

UNAC

What Kind of World...?



**United Nations
Association
in Canada** | *Edmonton
Branch*



ACGC 
Alberta Council for Global Cooperation

Summary of the Package

At the heart of the **What Kind of World...?** Package are three lesson plans which aim to teach students the basics of the UN system and a number of critical global issues from a Canadian perspective. Each one-hour session draws links between local and global issues, and highlights the role of Canada in the UN and the UN in daily life. The sessions are geared towards interactive learning and allowing youth to develop their own ideas and opinions about global issues. Although the lessons are intended to be taught sequentially, they may also be given individually with the assistance of the provided background information.

The lesson plans are accompanied by a variety of resources to facilitate their implementation. These include:

- an outline of how the sessions meet the required objectives of provincial social studies curricula;
- resource materials to be distributed to students during the sessions;
- background information on the UN and Canada's involvement in it for use by facilitator's; and
- a list of further print and Internet resources on the UN and global issues

The Objectives of this Package are:

- to increase awareness among youth of international problems and possible solutions;
- to increase understanding among youth of the UN and to foster an appreciation for its work;
- to increase understanding among youth of Canada's role on the international stage;
- to increase enthusiasm among youth for learning about global issues; and
- to foster a sense of empowerment from finding solutions to global problems.

General Information on the United Nations

The United Nations is an international organization of independent countries. These countries have joined together to work for world peace and against poverty and injustice. The UN was established as a result of a conference in San Francisco in June 1945 by 51 countries committed to preserving peace through international cooperation and collective security. Today, nearly every state in the world belongs to the UN - 191 countries in all. UN headquarters are located in New York City.

The UN is not a world government, and it does not make laws. It does, however, provide the means to help resolve international conflicts and formulate policies on matters affecting us all. At the UN, all the Member States - large and small, rich and poor, with differing political views and social systems - have a voice and vote in this process.

The UN has **four main purposes**, as stated in its Charter:

1. To keep peace throughout the world;
2. To develop friendly relations among nations;
3. To help improve living conditions of poor people and encourage respect for each other's rights and freedoms; and
4. To be a centre for helping nations achieve these goals.

The UN is central to global efforts to solve problems which challenge humanity. Cooperating in this effort are more than 30 affiliated organizations known together as the UN system. Day in and day out, the UN and its family of organizations work to promote respect for human rights, protect the environment, fight disease, promote development and reduce poverty. UN agencies also define the standards for safe and efficient transport by air and sea, help improve telecommunications and enhance consumer protection, work to ensure respect for intellectual property rights and coordinate allocation of radio frequencies. The United Nations leads the international campaigns against illicit drug trafficking and terrorism. Throughout the world, the UN and its agencies assist refugees and set up programmes to clear landmines, help improve the quality of drinking water, expand food production, make loans to developing countries and help stabilize financial markets.

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The UN Charter

When a country becomes a Member of the United Nations, it agrees to accept the obligations of the UN Charter, an international treaty which sets out basic principles of international relations.

The Charter was adopted at a conference in San Francisco in June, 1945 and was officially recognized by the majority of the 51 founding members on October 24, 1945 - what is now known as UN Day. 137 other countries have since signed the Charter and become members of the UN. The UN and its Charter grew out of a plan that began on board a battleship in the Atlantic Ocean in 1941, when President Franklin D. Roosevelt of the USA and Prime Minister Winston Churchill of the United Kingdom met to start discussing how to ensure peace after the end of the Second World War. They later discussed the plan with Joseph Stalin, Leader of the Soviet Union, at a meeting in Yalta, USSR, in 1945.

The Preamble to the Charter sets out the main tenets of the organization:

WE THE PEOPLES OF THE UNITED NATIONS DETERMINED to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to humankind, and to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small, and to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained, and to promote social progress and better standards of life in larger freedom,

AND FOR THESE ENDS to practice tolerance and live together in peace with one another as good neighbours, and to unite our strength to maintain international peace and security, and to ensure, by the acceptance of principles and the institution of methods, that armed force shall not be used, save in the common interest, and to employ international machinery for the promotion of the economic and social advancement of all peoples,

HAVE RESOLVED TO COMBINE OUR EFFORTS TO ACCOMPLISH THESE AIMS. Accordingly, our respective Governments, through representatives assembled in the city of San Francisco, who have exhibited their full powers found to be in good and due form, have agreed to the present Charter of the United Nations and do hereby establish an international organization to be known as the United Nations.

Organs of the United Nations

The United Nations has six main organs. Five of them - the General Assembly, the Security Council, the Economic and Social Council, the Trusteeship Council and the Secretariat - are based at UN Headquarters in New York. The sixth, the International Court of Justice, is located in The Hague, Netherlands.

The General Assembly

All UN Member States are represented in the General Assembly, which is a kind of parliament of nations that meets to consider the world's most pressing problems. Each Member State has one vote. Decisions on important matters, such as recommendations on matters relating to international peace and security, admitting new members, the UN budget and the budget for peacekeeping, are decided by two-thirds majority. Other matters are decided by simple majority. In recent years, a special effort has been made to reach decisions through consensus, rather than by taking a formal vote.

At its 1998/1999 session, the Assembly considered 166 different topics, including peace and security issues, disarmament, development, reform of the UN, protection of the environment and the year 2000 date-conversion problem for computers. The Assembly cannot force action by any State, but its recommendations are an important indication of world opinion and represent the moral authority of the community of nations.

The Assembly holds its annual regular session from September to December. When necessary, it may resume its session, or hold a special or emergency session on subjects of particular concern. When the Assembly is not meeting, its work is carried out by its six main committees (disarmament and international security committee, economic and financial committee, social, humanitarian and cultural committee, special political and decolonization committee, administrative and budgetary committee and legal committee), by other subsidiary bodies and by the UN Secretariat.

The Security Council

The UN Charter gives the Security Council primary responsibility for maintaining international peace and security. The Council may convene at any time, day or night, whenever peace is threatened.

There are 15 Council members. Five of these - China, France, the Russian Federation, the United Kingdom and the United States - are permanent members. The other ten are elected by the General Assembly for two-year terms. In recent years, Member States have discussed making changes in Council membership to reflect today's political and economic realities. Canada was last a member of the Security Council from 1999-2000.

Decisions of the Council require nine yes votes. Except in votes on procedural questions, a decision cannot be taken if there is a no vote, or veto, by a permanent member. All Member States are obligated to carry out the Council's decisions.

When the Council considers a threat to international peace, it first explores ways to settle the dispute peacefully. It may suggest principles for a settlement or undertake mediation. In the event of fighting, the Council tries to secure a ceasefire. It may send a peacekeeping mission to help the parties maintain the truce and to keep opposing forces apart.

The Council can take measures to enforce its decisions. It can impose economic sanctions or order an arms embargo. On rare occasions, the Council has authorized Member States to use 'all necessary means', including collective military action, to see that its decisions are carried out. The Council also makes recommendations to the General Assembly on the appointment of a new Secretary-General and on the admission of new Members to the UN.



The Economic and Social Council

The Economic and Social Council (ECOSOC), under the overall authority of the General Assembly, coordinates the economic and social work of the United Nations and the UN family. As the central forum for discussing international economic and social issues and for formulating policy recommendations, ECOSOC plays a key role in fostering international cooperation for development. It also consults with non-governmental organizations (NGOs), thereby maintaining a vital link between the United Nations and civil society. The Council has 54 members, elected by the General Assembly for three-year terms. It meets for one month each year, alternating its session between New York and Geneva. A special meeting of ministers discusses major economic and social issues. Beginning in 1998, the Council expanded its discussions to include humanitarian themes.

The year-round work of the Council is carried out by subsidiary bodies that meet regularly and report back to the Council. The Commission on Human Rights, for example, monitors the observance of human rights throughout the world. Other bodies focus on such issues as social development, the status of women, crime prevention, narcotic drugs and environmental protection. Five regional commissions promote economic development and strengthened economic relations in their respective areas.

The Trusteeship Council

The Trusteeship Council was established to provide international supervision for 11 Trust Territories administered by 7 Member States and ensure that adequate steps were taken to prepare the Territories for self-government or independence. By 1994, all Trust Territories had attained self-government or independence, either as separate States or by joining neighbouring independent countries. The last to do so was the Trust Territory of the Pacific Islands (Palau), administered by the United States, which became the 185th Member State of the UN. Its work completed, the Trusteeship Council now consists only of the five permanent members of the Security Council. It has amended its rules of procedure to allow it to meet as and when occasion requires.

The International Court of Justice

The International Court of Justice (ICJ) is the main judicial organ of the UN. Consisting of 15 judges from 15 countries, elected by the General Assembly and the Security Council, the Court decides disputes between countries. Participation by States in a proceeding is voluntary, but if a State agrees to participate, it is obligated to comply with the decision. The Court also provides advisory opinions to the General Assembly and Security Council upon request.

The Secretariat

The Secretariat carries out the substantive and administrative work of the United Nations as directed by the General Assembly, the Security Council and the other organs. At its head is the Secretary-General, who appoints such additional personnel as required and provides overall administrative guidance. The current Secretary-General is Kofi Annan, from Ghana. The Secretariat consists of departments and offices with a total staff of about 10,000 drawn from 170 countries. Duty stations include UN Headquarters in New York as well as UN offices in Geneva, Vienna and Nairobi. Information on Selected UN Specialized agencies and programmes

The UN and Human Rights

Through UN efforts, governments have concluded hundreds of multilateral agreements that make the world a safer, healthier place with greater opportunity and justice for all. This comprehensive body of international law and human rights legislation is one of the UN's great achievements. Over the past fifty years, the UN has played a central role in developing legal standards that have led an increasing number of individuals and groups to expect fair treatment from their governments. The UN's involvement in the advancement of children's and women's rights and the battle against racial discrimination are a few of many areas worth noting.

The Universal Declaration of Human Rights, proclaimed by the General Assembly in 1948, and drafted by a Canadian - John Peters Humphrey - sets out the basic rights and freedoms to which all men and women are entitled. Among them are the right to life, liberty and nationality, to freedom of thought, conscience and religion, to work, to be educated, and to take part in government.

Two International Covenants, one dealing with economic, social and cultural rights and the other with civil and political rights, entrench these rights. Whereas the Declaration is a statement of principles, the covenants are legally binding documents. This means that if governments have signed and ratified the covenants, they agree to uphold those rights and freedoms in their own countries. Together with the Declaration, they constitute the International Bill of Human Rights.

The Declaration laid the groundwork for more than eighty conventions and declarations on human rights, including conventions to eliminate racial discrimination and discrimination against women; conventions on the rights of the child, the status of refugees and the prevention of genocide; and declarations on self-determination, enforced disappearances and the right to development.

The UN High Commission for Human Rights

With the standards-setting work nearly complete, the UN is now shifting the emphasis of its human rights work to the implementation of human rights laws. The High Commissioner for Human Rights, Louise Arbour (former member of the Supreme Court of Canada), coordinates all UN human rights activities, works with governments to improve their observance of human rights, seeks to prevent violations, and investigates abuses.

The UN Commission on Human Rights, an intergovernmental body, holds public meetings to review the human rights performance of countries. It appoints independent experts, called Special Rapporteurs, to report on specific human rights abuses or to examine human rights in specific countries.

The UN and Indigenous Peoples

A Working Group on Indigenous Populations was established in 1982 to undertake two formal tasks: reviewing national developments pertaining to the promotion and protection of the human rights and fundamental freedoms of indigenous peoples; and developing international standards concerning the rights of indigenous peoples. The most important work that the Working Group had done is the elaboration of the draft United Nations declaration on the rights of indigenous peoples, which it began preparing in 1985, and has become a foundation upon which successive resolutions on the issues and rights of Indigenous Populations are based.

In recent years, based in part on the work of the Working Group, there have been significant advances in international thinking and action on indigenous issues and rights. In late 1993,

following a recommendation by the World Conference on Human Rights, the General Assembly proclaimed the International Decade of the World's Indigenous People (1995-2004). In April 2000, after consultations with indigenous groups around the world, and with governments, NGOs and UN organization bodies and specialized agencies, the United Nations' Economic and Social Council (ECOSOC) established the Permanent Forum on Indigenous Issues.

The mandate of the Forum is to address indigenous issues related to economic and social development, culture, the environment, education, health and human rights. Specifically, the Permanent Forum:

- provides expert advice and recommendations on indigenous issues to ECOSOC as well as to programmes, funds and agencies of the United Nations through ECOSOC;
- raises awareness and promotes the integration and coordination of activities related to indigenous issues within the UN system; and
- prepares and disseminates information on indigenous issues.

The office of the United Nations High Commissioner for Human Rights (UNHCHR) is designated as the "lead agency" to implement the resolution of the Permanent Forum on indigenous issues. The Forum is a unique organization within the UN system that enables indigenous people to become members of the UN body and, as such, allows them to set the Forum's agenda and determine its outcomes.

A NEW AWARENESS

Through the efforts of the United Nations and the Working Group in partnership with indigenous peoples, there is a great awareness of the serious problems faced by indigenous populations around the world. In some places, there is now a permanent dialogue between Governments and indigenous groups. In others, indigenous peoples and Governments are negotiating, with the aim of improving relations and guaranteeing better protection of Indigenous peoples' rights. In Canada, the International Unit of the Assembly of First Nations (AFN), identifies international issues of priority to First Nations, and formulates strategies and coordinates political and technical participation at multilateral level. The AFN has been represented at various UN conferences and working groups on indigenous populations, including the World Conference Against Racism (WCAR) that took place in Durban South Africa between August 31-September 7, 2001.

Children's Rights

There is no way to thoroughly enumerate the various ways in which children around the world are economically exploited and physically mistreated. But the numbers are great and the suffering widespread. Behind the hideous imagery - of children beaten or sexually abused; ravaged beyond their years by hard living and drug abuse on the streets; maimed by landmines or turned into killers by war; stricken with AIDS - are the all-too-common struggles against disease, hardship, and family or social traditions that compromise children's humanity or subject them to physical and emotional suffering.

While victims of injustice and poverty have always had trouble being heard, none have had more trouble, historically, than children. Whether exploited as child labourers or prostitutes, drafted as young teenagers into armed forces, forced as young girls into a lonely life as domestic workers, deprived of an education to work on the family farm or in the home, or denied adequate nutrition and health care, children need help and protection from an adult world that perpetrates most of the abuse.

It took until the 1990s for all of the pieces to come together in the form of the Convention on

the Rights of the Child, which was adopted by the General Assembly in 1989. The Convention's 54 articles cover everything from a child's right to be free from sexual and economic exploitation, to the right to his or her own opinion and the right to education, health care, and economic opportunity.

Today every UN Member State has ratified the Convention, except for the United States and Somalia. This means that they have taken steps to implement the provisions of Convention in their own country.

Much of the power of the Convention comes from mutual example and pressure from the public and from donor countries rather than any real enforcement power. Persuasive pressure may come from those countries that ratify the Convention and, in turn, receive donor funding for various national initiatives, or assistance with the drafting of laws or establishment of child-advocacy bureaus.

Information on Selected UN Specialized Agencies and Programmes

Fourteen independent organizations known as "Specialized Agencies" are linked to the UN through cooperative agreements. These agencies are autonomous bodies created by intergovernmental agreement. They have wide-ranging international responsibilities in the economic, social, cultural, educational, health and related fields. Some of them, like the International Labour Organization and the Universal Postal Union, are older than the UN itself. The World Health Organization, the Food and Agriculture Organization, the International Fund for Agricultural Development and the International Maritime Organization are all Specialized Agencies mentioned in the included lesson plans.

World Health Organization (WHO)

WHO's objective is the attainment by all peoples of the highest possible level of health, or "Health for All." In order to accomplish this goal, it functions to give worldwide guidance in the field of health, to cooperate with Governments to strengthen the planning, management and evaluation of national health programmes, and to develop and transfer appropriate health technology, information and standards. WHO also possesses the capacity to mobilize and dispatch teams on site within 24 hours of notification of an outbreak to initiate epidemic control measures. One of WHO's historic achievements is the global eradication of smallpox in 1980.

Food and Agriculture Organization (FAO)

FAO acts as the lead agency for rural development. It works to alleviate poverty and hunger by promoting agricultural development, improved nutrition and the pursuit of food security (the access of all peoples at all times to the food they need for an active and healthy life). Special FAO programmes seek to increase food production and improve conditions for farming families, assist countries in preparing for emergency situations, and provide relief when necessary.

International Fund for Agricultural Development (IFAD)

The mandate of IFAD is to combat hunger and rural poverty in the low-income, food-deficit regions of the world. It works by mobilizing resources for improved food production and better nutrition among the poor in developing countries. To ensure that development aid actually reaches those who need it most, IFAD involves the rural poor in their own development. This means identifying their needs, building on their own knowledge and skills, and promoting successful traditional livelihoods and resource management.

International Maritime Organization (IMO)

Although the main objective of the IMO is to facilitate cooperation among governments on technical matters affecting international shipping, it also helps to protect the marine environment through prevention of, and emergency response to, oil, chemical and other pollution of the seas caused by ships and other crafts.

Other Specialized Agencies

International Labour Organization (ILO)

United Nations Educational, Scientific and Cultural Organization (UNESCO)

International Civil Aviation Organization (ICAO)
World Bank Group International Monetary Fund (IMF)
Universal Postal Union (UPU)
International Telecommunications Union (ITU)
World Meteorological Organization (WMO)
World Intellectual Property Organization (WIPO)
United Nations Industrial Development Organization (UNIDO)

In addition to the Specialized Agencies, a number of UN offices, programmes and funds work to improve the economic and social conditions of people around the world. Set up under the aegis of the Secretary-General, these include the United Nations Development Programme, the UN Centre for Human Settlements, the United Nations Environment Programme, the World Food Programme and the United Nations Children's Fund, all of which are covered in the lesson plans in this package.

United Nations Development Programme (UNDP)

UNDP has three main goals: to help the UN become a powerful and cohesive force for sustainable human development, to focus on poverty elimination, environmental regeneration, job creation and the advancement of women, and to strengthen international cooperation for sustainable human development. UNDP aims to help countries build their own capacity to achieve development, giving priority to building equity and eliminating poverty. UNDP also promotes sound government and market development, and supports rebuilding societies in the aftermath of war and humanitarian emergencies. It works through its 166 country offices.

United Nations Centre for Human Settlements (Habitat)

Habitat is the lead agency for coordinating human settlements development activities, focusing on shelter and social services, urban management, environment and infrastructure, and assessment, monitoring and information. Habitat fosters the realization of the human right to housing through the provision of adequate water, sanitation, drainage, garbage collection and shelter policies.

United Nations Environment Programme (UNEP)

UNEP was created to be the environmental conscience of the UN system. Its mission is to provide leadership and encourage partnerships in caring for the environment by enabling nations and peoples to improve their quality of life without compromising that of future generations. UNEP sets the global agenda and serves as an authoritative advocate of the global environment. Its main functions include analyzing the state of the global environment, assessing environmental trends, providing policy advice and early-warning information on environmental threats, catalyzing and promoting international cooperation and action, furthering the development of international environmental law, promoting environmental awareness and cooperation involving all sectors of society and serving as an effective link between the scientific community and policymakers. UNEP helps solve problems that cannot be handled by countries acting alone.

World Food Programme (WFP)

WFP is the food-aid arm of the UN system, responsible for handling around 3 million tons of food aid. Its mandate is to help poor people in developing countries by combating world hunger and poverty. It uses food aid to promote economic and social development. In emergencies, WFP provides fast, life-sustaining relief to victims of natural and man-made disasters, and wars. WFP buys goods and services from developing countries in an effort to reinforce their economies, and provides "food-for-work" assistance to help people become self-reliant.

United Nations Children's Fund (UNICEF)

UNICEF works for child protection, survival and development within the framework of the Convention on the Rights of the Child. UNICEF supports programmes aimed at improving the lives of children everywhere, particularly those in developing countries. This includes low-cost community-based programmes in primary health care, nutrition, basic education, water and environmental sanitation, and gender and development. It advocates observance of human rights for all children, and was awarded the Nobel Peace Prize in 1964.

Other UN Programmes

United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA)

United Nations University (UNU)

Office of the UN High Commissioner for Human Rights (UNHCHR)

Office of the UN High Commissioner for Refugees (UNHCR)

Office for Drug Control and Crime Prevention (ODCCP)

United Nations Development Fund for Women (UNIFEM)

International Research and Training Institute for the Advancement of Women (INSTRAW)

United Nations Conference on Trade and Development (UNCTAD)

United Nations Volunteers (UNV)

United Nations Office for Project Services (UNOPS)

United Nations Population Fund (UNPF)

United Nations Institute for Training and Research (UNITAR)

United Nations Institute for Disarmament Research (UNIDIR)

United Nations Research Institute for Social Development (UNRISD)

United Nations Interregional Crime and Justice Research Institute (UNICRI)

International Trade Centre UNCTAD/WTO (ITC)

United Nations Non-Governmental Liaison Service (UN/NGLS)

In addition to the Specialized Agencies, a number of UN offices, programmes and funds work to improve the economic and social conditions of people around the world. Set up under the aegis of the Secretary-General, these include the United Nations Development Programme, the UN Centre for Human Settlements, the United Nations Environment Programme, the World Food Programme and the United Nations Children's Fund, all of which are covered in the lesson plans in this package.

Canada and The United Nations



Ever since President Franklin D. Roosevelt of the US coined the term "United Nations," Canada has been a strong supporter of both the concept and practice of a firm structure of international organization. From the beginning, Canada's intent was to do so as a 'middle power,' ready to contribute in a substantial way to UN peacekeeping forces and to enjoy a place on the Security Council at regular intervals.

Since the establishment of the UN in 1945, every successive Canadian Government has placed the UN as a central component of its foreign policy, and individual Canadians have played seminal roles in the work of the Organization as it has evolved. Canada feels that the UN represents the best chance to maintain world peace and to help in the development of all states. It realizes that the effects of poverty and war are not isolated; they affect everyone in the world, including Canadians. To help others, as well as ourselves, Canada has worked to maintain peace, promote development, and help suffering people around the world. Canada believes that its contributions through the UN, as a multilateral channel of assistance in policy development, strengthen the world.

Canada's history makes it well suited to make significant contributions to the international community. It has developed into a non-partisan middle power that has forged strong connections with countries and international organizations around the world. Our non-imperial history makes us a non-threatening partner for international initiatives. Furthermore, our history illustrates our strong support for the United Nations and its ideals of peace and cooperation.



Canadian Accomplishments in the UN

Canadians have played a central role in creating, developing, and maintaining the UN system. Canadians have contributed their expertise to virtually every aspect of the UN. Our extensive involvement in the organization makes it impossible to list all of those who have enhanced the United Nations, but the following sample gives an idea of individual Canadians' involvement in the UN:

- Lester B. Pearson, a former Prime Minister of Canada, was awarded a Nobel Peace Prize for establishing a peacekeeping role for the UN in helping to resolve the Suez Crisis between Israel and Egypt in 1956. He was also the President of the UN General Assembly during its Seventh Session in 1952.
- General Maurice Baril was the senior military advisor to UN Secretary-General Boutros Boutros-Ghali, and headed the UN's Department of Peacekeeping Operations. He is currently Chief of Defence Staff for Canada.
- In the early years of the UN, Brock Chisholm helped draft the constitution for, and became the first Secretary-General of, the World Health Organization.
- John Peters Humphrey organized the Division for Human Rights in the United Nations Secretariat and was one of the principal drafters of the Universal Declaration of Human Rights.
- Maurice Strong became the first Executive Director of UNEP and the Secretary-General of the UN Environment Conferences in Stockholm (1972) and Rio de Janeiro (1992). Until recently, he was the Executive Coordinator for UN Reform.
- Elizabeth Dowdeswell was, until recently, the Executive Director of UNEP.
- Justice Louise Arbour was, until recently, Chief Prosecutor of the International Criminal Tribunal for the former Yugoslavia; she is now the United Nations High Commissioner for Human Rights.
- Louise Fréchette, former Canadian Permanent Representative to the UN, is currently the first Deputy Secretary-General of the United Nations.
- Stephen Lewis is a former Canadian Permanent Representative to the UN and Special Advisor to the UN Secretary-General on African Economic Recovery, and was until recently a Deputy Director with UNICEF.
- William O'Neil was the Secretary-General of the International Maritime Organization.

A Tradition of Peace

Canadians are proud of Canada's peaceful, non-imperial, and non-colonial past. Forged through consensus and cooperation, Canada has become a strong and free country. Since the establishment of the United Nations, Canada has actively pursued and defended the role of peacekeepers. During the creation of the United Nations, Canada insisted that if a country contributed to UN security initiatives, it should have a say over the security measures. This proposal resulted in greater equality between non-Security Council and Security Council members.

One of the defining events in Canadian history occurred when Lester B. Pearson, future Canadian Prime Minister and Nobel Peace Prize winner, played a central role in the creation of UN peacekeeping. During the Suez Crisis, he proposed the establishment of a UN peacekeeping force to restore the peace. Canada has continued to play a leading role in peacekeeping, and has been involved in almost every UN peacekeeping mission.

Canada recognizes that peacekeeping is beneficial to the international community. Canada's exemplary record in peacekeeping will continue, a record that is increasingly benefiting from qualified civilians and police who complement the excellent work of the Canadian Armed Forces. Election monitors have helped build democracy by ensuring free and fair elections in locations around the world. Canadian police forces have played a key role in helping to stabilize countries such as Bosnia and Haiti by training their police. Other Canadians have

been active in helping warring parties negotiate peace. Increasingly, Canadian peacebuilding is gaining a reputation similar to our proud tradition of peacekeeping.

Disarmament

Disarmament is another area in which we lead by example. Canada has been a strong supporter of nuclear, chemical, and biological disarmament. In 1996, following the failure of a comprehensive ban on landmines through the United Nations, Canada initiated the "Ottawa Process" to rid the world of landmines - a horrendous weapon that cannot distinguish between soldier and civilian, adult and child, a weapon that continues to claim casualties decades after a conflict has ended. The Ottawa Process obtained a high degree of support from the international community, and resulted in an Antipersonnel Landmine Ban Treaty that came into being with the aid of 122 countries that initially signed the treaty. The treaty entered into force on March 1, 1999. Canada's well-respected international reputation and the example we have set by destroying our own landmine stockpile have contributed to this success.

Human Security

Canadians believe strongly in the protection and promotion of human rights, both in Canada and around the world. The importance we place on human rights has led us to become active in many aspects of human security, in issues such as sustainable development, peacebuilding, and good governance. In essence, human security means safety for people from both violent and non-violent threats. It is a condition characterized by freedom from pervasive threats to people's rights, their safety, or even their lives. Human security takes people as its point of reference, rather than focusing exclusively on the security of territory or governments. Human security entails taking preventive measures to reduce vulnerability and minimize risk, and taking remedial action where prevention fails.

The range of potential threats to human security should not be narrowly conceived. While the safety of people is obviously at grave risk in situations of armed conflict, a human security approach is not simply synonymous with humanitarian action. It highlights the need to address the root causes of insecurity and to help ensure people's future safety. There are also human security dimensions to a broad range of challenges, such as gross violations of human rights, environmental degradation, terrorism, transnational organized crime, gender-based violence, infectious diseases and natural disasters. The widespread social unrest and violence that often accompanies economic crises demonstrates that there are clear economic underpinnings to human security. The litmus test for determining if it is useful to frame an issue in human security terms is the degree to which the safety of people is at risk. Human security issues have both domestic and international dimensions. Canada believes that the best way to deal with such issues is through constructive engagement with states rather than by taking a confrontational approach.

Development

The vast majority of us support international aid, which is only natural, as helping others in need is a central value for most Canadians. For Canada, international assistance is more than offering short term aid; it is a means of improving global security by helping to deal with many of the problems that threaten human security. It is also a means of helping countries to lift themselves out of poverty and to build a stronger global economy which will benefit all people. This takes a long-term commitment, one that Canada has made.

Canada provides aid to all parts of the world, and, through this experience, realizes that the needs and capabilities of specific countries must be taken into consideration. We have also learned that a successful development programme has to be people-centred. Our technical experience and, perhaps more importantly, our sensitivity to development issues makes

Canada an important participant in international assistance and development.

While Canada has done a great deal of unilateral work through government organizations such as the Canadian International Development Agency, the International Development Research Centre, and an extensive network of non-governmental organizations, we acknowledge the need for global action to combat poverty and to improve the situations of the people of the world. For this reason, Canada has been a strong supporter of the UN's development programmes. Canadians have provided direction for many UN agencies and funds such as the United Nations Children's Fund, the World Health Organization, and the Food and Agricultural Organization, organizations that have saved millions of lives.



Experience and the Security Council

The positive light in which other countries view Canada has led our country to take a seat on the UN Security Council on six separate occasions. 1948-49, 1958-59, 1967-68, 1977-78, 1989-90, and 1999-2000. The repeated re-election of Canada to the Council has illustrated the faith other states have in Canada's ability to work well and fairly with other states. They know that Canada is in a strong position to advance the cause of world peace, due to its involvement in peacekeeping and its balanced position on major issues before the UN. The election of Canada to the Security Council is an affirmation by the world community that Canada's goal of a strong United Nations benefiting all nations is shared by all.

Canada and the UN: An Investment in the Future

Canada has a long history as a respected international actor. An original member of the United Nations, Canada has been deeply involved in the organization's activities for over fifty years, and has taken pride in the UN's considerable success. Canada is also proud of its financial and personnel support for the UN. Canada has played, and will continue to play, a pivotal role in the global community.

Lesson 1

Introduction

Ask:

How many have heard of the United Nations? What's one thing the UN does? (Solicit several answers). Explain that the main purpose of the UN is to stop countries from fighting wars.

Ask:

Why? Why is war something that should be stopped? What are some countries who are fighting or have fought wars?

Divide the students into 'country' groups of 8-10 students, using their answers.

Activity

The Human Knot

Goal:

To untangle a knot made by intertwining the arms of students.

Purpose:

To teach the importance of communication.

To draw analogies between untangling the knot and solving global crisis.

To start thinking about the ways that the UN works.

Set Up:

Have the groups stand in circles, shoulder to shoulder, facing inwards.

Tell each student to extend their right hand and clasp someone else's hand.

Tell each student to do the same with their left hand.

Make sure each student is holding the hands of two different people.

Go!

Tell the students that they must untangle the knots to form circles.

Remind them that they cannot let go of either hand they are holding.

Watch the groups to ensure safety, but offer help only if really needed.

If one group finishes early, ask them to offer help to the other groups.

Stop the activity after 10 minutes, whether the groups are untangled or not.

Debrief

Have the students sit in a circle so that everyone can see each other. Introduce the unit and talk about the purpose of the programme, to teach about the UN and global issues.

Ask: How were you able to untangle the knot? What worked and what did not? What were some of the things that needed to be done to reach the solution? Direct the discussion so that it focuses on the importance of other people's ideas and choices, listening to people's opinions, reaching consensus, cooperating, being organized, and helping each other.

Ask: What would you do differently if you had to do the activity again?

Teaching

Explain that all the countries in the world are like the students in the human knot. They are each independent, but at the same time they are each connected. After the Second World War, a group of countries decided that the only way to untangle all the knots in the world was to get together and use the same skills that the students needed to untangle themselves: communication, cooperation, and organization.

The UN Charter is a set of rules that all members of the UN sign to ensure that countries cooperate and communicate well. The Charter helps countries avoid fighting and work together. It was signed by 51 countries in San Francisco, on June 4, 1945. It came into force on October 24, 1945 - what is now observed every year as UN Day (see Background Information, pages 2-3).

Ask: How many countries are now members of the UN? 191 - almost every country in the world, including the two which joined in 2002: Switzerland and Timor-Leste (East Timor).

Application

Distribute a copy of the Class Charter sheet to each student (see "Our Class Charter" in Resource Section).

Ask:

What kinds of things cause arguments and fights at school?
How can that fighting be prevented?

Explain that they are going to make a Charter for their class - a set of five rules that will help them work together. Solicit ideas for different rules, then get the students to vote for their favorite one (only one vote each). Compile a list of the top five. Get everyone to write these rules on their own Charters. Tell them they can take it home and decorate it any way they like.

Explain that all member countries come to the UN and meet in the General Assembly to discuss and decide on any issue of international concern. Explain that according to one of the rules in the UN Charter all countries are equal, so each gets one vote, and decisions are made by a majority - just like the way they discussed and decided on their Class Charter. Show them the similarities between their Charter and the UN Charter, and tell them they have to work to follow their Charter for the rest of the year.

Explain that the General Assembly meets in New York, where the UN headquarters are located. It works in six official languages.

Ask: What are they? (English, French, Spanish, Arabic, Chinese, Russian). Explain that the General Assembly is just one part of the UN - it is like its heart, because it is central and it keeps everything beating and circulating. But just like the human body, the UN has other important organs (see Background Information, pages 4-6).

Ask: What are some of the organs in the body? Distribute the "Organs of the United Nations" Chart (see Resource Section).

Ask: What does the brain do? Elicit responses. The **Security Council** is like the brain because it is in charge of maintaining international peace and security and is able to call the UN into action

against an aggressive country. The Security Council has 15 members, 5 of which are permanent (US, UK, Russia, France and China). For the Security Council to pass a resolution, there must be a majority vote, but if any one of the five permanent members votes against it, the resolution is not passed. This is called "the veto."

Ask: What does the liver do? The **International Court of Justice (ICJ)** is like the liver because it removes wastes and poisons from circulation by solving arguments that countries bring to it. It has 15 judges, from 15 different countries, and sits in The Hague, in the Netherlands. It works on disputes between countries only, not between people.

Ask: What does the stomach do? The **Economic and Social Council (ECOSOC)** is like the stomach because it takes in the world's problems (problems of population, drugs, crime, environment, trade, etc) and digests them, figuring out ways to deal with them. It has 54 members and many Specialized Agencies and Programmes to help it deal with all its work (see Background Information, pages 7-10).

Ask: What does the appendix do? The **Trusteeship Council** is like the appendix because it no longer has a function - it used to take care of countries that hadn't received their independence.

Ask: What does the skin do? The **Secretariat** is like the skin because it covers the whole organization. It is the external part of the UN, carrying out the day-to-day operations, protecting the organs, and representing the organization. It is made of a staff of almost 10,000 from 170 different countries. These are called International Civil Servants. The Secretariat, and the UN in general, is led by the Secretary-General. Currently, this is Kofi Annan, from Ghana.

Explain that Canada is in the blood of the UN. It plays a role in nearly every organ. It is often a member of the Security Council and is also a part of almost every Specialized Agency and Programme. Also, a Canadian, Louise FrÈchette, is the Deputy Secretary-General. Historically, Canada has also played a very important role in the UN. A former Prime Minister, Lester B. Pearson, won the Nobel Peace Prize for his work in establishing the first ever UN Peacekeeping force in Egypt in the 1950s. Canadians also played important roles in drafting the UN Charter and the Universal Declaration of Human Rights (see Background Information, pages 13-17).

Have the students get back into their 'country' groups. Tell them to make a list of all the problems they think exist in the world, and then to choose the top three. Get each group to write their top three on the board. Choose the top three for the whole class by holding another vote, like in the General Assembly. Explain that the next lessons will focus on how the UN and Canada try to solve these problems, and what they can do to help.

Follow-up

Have the students draw and decorate their Class Charters so that they can be displayed around the room as a reminder of the rules they have agreed to follow. Send their Charter to be posted on UNA-Canada's website. Session Two Canada, the UN and Global Issues.

Lesson 2

Introduction

Recall:

The six organs of the UN from the first session.

Explain:

The number of issues that the Economic and Social Council (ECOSOC) has to deal with is too big for it to handle on its own, so it has several Specialized Agencies and Programmes that help it do its work. In this lesson, the students will learn more about the actual work of some of the organs as well as what some of ECOSOC's agencies and programmes do (see Background Information, pages 7-10).

Activity

Group Juggling

Goal:

For the whole group to juggle a large number of objects.

Purpose:

To draw analogies between the objects being juggled and the world.
To highlight the importance of communication and awareness.

Set Up:

Get the students to stand in a circle and have several objects behind you.
Have each child put one hand up in the air.
Toss an object to one person, saying his/her name at the same time.
When that child gets the object, he/she puts his/her hand down and tosses it to someone else whose hand is still up in the air.
This sequence continues until every person in the circle gets the object, and the last person tosses it back to you. Tell the students to remember who they toss it to and who they get it from.

Go!

Start by sending one object back and forth around the circle. Repeat faster.
Tell the students that the juggling is about to start, and toss the objects one after the other until there are around 10-12 objects going at once. The last object should be an egg (hard-boiled!).
Continue for a few minutes, then collect the objects one by one.

Debrief

Have the students sit on the floor in a circle.

Ask: Was being a juggler hard?
What made it easier?

Bring out responses that focus on the necessity of communication and awareness.
Hold up the egg: Was juggling harder when the egg was circulating? Why?
Think about the world. How are the egg and the world alike?
Responses include that they are both fragile, they both have to be handled with care, they both contain life within a 'shell', and if it cracks, life is endangered.
Is the world also juggled? In what ways?

Teaching

Divide the students into 6 groups by assigning them one of 6 different countries.

Ask: Each group to sit in a circle and choose two "ambassadors." One ambassador is to go to the group on the left, the other to the group on the right. Explain that you are going to pass out a scenario for each group to prepare and act out for the rest of the class. They should make sure no one else sees what is written on their hand-out, and the skit they prepare must be silent. Distribute the skits to the groups, and allow 10-15 minutes for preparation (scenarios are found in Resource Section).

Ask: What is a specialist? Give some examples. Explain that there are many specialists who work for the UN, and they are going to watch some skits that show these specialists acting in the three main areas in which the UN works. They are to guess two specialists for each theme.

Have the groups come up to act out their skits in this order:
Peacekeeper, Judge (Peace theme), Doctor/Nurse, Farmer (Health theme), Engineer and Scientist (Homes theme).

After each group acts out its skit, elaborate on how the UN works in each area and how Canada helps (see Background Information, pages 7-10 and 13-17). After each two scenarios, write the name of the theme on the board and explain how the first specialist treats the problem, whereas the second is a prevention measure to stop the problem from happening in the first place.

Application

Have everyone stand in a circle, shoulder to shoulder.
Have them all turn so that their right shoulders are facing inwards and tighten the circle until they are standing very close together.
Have everyone sit very slowly on the lap of the person behind them.
Get them to balance for a few seconds, then ask one group to leave the circle.
The circle will collapse.
Have everyone sit down.
Ask the students what happened, and explain that all global issues are related, and if one important thing is missing then all the others are endangered.

Follow-up

Have everyone stand in a circle, shoulder to shoulder.

Have them all turn so that their right shoulders are facing inwards and tighten the circle until they are standing very close together.

Have everyone sit very slowly on the lap of the person behind them.

Get them to balance for a few seconds, then ask one group to leave the circle.

The circle will collapse.

Have everyone sit down.

Ask the students what happened, and explain that all global issues are related, and if one important thing is missing then all the others are endangered.

Lesson 3

Introduction

Recall: The six organs of the United Nations. ECOSOC deals with many issues in its different Programmes and Specialized Agencies, like hunger, poverty, and the environment.

Explain: Some of the issues that ECOSOC deals with are seen as so important that they have become part of all areas of the UN

Tell: This session will deal with one of the most important of these issues: human rights (see Background Information, pages 11-12).

Activity

The Pen Game

Goal:

To successfully pass a pen around the group seated in a circle.

Purpose:

To show how the rules or laws that are made without consulting all people lead to unfairness and injustice and breed cynical attitudes.
To draw connections between the rules of a game and human rights.

Set Up:

The group sits in a circle and are told they are going to play the Pen Game. Tell them the rules of the game will not be explained.

Go!

Give a pen to one person and ask them to start the game by passing the pen to the next person in the circle.

After the pen is passed, announce that the passer has broken a rule, and say what the rule was. It can be any arbitrary thing.

Ask the second person to continue by passing the pen to the next person.

Every so often, announce another broken rule; continue the game until the pen returns to the person who started.

Sample broken "rules": passing pen with left hand, passing pen with tip forward, passing pen with cap off, passing pen without saying "Bam!", passing pen with legs crossed, passing pen to someone wearing a ring, passing pen to someone wearing a green shirt, etc.

Debrief

Ask:

What mistakes were made?
What were the rules to the game?
Do they accept their mistakes?
Was the game fair?
Who is to blame for the errors, the participants or the facilitator?
What was wrong with the game?
How should it be changed?
How can the game be made fair and just?

Teaching

Ask:

Have you ever heard of human rights?
Can you explain what they are?
Explain that human rights are those rights which are essential for us to live as human beings.
Give some examples. Unlike the rules in the Pen Game, human rights are agreed upon by everyone, make sense and are fair. They are meant to protect people from unfair rules, and ensure not only access to basic needs such as food and shelter, but also the chance to grow and develop beyond what is required for survival.

Explain that after World War II and the formation of the UN, a group of some 50 countries got together and agreed on the Universal Declaration of Human Rights (UDHR) which lists the rights that every person has. John Peters Humphrey, a Canadian from New Brunswick, wrote the first draft of the Declaration, so Canada had an important role right from the start. The UDHR is not a law, it is a statement about what countries should do. However many countries, such as Canada, have made the UDHR part of their own laws. Canada has done this through the Canadian Charter of Rights and Freedoms (1982) and the Canadian Human Rights Act.

There are also two international covenants (treaties) based on the Declaration which bind the countries which have signed them, one on civil and political rights, and the other on economic, social and cultural rights. Several other treaties on specific rights, such as the rights of women and of children, have also been adopted by the UN. Explain that human rights come in different categories but they are all equally important.

Give examples for each category:

political rights (right to vote),
civil rights (right to freedom of opinion),
equality rights (right to be free from racism),
economic rights (right to be paid fairly for work),
social rights (right to an education) and cultural rights (right to speak one's own language).

Explain that the UN works to protect human rights by setting standards and establishing the UN Office of the High Commissioner for Human Rights to coordinate all its human rights related activities.

Application

Explain that one of the special treaties on human rights is a treaty just about the rights that children have. Distribute the simplified version of the Rights of the Child Declaration (see "Children's Rights" sheet in Resource section).

Ask: Children to volunteer to read each right out loud. What does each mean? Explain. Distribute a copy of the "New School Rules" to each student. Explain that because of certain problems that many schools are having, a fictitious government organization has drafted a new set of rules that all schools must follow (see "New School Rules" in Resource section). Read the rules out loud with the students help.

Ask: What do they think of these rules? Why? Divide them into groups of 4-6 and ask them to decide which of the Rights of the Child each new school rule violates. Go over their answers, and clarify any questions.

Ask:

How many have ever heard of UNICEF? Explain that UNICEF, the United Nations Children's Fund, is a UN Programme that takes the lead role in monitoring the rights of children and in working to make sure children have good access to adequate health care and education. Explain that every right implies a responsibility, and give an example (free speech).

Ask: What responsibilities do the Rights of the Child imply?

As a group, draw up a list of classroom rules that ensure everyone's rights are respected. Try to reach agreement on each rule. Post the rules on the wall as a miniature charter of rights for the classroom. This will complement the Class Charter that was drawn up in Session One.

Follow-up

Ask the students to think of one rule that they believe is the most important for the world to be peaceful and for everyone's rights to be respected. Get them to write three lines:

My rule is.... The UN can help by... Canada can help by...

Suggestions for Evaluating Student Learning

Teachers are expected and encouraged to formulate their own assessment strategies and tools to evaluate the knowledge levels of individual students who have been taught the programme content of What Kind of World? Below are some of the suggestions on how such an assessment can be planned and implemented. The suggested techniques are not in anyway prescriptive methods of evaluating student achievement, but merely simple guidelines to refer to where appropriate.

Since much of the teaching and learning of the What Kind of World? content occurs in group problem-solving activities, role-plays, and through students connecting the programme concepts to their everyday life experiences, teachers are encouraged to employ any (or all) of the following techniques:

1. Informal Teacher Observations by gathering information in the form of anecdotal records and check-lists from the day-to-day teaching and learning experiences and outcomes. This approach helps in highlighting specific strengths and limitations of individual students, and permits the teacher to get a sense of topics that need to be re-taught, as well as areas where the programme needs clarification.

2. Performance Assessment can be utilized in accordance with informal teacher observations, especially where students demonstrate what they can do, e.g., in a role-play in Workshop One: Canada and the United Nations: The Human Knot (See Section Æ page 2). Performance Assessment offers a direct and immediate judgment of the target behaviour within a contextual setting. It is mostly useful for evaluating interpersonal behaviour and ability to relate content learned to students actions. Setting up of debates on specific global issues, linked to current affairs, e.g., a story from the local newspaper, is another possible way of assessing student performance.

3. Portfolio Assessment is another helpful technique to use in evaluating student learning of the What Kind of World? content. For instance, one of the suggested activities in the facilitator's package is "drawing and decorating the Class Charters" (Section Æ, page 5), "identifying and clipping articles from magazines and newspaper" (Section Æ, page 8), and "posting views on the Internet" (Section Æ, page 12), that deal with global issues. Keeping a record of these and reviewing the complete collection, allows a teacher to have a clear sense of content validity of the unit taught.

4. Student Self-Evaluation is an additional method that can be used by teachers to get a sense of what students have experienced during the teaching/learning process of a course or programme. Self-evaluation requires students to answer questions designed to elicit information about their work, from the learner's perspective (reflective learning). Self-evaluation questions change with each assignment to reflect the work students are doing. A standard self-evaluation form can be designed and used or generic questions can be asked (see examples below). Self-evaluation can benefit both the teacher and students as the answers to the questions tell a teacher what concerns students. The teacher should instruct the students to be free to express their true feelings about the course or programme, as this is their own reflection. Example of a Standard self-evaluation tool:

1. Please rate your overall level of understanding of the following:

	Poor	Fair	Good	Very good	Excellent
i) Operations of the UN	_____	_____	_____	_____	_____
ii) Canada's role in the UN	_____	_____	_____	_____	_____
iii) Canadians and Human Rights	_____	_____	_____	_____	_____

2. Indicate the level of your participation and contribution to the What Kind of World? class activities

	Never	Rarely	Sometimes	Frequently	Always
i) making constructive comments	_____	_____	_____	_____	_____
ii) asking questions	_____	_____	_____	_____	_____
iii) contributing to discussions	_____	_____	_____	_____	_____
iv) participating in group role plays	_____	_____	_____	_____	_____

3. What did you find to be the most interesting part of the What Kind of World? programme?
4. After learning about the UN, Human Rights and Canada's role in dealing with global issues, what one thing will you do differently to improve the state of our world?
5. Write a couple of summary paragraphs and note what you think you have grasped well and in what areas you feel you still need to learn more about world issues.

5. Teacher-Made Achievement Tests are perhaps the most well suited to provide objective feedback as to how much students have learned and understood. Teachers can, and are encouraged to develop tests for use with their particular grade level. The What Kind of World? programme contains clear objectives for each of the three workshops, and provides sufficient resource materials for use in teaching. Achievement tests can be based on the stated objectives, as well as on the social studies curriculum learning expectations for each province (See Section j). A balance can be drawn between recall and critical understanding of facts contained in the package, by designing multiple choice, matching, short answer and essay tests, depending on the grade level for which the tests are intended.

Here are samples of possible test items for the three Workshops in the Package:

Match the stated facts in column A with the correct Human Rights issues in column B:

- | | |
|--|--------------------|
| 1. Column A | Column B |
| <input type="checkbox"/> freedom to speak one's own language | A. political right |
| <input type="checkbox"/> being able to freely express an opinion | B. equality right |
| <input type="checkbox"/> be free from racism and discrimination | C. cultural right |
| <input type="checkbox"/> freedom to vote | D. civil right |
| <input type="checkbox"/> be paid fairly for the work one does | E. social right |
| <input type="checkbox"/> access to quality education | F. economic right |

2. Circle the best answer from the five choices (a, b, c, d, and/or e) listed below, to complete the sentence:

When Mozambique, an impoverished country in Africa, experienced massive floods in 1998, diseases such as dysentery and cholera broke out. The United Nation's Organization called upon to respond immediately to such an emergency situation was most likely

- a. Food and Agriculture Organization (FAO)
- b. The United Nations High Commissioner for Refugees (UNHCR)
- c. World Health Organization (WHO)
- d. United Nations Environmental Programme (UNEP)
- e. United Nations Education, Scientific and Cultural organization (UNESCO)

3. Write a few paragraphs describing the role Canada has played, and continues to play, in the UN. Give some examples of key Canadians who have contributed in a significant way to UN operations.