

Country Comparisons

Learning objectives:

- to understand the criteria by which countries are compared
- to identify the levels of development of different member states, including regional groups
- to analyse statistical information from graphs to draw conclusions

Go to:

<http://cyberschoolbus.un.org/>



Follow the instructions on your website guide sheet to complete today's activities

1 SELECT COUNTRY GROUPING

Select Category

2

All Countries
Socio-economic groupings
Intergovernmental groupings
Geographical groupings

3 SELECT INDIVIDUAL COUNTRIES

A Select a Country

B Select a Country

C Select a Country

D Select a Country

E Select a Country

F Select a Country

GO

Select all countries to choose from all 191 UN countries

Choose your allocated country and choose 5 other you want to compare it to.

When you have finished comparing countries.....

Go to

<http://www.undg.org/index.cfm?P=87&f=A>



<http://uk.oneworld.net/guides/countries>

SELECT DATA

Select Category

Select Statistic

POPULATION
ECONOMY
HEALTH
TECHNOLOGY
ENVIRONMENT

250,000
200,000
150,000
100,000
50,000
0

72,267
51,180
51,180
392
3,458
247,247

Afghanistan
Algeria
Algeria
Belize
Bosnia and Herzegovina
Brazil

Choose how you want to compare each country by selecting an option from both drop-down menus. Press 'go' and the results are shown in a graph.

Now make 5 other graphs using a different comparison from the menu. If you are not sure what your selection means click on the 'footnotes' icon



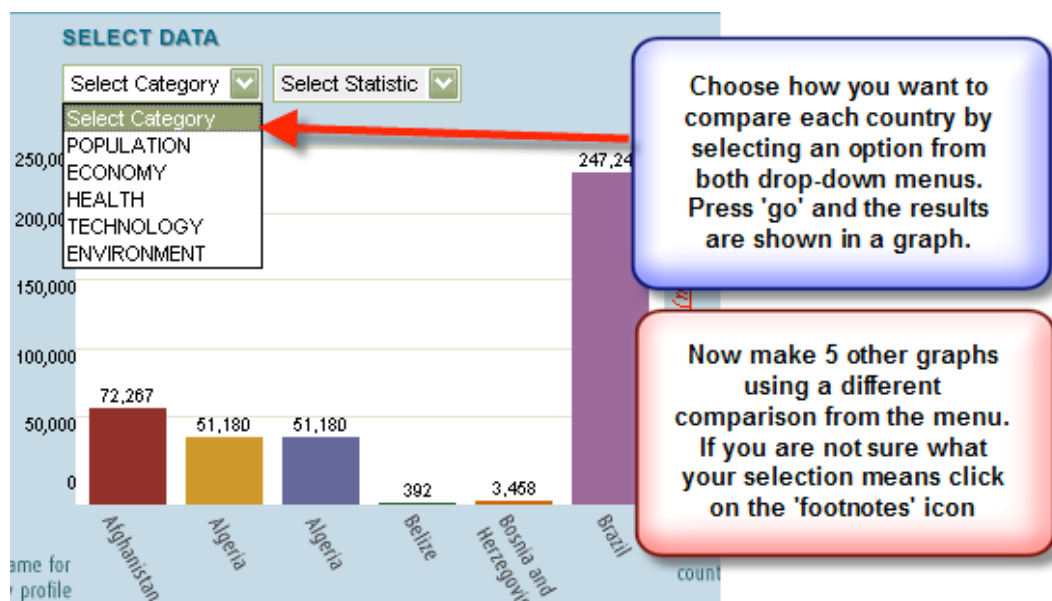
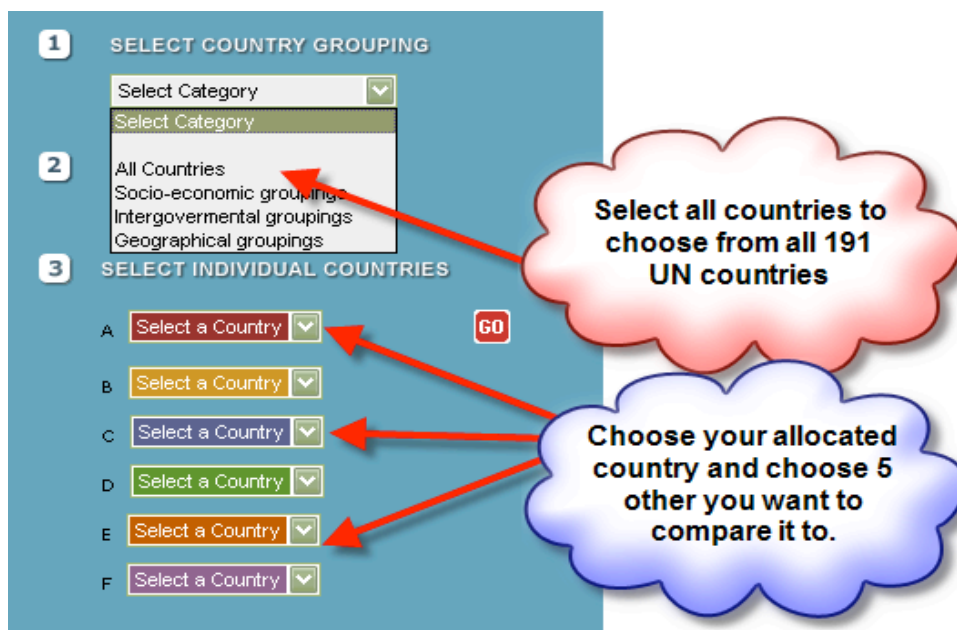
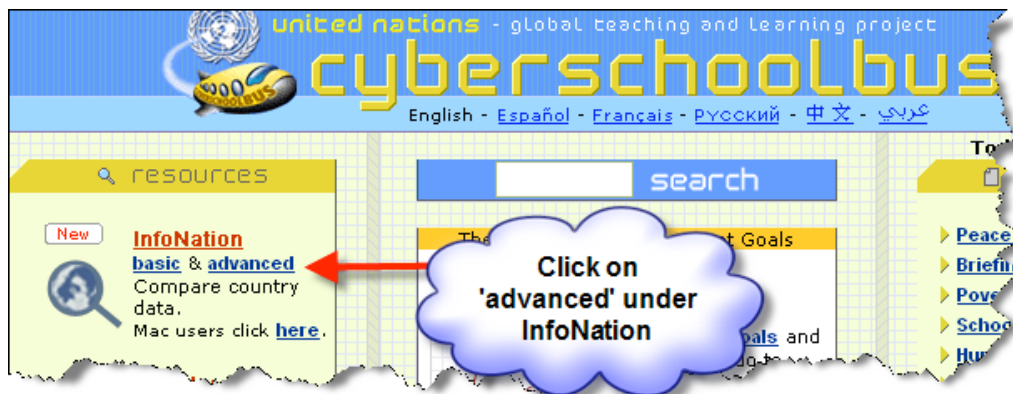
Follow the instructions to find your country's latest report....

Keep your research about the issue of poverty in your country as it will be vital for the next stage of this project.

Make sure you make a graph comparing numbers of refugees

Country Comparisons – Website Guide

Go to <http://cyberschoolbus.un.org/>



Delegate Research

Now you have compared other countries with your own you need to find out about your country's position on poverty and implementing the Millennium Development Goals to eliminate poverty. This is the topic that you will be discussing as part of the United Nations conference.



Go to the United Nations Development Programme Country Reports page to see how your country is progressing in achieving the Millennium Development Goals:

<http://www.undp.org/index.cfm?P=87&f=A>



Also visit the One World Country Reports website which gives you lots of information about your country's political, economic and social position, as well as information about poverty issues:

<http://uk.oneworld.net/guides/countries>

You can also use the link menu on the Elimination of Poverty Resource pack to find further research on your country.

Keep your research as it will be vital for the next stage of this project.

Put the report along with your comparison graphs in preparation for writing your position paper.



Writing your position paper

(Citizenship assessment activity)

Learning objectives:

- to use writing skills to present your nation's position on the elimination of poverty
- to present facts and statistics from your research to support your position



Sample position paper

The following was written based on Spain's report from the Landmine Monitor
www.icbl.org/lm/2004/spain.html
Committee: _____

Topic: Landmines
Country: Spain
Delegate: Your name, school name

The Mine-Ban Treaty is an international agreement that serves to ban anti-personnel mines from being produced, stored, or transferred among nations. It also advocates for their destruction. When this agreement was drafted in Ottawa in 1997 it was signed by 122 governments. This treaty is the most complete document available that takes action against landmines. To date, the Mine-Ban Treaty has been ratified by 147 countries. There are still 40 countries that have not signed nor ratified the Mine-Ban Treaty. Spain has signed the treaty along with the members of the European Union.

Starter activity:
Read the sample position paper to help you write yours. This shows you the style and layout it should be written in

Addressing your assigned country's position paper

All of your research on your assigned country and about poverty will come together in the form of a position paper. This position paper will prepare you for your Committee at the Conference.

Paragraph 1 – A brief statement on why your nation feels the topic of eliminating poverty is important nationally and globally

Paragraph 2 – Addresses country's actions on a national level. Is poverty an issue for your country? If so, how? Has the government addressed the issue?

An excellent position paper includes:

Paragraph 3 – Addresses the country's action on an international level. What resolutions/ declarations has your country signed? What is your involvement in the Millennium Development Goals being achieved?

Paragraph 4 – States the actions that your country would like to see the United Nations to take on the issue of poverty

Since the position paper is written from your assigned country's point of view, it's back to the do's and don'ts

Don't

- **Write in the first person "I" – it's your country's position.**
- **Write information you have learned about the country that is not relevant to the topic.**
- **Speak about your country "negatively" and in the view of the other countries.**
- **Support actions that are not in your country's position, even if you agree with the actions personally.**

Do

- **Use country name or "the government of..."**
- **Use statistics, facts and history as they relate to the topic being discussed.**
- **Stick with your country's policy. Even if a country has signed the Convention of the Right of the Child yet uses child soldiers, your country's official policy might be that they care about the rights of children**
- **Be true to your country's actions on the international level. If your country is not in agreement with a policy of increasing aid to developing countries, then the delegate must remain in the position of the country regardless of his/her personal beliefs**