



UNITED NATIONS
ECONOMIC
AND
SOCIAL COUNCIL



Distr.
GENERAL

E/3638 Add.1
21 May 1962

ORIGINAL: ENGLISH

Thirty-fourth session
Agenda item 15

MEASURES DESIGNED TO PROMOTE AMONG YOUTH THE IDEALS
OF PEACE, MUTUAL RESPECT AND UNDERSTANDING BETWEEN
PEOPLES

Note by the Secretary-General

1. At its fifteenth session the General Assembly adopted resolution 1572 (XV) on measures designed to promote among youth the ideals of peace, mutual respect and understanding between peoples. In paragraphs 3, 4 and 5 of the resolution, the General Assembly:

"3. Invites the appropriate specialized agencies, and especially the United Nations Educational, Scientific and Cultural Organization, to consider ways of intensifying international, national and voluntary action in this field, including the possibility of formulating a draft of an international declaration setting out the basic principles concerning the promotion among youth of the ideals of peace, mutual respect and understanding between peoples, and to report on these considerations to the Economic and Social Council, if possible at its thirty-second session;

"4. Requests the Economic and Social Council, in transmitting its recommendations on these reports to the General Assembly, to take into account the views expressed by Member States at the fifteenth session of the Assembly concerning the need to promote among young people the ideals of peace, mutual respect and understanding between peoples; 1/

1/ See Official Records of the General Assembly, Fifteenth Session, annexes, agenda item 76, and A/PV.954, A/C.3/SR.1050-1057. See also document A/5032, paragraphs 71-77 (report of the Third Committee of the General Assembly (sixteenth session) on the report of the Economic and Social Council).

"5. Further requests the Economic and Social Council, when transmitting its comments to the General Assembly on the next report of the United Nations Educational, Scientific and Cultural Organization requested in Council resolution 803 (XXX), to take into account the present resolution and the discussions which have taken place thereon."

2. At the thirty-first session of the Council,^{2/} the representative of UNESCO stated that the Director-General of UNESCO would not be in a position to submit a report on the matter before the Council's thirty-fourth session.
3. The Secretary-General now has the honour to present to the Council the report of UNESCO on measures designed to promote among youth the ideals of peace, mutual respect and understanding between peoples (UNESCO/ED/189).

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

MEASURES DESIGNED TO PROMOTE AMONG YOUTH THE IDEALS OF
PEACE, MUTUAL RESPECT AND UNDERSTANDING BETWEEN PEOPLES

Report by the Acting Director-General of Unesco

TABLE OF CONTENTS

INTRODUCTION

I. OBSERVATIONS AND CONCLUSIONS

II. SUMMARY OF COMMENTS ON THE DISCUSSION PAPER ON MEASURES DESIGNED TO
PROMOTE AMONG YOUTH THE IDEALS OF PEACE, MUTUAL RESPECT AND UNDER-
STANDING BETWEEN PEOPLES

- A. The promotion of exchanges and personal contacts
- B. The contribution of education in schools, teacher-training institutions and universities
- C. Teaching about the United Nations and its Specialized Agencies
- D. Action outside the school
- E. Possibility of an International Declaration of Basic Principles

ANNEX I Resolution 1572(XV) adopted by the General Assembly

ANNEX II Resolution 1.1531 adopted by the General Conference of Unesco at its eleventh session

ANNEX III Sources of comments received by Unesco on the Preliminary Discussion Paper

ANNEX IV Suggestions on the text of an International Declaration of Basic Principles

- (a) Working Paper prepared by Rumania for the Third Committee of the General Assembly of the United Nations
- (b) Draft of an International Declaration prepared by the International Association for Liberal Christianity and Religious Freedom

INTRODUCTION

1. This report has been prepared in response to two resolutions; one adopted by the General Assembly of the United Nations, the other by the General Conference of Unesco.
2. The General Assembly, at its fifteenth session (December 1960), adopted Resolution 1572 (XV) on "Measures designed to promote among youth the ideals of peace, mutual respect and understanding between peoples" (see Annex I). The resolution invites the appropriate Specialized Agencies, and especially Unesco, "to consider ways of intensifying international, national and voluntary action in this field, including the possibility of formulating a draft of an international declaration setting out the basic principles concerning the promotion among youth of the ideals of peace, mutual respect and understanding between peoples, and to report on these considerations to the Economic and Social Council".
3. The General Conference of Unesco, at its eleventh session (December 1960), adopted resolution 1.1531 (see Annex II), the content of which parallels closely the first element of the General Assembly resolution. The Unesco resolution "Urges Member States to redouble their efforts to ensure that education shall always be based on the principle of tolerance, the spirit of strict objectivity and the desire to maintain peaceful relations among the different nations and races" and "Invites the Director-General to consider the most effective means of contributing in future, in the field of education, towards ensuring and developing international understanding, and to report on this subject to the General Conference at its twelfth session".
4. The Executive Board of Unesco, during its 59th session in May 1961, decided that a single report should be prepared in response to these two resolutions (59 EX/Decisions, 7.1.9).
5. The Secretariat of Unesco prepared a preliminary discussion paper on the subject; in this task it had the benefit of comments from a number of consultants from different countries and from several organizations in the United Nations system. The discussion paper reviewed types of action which have been undertaken in order to promote among youth the ideals of peace, mutual respect and understanding between peoples; some commonly recognized problems; and some possible forms of intensified action.
6. The document (UNESCO/ED/IU/1 of 13 October 1961) was distributed to Unesco National Commissions, Specialized Agencies and international non-governmental organizations, which were invited to send to the Director-General of Unesco their observations on ways of intensifying international, national and voluntary action in this field, including the possibility of formulating a draft of an international declaration.
7. A total of 73 replies was received (24 from governments or National Commissions of Member States or Associate Member States; six from organizations in the United Nations system; one from a regional intergovernmental organization; 42 from international non-governmental organizations). These are listed in Annex III.
8. On the basis of these replies, the Secretariat prepared the present report to the Economic and Social Council and to the General Conference of Unesco. This report presents (Part I) general observations and conclusions derived from Unesco's experience in this field and from comments received on the preliminary discussion paper. In Part II, the comments received are summarized, topic by topic; these are preceded in each case by the text of the relevant section of the preliminary discussion paper.

PART I

OBSERVATIONS AND CONCLUSIONS

9. The Resolution of the United Nations General Assembly on "Measures designed to promote among youth the ideals of peace, mutual respect and understanding between peoples" (1572 (XV)) recommended (paragraph 1) "that governments, non-governmental agencies and individuals should take effective action to promote among youth the ideals of peace, understanding and mutual respect between peoples" and invited them (paragraph 2) "also to encourage the free and unrestricted exchange, through all means, between young people from different countries, of ideas and opinions capable of promoting" such ideals. Unesco was invited (paragraph 3) "to consider ways of intensifying international, national and voluntary action in this field, including the possibility of formulating a draft of an international declaration setting out the basic principles concerning the promotion among youth of the ideals of peace, mutual respect and understanding between peoples".

10. As a basis for a report on this subject, it was necessary first to take stock of the types of international, national and voluntary activities which are currently undertaken for the purposes stated in this resolution. It appeared that these might conveniently be grouped under the following main heads:

(i) The promotion of exchanges and personal contacts (international youth meetings, conferences, congresses; home-to-home and family exchanges; vacation courses, holiday-centre programmes, study tours; programmes for young workers including paid work abroad; programmes of study abroad; schemes of voluntary service; international sports events).

(ii) The contribution of education (primary schools; secondary schools; extra-curricular activities; teacher training; universities).

(iii) Teaching about the United Nations.

(iv) Action outside the school (rôle of the local community; rôle of youth clubs, organizations and movements; rôle of mass communication media; basic research on ways to increase international understanding among youth).

11. A short statement was prepared which summarizes types of activity carried out in these fields, refers to relevant programmes of Unesco and calls attention to difficulties which impede the full effectiveness of such measures. National Commissions and organizations to which the discussion paper was addressed were invited to take the Secretariat statement on each topic as a basis for discussion and to comment on:

- (a) principal aims of intensified action in this field;
- (b) practical ways of intensifying international action, national action and voluntary action; and
- (c) priorities.

12. In addition, the Secretariat prepared a brief analysis of the situation regarding an international declaration of principles and invited comments on:

- (a) the usefulness and possibility of an international declaration of principles;
- (b) the character and scope of an international declaration, if it were adopted;
- (c) other ways of formulating international standards, agreed principles and guides for action in this field.

13. Recipients of the discussion paper were also invited to send descriptions of activities that have been undertaken, and supporting documentation.

14. Part II of this report reproduces the text of the Secretariat statement on each of the foregoing points, accompanied in each case by a summary of the comments received. In reading Part II,

therefore, it is possible to form an idea of the main kinds of practical measures which can be taken for educating young people, in and out of school, in a spirit of peace, mutual respect and understanding, and of the possibility and difficulties of a further extension of the activities, as these are seen in the light of the experience of Unesco and of the response to the discussion paper.

15. In this first section of the report, some general observations and conclusions are presented, based on a consideration of the experience of Unesco and of the comments which have been received.

Objectives and principles of action

16. There is a widespread concern with the problem, and this concern is being translated into action. A broad movement to promote international understanding among young people, springing from many different sources and utilizing a great variety of methods and approaches, is under way. A considerable body of experience has already been acquired in a number of areas.

17. The objectives of action, although stated in different terms, have much in common. They are to increase among youth a knowledge of the world and its peoples; to engender sympathetic attitudes which will enable young people to view other cultures without prejudice and to react to differences with friendship rather than hostility; to develop understanding of the need for international co-operation in the solution of world problems; and to encourage respect for human rights, a sense of moral and social responsibility for others, and a desire to act in the common good. The central aim that emerges from the replies, considered as a whole, is to strengthen the foundations of peace through the education of young people in and out of school.

18. Although many types of programmes have been undertaken or are proposed, there is no sign of complacency as to the means thus far deployed or the results achieved. Instead, the replies indicate that much greater efforts must be exerted. Not only is a quantitative increase in activities necessary; there is also need for an improvement in approaches, techniques and methods.

19. As a general principle in the planning of intensified action, the attitudes and interests of young people themselves must be closely considered. This suggests that ways must be found to involve young people themselves in the planning of measures to promote the ideals of peace, mutual respect and understanding between peoples. Approaches must be found which will appeal not only to the natural idealism of young people but also to their sense of realism. Experience indicates that programmes proceeding from broad moral imperatives towards generalized objectives may be met with indifference, suspicion or cynicism. Thus, whereas a project with an abstract goal such as "international understanding" may arouse little interest, many young people are ready to engage in practical tasks of which better international understanding is a by-product. It seems evident that measures will be effective to the extent that they present opportunities for direct participation by young people in practical projects aimed at specific, tangible results.

20. The effectiveness of measures will also depend upon the extent to which they can arouse a sense of unity among young people regardless of such factors as the geographical remoteness of their countries from each other or differences in political and economic systems and in stages of economic development. The comments suggest that young people wish to strengthen their sense of community on a world-wide basis and that ways should be sought to help them pursue this aim.

Priorities

21. In the discussion paper an attempt was made to present a full view of possible methods of action. From the comments received it would appear that there is no need to invent other forms of action. Suggestions bore on the extension or improvement of types of activity already being carried out rather than on the initiation of new kinds of action. What is evidently necessary is the further development of existing programmes. Here the possibilities are numerous - so numerous, in fact, that the question arises whether all can be effectively pursued at once.

22. It has often been suggested that efforts should be concentrated on a limited number of measures capable of producing major impact. For this reason, the discussion paper specifically invited observations concerning priorities for action. However, only a relatively small proportion

of replies attempted to establish an order of priorities. Among those which did suggest them, there was not enough agreement to justify a recommendation on this point. The comments urging that a special effort be made, for example, in regard to different forms of youth exchanges were, generally speaking, balanced by other suggestions that first attention be given to the training of teachers, to education on the aims and work of the United Nations and its related organizations, or to other kinds of action. Taken as a whole, the replies indicate that no clear order of priorities can or should be established. Instead, all measures which can contribute to the accomplishment of the task should be intensified.

23. The variety of approaches, methods and programmes is in itself an encouraging sign. It enriches the possibilities for impact and demonstrates that useful work can be done within the framework of different cultures, economic systems and material conditions. It thus reflects what the Unesco Constitution calls "the fruitful diversity of cultures".

Practical needs

24. As regards specific needs, comments were relatively consistent in suggesting a selection of practical problems on which action might be concentrated. Efforts to promote international understanding among young people seem to be hampered principally by the lack of financial support, of teachers and youth leaders trained for the work, of adequate provision for education for international understanding in school programmes, and of suitable educational materials of all kinds.

25. A less tangible but equally vital need expressed in many comments was for official encouragement, assistance and co-operation in programmes to develop international understanding among youth. A number of replies called for increased support at the national level to promote international exchanges and youth meetings, to develop the teaching programmes and resources of educational institutions, to stimulate the work of non-governmental organizations, or to further the work of international agencies active in this field. Many comments recommended that international organizations should sponsor and assist various activities and, in particular, should undertake to co-ordinate efforts and to promote the international exchange of information and documentation.

26. Thus, while the results of the inquiry are not such as to define priorities among different fields of action, they do indicate particular and pressing needs in different fields and lines of action. Governments and organizations might take these into account in planning their programmes.

The promotion of exchanges and personal contacts

27. The widespread interest in promoting youth exchanges expressed in the comments reaffirms the important rôle of this form of action in promoting among youth the ideals of peace, understanding and mutual respect between peoples. However, as many comments suggest, not all exchanges have this result; much depends upon the type of exchange and the conditions under which it is organized. Comments on the discussion paper provide no clear consensus on the kinds of exchanges which are apt to be most fruitful. For example, on the one hand, one group of comments strongly favoured large international meetings as providing opportunities for many young people from countries with differing political and economic systems to exchange views on major contemporary world problems. On the other hand, another group favoured meetings of a limited size, or visits and sojourns of small groups who can be integrated into the host community by living with local families, participating in work camps or joining in study programmes with local youth. A type of exchange which interests great numbers of young people is offered by international sports events. Whether they be large or small, they may, under the right conditions, demonstrate the principles of team work, mutual respect and fair play. It should be made possible for young athletes of different countries, without racial, political or other discrimination, to take part in such events.

28. Probably the most effective way to intensify action in the field of youth exchanges lies not so much in developing participation in one or another kind of exchange as in measures to ensure that all kinds of exchanges are carefully prepared and organized so as to make a maximum contribution to international understanding. The obstacles which now limit exchanges to a minority of young people, primarily high costs of living and travelling abroad, cannot be overcome easily or quickly. However, efforts can and should be made to enhance the values of exchanges by facilitating contacts between visiting youth and the young people of the host country, by widening the geographic

area of exchanges and by similar action. The benefits of exchanges might be more widely disseminated by giving priority to young people who are in positions of leadership and can share their experiences with many young people in their own country on their return.

The contribution of education in schools, teacher-training institutions and universities

29. Comments on this section confirm that education for international understanding is an imperative responsibility of educational institutions at all levels. This suggests that concepts of education for citizenship, in the wide sense of the term, should be re-examined. In the contemporary world such education should include teaching which aims at developing a sense of civic responsibility towards the community of nations, based upon mutual understanding and respect. To that end education of every type and kind can make some contribution.

30. It is significant that the influence of primary teaching is widely stressed and that a broad range of experience attests to the practicability of effective work at this level. In secondary schools, while considerable systematic teaching for international understanding is already being carried out, a further intensification of action is both possible and necessary. Universities present special problems which make it difficult to organize programmes involving all students, but they have an exceptional importance as centres for research, for generating new ideas and for the education of many future leaders. At this level as at others, much can be achieved through extra-curricular activities and through the life and atmosphere of institutions. A persistent problem at all levels is the lack of suitable materials for teachers, pupils and students. In this connexion, the need to improve textbooks is frequently noted.

31. The training of teachers for the work of education for international understanding is often cited as being the key problem, and this is confirmed by the experience of Unesco. It would seem that this is the area in which intensified efforts might be concentrated at the present stage. Other areas in which measures need to be developed include the following: adaptation of curricula and syllabuses; teaching of foreign languages; exchange programmes for educators, educational administrators and textbook writers; extra-curricular activities. Finally, it is widely acknowledged that experimental activities in education for international understanding, such as those conducted in Unesco's Associated Schools Project, should be strengthened and extended.

Teaching about the United Nations and its Specialized Agencies

32. Resolution 1511 (XV) of the United Nations General Assembly states that "knowledge and understanding of the aims and activities of the United Nations and its related agencies contribute to the fostering among young people of the ideas of peace and international co-operation and should therefore be promoted as widely as possible". Comments on the discussion paper in general confirm this point of view, and demonstrate that considerable progress has been made in developing this important aspect of education for international understanding. Nevertheless much remains to be done if young people generally are to have an opportunity to learn about the United Nations system, and to acquire a full awareness of its rapidly evolving rôle in world affairs and human welfare. The system represents mankind's most ambitious attempt to promote peace, co-operation and mutual respect among peoples. If these organizations are to accomplish the tasks assigned to them, young people must be given a sense of personal involvement in and responsibility for the success of their action. This can be done only through an intensification of educational efforts using every means available.

33. Comments on the discussion paper included a wide variety of suggestions for constructive measures in this field. The obstacles to the promotion of teaching about the United Nations seem to be much the same as those confronting the development of education for international understanding in general: for example, a lack of adequately trained teachers and youth leaders, of specific provisions in the programmes of educational institutions and organizations, of suitable teaching materials, and of financial resources. To overcome these, a many-sided effort by governments, intergovernmental and non-governmental organizations, and educational authorities and institutions will be necessary.

Action outside the school

34. Measures to promote among youth the ideals of peace, mutual respect and understanding between peoples must take account of the fact that most of the world's young people do not go to school. They must be reached through community action, youth movements and organizations and media of mass communications. In order to do this effectively, basic research is needed on approaches, methods and programmes.

35. A number of comments on the discussion paper support the view that action directed towards youth out of school should form part of programmes for the community as a whole. Young people are not an isolated group; they are influenced by a total environment and by the attitudes and ideas which characterize it. Thus, programmes which single them out may produce only superficial results or lead to conflict with the communities in which they live.

36. Much of the responsibility for community programmes rests with non-governmental organizations and voluntary groups, and many comments call for stronger official support and encouragement of their work. It is, to begin with, in the family that basic attitudes are formed, and a primary responsibility rests with organizations which can have a strong influence on the family and on the upbringing of children - for example, churches and associations of parents. Youth organizations are also of particular importance. They need to be fostered and strengthened generally, but most especially in countries where they have not yet gained firm footing. It is also necessary to develop training programmes and international exchanges for youth leaders and members of youth groups, to promote international contact and co-operation between youth organizations, and to produce suitable educational materials for youth groups. In this connexion, it should be noted that several comments on the discussion paper expressed the view that it was indispensable for Unesco to establish consultative relations with certain international youth organizations which do not have this status.

37. In action outside the school, mass communications have a rôle of crucial importance. In many countries the central problem is to provide adequate means of mass communication. Even where the means exist, there may be problems of achieving a more positive orientation of public information towards international understanding or of expanding and improving programmes aimed specifically at youth. Moreover, in this field as in other fields of education, the possibilities offered by new media and techniques need to be explored.

Research

38. Such problems as these suggest the importance of basic research, which, according to many comments received, is indispensable to further development. Especially valuable would be research on prejudices and the formation of attitudes, on the conditions under which international contacts and exchanges produce the best results, on the most effective means for transmitting ideas, and on the evaluation of experimental programmes and activities, to mention only a few of the subjects proposed in replies. Many comments also called attention to the need for a better international co-ordination of research activities and some suggested that Unesco might make a contribution by developing its services to that end.

Possibility of an international declaration of basic principles

39. Unesco was invited to include in this report considerations on "the possibility of formulating a draft of an international declaration setting out the basic principles concerning the promotion among youth of the ideals of peace; mutual respect and understanding between peoples".

40. In order to facilitate reflection on this question by the recipients of the discussion paper, a brief analysis was prepared taking account of observations made during discussion in the Third Committee of the General Assembly, which led to the adoption of Resolution 1572 (XV), and of suggestions made by consultants.

41. Concerning the possible scope of a declaration, the following suggestions were noted:

(a) A résumé of the principles of international co-operation which are expressed in the Charter of the United Nations and the Constitutions of Specialized Agencies, and of obligations which have been assumed by members of these organizations, which should be understood and accepted by young people.

(b) Reaffirmation of principles relating to education in a spirit of respect for human rights and of education for international understanding and co-operation, which have been expressed in such documents as the Universal Declaration of Human Rights, the Declaration of the Rights of the Child, Unesco's Convention and Recommendation against Discrimination in Education, and in relevant resolutions of the General Assembly.

(c) A statement which relates aspects of the contemporary situation to the need for promoting among young peoples the ideals of peace, mutual respect and understanding between peoples.

(d) A statement of educational and psychological principles which should be observed in programmes of education for international understanding and co-operation.

(e) A statement in general terms of the main methods which should be used for promoting international understanding and mutual respect among youth.

(f) Recommendations, addressed to Member States, on policies which they should pursue and types of activities which they should undertake or encourage.

(g) A statement on the rights and duties of youth with respect to the promotion of the ideals of peace, mutual respect and understanding between peoples.

42. An attempt was also made to summarize the main grounds on which the desirability, usefulness and feasibility of such a declaration might be supported or questioned. Thirty-eight replies to the discussion paper expressed views on this question.

43. On the basis of this sampling of views of governments and of non-governmental organizations, it can be reported that opinion is roughly equally divided between those who doubt whether an international declaration should or could be drafted, and those who are in favour of it.

44. Those who are against it tend to support their point of view by referring to the arguments listed in the discussion paper. These arguments were stated as follows:

(a) The basic principles have been promulgated in such instruments as the Charter of the United Nations and the Universal Declaration of Human Rights, and have been accepted by Member States of the United Nations and the Specialized Agencies.

(b) To increase the number of statements of principles weakens rather than strengthens the force of the fundamental instruments to which attention ought to be directed.

(c) It is better to leave to experienced educators and leaders in youth activities the task of elaborating in detail the ways of applying the basic principles. Experience indicates that it is a long and difficult process to draft a statement acceptable to all governments, which will have the status of an "international declaration" of principles.

(d) The adoption and execution of effective action programmes by the United Nations and Specialized Agencies, and their Member States, would be more influential and useful than the elaboration of an international declaration.

45. Those in favour of a declaration tend to stress one or more of the arguments in favour listed in the discussion paper, which are as follows:

(a) Conditions now existing require that intensive widespread efforts be made to promote among young people the ideals of peace, mutual respect and understanding between peoples.

(b) These efforts should be based on principles which are held in common by peoples of all countries and which are supported by the authority of the United Nations and/or Unesco.

(c) Many countries, organizations and individuals would welcome the guidance that an internationally adopted declaration of principles would afford.

(d) A declaration would logically and appropriately supplement the general statements of principles already expressed, e.g., in Article 26 of the Universal Declaration of Human Rights, and would be in accordance with the responsibility of the United Nations and its Specialized Agencies for establishing international standards.

(e) It should be feasible to reach agreement on the formulation of principles, since these have to some extent already been formulated or are implicit in programmes of action on which there is a large measure of agreement.

(f) Drafting and proclaiming a declaration would help to awaken widespread interest.

46. Several replies favouring a declaration stress, however, that a declaration should be preceded by a careful study of the experience of governments, National Commissions and youth organizations, and in consultation with these bodies.

47. Concerning the possible content of a declaration, the majority of those favouring it either express no opinion or suggest that it should comprise basic principles already agreed to by the United Nations in, e.g. the Universal Declaration of Human Rights. Other suggestions included: that it should give due attention to social, economic and educational conditions of young workers; that it should concentrate on educational and psychological principles and on the rights and duties of youth with respect to the promotion of these ideals. One comment suggested that a proclamation of generally accepted principles would be insufficient unless it also called attention to dangers which, it said, result from the existence in some countries of education carried out in a spirit of hatred between races and peoples. A draft text was submitted by one National Commission and another by a non-governmental organization.⁽¹⁾

48. The following observations may be made on the basis of this inquiry:

(1) While there is a great deal of agreement concerning the value of many of the measures discussed in this report, there is a sharp difference of opinion as to the value and feasibility of an international declaration of principles.

(2) This divergence of views in itself casts doubts on the possibility of reaching agreement on the terms of an international declaration.

(3) To some extent, divergence of opinion on this question may arise from deep-seated differences of view about the rôle of "declarations of principles" as a factor of progress. Some tend to see such formulations as a mainspring of action, others as verbal substitute for action. Again, some envisage such a declaration as reinforcing and extending the application of values and principles already agreed on, others fear that multiplication of declarations will weaken the force of existing basic instruments.

(4) However, initial divergences of this character need not necessarily be taken as an insurmountable obstacle to later agreement. General agreement has already been expressed in basic instruments and in resolutions of the United Nations and of Unesco, including the preambles of the resolutions which gave rise to this report, on some principles which govern the education of young peoples. Also, there is a large measure of agreement about the main lines of action which should be taken in implementation of these principles, as is recorded in this report. It might be feasible to reach agreement on a declaration, in so far as it asserted these agreed elements.

(5) However, it has to be recognized that agreement on a text of this character may not be easily reached. This is partly because it may prove necessary to some extent, to adapt the wording of agreed existing statements of principles for use in a declaration, and such adaptation may present many difficulties. More important, it is to be expected that proposals will be made going beyond such previously agreed statements; which may give rise to opposition. A dilemma

(1) See Annex IV.

may arise, in which a limited restatement of existing agreed general principles may be rejected by some as inadequate, while proposed extensions and additions may be rejected by others on various grounds.

(6) It is reasonable to expect therefore that the process of formulating a declaration would be more protracted and laborious than some proponents have thought.

The rôle of Unesco

49. Suggestions for action by Unesco must be considered in the light of the nature of the Organization and its material resources. A first question which arises is: what is the proper rôle of Unesco? Should it assume direct responsibility for youth activities, for example, by organizing international meetings and exchanges of young people? Or should it work through governmental and non-governmental institutions and organizations concerned with young people? It may be assumed that these questions apply with equal relevance to other intergovernmental agencies.

50. The answer seems clear. In general terms, Unesco's rôle should be mainly to stimulate, and collaborate in, action by governmental and non-governmental institutions and organizations, complementing their efforts with those services at the international level which it is particularly suited to provide. This definition of the Organization's rôle is determined by two main considerations. First, comments on the discussion paper indicate that this concept of Unesco's rôle is widely supported. Second, Unesco's material resources are insufficient for effective direct action on an important scale. Experience has shown that the resources at its disposal can best be employed to encourage and support useful measures by governments, National Commissions and international non-governmental organizations.

51. Many possibilities for the intensification of Unesco's action within the terms of the rôle suggested are proposed in comments. It is not necessary here to review them in detail, as they are set forth in the body of the report. A word might be said, however, as to general types of action. Study of the comments on the discussion paper leads to the conclusion that Unesco should concentrate principally, although not exclusively, on certain lines of work in this field. They are the following.

1. Dissemination of information

52. Over the years it has been demonstrated that one of Unesco's most useful functions is to serve as an international clearing house for the gathering and dissemination of information on matters within its competence. In connexion with this function it has already contributed substantially to the dissemination of information relevant to the promotion among youth of the ideals of peace, mutual respect and understanding between peoples. This service might well be further developed. At the same time Unesco might explore with governments, National Commissions and non-governmental organizations the possibilities for establishing or improving similar services at regional and national levels. For example, regional centres are needed to gather and disseminate information on youth programmes and activities. An even greater need would be filled if these centres - or others established especially for the purpose, which would be preferable - could serve as meeting places where young people representing different cultures, nationalities or ideologies but having common cultural or professional interests might come together to exchange ideas.

2. International co-ordination of activities

53. From the comments on the discussion paper it seems clear that better co-ordination of efforts is necessary if maximum results are to be obtained from measures to promote among youth the ideals of peace, mutual understanding and respect between peoples. At present, while measures are generally judged to be inadequate, there is often a paradoxical overlapping and duplication of programmes. Obviously, the need for adequate co-ordination will increase in future, and this suggests a further possibility for intensified action by Unesco.

54. Unesco already assists in the co-ordination at the international level of certain programmes in this field. It might be appropriate for the Organization to provide assistance in the co-ordination of other activities, for example, certain types of exchange programmes and schemes

of voluntary service. This might be done partly through the dissemination of information, which is in itself an important aspect of co-ordination, and partly through the formation of committees composed of representatives of interested governmental or non-governmental agencies.

3. Stimulation of experimental activities and research

55. The progress of measures to promote among youth the ideals of peace, mutual respect and understanding between peoples will depend to some extent on the development of new methods and projects. This can be done through the organization of experimental activities to test new techniques and programmes. Practices which are found to be effective can then be generalized.

56. As part of its work to encourage education for international understanding both in and out of school Unesco has co-operated with National Commissions and non-governmental organizations in experimental projects. Two examples are to be found in the Associated Schools Project in Education for International Understanding and the Associated Youth Enterprises. These activities have produced excellent results and might be continued and strengthened. Similarly, closer links might be established with international schools. At the same time, Unesco might examine with National Commissions and non-governmental organizations the possibilities of joint work on other pilot projects. International exchanges of youth offer many such opportunities. It would be useful, for example, to initiate pilot projects for the establishment at the national level of agencies to organize hospitality and educational activities for young visitors from abroad and to help those departing from the country to prepare themselves for their missions.

57. Basic research is needed to guide efforts to promote the ideals of peace, mutual respect and understanding. It would be useful, for example, to carry out further study of the methods and content of a form of training for citizenship which will convey a sense of individual moral and social responsibility in the cause of peace, and of ways of combating prejudice and encouraging the formation of constructive attitudes towards other peoples and countries. Basic research might also profitably be undertaken on techniques of group work, on the conduct of conferences and seminars and on means to evaluate the processes which they involve. Other possible subjects which would benefit from further research include: teaching methods and approaches, the rôle of extra-curricular activities, the improvement of textbooks and teaching materials, and the conditions under which international exchanges and contacts contribute most effectively to international understanding.

58. Unesco has encouraged and assisted basic research related to international understanding through a number of projects in the fields of education, social sciences and mass communications and through the Unesco Institute for Youth at Gauting. In an intensified programme Unesco might expand its work in this domain and at the same time increase its efforts to disseminate information about research and to promote the co-ordination of research activities.

4. Production of materials

59. The production of materials for use in programmes of education for international understanding has formed an important part of Unesco's work since its beginning. The Organization might intensify this effort, concentrating on the preparation of materials for teachers and youth leaders. At the same time, it might give more assistance to regional and national centres for the production of materials and to the authors and publishers of materials. A particularly important task might be to increase efforts aimed at the improvement of school textbooks and teaching materials from the point of view of international understanding.

60. Comments on the discussion paper demonstrate a need to sum up doctrine concerning efforts in this field by assembling existing instruments and texts relevant to the problem, and publishing them together with suggestions for practical action drawn from experience in different fields. This is one of the specific tasks which Unesco might undertake as part of its programme for the production of materials.

61. Concentration on the lines of work suggested above does not mean that Unesco should deny itself other forms of action. It should continue throughout its programme, by all appropriate means, to stimulate and support the intensification of action. Comments on the discussion paper clearly indicate that Member States, National Commissions and non-governmental organizations expect from the Organization an effort that is at once practical and comprehensive in range. By giving emphasis to work along the lines proposed, Unesco can make a significant contribution to measures to promote among youth the ideals of peace, mutual respect and understanding between peoples. The ultimate success of such measures will depend, however, upon concerted action by Member States, National Commissions, non-governmental organizations, institutions and individuals.

62. In conclusion, it is appropriate to recall that the General Assembly of the United Nations and the General Conference of Unesco have already adopted a number of resolutions which have a direct and important relation to the promotion of the ideals of peace, mutual respect and understanding between peoples. A few examples are the General Assembly resolutions on measures to be taken against propaganda and the inciters of a new war (110 (II)), on general and complete disarmament (1378 (XIV)), on the granting of independence to colonial countries and peoples (1514 (XV)) and on the United Nations development decade (1710 (XVI)); and the resolutions adopted by the General Conference of Unesco at its eleventh session on the promotion of peaceful and neighbourly relations (resolution 8.1) on the rôle of Unesco in contributing to the attainment of independence by colonial countries and peoples (resolution 8.2), and on the rôle of education in economic and social development (resolution 8.62), as well as many other resolutions to promote education for international understanding and respect for human rights, adopted by the Conference over the years. It is in the framework of massive action to implement such resolutions as these that measures to promote among youth the ideals of peace, mutual respect and understanding should take their place. Indeed, the measures through which governments can best promote these ideals are those in which they demonstrate international co-operation in implementing the aims of the United Nations.

PART II

SUMMARY OF COMMENTS ON THE DISCUSSION PAPER ON MEASURES
DESIGNED TO PROMOTE AMONG YOUTH THE IDEALS OF PEACE,
MUTUAL RESPECT AND UNDERSTANDING BETWEEN PEOPLES

A. THE PROMOTION OF EXCHANGES AND PERSONAL CONTACTS

63. This section deals first with general considerations concerning the principal forms of exchanges and personal contacts between youth of different countries. The relevant extract from the discussion paper is followed by a summary of general comments on this subject. Thereafter each of the principal forms of exchanges and personal contacts is considered: international youth meetings, conferences and congresses; home-to-home and family exchanges; vacation courses, holiday centre programmes, study tours; programmes for young workers, paid work abroad; programmes of study abroad; schemes of voluntary service; international sports events. As regards each of these forms of exchange, the relevant extract from the discussion paper is given and is followed by a summary of comments received on the subject.

1. General considerations

(a) Relevant extract from the discussion paper

64. An important group of measures intended to promote among young people the ideals of peace, mutual respect and understanding are those based on the principle that first-hand personal acquaintance with people of other countries, and particularly with young people of one's own age, contribute effectively to this end. Attention is called below to several types of programme which have in common the feature of travel across national boundaries and personal contacts.

65. The possibility of expanding such programmes merits careful consideration and presents some problems common to them all. First, the travel of young people from one country to another involves such difficulties as restrictions on leaving one's own country and on admission to others, frontier formalities, foreign exchange problems, and the cost of travelling and living abroad.

66. Secondly, it cannot be taken for granted that travel abroad and making personal contacts automatically results in the development of desirable attitudes. The mere expansion of such contacts is not enough. The question arises, how to assure that these experiences of the young people who travel and meet others will be such as favour true mutual respect and understanding.

67. Thirdly, it must be recognized that under the most favourable circumstances, the number of young people who can have this experience will be quite limited. To what extent is it possible to ensure that they will bring to others some of the benefits which they have acquired? And in what ways can those who have little or no opportunity to meet young people from other countries be given other experiences through which the sense of international fellowship will be cultivated?

Comments requested

68. The discussion paper reviewed various types of exchanges and personal contacts. As regards the promotion of exchanges and personal contacts through such methods, comments were requested on the following points:

- (a) Principal aims of intensified action in this field.
- (b) Practical ways of intensifying international action, national action and voluntary action in this field.
- (c) Priorities within this field.

(b) Summary of general comments received

69. In general the replies favoured increasing international exchanges and personal contacts among young people of different countries. Comments relevant to the entire field of exchanges are summarized below. Those concerned with specific types of exchanges are summarized thereafter under appropriate sub-headings.

(i) Comments of governments and National Commissions

70. Virtually all replies expressed the view that exchanges among young people contribute to international understanding, although opinions varied as to which types are most beneficial and under what conditions. Thus, Singapore stressed the value of exchanges which enable young people from different countries to "work and play together", and recommended more support for international camps and student group exchanges. The Danish National Commission urged a development of arrangements for young people to stay in private homes abroad as a means of becoming acquainted with the host people and their way of life. It commented that ordinary tourism may be ineffective because it seldom provides opportunities for travellers to meet people in the host country, and favoured an increase in work camp and study courses which facilitate local contacts. Exchanges for teachers and prospective teachers were singled out by the United States of America as having special value because of the important rôle and influence of teachers. The Australian National Commission urged an increase in all kinds of exchanges, and the National Commission of Luxembourg noted the value of exchanges of farmers, musicians and young salaried workers.

71. The National Commission of the Union of Soviet Socialist Republics, while expressing general agreement with the forms of exchanges outlined in the discussion paper, stated that large international youth gatherings should be given special emphasis because they play a major rôle in promoting the ideals of peace, mutual respect and understanding among peoples, and because they offer to many young people opportunities to exchange views on major contemporary problems. This Government expressed the view that intensified efforts in the field of exchanges, as in other areas of action, ought to take account of the spirit of hatred, distrust and lack of respect that exists in the world today and of such contemporary problems as peaceful coexistence between countries with different economic and social systems, the liquidation of colonialism and general, complete disarmament.

72. Several comments treated the geographic area of exchange and financial support for them. Singapore recommended more intra-regional exchanges. The German Commission, on the other hand, favoured more exchanges between countries geographically far apart and especially between the developed and developing nations. To facilitate these, it proposed an international agreement to reduce transportation rates for participants in youth exchanges. Increased financial support for exchanges was urged by the Swedish and Danish National Commissions, the latter recommended that more funds be made available to youth organizations which encourage exchanges. The Israeli National Commission proposed the unification or better co-ordination of existing funds, or, alternatively, the creation of a single large international fund to promote youth exchanges.

73. Organizational aspects of exchanges were discussed in several replies. The United States of America recommended that Unesco stimulate governments, international organizations and voluntary agencies to promote exchanges, suggesting that Unesco might use its limited resources most effectively by serving as a co-ordinator in this work. Rather than undertaking new activities, it should try to expand those already in existence, such as the service of information to young people seeking ways to travel abroad.

74. The German Commission recommended the development of government agencies to organize study tours; better co-ordination between private organizations concerned with youth exchanges and the establishment of an international association of these agencies; the publication of a handbook on youth travel and the setting up of an information clearing house. More active support by Unesco of all kinds of international youth meetings was advocated by the National Commission of the Soviet Union, which also urged that Unesco promote more regional meetings of young people. Singapore recommended that Member States should establish central bureaux in their countries to arrange lectures by nationals who have returned from abroad. The value of receiving young people from other countries was stressed by the National Commission of Sweden and by Mauritius, the latter suggested that arrangements be made to increase their contacts with people of the host country.

(ii) Comments of a regional intergovernmental organization

75. The Council of Europe suggested that exchanges of young people might be increased by the provision of technical assistance to this activity in order to help finance travel costs, vacation and work camps and the construction of youth hostels.

(iii) Comments of non-governmental organizations

76. The general value of youth exchanges in permitting young people to exchange ideas, to make friendships with nationals of other countries and to overcome prejudices was emphasized by two non-governmental organizations, the Académie Internationale de la Céramique and World Brotherhood. The International Confederation of Free Trade Unions urged that more grants and fellowships be made available for study tours. The Académie Internationale de la Céramique and the International Music Council recommended the further development of exchanges of young artists and musicians. The need to simplify formalities related to travelling and living abroad was emphasized by the International Federation of University Women. The International Federation of Organizations for Scholastic Correspondence and Exchanges also drew attention to the obstacles to augmenting the number of young people travelling abroad, and recommended the promotion of international scholastic correspondence as a means of developing international understanding among young people unable to participate in travel programmes. It expressed the view that all governments should make a major effort to encourage this activity. The Catholic International Education Office also urged an increase in exchanges of correspondence.

77. Regarding participants in exchange programmes, the World Federation of United Nations Associations and the World Confederation of Organizations of the Teaching Profession urged giving preference to teachers and educational administrators because of their potential impact on the ideas and attitudes of young people. International youth meetings which facilitate inter-group personal contacts were recommended by World Brotherhood. The World Jewish Congress suggested conducting experiments at the international level with small, carefully selected mixed groups composed of individuals "steeped in the spirit of modern internationalism". The International Confederation of Free Trade Unions, rather than recommending priority for any particular type of exchange, urged an increase in all types of exchanges which would promote international understanding among young people. The Council for International Organizations of Medical Sciences recommended exchanges for medical students to enable them to gain professional experience in hospitals abroad and to become acquainted with other countries and peoples.

78. Several non-governmental organizations called for closer attention to the organization of exchanges. Careful advance planning was urged by the International Federation of University Women. The International Federation of Organizations for Scholastic Correspondence and Exchanges stated that programmes should be supervised by competent persons. The World Union for Progressive Judaism remarked on the importance of impressing young people who travel abroad with the responsibility which this places upon them. International Voluntary Service suggested that the young people themselves should help in planning youth exchanges as a means of developing their sense of responsibility in this respect. The Catholic International Education Office recommended the publication of a brochure containing useful information on youth exchanges as still another way to encourage them.

79. Several organizations suggested ways of increasing the impact of youth exchanges. The World Association of Girl Guides and Girl Scouts stressed that visiting young people and the youth of the host country should benefit mutually. The World Union for Progressive Judaism suggested that young people travelling abroad should be encouraged to bring back recordings and photographs from the countries visited so that they can share their experiences widely with others on their return. The International Federation of Organizations for Scholastic Correspondence and Exchanges pointed out the need to give greater attention to the maintenance of contacts made in other countries. The Universal Esperanto Association and the International Federation of Modern Language Teachers urged the promotion of foreign language teaching as a means to extend the benefits of exchanges to more young people.

2. International youth meetings, conferences, congresses

(a) Relevant extract from the discussion paper

80. International youth meetings may contribute to international understanding among young people by providing an opportunity for participants from different countries to become acquainted. Frequently, moreover, the theme of international youth meetings is some problem of world peace and understanding. If they are effectively followed up, their impact may be considerable. Such meetings differ widely in terms of sponsorship, organization, programme, character and number of participants and duration. Generally, however, they are organized by international non-governmental organizations, often with the aid of governments.

81. The subjects discussed at international youth meetings are determined in large measure by the interests and programmes of the sponsoring organizations. Although the aim of many international youth meetings is to develop co-operative activity and international understanding among the participants, the conditions under which they are sometimes held may be such as to emphasize the exclusiveness of the group or even to encourage points of view antagonistic to international understanding. Such negative effects might be avoided by organizing meetings which bring together young people from different organizations and by selecting well-defined subjects on which participants prepare themselves in advance and on which free discussion is encouraged.

82. The practical organization and the technique of conducting youth meetings have important implications for their contribution to international understanding. The experience of some non-governmental organizations suggests that youth meetings are most effective when the participants are limited in number or when a large group is divided into smaller discussion groups with occasional plenary sessions; when discussions are conducted on a democratic basis; when the programme calls for the mingling of national groups and participants are together for a sufficient period to become acquainted; and when emphasis is given to the importance of group and individual responsibility for follow-up action. The housing of delegates with families in the host country may increase the value of the experience from the point of view of international understanding. Encouragement by governmental and non-governmental agencies of international youth meetings concerned with aspects of international understanding and planned along the lines indicated above could be a useful contribution to intensified action in this field.

(b) Summary of replies

83. This topic was discussed in the replies of one government, nine National Commissions, one regional intergovernmental organization and 12 non-governmental organizations. All these responses favoured international youth meetings.

(i) Comments of governments and National Commissions

84. The principal subjects of comments were the scope of participation in meetings, the organization of meetings and suitable topics for discussion. With regard to participation the National Commission of the United Arab Republic urged the organization of more meetings and conferences to bring together youth from all countries of the world and especially recommended that more conferences be held in Africa and Asia. The National Commission of the Union of Soviet Socialist Republics strongly favoured participation by members of different youth organizations and recommended the organization under Unesco auspices of conferences of the directors of youth organizations with diverse tendencies; these conferences should consider the measures to be taken to promote among youth the ideals of peace, understanding and mutual respect between peoples. The Swedish National Commission suggested that closer relations between youth organizations can be encouraged through the participation of members of youth groups in one country in the annual meetings of corresponding groups in other countries. This Commission pointed to the high costs of attending international congresses and meetings as a factor limiting participation in them. In the same vein, the Australian National Commission remarked that youth meetings and conferences presuppose similarity of standards and ease of communications between countries, and noted that it was difficult for countries geographically remote from meetings to profit from them.

85. Concerning the number of participants in youth meetings the Netherlands National Commission wrote that it attaches the highest importance to gatherings which are "attended by a limited number

of participants" and "afford an opportunity to discuss without constraint a natural centre of interest Small meetings are much to be preferred to large and less informal congresses". On the other hand, Singapore favoured youth jamborees, and the Rumanian National Commission and the National Commission of the Union of Soviet Socialist Republics urged that youth meetings be organized expressly to achieve a large participation. In the view of these Commissions international festivals of youth are a principal means of promoting knowledge of different cultures and countries and of conveying to participants the ideals of peace and mutual respect. The Japanese National Commission, while not commenting on the size of meetings, stressed the value of sending to them young people who already have a good appreciation of the culture of their own countries and who are in an executive position in youth or student organizations or groups, as they would be able to disseminate their experiences gained abroad.

86. The Israeli National Commission called attention to the importance of careful organization of youth meetings. Participants should be selected well in advance of meetings; clear lines of procedure should be laid down; the agenda should be prepared and distributed at least two months before meetings; and discussions should be concentrated on a central, well-defined theme. The Rumanian National Commission recommended that the agenda of all youth meetings include a question relating to international comprehension and collaboration. The German Commission called for a clear definition of the objectives of meetings, and proposed that: (1) meetings should not be too short in duration; (2) language difficulties should be taken into consideration; (3) personal contacts should be arranged for participants with families and youth groups of the host country; (4) follow-up procedures, such as distribution of final reports and the maintenance of contacts between participants, should be carried out.

87. As regards subjects for discussion, the United Arab Republic National Commission recommended that meetings should devote themselves to reconciling different points of view on world problems and on the rôle of youth in the preservation of world peace. The National Commission of the Union of Soviet Socialist Republics, in expressing support for meetings of youth from different countries, recommended that they examine such questions as the economic, social and moral consequences for youth of general and complete disarmament; the rôle of youth in the rebirth of national cultures in newly independent countries; the development of youth leadership in newly independent countries; equality of rights of young people and adults to guaranteed paid employment. These questions should be studied not merely by small groups of specialists but also with the active participation of national and international youth organizations, and studies should be linked to practical projects. For example, an inquiry on teaching in underdeveloped countries might go hand in hand with an international aid campaign by Unesco to assist youth organizations working to combat illiteracy in their countries. The National Commission of the Union of Soviet Socialist Republics suggested that if the agenda of meetings are limited to subjects well-defined in advance, the result might be meetings of persons who would already have reached mutual understanding on the questions discussed. It stressed the value of assembling persons with different points of view who would nevertheless seek common agreement in the interests of contributing to peace.

88. Greater encouragement of youth meetings was recommended by the National Commissions of Japan, Rumania and the Union of Soviet Socialist Republics. The Japanese Commission urged that governments and non-governmental organizations exert more effort to organize youth meetings. The Rumanian Commission commented that governments should give more aid to youth meetings if they are to contribute effectively to promoting international understanding among youth. The National Commission of the Union of Soviet Socialist Republics urged Unesco to give more active support to youth meetings, and recommended that Unesco take the initiative in organizing a series of international and regional youth meetings. It expressed the view that most large youth meetings are organized not by international non-governmental organizations, but on the initiative of one or more national organizations, often with government assistance.

(ii) Comments of an intergovernmental organization

89. The Council of Europe stressed the importance of care in organizing youth meetings, selecting participants and planning and carrying out programmes. It is important that participants include both young men and women and that they represent the different sectors of society. Participants and their hosts should have opportunity for direct contacts and should be made aware of their common interests and bonds of fellowship. It is useful to divide large meetings into sub-groups of no more than 50 persons.

90. The Council of Europe described certain types of activities which have helped to promote mutual understanding between young Europeans and a better knowledge of the host country. For example, it cited certain European youth meetings which have had as a central theme a cultural subject chosen as an expression of the spirit of the host country. Typical of this approach will be a meeting in Rome in 1962 for some 400 young Europeans which will focus on Italian architecture and town planning, and provide opportunities for study of these subjects in Rome and its environs.

(iii) Comments of non-governmental organizations

91. A number of non-governmental organizations commented on the size of youth meetings and participation in them. The International Conference of Social Work, while granting that large international meetings of 2,000 or more young people can give excellent results, noted that meetings on this scale can easily lose sight of their original purpose. The World Federation for Mental Health stated that it was important to keep discussion groups small and expressed the view that a group of 12-15 persons offered the best possibilities for exchanging ideas, acquainting participants with one another and affecting attitudes. The World Young Women's Christian Association also favoured small youth meetings, commenting that in large-scale meetings "all the discussions end in empty phrases because this is the only way to satisfy everyone".

92. As regards participation, the World Student Christian Federation favoured meetings involving different organizations, and urged that youth organizations invite members of other organizations to take part in their meetings. In this connexion the International Association for Liberal Christianity and Religious Freedom expressed support for establishing a youth organization to bring together young people of different nations and religions for better international understanding, and recommended holding well-prepared international conferences of about 75 young people. The World Federation of Trade Unions noted the value of meetings of youth from different countries in demonstrating that religious and ideological differences need not impede a unified effort for peace. This non-governmental organization also stressed the importance of participation by members of different youth organizations in meetings held on precise subjects of interest to all participants. It proposed holding a youth meeting under the joint sponsorship of the World Federation of Trade Unions, the International Confederation of Free Trade Unions and the International Federation of Christian Trade Unions in which autonomous organizations would also participate. The World Union for Progressive Judaism observed that meetings of young people who already have something in common were most likely to contribute to international understanding. The World Federation of United Nations Associations urged giving priority to young people over 15 years of age to attend youth meetings.

93. The replies of the World Union for Progressive Judaism, the World Federation of Trade Unions, the Catholic International Education Office and the Soroptimist International Association emphasized the importance of careful organization of youth meetings. The World Union for Progressive Judaism recommended that youth conferences conclude with resolutions to be put into effect and favoured an arrangement whereby participants would live together in hostels but would have facilities for meeting young people of the host country. The World Federation of Trade Unions recommended common housing for different national groups so that they could become better acquainted with each other, and proposed meetings and discussions with local young people as well. In stressing the importance of the organization of youth meetings, the Soroptimist International Association proposed that Unesco suggest topics for youth meetings, and recommended the use of questionnaires at meetings to help guide discussions. This non-governmental organization also urged the establishment by Unesco of an international school to provide training courses for leaders of youth organizations, teachers in training, young workers and other young people.

94. The special value of meetings on an artistic level, such as music and drama festivals, was emphasized by the International Federation of Business and Professional Women. The International Council for Philosophy and Humanistic Study drew attention to the need for travel grants to enable more young researchers to attend learned congresses abroad and possibly to continue their research activities in the foreign country after the conclusion of the congress.

3. Home-to-home and family exchanges

(a) Relevant extract from the discussion paper

95. There is a growing demand for vacation opportunities for young people to stay with families abroad, chiefly to learn languages. This activity is particularly developed in Europe, where short distances facilitate such contacts. Such exchanges may have a special value when they are combined with group travel and members are able to meet frequently to evaluate their impressions and share each other's experiences.

96. Because of the personal relationship which must prevail between guest and host, it is difficult to organize these exchanges on an official basis; however, some governments recognize and encourage them. For the most part they are handled by private agencies. Programmes for the intensification of action might include efforts by governmental and non-governmental agencies to establish or expand information and clearing-house services on opportunities for family exchanges. Possibilities for enlarging the geographical area of the activity by encouraging more exchanges between different regions might also be expanded.

(b) Summary of replies

97. Fourteen replies commented specifically on this type of youth exchange. Of these, one came from a government, three from National Commissions and 10 from non-governmental organizations. All but one of the replies favoured these types of exchanges, and suggested ways in which they might be improved or extended.

(i) Comments of governments and National Commissions

98. The Danish National Commission urged an expansion of facilities for home-to-home exchanges because of their value in enabling visiting youth to meet young people in the host country. Viet-Nam recommended the establishment of services to arrange this type of exchange where they do not already exist. Its reply also emphasized the need to select carefully the families with whom visiting youth stay, e.g., the host family should be able to speak the language of the visitor. The Australian National Commission, while recognizing the value of family exchanges, pointed out that a young person from an underdeveloped country staying with a family in a developed country may become accustomed to conditions of living which cannot be achieved for some time in his own country, and may for this reason acquire feelings of discontent and jealousy. The Japanese National Commission commented that provision of accommodation at individual homes seemed to be useful "in helping young people from abroad understand directly the life and culture of the country visited".

(ii) Comments from non-governmental organizations

99. Of the ten non-governmental organizations commenting on home-to-home exchanges, nine were in favour of measures to improve and expand them. One non-governmental organization, the World Federation of Trade Unions, commented that they may have more weaknesses than advantages, and that while this form of exchange should not be excluded neither should it be encouraged. The Women's International League for Peaceful Freedom indicated that it sponsors home-to-home exchanges.

100. The importance of careful organization and advance planning was stressed by five non-governmental organizations. The International Federation of University Women stressed the importance of close collaboration between the families involved and of positive attitudes on the part of the visiting youth and peoples of the host country. The Soroptimist International Association pointed to the need for more trained personnel to plan and organize such exchanges, and suggested that Unesco should establish an international school to train youth leaders and persons with responsibility for exchanges. The Experiment in International Living indicated that it had found useful the arrangement of home-to-home visits of about four weeks for some 10-12 young people in the same community, who came together from time to time for discussions, lectures and visits to places of local interest. Also with reference to planning, the Experiment suggested that more family exchanges be arranged in small towns, as they are less crowded with foreign visitors than large cities and yet may have a rich cultural historical background.

101. The importance of good contacts with persons in the host country was stressed by the Experiment in International Living, the World Union of Catholic Women's Organizations and the Soroptimist International Association. The World Union of Catholic Women's Organizations noted that family exchanges can be a source of mutual benefit for visitors and hosts. The Soroptimist International Association recommended that every school and university with students from other countries should have an adviser or director to promote contacts between the visiting youth and young people of the host country.

102. Several non-governmental organizations called attention to certain problems and limitations related to home-to-home and family exchanges. The New Education Fellowship commented that family exchanges are unlikely to be profitable for young people under 15 or 16 years of age. The need to take the language problem into account was stressed by the International Federation of Business and Professional Women, as inadequate knowledge of the host country's language may prevent real communication between the visitor and the host family. The World Union for Progressive Judaism called attention to the risk that in family exchanges the visitor may see only those aspects of family life which the host family wishes to show. This organization also noted that family exchanges tend to be confined to Europe and urged that they be expanded in other areas. Recognizing that travel costs limit such expansion of family exchanges, the International Federation of Organizations for Scholastic Correspondence and Exchanges recommended that travel firms reduce costs for individuals participating in these exchanges, in the same way that they reduce costs for groups of persons going abroad. This non-governmental organization also called attention to the need for legislation to protect young persons living "au pair" from being exploited, and remarked that some countries have laws for this which ensure that young people living "au pair" have enough time to pursue their studies.

103. Suggestions on ways to stimulate home-to-home exchanges were offered by the Soroptimist International Association. It proposed the publication of a bulletin giving information on opportunities for such exchanges or the establishment of a social service to maintain liaison between host families, interested organizations, the youth of host countries and Unesco.

4. Vacation courses, holiday centre programmes, study tours

(a) Relevant extract from the discussion paper

104. Vacation courses for youth from abroad are organized by universities and numerous national associations and societies. They are concerned with such subjects as the language and culture of the host country or current economic and social problems confronting it. Holiday camps and centres combined sightseeing excursions and discussion sessions in their programmes, and provide an opportunity for the participants to get to know the host country and each other. Study tours for youth from different countries often combine fairly extensive travel with a varying amount of educational activity. All of these programmes are more valuable to their participants if ways are found for them to live with families of the host country, or, where appropriate, to join with local youth in study projects. Intensification of these programmes might best be achieved if universities would give them stronger encouragement. Governments might also give them increased official and financial support. In addition, opportunities for combining tourism with study courses in the countries visited might be examined.

(b) Summary of replies

105. One government, six National Commissions and 11 non-governmental organizations favoured increased effort to extend these kinds of exchanges. Most of the responses included suggestions on how they might be further developed.

(i) Comments of governments and National Commissions

106. Various measures to encourage these forms of exchanges and to improve their organization were proposed by the governments and National Commissions commenting on this topic. The Israeli National Commission recommended that more publicity be given well in advance on the opportunities for young people to participate in vacation courses and study tours, and the Swedish Commission suggested that information about international courses be published in more languages. Steps to lower the travel costs to participants were urged by Singapore and the National Commissions

of Sweden and the United Arab Republic. The Swedish Commission recommended that price reductions on railway tickets for study tours undertaken by university students also be made. . . . applicable to non-university students and to members of youth organizations on study tours. The Commission of the United Arab Republic proposed that special awards be granted to cover travel costs for young people going abroad to participate in study tours and vacation courses, particularly for those coming from African and Asian countries. Singapore recommended that "student travel tours should be simplified, encouraged and subsidized". . . .

107. The importance of organizing local contacts for the visiting young people was emphasized by the National Commissions of Rumania, Denmark, the United Arab Republic and New Zealand. The value of combining tourism with study abroad to achieve this was stressed by the Rumanian Commission, which recommended holiday camps and courses for this purpose. The Danish National Commission commented that living with families in the host country increased the value of such activities. The Commission of the United Arab Republic recommended that Unesco National Commissions undertake to supervise the programmes for young people from other countries in order to ensure that they have opportunities to become acquainted with local youth. The New Zealand Commission drew attention to the beneficial effect upon the host country's young people and adults of contacts with young people from other countries and described the growth in exchanges between New Zealand and other countries as a result of the Colombo Plan and similar programmes.

108. As a follow-up measure to these types of exchanges the United Arab Republic Commission suggested that after their return home young people who have travelled abroad should be encouraged to share with others some of the knowledge and experience they have acquired from their travels.

(ii) Comments of non-governmental organizations

109. Several non-governmental organizations commented on the importance of planning vacation travel for young people so that it consists of more than tourism, as this may offer little opportunity to meet people in the country visited or to become well acquainted with their way of life. In this connexion the Soroptimist International Association recommended more collaboration between tourist organizations, universities and cultural organizations. World Brotherhood noted the increasing importance of educational aspects of excursions and tourist trips for young people, and emphasized the need to arrange meetings and discussions between the visiting young people and local youth. The value of contacts with local youth was also stressed by the World Young Women's Christian Association, the International Council for Philosophy and Humanistic Study and the World Alliance of Young Men's Christian Association. The World Union for Progressive Judaism recommended that study tours and similar exchanges be limited to small groups so that the visitors could more easily mix with the youth of the country visited.

110. The importance of careful preparation and advance planning for study tours and similar programmes was emphasized by the World Alliance of Young Men's Christian Associations and World Brotherhood. The latter called for adequate attention to language problems that might arise. The International Federation of Organizations for Scholastic Correspondence and Exchanges also recommended careful advance planning, and proposed that countries which are visited by large numbers of young people from abroad publish special guides for their foreign visitors.

111. Several non-governmental organizations expressed views on the categories of young people who can profit most from vacation courses and tours abroad. World Brotherhood commented that these exchanges can be useful for young people from primary school age upwards. The World Federation of United Nations Associations favoured giving priority to young people of university age and recommended holiday camps and study courses in particular for youth over 15 years of age who are not attending any educational institutions and who therefore cannot increase their understanding of other peoples through formal courses of study. The International Federation of Organizations for Scholastic Correspondence and Exchanges drew attention to the growing system of exchanges between summer camps under which camp counsellors may be chosen among young people from other countries. The International Music Council discussed the value of international vacation courses in music, and recommended that countries which lack such programmes should establish them.

112. The International Council for Philosophy and Humanistic Study recommended that university study courses or centres which promote contact between the youth of different countries should be developed, and that governments should help universities to do this. The World Young Women's Christian Association pointed to the need for well-run youth and student hostels to encourage more study-travel programmes. It also stressed the importance of having well-trained leaders in both the sending and receiving countries, and recommended that Unesco, governments and voluntary agencies take more interest in training persons to lead programmes of study abroad and similar projects.

5. Programmes for young workers; paid work abroad

(a) Relevant extract from the discussion paper

113. Since the Second World War there has been a marked increase in programmes for the international travel of workers for vocational or civic training or for purposes of liberal education. These programmes have enlarged their formerly European focus, to include the entire world, and are supported by governments, cultural exchange organizations, workers' associations, employers and international organizations. However, because many of these programmes are directed primarily towards leaders or more mature members of workers' associations, relatively few young workers benefit from them.

114. International programmes for young workers are often based on bilateral agreements which provide for the international movement of trainees who wish to work abroad for a limited period to perfect their chosen trade.⁽¹⁾ Similar training programmes are supported by intergovernmental organizations, industrial firms, employers' federations and private organizations. Other exchange programmes exist to broaden the general international experience of workers and to provide a measure of civic education in an international framework. An international federation of workers' travel associations helps to promote and co-ordinate the growing international exchange among workers.

115. Intergovernmental organizations, particularly the International Labour Organisation and Unesco, have organized programmes of workers' exchanges for training or cultural purposes. Unesco's programmes have been directed primarily towards: (a) promoting workers' educational activities by organizing international seminars and providing experts, fellowships and materials; and (b) encouraging carefully planned educational travel abroad for individuals and groups as a means to promote friendship and mutual understanding among workers of different countries.⁽²⁾ The International Labour Organisation encourages on-the-job training for workers from abroad, and supports workers' education through a combination of seminars, meetings of experts, training courses, provision of advisory services, grants and fellowships and publications.

116. The greatest single problem relating to workers' exchanges "appears to be the lack of suitable machinery to expedite the whole process of placing a foreign worker in industry, while ensuring that the necessary regulations are observed".⁽³⁾ Obtaining the agreement of employers is sometimes difficult, and obtaining that of governmental authorities is impeded by legal restrictions on foreign labour. Other obstacles may include the need for special fiscal arrangements, the occasional reluctance of trade unions to admit foreign workers, the problem of reciprocal health insurance coverage, adequate remuneration for foreign workers, the problem of a worker's maintaining full membership rights in his union at home while belonging to the corresponding union abroad, and such personal considerations as the need to know a foreign language and to arrange support of dependants during a stay abroad. Similar problems confront young people such as students who seek temporary paid employment as a means to help meet the cost of their stay in other countries. Their employment is usually prohibited by regulations on visas, labour or residence. However, there are several private organizations which promote reciprocal arrangements whereby foreign students may be hired during their vacations by industrial firms in co-operating countries.

(1) International Relations and Exchanges, pp. 218-219 - E/3352. Unesco, Paris, 1960.

(2) Ibid, pp. 268-269.

(3) Workers Abroad, The Travelling Journeyman Takes to the Road Again, Vol.III. Unesco, 1957, p.16.

117. Intensified action to promote exchanges of young workers and to increase the opportunities of young people to be employed abroad would require establishing more effective national and international machinery. Governments should grant appropriate concessions. Unesco National Commissions could make an important contribution in this area by seeking the co-operation of large industrial firms and of trade unions, by encouraging national governments to enter into more agreements facilitating workers' exchanges on a reciprocal basis, and by promoting relevant legislative concessions where these are needed.

(b) Summary of replies

118. Programmes for young workers and paid workers abroad were discussed in some detail in the responses of five National Commissions, one Specialized Agency and seven non-governmental organizations. While expansion of such programmes was generally favoured, the need for increased safeguards to protect young workers from exploitation was also stressed.

(i) Comments of governments and National Commissions

119. The National Commissions of Denmark, Luxembourg, Australia and the Federal Republic of Germany all favoured expanding these programmes, as they enable an important segment of young people to become acquainted with other countries and peoples. Australia's National Commission drew attention, however, to the lack of common standards for training in different countries and the consequent difficulty a young worker may have in applying the training he receives abroad towards his career goals at home, though the experience may be beneficial in other respects.

120. In the view of the German Commission exchange programmes for young workers can assist economic development in less developed countries as well as promote international understanding. The response of the German Commission described programmes under which German youth train and participate in long-term development projects in Asia, Africa and Latin America, and become acquainted with these areas in the process. Young people from these areas who receive fellowships to participate in training programmes in Germany likewise extend their understanding of other cultures while at the same time acquiring useful professional skills. Seminars and working groups organized for trainees from abroad aim at the same objective. The German Commission recommended the establishment of a clearing house to promote co-operation between European and non-European countries for the benefit of young workers in the countries concerned.

121. The contribution of this form of exchange to the promotion among youth of the ideals of peace, understanding and mutual respect between peoples was questioned by the National Commission of the Union of Soviet Socialist Republics. It noted that the international movements of young workers are generally the result of economic and social conditions and hence may have no relevance to the promotion of the above-mentioned ideals. Furthermore, in the view of this Commission, the discrimination against foreign workers which may exist in capitalist systems has a contrary effect. This reply stressed the need to carry out exchanges in such a way that young workers would not be subject to unjust exploitation.

(ii) Comments of a Specialized Agency

122. The International Labour Organisation commented that training and work abroad provide valuable opportunities to develop the skills and knowledge of young workers. For training abroad to be as effective as possible, the trainee should be able to relate the knowledge he acquires to the needs and conditions in his home country. Hence, to derive the greatest benefit from training abroad, he should have a good foundation in general education and training. This Organization also recommended that in order to maximize the benefit of programmes of training abroad for young workers, opportunities for training should be given primarily to persons who can transmit the fruits of their experience to as many other young workers as possible, for example, to young instructors.

(iii) Comments of non-governmental organizations

123. The comments of non-governmental organizations focused on the importance of encouraging exchange programmes for young workers, ways of doing this, and the need to establish certain

safeguards for young workers abroad. In line with its view that the principal effort to promote mutual understanding among youth should be concentrated on young people over 18 years of age, the World Federation of United Nations Associations recommended action to expand opportunities for young workers to become acquainted with other countries through programmes of travel, exchange, paid work abroad and training abroad. The International Confederation of Free Trade Unions and the International Federation of Business and Professional Women likewise favoured these activities. The Women's International League for Peace and Freedom commented that it is especially important to encourage trips abroad for young manual workers, and deplored the existence of national laws which restrict paid work by persons from other countries. The International Federation of Organizations for Scholastic Correspondence and Exchanges recommended exchanges of correspondence between young workers as a means to promote their mutual understanding.

124. Two non-governmental organizations called attention to circumstances limiting exchange programmes for young workers and made suggestions on ways to overcome them. The International Conference of Social Work commented that young workers often find it difficult to participate in international vacation programmes because they cannot plan their vacations far in advance. It recommended the establishment under Unesco patronage of international vacation centres where young European workers might participate in programmes of sports, lectures and discussions for a week or more at any time between June and September. The Soroptimist International Association drew attention to a series of problems affecting young persons working in another country, e.g. the language difficulty; adjustment to a different climate and way of life; professional adaptation when the visiting worker's previous training and experience differ from those of workers in similar jobs in the host country; the lack of counselling services for foreign employees; the reluctance of employers to hire workers from other countries for various reasons. This non-governmental organization recommended that workers from abroad be paid a lower salary than local employees and that the difference be made up through grants. It also proposed the establishment of private social security arrangements to decrease costs to employers.

125. That working in another country can sometimes result in exploitation was noted by three non-governmental organizations. The International Federation of Business and Professional Women and the International Federation of Organizations for Scholastic Correspondence and Exchanges pointed out that working abroad in an "au pair" arrangement can result in exploitation. This risk was also mentioned by the World Federation of Trade Unions, which stated that workers in foreign countries were sometimes used as a source of cheap labour, especially when there was unemployment in their own country, and that in these circumstances paid work abroad certainly did not result in better international understanding. Hence exchanges of workers might not be a fruitful way to promote among them the ideals of peace, mutual understanding and respect among peoples.

6. Programmes of study abroad

(a) Relevant extract from the discussion paper:

126. Enrolment of foreign students in institutions of higher education has increased by 50% in the last five years, and may be as high as 400,000.⁽¹⁾ However, enrolment of foreign students still represents only 1.9% of the estimated world enrolment in higher education. This activity could be increased if more financial assistance were available for programmes of study abroad. Additionally, measures to promote the growth of institutions of higher education in those parts of the world where they are lacking or inadequate would enable a more balanced network of student exchanges among different regions and countries to develop.

127. Efforts might also be undertaken to overcome certain restrictions and conditions on awards for study abroad. For example, of the 100,000 individual opportunities for international study and travel in 1960-1962 listed in Unesco's "Study Abroad 1960-1961" a number of the awards are restricted to nationals of the donor country; and of awards restricted on the basis of sex, more are offered for men than for women. Furthermore, many of the awards are for very short periods, many are for adults rather than young people and the value of the awards varies considerably. Intensified efforts to encourage more young people to study abroad might include a reconsideration of these limiting factors.

(1) "Study Abroad", Unesco, 1960-1961, p. 17

128. The usefulness of international study programmes in promoting international understanding may be seriously affected by failure to integrate the foreign student into the life of the university and of the community where the university is located. In recent years there has been a considerable development of special services for foreign students in this field both to help them profit from their period of study and to assist them in understanding and coping with the problems of living in a different environment. Governments, national organizations and educational institutions themselves have become increasingly aware of the mutual benefit resulting from the establishment of such services. However, there is considerable scope for further development in this area, particularly of services organized by the local community which will give the student from abroad opportunities to become acquainted with the culture and way of life of the country in which he is studying.

(b) Summary of replies

129. Comments related specifically to programmes of study abroad were received from one government, three National Commissions and three non-governmental organizations. It might be recalled, however, that many of the comments and suggestions made in connexion with other forms of exchanges are also relevant in this context. All seven comments favoured an expansion of study abroad programmes and most of them offered suggestions on ways to pursue this objective.

(i) Comments of governments and National Commissions

130. The Swiss National Commission noted that Unesco's efforts to eliminate discrimination in education had a bearing on the question of encouraging more young people to attend foreign educational institutions. The need for an expansion of facilities to accommodate young people studying in other countries was stressed by the Commission of the United Arab Republic. To promote programmes of study abroad the Government of Viet-Nam recommended the following measures, listed in the order of priority: (1) the teaching of living languages in secondary schools should be improved to enable more young people to participate in foreign study; (2) more financial aid should be made available for programmes of study abroad; (3) aid (money, experts, teaching staff) should be provided to develop institutions of higher education in countries where they are lacking or insufficient; (4) restrictions and conditions affecting the allotment of financial grants, scholarships, etc., should be modified in order to enable more young people from underdeveloped countries to study in other countries. The Japanese Commission also recommended "a reconsideration of existing restrictions . . . since opportunities of study abroad should be open to youth equally".

(ii) Comments of non-governmental organizations

131. The three non-governmental organizations commenting on programmes of study abroad were the World Alliance of Young Men's Christian Associations, the International Confederation of Free Trade Unions and the World Federation of United Nations Associations. The World Alliance of Young Men's Christian Associations noted the usefulness of all such programmes. The International Confederation of Free Trade Unions urged the expansion of such programmes for young workers. The World Federation of United Nations Associations drew attention to several different aspects of programmes of study abroad; the importance of integrating foreign students into the life of the host university or community, in order to prevent their acquiring misconceptions and prejudices about the host country; the need to select students carefully and to give them a suitable orientation course before they go abroad; and the value of providing an adequate briefing for student leaders of the receiving university or community on how to assist foreign students to cope with the problems they confront. The World Federation of United Nations Associations recommended that universities change such rules and regulations as may prevent them from giving recognition to work done abroad; thus, more students might attend foreign universities and advance towards their scholastic goals at the same time.

7. Schemes of voluntary service

(a) Relevant extract from the discussion paper

132. Schemes of voluntary service abroad for youth have undergone a marked development in recent years. Such voluntary service takes different forms and is supported by governments, intergovernmental organizations or non-governmental organizations. As a result of Resolution 849 (XXIII) adopted on 4 August 1961 by the Economic and Social Council of the United Nations, the agencies related to the United Nations are studying the use of volunteer workers in their economic development programmes and in those of the United Nations.

133. Arrangements for individual voluntary service have been in existence for some time, and frequently offer more flexibility than group programmes. Their expansion is impeded by the problem of finding appropriate projects where the young person can usefully render personal service. A possible solution might be for foreign teams and experts working in the newly developing countries to transmit information on opportunities for personal service to interested organizations. Clearing-house services for the international exchange of such information might also be further developed.

134. The best known and most widespread type of voluntary service is the international voluntary work camp. Work camps are made up of international teams, usually of about 20 or 30 young people, working together on a project involving unskilled or semi-skilled manual labour. Through camp life, evening discussions on themes promoting international understanding and participation in community life, an effort is made to encourage understanding and comradeship among persons of different nations, races, religions and social backgrounds, and to stimulate follow-up action by participants after the work camp is over.

135. It has been estimated that in 1957 over a quarter of a million people participated in international work camps throughout the world. Although only a small proportion of these were working abroad, all the camps provided opportunities for international contact between young people. In addition, the geographic expansion of the work camp movement with its remarkable growth in the Far East in recent years has made it possible to make the cultural relations between the Orient and the Occident one of the main themes of the movement.

136. Now seems an appropriate time to enlarge the movement. It has matured to the point of attempting a careful appraisal of its functions and goals and of the important opportunities which it offers to increase international understanding among young people not only at a relatively low cost but also with concrete achievements as a by-product.

137. Since 1946 Unesco has taken a very active interest in the work camp movement and has done much to encourage its development. In 1948, Unesco called the first Conference of Organizers of International Voluntary Work Camps. The Committee, composed of 18 work camp organizers, meets regularly to discuss current problems.

138. Action to further the development of the work camp movement might include measures by governments to publicize work camps and government participation in their activities. This could help to point up the contribution of work camps to the national as well as international interest without infringing upon the autonomy of work camp organizations. Additionally, an international fund might be established to promote projects of international voluntary service which contribute to better international understanding among youth.

(b) Summary of replies

139. Two governments, four National Commissions and seven non-governmental organizations commented on schemes of voluntary service, and unanimously endorsed this growing form of international youth exchange.

(i) Comments of governments and National Commissions

140. All the governments and National Commissions commenting on this type of exchange urged its extension; two Commissions emphasized its contribution to developing countries. Jordan

favoured efforts to develop international camps, and the Australian National Commission cited voluntary service schemes as one of the most successful ways of promoting international understanding, and stressed the importance of efficient direction for them. The United Arab Republic National Commission recommended extending this kind of exchange by organizing voluntary work camps in many countries and encouraging participation in them by young people from a number of countries. Combining work camps with student jamborees was suggested by Singapore.

141. The German Commission emphasized that participation by German youth in work camps in developing countries was valuable both for the countries and for the visitors themselves. While agreeing that international work camps contribute to international understanding, the Swedish National Commission commented that high travel costs and long distances make it difficult for Swedish youth to participate in work camps in Asia and Africa. However, this Commission remarked that Swedish youth groups can contribute to the underdeveloped countries through their educational and public information activities; for example, fund collections on behalf of these countries not only help the countries, but also "create increased international solidarity by providing information about the countries in question".

(ii) Comments of non-governmental organizations

142. That schemes of voluntary service contribute to international understanding, especially when they are carefully organized, was noted by several non-governmental organizations. The World Union of Catholic Women's Organizations commented that the eagerness of young people to participate in work camps illustrates that youth will respond to a real need when it exists. The World Federation for Mental Health remarked that work camps are likely to provide "a much more realistic sense of contact and comradeship, out of which friendship, understanding and tolerance will grow" than activities which lack a practical, definite objective. Strongly supporting schemes of service, the World Union for Progressive Judaism suggested that consideration might be given to establishing a system of compulsory work camp service for all young people, in either private or public projects. The World Young Women's Christian Association recommended extending the idea of service to include other activities as well as voluntary service abroad, and cited by way of illustration many large-scale programmes started by private or intergovernmental initiative, such as aid to victims of war and other catastrophes, World Refugee Year, Unesco's coupon schemes, the Food and Agriculture Organization's Freedom from Hunger Campaign, etc.

143. Various comments were made on ways to ensure that voluntary service projects contribute to international understanding. International Voluntary Service emphasized the importance of reciprocity in the establishment of voluntary work camps. On a related theme the World Union for Progressive Judaism urged that participants in work camps should work together with the local inhabitants so that the enterprise would not give the impression of being a charitable undertaking. This organization also stressed the value of providing opportunities for discussion, the need for work camps to give help without discrimination on grounds of race, religion, etc., and the importance of organizing work camps on a non-commercial basis.

144. Suggestions on extending schemes of voluntary service were concerned with funds, wider publicity and international sponsorship. The Soroptimist International Association favoured the establishment of an international fund to promote projects of international voluntary service. Contributions to the fund should be made automatically and regularly by the different countries in the international community. The World Young Women's Christian Association recommended that technical assistance resources be used for building up youth organizations and work camps. The establishment of an "International Emergency Fund" under the auspices of a United Nations Agency was proposed by International Voluntary Service. The fund would pay a reduced salary to young workers, reasonable indemnity to employers, and travel costs for the workers; to bring teams of skilled or semi-skilled workers to help in areas of catastrophes.

145. The World Union for Progressive Judaism and the Soroptimist International Association urged that work camps be more widely advertised in the world's press and elsewhere. The need to publicize the fact that work camps do not compete with existing private or public enterprise was pointed out by International Voluntary Service. This organization and the World Young Women's Christian Association favoured the establishment of a clearing house for the exchange of information about work camps in order to improve co-ordination among organizations sponsoring them.

146. Increased international support for voluntary service projects was urged by two organizations. The World Union for Progressive Judaism proposed that all work camps should be approved by Unesco. The World Young Women's Christian Association suggested that the United Nations and Unesco should encourage work camps and the training of leaders for them, and should give attention to "pilot projects" in international voluntary service including the collection of documentation on them and evaluation of their contribution.

8. International sports events

(a) Relevant extract from the discussion paper

147. International sports events should play an effective rôle in contributing to international understanding among young people who participate and among the wide general public interested in them. If sports events are managed in such a way that they do not become expressions of narrow and aggressive nationalism, they enable peoples of different countries to become acquainted and to see in international action certain principles of team work, mutual respect and fair play.

148. Unesco has for several years been interested in the development of athletic sports for educational purposes. It assisted in the organization of the international conference on the rôle of sport in education at Helsinki in 1959, at which the contribution of sport to international understanding was a leading subject of study. Later, Unesco was instrumental in the creation of an international non-governmental body to co-ordinate the interests of various international organizations operating in this field.

149. The contribution of sport to international understanding could be increased in a number of ways: by measures relating to the actual conduct of competitions and to cultural programmes associated with them; by measures to educate spectators of sports events, for example, through the governing bodies of sports clubs and associations; and by measures to keep the functioning of international sports organizations secure from influences or considerations of race, religion and politics. If the international travel of young people in connexion with sports events is planned to provide cultural experience in the countries visited, sports could make a still greater contribution to goodwill and understanding between youth of different countries.

(b) Summary of replies

150. Two governments, three National Commissions and three non-governmental organizations commented on the contribution of international sports events to international understanding among youth. Views were mixed. Of the eight responses concerning the topic, three indicated at least some reservations as to the constructive possibilities of this activity.

(i) Comments of governments and National Commissions

151. The Swiss Commission suggested that international sports events, instead of contributing to better international understanding, may have the opposite effect. The Danish National Commission remarked that participants in international sports meetings often learn no more than the casual tourist because they have few opportunities to become acquainted with the local population or the life of the host country. However, this Commission urged Unesco to give more attention to international sports events because "international intercourse between athletic people will be considerably augmented in the years to come".

152. In favour of sports events as a means to promote international understanding were Jordan and Singapore and the National Commission of Rumania. All suggested extending this activity. The Rumanian Commission commented that Unesco's programme should give increased attention in future to international sport.

(ii) Comments of non-governmental organizations

153. Three non-governmental organizations commented on exchanges relating to sports events. The World Jewish Congress proposed organizing Youth Olympics dedicated to the raising of intellectual, artistic and moral standards through friendly rivalry. In the view of the International Council for Philosophy and Humanistic Study, international sports events contribute to international

understanding through their atmosphere of camaraderie and fair play. The Académie Internationale de la Céramique, on the other hand, noted that the competitive spirit associated with international sports events held on a professional basis tends to exacerbate national rivalries, and recommended this activity as a means to promote international understanding only if events are held for young people on an amateur basis, and if effective follow-up programmes are organized for participants, such as periodic repetition of visits and other measures to maintain contacts among participants.

B. THE CONTRIBUTION OF EDUCATION IN SCHOOLS, TEACHER-TRAINING INSTITUTIONS AND UNIVERSITIES

154. The section begins by dealing with general aspects of the contribution of education. The relevant extract from the discussion paper is given first and is followed by a summary of general comments received. Thereafter, specific levels or types of education are dealt with in turn: primary schools, secondary schools, extra-curricular activities, teacher training and the contribution of universities. Under each of these headings, the relevant extract from the discussion paper is given and is followed by a summary of comments received on the subject.

1. General considerations

(a) Relevant extract from the discussion paper

155. Much consideration has been given to the improvement of education in schools, teacher-training institutions and universities so that it may better contribute to education for international understanding and co-operation. Efforts in this direction have applied to all aspects of education: the content of the curriculum and of its component subjects; methods of teaching; the quality and availability of textbooks and other teaching materials; extra-curricular activities; the organization and atmosphere of the school; and the spirit of the teacher.

Comments requested

156. As regards the contribution of education at different levels, the discussion paper invited comments on the following points:

- (a) Principal aims of intensified action in this field.
- (b) Practical ways of intensifying international action, national action and voluntary action in this field.
- (c) Priorities within this field.

(b) Summary of general comments received

157. Virtually all replies expressed the view that the contribution to international understanding of education in schools, teacher-training institutions and universities should be increased. Suggestions on means of doing this emphasized different aspects of education. Comments concerning the entire range of education are given immediately below, while suggestions pertaining to specific levels or types of education are summarized thereafter under appropriate sub-headings.

(i) Comments of governments and National Commissions

158. According to the Ministry of Education of Singapore, an aim of all education should be the creation of tolerance through an understanding by young people of the environment, life and customs of other peoples. The New Zealand National Commission expressed the view that education provides the most fruitful means of promoting international understanding among young people, and emphasized the need to develop appropriate teaching materials for all levels of teaching. The Czechoslovakian National Commission, urging strong support for intensified action in this field to promote international understanding, called attention to the danger to peace and mutual respect among peoples arising from the continuance in certain countries of teaching in a spirit of racism, fascism and militarism. This Commission urged that this problem be brought to the attention of the international community.

159. The National Commission of Italy underscored the importance of promoting international understanding in educational institutions, and the Danish Commission called for intensified efforts at all levels and in all sectors of education. It should not be assumed that, because provision has been made for education in this sense at the primary level, it can be omitted at the secondary level. This Commission also warned against relying exclusively on a single agency to promote such teaching. International organizations, national governments and private organizations should co-ordinate their work and support each other's efforts. Thus, while National Commissions may receive teaching suggestions and aids from international sources, the co-operation of the government and of private organizations is necessary to achieve proper utilization of these contributions.

160. The National Commission of the Union of Soviet Socialist Republics commented that education should aim at the development of feelings of friendship towards all peoples and of a spirit of internationalism. However, it noted that efforts in the field of education should take into account that each country organizes its educational system in accordance with its own national needs, and that the level of education varies among countries. This Commission recommended that the principal efforts in education should be directed towards helping the developing countries to combat illiteracy, and suggested that its own experience might provide useful examples in this undertaking.

(ii) Comments of non-governmental organizations

161. The World Confederation of Organizations of the Teaching Profession discussed the importance of international action to promote teaching for international understanding, and cited its own activities in preparing booklets, undertaking studies, etc. It noted the growing acceptance of the need for education for international understanding as an essential element in teaching programmes. Three other non-governmental organizations recommended intensified action with regard to certain areas of teaching. The International Confederation of Free Trade Unions favoured a greater emphasis on education for international understanding in training programmes for young workers, and proposed greater effort in technical and vocational education programmes generally. The International Theatre Institute recommended more extensive use of the theatre, which it described as an effective and enjoyable vehicle of education, and urged that instruction about the theatre should be compulsory at all levels of general schooling. The Universal Esperanto Association recommended not only the improvement of the teaching of foreign languages, but also wider teaching of Esperanto.

2. Primary schools

(a) Relevant extract from the discussion paper

162. It seems to be generally agreed that at the primary level emphasis is necessarily laid on the development of a healthy, well-integrated personality and basic attitudes, such as respect for the rights of others, tolerance of differences, willingness to co-operate, and a sense of moral and social responsibility. The development of such attitudes largely depends on the spirit of the school and on the attitudes of the teacher, it being understood that the responsibility and influence of the family are preponderant.

163. Some differences of opinion may exist as to the extent to which one should distinguish education for peace, mutual respect and understanding at this stage (or even at any stage) from the general objectives of personality development and moral and civic education.

164. Some educators warn against attempts to achieve the objectives of education for international understanding and co-operation by prematurely imparting extensive bodies of information and concepts which may have little meaning or relevance to the young child.

165. However, many educators believe that schooling which is based on good educational principles and which cultivates many highly desirable personal characteristics and social attitudes may none the less be improved if attention is given explicitly by educational authorities and teachers to the question of creating bonds of sympathy with peoples beyond the boundaries of the pupils' own country. They suggest that intensified effort along this line might take such practical forms as: wider use of simple reading materials and books about the lives of children and people in other lands; wide use in translation of children's books from other countries; celebration of birthdays of important men; collection of pictures and articles and the creation of corners in classrooms about certain countries; performance of dances, singing of songs, acting of stories from other lands. The general question is raised, too, whether lessons given in history and civics (and therewith the content of the textbooks), while evoking legitimate feelings of national pride and patriotism, may give so partisan a view of historical or modern events, and impart such suspicions of some other peoples as to make it difficult to have a deeper and more rational study of international relationships in the secondary school stage. That this danger exists is a matter of common observation, but nationals of any country probably find it easier to detect manifestations of such a tendency in the educational systems of some other countries rather than their own. The question arises whether methods may be devised whereby educators from a number of countries might constructively study the problem together.

(b) Summary of replies

166. Three governments, six National Commissions and nine non-governmental organizations specifically urged intensified action in primary schools, expressing the view that education at this level can have a considerable impact on the attitudes of young people towards other countries and peoples.

(i) Comments of governments and National Commissions

167. The Rumanian National Commission stated that it is very important that children in the youngest classes be free of racial, religious and other prejudices, and that they understand the necessity for respect and friendship towards peoples of the world. This Commission urged that children aged 7-10 be taught about co-operation and friendship among peoples of the world, but on a concrete rather than theoretic basis. It noted the contribution which the recreational activities of young children can make to education for international understanding, and drew attention in this connexion to the principle in the Declaration of the Rights of the Child that "recreation ... should be directed to the same purposes as education". Viet-Nam likewise pointed out that teaching for international understanding should not be theoretical or abstract at the primary level. It recommended the establishment of regional committees to study the problem of combining teaching for international understanding with teaching of loyalty to one's own country.

168. The German Commission advocated teaching of mutual respect and international understanding at the primary level and in this connexion pointed out that in Germany primary curricula include civics and social studies. Primary level teaching for international understanding was also urged by the Japanese National Commission which stated that "emphasis at this level should be laid on the development of desirable human relations between the teachers and schoolchildren and among schoolchildren themselves".

169. The Ministry of Education of Mauritius recommended that pupils in primary schools learn about the lives of children and people in other countries. The Danish and Swiss Commission expressed the view that special teaching is less important at the primary level than the atmosphere and spirit of the school. The United States of America proposed that Unesco should encourage increased production and distribution of suitable teaching material for use in primary schooling as well as at more advanced levels.

170. The National Commissions of New Zealand and Denmark also cited the need for suitable materials for young children, especially story books about children in other lands that are interesting or exciting enough to be read for entertainment. Both Commissions mentioned the usefulness of various visual and audio-visual aids, such as pictures that tell a story, wall maps, tapes, and filmstrips. Materials for teachers are also necessary.

(ii) Comments of non-governmental organizations

171. The significance of teaching for international understanding at the primary level was emphasized by a number of non-governmental organizations. The World Federation of Trade Unions expressed the view that such teaching should be undertaken not only with primary school children but also with pre-school children, and in this connexion mentioned the importance of radio and television programmes for children. The World Union of Catholic Women's Organizations called attention to the rôle of primary education in developing attitudes of social adaptability and co-operativeness. The World Federation for Mental Health likewise underscored the contribution of pre-school training and early schooling to the development of positive attitudes in children. The Consultative Council of Jewish Organizations stressed that primary teaching was especially important because so many children do not receive secondary education. The Soroptimist International Association advocated the intensification of action at the primary level, as it is feasible to communicate some concepts of international understanding to young children.

172. Ways to encourage more teaching at the primary level were proposed by several organizations. The World Young Women's Christian Association urged more co-operation between teachers, families and local communities in widening the horizons of children. World Brotherhood emphasized the need to produce more teaching materials to help teachers in dealing with inter-group relations at the primary and other levels. The International League for the Rights of Man

drew attention to the value of songs inspired by international understanding and friendship which can be used at the pre-school and primary levels. The International Federation of Organizations for Scholastic Correspondence and Exchanges recommended the development of exchanges of materials between primary school children, especially of picture albums, messages of friendship and recorded songs.

3. Secondary schools

(a) Relevant extract from the discussion paper

173. At the secondary level, while the general spirit of the school and of the teacher continue to be of basic importance, there are increased opportunities to contribute directly to mutual respect and understanding among peoples through the selection of the content of the courses of study and through teaching materials. While such opportunities occur in all school subjects, they are provided especially through history, civics, geography, foreign languages and literature. Occasionally fears are expressed that pursuit of the objectives of international understanding may lead to some distortion of facts, suppression of unpleasant realities and departures from scholarly objectivity. However, in numerous international studies of these questions made under the auspices of Unesco, it has been stressed that education for international understanding must be rooted in honest, objective scholarship, and that distortions, omissions and falsifications are commonly associated with misunderstanding, not with understanding.

174. The introduction of new materials contributing to international understanding commonly encounters the difficulty that the school curriculum is already overloaded. Experience indicates, however, that this difficulty may be overcome at various levels of action. First, the curriculum in most countries is by no means static and unchangeable. There is a widespread movement toward school reform and revision of the curriculum. In particular, the tendency to raise the school-leaving age to 15 or 16, and simultaneously to reform the curriculum for children between the ages of 12 and 15 or 16, has given the opportunity to introduce new content and new approaches to teaching about contemporary society. Further, even where no comprehensive changes in curriculum are undertaken, still in many countries the syllabus of particular school subjects is reviewed from time to time. This gives the opportunity, for example, to introduce pupils to the history of cultures previously neglected, to bring up to date the teaching about economic and social developments in the course of geography, and to improve the teaching of languages and literature as resources for cultural understanding. Desirable developments in this direction are however sometimes impeded by outmoded requirements of the examinations. The possibilities of reform of examinations so that they adequately take account of the objectives of education for international understanding merit further study.

175. In many countries, even within existing curricula and syllabuses, teachers are given considerable latitude in the treatment of the subject and the choice of content. If they are aided and encouraged by educational authorities to show initiative and to experiment, many new ideas and practices may enter the education system. This is exemplified by Unesco's Associated Schools Project which has attracted such interest that by early 1961 participation had increased from an original 33 schools in 15 countries in 1953 to more than 250 secondary schools and teacher-training institutions in 47 countries. The participating institutions are laboratories for the development of effective methods of teaching about foreign countries and cultures, international affairs, the United Nations and the Specialized Agencies, and the principles of human rights. Without involving any interference by Unesco in the educational system of the participating countries, the Associated Schools Project facilitates international exchange of constructive educational ideas and practices. A considerable expansion of this project, with the adoption of the programme by many other countries, and with increased effort by the national education authorities to utilize the experiences of the participating institutions in a more widespread national programme of education for international understanding, would be a significant step in the intensification of efforts in this field.

176. It should be considered, too, whether the time is now ripe for a systematic international inquiry by Unesco and international consultations on such curricular questions as: international aspects of education for citizenship; the place of world history in the school programme; and approaches to better understanding of contemporary cultures and world problems. Some of these

studies might be carried out in conjunction with Unesco's Major Project for Mutual Appreciation of Eastern and Western Cultural Values; others within the framework of a more general programme of education for international understanding.

177. Problems arise with respect to textbooks and other teaching materials such as booklets, posters, films and filmstrips, recordings and tapes. In recent years, there has been a considerable interest in the question, what attitudes towards other countries are acquired by children from their textbooks? It has received stimulus from an international seminar organized in 1950 at Brussels by Unesco for history teachers, writers and editors. Since then, a number of bilateral committees have been set up by professional groups and organizations and National Commissions in order to improve history and other textbooks by bilateral consultations. In its Major Project on Mutual Appreciation of Eastern and Western Cultural Values, Unesco has given special attention to the improvement of textbooks and teaching materials. The promotion of frank and objective discussion on an international basis of the content of textbooks and the spirit in which they are written, at once one of the most difficult and most important lines of possible action, would be a valuable contribution to intensified action in this field.

178. International exchanges of teaching materials and co-operation in producing them raise similar complex problems. Progress is hampered by the lack or underdevelopment of national documentation services in many countries, as well as by obstacles to the international circulation of educational materials, especially import duties, internal taxes and currency restrictions. Unesco is attempting to help countries develop educational documentation services and to secure special concessions for international exchanges of books and other educational materials. Further, Unesco is developing its services so as to facilitate access by producers of all types of teaching materials to documentary sources and to expert advice from other countries. Programmes of intensified action might include appropriate measures to facilitate international exchanges of materials and to strengthen documentation services within countries.

(b) Summary of replies

179. Three governments, eight National Commissions and 17 non-governmental organizations commented upon the contribution of secondary education. All were in favour of intensifying action in this field.

(i) Comments of governments and National Commissions

180. In the view of the Austrian National Commission, the secondary school offered particularly good possibilities for education for international understanding because young people from 12 to 16 years of age are sufficiently mature and "not yet too rigid or inflexible in attitudes to be receptive of guidance in human behaviour and human relations". The Commission of New Zealand likewise favoured efforts at the secondary school level.

181. Further development of Unesco's Associated Schools project was recommended by the Japanese, German and Swiss National Commissions and by Viet-Nam, which suggested giving first priority to this activity. The Japanese National Commission recommended that definite measures be taken for the strengthening of the Associated Schools Project. It favoured a wider dissemination of the results of the projects, and urged in particular that efforts be made in each country "to collect, analyse, synthesize and exchange information and materials on special experimental activities at Associated Schools".

182. The revision of curricula was mentioned in several replies. Viet-Nam suggested that national consultations and a systematic international inquiry be carried out on international aspects of civic education and related matters. Viet-Nam also recommended the introduction of new subjects to promote international understanding and a reform of examinations to reinforce the new provisions. Incorporation of teaching for international understanding in secondary curricula was also urged by the Israeli and German National Commissions. The Government of Singapore and the Danish National Commission reported that this had already been achieved in their countries.

183. The need for textbook improvement was stressed by the National Commissions of Denmark, Israel, Rumania and Germany and by Singapore. National, bilateral or international consultations

for the revision of textbooks were favoured by the German and Rumanian National Commissions and by Viet-Nam. The Rumanian Commission also called for increased Unesco support of the efforts of Member States to ensure that textbooks reflected a spirit of objectivity and international understanding. It proposed that Unesco recommend to the National Commissions that they urge their governments to see to it that no textbooks which encourage an aggressive spirit, chauvinistic views or race prejudice are used in schools.

184. The increased production and dissemination of suitable teaching materials was recommended by the United States of America. The Israeli Commission called attention to the need to translate the outstanding literature of the world into a number of languages, and urged that this task be carried out not only through international action - for example, by Unesco - but also at the national level through Ministries of Education and Culture. The Swiss National Commission proposed that a book giving an elementary history of all humanity be used throughout the world and stated that, if such a book does not yet exist, it should be prepared. The Danish National Commission placed considerable emphasis on the need to develop teaching materials and suggested that Unesco assist in this respect. It would be particularly helpful to teachers to receive bibliographies indicating what materials are available and recommending books for various age groups and for use in different school subjects. This Commission also urged that Unesco supply more materials describing life in various countries or translate into more languages existing materials of this kind. It remarked on the special need for materials for both teachers and pupils on Asian countries. The Danish Commission also pointed out that, if articles to promote international understanding published in the "Courier" or elsewhere were written with a sufficiently simple vocabulary, they might be useful in language courses.

185. The promotion of international exchanges of educational materials and the strengthening of documentation services in every country were suggested by Viet-Nam. Singapore proposed the establishment of a clearing house for specially written literature.

(ii) Comments of non-governmental organizations

186. Responses from non-governmental organizations also emphasized such problems as textbook revision, curricular reforms, and the lack of adequate teaching materials. In favour of various steps to improve textbooks were the Soroptimist International Association, the International Council of Women, the International Federation of University Women, the Consultative Council of Jewish Organizations, the World Young Women's Christian Association, the Women's International League for Peace and Freedom and World Brotherhood. The Consultative Council of Jewish Organizations wrote that textbook revision is especially important with regard to the teaching of history, literature and philosophy, and suggested that, with the aid of non-governmental organizations, Unesco should organize conferences of experts to bring together diverse points of view and to establish certain minimum criteria on textbooks. World Brotherhood recommended bilateral and multilateral consultations among authors, editors and teachers, especially on textbooks in history, geography, social science, civic education and languages. The Women's International League for Peace and Freedom commented that constant revision is necessary to keep textbooks up to date.

187. The Soroptimist International Association strongly urged the holding of a conference of educators to consider the international aspects of civic education. In favour of adapting secondary school curricula to promote international understanding were the International Council of Women, the World Young Women's Christian Association, the World Union of Catholic Women's Organizations, the World Confederation of Organizations of the Teaching Profession, the International Federation of Organizations for Scholastic Correspondence and Exchanges and the International League for the Rights of Man. The World Union of Catholic Women's Organizations remarked that even more important than reforming curricular programmes was the application to teaching of the latest findings of psychology and sociology on the formation of personality and attitudes. The International League for the Rights of Man proposed that secondary teaching make greater use of the device of centres of interest, focusing all teaching during a certain period on a specific theme related to international understanding. The World Confederation of Organizations of the Teaching Profession emphasized that teaching for international understanding should not form a separate curricular subject but should be incorporated into all courses of study. Stressing the value of international scholastic exchanges, the International Federation of Organizations for Scholastic Correspondence and Exchanges urged that this activity be integrated into teaching.

programmes and a part of regular class periods devoted to them. The International Federation of University Women emphasized the importance of objectivity in teaching about historical events and the relations between peoples.

188. To help cope with the problem of inadequate teaching materials, the World Jewish Congress recommended the publication of guides for teachers giving concise information on lesser known countries and peoples. World Brotherhood also stressed the need to provide supplementary guide books for teachers on subjects related to international understanding. The Soroptimist International Association proposed that the "Courier" list the best history textbooks of every country in a kind of review of educational texts, emphasizing their contribution to international understanding.

189. Another aspect of secondary schooling mentioned in various responses was the need to develop critical abilities in young people and to encourage their respect for the diversity of cultures and their understanding of them (Catholic International Education Office and World Jewish Congress). In this connexion, the World Federation of United Nations Associations pointed out that teaching for international understanding is not so much a problem of curriculum and teaching material as of the atmosphere of the school and the attitude of the teacher. Adequate preparation of teachers is of prime importance in this non-governmental organization's view and hence should have priority in intensified efforts to promote international understanding. The World Federation of United Nations Associations also stressed that secondary education is particularly important because it concerns young people on the verge of adulthood and exerts a major influence upon them.

190. Several organizations urged an increase in secondary school teaching for international understanding by extending Unesco's Associated Schools Project and the teaching of foreign languages. The World Young Women's Christian Association called for a further development of the Associated Schools Project. Citing the language problem as a key obstacle to international understanding, the Universal Esperanto Association and the International Federation of Modern Language Teachers recommended a greater effort to teach languages. The latter organization suggested that Unesco undertake a study of ways to strengthen the contribution to international understanding of the teaching of foreign languages.

4. Extra-curricular activities

(a) Relevant extract from the discussion paper

191. Imaginatively planned extra-curricular activities to promote international understanding are valuable in themselves and are especially useful when they are integrated with and reinforce a curricular programme. They may include debates and panel discussions of international topics within a single school or as part of meetings and conferences of several schools; the commemoration of special "days" and "weeks", such as United Nations and Human-Rights Days; the organization of model United Nations meetings; the activities of international relations clubs, United Nations clubs and similar groups; displays and expositions, etc. Such activities stimulate the interest of students in international topics and provide incentives for studying them.

192. Other types of extra-curricular activities include talks by visitors from other countries, participation in sports competitions with teams from other countries, projects connected with the Unesco Gift Coupon Scheme and exchanges and other forms of collaboration with schools in other countries. The growing exchange of correspondence between schoolchildren is often a useful first step in a series of wider exchanges including albums, handicrafts, "school boxes" showing the way of life of a class of schoolchildren and even exchanges of visits by pupils. The increasing collaboration between schools in different countries may provide occasions for involving the local community in "international nights" or other events which contribute to international understanding and provide a possible basis for broader community action in this field.

193. The further development of extra-curricular activities to promote international understanding would be aided by increased support from educational authorities, teachers, school administrators, non-governmental organizations and the local community. In so far as possible, time might be set aside for these activities in the school programme and financial assistance provided; for example, in some parts of the world, the cost of postage inhibits the development of exchanges of correspondence with schoolchildren in other countries. Non-governmental organizations might assist by making materials available, by finding speakers and by providing more stimulus to extra-curricular programmes.

(b) Summary of replies

194. Fifteen replies included comments or recommendations concerning extra-curricular activities. (Five National Commissions, three governments, one Specialized Agency and six non-governmental organizations). In general, comments favoured the types of activity mentioned in the discussion paper and stressed the particular value of certain kinds.

(i) Comments of governments and National Commissions

195. The Rumanian National Commission remarked that the measures described in the discussion paper seemed appropriate, and called attention to the usefulness of activities which combine pleasure and learning about the history, geography, art, folklore, etc., of other countries. This Commission also commented that stamp collecting, and in general all sorts of collections relating to the exact and natural sciences, the plastic arts and other fields, help to promote understanding and respect of other cultures and to eliminate prejudices. The Japanese National Commission commented that "well planned activities to promote peace, mutual respect and understanding between peoples should be incorporated in the extra-curricular activities at schools"

196. The effectiveness of international exchanges in promoting international understanding was stressed in several replies. Jordan and the German Commission urged more exchange visits by students, and the Commission recommended a wider adoption of the linking or pairing of schools. Jordan suggested that facilities for student exchanges should be improved, and further proposed a plan whereby visiting groups would draw up reports on their experiences to be sent to Unesco and to their host country; the best of which each year would receive a prize from Unesco. The Italian National Commission called attention to the value of exchanges and international exposition of pictures done by schoolchildren.

197. In the view of Jordan, Singapore and the German Commission, a greater effort should be made to encourage pen friendships through international scholastic correspondence. Jordan proposed that exchanges of school journals and other suitable publications between students and teachers should be extended. Singapore suggested improving the facilities for exchanges of correspondence, and recommended that the "Courier" publish a list of young people's correspondence clubs, particularly in South East Asia, and at the same time include more articles dealing with the activities of young people in various countries.

198. Mauritius, calling attention to the value of talks at schools by visitors from other countries, indicated that in Mauritius "visitors and people not forming part of the personnel of government secondary school institutions are invited to give talks at these institutions". The Danish National Commission mentioned the usefulness of films in acquainting young people about ways of life in other countries, and proposed that an international survey of films suitable for 10-16 year olds be carried out with a view to publication by Unesco of a descriptive and evaluative catalogue of such films. This Commission also recommended model United Nations meetings as an effective device to arouse the interest of participating students and of friends and parents who attend such meetings.

(ii) Comments of a Specialized Agency

199. The Universal Postal Union outlined measures which have been taken to promote international correspondence between young people, which include certain special concessions on postage and the sponsorship of "The International Written Letter Week". It also called attention to the contribution of international stamp clubs to young people's knowledge of other countries and cultures.

(iii) Comments of non-governmental organizations

200. The World Federation of Trade Unions expressed its agreement with the statements in the discussion paper. The World Young Women's Christian Association drew attention to the importance of supplementing formal secondary education by activity methods such as those often employed by youth organizations, and in this connexion recommended cultural activities, exhibitions, visits to institutions, school travel abroad and exchanges of correspondence. The Soroptimist International Association commented that extra-curricular activities can play a particularly important rôle in education for international understanding, and as an example cited the showing of films on other countries.

201. International scholastic exchanges were strongly endorsed by the International Federation of Organizations for Scholastic Correspondence and Exchanges and the Women's International League for Peace and Freedom. The International Federation of Organizations for Scholastic Correspondence and Exchanges recommended that these exchanges be encouraged because of the substantial contribution they can make to the study of foreign languages and civilizations and the promotion of international friendships. This non-governmental organization expressed the view that the rôle of exchanges of correspondence is so important that they should be integrated into regular teaching programmes, or, if this is not possible, into directed extra-curricular activities of schools. The Women's International League for Peace and Freedom pointed out that international scholastic exchanges can be undertaken even among young people who do not know each other's languages through exchanges of pictures made by the students which depict their way of life. The importance of careful planning in the pairing of schools was stressed by the International Federation of University Women.

5. Teacher training

(a) Relevant extract from the discussion paper

202. The prime importance of the selection and training of teachers in promoting education for international understanding is widely acknowledged. It is in fact judged by many educators to be the key to the problem, as the effectiveness of education depends more on the personal qualities and professional training of teachers than on curricula, syllabuses and materials. Unesco's International Advisory Committee on the School Curriculum stressed this point in its statement that "the promotion of international understanding - either indirectly through the existing subjects and/or extra-curricular activities, or directly through teaching about the structure, principles and functions of the United Nations and Specialized Agencies - will be successful to the extent that the teachers are prepared for it. Therefore, it is in teacher-training colleges and, later on, in the field, through in-service training, that teachers can best be prepared for this important task".⁽¹⁾

203. In their pre-service training, teachers need to learn new approaches to such subjects as geography, history, civics, literature, art and art appreciation, economics and natural sciences. Teachers have developed considerable skill in education for citizenship and they should be encouraged to broaden this concept to include training for responsibility in the international community and in efforts for peace. Teacher-training institutions should try to give all students an understanding of world affairs and of the rôle of the United Nations family of organizations. They should also provide a broad knowledge of methods and materials, especially of the teaching aids, materials and services available to teachers from intergovernmental and non-governmental organizations. It has also been suggested that an eventual goal of teacher training might be that every teacher should know at least one foreign language.

204. Many educators feel that, above all else teacher-training institutions should stimulate the future teacher's desire to foster international understanding. The ways of doing this, as well as the various other problems of teacher selection and training, need to be studied further by national and international seminars and meetings of experts. However, it seems evident that interest in education for international understanding can be strengthened by international exchanges of teachers, by their participation in conferences and seminars on the subject and by travel abroad. Encouragement of these and other activities by educational authorities is an important factor in the development of interest in them.

205. The improvement of teacher training from the point of view of international understanding raises a number of complex problems, and for that reason progress is likely to be gradual. For example, revision of programmes in teacher-training institutions is often impeded by certain rigidities or traditions. The enlargement of teachers' exchange programmes is obstructed by the language problem, differences between countries in teaching methods, working conditions and salary levels and of course by the cost involved. Despite such difficulties, the feasibility of improving teacher education from the point of view of international understanding has often been demonstrated.

(1) Report on the Third Session of the International Advisory Committee on the School Curriculum, Paris, 29 September - 11 October 1958, UNESCO/ED/165, page 22.

206. Unesco's main effort to develop teacher training to promote international understanding has been in the Associated Schools Project (see page 33 in which some 80 teacher-training colleges participate. It also assists in the international exchange of teachers through its "Teaching Abroad" programme, and organizes meetings, expert missions and fellowship programmes.

207. Intensified activity to promote teacher training and exchanges will require the concerted efforts of teachers, school administrators, non-governmental organizations, National Commissions, governments and intergovernmental organizations. Stronger financial support might be given to teacher travel and exchanges. While efforts must be made to revise the programmes of existing teacher-training institutions, particular attention might be given to planning curricula for new ones being set up within countries or on a regional basis. National Commissions might investigate with the appropriate authorities, professional organizations of teachers, departments of education and colleges, the possibility of introducing into the programmes of all teacher-training institutions at least one course of study devoted to programmes, methods and materials related to education for international understanding.

(b) Summary of replies

208. Teacher training was the subject of comments from four governments, six National Commissions, two Specialized Agencies and eight non-governmental organizations. All the replies urged a greater effort in this area and several recommended giving priority to it in intensified efforts to promote international understanding.

(i) Comments of governments and National Commissions

209. The Rumanian National Commission stated that the Unesco document rightly presented as a key problem the training of teachers in a spirit of peace, mutual respect and understanding, and it noted the importance of teachers setting an example for pupils. In its view the teachers' approach in discussion of other peoples and their efforts to inculcate in youth the ideals of peace and international understanding should be considered as decisive factors.

210. A number of comments were received on programmes, methods and aims of teacher training. The Swiss National Commission urged the introduction of the study of comparative education in all teacher-training programmes as a means of giving future teachers a world view. Mauritius, stressing the importance of teacher training, reported that "Some emphasis is being placed at our teachers' training college on the understanding of world affairs and on the best means of imparting properly to primary school children the basic attitude of mutual respect and understanding of all human beings". The United States of America suggested that Unesco should encourage the development of "the international element in the training of teachers". It also called upon Unesco to stimulate the establishment in Member States of area and linguistic centres to promote knowledge and understanding of other cultures. Viet-Nam favoured the revision of curricula of teacher-training institutions with a concomitant revision of conditions for admission and of final examinations to provide, among other things, for greater emphasis on the study of foreign languages. The Danish National Commission expressed the view that no prospective teacher should finish his training without guidance on the aims and methods of education for international understanding.

211. As regards the in-service training of teachers, the Japanese National Commission suggested that "teachers should be encouraged to participate in international and national seminars, workshops and other study meetings on the teaching content and methods of education for international understanding and co-operation and on the placement of this type of education in the school curriculum". Viet-Nam likewise stressed the importance of more national and international in-service teacher-training programmes.

212. Several replies called attention to the importance of teacher exchanges as a form of pre-service or in-service training. The United States of America recommended that Unesco give priority to teachers or prospective teachers in the allocation of Unesco travel grants. International exchanges for teachers were also endorsed by Jordan and by the National Commissions of New Zealand, Germany and Denmark, and by Viet-Nam. The Danish National Commission recommended giving priority in exchanges to those who might influence the widest number of young people, such as instructors of future teachers and textbook writers.

213. The Danish National Commission also stressed generally the problem of providing teachers with suitable materials and with guides to assist them in selecting among available materials. The New Zealand National Commission called attention to the importance of providing teachers with adequate materials on the United Nations and other agencies working for international co-operation and understanding.

214. The Associated Schools Project was the subject of comments by the National Commissions of Japan and Germany, and by Viet-Nam. All recommended the further development and extension of the Project at the teacher-training level.

(ii) Comments of Specialized Agencies

215. Comments pertinent to teacher training and the rôle of teachers were made by two Specialized Agencies: The International Labour Organisation suggested giving priority in young workers' exchange programmes to instructors. The Food and Agriculture Organization, in discussing the promotion of international understanding through measures affecting teacher training, commented that "our experience confirms the high value of regional teaching institutions".

(iii) Comments of non-governmental organizations

216. As regards programmes of teacher training, the Soroptimist International Association urged that teacher-training institutions introduce their students to world problems, and the World Confederation of Organizations of the Teaching Profession stated that "teacher-training programmes should provide specifically for education for international understanding. Priority should be placed on this aspect in future action programmes: the potential for transmission is greatest - the guiding principle of all such programmes". The World Federation of United Nations Associations stated that the most effective method for promoting the education of young people for international understanding was to ensure that teachers were well equipped for this work through their training at teachers' colleges.

217. The Consultative Council of Jewish Organizations commented on the importance of the rôle of teachers and noted that they have a particularly great influence on primary level children. This non-governmental organization stressed that it was necessary to give attention not only to the training and recruitment of teachers but also to improving their status, perhaps by including this aim in the international instrument on the status of teaching personnel being considered by Unesco. The World Federation of Trade Unions proposed that Unesco undertake a study of teacher training in the spirit of the ideals of peace and mutual understanding, with the aid of National Commissions and with participation by non-governmental organizations of teachers and other workers.

218. The World Federation of Trade Unions favoured international seminars for teachers. Such seminars were likewise urged by the Catholic International Education Office, which suggested that they be undertaken by private and public educational authorities with Unesco collaboration. The Catholic International Education Office, the International Federation of University Women, the World Federation of Trade Unions and the Women's International League for Peace and Freedom expressed their support for teacher exchange programmes.

219. The World Federation of United Nations Associations, while suggesting that priority be given to measures affecting youth on the verge of adulthood, stressed the related importance of measures affecting teachers and educational administrators. In this connexion it endorsed teacher exchange programmes, conferences, vacation courses and study tours. However, it commented that the same people tend to benefit from different teacher exchange programmes and conferences; for example, it is often the case that an individual may be sent to successive international conferences. The World Federation of United Nations Associations urged that wider participation in teachers' conferences be sought without, however, unduly interfering with the continuity between conferences.

6. The contribution of universities

(a) Relevant extract from the discussion paper

220. As knowledge and scholarship know no frontiers, universities have long had international interests and activities. It is by maintaining and strengthening their traditionally international orientation that universities play their part in contributing to international understanding. In this they have a special responsibility; although relatively few young people have the opportunity for higher education, this group frequently provides leaders at the local, national and international levels. One aim of the university must therefore be to stimulate thinking and generate ideas on matters affecting world peace and welfare.

221. Universities can promote international understanding through teaching programmes, extra-curricular activities, and participation in an encouragement of international exchanges. The contributions of scholarly work to the science of international relations can be of particular importance.

222. The part played by curricular studies of universities is conditioned by two factors. First, the relative freedom which many institutions enjoy in organizing their programmes and in determining the content of courses makes it difficult to establish common standards and provisions for education for international understanding. Second, students at many universities follow specialized programmes at least in the upper years, and may not have the opportunity to take courses which teach or even touch upon aspects of international understanding. Under the circumstances such teaching depends to a considerable extent upon the courses which individual universities offer (and perhaps especially upon those required for all students), the information and attitudes individual professors attempt to convey in their courses, and the degree to which the subject matter and/or teacher attract enrolment in various courses and extra-curricular activities. However, to the extent that universities are responsible for giving a liberal education to all students regardless of their programmes of specialization, they have opportunities to provide education for international understanding.

223. Concepts promoting international understanding are most readily developed in such subjects as world history, international relations, geography, literature, sociology and economics; however, every branch of knowledge offers some opportunities for introducing them. Intensified measures to promote international understanding through university programmes might include the modification of curricula in such a way as to provide occasions for all students to learn the basic principles of international understanding.

224. Extra-curricular activities may make a particularly important contribution at the university level as they attract members of the student body irrespective of their fields of study. These activities may include special lectures, films, observance of special "days" and "weeks", festivals and dramatic presentations, model assemblies of the United Nations organs, student discussions and debates, sports competitions involving other countries, international relations and Unesco clubs, United Nations student associations, and student projects to help integrate foreign students into the life of the university and local community. Participation by university students in such activities has been increasing in recent years, and this growth might be further encouraged by faculty and administrative officials and by non-governmental organizations.

225. The university also has special opportunities to promote student exchanges and student participation in vacation programmes in other countries, schemes of voluntary service and foreign travel generally. The establishment or expansion of university clearing-house services for information on these activities would aid in their development.

226. A significant trend that can help to promote international understanding is the increasing participation of universities in schemes involving international relations. Among these are: the development of relations between universities in different countries, e.g. bilateral inter-university collaboration to provide advice and assistance to institutions in economically underdeveloped countries and to promote interchange of individual university teachers; multilateral collaboration through regional and international organizations and associations; programmes sponsored by governments, foundations and other organizations for conducting special research related to other countries; teaching foreign students, and lending members of the academic staff for temporary

service abroad. This growing collaboration between universities in different countries might be encouraged; in particular, university administrators might make a greater effort to facilitate exchanges and the foreign travel of their faculty members.

(b) Summary of replies

227. Two National Commissions and eight non-governmental organizations offered comments on the rôle of universities in promoting international understanding among young people, and put forth a number of proposals with a view to enlarging this rôle.

(i) Comments of National Commissions

228. The New Zealand National Commission remarked on the broadening of traditional course offerings and described how in that country universities "have moved a considerable distance from the time when their studies centred almost entirely on Western civilization", citing examples of new courses or even university departments on Asian studies. This Commission's response also referred to the value of travel abroad by members of university staffs, whether for study purposes or for working holidays. The National Commission of Rumania expressed support for the measures suggested in the discussion paper, and noted particularly that extra-curricular activities of universities can contribute substantially to international understanding.

(ii) Comments of non-governmental organizations

229. General observations on the rôle of university education included the view expressed by the International Council for Philosophy and Humanistic Study that universities can play an essential part in influencing young people because it is at the university that many of them learn to think, to exercise their critical faculties and to appreciate foreign cultures. The World University Service expressed general agreement with the points made in the preliminary discussion paper. According to the World Federation of United Nations Associations, priority should be given to measures affecting members of policy-making bodies and teaching staff because of the influence of these people on university programmes. It urged a greater participation by them in international and regional conferences, exchange programmes and courses of study and research abroad.

230. Several non-governmental organizations commented specifically upon university programmes. The International Association of University Professors and Lecturers held that it was an illusion to consider that a university could give a liberal education to all students regardless of their specialization, but expressed the view that it is possible and desirable to introduce teaching for international understanding into all subjects. It suggested that further research in this connexion would be useful. The International Association of Legal Science recommended the establishment of university courses on the world's major civilizations and further suggested that teaching for international understanding should be carried out in a number of university subjects. The Council for International Organizations of Medical Sciences pointed out that medical students often lack the time and opportunity to acquire a general culture. To help meet this problem, it proposed that conferences and discussions should be arranged for students with foreign scientific personnel who may be travelling through the area. Both the World Federation of United Nations Associations and the International Association of University Professors and Lecturers urged that universities modify their regulations in order to provide recognition of work done by students in universities abroad.

231. The matter of student exchanges was mentioned in two replies. The World Federation of United Nations Associations recommended that students be given more encouragement to participate in various youth movements, international meetings and exchanges. It stressed the importance of the careful selection of students for these purposes, suggesting that those who might have the widest possible impact on their contemporaries after the experience should be chosen. The International Association of University Professors and Lecturers recommended that universities encourage the development of student exchanges by making concessions regarding language, for example, by permitting foreign students to defend their theses in a language other than that of the university. This non-governmental organization also favoured collaboration not only between universities in developed and underdeveloped countries, but also among all universities.

C. TEACHING ABOUT THE UNITED NATIONS AND ITS SPECIALIZED AGENCIES

232. This section deals with measures to promote wider knowledge and understanding of the aims and work of the United Nations family of organizations. It opens with the relevant extract from the discussion paper, which considered measures at the international level, measures at the national level, the problem of materials and the intensification of action. A summary of comments received on teaching about the United Nations and its Specialized Agencies follows the extract from the discussion paper.

(a) Relevant extract from the discussion paper

1. Measures at the international level

233. In a resolution on teaching about the United Nations adopted in 1960, the General Assembly affirmed its belief "that knowledge and understanding of the aims and activities of the United Nations and its related agencies contribute to the fostering among young people of the ideas of peace and international co-operation and should therefore be promoted as widely as possible".⁽¹⁾ The importance of teaching about the United Nations has in fact long been recognized by the international community. The General Assembly, at its first session in 1946, stated that "the United Nations cannot achieve the purposes for which it has been created unless the peoples of the world are kept fully informed of its aims and activities".⁽²⁾ A year later, the General Assembly discussed the subject in greater detail and adopted a specific resolution on "Teaching about the United Nations", in which it recommended that all Member Governments take measures to encourage such teaching in their educational institutions.⁽³⁾ It requested the Secretary-General, in consultation with Unesco, to report to the Economic and Social Council on the implementation of the resolution.

234. Accordingly, joint reports on teaching about the United Nations in Member States were submitted to the Economic and Social Council by the Secretary-General and the Director-General of Unesco in 1950, 1952, 1956 and 1960.⁽⁴⁾ These reports, based on information supplied by Member States, described the methods and programmes in use and the activities of the United Nations and Unesco in this field. Fifty-four governments presented information for the 1960 reports.

235. In resolutions adopted after discussion of the reports, the Economic and Social Council has also stressed the importance of teaching about the United Nations and has recommended measures to extend it.⁽⁵⁾

236. Teaching about the United Nations has been an essential part of Unesco's programme of education for international understanding and, since 1947, each session of the General Conference has adopted resolutions aimed at promoting such teaching in Member States. The programme has included such activities as the organization of seminars for teachers, generally in co-operation with non-governmental organizations; the production of printed, visual and audio-visual materials for use by teachers and the general public; assistance to experimental projects in schools; fellowships to enable educators to learn at first hand about the work of the United Nations and the Specialized Agencies through visits to their headquarters; studies, inquiries and clearing house activities for the international exchange of information and materials.

237. Other agencies in the United Nations family have also taken measures to stimulate teaching about the United Nations. For example, the prime function of the national committees of the United Nations Children's Fund (Unicef) is to inform their respective publics on the needs of children and the assistance in meeting these needs available through the United Nations. The national committees are urged to work with national school authorities and teachers to develop educational materials. A number of the Specialized Agencies have also produced various kinds of material intended to inform teachers or the general public about their work.

(1) Resolution 1511(XV).

(2) Resolutions adopted by the General Assembly, first part of first session, resolution 13(I), Annex I.

(3) Resolution 137(II).

(4) Documents E/1667 of 2 May 1950; E/2184 of 2 May 1952 and addenda; E/2837 of 16 March 1956; E/3322 of 4 February 1960 and addenda.

(5) Resolutions 170(VII); 203(VIII); 314(XI); 446(XIV); 609(XXI); 748(XXIX).

238. Some international non-governmental organizations have also carried out projects of education or information on the work of the United Nations and the Specialized Agencies.

2. Measures at the national level

239. Information provided by Member States for reports to the Economic and Social Council indicates that there has been a steady progress in the development of teaching about the United Nations at all levels of education. Many educators feel that it can be appropriately integrated into a number of studies normally included in curricula and that the most effective approach is through the problems with which the organizations deal.

240. In the primary school, teaching about the subject is gradually being extended downward, and more and more it takes the form of direct teaching about international co-operation through the United Nations family in matters of familiar everyday concern, such as postal services, transport or health. It forms a part of the observance of a number of special days (e.g. United Nations Day, Human Rights Day, World Health Day).

241. However, it is at the secondary level that teaching about the United Nations seems to be most widespread and systematic. It is usually provided in history, civics, and social studies courses. In countries where the study of current events constitutes a part of school programmes, considerable time is given to the United Nations in these courses. In a few countries special courses are devoted to the subjects. Extra-curricular activities (e.g., school clubs, observance of United Nations Day) play an important part.

242. An increased effort is being made to train student teachers and teachers in service for work in this field. In teacher-training institutions, the general practice in a number of countries is to provide basic information and training in methodology as part of one or more relevant studies in the curriculum (e.g. history, social studies, political science, economics). At this level also, extra-curricular activities make a significant contribution. For teachers in service, seminars, special courses and workshops are held regularly in some countries.

243. At the university and post-graduate level, instruction about the United Nations is usually given in courses of political science, law and international relations, but some universities provide special courses on international organizations. In a number of instances, candidates for advanced degrees may choose for their research subjects related to the work of the United Nations.

244. Programmes of education for young people and adults out of school, except in a relatively small number of countries, do not as a rule include teaching about the United Nations and its related agencies. Where provision is made for education on the subject, activities have usually taken the form of seminars, short courses, study groups, or speech or essay competitions. Civic groups, trade unions or other non-governmental organizations are often instrumental in organizing such projects.

245. Through the media of mass communications, considerable information about the activities of the United Nations, especially in the political and security fields, is disseminated in most countries. Comparatively less attention is given to the work of the Specialized Agencies.

3. The problem of materials

246. A lack of suitable materials remains a major obstacle to the development of teaching about the United Nations. Even in those countries where materials are most abundant and varied, shortages of various kinds persist. However, to an increasing extent, information is being included in textbooks of history, civics or social studies and geography, as well as in textbooks for some other studies. Various types of supplementary teaching material (e.g., pamphlets for teachers, discussion guides, filmstrips, periodical publications for pupils, posters) are produced in some countries. The United Nations and the Specialized Agencies have also produced materials, but it is clear that the task must be carried out primarily at the national level in the light of particular needs, conditions and possibilities.

4. Intensification of action

247. Despite the progress that has been made, much remains to be done if young people generally are to have an opportunity to learn about the aims and work of the United Nations and the Specialized Agencies. Attention might be focused on more adequate teacher training in this field, including short courses and seminars for teachers in service, and on the production of suitable teaching materials. The inclusion of specific provisions in school curricula and syllabuses and of related questions in examinations at the end of primary and secondary schooling would help not only to stimulate the further development of teaching on the subject but also to establish its place in education. Efforts in the field of out-of-school education need to be generally strengthened and extended. To present a balanced picture of the rôle of the United Nations and the Specialized Agencies, more information about the work of the latter should be disseminated through the media of mass communications. The success of constructive measures of this kind would contribute to the promotion among youth of the ideals of peace, understanding and mutual respect between peoples, and will depend upon action by governments, intergovernmental and non-governmental organizations, educational authorities and institutions and teachers themselves.

(b) Summary of replies

248. Comments on this subject came from four governments, eight National Commissions, three organizations in the United Nations system and 20 non-governmental organizations. In general, these replies dealt with the aims of teaching, teaching methods and programmes, and teaching materials.

(i) Comments of governments and National Commissions

249. Various views on the aims of teaching about the United Nations were expressed in the replies. Singapore emphasized that the principal aim should be widespread education on the rôle of the United Nations and on its ideals, with emphasis on the Universal Declaration of Human Rights and its implications. In the view of the United States of America, "Unesco should encourage Member States to acquaint their nationals with a realistic picture of the United Nations, its aims and accomplishments". The Danish National Commission recommended that teaching should present not only the structure and organization of the United Nations, but also its activities and concrete achievements. This general view was shared by the German Commission which favoured "showing the United Nations at work" rather than using a purely institutional approach, which does not arouse the interest of young people. The Japanese Commission commented that teaching about the United Nations should aim at fostering basic and healthy attitudes favourable to co-operation with the programmes of the United Nations. The Austrian National Commission remarked that teaching about the United Nations does not suffice by itself to promote international understanding, and that "far more important is some knowledge in the field of elementary psychology . . . and also world history which can enable the coming generation to avoid the mistakes of their forefathers by a better insight into their own selves and their fellow men and fellow nations". The National Commission of the Union of Soviet Socialist Republics called for teaching not only about the basic structure and rôle of the United Nations and its related agencies but also about the practical activities of these organizations, the principal resolutions adopted by them and their implementation. It should be made clear that the United Nations could be an effective instrument to preserve peace if no country or group of countries used it to attain narrow political aims, and if its activities aimed at ending all forms of discrimination. In the view of this Commission, teaching about the United Nations should stress the importance of including as members the countries of Asia and Africa which have recently become independent.

250. The National Commissions of Luxembourg and New Zealand, in discussing teaching about the United Nations in primary and secondary schools, described how this teaching is undertaken in their respective countries. The National Commission of Denmark recommended that teaching about the United Nations should not be confined to civics teaching, but should also be included in modern history as a means of presenting to pupils "important features in modern society".

251. The Japanese National Commission urged a further development of Unesco's Associated Schools Project and arrangements whereby "secondary schools and universities other than Associated Schools may make the best use of the findings of the associated schools in their school activities". The introduction of teaching about the United Nations into specialized

institutions was urged by Viet-Nam. The United Arab Republic Commission recommended that Unesco collaborate in establishing youth centres in various countries in order to inform young people and the general public about the United Nations and its related agencies.

252. Many replies drew attention to a lack of suitable teaching materials. The Japanese National Commission stated that it is necessary to place special emphasis on the preparation of pertinent materials. Mauritius noted that since supplementary teaching materials are not produced in that country, "it would be appreciated if documentation and visual materials could be supplied by Unesco". The German Commission drew attention to "an urgent need of teaching aids on the practical work of the United Nations, the production of films, colour-slides, brochures, exhibition materials and study kits". The publication of reading materials dealing with the United Nations for new literates was proposed by Viet-Nam in order to promote popular education about the Organization. The United States of America commented that, on request by Member States, Unesco should continue to make available materials explaining the United Nations' rôle in world events. Singapore called attention to a need for more attractive periodicals, pictures, films and broadcasts, and suggested that a roving consultant should be assigned to Asia to assist individual countries to produce their own materials in light of their particular needs and conditions. The organization by Unesco of a world-wide competition among youth for the study and evaluation of books dealing with the work of the United Nations and Specialized Agencies was proposed by the United Arab Republic National Commission. It suggested that National Commissions in different countries might supervise the competitions, award prizes such as travel grants, and thereafter translate the winning books into the national language and disseminate them among youth. The Danish Commission emphasized the value of brief, up-to-date supplementary teaching materials, and recommended that Unesco issue or translate texts dealing with aspects of international co-operation, using a limited vocabulary so that they might be used in language teaching.

(ii) Comments of organizations in the United Nations system

253. The three organizations commenting on teaching about the United Nations were the International Labour Organisation, the United Nations Children's Fund and the Office of the United Nations High Commissioner for Refugees. The International Labour Organisation expressed the view that efforts to promote this teaching need to be intensified at both the national and international levels, and that emphasis should be placed on activities directly concerned with the promotion of human rights and the struggle against discrimination and prejudice. The International Labour Organisation advocated giving more attention to teacher training, especially by organizing seminars and courses for teachers, and to the need for teaching materials suitable for young people. Such materials should give a larger place to subjects related to labour. It recommended a greater use of audio-visual aids, and drew attention to the wealth of International Labour Organisation materials which might be more widely used.

254. With reference to teaching materials, the United Nations Children's Fund reported that it encourages its National Committees to develop materials about children in underdeveloped countries. It expressed interest in all activities to promote amongst youth the ideals of peace, mutual respect and understanding among people and suggested that teaching about what is being done through the United Nations system to help children all over the world is an effective way of doing this.

255. The Office of the United Nations High Commissioner for Refugees replied that it attaches great importance to any measures that lead to a better understanding of the work of the United Nations. It cited its own collaboration with Unesco in preparing a revised version of the Unesco Youth Institute publication "Refugees in many lands", and suggested that practical measures of this kind can be of great benefit. It further stated its willingness to continue co-operating with Unesco in preparing materials of this kind or to put at Unesco's disposal existing publications that might be used in schools and universities to acquaint young people with the purposes and activities of the United Nations organizations.

(iii) Comments of non-governmental organizations

256. Aims and approaches to teaching about the United Nations and its Specialized Agencies were discussed in the replies of seven non-governmental organizations. World Brotherhood urged that more emphasis be placed upon the activities and achievements of United Nations organizations.

The World Confederation of Organizations of the Teaching Profession suggested that presenting evidence of the work done by the United Nations is the best way to teach young people the value of the Organization. The Catholic International Education Office recommended organizing an international week throughout the world during which all classes at educational institutions and all youth groups would concentrate on study of the United Nations. The week would terminate with youth rallies on the theme of international understanding. The International League for the Rights of Man recommended that emphasis should be placed on universal principles of the United Nations system, such as those enunciated in the Preamble to the Charter and in the Universal Declaration of Human Rights. Teaching about the United Nations should promote a critical study of these texts, as well as of the activities of the United Nations and its Specialized Agencies.

257. A somewhat different approach was suggested by three other non-governmental organizations. The World Jewish Congress recommended setting up under Unesco auspices an expert committee which, as a guide to teaching about the United Nations, would study the problems involved in the disparity between ideals and standards proclaimed and the realities of national and international life. The Universal Esperanto Association held that the problem in teaching about the United Nations was not so much that of winning support for the Organization as of improving its functioning; if it were made more effective, support for it would increase. Similarly, the World Confederation of Trade Unions suggested that if the United Nations could eliminate procedural wrangling and carry out more faithfully the objectives of the Charter, interest in its activities would be more widespread. This organization recommended that Unesco's public information activities should deal not only with the United Nations and its related agencies, but also with other international organizations having the same objectives.

258. Programmes for teaching about the United Nations were the subject of comment from a number of non-governmental organizations. The World Union for Progressive Judaism proposed that parent-teacher associations should press for the further development of teaching about the United Nations in schools. The Women's International League for Peace and Freedom recommended that teaching about the United Nations be given in history courses at the upper secondary level, where the topic can be the object of student research and discussion. Incorporation of teaching about the United Nations in the social studies curriculum was urged by the New Education Fellowship. The International Conference of Social Work expressed the view that all primary and secondary schools should include a course on contemporary history in which teaching about a number of international organizations would be given. World Brotherhood proposed, as a method of teaching about the United Nations, talks by experts returning from technical assistance missions.

259. The World Federation of United Nations Associations stressed the importance of including teaching about the United Nations in late primary and all secondary grades. It pointed to the need to frame a suitable graded syllabus for use in schools and proposed that Unesco appoint a body of experts to draft the outline of a syllabus which national educational authorities could then adapt to suit local conditions. The World Federation of United Nations Associations also urged that instruction on how to teach about the United Nations be given in all teacher-training institutions. Similarly, the World Confederation of Organizations of the Teaching Profession called for a greater effort in preparing teachers because "the success or failure of any programme aimed to further teaching about the United Nations and its Specialized Agencies depends eventually on the members of the teacher profession".

260. Among various advantages which would result from a wider teaching about the United Nations, the World Federation of United Nations Associations cited the following: (1) teachers would have a specific subject directly related to peace and international understanding; (2) teaching about the achievements of the United Nations and the Specialized Agencies would demonstrate concretely the benefits of peace and international co-operation; (3) this teaching would help to develop the United Nations into an organization of the peoples of the world in line with the aims of the United Nations Charter; (4) students would be encouraged to keep informed about international affairs and their knowledge of the United Nations would enrich their learning of such subjects as history, geography and civics; and (5) teaching about the United Nations would provide a means of broadening the concept of civic responsibility to cover its international as well as its national aspects.

261. Several non-governmental organizations drew attention to their efforts to encourage a wider understanding of the United Nations and suggested an intensification of such efforts. The International Council of Women commented that teaching about the United Nations is a constant concern of one of its standing committees. The International Association of Workers for Maladjusted Children mentioned its distribution of brochures and other materials and the showing of films and filmstrips. Other non-governmental organizations which reported that they were working to stimulate teaching about the United Nations included the World Union of Catholic Women's Organizations, the World Alliance of Young Men's Christian Associations, the World Association of Girl Guides and Girl Scouts and the International Federation of Business and Professional Women. The World Young Women's Christian Association recommended that members of the secretariats of the United Nations and its agencies attend seminars and other meetings of non-governmental organizations as a means of helping to create an "international ethic" which would arouse greater support for the United Nations. This non-governmental organization also urged the expansion of the internship programmes of the United Nations and the Specialized Agencies to include students and personnel from international non-governmental organizations.

262. Eight non-governmental organizations commented on the need for suitable teaching materials relating to the United Nations. The World Confederation of Organizations of the Teaching Professions expressed the view that "the provision of suitable classroom materials is essential to the execution of any programme in this field". World Brotherhood recommended a better use of United Nations films and, in general, a more widespread use of United Nations and Unesco educational and informational materials. The World Young Women's Christian Association stressed the fact that the lack of teaching materials in non-official languages of the United Nations is a great handicap to teaching, and recommended that materials be translated into more languages. It pointed to the need for qualified staff and an adequate budget at the headquarters and regional offices of the United Nations and Unesco to prepare attractive and varied informational materials. The International Council for Philosophy and Humanistic Studies also commented on the need for teaching materials, as much at the primary level as at the secondary and higher levels. This non-governmental organization expressed the view that it is up to the governments of Member States to encourage the production of more teaching materials. The World Union for Progressive Judaism urged that United Nations literature should be made available to all countries and in a suitable form. It also proposed that some United Nations literature and films, rather than focusing on the United Nations, should present an objective account of life in different countries. The Catholic International Education Office recommended the regular publication in a review, or possibly in the "Courier", of suggestions on teaching about the United Nations which might ultimately be published together in a brochure.

263. A study in depth of what teaching materials are best suited to different ages and school levels was proposed by the International League for the Rights of Man. It recommended prize competitions to stimulate the preparation of teaching materials and model lessons, and the publication of the best of those prepared. The World Federation of United Nations Associations, while recognizing that the lack of suitable teaching materials is a problem, remarked that when teaching about the United Nations is included in official curricula, a demand for teaching materials will be created and textbook writers and publishers will try to meet the demand. This non-governmental organization suggested that it was unrealistic to call for more teaching materials at a time when relatively few countries include teaching about the United Nations in their curricula and syllabuses.

D. ACTION OUTSIDE THE SCHOOL

264. This section considers four subjects: the rôle of the local community; the rôle of youth clubs, organizations and movements; the rôle of mass communications media; and basic research on ways to increase international understanding among youth. As regards each of these subjects, the relevant extract from the discussion paper is given first, and is then followed by a summary of comments received. The discussion paper invited comments on:

- (a) Principal aims of intensified action in this field.
- (b) Practical ways of intensifying international action, national action and voluntary action in this field.
- (c) Priorities within this field.

1. The rôle of the local community(a) Relevant extract from the discussion paper

265. Generalizations on the contribution to international understanding of the local community are difficult. The community can mean anything from a complex industrialized metropolis to a small village isolated from the knowledge and technology of contemporary civilization.

266. Community efforts to educate youth for international understanding should not be concentrated on young people alone as they are not an isolated group. The fact that they are influenced by their entire environment, must be taken into account in the planning of programmes. Thus, projects aimed at young people may be more successful if they form part of a general programme for the community as a whole. Programmes which single out youth without due attention to adult attitudes and needs may serve only to bring about a conflict of attitudes or to increase among youth a sense of impotence and futility.

267. In the local community many types of programmes of education for international understanding may be conducted by a wide variety of groups: educational authorities, teachers' associations, civic organizations, churches, trade unions, libraries and museums, youth clubs and organizations and voluntary associations. Programmes may include: special courses at educational institutions; film study and discussion programmes run by voluntary groups concerned with world affairs; public lectures sponsored by civic or private groups; language and culture programmes arranged by national and bi-national information centres; displays, expositions and similar projects in libraries, museums or commercial enterprises, and community drives to publicize or raise funds for purposes linked to international understanding. Unesco encourages and assists such local community programmes by supplying documentation and study and visual materials to groups requesting them.

268. An increasing number of communities throughout the world are receiving visitors from other countries. An important contribution to international understanding is found in the efforts of local communities to set up arrangements for anticipating such visits and providing hospitality and guidance to persons coming from other countries. The visitor may be introduced to local groups and perhaps invited to address them; he may be given orientation on the significant characteristics of the community and presented to its leaders. Governmental and private agencies might promote the establishment of such arrangements in more communities because of their benefit to the foreign visitor and the community and their contribution to international understanding.

269... There are still other kinds of programmes and special events which are reaching an increasing number of local communities and enlarging their knowledge of other peoples and cultures. Among these are displays of foreign art works, international exhibitions and fairs, dramatic productions and festivals of foreign plays, concerts and dance performances by foreign artists and films produced in other countries. With these may be linked the organization of "days", "weeks" or some other period of time to draw attention to other countries or regions. Special "days" have also been widely adopted as a means to acquaint people with the aims and work of the United Nations and its Specialized Agencies and with the Universal Declaration of Human Rights.

270. Another activity which contributes to international understanding is the "linking" or "pairing" of towns in different countries with the aim of bringing the citizens of both communities into closer contact.

271. It is preferable, where conditions permit, that local communities themselves take the initiative in these activities. However, intensified measures can be encouraged by a variety of agencies. For example, governments might give greater support to local communities for organization of cultural presentations from abroad. National Commissions can assist them in setting up machinery to welcome visitors from other countries. Non-governmental organizations can help with arrangements for special "days", fund-raising drives and related activities. Inter-governmental collaboration can likewise contribute to efforts made by the local community, and should be called upon for this in an intensified programme to educate youth for international understanding.

(b) Summary of replies

272. Unesco received comments on this topic from two governments, six National Commissions, one intergovernmental organization and ten non-governmental organizations. All favoured an intensification of measures to promote the ideals of peace, mutual respect and understanding among youth through local community action.

(i) Comments of governments and National Commissions

273. The view that community efforts to educate youth for international understanding should form part of general programmes for the community as a whole was expressed in several comments. The National Commission of the Union of Soviet Socialist Republics stressed this point, and commented that the ideals, structure and way of life of society play an essential rôle in the education of young people. Singapore noting that youth cannot be treated in isolation, recommended that measures concerning youth should take into account the place of young people in the adult community. The National Commission of Rumania drew attention to the important influence of the community on youth and called for intensified action to promote international understanding among adults as well as young people. Among measures mentioned by the New Zealand Commission were adult education movements, which can contribute to a wider community knowledge of the United Nations and of other peoples and cultures. In the view of the Japanese Commission, efforts at the community level "have to be multitudinous in types and forms" because they have to be directed towards large, unorganized groups of people. This Commission also stressed the importance of community activity to reach the many young people not in school.

274. As to types of action, the Australian National Commission remarked that efforts such as the Food and Agriculture Organization's Freedom from Hunger Campaign, which aim at educating the general public about conditions in different countries, arouse the interest and sympathy of young people towards other countries. The important rôle of official and private organizations was commented upon by the New Zealand Commission. Mauritius emphasized the value of "pairing" of towns and the organization of special "days" as a means to promote international understanding within the local community; however, it pointed out that displays in village halls and community centres arranged as part of special "day" celebrations may be hampered by a lack of suitable materials. The Swedish National Commission noted the value of "international weeks" held in various towns in Sweden on the Commission's initiative and carried out by local clubs and associations.

(ii) Comments of a Specialized Agency

275. The Food and Agriculture Organization responded that "our experience confirms the principle that work for children and young people is best conducted as part of programmes designed for the community as a whole".

(iii) Comments of non-governmental organizations

276. That community action to promote international understanding should not concentrate exclusively on youth was the view of several non-governmental organizations. The World Union of Catholic Women's Organizations took this position, as did the World Association of Girl Guides and

Girl Scouts, which described its activities to promote international fellowship and a sense of community responsibility among members through activities which directly involve others in their community, such as helping with problems of social welfare. The World Jewish Congress called for action to educate youth, and also for increased efforts to eliminate prejudices in the community as a whole. The World Confederation of Organizations of the Teaching Profession stated that action for young people requires that the local community provide a good example.

277. Among non-governmental organizations stressing the importance of out-of-school education programmes to promote international understanding among young people was the World Federation of United Nations Associations. It recommended that these programmes should aim at improving the knowledge of young people, developing their skills and educating them for civic and social responsibility in a widening social context. Citizenship training was also emphasized by the World Association of Girl Guides and Girl Scouts. Among various points raised by the International Council of Women was the mental health of young people, their artistic education and their use of leisure time.

278. Some comments called for more support to be given to certain activities and agencies. In the view of the World Union of Catholic Women's Organizations, governments and international institutions should provide moral and financial support for public or private initiatives to promote international understanding among various groups in a society. The World Confederation of Organizations of the Teaching Profession urged greater encouragement by the local community of the work of the educators of young people, particularly by granting to them the status to which they are entitled. The Universal Esperanto Association called for increased support by governments to non-governmental organizations engaged in activities promoting international understanding, for example, by providing relief from inheritance duties and making meeting places available free of charge.

279. Among particular activities recommended were well-oriented educational programmes through the media of mass communications, proposed by the World Confederation of Organizations of the Teaching Profession. It called attention to the heavy responsibility of the local community to influence "the promoters of mass communications". The Consultative Council of Jewish Organizations remarked that systematic and well-organized celebrations of United Nations Day in schools, sports arenas, theatres and elsewhere can contribute substantially to a wider knowledge at the community level of the aims and work of the United Nations. The World Union for Progressive Judaism recommended holding Youth Days simultaneously in many parts of the world, adding that this type of event requires long advance planning.

2. The rôle of youth clubs, organizations and movements

(a) Relevant extract from the discussion paper

280. Young people join youth organizations in order to associate themselves with a relatively homogeneous group of their peers, to devote their energies to meaningful action, and to achieve self-expression and a sense of belonging and security. Thus, youth clubs, organizations and movements meet important psychological and social needs of young people; and at the same time they provide a vehicle for education for international understanding. For these reasons existing youth organizations and clubs should be aided and strengthened, and, in countries where they do not exist, National Commissions or other agencies might help to establish them. There is a special need to increase opportunities for membership in youth organizations for young people in the 15-18 age group, who are often not reached by existing youth organizations. For them clubs and centres might be set up through the schools.

281. In the field of international exchanges, youth clubs and organizations contribute to international understanding through their participation in international sports competitions, work camps and other schemes of voluntary service, and in cultural presentations such as concerts and plays which take them to other countries or bring them into contact with young people from abroad. Exchanges between youth clubs and organizations of correspondence and other materials increase the mutual understanding of young people in different countries and strengthen their sense of unity with one another. Of special interest are the increasing number of programmes to aid youth organizations in the underdeveloped parts of the world.

282. The educational programmes of youth clubs and organizations also contribute to international understanding, and are particularly important for youth in the 15-20 age group whose formal education has already terminated. These activities may include debate and discussion programmes on questions related to international understanding, and courses, conferences and seminars at national, regional or local levels. The contribution of these activities might be strengthened if National Commissions undertook to encourage youth clubs and organizations to include whenever possible a session on international understanding in their training programmes and to assist in the planning of these sessions.

283. Since its early days, Unesco has had an active interest in youth organizations, especially their programmes to promote international understanding. The Unesco General Conference has adopted a number of resolutions on this aspect of their work. A number of international non-governmental organizations concerned with youth have consultative relations with Unesco. Unesco has organized seminars for leaders of youth movements on matters relating to international understanding, and makes available to various youth groups background and other materials for study of international affairs. Another Unesco programme offers travel grants to promote international exchanges of officials and members of youth organizations. An important part of the East-West Major Project is the encouragement of greater understanding between youth and closer relations between youth organizations in the two areas.

284. One of the most striking features of Unesco's work with youth since 1955 has been the System of Associated Youth Enterprises, under which Unesco assists and co-ordinates significant or experimental youth projects which serve the objectives both of Unesco and the youth organizations concerned. To date, there are 44 enterprises in the System; they cover a wide range of subjects and, seen as a whole, they have made a significant contribution to the development of youth work and of international understanding among young people.

285. The intensification of measures to promote international understanding among youth will require the sympathetic interest and support of young people themselves. A practical way of obtaining their support would be to engage them directly in the elaboration and implementation of at least some measures. Youth organizations provide a means of doing this.

(b) Summary of replies

286. This subject was discussed in the replies of two governments, nine National Commissions, two intergovernmental organizations and eight non-governmental organizations. All the replies stressed the importance of youth organizations, and nearly all made recommendations on how their contribution might be enlarged.

(i) Comments of governments and National Commissions

287. Several replies drew attention to the important rôle played by youth organizations in promoting international understanding. Thus, the Japanese National Commission commented that because of their important rôle at the local level, "they should be encouraged to adopt and conduct programmes designed for the promotion of peace and international understanding". The National Commission of the Union of Soviet Socialist Republics remarked that youth organizations can play an important part in youth education if they work for the ideals of peace and progress; it described some of the activities of youth organizations in the Soviet Union. The German Commission stated that in Germany youth education for international understanding outside the school is carried out primarily by youth organizations. That youth organizations such as the Girl Scouts and others are well suited to promote the ideals of peace and mutual understanding was stressed by the Australian Commission, which pointed out that "their law of friendship is intrinsically bound up with the ideal of international understanding". The Swedish National Commission noted that most youth organizations in Sweden have some sort of international activity which almost always has an educational purpose.

288. The need to emphasize the training of youth leaders, to provide more educational materials for youth groups and to strengthen and encourage their programmes was noted in the replies of the National Commissions of Japan, Sweden, United Arab Republic, Germany and Israel and of Mauritius. The Japanese and Swedish National Commissions recommended that more national training courses and seminars and more international exchanges and meetings be organized for

youth leaders. Noting the lack of materials for introducing young people to the culture and life of different countries, the Japanese Commission recommended that "Unesco and Member States should make efforts for the production, supply and exchange of such documents and materials". The Swedish Commission proposed annual "Youth Fairs" where study material on international questions might be shown and discussed.

289. Mauritius and the United Arab Republic National Commission also supported greater efforts to train youth leaders; the former suggested increasing the number of travel grants for officials and members of youth organizations, and commented that it would be useful to include a session on international understanding in the training programmes of youth organizations. The National Commission of the United Arab Republic favoured expanding the number of training seminars and of awards and study tours offered to youth leaders. The Swedish Commission suggested the establishment of institutes for youth leaders in economically underdeveloped countries by the more developed countries and annual courses for youth instructors in the latter as a means of encouraging the training of youth leaders. The German Commission, in describing the activities of youth groups in this country, mentioned courses and seminars, conferences, public youth forums, lectures, the publication of special articles in youth periodicals, the organization of exhibitions and programmes of films and recordings. The value of guidance programmes for 15-20 year olds and for younger groups was emphasized by the Israeli National Commission, while it recommended that youth groups be well supplied with study materials on the cultures of other nations.

290. Relations between different national youth groups and between national and international youth organizations were discussed in several replies. The German and Swedish Commissions called attention to the ways in which national youth groups can promote international understanding and at the same time make a contribution to developing countries by establishing relations with youth groups in them. In this connexion the German Commission mentioned such activities of German youth groups as seminars with students and trainees from the developing countries, financial aid to student associations in these countries, "Brother-Sister Programmes" to aid foreign students on their arrival in Germany, participation in international work camps in the developing countries and gift campaigns for the benefit of youth groups in these countries.

291. The value of the affiliation of national youth groups with international associations of youth which cultivate understanding was noted by the Luxembourg and Swedish National Commissions. The Israeli Commission recommended the establishment of direct and regular bilateral relations between youth in organizations in different countries (between either local branches or national organizations) similar to the relationship between "linked" towns and schools. Singapore suggested that youth clubs and movements be made more conscious of the existence of similar bodies in other countries, and that communications and exchanges between them be encouraged; it particularly recommended that youth organizations in different countries adopt programmes of mutual assistance. The National Commission of the Union of Soviet Socialist Republics expressed the view that the lack of unity among youth movements impedes the promotion of international understanding among youth, and urged that Unesco encourage efforts which seek to further co-operation between these diverse movements. This Commission suggested that it would be useful to organize under Unesco auspices an international conference of the directors of youth organizations which have different tendencies, and to focus discussions on the dissemination among youth of the ideas of peace and international understanding. The National Commission of the Union of Soviet Socialist Republics further expressed the view that if Unesco is to undertake serious action to promote international understanding among youth, it should encourage more international co-operation between youth organizations and itself should co-operate with youth organizations working for the same goal; Unesco must therefore change what the USSR terms discrimination against certain democratic youth organizations which have been refused the benefits of consultative status with Unesco since 1952. Similar views were expressed by the National Commission of Rumania, which recommended that Unesco urge Member States to ensure that no youth organizations in their countries cultivate a spirit of chauvinism, racism or militarism.

(ii) Comments of intergovernmental organizations

292. The Council of Europe commented on the importance of relations between youth organizations in Europe and in the underdeveloped countries. It calls attention to the fact that a European youth centre is to be established at Strasbourg to furnish technical assistance to voluntary youth organizations and to train leaders for them both in Europe and in the developing countries.

293. The Food and Agriculture Organization commented that "the rôle of youth clubs and the organization and movements of youth activities should receive particular emphasis".

(iii) Comments of non-governmental organizations

294. The importance of youth groups in promoting international understanding was emphasized by several organizations. In the view of the International Conference of Social Work, youth movements and folk high schools can make an important contribution. The World Federation of Trade Unions also emphasized the importance of youth groups and remarked that hitherto they have not been employed as much as is desirable as a means to promote international understanding. Youth groups provide an ideal base for out-of-school action, according to the World Union for Progressive Judaism. The Catholic International Education Office commented that they can contribute substantially to overcoming prejudices. While agreeing on the important rôle of youth groups for youth out of school, the World Federation of United Nations Associations drew attention to the fact that young people who have had little or no education often do not join local youth groups.

295. Concerning different kinds of youth groups, the World Union for Progressive Judaism recommended that young people be encouraged to join their local United Nations Associations. The Women's International League for Peace and Freedom recommended using alumni associations of lycées and other schools to promote international understanding because they have the advantage of embracing different generations and might facilitate youth exchanges.

296. Several non-governmental organizations commented on the need to increase and improve publications for youth groups and movements. The World Young Women's Christian Association recommended that Unesco should subsidize the translation into languages other than its official ones of documentation on youth group activities, and the Catholic International Education Office urged that youth groups be provided with more documentation for their work. A greater use of United Nations educational materials was favoured by the World Union for Progressive Judaism.

297. Exchanges and training programmes were treated in two comments. The World Young Women's Christian Association urged that the rôle of Unesco's Youth Section should be strengthened so that it can organize or support more seminars to train leaders of youth movements. In the view of the Catholic International Education Office, it would be useful to increase international exchanges and meetings among different youth movements and associations which are concerned with similar kinds of activities, such as culture, education, sports, etc.

298. With regard to the programmes of youth groups, World Brotherhood recommended that they held foreign students or workers in the local community and provide hospitality for them; it also recommended that more international essay and art competitions be sponsored for youth groups. The Catholic International Education Office proposed that all youth organizations take "Peace" as the subject of study for a full year.

299. A series of measures at the international level for strengthening youth activities were urged by the World Young Women's Christian Association: the Unesco system of Associated Youth Enterprises should be enlarged; Unesco should invite governments and National Commissions to give more support to youth organizations; the programmes of Unesco's Youth Institutes should be expanded; and the United Nations and the other Specialized Agencies, as well as Unesco, should give attention to youth movements.

3. The rôle of mass communication media

(a) Relevant extract from the discussion paper

300. The rôle of mass communication media in education for international understanding varies enormously as between the developed and underdeveloped areas of the world. A Unesco survey shows that nearly 70% of the world's population, those in underdeveloped countries, lacks the means of being adequately informed of developments at home or abroad through press, radio, film or television.⁽¹⁾ In addition nearly one-half of the world's population is illiterate. If

(1) "Mass Media in the Developing Countries", Paris, Unesco, 1961.

mass media are to play an effective rôle in the underdeveloped countries; it is necessary to eradicate illiteracy and to develop communication facilities.

301. In the more developed countries, the principal sources from which the people obtain their information on world affairs are newspapers and news magazines, radio and television programmes and newsreels. Only a relatively small proportion of the population learns about other countries and international affairs by reading books and pamphlets, by attending lectures or by participating in study and discussion groups. However, although the mass media could play an important part in education for international understanding in developed countries, their present contribution is limited in relation to its potential. In contrast, the rôle of the mass media in education is receiving increasing attention in the less developed countries, where they are regarded as effective instruments for economic and social improvement.

302. Another factor which limits the contribution of mass media to the education of youth for international understanding is that, in an age of striking advances in communication and transport, a maze of restrictions hampers the full use of these media. High and discrepant rates curtail the flow of press dispatches; lack of agreement on programme exchanges and on the distribution of frequencies limits the scope of broadcasting between countries; inadequate methods of distribution curtail the international circulation of films; and a variety of tariff and trade restrictions delays and hinders the flow of educational, scientific and cultural materials of all kinds. Youth organizations have indicated their concern over these obstacles as a hindrance to education and international understanding.

303. Since its inception, Unesco has assisted and encouraged efforts to improve mass communication techniques, develop the information media and eliminate obstacles to the free flow of information. The Unesco General Conference has adopted two international agreements under which a number of countries have exempted information materials from customs duties and relaxed currency and other administrative restrictions on their importation. These agreements between them cover books, newspapers, periodicals, works of art, educational films, sound recordings and scientific instruments. Unesco has also been instrumental in obtaining substantial concessions in rates and facilities for the international transmission of press messages, the postal dispatch of printed matter, and for international trade in educational and other materials. At the request of the United Nations, Unesco is carrying out a world survey on the problems in helping the underdeveloped countries to build up their information media as the basis for a development programme.

304. To improve the use of mass communication, Unesco has carried out various programmes including sending experts to different countries, awarding fellowships for specialized training, holding seminars on subjects relating to the use of mass media for educational purposes and conducting various experiments and pilot projects on the use of film, radio and television for education. Unesco has also promoted research in mass communication, including particularly the effects of the mass media on children.

305. Intensified efforts to enlarge the contribution of mass media to the education of youth for international understanding will require still more efforts by countries to eliminate illiteracy and to develop information media and promote their more effective utilization. The ratification by more governments of the two international agreements cited above would be a significant forward step. In addition, greater efforts should be made to serve the needs of young people, for example, by expanding educational radio and television programmes for youth, especially for schoolroom use. Young people should also be educated to exercise a critical judgement and to demand high standards in the use of information media. Special attention should be given to the use of mass media in relation to leisure-time activities.

306. It has been suggested that Unesco might initiate a new publication similar to the "Courier" but directed specifically toward youth throughout the world. Alternatively, Unesco might prepare more material for youth publications in member countries and co-operate with the National Commissions in encouraging the development of such publications in countries or regions where they do not exist. National Commissions might also undertake responsibility for producing films on the life of young people in their country to be exchanged with other countries and used by educational institutions, youth organizations and other agencies concerned with educating youth for international understanding.

(b): Summary of replies

307. Two governments, six National Commissions and 11 non-governmental organizations commented on this topic. While agreeing on the importance of mass communication media, the comments differed on how these media might best be used to promote international understanding among youth.

(i) Comments of governments and National Commissions

308. The important rôle that mass communication media can play in promoting international understanding among youth was stressed in the comments of the National Commissions of the Union of Soviet Socialist Republics, Japan, Rumania and New Zealand. The New Zealand Commission drew attention to the fact that in New Zealand "the press and the broadcasting service have all contributed actively to wider knowledge of the United Nations and of other peoples, and to engendering sympathy for the ideals of peaceful co-operation". The Israeli Commission commented that the material disseminated through mass communication media is often not suitable for youth, and that non-commercial films of an educational or scientific character too often only give factual information without stimulating thinking about the problems of different countries. The National Commission of the Union of Soviet Socialist Republics remarked on the importance of mass communication media in youth education, and urged that their utilization in certain countries to inspire militarism and distrust between peoples be condemned.

309. With regard to the possibility of National Commissions producing films on the life of young people in their countries, the Japanese Commission cited difficulties in that "production of original versions and of national language versions of imported films would involve financial questions". The National Commission of Rumania, on the other hand, was in favour of Commissions undertaking this activity, and recommended that Unesco distribute the films internationally.

310. The problem of youth publications and materials for them was discussed in several comments. The United States of America expressed the view that Unesco should not initiate a new youth publication similar to the "Courier"; instead it would be more effective and less costly to encourage the preparation of more articles for distribution to existing youth journals. The Japanese National Commission recommended that Unesco should prepare more material for youth publications and youth organizations. The idea that the "Courier" might in future reserve an important place to questions affecting youth was favoured by the Rumanian National Commission. The National Commission of the Union of Soviet Socialist Republics commented that a Unesco periodical for youth might play a positive rôle in disseminating the experiences and activities of different youth organizations; this Commission called attention to the necessity of careful consideration of how representatives of different national and international youth organizations would participate in the preparation of material to be published in a Unesco periodical. The Swedish National Commission suggested that the arrangement of special courses for editors of youth magazines might help to expand their contribution to international understanding.

311. The importance of international exchanges of radio and television programmes as a means of furthering international understanding was emphasized by the Japanese National Commission. It recommended an increase in exchanges of information about plans and content of radio and television programmes, and stressed in particular the need for intensified efforts to promote the free flow of information.

312. The relationship of literacy rates to mass communication media was discussed by Singapore. It commented that "the teaching of the wider public . . . can only come about by mass education and the prerequisites are mass literacy and efficient use of communication media". It therefore urged intensification of adult literacy education and "the encouragement of proper and full use of the press, the film, radio and television".

(ii) Comments of non-governmental organizations

313. The importance of mass communication media in promoting international understanding among young people was stressed in several comments. The World Federation of Trade Unions remarked on the substantial influence these media may have, and urged that Unesco give thought

to measures against war propaganda and bias in information. The International Confederation of Free Trade Unions recommended that Unesco develop the means of mass communication, including audio-visual aids, and place them at the disposal of organizations which would use them to promote international understanding. More support for the new International Music Centre for Audio-Visual Materials in Vienna was urged by the International Music Council.

314. The development of educational programmes on radio and television for youth should be encouraged, in the view of the Soroptimist International Association, particularly those aimed at developing international understanding. The World Young Women's Christian Association called for special care to be given to "radio and television programmes for schools, emphasizing international and interracial understanding". World Brotherhood noted that, generally speaking, radio and television programmes designed for young people do not seem to have much appeal. The importance of mass communication media in the education of adults was noted by the Consultative Council of Jewish Organizations. The World Confederation of Organizations of the Teaching Profession urged that "every endeavour which can be made to improve their educational content in the promotion of understanding and mutual respect should be given priority consideration". It particularly recommended the involvement of teachers and educational institutions and organizations in the development of such efforts.

315. The relationship of mass communication media to illiteracy was noted by the World Federation of United Nations Associations and the World Federation of Trade Unions. The former organization expressed the view that these media are an important means to reach young people who are illiterate or barely literate; the latter organization noted that the liquidation of illiteracy will contribute to a wider diffusion of the ideals of peace, mutual respect and understanding.

316. Five non-governmental organizations discussed the question of publications to promote international understanding among youth. The World Confederation of Organizations of the Teaching Profession emphasized that the success of a new Unesco publication for youth would depend upon its distribution and its value to people in a position to influence young people. The World Federation of United Nations Associations commented that youth publications run into problems not so much of publication as of distribution. It recommended that in addition to publishing its own youth journal, Unesco might consider providing support to youth magazines which already have an established circulation and which promote the ideals of international understanding among youth. The World Jewish Congress proposed that Unesco undertake publication of a youth periodical as a pilot project on a world scale; its aim would be to present current events to young people with complete objectivity and fairness. The Consultative Council of Jewish Organizations recommended the publication of a review aimed at arousing more support for education for international understanding, to be widely distributed among as many schools, libraries and similar institutions as possible. It also urged that more books with the same objective be published and similarly distributed. The periodic publication in local newspapers of "a page on youth problems" was urged by World Brotherhood; one objective of this undertaking would be to inform young people more widely about the United Nations. This organization also commented that a special international youth paper would be useful; it might be published by an international youth organization, edited by groups of young people in turn in different countries and distributed through schools and youth movements all over the world.

317. Two other suggestions were offered by non-governmental organizations regarding the rôle of mass media. The International Confederation of Free Trade Unions urged that every effort be made to enforce immediate application of the Unesco Agreement on the Importation of Educational, Scientific and Cultural Materials. The organization of international essay and art competitions for youth groups was recommended by World Brotherhood.

4. Basic research on ways to increase international understanding among youth

(a) Relevant extract from the discussion paper

318. A concerted international effort to promote the ideals of peace, understanding and mutual respect among youth is a relatively new development. Projects of basic research could therefore shed light on many aspects of this effort; and might be especially useful in determining the most productive kinds of measures, the most effective teaching methodology and the most stimulating approaches to education for international understanding.

319. Basic research would also be useful on the methods and content of a training for citizenship which will convey a sense of individual moral and social responsibility to work for the cause of peace; and on ways of encouraging the formation of constructive attitudes towards other peoples and countries. Further study might profitably be undertaken on techniques of conducting conferences and seminars and on means to evaluate the processes which they involve. Other possible subjects which would benefit from increased research are: the rôle of extra-curricular activities; the organization of youth gatherings, and the conditions under which international exchanges and contacts contribute most effectively to international understanding.

320. Unesco has encouraged and assisted basic research related to international understanding in its Associated Schools Project, its International Exchange Service, and in association with the Unesco Institute for Education at Hamburg and the Unesco Institute for Youth at Gauting. It has been suggested that in a world-wide intensification of measures to promote international understanding among youth, Unesco might concentrate a special effort on projects of basic research; as part of this, a central bureau might be established to encourage and co-ordinate world-wide research projects on education for international understanding, and to serve as a clearing house and documentation centre in this field.

(b) Summary of replies

321. Comments on this topic were made by two governments, two National Commissions, one intergovernmental organization and 11 non-governmental organizations. An expansion of basic research was urged in all of these comments.

(i) Comments of governments and National Commissions

322. The Japanese National Commission commented that "basic research forms the basis of all intensifying action, and it is the most significant and suitable action to be undertaken by Unesco". This Commission expressed the view that setting up machinery to co-ordinate research and serve as a clearing house "might be considered if necessary". Mauritius favoured the establishment of a central bureau by Unesco, and remarked that national voluntary organizations would no doubt make use of the services provided by such a bureau.

323. Singapore urged basic research "to study the hopes and aspirations of the different nations" in order to seek "a common bond to achieve universal accord"; for this it recommended an increase in scholarships, fellowships, student exchanges and endowments and donations to university faculties of anthropology and sociology. Cultural and anthropological discussions should be fostered and newspapers should devote daily or weekly articles to the topics proposed. The German National Commission recommended basic research on the following matters: (1) studies on the origin and overcoming of prejudices; (2) evaluation of the Associated Schools Projects and their effects on the system of education as a whole; (3) studies on the effects of youth exchanges and on ways and means of promoting such exchanges. This Commission also proposed more international seminars and further studies in the framework of the Associated Youth Enterprises and continued evaluation of international youth meetings and congresses.

(ii) Comment of a Specialized Agency

324. The Food and Agriculture Organization called attention to the need to establish "clearing houses in different countries for research and information dealing with the explicit aim of promoting youth activities outside the school".

(iii) Comments of non-governmental organizations

325. Research on prejudice, attitude formation and similar themes was recommended by eight non-governmental organizations. The World Union of Catholic Women's Organizations recommended that Unesco continue its work to combat prejudices, especially race prejudice. The importance of research on this subject was stressed by the World Federation for Mental Health, which pointed out the need for research on methods by which one can give to children "a positive outlook on themselves, so that they do not need to compare themselves favourably or unfavourably with the people next door, or in the next street or in the next country". This organization also proposed a study of ways to co-ordinate the efforts of parents and teachers to cultivate

constructive attitudes in children. World Brotherhood emphasized the same general theme in proposing investigation of the social and international attitudes of young people and of the reasons for existing group prejudices or for the outbreak of religious or racial intolerance.

326. The New Education Fellowship called for research on changes in attitudes, and on "the ways of creating a challenging and critical citizenry as opposed to an apathetic and unthinkingly conformist society".

327. According to the World Jewish Congress, research is needed on: (1) how to develop sound critical attitudes towards information; (2) the problems involved in the disparity between the ideals and the realities of national and international life, and (3) the feasibility of publishing a periodical to present current events objectively to young people. The World Young Women's Christian Association called for research on the psychology of adolescents and their sense of values; on the psychological, social and other forces which may contribute to the positive inner cohesion of youth; and on the motivation and evaluation of voluntary service projects, particularly the concept of service in different civilizations.

328. The Catholic International Education Office recommended research on methods of developing in parallel fashion both national patriotism and international understanding and on the extent to which a person's ideas, prejudices and behaviour are affected by his surroundings. The World Confederation of Organizations of the Teaching Profession proposed as aims of basic research: (1) to find out the most effective means for the transmission of ideas and ideals; (2) to promote the influence of educational agencies both in and out of school and college through a study of them in relation to other forces which influence the attitudes of young people, and (3) to examine the content of education to expose prejudice and misunderstanding, especially in relation to the teaching of "history, geography, ethics, religion, social studies and science".

329. Organizational aspects of research were the subject of comments from four organizations. The World Association of Girl Guides and Girl Scouts mentioned the establishment on an experimental basis of a training centre in Switzerland to study the factors which, from the point of view of both the visitor and the host, contribute to the value of travel abroad and international exchanges. The World Union for Progressive Judaism proposed that youth organizations undertake basic research on world problems as a means to help Unesco and to stimulate the promotion of international understanding. Encouragement by Unesco of research on the rôle of youth movements in promoting international peace and understanding was recommended by the World Young Women's Christian Association which suggested that Unesco supply financial aid for this purpose. The Universal Esperanto Association favoured the establishment of a central bureau to encourage and co-ordinate world-wide research projects on education for international understanding, and, as a topic on which research is needed, cited the language problem as a basic obstacle to international understanding.

E. POSSIBILITY OF AN INTERNATIONAL
DECLARATION OF BASIC PRINCIPLES

330. This Section first reproduces the extract from the discussion paper dealing with the possibility of an international declaration of basic principles, and then summarizes the comments made on this question.

(a) Relevant extracts from the discussion paper

331. Resolution 1572(XV) invites the appropriate Specialized Agencies, and especially Unesco, in addition to considering ways of intensifying international, national and voluntary action, to consider also "the possibility of formulating a draft of an international declaration setting out the basic principles concerning the promotion among youth of the ideals of peace, mutual respect and understanding between peoples".

332. The resolution was adopted following a debate in the Third Committee on a resolution introduced by Rumania (A/C.3/L.896) proposing that a convention should be drafted "by which Member States would undertake to promote among youth, by every means at their command, the ideals of peace, international co-operation, understanding and mutual respect between peoples".⁽¹⁾ Divergent views had been expressed as to the desirability and practicability of drafting a convention; the proposal for drafting a convention was withdrawn and replaced by a proposal for a declaration and after further debates the resolution 1572(XV) was adopted.

333. Suggestions which have been made about the possible scope of a declaration include such elements as the following, in various combinations:

- (a) A résumé of the principles of international co-operation which are expressed in the Charter of the United Nations and the Constitutions of Specialized Agencies, and of obligations which have been assumed by members of the Organization, and which should be understood and accepted by young people.
- (b) Reaffirmation of principles relating to education in the spirit of respect for human rights and for education for international understanding and co-operation which have been expressed in such documents as the Universal Declaration of Human Rights, the Declaration of the Rights of the Child, Unesco's Convention and Recommendation against Discrimination in Education, and in relevant resolutions of the General Assembly.
- (c) A statement which relates aspects of the contemporary situation to the need for promoting among young peoples the ideals of peace, mutual respect and understanding between peoples.
- (d) A statement of educational and psychological principles which should be observed in programmes of education for international understanding and co-operation.
- (e) A statement in general terms of the main methods which should be used for promoting international understanding and mutual respect among youth.
- (f) Recommendations, addressed to Member States, on policies which they should pursue and types of activities which they should undertake or encourage.
- (g) A statement on the rights and duties of youth with respect to the promotion of the ideals of peace, mutual respect and understanding between peoples.

334. Different views may be held as to whether it is desirable, useful and feasible for the United Nations or Unesco to attempt to draft such a Declaration of Principles. Grounds on which such action may be supported include the following:

- (a) Conditions now existing require that intensive widespread efforts be made to promote among young people the ideals of peace, mutual respect and understanding between peoples.

⁽¹⁾ For summary records of the debates, see A/C.3/SR.1050 to 1057.

- (b) These efforts should be based on principles which are held in common by peoples of all countries and which are supported by the authority of the United Nations and/or Unesco.
- (c) Many countries, organizations and individuals would welcome the guidance that an internationally adopted declaration of principles would afford.
- (d) A declaration would logically and appropriately supplement the general statements of principles already expressed, e.g., in Article 26 of the Universal Declaration of Human Rights, and would be in accordance with the responsibility of the United Nations and its related Specialized Agencies for establishing international standards.
- (e) It should be feasible to reach agreement on the formulation of principles, since these have to some extent already been formulated and to some extent are implicit in programmes of action on which there is a large measure of agreement.
- (f) Drafting and proclaiming a declaration would help to awaken widespread interest.

335. Doubts as to whether the General Assembly or the General Conference should undertake to draft a declaration have been expressed, with such arguments as these:

- (a) The basic principles have been promulgated in such instruments as the Charter of the United Nations and the Universal Declaration of Human Rights, and have been accepted by Member States of the United Nations and the Specialized Agencies.
- (b) To increase the number of statements of principles weakens rather than strengthens the force of the fundamental instruments to which attention ought to be directed.
- (c) It is better to leave to experienced educators and leaders in youth activities the task of elaborating in detail the ways of applying the basic principles. Experience indicates that it is a long and difficult process to draft a statement acceptable to all governments, which will have the status of an "international declaration" of principles.
- (d) The adoption and execution of effective action programmes by the United Nations and Specialized Agencies, and their Member States, would be more influential and useful than the elaboration of an international declaration.

336. As to the procedure of drafting a declaration, if it were decided to do this, the principal question appears to be: what arrangements should be made to provide for the participation of educators and representatives of youth in its formulation?

(b) Summary of replies

337. The discussion paper invited comments on the following points:

- (a) Usefulness and possibility of an international declaration of principles.
- (b) Character and scope of an international declaration of principles, if it were to be drafted.
- (c) Other ways of formulating international standards, agreed principles and guides to action in this field.

338. Slightly more than half of the responses received, or 39 out of a total of 73, discussed the question of an international declaration of principles. Of these 39 responses, four were sent by governments, 12 by National Commissions, one by an intergovernmental organization and 22 by non-governmental organizations. In favour of a declaration were 18 responses (five National Commissions, three governments, and ten non-governmental organizations); 21 replies did not favour the drafting of a declaration (seven National Commissions, one government, one inter-governmental organization and 13 non-governmental organizations).

(i) Comments of governments and National Commissions

339. The governments and National Commissions supporting a declaration put forth various reasons for their views, with the exception of the Austrian National Commission which stated only that "we are also in favour of an international declaration of basic principles". Singapore expressed the view that "a declaration would certainly be useful and should be possible if the declaration limits itself to such points as the General Assembly can agree upon. The basis should be a universal brotherhood of peoples and an education in understanding, tolerance and acceptance; the encouragement to live together, work together and play together". The Government of Dahomey indicated support for a declaration because ideas influence events and a declaration might therefore contribute to promoting international understanding among youth. However, this Government added that it is necessary to recognize that ideas are not by themselves sufficient. The German Commission suggested that an international declaration would have an appeal similar to that of the Universal Declaration of Human Rights, and that "an expert committee would have to decide on the character and scope of such a declaration". It added that, besides such a declaration, an effective promotion of international understanding could be brought about through concrete measures taken by the United Nations and its agencies.

340. Viet-Nam and the National Commission of Rumania, while granting that the principles involved have already been proclaimed in numerous international documents, held that they would be strengthened by being repeated in a more condensed form. The Rumanian Commission cited the Declaration of the Rights of the Child as an example of an international declaration spelling out for a major segment of humanity certain essential principles already to be found in other documents, especially in the Universal Declaration of Human Rights. A declaration to promote international understanding among youth would achieve a similar objective. This National Commission also cited the Unesco Convention against Discrimination in Education as another precedent for a declaration of this kind. As to content, the Rumanian Commission indicated its agreement with the suggestions on scope summarized in the discussion paper (see above).⁽¹⁾ It further stated that an international declaration should be drafted both because it was important to educate youth for international understanding and because a declaration would contribute by precisely spelling out the responsibility of States in this area.

341. The National Commission of the Union of Soviet Socialist Republics favoured an international declaration (or convention) because it would attract the attention of governments and public opinion to youth problems and would give support to the activities of different organizations concerned with youth. This Commission also noted that one cannot ignore the suggestions made by those who affirm that the adoption and execution of effective programmes of action by the United Nations, Specialized Agencies and Member States would have greater influence and usefulness than the preparation of an international declaration. The Commission of the Union of Soviet Socialist Republics stressed the importance of preparing the declaration on the basis of very detailed and objective analyses of the experience of governments, National Commissions and national and international youth organizations, and proposed that representatives of the principal large democratic youth organizations be invited to participate along with specialists in the preparation of the declaration.

342. The Commission of Czechoslovakia commented that it would merely be repeating the mistakes of the past if action were limited to the proclamation of generally accepted principles and failed to call attention to the dangers resulting from the existence in some countries of education carried out in a spirit of hatred between races and peoples, of distrust and superiority, of colonialism, fascism, militarism and revanchisme. This Commission called upon Unesco to conduct an inquiry to establish the facts about such dangers and to publish the results.

343. The Viet-Nameese Government commented that a declaration should be feasible, since it would not involve the formulation of new principles, but rather a systematization of those already proclaimed and implicitly recognized. It should in fact include only those principles acceptable to all countries. This Government recommended that a declaration envisage all kinds of action to intensify efforts to promote the ideals of peace and understanding among youth, and that it give special emphasis to recommendations of an educational character.

(1) Specific suggestions prepared by Rumania on the text of a declaration will be found in Annex IV.

344. Both the Australian National Commission and the United States of America indicated agreement with the arguments against the drafting of a declaration by the General Assembly or the General Conference which were reviewed in the discussion paper. The Australian Commission favoured instead an intensification of measures of a more practical nature, such as the promotion of exchanges and personal contacts between young people of different countries. The Netherlands National Commission shared this view in its statement that "a wider application of practical methods to promote international understanding among youth . . . will be more useful and influential than the elaboration of an international declaration of principles". This Commission instead favoured "the adoption and execution of effective action programmes by the United Nations and the Specialized Agencies". The National Commissions of Denmark and Luxembourg did not support a declaration, the latter noting that the principles concerned are already universally admitted and that therefore there is no necessity for an international declaration. The Israeli National Commission suggested that the elaboration of a declaration which might not be implemented could result in a reaction of cynicism as regards the promulgators of such a declaration.

345. The New Zealand National Commission commented that "there appear to be sufficient statements of principle now in existence and we consider that it is the actual programmes of the United Nations, the Specialized Agencies, and their Member States that will provide the most effective stimulus to action". The Japanese Commission, noting that the drafting of a declaration is "a controversial question", remarked that it seemed more practical and effective for Member States to undertake substantial activities to promote education for international understanding, basing their activities on conditions in the individual countries and on the spirit of principles already promulgated by the United Nations.

(ii) Comment of a Specialized Agency

346. The Food and Agriculture Organization commented that "it is not quite clear . . . what practical purpose would be served by an international declaration of principles; the ideals of peace, mutual respect and understanding are very much a matter of ethics, of attitudes and approaches of individuals and of nations that can be fostered only in a more indirect way; they may not lend themselves very easily to an expression of principles that are applicable in practical life".

(iii) Comments from non-governmental organizations

347. The non-governmental organizations favouring a declaration advanced reasons similar to those given by governments and National Commissions. The International Council of Women expressed the view that "such declarations have, in the past, aroused widespread public interest in the problems at issue and materially assisted the National Councils of Women in working actively towards the achievement of international standards". The Universal Esperanto Association stated that a declaration "would facilitate the co-ordination of all activities at all levels throughout the world", while World Brotherhood responded that it would be a "useful new incentive and might be used as background material for discussions and educational programmes". The Catholic International Union for Social Service pointed to the value of encouraging research on an international declaration of fundamental principles. The International League for the Rights of Man expressed a firm belief in the impact of declarations, and hoped that in the resolutions and documents adopted on promoting international understanding among youth, emphasis would be placed on the diffusion of the Universal Declaration of Human Rights as one of the most effective ways of achieving mutual understanding among different peoples. The World Federation of Trade Unions stated that it was entirely in favour of an international declaration, and the International Conference of Social Work indicated that a declaration would certainly be approved by its national committees which would do their best to ensure its diffusion. The International Confederation of Free Trade Unions recommended that an international declaration give due attention to "the social, economic and educational conditions of young workers". The reply of the International Association for Liberal Christianity and Religious Freedom contained the draft of "A Universal Declaration on International Education".⁽¹⁾ The World Young Women's Christian Association agreed that the process of preparing a declaration might be helpful, but emphasized that to have practical value it should concentrate on content of the kind mentioned in points (d) and (g) of the discussion paper,

(1) See Annex IV for proposed text.

i.e., a statement of educational and psychological principles which should be observed in programmes of education for international understanding and co-operation; a statement on the rights and duties of youth with respect to the promotion of the ideals of peace, mutual respect and understanding between peoples.

348. A number of non-governmental organizations were not in favour of an international declaration. The International Federation of Organizations for Scholastic Correspondence and Exchanges stressed the importance of putting the ideals of the Universal Declaration of Human Rights into effect rather than elaborating new documents. Both the International Federation of Organizations for Scholastic Correspondence and Exchanges and the World Federation of United Nations Associations urged that Unesco adopt a plan of practical action to be carried out with the help of governments and National Commissions. The International Federation of Organizations for Scholastic Correspondence and Exchanges stated that a Unesco General Conference recommendation outlining positive, concrete measures for developing all forms of exchanges among youth would have more practical effect than a declaration, assuming that Member States carried out the measures recommended. Other non-governmental organizations which expressed doubts on the effectiveness of an international declaration were the World Jewish Congress, the New Education Fellowship, the International Council for Philosophy and Humanistic Studies, the International Voluntary Service, the Catholic International Education Office, and the World Federation for Mental Health. The Women's International League for Peace and Freedom suggested that a new declaration would add little because the ideals concerned are already contained in other international documents, and the Consultative Council of Jewish Organizations underscored the need to put into effect the Universal Declaration of Human Rights rather than increasing the number of international instruments of this kind. The World Veterans Federation expressed the opinion that "an additional declaration is not as desirable" as increased programmes of action. Such programmes, it added, must correspond to differing local conditions which do not lend themselves to a universal statement of the kind envisaged. The World Confederation of Organizations of the Teaching Profession suggested that a declaration would have to be phrased in such general terms to gain wide acceptance that it might be platitudinous and hence might contribute little to promoting international understanding among youth. This non-governmental organization added that "essentially the World Confederation of Organizations of the Teaching Profession does not feel that such a declaration would be harmful, but we do not feel that it would contribute materially".

ANNEX I

RESOLUTION ADOPTED BY THE GENERAL ASSEMBLY

1572(XV). Measures designed to promote among youth the ideals of peace, mutual respect and understanding between peoples

The General Assembly,

Being convinced that, in order to achieve the aim stated in the Charter of the United Nations, namely, to save succeeding generations from the scourge of war, it is a matter of importance and urgency that the younger generation of today should be brought up in a spirit of peace, mutual respect and understanding between peoples,

Reaffirming the principle embodied in the Universal Declaration of Human Rights, the Declaration of the Rights of the Child and Article 14 of the draft covenant on economic, social and cultural rights, that young people should be brought up in a spirit of peace, understanding, tolerance and friendship among nations,

Noting with concern that the education of youth in various parts of the world has not yet been oriented to achieve these objectives,

Considering that the free and unrestricted exchange, through all means, between young people from different countries, of ideas and opinions capable of promoting the ideals of peace, mutual respect and understanding among peoples will contribute to the strengthening of international confidence and the improvement of relations between States,

Recalling General Assembly resolution 1397(XIV) of 20 November 1959, and Economic and Social Council resolution 803(XXX), of 3 August 1960, which, inter alia, invites the United Nations Educational, Scientific and Cultural Organization to study the possibilities of formulating principles for bilateral, regional and international action regarding relations and exchanges in the fields of education and culture,

1. Recommends that governments, non-governmental agencies and individuals should take effective action to promote among youth the ideals of peace, understanding and mutual respect between peoples;
2. Invites governments, non-governmental agencies and individuals also to encourage the free and unrestricted exchange, through all means, between young people from different countries, of ideas and opinions capable of promoting the ideals of peace, mutual respect and understanding among peoples;
3. Invites the appropriate Specialized Agencies, and especially the United Nations Educational, Scientific and Cultural Organization, to consider ways of intensifying international, national and voluntary action in this field, including the possibility of formulating a draft of an international declaration setting out the basic principles concerning the promotion among youth of the ideals of peace, mutual respect and understanding between peoples, and to report on these considerations to the Economic and Social Council, if possible at its thirty-second session;
4. Requests the Economic and Social Council, in transmitting its recommendations on these reports to the General Assembly, to take into account the views expressed by Member States at the fifteenth session of the Assembly concerning the need to promote among young people the ideals of peace, understanding and mutual respect between peoples;
5. Further requests the Economic and Social Council, when transmitting its comments to the General Assembly on the next report of the United Nations Educational, Scientific and Cultural Organization requested in Council resolution 803(XXX), to take into account the present resolution and the discussions which have taken place thereon.

ANNEX II

RESOLUTION ADOPTED BY THE GENERAL CONFERENCE
OF UNESCO AT ITS ELEVENTH SESSION

Education for international understanding

1.1531 - The General Conference,

Recalling that, as stated in its Constitution, Unesco was created "for the purpose of advancing, through the educational and scientific and cultural relations of the peoples of the world, the objectives of international peace and of the common welfare of mankind for which the United Nations Organization was established and which its Charter proclaims",

Considering that every display of racial intolerance or alleged national superiority militates against these fundamental objectives and constitutes a threat to international peace, security and understanding,

Being of the opinion that a suitable upbringing, imbued with a spirit of tolerance and objectivity, can effectively help to eradicate those factors which oppose the establishment of genuine and lasting international understanding;

Condemns any display of intolerance among the different races or peoples as a violation of the high principles which prompted the creation of the United Nations and of Unesco;

Urges Member States to redouble their efforts to ensure that education shall always be based on the principle of tolerance, the spirit of strict objectivity and the desire to maintain peaceful relations among the different nations and races;

Invites the Director-General to consider the most effective means of contributing in future, in the field of education, towards ensuring and developing international understanding, and to report on this subject to the General Conference at its twelfth session.

ANNEX IIISOURCES OF COMMENTS RECEIVED BY UNESCO
ON THE PRELIMINARY DISCUSSION PAPER

MEMBER STATES

1. Australia: National Commission for Unesco
2. Austria: National Commission for Unesco
3. Canada: National Commission for Unesco
4. Czechoslovakia: National Commission for Unesco
5. Dahomey: Ministry of National Education and Culture
6. Denmark: National Commission for Unesco
7. The Federal Republic of Germany: Commission for Unesco
8. Israel: National Commission for Unesco
9. Italy: National Commission for Unesco
10. Japan: National Commission for Unesco
11. Jordan: Ministry of Education
12. Luxembourg: National Commission for Unesco
13. Netherlands: National Commission for Unesco
14. New Zealand: National Commission for Unesco
15. Rumania: National Commission for Unesco
16. Spain: National Commission for Unesco
17. Sweden: National Commission for Unesco
18. Switzerland: National Commission for Unesco
19. The Union of Soviet Socialist Republics: National Commission for Unesco; Committee of Organizations of Youth
20. The United Arab Republic: National Commission for Unesco
21. The United States of America: Department of State (Permanent Delegation to Unesco)
22. Viet-Nam: Department of National Education (Directorate of Secondary Education)

ASSOCIATE MEMBER STATES

1. Mauritius: Ministry of Education
2. Singapore: Ministry of Education; Ministry of Social Welfare

INTERGOVERNMENTAL ORGANIZATIONS

Organizations in the United Nations System

1. Food and Agriculture Organization
2. International Labour Organisation
3. Office of the High Commissioner for Refugees
4. United Nations Children's Fund
5. World Health Organization
6. World Meteorological Organization

Other Intergovernmental Organizations

1. Council of Europe

NON-GOVERNMENTAL ORGANIZATIONS

1. Académie internationale de la céramique
2. Catholic International Education Office
3. Catholic International Union for Social Service
4. Council for International Organizations of Medical Sciences
5. Consultative Council of Jewish Organizations
6. The Experiment in International Living (German Section)

7. International Association for Liberal Christianity and Religious Freedom
8. International Association of Legal Science
9. International Association of University Professors and Lecturers
10. International Association of Workers for Maladjusted Children
11. International Confederation of Free Trade Unions
12. International Conference of Social Work
13. International Council for Philosophy and Humanistic Studies
14. International Council of Women
15. International Federation of Business and Professional Women
16. International Federation of Organizations for School Correspondence and Exchanges
17. International Federation of Modern Language Teachers
18. International Federation of Secondary Teachers
19. International Federation of University Women
20. International League for the Rights of Man
21. International Music Council
22. International Theatre Institute
23. International Voluntary Service
24. New Education Fellowship
25. Soroptimist International Association
26. Universal Esperanto Association
27. Women's International League for Peace and Freedom
28. World's Alliance of Young Men's Christian Associations
29. World Association of Girl Guides and Girl Scouts
30. World Brotherhood
31. World Confederation of Organizations of the Teaching Profession
32. World Federation of Liberal and Radical Youth
33. World Federation for Mental Health
34. World Federation of Trade Unions
35. World Federation of United Nations Associations
36. World Jewish Congress
37. World Student Christian Federation
38. World Union for Progressive Judaism
39. World Union of Catholic Women's Organizations
40. World University Service
41. World Veterans Federation
42. World Young Women's Christian Association

ANNEX IV

SUGGESTIONS ON THE TEXT OF AN INTERNATIONAL
DECLARATION OF BASIC PRINCIPLES

- (a) Working paper prepared by Rumania for the Third Committee of the General Assembly of the United Nations (Sixteenth session, Agenda Item 12; document A/C.3/L.955 of 16 November 1961)

Suggestions concerning the content of a declaration enunciating the basic principles for the promotion among youth of the ideals of peace, mutual respect and understanding between peoples⁽¹⁾

I. Recall in the preamble:

That in the Charter of the United Nations, the peoples declared themselves determined to save succeeding generations from the scourge of war;

That the Charter of the United Nations proclaims respect for fundamental human rights, the dignity of the human person and the equal rights of individuals and nations;

Reaffirm the principles set forth in the Universal Declaration of Human Rights, the Declaration on the granting of independence to colonial countries and peoples (General Assembly resolution 1514(XV)), the Declaration of the Rights of the Child (General Assembly resolution 1386(XIV)) and Article 14 of the draft Covenant on Economic, Social and Cultural Rights⁽²⁾ according to which the younger generation should be brought up in a spirit of peace, understanding, tolerance and friendship among nations;

Note that during the conflagrations which mankind has experienced, young people have had to bear the greatest sufferings and have provided the greatest number of victims;

that in our day of tremendous achievements in science and technology, the activities of young people should be entirely devoted to the goal of making life flourishing and prosperous, and that the ideas of peace, mutual respect and understanding among peoples, which are essential to the progress of humanity, should be promoted by all possible means;

that the younger generation will before long be called upon to direct the destinies of mankind;

that the education of young people in the spirit of peace, mutual respect and understanding between peoples will help to improve international relations and to promote general peace and security;

II. In the operative part proclaim:

That in the education of youth, all States should be guided by the following principles:

First principle

Governments should do everything in their power to save succeeding generations from the scourge of war, and should bring up the younger generation in the conviction that in our day war can and must be eliminated and that peaceful coexistence and general and complete disarmament can exclude war from the life of society;

(1) See General Assembly resolution 1572(XV).

(2) See document A/C.3/L.903, page 6.

Second principle

The education of young people should be directed towards international understanding and co-operation, and should be imbued with the ideas of friendship and mutual respect among peoples, democracy and the progress of humanity.

School textbooks, publications, films, television and all other information media directed towards young people should promote among the younger generation ideas which will foster closer friendship between peoples.

Third principle

Young people should be brought up in the spirit of the equality of rights of all peoples and all races; any ideas which might encourage colonialism in any shape or form, or which might have as their purpose the retention or creation of privileges for certain States at the expense of others should be combated at all times.

Fourth principle

Governments should foster and encourage exchanges designed to promote among young people ideas of peace, understanding and mutual respect among peoples, and should encourage trips, tours, festivals and reunions of young people for educational, scientific, cultural, artistic, sporting and tourist purposes.

Fifth principle

Governments should assist and encourage young people to associate at the national and international level, with a view to promoting peace, peaceful coexistence, the abolition of colonialism and the equality of rights of all nations and races.

Governments should prohibit the establishment of organizations which might disseminate among young people war-like and revanchist ideas, the idea of the inequality of nations or races and that of colonialist oppression.

Sixth principle

Young people must be inspired with feelings of loyalty, respect and pride for man and for the achievements of mankind and its splendid future.

- (b) Draft of an International Declaration, setting out the Basic Principles concerning the Promotion Among Youth of the Ideals of Peace, Mutual Respect and Understanding Between Peoples, prepared by the International Association for Liberal Christianity and Religious Freedom

WHEREAS it was stated in the Universal Declaration of Human Rights

- (1) that all human beings are born free and equal in dignity and rights and they should act towards one another in a spirit of brotherhood (1)
- (2) that everyone has the right to education and this 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 (26)

Now, therefore,

The Economic and Social Council of the United Nations and General Conference of Unesco proclaim

A UNIVERSAL DECLARATION ON INTERNATIONAL EDUCATION as a common standard for human education.

- Article 1 All human beings without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property or birth, in order to come to a full understanding of their human status, are to be brought to the full knowledge of their belonging to the human family.
- Article 2 Education to that full knowledge is an essential part of every aspect of the human education, as given in the family, the school or any educational institution.
- Article 3 Every education which is contrary to this inclusive interpretation of human education has to be considered as a form of destruction of the rights and freedoms of mankind as mentioned in the Universal Declaration of Human Rights 30.