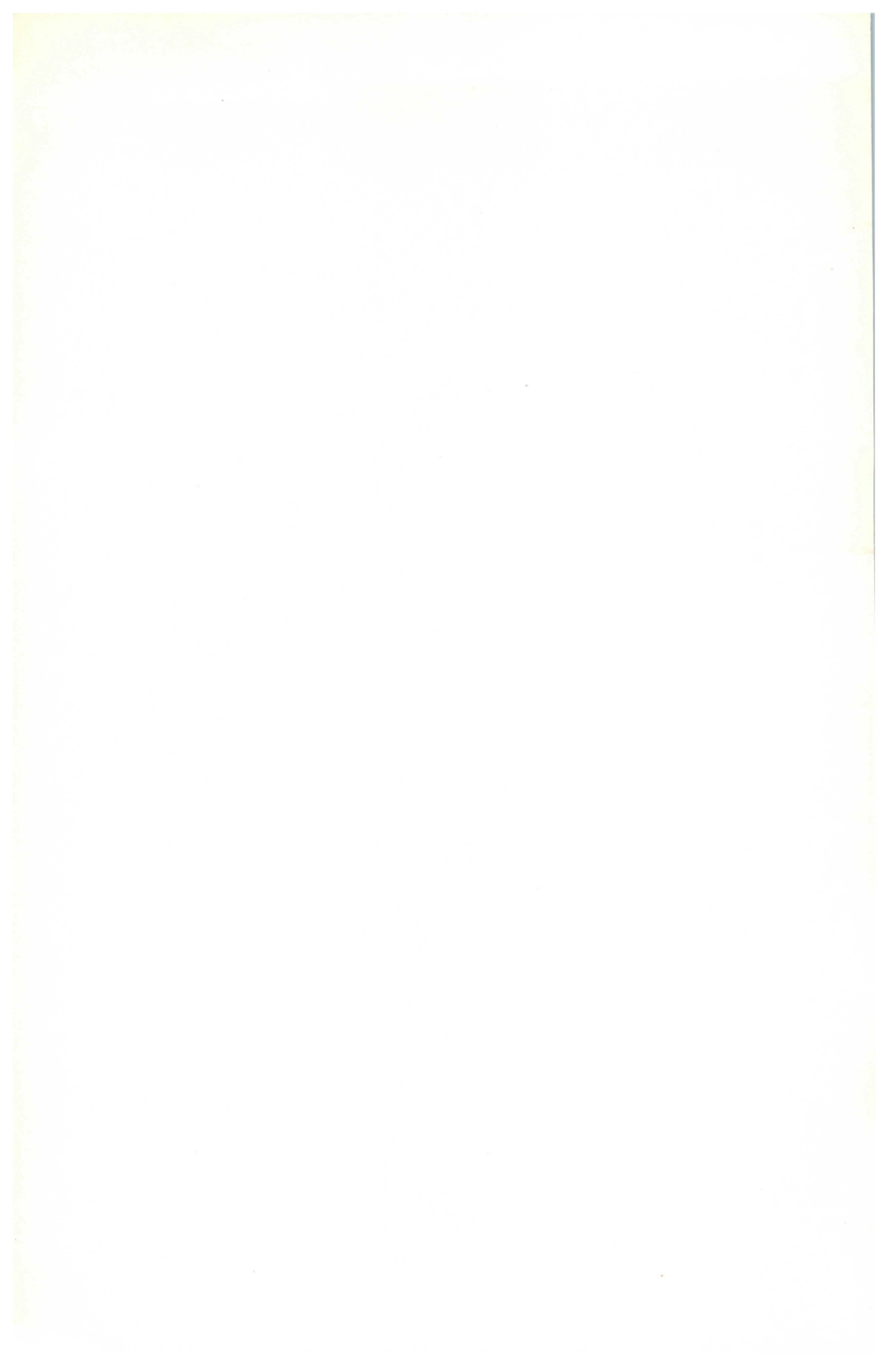


# **BUILDING PEACE IN THE MINDS OF MEN**



**UNESCO and  
international understanding**

**FROM THE OCEANA-UNITED NATIONS  
STUDY-GUIDE SERIES**



# **BUILDING PEACE IN THE MINDS OF MEN**

This booklet—prepared by the UNESCO Youth Institute—is excerpted from Volume 2 of a Study Guide Series on the United Nations and its related intergovernmental agencies. This series is designed for use in libraries and by teachers, group leaders and students. Special credit is due J. B. Willcock, the principal editorial contributor.

The material was assembled by the UNESCO Youth Institute, under the auspices of UNESCO, and in cooperation with the United Nations and the other organizations covered in the series.

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## CHAPTER I

### *The Importance of Education*

#### **THE MEANING OF PEACE**

Peace is usually thought of as the state of affairs which exists between countries when there is no war. Since its definition is most commonly based on this contrast, it is not surprising that the times when man has set the highest value on peace have been either during or just after a war, or in a period when war is an imminent danger. At the end of all major wars in recent history, attempts have been made to ensure that the peace should not be broken again. These attempts have often tried to safeguard the peace by ensuring that the same kind of causes as produced the previous war should not again be allowed to give rise to violence. Sometimes provision for peaceful settlement of disputes has been included, sometimes proposals have been made to outlaw the means of violence.

#### **CONSTRUCTION FOR PEACE**

Important though this aspect of peace preservation is, however, it is not the whole of the story. True peace is something more than just an absence of warfare and violence. It is a positive and active state, a time when people are too busy to fight, a state to be built consciously for its own sake. It is the necessary condition for the achievement of those ideals on which man places the most importance. In turn, the achievement of those ideals is the most effective way of ensuring the preservation of peace.

#### **IGNORANCE AS A CAUSE OF WAR**

Throughout history, men's ignorance of each other's ways and lives has been reflected in fear, prejudice, suspicion and mistrust. These are the attitudes which have been the basis for differences which have led to war among the peoples of the world. A lasting peace must be built on more than political agreements alone. These cannot combat the ignorance and misunderstanding which lead to friction. Nor can they create for man the prosperity and goodwill on which peace depends. If this peace is to be lasting and if there is to be further progress, it must be based on the intellectual and moral solidarity of mankind as well as on international political and economic arrangements.

#### **THE DEFENCES OF PEACE**

"Since wars begin in the minds of men, it is in the minds of

men that the defences of peace must be constructed.”<sup>1</sup> A large and important aspect of peace-building is education. Much of the fear, suspicion and mistrust which produce war is due to ignorance, or to partial knowledge. Thus the extension of knowledge, both through research and through greater dissemination of information, is a vital part of the work of constructing a world safe to live in.

### **EDUCATION AND SOCIETY**

Through education, a society transmits its way of life to succeeding generations. Education is thus a social activity. One objective of education is that the younger generation be prepared for its role as responsible members of the community, capable of making decisions and continuing and, possibly, improving the society's way of life. All forms of human society make some kind of educational provision for this purpose, whether it be through the simple forms of education within a tribal framework or through an elaborate system of schools. The form of education provided is determined in large part by the values of the society. In modern democratic societies, education has a part of special importance to play. Ignorance prevents the democratic ideal from becoming a reality. Thomas Jefferson, writing in 1820, expressed the importance of education in a democracy: “I know no safe depository of the ultimate powers of society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion by education.” The same view, reinterpreted in the light of the conditions of the modern world, was expressed in 1951 by Jaime Torres Bodet, then Director General of UNESCO: “As peace is indivisible, so are democracy and social progress indivisible. As long as one half of the human race is unable to read the very declaration of its rights and duties, to understand the text of a law, to consult the most elementary books on agriculture and machinery, it will continue to be at the mercy of forces which it can neither control nor comprehend. And we would have to admit that democracy does not reign on earth.”

It is at the same time important to remember that education should not serve as a pretext to turn people into docile supporters of an ideology used to justify a totalitarian system of government. The Second World War showed clearly the results of a form of education based neither on respect for humanity as a

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<sup>1</sup> Preamble to the Constitution of UNESCO.

whole, nor on respect of man as an individual. Every human being should be given the opportunity to develop his mental faculties to the full, and to acquire knowledge and a sense of moral values to guide his activities. He should, moreover, be educated in such a way that he has the ability and confidence to be critical of those aspects of his society with which he disagrees, and a sense of responsibility to that society which will enable him to work for its improvement.

### **IGNORANCE AND WANT**

Today, ignorance breeds want. It stands in the way of scientific and technical progress and the use of modern means to improve the general state of health, preserve natural resources, increase agricultural production and develop industrial undertakings. The eradication of illiteracy cannot in itself suffice to raise standards of living. The problem as a whole is not strictly educational but social. Yet it is a fact that in those areas where ignorance still prevails there is the greatest need for material development and improvement. Communities which continue to follow their own customs and remain cut off from the rest of the world stagnate in their routine and disintegrate or gradually die out. It is not only an injustice to allow half of humanity to remain deprived of the benefits of culture and contact with other peoples; it is also a grave mistake, for it means that mankind as a whole is deprived of the cooperation of people who, if their abilities were cultivated instead of remaining unused, could make a valuable contribution towards human progress.

### **THE DANGERS OF INEQUALITY**

Such inequality engenders discord. "Poverty anywhere constitutes a danger to prosperity everywhere,"<sup>2</sup> and similarly ignorance and want anywhere in the modern world are threats to the stability of life for the whole world. In modern circumstances, in which inevitably such contrasts as exist in the world become quickly apparent to all, striking divergencies incite the men and women who are still sunk in ignorance and poverty against the other half of the world's population living in relatively prosperous countries. Looked at from another point of view, peoples who are cut off from education can scarcely realize that they have a right to expect assistance from the rest of the human community. In the absence of an understanding of the interdependence of both social, economic and political problems and an understanding of communities, and unless they have been

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<sup>2</sup> International Labour Organisation.

shown that it is in their interest, whenever an act of aggression is committed in any part of the world, to present a common front, in accordance with the principle of collective security, they are unable to play a constructive part in the world in which they live and are likely to be unable to assess rightly the value of their political leadership.

#### **EDUCATION AND THE INDIVIDUAL**

But in any final assessment, education cannot be considered only as an activity of society or as a means of improving material standards of living. Illiteracy is not the only sign of a lack of education, nor do social acquiescence and the enjoyment of material conditions of prosperity in themselves necessarily enrich human life. Education is concerned with much more than teaching people to read and write. It is not even primarily concerned with the improvement of technical abilities. At root, it is the interaction of one personality with another in such a way that both are enriched and both thereby are enabled to become fully human. Ignorance hinders the development of the human personality. "The right to intellectual and moral education implies more than a right to acquire knowledge or to be taught, and more than a duty to obey; it means that all men have a right to forge for themselves certain mental and moral weapons of incomparable value; but this they can only do if social conditions are propitious and allow them a certain degree of freedom"<sup>3</sup>. This view of education as concerned with the improvement of quality of human life in all its aspects indicates the partiality of a system of education which is designed only to eradicate illiteracy. Education is not concerned only with imparting knowledge. Important too is the concern for human feelings, for emotional and moral content in education. One essential aim of education is to foster an awareness of a common humanity, a recognition of the fundamental oneness of man and of human life throughout the world. Men do not act on the basis of knowledge alone. In the act of choosing, which is perhaps above all others the characteristically human activity, the possession of ideals, the awareness of human values is essential. Only an education which takes this into account can really assist in the development of the human personality.

#### **EDUCATION AND HUMAN DIGNITY**

To create the conditions in which this kind of education can be provided for all is a vast undertaking. It was to help in this

<sup>3</sup> J. Piaget. *Le droit à l'éducation dans le monde actuel*.

task that in 1945 the United Nations Educational, Scientific and Cultural Organisation was established as a member of the U.N. Family. The Universal Declaration of Human Rights embodied the same educational ideal, and, moreover, indicated some of the essential features which the ideal embodies:

1. "Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

2. "Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

3. "Parents shall have a prior right to choose the kind of education that should be given to their children."<sup>4</sup>

#### **DISCUSSION SUGGESTIONS**

1. Discuss the statement that "A lasting peace must be built on more than political agreements alone."

2. What suggestions would you make for the content of a programme of education designed to assist in the "full development of the human personality"? What other factors than programme content do you think would be important?

3. To what extent do you think it right that the aims of education should be the same as the aims of society in general?

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<sup>4</sup> Universal Declaration of Human Rights. Article 26.

## **CHAPTER II**

### ***Education and the International Community***

#### **THE ORIGINS OF UNESCO**

In Nov. 1945, representatives of forty-four nations met in London to discuss ways in which international cooperation in education, science and cultural life might be stimulated as a means of preventing future wars and of helping in the reconstruction and further development of the countries of the post-war world. The result of this conference was the establishment of UNESCO. The men who took part in the conference at London realized that "since wars begin in the minds of men, it is in the

minds of men that the defences of peace must be constructed." They surveyed problems which in their view had to be solved in the future and drew up a framework for an organisation designed to help the countries of the world find solutions to these problems.

#### **THE BACKGROUND**

History provided much support for the belief that international cultural and intellectual exchange would be both possible and profitable. In large terms, the roots of UNESCO stretch back to the ancient world, to the translation of Greek philosophy and science into Latin and Arabic, to the development and spread of the world's major religions and philosophies. Inter-group contacts and exchanges have been responsible for some of the most significant developments in human progress. Scholars, artists and philosophers have for many centuries formed an international community. Universities grew up in the middle ages as corporations of scholars; these scholars founded a community of ideas and intellect which was little restricted by national boundaries. Missionary activity and the development of such techniques as printing helped in the sharing of ideas. During the nineteenth century interchange of ideas was furthered by the growth of a large number of private organizations and congresses designed to foster exchanges and meetings of eminent scholars. At the same time governments of countries began to develop international cultural and educational relationships among themselves.

#### **THE LEAGUE OF NATIONS**

Although the subject of intellectual cooperation among nations was not dealt with by the peace conference after World War I, the League of Nations in 1921 organized the International Committee on Intellectual Cooperation. At first this Committee served as a consultative body of the League of Nations. Later its field of activities widened and it became an active organisation which built up a network of relationships with private and governmental bodies in a number of countries. It sponsored collaboration among intellectual leaders on problems of common concern, it provided a clearing-house service for making information readily available to its members, it published lists of translations and bibliographies, and it facilitated the holding of international conferences and meetings of scholars. During the Second World War, conferences among ministers of education of the Allied Governments were held regularly to consider problems of education. Particular attention was paid to the rehabilitation of educational systems in occupied or war-devastated areas. The London

Conference of 1945 which resulted in the establishment of UNESCO was a continuation of this activity.

### **THE CONSTITUTION OF UNESCO**

UNESCO is one of the specialized agencies of the United Nations. Its operation and structure are determined by its Constitution which was drawn up by the members of the London Conference in 1945. This embodies the beliefs and hopes for the world of the Member States of the Organisation. Member States have accepted, among other principles, that "a peace based exclusively upon the political and economic arrangements of governments would not be a peace which could secure the unanimous, lasting and sincere support of the peoples of the world, and that the peace must therefore be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind."<sup>1</sup> The Constitution declares that "the wide diffusion of culture, and the education of humanity for justice and liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all nations must fulfill in a spirit of mutual assistance and concern." It states that "ignorance of each other's ways and lives has been a common cause, throughout the history of mankind, of that suspicion and mistrust between the peoples of the world through which their differences have all too often broken into war." These are some of the ideas expressed in the document which determine the nature and purpose of the work of UNESCO.

### **THE AIMS OF UNESCO**

Article 1 of UNESCO's Constitution states: "The purpose of the Organisation is to contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations." To achieve this broad aim, three main fields of work are prescribed. The first is to "collaborate in the work of advancing the mutual knowledge and understanding of peoples through all means of mass communication" and to work towards the promotion of "the free flow of ideas by word and image." The second is to "give fresh impulse to popular education and to the spread of culture." Finally, UNESCO is to "maintain, increase and diffuse knowledge" by various means, including the conservation of the world's inheritance of learning and

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<sup>1</sup> UNESCO Constitution—Preamble

culture and the encouragement of cooperation between countries in all branches of intellectual activity. These objectives are confirmed in the Universal Declaration of Human Rights, adopted by the General Assembly in 1948. Article 26 of the Declaration proclaims that "Everyone has the right to education" and that "education shall be directed towards the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms." Article 27 continues by declaring that "Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits."

#### **HOW UNESCO WORKS**

UNESCO is an intergovernmental agency; its members are national states. But the field of human activities within which it works are in the main those which concern individual human beings. Thus in the Constitution considerable attention is paid to the part of the individual and of non-governmental organisations in the work of UNESCO. "The governments of the States parties to this Constitution on behalf of their peoples. . . ." UNESCO is in the first place an organisation of governments, but governments function "on behalf of their peoples." The recognition of this principle and of the importance of individual and non-governmental activity is an important aspect of UNESCO's work. This does not mean just leaders of intellectual and cultural activities. It means all peoples. Speaking at the London Conference Jaime Torres Bodet, who was later to become Director-General of UNESCO, said: "Our purpose is to find a *modus vivendi*, whereby the training of strong personalities shall not presuppose the neglect of the masses, and the expansion of the masses shall not imply the stifling of the individual."

#### **THE ORGANS OF UNESCO**

Within UNESCO there are three organs. Final responsibility lies in the hands of the General Conference, which consists of delegates of all the Member States. This Conference meets in normal circumstances every two years, and is responsible, among other things, for approving the policy and programmes of the Organisation and for voting the money necessary for the work undertaken. Another of its functions is to elect the Executive Board, which consists of 24 members of the Conference. This Board meets at least twice a year and supervises the execution of UNESCO's programmes. Finally there is the professional staff of the organisation, the Secretariat, under the chief administra-

tive officer, the Director-General. The staff of the Secretariat is recruited from more than 75 Member States.

### **NATIONAL COMMISSIONS**

The importance of the contribution of the individual in the kind of work undertaken by UNESCO was recognised in the Constitution. To make participation by the individual and by private bodies more direct, the Constitution provides for the formation of national cooperating bodies, or National Commissions, to integrate individual work in Member States with the work of the Organisation. Most Member States have set up such commissions. They are broadly representative of their respective governments and of the principal national bodies interested in work of an educational, scientific or cultural nature. These commissions function as liaison agencies and sources of information in their own countries.

### **PAYING THE BILL**

The regular annual budget of UNESCO at the present time is just over \$16 million. This is contributed by all Member States in proportion to population and national income. In addition to its own regular budget, which is voted by the General Conference on a two-year basis, UNESCO receives funds under the United Nations Expanded Programme of Technical Assistance. This is made up of voluntary contributions from Member States, and UNESCO's share of it, which varies in amount from year to year, is expended on work such as the development of primary and secondary education, technical education, science teaching and research and documentation services. A third source of money for projects related to economic progress is the United Nations Special Fund, which is a further extension of international assistance to the economic advancement of underdeveloped countries. UNESCO's share is spent in the development of long term projects within the Organisation's fields of competence, such as the establishment of colleges of technology. Finally, the Director-General is authorised by the General Conference to receive "from Member States voluntary financial contributions from governmental or private sources."<sup>2</sup> These donations are intended to meet special and urgent needs of Member States in fields of education, science and culture which are not accounted for in UNESCO's regular programmes.

### **DISCUSSIONS AND SUGGESTIONS**

1. Why do you think that cooperation between countries in

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<sup>2</sup> General Conference of Unesco, 1958.

intellectual fields should have been one of the earliest forms of international cooperation?

2. What cases in recent history can you find to support the claim that "Ignorance of each other's ways and lives has been a common cause . . . of . . . suspicion and mistrust between the peoples of the world"?

### CHAPTER III

## *The Exchange of Ideas and the Advancement of Knowledge*

### **CROSS-FERTILIZATION OF IDEAS**

Ideas are in many ways like plants. Great discoveries and advances of human knowledge are rarely made by accident. They grow from small sparks of intuition and their growth process is sometimes a long and often a painful one. The majority of such ideas, like the majority of plants, flourish in the presence of others. They rarely come to fruition in isolation. At best, their growth process and summation are delayed by isolation. As in so many other fields of human activity, progress is made quicker and easier by cooperative work. There is much truth in the saying that "two heads are better than one."

### **INTELLECTUAL COOPERATION**

One of UNESCO's constitutional duties is to "maintain, increase and diffuse knowledge . . . by encouraging co-operation among the nations in all branches of intellectual activity."

Thus, to further such intellectual collaboration, UNESCO has sometimes convened specialists from all over the world for meetings such as the International Conference of Plastic Arts in 1952, and conferences on radio-isotopes in scientific research in 1957 and on information processing (electronic calculators) in 1959.

Such meetings, however, require substantial funds and extensive preparation, and, since its very first years, UNESCO has found that in general the most effective, economical and stable method of encouraging international intellectual exchanges and of developing world-wide cooperation among specialists was to support the efforts being made by international non-governmental organizations of specialists in education, science and culture, and to secure the active cooperation of these organisations in the pursuit of UNESCO's aims.

## **AID TO INTERNATIONAL ORGANISATIONS**

Thus UNESCO has directed its efforts towards helping international non-governmental organisations to carry out their programmes when the General Conference has decided that their activities contribute substantially to international co-operation in the spheres of education, science and culture.

In fields where such specialist groups have already been established, it has been sufficient to grant them financial aid. However, it has often been found that no such international organisation existed in a sector where there was a recognized need for it. Then it has been up to UNESCO to take the initiative in setting up such an organisation or at least to promote or facilitate its establishment.

Examples of such UNESCO-sponsored organisations are the Council for International Organisations of Medical Sciences (CIOMS), the International Music Council (IMC), and the International Association of Mass Communication Research. Other typical organisations aided by UNESCO include the Federation of Astronomical and Geophysical Services and the Union of International Engineering Organisations in the field of applied sciences, the International Association of Universities and the World Confederation of Organisations of the Teaching Profession in the field of education, and the International Councils of Museums and the International PEN Club in the field of cultural activities. Most of these organisations publish magazines, operate information and documentation services and hold regular meetings, thus serving in vital ways to make the knowledge of man available to all parts of the world.

## **EXCHANGE OF PERSONS**

One of the most effective ways of providing for international collaboration among experts is to enable them to spend a period of time working or pursuing further studies in countries other than their own. The promotion of travel abroad for educational, scientific and cultural purposes is an essential element of UNESCO's work to promote a more effective sharing of knowledge and skills.

Some 600 fellowships in educational, scientific and cultural fields are being granted by UNESCO in 1961 and 1962. UNESCO is also providing opportunities for people in all walks of life to meet people of other lands. Travel grants are being made to workers and youth leaders, and will also be made to women leaders engaged in adult education. Educational travel for young

people is stimulated by liaison and advisory services to organisations and individuals and by publication of handbooks on fellowships, scholarships, work camps, study tours and other opportunities—almost 100,000 of them—for study and travel abroad.

#### **IMPROVEMENT OF DOCUMENTATION**

No task is more basic to UNESCO's aim or more necessary to the development of world-wide educational, scientific and cultural co-operation and progress than the collection and dissemination of information. In technical fields, the accumulation of facts and documentation by specialists is a prerequisite for the planning and execution of their projects. In cultural fields, the widespread exchange of information and knowledge about different peoples and their ways of life is one of the best means to develop solid bases of international cooperation and understanding.

Hence, one of the primary functions of UNESCO is to collect, select, prepare, publish and disseminate information and documentation about subjects related to its programme.

As indicated above, much of this work is done in collaboration with competent international organisations. In other instances and in various ways, the Secretariat itself is the "clearing house," the collector, the analyser and distributor of essential information concerning the various fields of its programme.

For example, in the field of education the clearing house has three basic functions. It promotes the establishment and development of national centres of educational documentation and information. It assembles the documentation obtained from National Commissions, specialist organisations and experts on field projects. Having arranged this information in a form which will make its use as widespread and easy as possible, it disseminates the information through publications, or holds it available for special request. The major work in the field of educational documentation is the World Survey of Education. This contains basic data on the educational systems and statistics of the Member States. Already three volumes have been prepared at three-year intervals, dealing with educational systems, primary education and secondary and vocational education.

Similar services are provided in natural science documentation, in the social sciences, in cultural activities, and in the techniques and uses of mass communication.

#### **FREE FLOW OF INFORMATION**

In addition to these services, UNESCO has achieved much in

removing obstacles which stood in the way of the international exchange of information and ideas. This has been achieved mainly through international agreements and arrangements which have been promoted by UNESCO. One of the most important of these is the Agreement on the Importation of Educational, Scientific and Cultural Materials. By this more than thirty countries have agreed to grant exemption from customs restrictions and duties for the importation of books, newspapers, works of art and certain kinds of scientific equipment. This not only helps those engaged in research. It can be of great value to the cause of international understanding, since it increases the possibilities of sharing the life and culture of other countries in remote parts of the world. To support its work in trying to reduce barriers to the free flow of information, UNESCO does much work to improve and develop mass media of communications. It concentrates on such actions as the extension of journalism training facilities, on the use of audio-visual aids in education, and on the improvement of public information services such as press, film, radio and television. In 1957 and 1959 two organisations were created at the initiative of UNESCO and financial assistance is being provided to them in their early stages of development. These are the International Centre of Films for Children and the International Council of Film and Television.

#### **ENCOURAGEMENT OF RESEARCH**

The development of scientific activity and the extension of the benefits of science to more peoples are of paramount interest to all countries of the world.

A nation's economic, social and cultural life is directly related to the level of its basic sciences—mathematics, physics, chemistry, biology, geology—and their applications. UNESCO's science programmes must cover both basic and applied research, particularly the study of the unharnessed resources of underdeveloped regions, designed to produce economic and social benefits.

For example, oceans cover 71 per cent of the earth's surface, but they remain largely unknown to man. The Intergovernmental Oceanographic Commission established by UNESCO in 1961 will advance the progress of marine science by providing a frame for joint action by governments taking part in oceanographic programmes. The Indian Ocean Expedition, with which UNESCO is collaborating, is a five-year venture in which scientists ashore and aboard twenty oceanographic research vessels are studying the world's least-known ocean.

Research leading to development of natural resources in the arid zone stretching from Morocco to India has been going on for several years, and fundamental research on the resources of the humid tropics is being speeded. As just one example of the possibilities of this kind of scientific investigation, basic arid zone studies of the sources, quantity and behavior of the mysterious water supplies known to exist under the desert regions of North Africa may enable countries to draw up realistic plans to tap them for agricultural use.

Four Science Cooperation Offices—for Latin America, the Middle East, South Asia and South East Asia—advise on regional scientific needs and help execute programmes carried out in their regions.

### THE SOCIAL SCIENCES

Atomic energy can be harnessed to engines of war and peace. Industrialization can raise standards of living for all—socially and culturally, as well as economically—but it can also intensify economic injustice and breed disastrous human and social consequences. UNESCO's role in the social sciences is to discover social and physiological implications of economic and technological change in all types of societies. Progress made in tackling problems must be rapidly reported in a rapidly changing world. Numerous UNESCO publications, statistical studies and other documents are prepared for this purpose. Through social science seminars and study courses, advice is given to key people in industry and government whose activities shape economic and social development.

UNESCO assigns social scientists to regional Science Cooperation Offices and to the United Nations Economic Commissions for Africa and Latin America. It also maintains research centers in Southern Asia and Latin America, and a clearing house in Paris for exchange of information to meet the needs of member countries.

Outbreaks of racial violence in many parts of the world underline the urgent need for understanding deep-seated causes of prejudice in order to be able to eliminate them. So, UNESCO has published three series of booklets on the race question. Those in the Series, *The Race Question and Modern Science*, expose the fallacies of purported "scientific" bases for belief in the inherent superiority of one race over another. Studies in the *Race and Society* series on the legal, economic and sociological aspects of race relations in various countries show how harmful

racial discrimination is to the total structure of any society where it is practiced. In *The Race Question and Modern Thought* Series, religious leaders examine pseudo-theological justifications sometimes advanced in support of race prejudice.

#### **CULTURAL ACTIVITIES**

The title of a special ten-year project "Mutual Appreciation of Eastern and Western Cultural Values," makes clear that UNESCO's concern with cultural values is not confined to efforts to end racial discrimination. UNESCO sets out to promote its primary aim of developing the spirit of peace among people by encouraging members of all nations and races to know and understand one another.

To help people share the cultural heritage and contemporary life of other countries, UNESCO sponsors translations (soon to include anthologies of African texts) and traveling exhibitions of art reproductions. It prepares albums of little-known aspects of art in Member States. Eighteen of them have so far appeared. It encourages production of teaching aids and reading materials for arts courses, with particular emphasis on materials relating to the programme of appreciation of Eastern and Western cultural values. In connection with this latter programme, UNESCO is undertaking special cultural studies in cooperation with institutes in Japan, India and Lebanon.

International organisations have been helped into existence and are now assisted in carrying out their own projects in such fields as the theatre, music, plastic arts, architecture, literature, philosophy, the humanities and libraries. UNESCO's cooperation takes the form of subventions for seminars and international round table discussions, fellowships and aid for publications.

UNESCO is concerned with the establishment and development of museums and libraries and with the preservation of monuments, works of art, historical sites, cultural collections and landscapes. Since 1960, it has been actively engaged in a campaign to raise money and archaeological assistance to save the ancient temples of Nubia, threatened to be submerged by construction of the Aswan High Dam on the Nile. To protect cultural property in the event of war, it has sponsored an international convention; forty-two ratifications had been received as of August 1961.

Another convention, ratified by thirty-seven governments as of August 1961, increases copyright protection for those who create the arts.

## PUBLIC INFORMATION

The purpose and programme of UNESCO—and of the United Nations family of organisations in general—are practical examples of international cooperation for mutual benefits among the world's peoples. Thus, through the press and other printed media, films, radio, television, filmstrips, photo stories and exhibitions, UNESCO seeks to disseminate information about the interests and activities of the Organization and about other members of the United Nations Family. For example, the Organization's monthly magazine, *The UNESCO Courier*, with a circulation of more than 300,000 and printed in English, French, Russian, Spanish, German, Arabic and Japanese, contains articles of general educational, scientific and cultural interest.

Other information efforts to promote international understanding include distribution of general information materials—pamphlets, brochures, posters and other printed and visual items—to a broad network of contacts, including National Commissions, international, national and local non-governmental organisations, schools and libraries to enable these contacts to conduct information, education and action programmes promoting UNESCO's aims and interests.

## UNESCO COUPONS

The Organisation has instituted the UNESCO Coupon Scheme to help educational and scientific institutions and individuals in soft-currency countries to buy books, films and scientific equipment from other currency areas. In participating countries UNESCO coupons are sold in the respective national currency, and purchasers send the coupons to foreign suppliers with their orders. The suppliers send the coupons to UNESCO for redemption in their own currencies. To date, more than \$25 million worth of coupons have been put into circulation, and they are sold or accepted as payment in more than half of UNESCO's Member States. UNESCO coupons may also be used in many countries to facilitate travel abroad for educational and cultural purposes.

The Organisation also sponsors the UNESCO Gift Coupon Programme which enables individuals, through group donations, to participate directly in the work of UNESCO by providing educational tools needed in various parts of the world. Through this plan, institutions which cannot afford essential educational equipment receive coupons from organisations abroad to buy the equipment they need. Clubs, schools, trade unions, social and

service organisations and other groups in sixteen donor countries are currently utilizing the Gift Coupon plan as part of their activity programmes. More than sixty-five institutions in some thirty countries—mainly in Asia, Africa and Latin America—are at present on the list of Gift Coupon projects.

### **CONCLUSION**

These are some of the ways in which UNESCO seeks to increase the volume of human knowledge and skills through promoting research, to make the benefits of that research available in practical form to as many people as possible, to preserve and increase mankind's cultural heritage, and to keep the people of the world informed about the changes and developments which are taking place in that world. Throughout the emphasis is on cooperation between nations, on a practical realisation of the belief that only through cooperation can progress be made. But the success of this work depends on more than just a few people. If knowledge is to be made use of, the people who are to use it must be educated themselves. Perhaps the most important aspect of the work of UNESCO is its concern to extend and improve educational provision in every part of the world.

### **DISCUSSION SUGGESTIONS**

1. What examples of important discoveries or inventions can you think of which have come about through international co-operation?
2. What do you think are the main barriers to free flow of information in the world at present?

### **THINGS TO DO**

1. Find out about the work done by your National Commission for UNESCO.
2. Try to find a speaker who has spent a period of time studying or working abroad, and invite him to speak to your group.

## **CHAPTER IV**

### ***The Development of School Education***

#### **EDUCATIONAL FACILITIES ARE INADEQUATE**

At the moment there are some 500 million children in the world between the ages of 5 and 14. Of these, only about 300 million attend school. This means that about 45 per cent of the world's children of school age do not attend school of any kind. (Naturally, in many countries, the number of children without school facilities exceeds by far this global percentage.) They

are thus deprived of the opportunities necessary for the full development of their personalities and are barred from the chance of attaining even minimum levels of literacy. This situation is one with which mankind can no longer be satisfied. A large number of states are attempting to remedy it by measures designed to extend compulsory primary schooling to all children within a few years. Others are struggling to expand the number of schools and teachers available, but the target of compulsory primary education is placed at a distance in the future. In quantitative terms the main needs are for buildings, teaching materials (especially the simple forms of teaching equipment like books and writing materials), and training facilities for teachers. Those geographical areas which need the greatest expansion in education are the same areas where the living standards in general are lowest and where there is the greatest need for capital investment and for improvement of the means of providing for the basic necessities of life.

The need for expansion also applies to secondary and higher education, a decisive factor in economic and social development. At this level, the training of the future technicians, administrators and teachers takes place. In some areas the scarcity of people who have had a good secondary education blocks social and economic progress and constitutes the most urgent educational problem to be solved.

#### **POPULATION INCREASE**

With every hour that passes some 3000 children are born. They join the ranks of those already crying out for teachers, books and equipment. Population surveys show that the world's peoples are increasing at a rate of slightly more than 1.6 per cent each year. Thus each year the countries which are able to do least in expanding their educational facilities find themselves faced with an even bigger problem.

#### **THE ROLE OF UNESCO**

The governments of all countries of the world today recognise the importance of education within the wider context of national well being and progress. In both extension and improvement of educational facilities, there is much to be done. Moreover, it is work which many countries cannot undertake entirely from their own resources. In both capital and planning, the burden can be lightened by cooperative activity between governments. It is to facilitate this cooperation that UNESCO exists. Its task may be defined as follows:

a. To bring to light, through studies and surveys, those educational problems that are common to all or several Member States, and to give an impetus to research calculated to overcome those problems;

b. To afford ministries of education and teachers a means of sharing in the gradual framing of a body of educational doctrine through conferences, meetings of experts and seminars;

c. Lastly, on specific points, to give assistance to states, at their request, in applying some of the remedies and suggestions which are particularly apt to meet their problems, needs and aspirations. This aid is concerned mainly with long-term educational planning, the establishment of the necessary administrative, information and research services, the revision of curricula and methods, the use of teaching aids, and the training of educational specialists and teachers.<sup>1</sup>

#### **CURRENT REGIONAL PROGRAMMES**

In an undertaking on a scale commensurate with the size of the problem, UNESCO has launched ambitious regional development programmes for education in Africa, Asia, the Middle East and Latin America.

In preparing such programmes, UNESCO and Member States first carry out surveys to determine the size of the school-age population, the number of teachers needed, the trained manpower requirements for social and economic development plans and other basic data. Then, experts are sent to provide assistance to surmount the wide-ranging problems of educational development, beginning with the primary tasks of educational planning, teacher training, establishment of national education bureaux, and creation and production of textbooks and other teaching materials. Technical assistance and, on occasion, regular UNESCO funds are used to purchase equipment. The Special Fund is called upon for aid to large-scale educational projects directly leading to economic development. Finally, in order to help Member States promote economic and social development, increase productivity and raise living standards, UNESCO advises them on suitable educational projects and assists them in preparing requests for loans from such agencies as the International Development Association and the Inter-American Development Bank, both of which support the fundamental proposition that

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<sup>1</sup> Appraisal of UNESCO's Programmes for the Economic and Social Council, 1960.

education is one of the cornerstones of a healthy, growing economy.

First in point of time among the regional projects was that for extension of primary education in Latin America, which was begun in 1957 as an intensive ten-year drive to make primary school education available to all by 1967. Work toward this goal has been mainly concentrated on increasing rapidly the number of teachers. Since 1956, an additional four million children have been enrolled in primary schools; ninety thousand new teaching posts have been created; and national education budgets have been sensibly increased. Study grants have been awarded to more than 330 Latin American educators—the teachers of future teachers.

The success of this programme led UNESCO to conduct surveys in 1959-60 with a view to similar action in Asia, Africa and the Middle East. Regional conferences of educational and government authorities were held in Karachi, Beirut and Addis Ababa to establish the framework for the UNESCO programmes in the three geographical areas.

The objective of the regional programme for eighteen Asian countries is compulsory education for over two hundred million children of primary school age by 1980. To reach this goal, it will be necessary to train more than eight million new teachers. As an essential first step, UNESCO has established a regional centre for training educational planners, administrators and supervisors in New Delhi. In addition, a regional school building research centre has been set up at Bandung in collaboration with the Government of Indonesia, the United Nations, the Economic Commission for Asia and the Far East and the World Health Organisation. A Regional Education Bureau has been set up in Bangkok to provide information on primary education and help in the establishment or improvement of national bureaux. UNESCO experts will help individual countries in the region on projects in such fields as planning, demographic studies, educational statistics, administration and finance, textbooks and teaching aids, language teaching, education of girls, and education of tribal children.

Of the many major needs for expanded and improved education in the Middle East, the UNESCO programme is focussed on education related to the social and economic requirements of economics in the first stages of development and modernization. Of first importance here is the development of secondary

education. In conformity with the programme adopted by the 1960 UNESCO General Conference, Arabic-speaking Member States have been assisted in the establishment and operation of a centre in Beirut for training senior educational personnel. These specialists are required to prepare and execute continuing educational projects drawn up within the framework of overall economic and social planning. A system of associate teacher-training colleges serviced by UNESCO is being established, and experts are being supplied to develop training programmes. Problems of secondary education will be discussed at a regional seminar in 1962.

The latest step in the regional approach towards extending education was taken at a conference of African States on the development of education, held in Addis Ababa from 15 to 25 May 1961. The conference produced two carefully worked out plans for step-by-step advancement of education in Africa. The short-term Five Year Plan calls for raising primary school enrollment from the present overall average in Africa of 40 per cent of the school-age population to 51 per cent during this period, i.e., from a little over 11 million pupils to about 15 million. It also calls for increasing secondary school enrollment from the present figure of about 3 per cent of the age group, to 9 per cent, i.e., from some 800 thousand pupils at present to something like 2.5 million.

The Twenty Year Plan calls for the establishment by 1980 of universal primary education throughout Africa; for the enrollment at secondary school level of 30 per cent of children leaving primary schools; and for 20 per cent, or one out of every five young people completing secondary education, to be enrolled in higher education programs, mostly in African institutions.

Both plans also provide for a great increase in the training of teachers at all levels and for stepped-up courses in specialized, vocational and technical training as well as for greater efforts in carrying out programmes of adult education, including the task of reducing Africa's percentage of adult illiterates.

The bulk of the costs for these plans would be borne by the African States themselves. In this connexion, the African States at the conference approved the recommendation that they make every effort to raise the percentage of their respective national incomes devoted to education, from 3 to 4 per cent during the next five years, and up to 6 per cent by 1980.

Costs of the whole Five Year Plan are estimated at a total

of \$4,150 million, of which some \$2,840 million is expected to come from the African States themselves. Practical ways of achieving this are outlined in the Plan. The deficit of \$1,310 million would be financed from external and international sources. The costs, in foreign aid, according to the Plans, start at \$134 million for 1961, a sum for the most part already available in bilateral aid. They should reach their peak in 1970-71 when, out of a total annual expenditure of \$1,790 million the deficit to be made up from outside sources will be around one thousand million dollars (\$1,010,000,000). Thus, in the language of the economists, 1970 will be the "take-off" year. Thereafter, according to calculations, deficit will gradually decline as "Africanization" of education gets under way; by 1980 it should have declined to less than \$386 million, while Africa's own share will have risen to about \$2,208 million.

UNESCO is responsible, in all, for nearly a hundred and thirty educational projects in twenty-eight countries of Tropical Africa during 1961-62, as well as many other projects of a scientific and cultural nature. Most of them will continue well beyond that time. In the main, they have to do with the provision of experts and equipment in all fields of education, from training young women in the education of pre-primary school children to organizing instruction courses for future journalists in French-speaking countries.

Rather than give a detailed catalogue of all UNESCO projects in Africa, which would become a geographical repetition, the following examples will show the kind of work being carried out.

Fifty teachers of secondary and university level are being sent for two years to ten countries, at their request, to teach modern European languages, history, geography, mathematics, science, technical education. This is, unhappily, only a small fraction of the requests for nearly a thousand teachers at all levels that poured into UNESCO. School equipment is also being supplied, but again in far smaller quantities and far less variety than all that was asked for.

The need for school construction being what it is, a central school planning group is being organized under UNESCO guidance and supervision in Khartoum, with an international staff of architects, surveyors, engineers and educational experts. These specialists will not only prepare costed plans for school construction, including laboratories, technical buildings and residential accommodation suited to the different African climates,

but also help others to go out and establish similar national centres. One of the first tasks of this central planning group will be to plan institutes for the training of secondary school teachers. These institutes will be built with United Nations Special Fund and UNESCO assistance in Cameroun, Ivory Coast, Nigeria, Sudan and later, it is hoped, in the Congo (Léopoldville).

A school textbook centre is to be established in Yaoundé, Cameroun. UNESCO will provide equipment and technical staff to print new teaching material and to train technicians to go out and do the same elsewhere, when funds permit the establishment of other centres in other parts of Africa.

Five national surveys of educational needs and priorities, designed to result in detailed plans for government action for international assistance, are being carried out in Cameroun, Liberia, Sierra Leone, Somalia, and Upper Volta.

UNESCO specialists are already dotted in good geographical and national representation around Africa, advising on the vital matter of training more teachers. Countries where they are already at work, include Republic of Cameroun, Central African Republic, Dahomey, Ghana, Guinea, Ivory Coast, Liberia, Mali, Mauritania, Nigeria, Ruanda-Urundi, Tanganyika, and Upper Volta.

#### **CURRICULUM REFORM AND RESEARCH**

Much attention has been and is being paid to the question of revising the school curriculum and improving methods of teaching in various subjects. Meetings of specialists and teachers have been held and publications dealing with the problems of teaching subjects such as history, geography, foreign languages, civics and art have been produced. Two basic subjects—reading and writing—were dealt with in a comparative study leading to the publication in 1956 of a substantial book, *The Teaching of Reading and Writing*. Particular attention is also being given to the role of mass media of communication and visual aids in teaching. In addition, UNESCO has encouraged and supported the movement for the revision of textbooks, particularly with a view to improving through education the understanding of the life and people of other countries. Especially important in this context is the East-West Major Project, which is designed to promote mutual knowledge and appreciation of the cultures of East and West. In 1951, to further research and practice in educational changes, the UNESCO Institute for Education was established in Hamburg. This is intended to serve as “a centre for contact between

educators of different countries so as to enable them to compare and exchange, without national, racial or cultural prejudice, their knowledge and experience in the various fields of education."

#### **UNESCO AND WORLD EDUCATION**

UNESCO, as an organisation in which the majority of the countries of the world are represented, has the particular advantage of being able to serve both as a stimulus of world opinion and as a multi-national pool of knowledge and abilities. It has helped to develop a climate favorable to both national and international action. Through UNESCO, governments of Member States have been able to give new emphasis to their belief that education is indispensable to a country's development politically, technically and economically, culturally and socially.

#### **DISCUSSION SUGGESTIONS**

1. What main changes do you think should be made in the curriculum of the secondary school?
2. To what extent do you think the school should be prepared to take over responsibilities which traditionally are those of the family?
3. What are the main obstacles to the extension of compulsory primary education for all children in the world?

### **CHAPTER V**

## ***The Development of Out-of-School Education***

#### **EDUCATION AFTER SCHOOL**

The idea that a full-time education until the age of fourteen or fifteen, or even twenty, is all that is needed to prepare a child for his life as an adult is one which many schoolchildren accept but which most adults would reject. When a man or woman starts to work, he or she quickly becomes aware of the fact that learning must go on well into adult life. An important aspect of educational provision today is to enable adults and young people to continue to have access to knowledge and to help them to participate actively in the affairs of their local and national communities, and to help them to understand the world in which they live. Whether it be further technical training, particularly related to some special occupation, or whether it is a more general education based on the needs and interests of individuals or groups of individuals, their leisure activities and popular culture, this aspect of education has developed and grown stronger in the years since the war.

## **UNESCO AND YOUTH**

It is important to realize that nearly 20 per cent of the world's population is made up of young people between the ages of fifteen and twenty. These people are at a stage in life in which their very number, their physical vigour and their enthusiasm, make them a very important part of the population of any country. Yet in many countries it is only in quite recent years that attention has been given to helping them live through a vital stage in their pre-adult life. Growing up to adulthood is not an easy achievement. Often young people find themselves confronted by closed doors, and by lack of opportunity to match their enthusiasm and their readiness for responsibility.

Much has been done, and is being done, through schools, institutions, governmental and international agencies for young people attending school. According to reports of youth services of different countries of the world, little has been done so far to help those young people who did not have the privilege of attending school or whose school life finished early. Youth education is a comparatively new venture in the field of education, and one which is becoming continuously more important in those societies which postpone the attainment of adult status until ages such as twenty one.

In this field, UNESCO has a unique role to play. When, for instance, such questions arise as who is to provide a Philippine youth leader with information on the rural youth problems and rural youth organisations of other countries to help him improve the provision for youth in his own country, UNESCO is the organisation best able to do this. Exchange of ideas of this kind is a most valuable way of stimulating the development and improvement of youth services. UNESCO is also able to help youth leaders in their task by facilitating exchanges and study tours.

### **STUDY OF YOUTH ATTITUDES AND PROBLEMS**

The very nature of youth is one of the reasons why so much attention of an adverse kind is paid to what are called "youth problems." Many adults find it difficult to understand and communicate with young people. Conversely many young people find it difficult to appreciate the point of view of adults. The rapid socio-economic changes arising from the increase in population, technological development, greater speed of work, disintegration of the family and migration of populations, which have a direct impact on the life of young people, have often been the cause of social inadaptation and in certain cases juvenile delin-

quency. The need to study these changes and their effects on young people is considerable. UNESCO has encouraged such studies and has published material designed to help all those concerned with young people. But before any really meaningful work can be undertaken on these lines, it is essential to understand the attitudes and beliefs of young people in different countries throughout the world. An inquiry into the values to which young people are attached has been launched by UNESCO through six international organisations in six different countries. These are India, Japan, Malaya, Canada, Cuba and the Netherlands.

#### **INTERNATIONAL YOUTH ORGANISATIONS**

UNESCO constantly works in close contact with international youth organisations, and with them undertakes programmes of research into special aspects of the transition from childhood to adult life. The kind of subjects dealt with in this way cover a wide range. Research into psychology of adolescence, designed to explore ways in which young people may be helped more easily to come to terms with adult society, has been started. A study is being made of the problems presented by the passage of young people from school to work.

#### **THE UNESCO YOUTH INSTITUTE**

To further this kind of work and to provide technical assistance to national and international youth organisations, the UNESCO Youth Institute was established at Gauting, near Munich in Germany, in 1952. In addition to carrying out programmes of research and organising meetings of experts to investigate different aspects of the life of young people in the modern world, a series of seminars are held each year to bring together experienced youth leaders from different countries for an exchange of views and opinions and for study of practical methods of work. The Institute maintains close contact with the National Commissions for UNESCO and with the Youth Section of UNESCO and arranges frequent meetings with their cooperation. One such meeting was held in February 1959 to discuss problems connected with and to make plans for "Teaching about the United Nations". As a result of this meeting it was suggested that the Institute should prepare the present United Nations Study Guide Series, with the aid of the United Nations Specialised Agencies.

#### **ADULT EDUCATION**

Adult education was originally intended to provide instruction for people who, as children, had been unable to attend school,

and for those who wished to keep abreast of new techniques and developments in their occupation. Since then, the concept of adult education has broadened to include such tasks as the following: "to aid and foster movements which aim at creating a common culture to end the opposition between the so-called masses and the elite; to stimulate a genuine spirit of democracy and a genuine spirit of tolerance; to give to youth the hope and confidence in life that have been shaken by the present world disorganisation; to restore the sense of community to people who live in an age of specialisation and isolation; and to cultivate an enlightened sense of belonging to a world community."<sup>1</sup> The concept of adult education can thus be generally defined as concerning education which aims to place the adult in a position, both morally and materially, in which he can freely and fully exercise his responsibility to his family, to his community and to humanity<sup>2</sup>. From its inception, UNESCO has been actively concerned with this kind of education.

#### **THE SECOND WORLD CONFERENCE ON ADULT EDUCATION**

The Second Conference on Adult Education was organized by UNESCO at Montreal, Canada, in August, 1960. It was attended by delegates of 47 Member States and 46 international non-governmental organisations, together with two non-member states, three members of the U.N. family, the Organisation of American States and the League of Arab States. After a series of meetings and studies, the conference summed up its opinions in a declaration of the importance of adult education throughout the world and an appeal to individuals and governments to recognise this and take all steps possible to further adult education: "We believe that adult education has become of such importance for man's survival and happiness that a new attitude towards it is needed. Nothing less will suffice than that people everywhere should come to accept adult education as a normal, and that governments should treat it as a necessary part of the educational provision of every country." The conference did a great deal of technical work through its three commissions concerned with the content, methods and structure of adult education. The findings of this conference will enable UNESCO to work out more specific adult education programmes directed towards these ends.

<sup>1</sup> Summary Report of the International Conference on Adult Education Elsinore, 1949 . . . Chapter I. UNESCO Publication No. 406. 1949.

<sup>2</sup> UNESCO Chronicle. March 1960. Vol. VI No. 3. World Conference on Adult Education.

## **ADULT EDUCATION AND DEVELOPING COUNTRIES**

The form of adult education varies according to the stage of economic and social development of a country and the level of literacy which applies there. Clearly the content of a programme would be very different in a country like the United States of America, with a very high level of literacy attainment—estimated at 95% adult literacy—from that which would be needed in Central Asia or Africa, with an adult literacy level of only some 15 to 20%. It is not that the needs of these countries are so different in quality. Rather is it that because of different backgrounds different techniques are required. It used to be thought that there was a qualitative difference between the adult education which was necessary in more developed countries and the so-called 'fundamental education' which is necessary in less developed countries. This distinction is however a dangerous one, since it can lead to an over-emphasis on the different methods which are applicable and it blurs the recognition that common goals are basic to all programmes of adult education. The real difference is rather the point on the path at which the start is to be made.

In countries with a high level of illiteracy, inefficient techniques of food production, high incidence of disease and insufficient money for improvement are usually found together. Very rarely can these problems be tackled in isolation. Usually an attack on all fronts has to be made in an attempt to effect all-round improvement. Thus literacy training is combined with work designed to improve farming techniques, standards of hygiene and knowledge of nutrition. This clearly requires the development of special approaches to teaching and the production of materials designed for the purpose. Training is focused on providing the minimum knowledge and skills that people need to help themselves improve their standard of living and to take part in the social and economic life of their community. It is all round community development.

### **NATIONAL CENTRES**

UNESCO has helped in the establishment of national training centres in 16 countries and cooperates in community development projects undertaken by Member States. Throughout, the emphasis is placed on helping people to help themselves. Experts and financial assistance are made available in such a way that once the start has been made the work may continue of its own impetus.

### **REGIONAL CENTRES**

Of particular importance in this aspect of adult education are the two regional training centres established by UNESCO. These are at Patzcuare in Mexico (CREFAL—Centro Regional de Educacion Fundamental para America Latina), and at Sir-el-Layyan in Egypt (ASFEC—Arab States Fundamental Education Centre). These centres have concentrated on the training of fundamental education specialists among the people of the country themselves. Candidates are given a course of training in which theoretical and practical work are judiciously blended so that he may return to his locality and there initiate and carry through a programme of all-round community development. At CREFAL the course lasts for eighteen months and concentrates on the training of supervisors of community education. The course is divided into three stages or periods; the first is, a period of orientation and theoretical-practical training, the second is a period of supervised work in the communities near to the Centre, and the third is a period of review and critical examination of the work previously carried out. In addition to these courses, CREFAL inaugurated in 1957 a varied programme of brief intensive courses for already qualified personnel, many of whom held responsible position in ministries of education, health and agriculture.

By July 1960, 465 men and women were graduated from CREFAL. Recently, the Centre has embarked on a new programme which gives stronger emphasis to the social and educational aspects of community development and is less concerned with the training of fundamental education specialists and the production of prototype teaching materials. ASFEC is at present making a similar change.

### **YOUTH AND ADULT EDUCATION**

“Growth from youth to adulthood involves processes of mutual adjustment, which may be uncomfortable for young people themselves as well as for the rest of society. The way in which, since the end of the Second World War, young people are rejecting the existing patterns of life sets a problem which deserves, and needs, the sympathetic consideration of their elders.

“1. No hard and fast boundary should be set between youth education and adult education. They shade off into each other. The purposes and methods of youth education and adult education are, in general, similar and should not be sharply separated. Wherever possible, therefore, direct liaison should be estab-

lished between adult education authorities and school authorities so as to smooth out the process of continuing education.

"2. Although the first years of life are a period of preparation, they are not only that, for young people have their own lives to live, and are faced with problems, and deserve respect, in the same way as adults.

"3. Adult education has its roots in childhood and adolescence, for it is in this stage that the seeds of habit of thought and behaviour are sown which will flower in the years of maturity.

"4. Young people ought to be encouraged, and shown how to use their leisure sensibly and actively. Leisure gives the opportunity to exercise initiative in choosing how it shall be spent. If the practice of using leisure sensibly and actively is learnt in youth, it will be a valuable acquisition in adult life.

"5. As far as possible, young people ought to be associated with adult activities.

"6. To the greatest possible extent, young people should be put in a position of having to take responsibility and to make their own decisions. The best opportunities for this are given by group work in its different forms.

"7. Special attention needs to be given to youth movements, the purpose of which is to extend, complete and sometimes modify the influence of school and family. When the movement is run by young people themselves it constitutes a form of civic education, for and through the exercise of responsibility. Also it gives the best opportunity of active participation in leisure-time activities.

"8. Young people need to be given an understanding of the dignity and value of productive labour, of pride in a job well done, and of respect for the work of others, whatever their activities and vocation.

"9. Young people should be brought up to feel affection for their own country, and at the same time, to respect other people."<sup>3</sup>

This extract from the report of the Montreal Conference on Adult Education indicates some of the main opportunities and challenges which face the development of out-of-school education. If these can be met, the world will have made a vital step towards the attainment of an education which "shall be directed

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<sup>3</sup> UNESCO. Final Report on the World Conference on Adult Education. Montreal, Canada, 21-31 August, 1960. Report of the First Commission. The Role and Content of Adult Education. Section V. UNESCO Ed/177.

to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.”<sup>4</sup>

#### **DISCUSSION SUGGESTIONS**

1. What would you say are the “attitudes” and “beliefs” of young people in your country? To what kind of qualities do they attach most value?

2. What kind of programme of youth and adult education do you think your country needs?

3. How would you start to teach an illiterate adult how to read?

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<sup>4</sup> Universal Declaration of Human Rights, Article 26 Clause 2.

## **CHAPTER VI**

### ***Mutual Comprehension and Human Rights***

#### **TWO PRINCIPLES**

One of UNESCO's main purposes, as set out in the Constitution, is to “give fresh impulse to the spread of culture”.<sup>1</sup> The Constitution also affirms the Organisation's interest in “preserving the independence, integrity and fruitful diversity of the cultures of Member States.”<sup>2</sup> These are the two principles which underlie all its work in the sphere of education. They arise from a recognition of the fact that we live in a world made up of national states, each with its own cultural patterns and each with a valuable contribution to make to the life of mankind, but that at the same time in recent years these countries have become increasingly interdependent and closer together so that there is a great need for a common bond of sympathy between them, an understanding of the common nature of humanity. On the one hand it is important not to blur the differences which exist between peoples and countries. On the other hand it is equally important to recognise that human beings, wherever they live, are faced with common problems and that in the conditions of the modern world much more is to be gained from international co-operation in work to overcome these problems than from separateness and suspicion.

#### **TEACHING ABOUT THE UNITED NATIONS FAMILY**

In 1946 the U.N. General Assembly declared that the United

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<sup>1</sup> Constitution of UNESCO. Article 1. Clause 2B

<sup>2</sup> Constitution of UNESCO. Article 1. Clause 3

Nations Organisation and the Specialised Agencies could not achieve their objectives "unless the peoples of the world are fully informed of its aims and activities." A year later the General Assembly adopted a resolution in which all member governments were urged to "encourage the teaching of the United Nations Charter and the purposes and principles, the structure, background and activities of the United Nations in the schools and institutes of higher learning of their countries, with particular emphasis on such instruction in elementary and secondary schools." UNESCO helps member states to carry out the aim of this resolution. Seminars and conferences have been held to discuss ways of doing this. With the aid of travel fellowships, teachers and others concerned with education have been able to visit other countries and study methods used there, and have also made visits to the Headquarters of the United Nations and the Specialized Agencies. A number of publications have been produced to enable people, young and old, throughout the world to learn of the work of the United Nations Family. The two UNESCO Institutes in Hamburg and Gauting have been instrumental in helping teachers and youth leaders undertake this work.

#### **TEACHING ABOUT HUMAN RIGHTS**

In 1950 the Economic and Social Council of the United Nations assigned to UNESCO responsibility to encourage teaching about the University Declaration of Human Rights in schools and adult education programmes and through the press, radio and films. UNESCO has undertaken information activities aimed at disseminating knowledge about and creating public support for the principle of the Declaration and of the work being done on the international and national planes to give effect to these principles. Special attention is paid to those rights which fall within UNESCO's competence. These information activities include providing publishers, writers and producers of mass media of communication with documentation and advice to help them to produce articles, radio and television programmes and films. Each year on December 10th, which is celebrated as Human Rights Day, governments and non-governmental organisations are helped to make special arrangements designed to focus public attention on the Declaration.

#### **THE ASSOCIATED SCHOOLS PROJECT**

For several years, UNESCO has been co-operating with National Commissions in a plan for stimulating experiments in edu-

cation for international understanding. The framework of this experiment is the Associated Schools Project, which has been described as "the best instance of direct action taken by UNESCO for the improvement of education."<sup>3</sup> Since November, 1953, when it was launched, with 33 secondary schools in 15 countries, the project has expanded steadily. In 1961 more than 240 secondary schools and teacher-training institutions in 45 countries were taking part in the programme. The aims of the project are to encourage and assist schools in different countries to carry out special activities designed to increase knowledge of world affairs and international problems and develop international understanding.

### **UNDERSTANDING: THE BASIS OF PEACE**

We have already seen that a large part of the activity of education is concerned with helping people young and old to understand and play an active part in the life of their society. In the present day, this social content of education includes an understanding of people who live in parts of the world other than our own.

At the London Conference in 1945, the assumption on which much of the UNESCO constitution was based was that the better men understand each other, the less likely they are to take up arms against each other. Leon Blum expressed the hope of founding "a world in which peace shall become a permanent or rather a natural state of affairs—a world in which the spirit of peace shall become one of the guarantees, and perhaps the surest guarantee of Peace."<sup>4</sup> But the relationship between "understanding" and peace was not very clearly expressed. Clearly it is fallacious to believe that any kind of understanding is necessarily a safeguard of peace. It is quite possible to understand a person and still feel enmity towards him. What kind of understanding is involved, therefore, in the building of peace? What is the precise meaning of the "international understanding" in which peace can be found? In the first place, it is important to realise that international understanding does not involve undermining national loyalty. The relationship between patriotism and international understanding was expressed at the London Conference by the then British minister of Education,

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<sup>3</sup> Appraisal of UNESCO's programmes for the Economic and Social Council, p. 51. UNESCO 1960. Unesco Document 11 C/12

<sup>4</sup> Education for International Understanding. Examples and Suggestions for Classroom Use. UNESCO 1959. ED. 58.11 13A.

Miss Ellen Wilkinson. "We here could not be interested in international work if we were not firmly rooted in our national loyalties. You cannot build a bridge unless there is solid earth at each end of the bridge." It is possible and necessary to teach that loyal citizenship of one's own country is consistent with world mindedness and that national interests are bound to suffer if international interests are ignored.

The kind of understanding which is to be a true basis of peace has to do with certain basic human qualities. If we want to foster international understanding, we must work at the level of the individual human being. Education for international understanding is concerned with the development of certain perspectives through which the individual looks at humanity. It calls on abilities like sympathetic imagination and awareness, a recognition that the human being lives in a blend of intellect and feeling. It is concerned with the development of certain categories of thought which render human experience in modern society intelligible. It seeks to promote a picture of man based on an awareness of a common humanity in which differences exist which far from detracting from the unity of the whole add to and enrich the life and experience of every individual.

#### **DISCUSSION SUGGESTIONS**

1. What kinds of information do you consider necessary for a real understanding of another country?
2. What cases can you think of where "understanding" between countries did not prevent war?
3. What would you consider to be the distinctive features of your culture?

#### **THINGS TO DO**

1. Design a programme of teaching about the United Nations Family, suitable for us in your youth group.
2. Prepare an exhibition for Human Rights Day and open it to the public.
3. Prepare a script for a film or radio programme about some aspect of the work of the United Nations Family.

### **APPENDIX I**

#### **SUPPLEMENTARY BIBLIOGRAPHY**

1. *UNESCO: Purpose, Progress, Prospects*. Walter Laves and Charles Thomson, London, 1958.

2. *What is UNESCO?* UNESCO Information Manuals 1. 3rd ed. 1962.
3. *East and West . . . Towards Mutual Understanding.* UNESCO, 1959.
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5. *Education for International Understanding.* UNESCO 1959.
6. Besterman, Theodore. *Unesco:Peace In The Minds of Men.* London. Methuen, 1961.
7. Sharp, Walter R. *The Role of Unesco: A Critical Evaluation.* New York, 1961.

*Periodicals*

The UNESCO Courier (Monthly)

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## APPENDIX II

### SUMMARY OUTLINE

#### *Building Peace in the Minds of Men*

- I. The Importance of Education
  1. The Meaning of Peace
  2. Construction for Peace
  3. Ignorance as a Cause of War
  4. The Defences of Peace
  5. Education and Society
  6. Ignorance and Want
  7. The Dangers of Inequality
  8. Education and the Individual
  9. Education and Human Dignity
- II. Education and the International Community
  1. The Origins of UNESCO
  2. The Background
  3. The League of Nations
  4. The Constitution of UNESCO
  5. The Aims of UNESCO
  6. How UNESCO Works
  7. The Organs of UNESCO
  8. National Commissions
  9. Paying the Bill
- III. The Exchange of Ideas and the Advancement of Knowledge
  1. Cross-Fertilisation of Ideas
  2. Intellectual cooperation
  3. Aid to Non-Governmental Organisations
  4. Exchange of Persons
  5. Improvement of Documentation
  6. Free Flow of Information

7. Encouragement of Research
  8. The Social Sciences
  9. Cultural Activities
  10. Public Information
  11. UNESCO Coupons
  12. Conclusion
- IV. The Development of School and Higher Education
1. Educational Facilities are Inadequate
  2. Population Increase
  3. The Role of UNESCO
  4. Current Regional Programmes
  5. Curriculum Reform and Research
  6. UNESCO and World Education
- V. The Development of Out-of-School Education
1. Education after School
  2. UNESCO and Youth
  3. Study of Youth Attitudes and Problems
  4. International Youth Organisations
  5. The UNESCO Youth Institute
  6. Adult Education
  7. Second World Conference
  8. Adult Education and Developing Countries
  9. National Centres
  10. Regional Centres
  11. Youth and Adult Education
- VI. Mutual Comprehension and Human Rights
1. The Two Principles
  2. Education in Modern Society
  3. Teaching about the United Nations Family
  4. Teaching about Human Rights
  5. The Associated Schools Project
  6. Understanding—The Basis of Peace

### APPENDIX III

## *Convention Against Discrimination In Education*

The General Conference of the United Nations Educational, Scientific and Cultural Organization, meeting in Paris from 14 November to 15 December 1960, at its eleventh session,

Recalling that the Universal Declaration of Human Rights asserts the principle of non-discrimination and proclaims that every person has the right to education,

Considering that discrimination in education is a violation of rights enunciated in that Declaration,

Considering that, under the terms of its Constitution, the United Nations Educational, Scientific and Cultural Organizations has the

purpose of instituting collaboration among the nations with a view to furthering for all universal respect for human rights and equality of educational opportunity,

Recognizing that, consequently, the United Nations Educational, Scientific and Cultural Organization, while respecting the diversity of national educational systems, has the duty not only to proscribe any form of discrimination in education but also to promote equality of opportunity and treatment for all in education,

Having before it proposals concerning the different aspects of discrimination in education, constituting item 17.1.4 of the agenda of the session,

Having decided at its tenth session that this question should be made the subject of an international convention as well as of recommendations to Member States,

Adopts this Convention on the fourteenth day of December 1960.

#### *Article 1.*

1. For the purpose of this Convention, the term "discrimination" includes any distinction, exclusion, limitation or preference which, being based on race, colour, sex, language, religion, political or other opinion, national or social origin, economic condition or birth, has the purpose or effect of nullifying or impairing equality of treatment in education and in particular:

- a. Of depriving any person or group of persons of access to education of any type or at any level;
- b. Of limiting any person or group of persons to education of an inferior standard;
- c. Subject to the provisions of Article 2 of this Convention, of establishing or maintaining separate educational systems or institutions for persons or groups of persons; or
- d. Of inflicting on any person or group of persons conditions which are incompatible with the dignity of man.

2. For the purposes of this Convention, the term "education" refers to all types and levels of education, and includes access to education, the standard and quality of education, and the conditions under which it is given.

#### *Article 2.*

When permitted in a State, the following situations shall not be deemed to constitute discrimination, within the meaning of Article 1 of this Convention:

- a. The establishment or maintenance of separate educational systems or institutions for pupils of the two sexes, if these systems or institutions offer equivalent access to education, provide a teaching staff with qualifications of the same standard as well as school premises and equipment of the same quality, and afford the opportunity to take the same or equivalent courses of study;
- b. The establishment or maintenance, for religious or linguistic reasons, of separate educational systems or institutions offering an education which is in keeping with the wishes of the pupil's

parents or legal guardians, if participation in such systems or attendance at such institutions is optional and if the education provided conforms to such standards as may be laid down or approved by the competent authorities, in particular for education of the same level;

- c. The establishment or maintenance of private educational institutions, if the object of the institutions is not to secure the exclusion of any group but to provide educational facilities in addition to those provided by the public authorities, if the institutions are conducted in accordance with that object, and if the education provided conforms with such standards as may be laid down or approved by the competent authorities, in particular for education of the same level.

#### *Article 3.*

In order to eliminate and prevent discrimination with in the meaning of this Convention, the States Parties thereto undertake:

- a. To abrogate any statutory provisions and any administrative instructions and to discontinue any administrative practices which involve discrimination in education;
- b. To ensure, by legislation where necessary, that there is no discrimination in the admission of pupils to educational institutions;
- c. Not to allow any differences of treatment by the public authorities between nationals, except on the basis of merit or need, in the matter of school fees and the grant of scholarships or other forms of assistance to pupils and necessary permits and facilities for the pursuit of studies in foreign countries;
- d. Not to allow, in any form of assistance granted by the public authorities to educational institutions, any restrictions or preference based solely on the ground that pupils belong to a particular group;
- e. To give foreign nationals resident within their territory the same access to education as that given to their own nationals.

#### *Article 4.*

The States Parties to this Convention undertake furthermore to formulate, develop and apply a national policy which, by methods appropriate to the circumstances and to national usage, will tend to promote equality of opportunity and of treatment in the matter of education and in particular:

- a. To make primary education free and compulsory; make secondary education in its different forms generally available and accessible to all; make higher education equally accessible to all on the basis of individual capacity; assure compliance by all with the obligation to attend school prescribed by law;
- b. To ensure that the standards of education are equivalent in all public educational institutions of the same level, and that the conditions relating to the quality of the education provided are also equivalent;
- c. To encourage and intensify by appropriate methods the educa-

tion of persons who have not received any primary education or who have not completed the entire primary education course and the continuation of their education on the basis of individual capacity;

- d. To provide training for the teaching profession without discrimination.

#### *Article 5.*

1. The States Parties to this Convention agree that:
  - a. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms; it shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace;
  - b. It is essential to respect the liberty of parents and, where applicable, of legal guardians, firstly to choose for their children institutions other than those maintained by the public authorities but conforming to such minimum educational standards as may be laid down or approved by the competent authorities and, secondly, to ensure in a manner consistent with the procedures followed in the State for the application of its legislation, the religious and moral education of the children in conformity with their own convictions; and no person or group of persons should be compelled to receive religious instruction inconsistent with his or their convictions;
  - c. It is essential to recognize the right of members of national minorities to carry on their own educational activities, including the maintenance of schools and, depending on the educational policy of each State, the use or the teaching of their own language, provided however:
    - (i) That this right is not exercised in a manner which prevents the members of these minorities from understanding the culture and language of the community as a whole and from participating in its activities, or which prejudices national sovereignty;
    - (ii) That the standard of education is not lower than the general standard laid down or approved by the competent authorities; and
    - (iii) That attendance at such schools is optional.

2. The States Parties to this Convention undertake to take all necessary measures to ensure the application of the principles enunciated in paragraph 1 of this Article.

#### *Article 6.*

In the application of this Convention, the States Parties to it undertake to pay the greatest attention to any recommendations hereafter adopted by the General Conference of the United Nations Educational, Scientific and Cultural Organization defining the measures to be taken against the different forms of discrimination in education

and for the purpose of ensuring equality of opportunity and treatment in education.

*Article 7.*

The States Parties to this Convention shall in their periodic reports submitted to the General Conference of the United Nations Educational, Scientific and Cultural Organization on dates and in a manner to be determined by it, give information on the legislative and administrative provisions which they have adopted and other action which they have taken for the application of this Convention, including that taken for the formulation and the development of the national policy defined in Article 4 as well as the results achieved and the obstacles encountered in the application of that policy.

*Article 8.*

Any dispute which may arise between any two or more States Parties to this Convention concerning the interpretation or application of this Convention, which is not settled by negotiation shall at the request of the parties to the dispute be referred, failing other means of settling the dispute, to the International Court of Justice for decision.

*Article 9.*

Reservations to this Convention shall not be permitted.

*Article 10*

This Convention shall not have the effect of diminishing the rights which individuals or groups may enjoy by virtue of agreements concluded between two or more States, where such rights are not contrary to the letter or spirit of this Convention.

*Article 11.*

This Convention is drawn up in English, French, Russian and Spanish, the four texts being equally authoritative.

*Article 12.*

1. This Convention shall be subject to ratification or acceptance by States Members of the United Nations Educational, Scientific and Cultural Organization in accordance with their respective constitutional procedures.

2. The instruments of ratification or acceptance shall be deposited with the Director-General of the United Nations Educational, Scientific and Cultural Organization.

*Article 13.*

1. This Convention shall be open to accession by all States not Members of the United Nations Educational, Scientific and Cultural Organization which are invited to do so by the Executive Board of the Organization.

2. Accession shall be effected by the deposit of an instrument of accession with the Director-General of the United Nations Educational, Scientific and Cultural Organization.

*Article 14.*

This Convention shall enter into force three months after the date of the deposit of the third instrument of ratification, acceptance or accession, but only with respect to those States which have deposited their respective instruments on or before that date. It shall enter into force with respect to any other State three months after the deposit of its instrument of ratification, acceptance or accession.

*Article 15.*

The States Parties to this Convention recognize that the Convention is applicable not only to their metropolitan territory but also to all non-self-governing, trust, colonial and other territories for the international relations of which they are responsible; they undertake to consult, if necessary, the governments or other competent authorities of these territories on or before ratification, acceptance or accession with a view to securing the application of the Convention to those territories, and to notify the Director-General of the United Nations Educational, Scientific and Cultural Organization of the territories to which it is accordingly applied, the notification to take effect three months after the date of its receipt.

*Article 16.*

1. Each State Party to this Convention may denounce the Convention on its own behalf or on behalf of any territory for whose international relations it is responsible.

2. The denunciation shall be notified by an instrument in writing, deposited with the Director-General of the United Nations Educational, Scientific and Cultural Organization.

3. The denunciation shall take effect twelve months after the receipt of the instrument of denunciation.

*Article 17.*

The Director-General of the United Nations Educational, Scientific and Cultural Organization shall inform the States Members of the Organization, the States not members of the Organization which are referred to in Article 13, as well as the United Nations, of the deposit of all the instruments of ratification, acceptance and accession provided for in Article 12 and 13, and of the notifications and denunciations provided for in Article 15 and 16 respectively.

*Article 18.*

1. This Convention may be revised by the General Conference of the United Nations Educational, Scientific and Cultural Organization. Any such revision shall, however, bind only the States which shall become Parties to the revising convention.

2. If the General Conference should adopt a new convention revising this Convention in whole or in part, then, unless the new convention otherwise provides, this Convention shall cease to be open to ratification, acceptance or accession as from the date on which the new revising convention enters into force.

*Article 19.*

In conformity with Article 102 of the Charter of the United Nations, this Convention shall be registered with the Secretariat of the United Nations at the request of the Director-General of the United Nations Educational, Scientific and Cultural Organization.

Done in Paris, this fifteenth day of December 1960, in two authentic copies bearing the signatures of the President of the eleventh session of the General Conference and of the Director-General of the United Nations Educational, Scientific and Cultural Organization, which shall be deposited in the archives of the United Nations Educational, Scientific and Cultural Organization, and certified true copies of which shall be delivered to all the States referred to in Article 12 and 13 as well as to the United Nations.

The foregoing is the authentic text of the Convention duly adopted by the General Conference of the United Nations Educational, Scientific and Cultural Organization during its eleventh session, which was held in Paris and declared closed the fifteenth day of December 1960.

IN FAITH WHEREOF we have appended our signatures this fifteenth day of December 1960.

*The President of the General Conference*

AKALE-WORK ABTE-WOLD

*The Director-General*

VITTORINO VERONESE

Certified copy

Paris,

*Legal Adviser*

*of the United Nations Educational,  
Scientific and Cultural Organization*



PHOTO UNESCO LAURENZA

This colossal 65-foot statue of Rameses II on the facade of the temple of Abu Simbel is only one of the many monuments of ancient Nubia threatened with submersion by the waters of the Nile because of the construction of the high dam at Aswan. Within its cultural activities program, Unesco has launched a world-wide campaign for the preservation of these treasures.



UNESCO/DOMINIQUE LAJOUX, 1959

Unesco Headquarters, Paris, with the Secretariat building on the left and Conference building on the right.



UNESCO PHOTO

The need for knowledge of both young and old is typified by these Colombians who are learning to write. Helping to satisfy this world-wide need is the goal of Unesco's activities in the field of education.



UNITED NATIONS PHOTO

Unesco's scientific interests range from the depths of the ocean to outer space. This desert reclamation project in the Gaza Strip illustrates Unesco's major effort to assist research aimed at bringing new life to arid lands.