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QUESTION OF THE ESTABLISHMENT OF AN INTERNATIONAL UNIVERSITY

Report of the Secretary-General

1. Last year, in the introduction to his annual report to the General Assembly on the work of the Organization,^{1/} the Secretary-General suggested that serious thought should be given to the establishment of a United Nations university truly international in character and devoted to the Charter objectives of peace and progress. The preliminary objectives of such a university, the Secretary-General suggested, should be to promote international understanding both at the political and cultural levels. In resolution 2573 (XXIV) the General Assembly welcomed this initiative and invited the Secretary-General to undertake, in co-operation with the United Nations Educational, Scientific and Cultural Organization (UNESCO) and in consultation with the United Nations Institute for Training and Research (UNITAR) and other appropriate agencies, an expert study on the feasibility of an international university for submission through the Economic and Social Council to the General Assembly at its twenty-fifth session. The feasibility study has been circulated to Member States (E/4878).

2. The report was duly submitted to the Council - unfortunately only after the opening of the summer session, which prevented any but a preliminary discussion of its contents. Resolution 1542 (XLIX) adopted after that discussion (see annex I below) invited the General Conference of UNESCO to make available to the General Assembly at its twenty-fifth session its views on the goals and objectives and also optional models of an international university, and further invited UNESCO, UNITAR

^{1/} Official Records of the General Assembly, Twenty-fourth Session, Supplement No. 1 A (A/7601/Add.1), para. 196.

and other interested agencies and organizations within the United Nations system to provide the Council at an appropriate time with detailed recommendations as to how the university might be organized and financed; it also requested the Secretary-General to report to the General Assembly at its twenty-fifth session on the basis of such views as might be available at the time.

3. The General Conference of UNESCO considered the question referred to it at its sixteenth session, which has just ended. It had before it a report of 16 October 1970 by the Director-General of UNESCO entitled "Proposal for the establishment of an international university" (see annex II). The General Conference also had before it a report of its Programme Commission, an extract from which has been reproduced below (see annex III). The discussion led to the adoption of a resolution on 13 November 1970 (see annex IV).

4. Meanwhile aspects of the question were referred to the Board of Trustees of UNITAR for consideration at its ninth session, held from 2 to 5 November 1970. The views of the Board are reproduced in a report of 5 November (see annex V). The Secretary-General had earlier communicated both to the Director-General of UNESCO and the Executive Director of UNITAR some general views, including suggestions as to the action that might most appropriately be taken at this stage. His letter of 15 October 1970 to the Executive Director, was made available to the trustees (see annex VI). This letter brings out a number of points to which the Secretary-General continues to attach great importance.

5. The trustees of UNITAR have stated in their report that, subject to certain understandings regarding the nature of the new institution proposed, "the proposal to create a United Nations international university system is acceptable in principle to the Board of UNITAR, and so is the Secretary-General's suggestion that its aims and objectives 'should include training, public service and research in a comprehensive system, functionally and geographically decentralized, but administratively integrated and including a variety of models responsive to the diversity and urgency of the world's needs and our common tasks'". The understandings on which the above endorsement is based correspond entirely to the Secretary-General's thinking; and he believes that, through the report of the trustees and the report of the Director-General of UNESCO referred to earlier, progress has been made towards a realistic view of the character of an international university which would serve the world's needs.

6. In accordance with the hope expressed by the General Conference of UNESCO, the General Assembly may wish to invite UNESCO to undertake, jointly with the United Nations and other organizations concerned, studies on the educational, financial and organizational factors involved in the establishment of an international university. Should this action be taken, the General Assembly would no doubt wish the Secretary-General to contribute such staff and facilities as might be required.
7. The Secretary-General hopes that the General Assembly will, at the same time, authorize him to proceed further with his own consultations and studies, and to report in due course on various aspects of the proposal, including key questions of special concern to the United Nations such as possible offers of assistance from individual Governments and institutions, the criteria for the possible integration of existing institutions within the international university system, the status of an international university in the United Nations family and its relations with the members of that family. It would be of the greatest value to the Secretary-General and, he believes, to the General Assembly and the Economic and Social Council, if he could be assisted in this task by a small panel of experts such as was suggested in his communication to UNITAR and endorsed by the UNITAR Board. The work to be undertaken by this panel and by UNESCO would be complementary and the Secretary-General would hope that the panel could benefit from the UNESCO studies as the latter proceed. In this as in every other phase of the consideration of the proposal for the establishment of an international university the closest co-operation within the United Nations system, and particularly the United Nations itself, UNESCO and UNITAR, is obviously of vital importance.

ANNEXES

- I. Resolution 1542 (XLIX) adopted by the Economic and Social Council at its forty-ninth session
- II. Proposal for the establishment of an international university: report by the Director-General of UNESCO
- III. Extract from the report of the Programme Commission to the General Conference of UNESCO
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- V. Report of the Board of Trustees of UNITAR
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ANNEX I

RESOLUTION 1542 (XLIX) ADOPTED BY THE ECONOMIC AND SOCIAL COUNCIL
AT ITS FORTY-NINTH SESSION

Feasibility of an international university

The Economic and Social Council,

Recalling General Assembly resolution 2573 (XXIV) of 13 December 1969 concerning the idea of an international university and expressing the hope that consideration might be given to the matter by the General Assembly at its twenty-fifth session and during the International Education Year,

Having given preliminary consideration to the feasibility study prepared by the Secretary-General,^{a/}

Believing that the examination of all aspects of this matter can be advantageously pursued only on the basis of further studies,

1. Invites the General Conference of the United Nations Educational, Scientific and Cultural Organization to make available to the General Assembly at its twenty-fifth session its views on the goals and objectives and also optional models of an international university and at an appropriate time to put forward proposals as to how the United Nations Educational, Scientific and Cultural Organization might participate in such a university;

2. Further invites the United Nations Educational, Scientific and Cultural Organization, the United Nations Institute for Training and Research and other interested agencies and organizations within the United Nations system to provide the Economic and Social Council at an appropriate time with their detailed recommendations as to how such a university might be organized and financed;

3. Requests the Secretary-General to report to the General Assembly at its twenty-fifth session on the basis of such views as may be available at the time.

1721st plenary meeting,
30 July 1970.

^{a/} E/4878.

ANNEX II

PROPOSAL FOR THE ESTABLISHMENT OF AN INTERNATIONAL UNIVERSITY

Report by the Director-General of UNESCO

(Document 16 C/72)

SUMMARY

At its forty-ninth session, held at Geneva in July 1970, the United Nations Economic and Social Council adopted resolution 1542 (XLIX) in which it "invites the General Conference of the United Nations Educational, Scientific and Cultural Organization to make available to the General Assembly at its twenty-fifth session its views on the goals and objectives and also optional models of an international university and, at an appropriate time, to put forward proposals as to how the United Nations Educational, Scientific and Cultural Organization might participate in such a university".

The purpose of this document is to help the General Conference to formulate its opinion on the goals and objectives and also optional models of an international university. Proposals for UNESCO's participation in a university of this kind can only be drawn up following resolutions the General Assembly adopts on the subject of the international university.

Introduction

1. The idea of an international university or United Nations university was put forward by U Thant, Secretary-General of the United Nations, in the introduction to the annual report submitted by him to the General Assembly in 1969 on the occasion of its twenty-fourth session. On the basis of what he proposed in this introduction, the General Assembly adopted resolution 2573 (XXIV) inviting the Secretary-General "to undertake, in co-operation with the United Nations Educational, Scientific and Cultural Organization and in consultation with the United Nations Institute for Training and Research and any other agency or organization he deems necessary and taking into account the views expressed at the twenty-fourth session of the General Assembly, a comprehensive expert study on the feasibility of an international university, including a clear definition of its goals and objectives as well as recommendations as to how it might be organized and financed".

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2. Having been informed of the project at its eighty-fourth session, the Executive Board of UNESCO expressed the opinion that "the study on the feasibility of an international university ... is within UNESCO's field of competence" and expressed the hope "that UNESCO's views will be fully taken into account when the Economic and Social Council and the General Assembly examine this study" (84 EX/Decisions, 7.1).
3. Finally, in July 1970 the United Nations Economic and Social Council, after examining the Secretary-General's study on the feasibility of setting up an international university, adopted a resolution which, inter alia, invited the General Conference of UNESCO "to make available to the General Assembly at its twenty-fifth session its views on the goals and the objectives and also optional models of an international university".
4. The interest aroused by these proposals has found expression in a number of documents and at various international meetings. Thus, the Fifth Regional Conference of Asian National Commissions for UNESCO, held at Teheran from 5 to 10 September 1970, adopted a resolution in which, after welcoming the idea of co-operation between UNESCO and the United Nations in preparing the study on the international university, it expressed the hope that clearly defined views on the goals, objectives and models of such a university would be put forward during the discussions at the sixteenth session of the General Conference.
5. It should also be noted that a large number of projects for establishing an international university have been put forward since the end of the First World War, some of them by international unions or associations, others by leading public or private figures. Broadly speaking, these projects are motivated by a desire to strengthen international understanding and a conviction that the proposed establishment can make an important contribution to harmony among nations and the maintenance of peace. In many cases they are designed to provide for the training of statesmen and diplomats in an international setting. The Secretariat has to date received 154 communications concerning projects of this type, but it is only since 1969 that the question has been attentively examined by the organizations of the United Nations system.

A. Goals and objectives of an international university

6. As in all cases where it is proposed to found a new institution, it is advisable to begin by defining the demands which the future institution is expected

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to satisfy and the needs which its creation is intended to meet - it being understood that, for its existence to be justified, these demands and needs must lie outside the range of activities covered by existing institutions.

7. An examination of the world university situation and of the international community's demand for higher education and research leads to the following comments on the possible establishment of an international university:

(a) In a world that is rapidly changing as a result of political, social and economic upheavals, the technological revolution, the population explosion, pollution of the environment, etc., mankind is today faced with increasingly numerous and complex problems which can only be studied in depth - let alone solved - at international level. By way of example, mention may be made - in an order which is not intended to reflect either their extent or their importance - of the problems posed by the world population explosion, development planning for countries and regions, the economic and social evolution of recently decolonized countries, the financial aspects of aid to developing nations, human ecology, world energy resources, the reform of education, etc. Furthermore, the great fundamental problems of human coexistence - such as those relating to human rights and interracial relations, disarmament, the peaceful settlement of conflicts - have in recent years become increasingly widespread and acute. It is becoming more and more obvious that these world problems are interrelated and must be studied in conjunction with one another. The problem of peace, for instance, has many points of contact with that of development, and it is not easy to consider the problem of interracial relations without touching on that of over-population or education. These various problems must therefore be examined on the basis of a concerted, multidisciplinary research effort, imbued with an international spirit and taking into account the factors connecting them.

(b) A large number of national universities and research centres have realized how the situation is evolving and there already exist specialized institutions concerned with the problems of environment, underdevelopment and population growth, to say nothing of the remarkable upsurge among Member States of educational activities designed to make the public familiar with the principles and activities of the various organizations belonging to the United Nations system.

Nevertheless, these efforts continue to be dispersed and often do no more than meet national or regional needs, whether in research or training. It is, of course, true that the United Nations system includes agencies specializing in certain activities directly linked to the major international problems: the United Nations Institute for Training and Research (New York), the United Nations Research Institute for Social Development (Geneva), the International Institute of Educational Planning (Paris), the Economic Development Institute of the International Bank for Reconstruction and Development (Washington), etc. Most of these bodies, however, are not in a position to undertake a multidisciplinary approach to the fundamental problems of international coexistence.

(c) What has just been said about research on the major international problems applies, mutatis mutandis, to education and training. Many countries have establishments at university level for the training or retraining of staff engaged in work of an international character: diplomats, experts in foreign trade, international law or world economy, etc. - but the training given is in conformity with essentially national traditions and requirements. As for the initiation and further training courses organized by the various United Nations institutions, these are generally of short duration and designed to meet the short-term requirements of the organizations concerned. On the other hand, no permanent machinery exists to enable those occupying, or due to occupy, responsible posts in international life or in national or regional bodies with international activities, to make a thorough and truly internationally motivated study of the world problems relevant to their spheres of activity.

8. It therefore seems possible to identify the very real needs of the international community that would be served by the creation, under United Nations auspices, of an international institution for research and higher education on the subject of the leading ideas and basic principles of the United Nations Charter and, in particular, the theoretical and practical problems involved in putting those ideas and principles into practice in the contemporary world. And it is the fulfilment of these needs that could constitute the main objective of an international university.

9. In order to achieve this objective, it would appear necessary for the constitution and activities of the proposed international university to conform to certain essential requirements:

(a) In its research and teaching work the university should be organized and oriented, in terms not of disciplines but of specific problems and assignments. By way of example, and without attempting to lay down any hard-and-fast requirements in advance, mention may be made of the following:

- (i) Problems of peace and of international organizations concerned with promoting peace: human rights and interracial relations; disarmament; the United Nations system and possible developments of the system; peaceful settlement of conflicts, etc.;
- (ii) International co-operation for development: forecasting and planning in developing countries; development and population; financial aspects of aid to developing countries, etc.;
- (iii) The international aspects of technological development: ecology and pollution; world energy resources; the world communications system, etc.

(b) It is important that, in both its constitution and its activities, the proposed university should be truly international. This principle should apply to the composition of the teaching staff, the recruitment of the students, the definition of tasks and the way in which they are approached. It is particularly necessary that the recruitment of teaching staff and students should be on a genuinely world-wide basis. The university should be a place dedicated to thorough and untrammelled research, where the most varied opinions can be expressed and exchanged, where the personal views of individuals belonging to various nationalities can form the basis of attitudes in which the interests of the world as a whole are the governing consideration.

10. A scrupulous respect for these principles would enable the international university not only to attain the objectives assigned to it, but at the same time to retain its unique character by the avoidance of overlapping with institutions already in existence. This essential proviso should also be observed with respect to the type of instruction given (cf. para. 12 below).

11. It should be noted that by fulfilling its basic purposes in the fields of education and research, the international university could play an important part in strengthening international co-operation and understanding. Thus, by making it possible for vital problems of human coexistence to be studied collectively and on a multinational basis by intellectuals, research workers, and present or future occupants of positions of international political responsibility, the university could contribute, with a considerable multiplying effect, to the creation of a spirit of international solidarity and understanding.

12. Finally, the university could be expected, by the very fact of its existence, to play an important part in the development of higher education throughout the world. By virtue of its work and specific characteristics it would constitute a centre for co-operation and information linking national research institutes and higher educational establishments engaged in tasks more or less analogous to its own. At the same time, through its work of instruction - which would take the form of an introduction to research, a higher training effected through the collective examination of problems, rather than a course of instruction in the ordinary sense of the term - it could become a centre for experiment and innovation where the most up-to-date techniques of university teaching-methods based on active co-operation between teacher and student and aimed at promoting education through and for research, could be worked out and perfected for eventual use by other institutions.

B. Various concepts of an international university

13. Within the limits of the goals and functions just outlined there is room for various ideas - and hence for various models - of an international university. While there can be no question here of listing and analysing all the problems of content and organization for which several different solutions might be feasible, it is nevertheless possible to indicate certain broad alternatives with regard to the essential aspects of an international university's structure and activity.

14. It is possible to think of the international university as an establishment designed to provide a complete post-secondary education leading to various categories of diploma. It can also be considered, however, as a research centre which at the same time functions - in close and necessary liaison with research - as a centre for advanced studies: in other words, as a higher institution

providing both an introduction to research and advanced vocational training for students who already possess a university-level education or its equivalent in terms of theoretical and practical experience.

15. As can be seen from paragraph 12 above, the second of these approaches seems the better one, for several reasons:

- (i) University studies at post-graduate level appear to offer the most suitable framework for the complex research activity in which the university will be called upon to engage, and should make it possible to reach a high professional and scientific standard in all the subjects taught. They would enable the international university to gear its activities to specific problems and tasks rather than to disciplines.
- (ii) It is by providing instruction at this level that the international university could best avoid the danger of overlapping with existing institutions.
- (iii) This type of instruction would enable the international university to adopt a flexible recruiting policy, attract applications from a variety of age groups and offer courses varying in duration from a few months to several years according to the needs of the various categories of student (civil servants or future civil servants, experts or future experts of organizations in the United Nations system, staff members of regional organizations, staff members or other associates of national or private bodies active in the field of international relations, research workers or future research workers specializing in problems studied by the international university).

16. The international university could be conceived as a centralized body consisting of a group of departments (faculties) located in a Member State; but also as a network of decentralized institutions (departments, campuses, faculties) in various Member States, largely independent but at the same time linked to a common centre with responsibility for programming and, possibly, financial management.

17. Although the first solution offers some administrative and financial advantages, the second would seem in the last analysis to be preferable, inasmuch as it would make it easier to preserve the distinctly international character of the university, which would also enjoy broader public appeal to a more extensive intellectual influence. Under this scheme the membership of the international university could comprise institutions of several categories: in addition to multidisciplinary establishments planned as international institutions from the outset, national advanced study and research centres engaged in work of international interest could also be integrated with the international university network at the instance of, or in agreement with, the Member State concerned.

18. Of course, the decentralized network of institutions forming the international university could only gradually be organized, and the university at the time of its foundation would doubtless consist of only one establishment or at most of a few establishments in a limited number of countries. It is important, however, that the possibility of future decentralization should be specifically provided for in the university's constitution. In this connexion it must be pointed out that the decentralized character of the university presupposes the creation of a modern system of communications linking up the various establishments and allowing the circulation of news, data and curricula and even, if possible, the exchange of instruction and discussion sessions by television satellite. Equipped with such a network of communications, the international university could also serve as a pilot institution for the application of modern methods in post-graduate studies (cf. paragraph 12 above).

19. Besides the choice between these two basic possibilities, there are naturally other questions to be examined before the model of a future international university is determined. They need only be mentioned briefly here, since no final decision can be taken in regard to them until the plans for the university come to be drawn up in detail:

(a) As regards the international university's place in the United Nations system, there are several possible solutions; for example, it could be placed under the authority of the General Assembly of the United Nations or of the General Conference of UNESCO. It would probably be better to give it wide powers of self-government and leave it free to determine its own priorities and development.

(b) Several solutions are also possible with regard to the composition of the teaching staff, ranging from professors appointed for life - as in the case of most national universities - to a staff whose members would be recruited for specific periods from among the most eminent research workers in the research institutes and universities of Member States. The best idea would appear to be a compromise solution whereby the international university, while possessing a small staff of permanent professors of outstanding scientific and moral authority who would guarantee continuity in thinking and methods, would also be entitled, in accordance with flexible procedures and for stated periods or specific teaching or research tasks, to recruit professors chosen, on the basis of academic qualifications, from as many States as possible.

(c) The international university's structure and internal management pattern would have to be settled at the detailed planning stage, but should obviously be so designed that, while guaranteeing the necessary continuity of work and the scrupulous preservation of the institution's essential vocation, they were sufficiently democratic and decentralized to enable students to participate in the running of the various establishments and institutions. This would be all the more necessary in view of the fact that, if the university really did conform to the model proposed in paragraph 14 above, those attending its courses would not be students in the ordinary meaning of the word, but persons of some experience whose studies would imply active participation in reflection, discussion and research.

20. Questions relating to the financing of the university, the subsidiary establishment (libraries, computation centres, etc.) with which it might be endowed, the method of recruiting teachers and students, etc., are certainly very important, but it would only appear possible to consider them when the detailed study comes to be drawn up whatever attitude is adopted by the General Assembly and the various Member States. The same is true for other questions, such as the location of the university's establishments and the relationship of the university to its host countries and to the various organizations of the United Nations system, including UNESCO.

Conclusion

21. The foregoing can be summed up as follows:

(a) An international university could be essentially concerned with teaching and research on the theoretical and practical problems arising in the application of the basic principles of the United Nations Charter - especially the problems of peace, international understanding and co-operation for development, as well as those world problems generated by the current scientific and technological revolution.

(b) In its research work, the university would have to approach such problems on a multidisciplinary basis, in which the choice of problems and the method of studying them would be governed solely by the common interest of mankind as a whole.

(c) The instruction given by the university, in close liaison with the research work carried on in it, would be essentially designed to train responsible persons, imbued with a spirit of international understanding and co-operation, peace-loving and humanistic by conviction and thoroughly familiar with major world problems, for the widest possible variety of activities and posts in international or regional agencies and in national or private bodies active in international life. It is by means of such research and instruction that an international university could make a contribution of its own to the cause of peace and development throughout the world.

(d) It is necessary to choose between a model of a university offering a full post-secondary education and one whose instruction - higher studies linked to research and taking place in the course of an introduction to, and participation in, research work - would be intended for persons already possessing a university education or its equivalent in terms of practical experience and theoretical knowledge. In view of what has been said above, the second solution would be better suited to the objectives of an international university.

(e) A choice must also be made between a centralized model (a university established in one Member State) or a decentralized model (where the university establishments - while co-ordinated for certain aspects of their activity - would

be located in different countries and would enjoy a fairly large measure of autonomy). This second model would seem to be better suited to the international character of the proposed university.

22. As regards the steps to be taken with a view to the possible establishment of an international university, it is proposed that the General Conference submit the following considerations to the General Assembly of the United Nations:

(a) The General Assembly, either at its twenty-fifth session or - following the preparation of a detailed project - at the following session, should express its view as to the desirability and expediency of establishing an international university.

(b) Should this initial view be favourable, the General Assembly would then decide to arrange for a detailed study on the method of setting up an international university. The study would deal with tasks, constitution, financing, recruitment and all other major problems seeming to call for examination.

If UNESCO were made responsible for all or part of this study, it should be granted adequate funds, either by the United Nations in conformity with the terms of paragraph 1 of article XVII of the agreement reached between the two organizations, or else by a vote of the General Conference within the framework of the budget for 1971-1972.

23. It is further proposed that the General Conference authorize the Director-General to examine, in the light of the decisions of the General Assembly of the United Nations, the part which UNESCO could play in the eventual establishment, operation and activities of the international university, and to submit on the subject, firstly a preliminary report to the Executive Board and then, on the basis of the Board's directions, a final report to the General Conference at its seventeenth session containing definite proposals together with their short-term and medium-term financial implications.^{b/}

^{b/} Cf. document 16 C/4, para. 148.

ANNEX III

EXTRACT FROM THE REPORT OF THE PROGRAMME COMMISSION
TO THE GENERAL CONFERENCE OF UNESCO

214. The Director-General presented the preliminary considerations on the proposal for the establishment of an international university on the basis of document 16 C/72; he indicated that there was a general agreement between himself and the Secretary-General of the United Nations on the teaching and research concern of the proposed institution; the need for a multidisciplinary approach to problems requiring research; and the fact that it would have to train persons responsible for the widest possible variety of activities and that it should preferably provide university teaching to a high level and function on a decentralized basis. He stated further that the General Assembly of the United Nations should decide, at an appropriate time, on the desirability of establishing an international university and should this initial view be favourable, the General Assembly would then decide to arrange for a detailed feasibility study. If UNESCO were made responsible for all or part of the study, he was of the view that it should be granted adequate funds. He commented on draft resolution 16 C/DR.214 and replied to questions.

215. The representative of the United Nations spoke on the Economic and Social Council's request for an opinion with regard to the creation of an international university.

216. The majority of the delegates who participated in the discussions on the proposal for an international university endorsed the view, as one delegate put it, that the idea merited further study. Several were of the opinion that before a decision on the desirability of such a university can be taken, a careful and objective examination is called for of the educational, financial and organizational factors involved. Several delegates expressed the wish that the General Assembly should invite UNESCO to undertake a full feasibility study and that in the event of the General Assembly endorsing the recommendation, the Director-General be invited to undertake this study jointly with representatives of the international organizations concerned and the university community throughout the world; and further that he should be authorized to utilize any voluntary contributions, or contributions from the United Nations or funds available within the framework of the budget for 1971-1972.

217. A great number of delegates expressed, also, their views concerning the organizational problems and the possible aims of the eventual international university. Several of them expressed their support of the main ideas of the Director-General's document 16 C/72. Some delegates thought that a decentralized body linked with a well co-ordinated and diversified network of institutions would be preferable to the setting up of a single institution. One delegate stressed that a decentralized university of that kind would have to grant priority to research work and detailed studies rather than encouraging students to read for university degrees. Several speakers underlined the necessity of concentrating the work of the international university on problems linked to the great issues of development, international co-operation and so on. The importance of the humanistic and spiritual values and co-operation and comprehension among peoples as central preoccupations of the university was particularly stressed by some delegates.

218. A closer criticism of the idea itself of an international university was expressed by some delegations. One delegate had the view that already existing institutions could do the work foreseen for the international university; another delegation expressed doubts as to the real feasibility and utility of an international university in the present international situation; one delegate expressed the view that training on an international level of national functionaries is questionable and he also expressed his opposition to the idea that employees of private organizations should be trained in an international university.

219. The Deputy Director-General commented on the various proposed amendments moved during the debate concerning an international university.

220. Having heard the explanation of the Deputy Director-General, the delegation of India agreed to withdraw the proposed draft resolution 16 C/DR.224. When the present report was adopted by the Programme Commission, the delegate of Switzerland proposed the replacement in operative paragraph 4 of resolution 1.241 of the words "not later than" by "if possible". Following the Deputy Director-General's explanations and statements made by several delegates, the delegate of Switzerland withdrew this amendment while stressing that in his opinion it was not certain that the study provided for in this resolution could be completed in time for the eighty-eighth session of the Executive Board and that it was not desirable that it should be rushed.

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ANNEX IV

RESOLUTION 1.241 ADOPTED BY THE GENERAL CONFERENCE
OF UNESCO AT ITS SIXTEENTH SESSION

Proposal for the establishment of an international university

The General Conference.

Recalling Economic and Social Council resolution 1542 (XLIX) of 30 July 1970 which, in the belief that the examination of all aspects of this matter can be advantageously pursued only on the basis of further studies, invited the General Conference to make available to the General Assembly of the United Nations at its twenty-fifth session its views on the goals and objectives and also optional models of an international university,

Considering that the idea of establishing an international university, which was put forward by the Secretary-General of the United Nations in his annual report to the General Assembly at its twenty-fourth session, merits further study,

Recalling further that in his abovementioned report the Secretary-General recognized this matter to be the legitimate concern of UNESCO and an idea which he hoped UNESCO could develop further and eventually bring to fruition,

Taking note of the preliminary considerations of the Director-General on this subject contained in document 16 C/72,

Considering that such study should, from the very beginning, be carried out by UNESCO jointly with the United Nations organizations concerned and the university community throughout the world,

Considering that the establishment of such a university might involve the study and assessment of factors or issues additional to and different from those pertaining to the establishment of a national university,

1. Believes that it would be premature to take a decision on the establishment of an international university until such further careful and objective studies of the educational financial and organizational factors involved are completed and considered;

2. Expresses the hope that the General Assembly will invite UNESCO to undertake such further studies with a view to presenting a full feasibility study to a subsequent meeting of the Economic and Social Council or of the General Assembly;

3. Invites the Director-General, in the event of the General Assembly acting accordingly, to undertake the feasibility study jointly with the United Nations organizations concerned and the university community throughout the world;

4. Invites the Director-General to report on the implementation of this resolution to the eighty-seventh session of the Executive Board and to submit to the Executive Board not later than at its eighty-eighth session the results of this feasibility study and his comments thereon;

5. Authorizes the Executive Board to transmit this study to the appropriate authorities with its comments as soon as possible;

6. Authorizes the Director-General to utilize for the purpose of the feasibility study any voluntary contributions and any contribution which he may receive from the United Nations under the provisions of article XVII of the Agreement with the United Nations; and if necessary to utilize funds within the total budget ceiling approved by the General Conference for 1971-1972;

7. Transmits this resolution to the General Assembly of the United Nations in response to Economic and Social Council resolution 1542 (XLIX).

ANNEX V

REPORT OF THE BOARD OF TRUSTEES OF UNITAR

Feasibility of a United Nations international university

The Board of Trustees of the United Nations Institute for Training and Research (UNITAR) at its ninth session, held from 2 to 5 November 1970, had before it the Secretary-General's report on the feasibility of a United Nations international university, together with the text of Economic and Social Council resolution 1542 (XLIX) of 30 July 1970 on the subject, the summary records of the meetings at which the Council took that action and the text of a letter addressed to the Executive Director of UNITAR on 15 October by the Secretary-General, indicating his thinking on the points on which immediate action would appear to be called for.

The Board concurs with the Secretary-General that, for the time being, attention should be directed to considering what should be the aims and objectives of the university and that the further questions of organization, finances and curricula should be left for later study by experts.

The Board considers it important to stress, in the first place, the points made in the report itself - that there are institutions within the United Nations system, notably UNESCO and UNITAR, which are trying to carry out many of the kinds of activities with which the proposed university is to concern itself. UNITAR was established to carry out, in an international setting, under a board appointed on the basis of personal qualifications, training and the conduct of "research and study related to the functions and objectives of the United Nations".

It is also the case, as the Secretary-General's report acknowledges, that there are many institutions of advanced studies outside the United Nations system that are engaged, wholly or partly, in studies of international significance. Some of them are national institutions, while others were established jointly for this purpose by a number of Governments and/or private foundations.

The Board therefore sees the new institution proposed in the Secretary-General's report as an instrument to co-ordinate, harmonize and supplement the work being done in existing institutions in order to meet the challenge of a changing world, which calls for greater international understanding and co-operation. It should help to foster the growth of existing institutions suitable for incorporation in or association with it; it should create new institutions only where they prove to be necessary, thereby avoiding needless proliferation; and it should create co-ordinating machinery which, in the Board's view, should not require to be on a large scale, at least to start with.

Seen in this light, the proposal to create a United Nations international university system is acceptable in principle to the Board of UNITAR, and so is the Secretary-General's suggestion that its aims and objectives "should include training, public service and research in a comprehensive system, functionally and geographically decentralized, but administratively integrated and including a variety of models responsive to the diversity and urgency of the world's needs and our common tasks".

The Board feels that the university should serve the following aims and objectives:

- (a) The need of the world for internationally oriented scholarship to carry out studies of global problems;
- (b) The need of scholars for continuing international co-operation for joint consideration of issues with global implications;
- (c) The needs of the developing world for greater access to and interaction with advanced and advancing scientific thought and applicable technology;
- (d) The needs of the United Nations system in all its manifestations - delegations, secretariats and programmes - for permanent scholarly resources of the highest quality.

The Board welcomes the Secretary-General's suggestion that the General Assembly should "set up this year a committee of eminently qualified persons with a mandate to consider and report on a viable plan in all its aspects".

The Board is of the opinion that any such committee should include representatives of UNESCO, UNITAR and a number of eminent scholars outside the United Nations system and should also reflect the multidisciplinary nature of the project.

ANNEX VI

LETTER DATED 15 OCTOBER 1970 FROM THE SECRETARY-GENERAL
TO THE EXECUTIVE DIRECTOR OF UNITAR

When it meets at the beginning of November the UNITAR Board of Trustees will, I understand, be considering among other things how to respond to the request addressed to it in resolution 1542 (XLIX) of the Economic and Social Council on the feasibility of an international university. Meanwhile, as you know, the UNESCO General Conference is shortly to take up the matter and the Second Committee of the General Assembly will discuss it as soon as the General Conference's findings are available and I myself have been able to report. In the circumstances, it may be timely for me to send you, in very general terms, some indication of my own thinking.

First, I consider that not only active interest but sustained support from UNESCO and from UNITAR is quite vital and that the project must be a concerted one between the three institutions concerned. Secondly, I believe that the aim at this point should be to get maximum agreement in the legislative organs of UNESCO and the United Nations on the aims and objectives of the university, leaving for later study by experts questions regarding organization, finances and curricula. It would be useful, I think, if the General Assembly would set up this year a committee of eminently qualified persons with a mandate to consider and report on a viable plan in all its aspects. Thirdly, my preliminary thinking on the aims and objectives is that they should include training, public service and research in a comprehensive system, functionally and geographically decentralized, but administratively integrated and including a variety of models responsive to the diversity and urgency of the world's needs and our common tasks.

(Signed) U THANT
