



# Progress Report



## YOUNG PEOPLE'S HISTORY OF THE UNITED NATIONS

First Edition

October 1994

*Welcome to the First Y-PHUN Progress Report - a bi-monthly news update on the progress of our History of the UN project. There will be 3 more editions: one in early January as we prepare the First Draft, one in late February to introduce the UN of the Future Conferences, and a final one in May to report on the completion of the book.*

### 174 Schools in 62 countries signed up!

As schools in the Northern hemisphere go back for the new school year, participation forms have been flooding in. Spain leads with 14 schools registered; USA is close behind with 12 and India with 11. Here is the full list of countries in alphabetical order:

Algeria	Czech Republic	Lebanon	Rep. of Korea
Argentina	Egypt	Liberia	Russian Fed.
Australia	El Salvador	Madagascar	Serbia
Austria	Finland	Malaysia	Sierra Leone
Bangladesh	France	Malta	Singapore
Belarus	The Gambia	Mauritania	Slovenia
Belgium	Georgia	Mauritius	South Africa
Bolivia	Germany	Mexico	Spain
Bosnia	Ghana	New Zealand	Sri Lanka
Brazil	Greece	Nigeria	Sweden
Canada	Hungary	Pakistan	Tanzania
Chad	India	Panama	Thailand
Chile	Israel	Paraguay	Turkey
Costa Rica	Italy	Peru	United Kingdom
Croatia	Japan	Philippines	United States
Cyprus	Kenya	Poland	Zaire

Please note the gaps: nothing from Norway or the Netherlands; very few Arab countries represented and nothing from China, Indonesia, Sudan ... or 106 other countries. If you have any friends or colleagues in a country not listed, please send us their address and we will send them information.

### Paintbrush Partnership

Over 90 countries are included in the Paintbrush Diplomacy network, Peace Child's new partner in this project. Paintbrush Diplomacy is a wonderful group based in San Francisco, USA which uses painting to help young people get to know each other. It started when an American couple who enjoyed travelling found themselves frustrated by being unable to speak to the young people they met. For one trip, they packed a suitcase full of their grand-children's paintings. Then when they met children at a school overseas, they gave them paintings. In return, they were given hundreds of paintings by local children.

In this way, a worldwide network of excellent art teachers and schools has been built up. Exhibitions of the children's art have been displayed in major museums; several books have been published and a permanent home for the more than 20,000 pieces of art in the Paintbrush collection is now being built.

Executive Director, Germaine Juneau, said: "We're very happy to be working with Peace Child on this project. It enhances a project we already had planned for the UN's 50th Anniversary, I believe our network, of mostly younger children, will contribute some fresh and unusual art for the book."

Germaine plans an exhibition for the launch of the book in San Francisco in June 1995. It will then tour across the USA and, hopefully, around the world.

### Publisher News!

Thanks to the incredible success of *Rescue Mission : Planet Earth*, Peace Child has had a choice of publishers for this book. We have now chosen an excellent US-based publisher and are currently negotiating a contract. We hope that a contract will be signed by the end of November. Since the United Nations will own the copyright, the UN has to sign, not Peace Child. All royalties from sales of the book will go to a UN Trust Fund which will be used to support children's development projects in different parts of the world.

We are all extremely excited about the prospect of working with this US publisher: they have a wonderful reputation in the youth and children's market and are developing great plans for the launch of the book in San Francisco on June 26th, the 50th Anniversary of the signing of the UN Charter. They are already seeking foreign partners to translate our book into other languages: we are committed to getting editions out in at least the 6 UN languages (Arabic, Chinese, English, French, Russian and Spanish.) by the Global Teach-in Week in October 1995.

## What is the Global Teach-In ?

The week of October 24-30th is being promoted a Worldwide Teach-in on the United Nations. Teachers and schools across the world are being invited to take a day or a week out of their regular school classes to teach about the UN. A Teaching Kit about the UN is being prepared in 3 different age-specific versions; *(by a weird coincidence, the coordinator of this project is David Barrs who lives 10 miles from the Peace Child Headquarters!)* Several countries are introducing their own curriculum plans; others are organizing teacher training sessions.

Our book is also one of the key resource materials for the week. Other UN 50 projects - films, documentaries, plays, concerts, and the big political jamborees - will all be focussing public attention on the UN at this time. And all information about UN 50 events and the Teach-in, including our book, will be available on-line on Internet.

All of which means that our book will be held up to intense public scrutiny during that week. It had better be good!

## What Book? - the architecture takes shape

Sitting here in the Peace Child office, surrounded by publishers contracts, plans for launches and Global Teach-ins just a few months from now, it comes as a horrible shock to remember that not one single word of this book is yet written! **HELP!!!**

What will it look like when you open it up? - what will be on the first page? Will there be a story? What will the "Table of Contents" contain? All this depends on you but, in order to get a sense of this book, we have tried in the office to imagine laid out page-by-page, end-to-end. This gives us a chance to think about the Architecture - what will attract your interest at the beginning of the book; what will keep you intrigued through the middle, and what will make you feel good about it when you get to the end. Of course, it's not final: the editors can, and I hope will, change everything. But we hope this rough Table of Contents may help you plan your contributions.

1	- 1/2 Title	48-49	- UN Structure: how does it all work?
2-3	- Credits & Full Title Page	50-51	- chain of command
4-5	- Contents & Introduction	52-53	- budget, staff etc.
6-7	- WAR: painted images of World War	54-55	- agencies & admin;
8-9	dark, dramatic visuals + perhaps a poem;	56-57	- Case Studies: Bretton Woods Institutions;
10-11	- UN History: Stories, photoes,	58-59	- Commission on Human Rights
12-13	interviews - anything that you	60-61	- What has the UN done for women?
14-15	dig up about the UN's early days;	62-63	- UNHCR etc.
16-17		64-65	- The Future? - Imagine a world without
18-19	- COUNTRY Pages:	66-67	the UN: a nightmare vision of chaos;
20-21	2-page spreads on how the UN has	68-69	- Your vision, in painting & poetry;
22-23	helped or not helped different nations	70-71	- A look at non-member nations;
24-25	& how they have helped the UN;	72-73	- Imagining the UN of the 21st Century: the
26-27	One nation from each of the nine	74-75	conclusions of the UN of the Future Confs.
28-29	UN regions to be included	76-77	- different scenarios, interviews etc.
30-31		78-79	
32-33		80-81	- Young People and the UN: What the UN
34-35		82-83	does now to include youth views; what you
36-37		84-85	think the UN can do more for & with young
38-39		86-87	people;
40-41		88-89	
42-43		90-91	- Endword: Poems & Pics for the next 50 yrs;
44-45	- WHAT IS THE UN?	92-93	- Glossary & Index
46-47	- and what it is not?	94-95	- Listing of Y-PHUN Task force members
		96	- Take Action! Ideas for Youth UN activity

**Country Pages:** the UN is a family of "Nations" not a monolithic structure. As each of you belong to a nation, it seems to us like fun to burrow into the UN from the bottom and to see what impact it has had on your country AND - to see how *your* people have influenced the UN. Take Finland: Finland is one of the most active supporters of the UN and Finns are keen to explain why. Its Country Page might tell how the International Court of Justice sorted out the dispute between Finland and Sweden over who owned the island of Ahvenanmaa. It might also tell of the misery experienced by many Finns after the war when, having been on the German side during the war, the UN, or rather its member states, were unable to help them in the misery of its aftermath. Bangladesh provides another good Country Page. This nation owes a lot to the UN: its roads and bridges were built by UNDP, its health centres set up by WHO and UNICEF, its trade built up by UNCTAD etc. You get the idea?

By having Country Pages, we can slide sideways into explanations of what the UN does without having a catalogue describing its various agencies, structures etc. like every other book about the UN! Also, we get across the important point that most UN activity has nothing to do with soldiers and peace-keeping. 80% of its budget goes on development.

So if you're in difficulty about how to approach this book, do a Country Page. We'll be thrilled!



# UN of the Future Conferences

*Although finding out personal stories of how the UN has affected the history of the last fifty years is at the core of this project, most young people we talk to are excited by looking to the UN's Future. Several Universities and "Think-tanks" are having conferences about how the UN should change over the next fifty years, but we want young people to have a chance to think about this. The book provides a platform from which you can express your opinions.*

*In order to involve as many people as possible in this discussion, we are encouraging as many groups as possible to hold UN of the Future Conferences (UNFCs). A delegate from each, or at least their report, will be forwarded to the final conference which is being held in Geneva, March 17-19.*

*Here is a 6-step guide on "HOW TO HOST YOUR UN OF THE FUTURE CONFERENCE!?"*

- Step 1: Study the History.** There is absolutely no point in talking about the Future of the UN if you have not studied the UN of the past. Go through the workbook; visit the library, read books, talk to older people - diplomats, journalists, academics. Prepare a Country Page. Get a foundation of knowledge on which to build your theories about the future.
- Step 2: Write individual Visions of the Future UN:** If you are in a school, do a homework assignment, "Write 500-1000 words on the UN you would like to see in the Future..." You can discuss the subject a little before hand, but not too much: do not shape others' thinking. Be prepared to be surprised.
- Step 3: Group Discussion:** Allow the kids to listen to each other's ideas and democratically select 3-5 that the group likes best. Choose kids to present each idea (not necessarily the one that thought of it: democratically select the best presenter!) Build up those ideas: find supportive arguments; case histories, examples, precedents. Get the kids to think like lawyers defending their ideas. If you are working with a community or group of schools, make sure every child and teacher is involved in this stage so that all feel ownership of the ideas going forward to Step 4.
- Step 4: Choose your "Experts"??** The obvious choices are the 'diplomats, journalists, academics' you have interviewed in Step 1. If it is a small conference, you can invite the History Teacher, or a parent who has some experience of international affairs. In a larger conference involving more than one school, be daring! Invite former Prime Ministers or a representative of the Ministry of Foreign Affairs. Invite someone from the UNA or anyone who has ever worked for the UN.
- Step 5: THE UN OF THE FUTURE CONFERENCE:** This can be a whole school assembly, or an evening event to which parents & press are invited. Make it the climax of your work on this project - paintings, poems, stories, Country Pages will be displayed in the lobby. In the hall, the 3-5 presenters plus the "Experts" sit facing the audience. The chairperson (child or teacher) opens the meeting. Then:
- young people present their ideas; the "Experts" respond, adding ideas of their own.
  - The kids ask the experts questions; questions are taken from the audience.
- Then the chairperson wraps up the meeting, explaining Steps 5 & 6.
- Step 6: Small Group Discussion:** Do not allow your "experts" to escape until they have sat down in small groups with the students and discussed in detail the arguments for and against their ideas. Here you can get a blending of innocence and experience. At the end of the process, the kids will present what they want but these discussions will hopefully strengthen their ideas by attaching to them the experience of older people. If possible, this will happen on a second day.
- Step 7: Presentation:** Write up your conclusions in the form of a report; add photographs, drawings, paintings; if possible, design a page that represents both the detail and the feelings generated by the process. Be imaginative in your presentation and send it off to us to reach us by March 14th.

## THE GENEVA PLENARY, March 17-19, 1995

At the generous invitation of the Geneva International School, a "Student Messenger" from as many UNFCs as possible will be invited to come to Geneva to present their conclusions. The ideas will be analysed, honed and polished by top UN experts and you, the students. The point is not to change your conclusions: the Editors will use them as is, (or not!) The purpose of Geneva is to set your ideas alongside others from different parts of the world and allow the possibility of a consensus to emerge.

We hope to be able to assign some funding to pay the travel expenses of "Messengers" from the developing world. If you'd like to hold a UNFC and would like a representative to come from it to Geneva, write to us immediately! It's your way to play a role in Creating the UN of the Future!

**How to light fire in the belly?** In Peace Child, we never had any difficulty in getting kids worked up about the threat of nuclear war or ecological death. What's going to ignite their interest in the UN 50th? Try this: the opening line of the Charter says: "We the peoples of the United Nations ...." Does the UN protect the rights of individual "peoples" or does it protect the rights of "nations"?

In Clause 2, the Charter states: "Nothing shall authorise the UN to intervene in matters which are essentially within the domestic jurisdiction of any state ... " Yet, when civil war erupts in Rwanda, people expect the UN to step in and take charge. So we have to decide: do we want the UN to become a World Police Force and protect our individual human rights? - or do we want it to stand rigid by the terms of its charter and only intervene when *international* peace is threatened - like when Iraq invaded Kuwait?

That question is one that UN of the Future Conferences must answer.

# COVER & TITLE COMPETITION

**Prize?? A place at the Editorial Meeting - all expenses paid!!**

Our first book, *Rescue Mission*, had the working title: "Children's Edition of Agenda 21" - not a title to send every one rushing to the bookstores! So we had a Cover and Title Competition. The prize was shared between the Greenspace Group in Bangkok, Thailand who came up with the title "*Rescue Mission*" and a group in Chile who developed the wonderful drawing of the Man on the cover.

For this project, we have the working title: *Young People's History of the UN*. **BORING!** We have to do better than that!! What do you think would be a good title?? Have a brainstorming! Come up with as many titles as you can - the more fantastical, the more ridiculous - the better! Some times the silliest ideas will lead to a gem of a title which no one would have ever thought of thinking logically. List all your titles on a sheet of paper, then get the artists amongst your group to come up with an exciting, bright, colorful cover.

Put everything in an envelope, mark it "COVER & TITLE COMPETITION" and send it to reach us by **January 31st 1995**. [Please remember: identify the author of each title and cover illustration by name]

## Be an Intern!! - Come Work on the First Draft!!

*You may be wondering who will judge the Cover & Title Competition? Like everything else on this project, it will be students. In January, eight of them will come to the White House and, as well as judging this competition, they will prepare the First Draft and also the UNFCs around the world. There are still some spaces available. You need to be able to stay for at least six weeks, starting 4th January. You must speak English and at least one other language; be able to type, and have some artistic or graphic lay-out skills. Most will be aged between 17-20.*

*If you're interested, please apply immediately to:*

*Rosey Simonds, Project Coordinator, UN 50, White House, Buntingford, Herts SG9 9AH, UK.*

## REMEMBER THE DEADLINES

With the book now scheduled to be presented to the UN on June 26th in San Francisco, it is now time to be absolutely specific about all Deadlines:

Dec. 31st '94:	Deadline for material to be included in the First Draft;
Jan. 31st '95:	<b>Closing Date for Cover &amp; Title Competition;</b>
Feb. 8-10 '95:	UK National UN of the Future Conference, London International School;
Feb. 15th '95:	Deadline for material from groups who wish to have their members considered for places at the Editorial Meeting;
Feb. 28th '95:	Deadline for all applications to Register for the Geneva UNFC;
March 4-6 '95:	New York UN of the Future Conference co-sponsored by UNESCO & United World Colleges;
March 17-19 '95:	Geneva UN of the Future Conference, ISG, Geneva.
March 25th '95:	<b>Final &amp; absolute deadline for all materials to be considered for the book;</b>
April 1-21 '95:	Editorial Meeting
June 26th '95:	Finished Book presented to UN on 50th Anniversary of Signing of Charter

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