UNITED NATIONS DAY—24 OCTOBER OF AMERICA PHILIPPINES BRAZIL AUSTRALIA NEW 1 ZEALAND,

MEMBERS OF THE UNITED NATIONS _ DATE OF MEMBERSHIP, AREA AND POPULATION

Mauritius

Mexico

Mongolia

Papua New Guines

4 832 504

3 439 017

10 685 000

638 388 000b

2 133 000a

114 898 107

3 546 00

3 012 000

1 279 000a

1 742 000a

3 129 316b

2 027 087

236 800

10 400

30 355

1 Dec. 1964

24 Oct. 1945

924 663

66 943 976

1 576 000°

18 906 000

9 935 000a

13 421 284

4 994 263

72 217 000a

4 059 000

76 770 000b

1 825 500

3 000 00

803 943b

75 650

461 691

406 752

1 285 216

839 000a

South Africa

Syrian Arab Repub

Trinidad and Tobago

THE UNITED NATIONS AND CHILDREN—1979

Date of UN

21 Nov. 1945

12 Dec. 1958

19 Nov. 1946

30 Oct. 1945

28 Sep. 1950

24 Oct. 1945

14 Dec. 1955

14 May 1963

17 Oct. 1966

Guinea-Bissa

Lao People's I

Lesotho

9 728 000a

616 000a

15 138 188

8 574 000a

1 690 401

5 104 247

81 280

5 124 394

29 705 600

4 752 212

53 278 000

538 000a

568 567

16 756 074

61 310 000

10 969 000

127 869

181 035

332 968

43 069

238 537



225 220

345 193

84 655 000

9 839 534

8 813 704

32 205 000

4 256 000a

9 559 000

23 498 900

4 309 000

10 857 128

314 000a

27 Dec. 1945

20 Sep. 1960

9 Nov. 1945

16 Sep. 1975

20 Sep. 1960

9 976 139

9 596 961

UN MAD COLDECTION

4 033

Bangladesh

Byelorussian SS

Central African Empire

TOUR ROLL

Cape Verde

To the Young People of the World

Young people like yourselves make up nearly half the world's population. They represent our hopes for the future, yet today millions of them and emotional sustenance. In poor countries as well as in rich, there are children who are hungry or exploited or neglected.

5 Nov. 1945 12 Nov. 1975

20 Sep. 1960

24 Oct. 1945

14 Dec. 1967

24 Oct. 1945

20 Sep. 1977

18 Dec. 1978

24 Oct. 1945

21 Dec. 1945

24 Oct. 1945

20 Sep. 1960

18 Sep. 1973

. 18 Sep. 1973

8 Mar. 1957

Democratic Kampu

Denmark

Dominica

Gambia

German Democratic Republic

Germany, Federal Republic of

Dominican Repub

Child. This decision shows the determination of all countries to place the special needs of the child at the centre of world attention The impact of that decision is being felt not only in United Nations conference halls, but in parliaments, meeting rooms, community centres, munity that the special needs of children everywhere had not yet been

talking, acting, individually or in groups, with one aim in mind: to help a reality will depend, to a great extent, on you. children grow into healthy, happy adults, sound in body and in spirit so

hat they, in turn, can help to build a peacetul, prosperous world Thirty-four years ago, when the representatives of the peoples of the world gathered to establish the United Nations, they pledged to work together "to save succeeding generations from the scourge of war", and at the same time "to promote better standards of life, in larger freedom".

Soon, you will be taking over this challenging task, for it is you, the young

people of today, who will mould tomorrow's world. It is you who will write the laws and enforce them, you who will build and run the schools, the farms and the factories, you who in turn will bear and raise your own

children to carry on when you have gone. Now is the time when you must decide what kind of a world you want live without adequate food, proper shelter, basic health care, education to live in, and what you can do to build that world, for yourselves and for your children. Now is the time to look around you, to listen, to learn, and to reach out to others like yourselves, and to those not so fortunate as The United Nations has declared 1979 the International Year of the you. Together, your understanding, your ideas, your actions can help ensure the survival and the happiness of our small planet.

Twenty years ago the United Nations adopted the Declaration of the Rights of the Child. It reflected the concern of the international comschools and homes across the world. Everywhere, people are thinking, met. They have still not been met today. How soon that dream becomes



celebration: care to provide the elementary services without which a child nationality. cannot become a healthy and happy adult; concern for the emotional security, intellectual stimulation and spiritual growth...and celebration of PRINCIPLE 4—The child shall enjoy the benefits of social security. He the creativity of our young that can do so much to make their world a shall be entitled to grow and develop in health; to this end special care prosperous, peaceful and joyous one."

(Message by UNICEF Executive Director on the occasion of the International Year

To the student

school and community,

In the United Nations, peaceful world where all Ever since its beginning i an important part of the leaflet you will discover ma indren and ways that you, in y examples of the UN's concern for ch

At the centre of for children is the Declaration of the by the Member States twenty years ago. Rights of the Child, They agreed that all o children should have equal opportunities to "develop their abilities" and "become useful members of society". What do you think that every child should have in order to have a

decent life: a peaceful world free of fear or violence? to be treated with equal dignity and respect? What else What do you think each child needs tious food? clothing and housing? health's What does each child need for mental growth: a lovir ing? care and support? What else?

How can a child learn to contribute to his or her Make a list of your ideas and then compare ther the Rights of the Child below:

UN declaration of the rights of the child

tion. All children, without any exception whatsoever, shall be entitled to cruelty and exploitation. He shall not be the subject of traffic, in any form. these rights, without distinction or discrimination on account of race, The child shall not be admitted to employment before an appropriate colour, sex, language, religion, political or other opinion, national or minimum age; he shall in no case be caused or permitted to engage in social origin, property, birth or other status, whether of himself or of his any occupation or employment which would prejudice his health or

PRINCIPLE 2—The child shall enjoy special protection, and shall be PRINCIPLE 10—The child shall be protected from practices which may be the paramount consideration.

"International Year of the Child should be a Year for care, concern and PRINCIPLE 3—The child shall be entitled from his birth to a name and a

and protection shall be provided both to him and to his mother, including adequate prenatal and post-natal care. The child shall have the right to adequate nutrition, housing, recreation and medical services.

PRINCIPLE 5-The child who is physically, mentally or socially handicapped shall be given the special treatment, education and care required by his particular condition.

RINCIPLE 6—The child, for the full and harmonious development of his onality, needs love and understanding. He shall, wherever possible, grow up in the care and under the responsibility of his parents, and in In an atmosphere of affection and moral and material security, of tender years shall not, save in exceptional circumstances, be eparated from his mother. Society and the public authorities shall have to extend particular care to children without a family and to e without adequate means of support. Payment of State and other ance towards the maintenance of children of large families is

PRINCIPLE 7—The child is entitled to receive education, which shall be free and compulsory, at least in the elementary stages. He shall be given an education which will promote his general culture, and enable him on a sis of equal opportunity to develop his abilities, his individual judgement, and his sense of moral and social responsibility, and to become a useful member of society.

The best interests of the child shall be the guiding principle of those sponsible for his education and guidance; that responsibility lies in the place with his parents.

child shall have full opportunity for play and recreation, which hould be directed to the same purposes as education; society and the public authorities shall endeavour to promote the enjoyment of this right.

PRINCIPLE 8—The child shall in all circumstances be among the first to receive protection and relief.

PRINCIPLE 1—The child shall enjoy all the rights set forth in this Declara-PRINCIPLE 9—The child shall be protected against all forms of neglect, education, or interfere with his physical, mental or moral development.

given opportunities and facilities, by law and by other means, to enable foster racial, religious and any other form of discrimination. He shall be him to develop physically, mentally, morally, spiritually and socially in a brought up in a spirit of understanding, tolerance, friendship among healthy and normal manner and in conditions of freedom and dignity. In people, peace and universal brotherhood and in full consciousness that the enactment of laws for this purpose the best interests of the child shall his energy and talents should be devoted to the service of his fellow

How United Nations agencies help

Many United Nations agencies help to improve the lives of children. The first, created in 1946 especially for children, was UNICEF. Soon time?. other parts of the UN family of organizations also began to deal with as there a special needs of children. These agencies encourage governments to opment? include programmes for children in their countries' development plans. When requested, they also help countries to exchange ideas, train specialists and set up community services for children.

Below are some of these agencies and organs and examples of their work for children:



UNICEF (United Nations Children's Fund) is concerned with the over-all well-being of children in developing countries. It assists governments to establish the fields of health, nutrition, education and social wel-



UNESCO (United Nations Educational, Scientific and Cultural Organization) is concerned with better education for children. Some programmes deal with literacy and needed skills; others concern the problems of children? children who may be denied close family and community relationships.



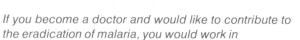
FAO (Food and Agriculture Organization) helps countries to improve their agriculture and works towards providing a better life for hundreds of millions of hungry, under-nourished children and adults. Many young people work with FAO experts in a variety of programmes to raise rural life standards.



WHO (World Health Organization) has as its main target "health for all by the year 2000". It aims to improve the health of children, particularly through primary health care.



ILO (International Labour Organisation) has been conand dangerous work.





ESTIMATED POPULATION

Union of Soviet Socialist Rep

United Republic of Cameroon

United Republic of Tanzania

United States of America

9 Dec. 1971

24 Oct. 1945

14 Dec. 1961

24 Oct. 1945

20 Sep. 1960

United Arab Emirates

United Kingdom

9 797 500

21 854 622

4 508 000a

153 679

83 000a

214 800

3 443 000a

27 700 000a

37 109 000

14 346 000a

17 376 000

2 409 425

1 132 700

6 077 000

43 210 000

45.7

38.0

210 000a

Date of UN

14 Dec. 1955

21 Sep. 1971

14 Dec. 1955

18 Sep. 1962

19 Sep. 1978

20 Sep. 1960

7 Nov. 1945

14 Dec. 1955

20 Sep. 1960

12 Nov. 1956

92 082

2 505 813

163 610

If you become a teacher helping children and adults to learn to read, you would be contributing to the work of



If you want to improve the working conditions of young people, you might be employed by



If you were concerned with more nutritious food for children, you could work in a programme of



If you are interested in improving the daily lives of deprived children, you could become a volunteer for

(In order to answer these questions draw an arrow to

the symbol of the appropriate agency.)

1,526 million are children under 15 years.

Using the map and statistics above, fill in the following blanks: In the country of____ than 15 years old. In my country one person out of ______is less than 15 years old. In your own community find out the answers to the following questions: Of the people u (less than half) are in school (d

(more than half) (less than half) have to work instead of going to school. children as it has now, how would ner you go to school? ...when you start to work full-25 years there were twice as many children in your country

To the teacher

Suggestions for teaching about the United Listening to their ideas, encouraging their curiosity and creativity, all

community-based services for children and youth in This guide describes a few simple ways you can use the International Year of the Child to enrich the subjects you teach. The suggested objectives, themes, methods and resources are appropriate for children and youth from 7 to 15 years old but can be adapted to other age levels. We hope that this guide and other parts of this leaflet will stimulate your own ideas and help your students to understand the basic needs of the world today and the work of the United Nations.

Why teach about the United Nations and UNHCR, or non-governmental organization projects. For ideas and

IYC offers many wonderful educational opportunities ---international understandings can be linked to simple, concrete -through learning about other children, their common needs and hopes

develop a sense of brotherhood and concern pupils can also learn about participation and co-operation; referring to IYC, you can show them that they are part of a single, changing world system in which their actions affect the lives of others. Children's wellbeing can even be seen as an essential means to safeguard international peace and security. Neglect of children will produce a hungry, ignorant and resentful world that, of necessity, will create unstable

and how they grow in their own quite different ways, children can

What are the main themes?

As always in teaching about different aspects of United Nations work, three themes stand out: the ideal: each person should have an equal opportunity to realize his or cerned with questions relating to children and youth her own potential and to participate fully in the development of the comsince 1919. It adopted many conventions to protect munity. This ideal is central to the Charter of the United Nations, the adolescents from premature employment, exploitation Human Rights Covenants and the Declaration of the Rights of the Child.

"special care and protection", but should not be treated as inferiors to be possessed, moulded or exploited.

49 478 000

55 821 800

8 058 000a

16 552 953

6 554 000a

21 914 000

27 745 497

5 472 000

218 059 000

244 046

475 442

945 087

9 363 123

255 804

2 345 409

752 614

A000 /10/1979

the reality: although people share similar needs and aspirations, their opportunities for realizing them are unequal. Some children cannot develop physically, because they do not have adequate food, housing, health care or education; the emotional growth of others is hindered by lack of family life and close communities. In societies which reward the few who are rich and powerful and deprive the majority, children are especially victimized.

and individuals must work together. In the States have proclaimed the rights of the needed to observe and implement them full General Assembly will give special priority to a d Child and will discuss the adoption of a cor pass laws and provide services; pa needed by citizens in an evolving world community. Individuals can do their share, by learning about the needs of children in their own country

the need for co-operative action; to achieve the ideals of the UN, nations

How: Approaches and methods

and in other parts of the world, an

these needs

Children can be both the subject of study and the object of action. Your classes can learn about other children and the UN's work to improve their lives; you and your pupils can also play an active role in promoting children's rights.

IYC will give you excellent possibilities for making real the lives of children in other countries. In depicting children living in poor countries tation "those poor children". To create empathy and solidarity rather than

superiority, it is helpful to show that these are children like themselves

more than one person out of every three is less but who are being denied the opportunities to which all are entitled. You will also want to show that deprivation can be emotional as well as physical and can exist in all countries, whatever their wealth. In some industrialized societies, social patterns often lead to neglect of children. 15 years old in your community (more than half) They can lack loving care and close family and community ties. Difficulross out one). Of the people under 15 ties with social relationships, juvenile delinquency or drug addiction are some of the resulting problems. In some of the rich countries with a connot attending school and notworking in your country? siderable number of migrant workers the plight of those children is par-

ticularly difficult. The same is true of refugee children. Discussions of children's rights will allow you to introduce UN goals ct: your father's work?...your mother's and programmes for children. Here too misconceptions can arise. Being young and weak, a child longs for order and security; consequently schools often picture the UN as a benevolent "helper" bringing peace today, in what ways would this affect your country's devel- and hand-outs of food and medicine. Such paternalism would breed dependence, as children know from experience, and is completely contrary to the goals of the UN. Instead each Member State should become self-reliant and develop in its own way.

IYC is dedicated to the full development of each child, as an individual and as a member of society. This is also your goal as an educator. For this, the way you teach is more important than the subjects you teach. these help children to feel their "dignity and worth". Among themselves children should learn to condemn bullying and treating those who are different as inferiors and excluding them from group activities. Parallels can be drawn with the behaviour of nations in the world community, showing the need for respect, co-operation and living "in the spirit of the United Nations". Your class may also want to help children without equal opportunities in your own or other countries. At home they can investigate the laws and services relating to children, including perhaps those of special groups, such as the gifted or handicapped or children of migrant workers. To support programmes for children elsewhere, your students may wish to raise and contribute money to UNICEF, UNESCO, assistance in these activities, you may wish to contact your National Commission for the International Year of the Child.

Resources

aspects of children's lives; the concerns of children can be related to As usual when an international year is designated, each part of the United Nations system creates programmes, studies and written and audio-visual information materials relating to the chosen theme. In the case of International Year of the Child, the resources suitable for schools are especially rich and varied. Among the most interesting are press kits and periodicals containing collections of writings, drawings and interviews in which children describe their feelings and daily lives. Films, posters and slide sets also make real the contemporary existence of families all over the world. Different agencies have published statistical data showing inequalities in such matters as life expectancy, nutrition, and numbers of children in the labour force. To procure these IYC materials, contact your National Commission for IYC or the nearest UN Information Centre: You can also write to the Department of Public Information, UNITED NATIONS, N.Y. 10017. For additional materials on children's concerns in such fields as health care, education, work, population and environment, write directly to information departments of UNICEF, UNESCO, ILO and other appropriate agencies

This leaflet is prepared by the United Nations Education Information Programmes concerned with the development and promotion of education about the United Nations. We would welcome your suggestions and comments on teaching about the United Nations in your school. Please write to: Education Information Pro-Children should have the same rights as other human beings; they need grammes, Department of Public Information, United Nations, New York, 10017.