different means for dealing with conflict within or between member states, including:

- Conflict prevention
- Mediation
- Dispute resolution
- Peacekeeping
- Peacebuilding

Peacekeeping is an essential tool for the UN. It is perhaps the most visible and, for those affected by conflict, the most tangible role that the UN plays. The Security Council is the UN body responsible for setting up peacekeeping operations.

WHAT ARE PEACEKEEPING OPERATIONS?

When a threat to peace is brought before the Security Council, it usually first asks the parties to reach agreement by peaceful means. If fighting breaks out or persists, the Security Council tries to secure a ceasefire. It may then send peacekeeping missions to troubled areas to restore peace. Peacekeeping operations encompass military, police and civilian personnel who are deployed to a conflict zone to monitor a ceasefire, help end a conflict and prevent it from re-emerging. Peacekeeping operations are established by the Security Council and directed by the Secretary-General of the UN, often through a special representative who will also act as Head of Mission. The Head of Mission has operational authority over the peacekeeping operation's activities, including military, police and civilian resources. The troops themselves are directed by military commanders. All operations are governed by three fundamental principles: consent of the warring parties, impartiality, and the non-use of force except in self-defence.

DOES THE UN HAVE AN ARMY?

The UN does not have a standing army of its own. Troops serving in UN peacekeeping operations are voluntarily contributed by the member states. As of June 2009, 118 countries had contributed military and police personnel to UN peacekeeping, with Pakistan, Bangladesh and India as the top three contributors. The UN peacekeeping forces are recognised by their blue helmets and white vehicles. Civilians, often drawn from the UN itself, also play a key role in peacekeeping missions, looking after legal, financial, administrative, technical and educational functions.

HOW HAS THE UN'S PEACEKEEPING ROLE DEVELOPED?

The first UN peacekeeping mission was established in 1948 when the Security Council authorised the deployment of military observers to the Middle East to monitor the Armistice Agreement between Israel and its Arab neighbours. Since then, there have been a total of 63 UN peacekeeping operations around the world. The nature of conflicts has also changed over the years. UN peacekeeping forces have, since the end of the Cold War, been increasingly deployed to internal conflicts and civil wars, often in situations where the consent of the warring parties could no longer be guaranteed. Peacekeeping forces have also been asked to take on a new set of complex tasks including helping to administer war-torn countries, enforce peace settlements and, more recently, intervene to protect civilians at risk and build sustainable peace.

The new operational demands have required the involvement of much larger numbers of civilian as well as military personnel, and brought much greater risks to peacekeepers. Although the military remain the backbone of most peacekeeping operations, the many faces of peacekeeping now include administrators and economists, police officers

and legal experts, electoral observers, human rights monitors, specialists in civil affairs and governance, humanitarian workers and communication experts.

Faced with the rising demand for increasingly complex peace operations, the UN has in the past few years been overstretched and challenged. More UN peacekeepers are now deployed than ever before with over 117 000 personnel serving in 17 operations on four continents. This represents an eight-fold increase in peacekeepers since 1999.

The UN has worked hard to strengthen its capacity to manage and sustain peacekeeping operations that contribute significantly to the most important function of the organisation – maintaining international peace and security.

WHAT HAPPENS WHEN A COUNTRY IGNORES SECURITY COUNCIL DECISIONS?

When decisions of the Security Council are not complied with, the Council may take several actions to ensure their implementation. It can impose sanctions on trade and other economic activities, or take other specific measures such as arms embargoes and diplomatic restrictions. It can also authorise the use of force in certain instances.

The Security Council can authorise a coalition of member states to use “all necessary means”, including military action, to deal with a conflict. It has done so, for example:

- in 1991 to restore the sovereignty of Kuwait after its invasion by Iraq
- in 1992 to secure the environment for humanitarian relief to be delivered in Somalia
- in 1994 to restore the democratically-elected government in Haiti
- in 1999 to restore peace and security in East Timor

These measures are usually a last resort, to be used only if peaceful means of settling a dispute have been exhausted.

Source: ‘Everything you need to know about the UN’, New York: UN, 2008

For more information about UN peacekeeping, see www.un.org/Depts/dpko/dpko/

21 SEPTEMBER – INTERNATIONAL DAY OF PEACE

The International Day of Peace was established in 1981. It is used by the UN to call for a 24-hour global ceasefire to provide hope for people living through war and armed conflict, and show that worldwide peace is possible. For more information, visit www.internationaldayofpeace.org.



CASE STUDY: the conflict in Darfur, Sudan

The following case study highlights some of the challenges the UN faces in implementing its peacekeeping missions. The ongoing conflict in the Darfur region of Sudan has produced one of the world's worst humanitarian crises. Since the conflict began in 2003, around 300,000 people have been killed and almost three million more have fled their homes.

BACKGROUND

Darfur is a western province of Sudan – Africa's largest country – and is approximately the size of France. The conflict there began in 2003, when Darfuri rebel groups began attacking government targets. These groups claimed that their region has been consistently neglected by the (mostly Arab) government due to discrimination against the region's mostly Black African population, leaving it underdeveloped and its people marginalised and impoverished. In retaliation, the Sudanese government launched a military campaign in Darfur that, along with attacks by militia groups, killed thousands of people and displaced millions of civilians.

ONGOING EFFECTS ON CIVILIANS

Along with an estimated two million civilians displaced in Darfur itself, around 250,000 Darfuris were forced to cross into neighbouring Chad to escape the fighting, where they now live indefinitely as refugees in makeshift camps in the desert along Chad's border with Sudan. Over 150,000 of these are children – more than half of primary-school age. The camps are critically under-resourced and offer minimal protection, leaving children at risk of being abused, abducted for forced labour or recruited as child soldiers by rebel groups.

INTERNATIONAL RESPONSE

A joint United Nations and African Union (AU) peacekeeping force arrived in Darfur in January 2008 to try to protect civilians at risk. However, the peacekeeping mission is being held back from doing its job because of a lack of cooperation from the Sudanese government and the international community's failure to provide enough peacekeepers and vital equipment such as helicopters. As of October 2009, there were 19,290 peacekeepers in Darfur, considerably less than the target of 26,000.

In March 2009 the President of Sudan, Omar Al-Bashir, became the first sitting head of state to be indicted by the International Criminal Court (ICC). The court's judges issued an arrest warrant for war crimes and crimes against humanity committed in Darfur. The Sudanese government responded by expelling 16 humanitarian agencies operating in Darfur, raising fears for the safety of remaining aid workers and the millions of aid-dependent civilians. The UN is now trying to fill the gap left by the expelled agencies.

CURRENT SITUATION

Despite the UN's best efforts, Darfur remains insecure. Civilians and humanitarian workers are regularly attacked by armed groups. Ongoing violence makes it difficult for the aid agencies that remain in Darfur to provide those displaced with the help they need – forcing some to temporarily suspend their operations. Violence also prevents those that fled Darfur from returning home; leaving them dependent on precarious humanitarian aid. A major obstacle to finding a lasting solution to the conflict is the reluctance of the rebel groups and the government to hold talks with each other.

CHALLENGES FOR THE UN/AU PEACEKEEPING FORCE IN DARFUR

- **Challenge:** Getting the international community to provide more resources for the peacekeeping force
- **Challenge:** Getting rebel groups and the government to hold talks with each other
- **Challenge:** Ensuring that humanitarian aid is delivered to those in need

DAFUR, Sudan



In this lesson, students develop their understanding of the biggest-ever United Nations (UN) initiative to fight poverty – the Millennium Development Goals (MDGs). Students consider how the UN is working to eliminate poverty through international cooperation. Students improve their public speaking and debating skills. They also focus on Millennium Development Goals 2 and 3, looking at the role of UNESCO in promoting universal primary education.

WHAT ARE THE MILLENNIUM DEVELOPMENT GOALS?

The Millennium Development Goals (MDGs) are eight time-bound objectives which aim to eliminate poverty and inequality throughout the world. They were adopted by world leaders at the UN's Millennium Summit in 2000. The goals are:

GOAL 1: Eradicate extreme hunger and poverty	GOAL 5: Improve maternal health
GOAL 2: Ensure primary education for everyone	GOAL 6: Combat HIV/AIDS, malaria and other diseases
GOAL 3: Promote gender equality and empower women	GOAL 7: Ensure environmental stability
GOAL 4: Reduce child mortality	GOAL 8: Develop a global partnership for development

Every goal has a set of specific targets, e.g. for goal 1 the target is to reduce by half the proportion of people living on less than US \$1.25* a day by 2015, the target year for achieving all goals.

The MDGs have been adopted by all 192 UN member states and shape much of the work of the UN bodies and agencies. While the UN is leading and coordinating global efforts to achieve the MDGs, the primary responsibility for meeting the objectives lies with the member states. For this to happen, international cooperation is essential: rich countries must meet their aid and trade commitments and developing countries must introduce policies which ensure that funding is effectively used and the necessary measures are taken to meet the targets on the ground. The principle of partnership sits at the heart of the efforts to reach the MDGs. With the recent financial and food crises and the growing impact of climate change threatening to reverse the progress made since 2000, only a concerted and joint international effort can ensure that these challenges are met.

HOW MUCH PROGRESS HAS BEEN MADE TOWARDS ACHIEVING THESE GOALS?

The global MDG effort is yielding results and sound progress has been made, for instance:

- The number of people living on less than \$1.25 a day decreased by 400 million in the period from 1990 to 2005.
- In the developing world as a whole, net enrolment in primary education reached 88 per cent in 2007, up from 83 per cent in 2000.
- Deaths of children under five have declined steadily worldwide – from 12.6 million in 1990 to around 9 million in 2007.
- Between 2000 and 2007, measles deaths dropped by 74%.
- From 1986 to 2007 the consumption of substances that deplete the Earth's ozone layer has been reduced by 97 per cent.
- The world is ahead of schedule in meeting the 2015 drinking water target.

However, major challenges do remain and progress for some of the targets is too slow. The current economic crisis and increased food prices are having a particularly strong impact on the poorest people across the world. Poor and vulnerable groups are also expected to be hit the hardest by climate change.

Examples of remaining challenges include:

MDG 1: Eradicate extreme hunger and poverty – in sub-Saharan Africa 100 million more people lived in extreme poverty in 2005 than in 1990. In 2009, an estimated 55 million to 90 million more people across the world will be living in extreme poverty than anticipated before the global economic crisis.

MDG 2: Ensure primary education for everyone – more than 10 per cent of children of primary-school age are out of school and nearly half the children currently out of school have never had any contact with formal education.

* The amount used in the original target set in 2000 was \$1 a day. This has now been changed to \$1.25 a day.

MDG 5: Improve maternal health – every year, 536,000 women and girls die as a result of complications during pregnancy, childbirth or the six weeks following delivery. Almost all of these deaths (99 per cent) occur in developing countries.

HOW IS UNESCO WORKING TO ACHIEVE THE MILLENNIUM DEVELOPMENT GOALS?

UNESCO – the UN Educational, Scientific and Cultural Organization – was set up in 1945 to promote peace and international cooperation in education, the sciences, culture, and communication and information. The Organisation has 193 member states and its HQ is based in Paris.

UNESCO is perhaps most well known for its flagship programme, the World Heritage List, which was established in 1972 to protect cultural and natural sites across the world deemed to be so important that they are part of our global heritage and should thus be preserved for future generations. However, UNESCO also plays a key role in reaching the Millennium Development Goals and leads the UN's efforts to promote universal primary education for all children across the world (MDG 2). UNESCO also contributes to MDG 3 which aims to promote gender equality in schools.

UNESCO has long championed education as a basic human right and highlighted its importance to development and poverty reduction. Education gives people the skills and knowledge to improve their health and livelihoods, and can help promote sound environmental practices and sustainable development. Education is thus an essential tool in breaking the cycle of poverty across generations and underpins achievement of all the Millennium Development Goals.

Working closely with UNDP (UN Development Programme), UNFPA (UN Population Fund), UNICEF (UN Children's Fund), the World Bank, international aid agencies and charities, UNESCO is responsible for coordinating a global movement to promote quality education, often referred to as the 'Education for All' movement. Access to universal primary education sits at the heart of the Education for All (EFA) agenda, but EFA also encompasses quality education, early childhood development, life skills and adult literacy. UNESCO monitors countries' progress on education and works closely with member states to help develop education policies and improve education planning and funding to meet the targets for MDGs 2 and 3.

PROGRESS ON MDG 2 AND MDG 3

At the current pace, the target for universal primary education is unlikely to be met by 2015. There has, nevertheless, been remarkable progress towards the goal in many countries since 2000. In 2007, the net enrolment rate (enrolment of school-age population) for primary education was 88%, up from 83% in 2000.

Recent progress in getting children into primary school has benefited girls in particular, with 95 girls in school for every 100 boys in 2007 compared with 91 in 1999. However, 75 million primary school-age children still remain out of school. Seven out of ten of these children live in sub-Saharan Africa, South Asia and the Arab States. An increasing proportion of these children are classified as 'hard to reach'. This group includes disabled children, children living in urban slums, children from poor rural households and AIDS orphans. Efforts to reach these children will consequently be more costly and challenging, and will require a range of strategies.

(Sources: UN Millennium Development Goals Report 2009, UNESCO Global Monitoring Report 2009 and the UK Department for International Development)

APRIL – GLOBAL ACTION WEEK: EDUCATION FOR ALL

Global Action Week takes place in April each year and is a worldwide campaign supported by UNESCO to raise awareness of the importance of Education for All. In the UK it is organised through 'Send My Friend to School', a programme offering schools exciting activities to raise awareness about the importance of universal primary education for all children everywhere.

For more information, see www.sendmyfriend.org



CASE STUDY: girls' education

As we have seen in the previous section, many children are still missing out on their education. Girls who live in the world's poorer regions are particularly vulnerable when it comes to secondary education. The student worksheets for lesson 3 ask students to reflect on some of the reasons for this situation, and to develop a campaign for UNESCO to use to promote girls' education.

While there are actually more girls enrolled at higher levels of schooling in rich nations, only about a third of countries worldwide have achieved gender parity in secondary education. Most of the countries that fall short are in the regions of sub-Saharan Africa, South Asia and the Arab States. In Afghanistan, Eritrea and Mali, for instance, the ratio of girls' to boys' enrolment is less than 0.7:1. Although the ratio is higher in Oceania and the former Soviet Republics, it has dropped significantly during the past decade and is now lower than in 1999.

A lack of education can trap children in poverty and increase vulnerability to disease and exploitation. Girls can drift into some of the worst forms of child labour – a major sector of employment for young girls is domestic work in third-party households – or fall prey to extreme exploitation, including slavery, forced marriage or prostitution.

Educating girls, particularly beyond primary level, does not only improve their lives. It is one of the most effective ways of tackling poverty and promoting development. It boosts economies by increasing the numbers of skilled employees in the workforce. Educated girls are more likely to have better income as adults, to marry later, to have decision-making power within the household, and to rear fewer and healthier children. Studies have shown a striking correlation between mothers' education levels and the number of their children who die before their fifth birthday.

There are a number of factors that can contribute to girls missing out on their education. Poverty can mean that children are forced to work or stay at home to help their families. In some countries, parents faced with the choice of sending a son or daughter to school often choose to send the boy as they believe he will have a better chance of being a provider for the family. Girls, on the other hand, are seen in many countries as being more suited to looking after younger siblings, older relatives and domestic chores. Cultural attitudes and practices that promote early marriage or are wary of co-education can also encourage the exclusion of girls from school. Access to education is also lower for girls (and boys) who live in rural areas. The safety of the journey to school can also be a barrier, particularly in areas where sexual violence is frequent, as can lack of adequate water and sanitation facilities.

MDG 2 calls for all children to have access to primary education and MDG 3 aims to eliminate gender disparity in both primary and secondary education. Ensuring that girls have access to education is both a challenge and a priority for UNESCO and the UN as a whole.

(Sources: UN Millennium Development Goals Report 2009, UNESCO Global Monitoring Report 2009, UNICEF and ILO)

- For more information about UNESCO, see www.unesco.org
- For more information about the UNESCO Global Monitoring Report, see www.unesco.org/en/efareport/
- For more information about the Millennium Development Goals see, www.un.org/millenniumgoals/
- For more information about the International Labour Organization, see www.ilo.org
- For more information about UNICEF, see www.unicef.org



This lesson aims to highlight the important work the United Nations (UN) in seeking to ensure that people around the world enjoy their human rights. Students learn about the two key UN human rights documents: the Universal Declaration of Human Rights (UDHR) and the Convention on the Rights of the Child (CRC). Students develop their critical understanding of children's rights by looking at the experience of a child domestic worker in Haiti.

WHAT ARE HUMAN RIGHTS?

Human rights are the rights and freedoms to which every human being is entitled, regardless of any distinction. They are inalienable (i.e. can only be limited through appropriate judicial processes) and are interdependent (e.g. the right to political participation cannot be fully exercised without the right to education).

WHERE DO HUMAN RIGHTS COME FROM?

Human rights are based on the values of fairness, dignity, justice, equality and respect. These are values that everybody can understand, and that have existed for hundreds of years in different societies all over the world. Human rights were officially recognised as universal values when the UN was set up in 1945.

In order to achieve its aim of promoting human rights, the UN established the Commission on Human Rights in 1946. The Commission's first task was to create a document expressing universal human rights. Eleanor Roosevelt, the widow of American president Franklin D. Roosevelt, was the Chairperson of the Commission. She led a team of seven other people from Australia, Chile, China, France, Lebanon, the Soviet Union and the UK. Agreement on what to include was hard to achieve. Even after the Commission had finally agreed on a text, the UN's member states voted over 1,400 times on the contents of the document before adopting the Universal Declaration of Human Rights (UDHR) on 10 December 1948. This day is now celebrated each year across the world as Human Rights Day.

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS (UDHR)

The UDHR is the most famous expression of rights in the world. It was adopted as a common standard of values for all peoples and nations. It contains 30 rights, each of which corresponds to a particular human need. Although not binding on states, the UDHR has inspired over 80 legally-binding international and regional human rights treaties. One of these treaties is the Convention on the Rights of the Child (CRC).

THE CONVENTION ON THE RIGHTS OF THE CHILD (CRC)

The CRC is the most important international human rights treaty for children. The fact that there is a dedicated treaty for children does not mean that children's rights are different from those held by adults. The CRC recognises that children can be more vulnerable than adults and require special protection. Adults therefore have special responsibilities towards children. Teachers should make clear to students that the CRC defines 'children' as persons under 18, and that the term could be substituted with the words 'young people'.

The Convention is the only human rights treaty to encompass in a single document the whole spectrum of human rights (civil, political, economic, social and cultural). The CRC sets out these rights in 54 articles and two optional protocols (separate 'add-on' agreements). It spells out the basic human rights that children everywhere have: the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life.

By agreeing to undertake the obligations of the Convention, national governments commit themselves to protecting and ensuring children's rights, and agree to hold themselves accountable for this commitment before the international community. States that have signed the Convention are obliged to develop policies in the light of the best interests of the child and ensure that existing policies are in keeping with its CRC obligations. One of the main principles of the CRC is that children should have a say in the decisions that affect them in order to ensure that their best interests are always taken into account.

The CRC is the most widely ratified human rights treaty in the world. As of 2009 only Somalia and the United States had not ratified it, although both had expressed support. The USA has ratified the CRC's two optional protocols on children in armed conflict and on the sale of children, child prostitution and child pornography.

HOW ARE HUMAN RIGHTS PROTECTED BY MEMBER STATES?

Human rights are protected in the first instance by treaties such as the CRC and the commitments to them that governments make. Once a country has signed up to a treaty, it pledges to make the rights contained in it a reality. To achieve this, states are supposed to take legislative, administrative and any other necessary measures to incorporate the rights into domestic law and national policy. This obliges public bodies and service-providers to respect, protect and fulfil rights, and enables people whose rights have been violated to seek help, if necessary via the courts.

WHAT HAPPENS WHEN A COUNTRY SIGNS A HUMAN RIGHTS TREATY?



HOW ARE HUMAN RIGHTS PROTECTED BY THE UN?

Each UN human rights treaty has a committee of independent experts to monitor its implementation. Countries must submit regular reports to these treaty-monitoring bodies, usually every four or five years. The committees then formulate a set of recommendations on how a country can improve its performance. There is no punishment for not submitting a report. However, committees have mechanisms in place to assess the performance of countries that do not provide reports, for example, by examining reports produced by other bodies such as non-governmental organisations (NGOs) like Amnesty International or other agencies in the UN system.

The Human Rights Council is the main UN forum for dialogue and cooperation on human rights. It monitors the human rights records of all UN member states, and it also has independent experts who work on specific issues and countries. It helps member states meet their human rights obligations through dialogue, capacity building, and technical assistance. The Human Rights Council also makes recommendations to the General Assembly for further development of international law in the field of human rights.

WHAT ABOUT GRAVE HUMAN RIGHTS ABUSES?

The International Criminal Court (ICC) is an independent global court to which the UN can refer individuals accused of the most heinous crimes: genocide, crimes against humanity and war crimes. In 2005, the ICC charged five senior members of the Ugandan rebel Lord's Resistance Army with war crimes and crimes against humanity, including the murder, rape, enslavement, sexual enslavement and forcible enlistment of children under 15 years. Similar charges have been levied against former Liberian head of state Charles Taylor, and the current president of Sudan, Omar Al-Bashir, the first sitting head of state to have been charged with war crimes.

For more information, including PowerPoint presentations and factsheets on the UDHR and the CRC, see the Human Rights Teaching Pack produced by UNESCO Associated Schools and UNA-UK in 2008, available from www.una.org.uk/learnabouthumanrights

10 DECEMBER – HUMAN RIGHTS DAY

Human Rights Day marks the date when the Universal Declaration of Human Rights was adopted by the member states of the United Nations in 1948. 2008 saw the 60th anniversary of the UDHR, the world's most famous expression of rights. For more information, see www.un.org/events/humanrights



CASE STUDY: child labour in Haiti

This case study has been included to give an example of a situation where poverty forces children into domestic work at a very young age. The activity encourages students to think about what rights children across the world are entitled to and what rights are denied to children in child labour situations.

Haiti is situated in the Caribbean Ocean. The country makes up roughly half of the island of Hispaniola, which is next to Cuba. (The Dominican Republic makes up the other half).

Haiti is one of the poorest countries in the world. According to the UN Development Programme's 'Human Development Index', over 75% of Haiti's population lived on less than \$2 a day between 2000 and 2007 (the most recent years for which there is data). Nearly half of all children are not enrolled in school and over a fifth of those aged under 5 suffer from malnutrition. There are also high levels of inequality in the country, with the richest 10% of the population having a share of almost 50% of income.

Poverty means that many parents cannot afford to look after their children. As a result, many poor parents give custody of their children to more well-off people, hoping that their children will be provided with food, clothing, shelter, education and healthcare in return for working as a domestic worker. One in ten Haitian children works as a domestic worker. They can be as young as four years old when they are taken away from their families.

They work long hours with no pay, washing clothes, ironing, cooking, cleaning, looking after children, fetching and carrying water from the well, burning household rubbish, emptying bedpans and running errands. They are not able to go to school and are not treated as part of the family. They are often abused and can suffer from stunted growth, malnutrition, depression, anxiety and loss of self-esteem.

Child domestic worker story

I have lived here for a long time, about four years. I wake up at 4am to collect water. Then I wash the dishes, clean the clothes and cook for the other children in the house. Sometimes at 8 or 9pm I still haven't gone to bed. My employer treats me very, very badly. She yells at me a lot. Her children get to eat rice, but I just eat corn. I used to go to school but I don't now. I haven't been in touch with my family since I left. I would like to go and visit them. If I could, I would. If I lived with my mother, I'd have a better life. Anything I want or need, she would provide.

Sources: Anti-Slavery International (www.antislavery.org) and UNDP 2009 Human Development Report (www.undp.org)



This lesson aims to develop public-speaking, negotiation and conflict resolution skills by asking students to participate in a Model United Nations Security Council simulation. Students build their understanding of the role of the Security Council in tackling matters of peace and security. By simulating a Security Council debate on nuclear non-proliferation, students assess how the Security Council deals with potential threats and works on finding peaceful solutions that are acceptable to all its members. The lesson should ideally be run over 120 minutes to ensure that students are given sufficient time to carry out their research and prepare for the simulation.

WHAT IS MODEL UNITED NATIONS?

Model United Nations is a simulation of the General Assembly, Security Council or another UN body. In Model UN, students step into the shoes of UN officials and ambassadors from member states to debate current issues on the UN's agenda. While playing their roles, student 'delegates' make speeches, prepare draft resolutions (the term used for a formal text adopted by a UN body), negotiate with allies and adversaries and resolve conflicts – all in the interest of mobilising international cooperation to resolve problems that affect countries all over the world.

Before carrying out the Model UN simulation, students research the issue that will be addressed. Model UN participants learn how the international community acts on its concerns about topics such as peace and security, human rights, the environment, food and hunger, economic development and globalisation. Model UN delegates also look closely at the needs, goals and foreign policies of the countries they represent at the event. The insights they gain from the exploration of the history, geography, culture and economic structure of their allocated country contribute to the authenticity of the simulation when the exercise gets underway. The delegates' in-depth knowledge of the countries they represent guarantees a lively and memorable learning experience.

WHAT ARE SOME OF THE EDUCATIONAL BENEFITS OF MODEL UN?

Model UN is a highly effective tool for teaching active citizenship. It not only engages young people in the study and discussion of global issues, but also encourages the development of essential skills such as negotiation, research, writing, public speaking, problem solving, consensus building, conflict resolution, and compromise and cooperation. These are transferable across the curriculum and beyond. Model UN can be successfully implemented in the curriculum through Citizenship, Geography, Humanities, Social Sciences and PSE.

HOW DO STUDENTS PREPARE FOR A MODEL UN SIMULATION IN THE CLASSROOM?

To take part in a Model UN simulation, students need to research the country they will be representing and the global issue they are aiming to tackle. Students should organise their research in what is called a 'position paper'. The paper should include a brief introduction and a breakdown of the country's position on the topics being discussed. An excellent position paper includes:

- A brief introduction to the country being represented
- The country's position on the topic, including political and/or foreign policy
- Action taken by the government in relation to the topic
- Resolutions, conventions and declarations that the country supports
- Quotes taken from speeches made by government representatives
- Statistics on the issue
- The country's recommendation for a resolution on this topic

WHAT IS THE ROLE OF THE TEACHER IN A MODEL UN SIMULATION?

The teacher's role is to chair the activity and guide the discussion and debate. There are formal rules of procedure (see www.una.org.uk/mun) for this process, but your approach to debate can be more informal if you prefer.

When organising a Model UN event in the classroom it is best to limit the rules of procedure to a few simple guidelines on diplomatic behaviour. The Chair should be a teacher or an older pupil who has taken part in Model UN events in the past. As long as the Chair allows each student to speak freely and guides the discussions towards a vote on a resolution, there is no need to adopt the more complicated rules of procedure for a school-based Model UN.

Here are some suggestions:

- Participants will be divided into pairs.
- Each group will be assigned a country that currently sits on the UN Security Council. The Chair must ensure that students stay 'in character' throughout the event.
- The Chair should set a speaking time limit but use his or her discretion when in session.
- Delegates may request permission to speak by raising their hand or their country placard.
- There should be no talking when a delegate has been 'given the floor'. In this way everyone will get a chance to make their opinions heard.

For more information about Model United Nations see www.una.org.uk/mun, www.cyberschoolbus.un.org and www.unausa.org/globalclassrooms.

MODEL SECURITY COUNCIL OVERVIEW

In this lesson students will simulate a session of the UN Security Council in which nuclear non-proliferation and disarmament will be discussed. Students will represent the 15 countries that are currently on the Security Council and will present their country's position on nuclear issues. The aim is for students to create a blueprint for ridding the world of nuclear weapons that is acceptable to all the countries around the negotiating table.

While few leaders will speak against this aim (at least in public!), there are differing views on how it should be achieved. Students will need to take into account the different factors that will influence the position of the country they are representing, for example:

- Does my country have nuclear weapons?
- Do any countries nearby have nuclear weapons?
- Who are my country's allies?
- What would my country's citizens think?

US President Obama presided over such a discussion at the Security Council on 24 September 2009. At this meeting, the 15 countries represented on the Security Council agreed a resolution that aims to halt the spread of nuclear weapons and move towards a global reduction in nuclear arms. The meeting was significant because the five permanent members of the Security Council – China, France, Russia, the UK and the USA – are also the five countries with the largest nuclear arsenals. See www.una.org.uk/towardszero for more information and to access documents from the meeting on 24 September 2009, including Security Council Resolution 1887 which was adopted at the meeting.

KEY POINTS ABOUT THE UN SECURITY COUNCIL

- There are five permanent members: China, France, Russia, the UK and the USA.
- There are ten non-permanent members who are elected for two-year terms. Until 31 December 2009, these members are: Austria, Burkina Faso, Costa Rica, Croatia, Japan, Libya, Mexico, Turkey, Uganda and Vietnam*. In January 2010 Bosnia and Herzegovina, Brazil, Gabon, Lebanon and Nigeria will replace Burkina Faso, Costa Rica, Croatia, Libya and Vietnam. You can check the current membership of the Security Council by visiting www.un.org/sc
- The five permanent members have veto powers, so in practice, any major decision of the Security Council must be acceptable to all five permanent members. This does not mean that the permanent members have to vote in favour of a decision; they can also abstain from voting.

* The enclosed CD ROM includes placards for these countries.

BACKGROUND ON NUCLEAR WEAPONS

To prepare students for the Model UN simulation, student worksheet 5.2 contains basic information on the dangers of nuclear weapons, the countries that possess them, and some of the ways in which the UN is trying to further the aim of halting the spread and reducing the number of nuclear weapons. The country placards included on the CD ROM also act as factsheets and include information about the positions of the current 2009 Security Council members on nuclear weapons.

Nuclear weapons are one of the greatest threats to life on earth. There are currently thousands of nuclear weapons in the world. Many of them are on alert, ready to be launched in minutes. Each weapon has the power to destroy hundreds of thousands of lives. A nuclear conflict or accident could kill millions. Together, the world's nuclear weapons have enough destructive power to erase human civilisation many times over.

FOUR DANGERS OF NUCLEAR WEAPONS

- **Effects on people and cities:** Nuclear weapons do not only have the ability to kill, they also have devastating effects on the survivors of nuclear attacks. So far, nuclear weapons have only been used once as part of a war. During the Second World War, the United States dropped a nuclear bomb on two cities in Japan: Hiroshima and Nagasaki. The bombs killed over 100,000 people on the day they exploded and a further 100,000 had died by the end of the year from the after-effects. The people in Hiroshima and Nagasaki had to deal with the loss of relatives and friends, burnt homes, offices and shops, and the long-term health consequences of the radiation contained in nuclear weapons. Some of the health consequences of exposure to radiation are rapid hair loss, brain seizures and heart failure.
- **Effects on the environment:** Nuclear weapons can also cause severe damage to the environment. In addition to the impact of the heat and blast of an explosion, radiation can affect all living things – plants and animals as well as people – as far as 20 miles or more from the blast.
- **Effects on safety on the ground:** There are two main safety issues. The first is storing nuclear materials in a way that prevents accidents. In 1986, inadequate safety checks at the Chernobyl nuclear power station (in what is now Ukraine) led to an explosion which released at least 100 times more radiation than the nuclear bombs dropped on Hiroshima and Nagasaki. The second safety issue is storing the nuclear weapons (and the materials needed to make them) in a way that prevents terrorists from getting hold of them. Over the past 20 years the UN has recorded more than 800 incidents where radioactive material has gone missing.
- **Effects on international peace:** During the Cold War, countries began to develop nuclear weapons as they believed that they were essential for their security. After the USA had acquired them, the former Soviet Union, France, the UK and China did so too. The Cuban Missile Crisis in 1962 saw the world come dangerously close to nuclear war. In 1968, the Nuclear Non-proliferation Treaty (NPT) was established (see box on next page). Before the NPT it had been predicted that more than 15 new states would acquire nuclear weapons within a decade. Only a handful actually did so – nonetheless, the existence of thousands of nuclear weapons and their place in countries' security strategies continue to make the world a less safe place for us all.

WHICH COUNTRIES HAVE NUCLEAR WEAPONS?

Nine countries are believed to have nuclear weapons. Of these, eight have publicly confirmed this. The actual number of nuclear weapons that each of these countries has is generally not made public, but experts estimate the following:

- Russia: has approximately 13,000 weapons and the world's largest nuclear arsenal
- USA: has approximately 9,400 weapons
(Between them, Russia and the USA have 95% of the world's nuclear weapons)
- France: has approximately 300 weapons
- China: has approximately 240 weapons
- UK: has approximately 185 weapons
- India: has 60 weapons
- Pakistan: has 60 weapons
- North Korea has tested a nuclear device and is believed to have 10 weapons

Although Israel hasn't officially confirmed this, some experts believe that it has about 80 nuclear weapons.

Sources: www.globalzero.org, www.fas.org, www.sipri.org

WHAT IS THE UN DOING TO STOP THE SPREAD OF NUCLEAR WEAPONS?

- **International agreements:** The UN's Nuclear Non-Proliferation Treaty is an international agreement that asks countries to pledge that they won't develop nuclear weapons. It also asks those countries that already have them to reduce their arsenals. Even though there are thousands of nuclear weapons the Treaty has successfully limited the number of countries that have developed such weapons. It managed to stop countries such as Argentina, Australia, Brazil, Egypt, Poland and South Korea developing such weapons and got others – such as Belarus, Kazakhstan and South Africa – to get rid of theirs. Another important international agreement is a treaty banning the testing of nuclear weapons, called the Comprehensive Test-Ban Treaty. It has yet to gain enough ratifications to enter into force.
- **Inspections and advice:** The International Atomic Energy Agency (IAEA) is the UN's nuclear watchdog. It inspects all nuclear facilities to ensure countries are not illegally developing weapons and monitors the safety of the facilities. It helps countries to get rid of nuclear weapons safely and also helps those countries that want to produce nuclear power for peaceful reasons, such as energy.
- **UN Security Council:** The UN Security Council is the main UN body tasked with maintaining international peace. Its decisions have to be observed by all 192 member states of the UN. The Security Council has taken steps to reduce the dangers of nuclear weapons, for example, by issuing warnings to countries suspected of developing them. Because the Security Council contains five of the world's major nuclear weapons states – China, France, Russia, the UK and the USA – it is a key forum in which to discuss nuclear issues. A decision by the Council on how to go about stopping the spread of nuclear weapons and eventually getting rid of them, would be an important step towards a world free from nuclear weapons.

Many analysts believed that the end of the Cold War would significantly reduce the threat posed by these weapons of mass destruction – this has not happened. In fact, with the rise of international terrorism, the possibility that radioactive material could fall into the hands of terrorists has added urgency to the need to confront this danger by preventing proliferation and promoting disarmament.

The last couple of years has seen this urgency develop into a growing international consensus on the following five steps:

- That all states that possess nuclear weapons should substantially reduce their arsenals
- That all states that possess nuclear weapons commit to 'no first use' i.e. not being the first to use them in a conflict
- That every country in the world agrees not to test nuclear weapons
- That a process is created to guarantee access to nuclear fuel for civil purposes (such as production of energy), thereby avoiding the need for countries to develop their own nuclear fuel, which could then also be used to develop nuclear weapons. This could take the shape of an international nuclear fuel 'bank'.
- That the UN's nuclear watchdog – the IAEA – is strengthened so that it is better able to verify compliance with nuclear commitments

In May 2010, countries will gather at the UN to review the current international framework for halting the spread of nuclear weapons: the Nuclear Non-Proliferation Treaty. The five points above will form part of this discussion. The Security Council meeting on 24 September 2009 is one of many meetings on nuclear issues that will help countries to define their positions ahead of May 2010.

To find out more about the position of the countries they are representing, students can consult www.una.org.uk/towardszero, which has a link to the presentations made by the Security Council members on 24 September 2009 as well as the resolution which was passed at the meeting. Global Zero (www.globalzero.org) is another useful website, which includes a timeline of developments and background information.

The UN education website, Cyberschoolbus, has a number of exercises that can help you prepare your students for the Model UN Security Council simulation. See www.un.org/cyberschoolbus and visit the 'Disarmament and Non-Proliferation' section to see suggestions for activities.

Below is a selection of links that will provide teachers and students with further information and resources on the United Nations system and the topics covered in this teaching pack.

LESSON 1 THE UN: WORKING FOR US ALL

United Nations
www.un.org

The United Nations Education Website – Cyberschoolbus
www.cyberschoolbus.un.org

UNRIC – UN Regional Information Centre for Western Europe
www.unric.org/

Everything you always wanted to know about the United Nations
www.un.org/geninfo/faq/Everything_You_Always_Wanted_to_Know_About_the_UN.pdf

LESSON 2 THE UN: KEEPING THE PEACE

United Nations Peacekeeping
www.un.org/Depts/dpko/dpko/

War Child
www.warchild.org.uk

IRIN – Humanitarian News and Analysis
www.irinnews.org

ReliefWeb
www.reliefweb.int

Reuters Alertnet
www.alertnet.org/

UK Foreign and Commonwealth Office
www.fco.gov.uk

British Red Cross
www.redcross.org.uk

LESSON 3 THE UN: FIGHTING POVERTY

UN Millennium Development Goals
www.un.org/millenniumgoals/

UNESCO - UN Educational, Scientific and Cultural Organization
www.unesco.org

UNDP - UN Development Programme
www.undp.org

UNEP - UN Environment Programme
www.unep.org

UK Department for International Development
www.dfid.gov.uk

LESSON 4 THE UN: PROMOTING HUMAN RIGHTS

UNA-UK and UNESCO Associated Schools in the UK 'Teaching about Human Rights' pack
www.una.org.uk/learnabouthumanrights

Official UN website to mark the 60th anniversary of the UDHR
www.knowyourrights2008.org

Let's Get It Right, the Welsh Assembly Government website providing UNCRC bilingual awareness raising materials
www.uncrcletsgetitright.co.uk

UNICEF UK
www.unicef.org.uk

British Institute of Human Rights
www.bihhr.org.uk

Amnesty International UK
www.amnesty.org.uk

Anti-Slavery International UK
www.antislavery.org

LESSON 5 MODEL UNITED NATIONS

UN Cyberschoolbus Model UN
www.un.org/cyberschoolbus/modelun/index.asp

UNA-UK Model UN website
www.una.org.uk/mun

UNA-USA Global Classrooms
www.unausa.org/globalclassrooms

WORKING TOGETHER TO SOLVE GLOBAL PROBLEMS

This new exciting teaching pack offers an accessible and comprehensive introduction to the United Nations with the aim of developing students' understanding of the only truly global organisation tasked with tackling the biggest challenges facing the world, such as poverty, disease and war. Using an interactive approach, students are asked to solve armed conflicts, construct a blueprint for getting rid of nuclear weapons and develop awareness-raising campaigns to fight poverty.

The pack covers the three main areas of the UN's work:

- Peace and security
- Poverty and sustainable development
- Human rights

It also includes a Model United Nations simulation, providing students with valuable insights into how the UN Security Council works and giving them the opportunity to take on the role of country ambassadors working together to find solutions to global challenges.

The pack encompasses five lessons with teacher's notes, lesson plans and student resources. It has been produced by UNESCO Associated Schools in the UK in collaboration with the United Nations Association of the UK (UNA-UK).