



ECONOMIC AND SOCIAL COUNCIL

Twenty-ninth Session
OFFICIAL RECORDS

1097th meeting

Wednesday, 6 April 1960,
at 3.15 p.m.

NEW YORK

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President: Mr. C. W. A. SCHURMANN
(Netherlands).

Present:

Representatives of the following States: Afghanistan, Brazil, Bulgaria, Chile, China, Costa Rica, Denmark, France, Japan, Netherlands, New Zealand, Poland, Spain, Sudan, Union of Soviet Socialist Republics, United Kingdom of Great Britain and Northern Ireland, United States of America, Venezuela.

Observers for the following Member States: Austria, Czechoslovakia, El Salvador, Greece, India, Indonesia, Ireland, Mexico, Philippines.

Observers for the following non-member States: Federal Republic of Germany, Holy See.

Representatives of the following specialized agencies: International Labour Organisation; Food and Agriculture Organization of the United Nations; United Nations Educational, Scientific and Cultural Organization.

AGENDA ITEM 15

Non-governmental organizations

APPLICATIONS FOR HEARINGS: REPORT OF THE COUNCIL COMMITTEE ON NON-GOVERNMENTAL ORGANIZATIONS (E/3351)

1. The PRESIDENT drew attention to the report of the Council Committee on Non-Governmental Organizations (E/3351), which recorded the Committee's recommendation that hearings should be granted to four non-governmental organizations: the International Chamber of Commerce, the International Confederation of Free Trade Unions, the International Federation of Christian Trade Unions and the World Federation of United Nations Associations.

The report was approved.

AGENDA ITEM 13

Teaching of the purposes and principles, the structure and activities of the United Nations and the specialized agencies in schools and other educational institutions of Member States (E/3322 and Add.1-3, E/L.858)

2. Mr. KATZIN (Acting Head of the Office of Public Information) presented to the Council the report prepared jointly by the Secretary-General of the United Nations and the Director-General of UNESCO (E/3322 and Add.1-3) in pursuance of Council resolution 609 (XXI). The report covered the four years 1956-1959 and contained information provided by fifty-four Governments. It was necessarily not complete since not all Governments had answered, and it was not a perfectly balanced report since the nature and extent of the information received varied from country to country. The difference in the degree of development of the educational systems of the countries concerned had also to be taken into account.

3. It was clear, however, that in general considerable progress had been made; public interest in the United Nations and the specialized agencies had increased and teaching about those bodies in schools and other educational institutions had been extended and improved. The increase in teaching about the United Nations outside the schools had been even more marked. The main need, as in 1956, was still for more teacher-training in that sphere. There was also a need for more teaching material in the language of the pupils, suited to their age and level of development. The relevance of certain aspects of the work of the United Nations to subjects already taught in schools should, perhaps, be exploited and more was required in the way of adult education on the subject. Broadly, however, it could be said that there had been an encouraging trend in the direction recommended by the Secretary-General and the Director-General of UNESCO in their joint statement to the Twenty-first International Conference on Public Education in 1958. That was in large part due to the efforts of the many people who were working, often voluntarily, in different countries to increase knowledge of the United Nations; particular thanks were due in that respect to the non-governmental organizations.

4. Mr. SHANAHAN (New Zealand) said that his country had long been convinced that a wide knowledge of the United Nations and its related agencies, and an equally widespread understanding of their work, were essential to the realization of the purposes set forth in the United Nations Charter and in the statutes of the specialized agencies. The importance which the New Zealand Government attached to teaching about those organizations was evinced by the fact that it had sponsored a resolution on the subject during its first term of membership of the Council in 1949 (resolution 203 (VIII)), and had consistently encouraged teaching and the dissemination of information about the United

Nations in New Zealand educational institutions. The pattern of the future depended in great measure on children and it was therefore of the greatest importance that they should appreciate the purposes and principles on which the United Nations was based. As all children in New Zealand received both primary and secondary education, emphasis had been given at the primary level to fostering international understanding through teaching about the life of children in other countries, leaving detailed study of the structure and activities of the United Nations and its related agencies to a later stage. Special attention had been paid to teaching about the United Nations in teacher-training institutions and in the school publications programme, which was expected to be further improved and extended as a result of an Asian regional seminar held recently at Wellington under the auspices of UNESCO.

5. While Member Governments had a special responsibility for fostering teaching about the United Nations, the United Nations itself and the specialized agencies—in particular UNESCO—had a very important part to play, as did non-governmental organizations; and it was desirable for the Council to give those bodies every encouragement in the work they were doing. It was for that reason that the New Zealand delegation had joined in sponsoring the draft resolution which was before the Council (E/L.858). Its objects were essentially simple and straightforward: to reaffirm the importance of teaching about the United Nations and its related agencies; to acknowledge what had already been done by the organizations themselves and by non-governmental organizations and to encourage them to maintain their efforts; and to continue the procedure of inquiries and reports on the development of teaching about the United Nations in Member States. He felt sure that the objects of the draft would commend themselves to all members of the Council and hoped it would receive unanimous support.

6. Mr. MELJER (Netherlands) felt that the report showed that progress had been made in spreading knowledge of the United Nations as a living reality. It was of practical value in indicating the facilities available in the United Nations and UNESCO to help in such teaching. It also revealed the importance of the work being done by the non-governmental organizations, in particular the World Federation of United Nations Associations and the affiliated national bodies. It was perhaps significant that in the Netherlands the body concerned was called "Association for the promotion of the international rule of law". That was an ideal to which his country had clung for many years despite the collapse of the League of Nations and other disappointments. It was very important, in his delegation's view, that teaching about the United Nations should keep a balance between the ideal, as embodied in the Charter, and the real, as evinced in the mistakes, failures and shortcomings of the United Nations in practice; otherwise it was likely to nurture either dreamers or cynics. The burden of that task lay with the United Nations associations in all countries.

7. Mr. CHENG Paonan (China) observed that since 1952 teaching about the United Nations and the specialized agencies had been included in the curricula of all schools in his country and also in university courses. The various anniversaries, such as United Nations Day and Human Rights Day, were regularly observed. Turning to the report, he expressed satis-

faction with the progress made in the past four years. He noted, however, that there was still a need for more teacher-training and a greater supply of suitable teaching materials and hoped that the next report would show an improvement in that respect.

8. His delegation was prepared to support the draft resolution.

9. Mr. MATSUDAIRA (Japan) expressed his delegation's interest in the report of the Secretary-General and the Director-General of UNESCO (E/3322) and noted in particular the conclusions in paragraph 50. Details about the Japanese Government's efforts to promote understanding of the United Nations and the specialized agencies were to be found in the report (E/3322/Add.2). He would merely note that the textbooks for elementary and secondary schools in Japan now contained more information than at any time previously about the United Nations and that the Government gave its financial and moral assistance to non-governmental organizations working in that field. The United Nations Association of Japan and the Japanese National Commission for UNESCO were particularly active. It should also be noted that formal teaching about the United Nations and the specialized agencies in the schools was reinforced by the daily reporting of United Nations activities by the Japanese Press and radio, which reached into practically every home in Japan.

10. Mr. PAZHWAK (Afghanistan) recalled that the importance of disseminating information about the United Nations had been recognized since the very first session of the General Assembly. The report made it clear that the countries which encountered the greatest difficulties in conducting teaching about the United Nations were the under-developed ones. They were in great need of material in their own languages suited to different levels of development. Those not using one of the United Nations languages had to make their own translations but they were among the countries least able to afford to do so. Where foreign languages were not taught in the primary schools, foreign publications could not be used, but very often the primary school education was the only education available. In those countries adult education was vital and appropriate materials were needed. He noted with interest the suggestion in paragraph 24 of the report (E/3322) that some of the problems might be dealt with on a regional or language basis. He would prefer the latter basis since, regionally, the under-developed countries might again find themselves at a disadvantage. Countries with the same language could usefully support each other by exchanging books, pamphlets and so on. The United Nations and the specialized agencies could perhaps act as a clearing house for that purpose.

11. Many of the reports from Governments showed teaching about the United Nations as a part of courses on international affairs: that was to be taken for granted; what was required was greater emphasis on the education of the public. In that matter the burden usually fell on UNESCO, but it should be realized that other specialized agencies had responsibilities too. Contact in a member country was usually made only with the Ministry of Education, but again it should be made clear that other institutions also, such as publishing houses and social guidance bodies, were interested and would benefit from more direct contact with the United Nations and the specialized agencies.

The United Nations should not be satisfied with a mere statement of the need for more education; it should itself launch a programme to make teaching about the United Nations an essential part of the curricula of all schools. His delegation would warmly support any such move.

12. His delegation was generally in favour of the draft resolution but wished to submit a proposal (E/L.859) for an addition to the fifth preambular paragraph referring to the particular needs of the under-developed countries. He hoped that the sponsors of the draft resolution would be able to accept that amendment.

13. Mr. KOTSCHNIG (United States of America) believed that teaching about the United Nations was essential because of the very nature of the Organization: it was an association not merely of Governments, but of peoples, as the opening words of the Charter clearly stated. In order to play their part the peoples must be adequately informed; the question of instruction about the United Nations in schools and colleges was thus fundamental. Since the Organization was relatively young, however, a great deal of such teaching must begin at the adult level. The importance of the mass media and of the work of the non-governmental organizations should not be overlooked, therefore. The mass media were in any case important adjuncts to class-room work.

14. The report before the Council was an encouraging and useful document, and it showed a real advance over earlier reports, both in scope and in substance. The Secretariat should be commended on the excellent work it had done in organizing the material. The task was certainly a difficult and time-consuming one, but it well repaid the effort expended, as his Government had found in preparing its own report on teaching about the United Nations in the United States. Although, as the report showed, considerable progress had been made, it was clear that many problems remained to be solved, in particular the need for more teacher-training and for more teaching materials. He would urge that efforts should be made to bring the United Nations alive to people, old and young alike: it was important to make people all over the world realize that the United Nations was concerned not simply with pacts and treaties but with tangible differences in health and living standards, food and freedoms.

15. The United States was happy to be a sponsor of the draft resolution, which drew attention to the needs and made a number of suggestions, and he hoped that the Council would give it its unanimous support. In addition, however, he would like to suggest that thought might at some later date be given to asking the Secretary-General to provide a report on the very great volume of work being done by innumerable non-governmental organizations in disseminating information of all kinds about the Organization and the specialized agencies.

16. Mr. ADEEL (Sudan) reaffirmed his Government's devotion to the ideals and principles of the United Nations as set forth in the Charter and said that in the Sudan the teaching of those principles started in the family and was directed primarily to its adult members. They were likewise taught in the schools in connexion with compulsory studies in world geography and civics. In addition, United Nations Week, United Nations Day, Human Rights Day and World

Children's Day were observed in the Sudan, and certain streets in the chief cities had been named after the United Nations.

17. His Government would consistently support any proposals to foster the dissemination and consolidation of the purposes and principles of the Organization, and therefore supported the draft resolution (E/L.858) and the amendment submitted by Afghanistan (E/L.859).

18. Mr. MAQUIEIRA (Chile) said that in addition to the special attention given to teaching about the United Nations in Chile's schools, a large number of public and private educational centres were doing effective work in disseminating the principles of the Organization. Courses on international organizations and international affairs had become part of the university curriculum and the activities of the United Nations were fully analysed in the School of International Law. In the courses offered to teachers during the summer session of the University of Chile, a series of lectures would be given by important United Nations officials on the work of the United Nations and the specialized agencies in promoting the economic, cultural and social development of Latin America.

19. His delegation expressed appreciation to the Secretariat, UNESCO and the non-governmental organizations for the effective manner in which they had implemented Council resolution 609 (XXI). It would support the draft resolution.

20. Mr. HESSELLUND-JENSEN (Denmark), noting that considerable progress had been made in teaching about the United Nations throughout the world, said that much remained to be done, particularly in providing adequate and ample teaching materials. Denmark had found it effective to issue small, separate, inexpensive pamphlets on the United Nations and to use the simplest teaching media, such as films, film strips, pictures and radio. In the factual teaching about United Nations activities, emphasis had been given to technical assistance and UNICEF. Denmark made wide use of non-governmental organizations and to some extent subsidized their work. Teaching about the United Nations was compulsory not only in Danish universities but at the secondary-school level. The services of the Office of Public Information at United Nations Headquarters and of the Information Centres abroad deserved the highest praise.

21. He reiterated his Government's support for the programme of teaching about the United Nations and for the conclusions contained in the report (E/3322). He would vote in favour of the draft resolution.

22. Mr. AKRAWI (United Nations Educational, Scientific and Cultural Organization) said that the activities of UNESCO in teaching about the United Nations and the specialized agencies were part of its permanent programme in education for international understanding and co-operation. The programme also included the propagation of the principles of the United Nations Charter and of the Universal Declaration of Human Rights, the study of the history and geography of the various countries and the examination of important current international problems. In connexion with the programme, UNESCO provided subsidies to international non-governmental organizations—particularly the World Federation of United Nations Associations and teachers' organizations—for seminars and training courses for teachers; it supplied teaching materials; it

granted fellowships; and it distributed information to national commissions, non-governmental organizations and schools requesting assistance. Under the UNESCO associated schools system more than 200 schools in some forty countries were experimenting in education for international understanding, combining their studies of selected topics of international interest with teaching about the United Nations and the purposes and activities of its various organs. In 1957, UNESCO had begun to expand its associated schools system to include some teacher-training colleges so that future teachers could be trained in the principles and activities of the United Nations. Moreover, teachers and supervisors in the associated schools were being encouraged to produce their own materials of instruction in a form which would make them useful to other teachers; if they proved to be of good quality, they would be disseminated by UNESCO to other countries and to national commissions. Thus far, national editions of UNESCO information materials had been published in twenty-five languages other than English, French and Spanish.

23. The UNESCO project on the mutual appreciation of Eastern and Western cultural values also contributed to spreading information about the United Nations and its activities.

24. Among the teaching materials which UNESCO planned to distribute in future were a booklet based on the report before the Council, another dealing with a major problem of international importance for the use of teachers, and bibliographical lists on teaching about the United Nations. UNESCO was also negotiating with the Office of Public Information with a view to attaching an educational expert to one of the United Nations Information Centres. His task would be to assist Member States and national commissions, at their request, in developing programmes of teaching about the United Nations.

25. Mr. DE LEQUERICA (Spain) said that the report indicated a growing realization of the importance of the United Nations and its work which should help in the achievement of United Nations objectives. In Spain many people were anxious to learn about the United Nations although, like many other countries, Spain suffered from a lack of sufficient teaching materials and of specially trained teachers. The Spanish Press and radio were showing great interest in the United Nations, and a similar interest had been spontaneously demonstrated by university students and in various educational and cultural circles. Instruction concerning the principles of the Organization and its activities had been added to all school curricula, and primary and secondary school teachers were taking in-service courses in teaching about the United Nations. The School of International Civil Servants specialized in the subject and was a permanent source of trained specialists on United Nations affairs.

26. He commended the report as a considerable advance and supported the draft resolution and the Afghan amendment.

27. Mrs. MIRONOVA (Union of Soviet Socialist Republics) also paid a tribute to the excellent quality of the report. In the Soviet Union, persistent efforts were being made to foster the dissemination of knowledge about the United Nations, its structure and its principles, with particular stress on its primary objective, namely, the maintenance of peace and security. Both inside and outside the schools, various activities were

constantly being organized to awaken and sustain interest in the role of the United Nations. Among them were direct instruction, special studies in international relations, specialized training of teachers, the holding of seminars and adult education courses. Such adult courses were given not only in the cities, but in factories and on collective farms. Pamphlets about the United Nations and the specialized agencies had been published in the various languages of the Soviet Republics and, as a multi-racial and multi-lingual State, the USSR attached great importance to the Afghan amendment to the draft resolution.

28. Her delegation would support both the amendment and the draft resolution.

29. The PRESIDENT said that Mrs. Roosevelt, who was to have addressed the Council as representative of the World Federation of United Nations Associations, was unable to be present. On behalf of the Council, he wished her a speedy recovery. He invited Miss Santha Rama Rau to address the Council.

30. Miss RAMA RAU (World Federation of United Nations Associations) said that it was not enough to disseminate factual information about the United Nations; the implications of such information must also be fully understood, as well as the repercussions of contemporary life on the development of the international community. The Federation therefore believed that it was incumbent on the Governments of Member States to do everything they could to encourage an awareness that the United Nations and its specialized agencies increasingly represented a means of creating international co-operation on a world-wide basis and had in fact been created for that purpose. Much still remained to be done in that direction and that was why the Federation and its member associations had devoted so much effort to teaching about the United Nations.

31. The Federation was glad to note from the report that considerable progress had been made over the past four years in extending and improving teaching about the United Nations family in schools and other educational institutions. It welcomed the increasing effort which was being made to train student-teachers and teachers-in-service for work in that field but regretted the continuing shortage of suitable teaching materials. It agreed, however, with the view expressed in the report that the preparation, production and distribution of teaching materials must remain primarily a task for the countries themselves.

32. On the other hand, it disagreed with the view that the subject was beyond the grasp of children at the pre-school and lower primary stages. Its impression, gained from the seventeen regional seminars on teaching about the United Nations which it had organized during the past ten years, was that it was frequently easier to teach about the United Nations in the primary grades. Moreover, since most of the world's children never went beyond the primary grades, it was vital for them to begin to learn about the United Nations in their early years in school.

33. It was unfortunate that in most educational institutions extra-curricular activities provided the only contact with the subject but, that being the case, educational authorities ought to make more use than they did of the assistance that non-governmental organizations could provide.

34. The Federation had a number of specific recommendations to make which it believed would help to

improve and extend teaching about the United Nations. Firstly, the teacher-training institution was the foremost place in which to begin teaching about the United Nations. At the same time, the school system should realize the importance of including the subject in the regular curriculum. The Federation had published a teachers' guide which was designed to show how lessons on the United Nations could be included in many fields of study. Since teachers' needs were not the same throughout the world it was necessary to provide the kind of teaching materials which were appropriate for each country. United Nations materials, primarily intended for information programmes, were frequently unsuited for teaching purposes. Finally, since in many countries teachers and teacher-training institutions were inadequately informed about the publications available, more bibliographies and teaching kits were required.

35. Mr. MACHOWSKI (Poland) said that he found the report extremely valuable and would support the draft resolution and the Afghan amendment. He believed that teaching about the United Nations was useful not only because it taught the peoples of the world about the basic principles of the Charter but also because a wide-spread knowledge of the main goals of the United Nations could contribute greatly to international co-operation.

36. Teaching about the United Nations was included in all school curricula in Poland but more particularly at the secondary level. At the university level, where the students were organized in United Nations associations, United Nations problems were regularly discussed. The United Nations associations spread knowledge of the Organization throughout the country. The Polish Institute for Foreign Affairs conducted studies on United Nations problems and contributed to the dissemination of information on the subject by its publications, the holding of seminars, lectures and meetings. The fact that the World Federation of United Nations Associations was shortly to meet in Warsaw would undoubtedly result in a further dissemination of information about the United Nations in Poland.

37. Mr. DUFLOS (France) observed that France had always recognized the importance of education as a means of promoting a better understanding of the work of the United Nations among the public. He fully agreed with the Netherlands representative's approach to the subject.

38. The curricula of French schools from the primary level upwards provided ample opportunities for education for international understanding. The courses on history, geography and civics were all designed to foster such understanding. Educational institutions frequently asked for competent speakers to lecture on the United Nations while even at technical institutions a general all-round humanistic culture was the aim. At the university level, specialized schools of political science, law and social sciences afforded fuller opportunities for the study of the United Nations.

39. He believed that UNESCO and the non-governmental organizations had a very important role to play in promoting a better understanding of the work of the United Nations and in that belief he had joined in sponsoring the draft resolution which he hoped would meet with unanimous support.

40. Mr. SILVA SUCRE (Venezuela) expressed appreciation of the report. In Venezuela the study of the

purposes and principles, the structure and activities of the United Nations and the specialized agencies had been intensified in the past two years. The School of International Studies of the Central University ran a regular seminar on the United Nations, while in the School of Social and Economic Sciences there was a Chair of International Organizations. The Ministry of Education was working out a plan to extend the study of the United Nations to the lower levels of education.

41. He would support the draft resolution and the Afghan amendment.

42. Mr. BUXTON (United Kingdom) said that in the United Kingdom the main emphasis in teaching about the United Nations was on international understanding rather than on the structure and activities of the United Nations as such. The aim was to bring the subject into the field of reality. It could not be made a living reality unless it was placed in the broad framework of the modern world; what the students needed was a real understanding of the world as it was, without which any teaching about the United Nations would not be meaningful. That was no doubt why the World Federation of United Nations Associations considered that teaching about the United Nations should begin at the earliest possible age. He believed that small children should be given more information about the peoples of other lands so that later they could understand the complexities of international life.

43. The field of technical assistance provided an excellent spring-board for teaching older children about the work of the United Nations because of its direct bearing on the life of ordinary people. An appreciation of what the United Nations was doing to help them to lead a better life would show them what the Organization was designed to do.

44. In the United Kingdom, teaching about the United Nations was conducted largely through extra-curricular activities and its success depended on the enthusiasm of the teachers themselves. The provision of study grants for teachers had done much to stimulate their interest.

45. He thought the best way in which the United Nations and UNESCO could help was by supporting the work of efficient national organizations. The United Kingdom Council on Education in World Citizenship had received valuable assistance from UNESCO.

46. He agreed that without material in the national language very little could be done to teach children about the United Nations, and was therefore prepared to support the substance of the Afghan amendment. He considered that the establishment of national organizations, through which the United Nations and UNESCO could work, would be helpful in overcoming the language difficulty.

47. Mr. MATSUDAIRA (Japan) said that he found the Afghan amendment pertinent and was prepared to accept it.

48. Mr. GRINBERG (Bulgaria) said that his Government attached the greatest importance to the teaching of the purposes and principles, the structure and activities of the United Nations. It was included in the curricula of all secondary schools, vocational schools and teacher-training colleges. At the university level, courses dealing with the United Nations and its specialized agencies were provided. Special lectures and courses were organized to provide teachers with greater knowledge of the United Nations.

49. He found the report (E/3322) very helpful; chapters I and II were particularly valuable. He was in favour of the continuation of four-yearly reports and was prepared to support both the draft resolution and the Afghan amendment.

50. Mr. DE CARVALHO SILOS (Brazil) observed that since the United Nations was an organization of peoples it was essential that everyone should know what it was doing. Otherwise there was a danger that the difficulties which it encountered in the political field might prevent people from seeing its successes in other fields.

51. He was encouraged to see from the report that considerable progress had been made in teaching about the United Nations, but in a world which was becoming increasingly interdependent it was necessary to intensify that teaching.

52. He found the report excellent but wondered whether the time had not come when a study should be made of the question of possible co-ordination of different methods of teaching about the United Nations.

53. He supported the draft resolution and the Afghan amendment.

54. Mr. ORTIZ MARTIN (Costa Rica) said that he was prepared to accept the Afghan amendment.

55. While teaching about the United Nations was important, it was also essential to reach people by other means such as radio and television. In the past year Costa Rica had been able to run a regular radio programme about the United Nations thanks to the co-operation of the Radio and Visual Services Division of the United Nations.

56. Mr. SHANAHAN (New Zealand) observed that while the sponsors of the draft resolution approved the substance of the Afghan amendment (E/L.859) they would prefer to see it incorporated in the preamble as a separate paragraph. The word "also" in the fifth paragraph would then be deleted and the final preambular paragraph would begin "Noting also that conditions...".

57. Mr. PAZHWAK (Afghanistan) thanked the sponsors for agreeing to incorporate his amendment in their text and accepted the New Zealand representative's suggestion.

58. The PRESIDENT put to the vote the draft resolution (E/L.858) as amended.

The draft resolution, as amended, was adopted unanimously.

The meeting rose at 5.45 p.m.