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ABSTRACT

Under the encouragement of the United Nations General Assembly, this booklet has been written to introduce community groups and voluntary organizations in the United States to the various activities and programs which can be undertaken this year. The two major areas of primary concern are: equal educational opportunity; and, the development of international awareness, understanding, and respect for people at home and abroad. The last chapter and the appendices have included: guidelines to program planning and activities; list of voluntary organizations for program support; publications; a directory of organizations; and, various United Nations resolutions on the purposes and objectives of programs in international education and the development of equal educational opportunity. (SBE)

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A Handbook for International Education Year, 1970

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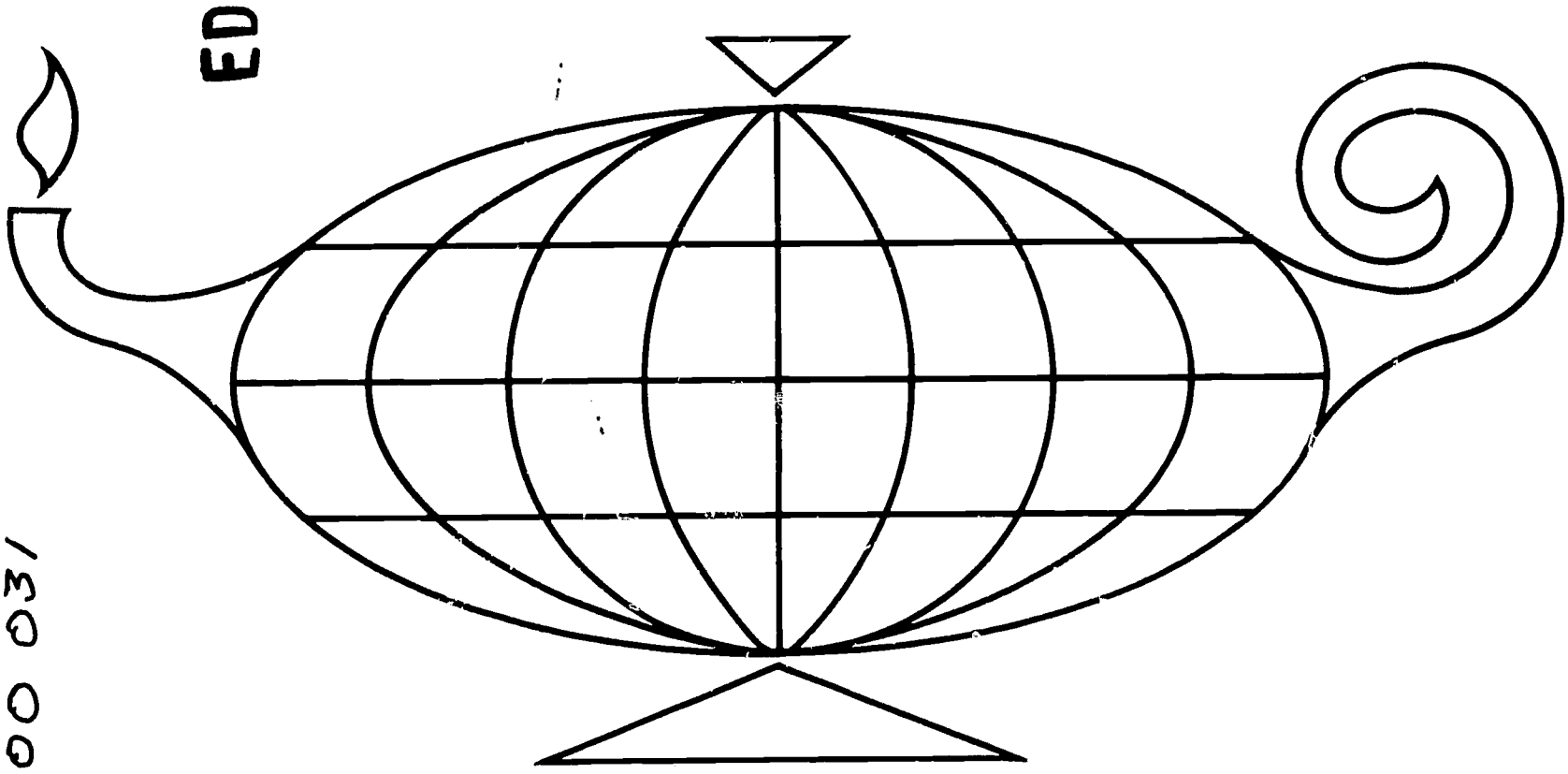

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1969

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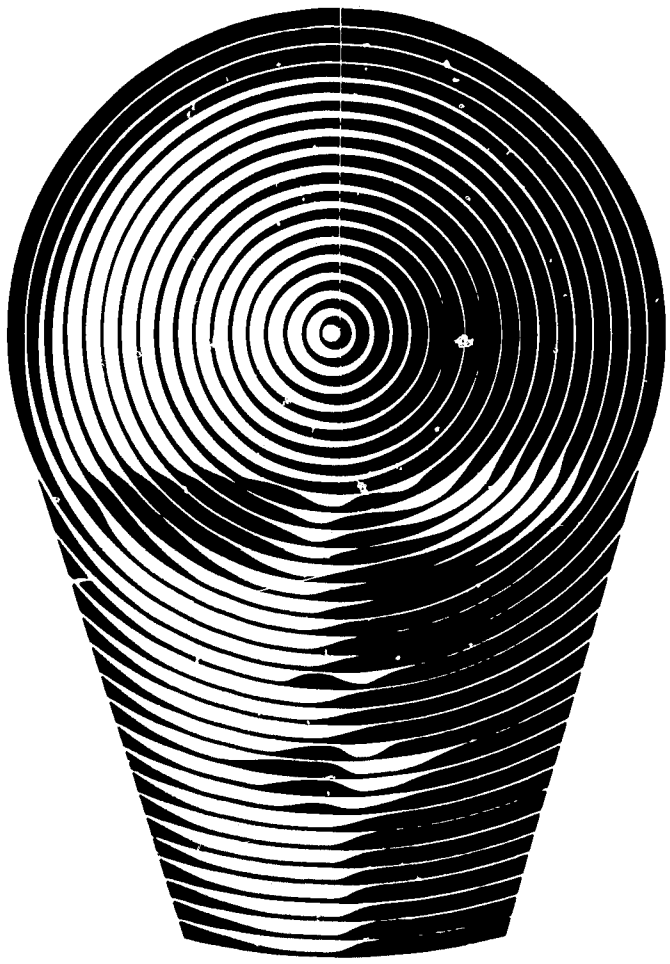


World Symbol for International Education Year—1970

This symbol was designed by the Hungarian-born French artist, Victor Vasarely, and contributed to UNESCO through the International Association of Art. Composed of concentric rings, it represents an abstract head of universal man illuminated by knowledge.

A Message from the Director-General of UNESCO

In a message issued after the designation of 1970 as International Education Year by the General Assembly of the United Nations, the director-general of UNESCO, M. René Maheu, stressed that International Education Year should be more than a mere celebration:

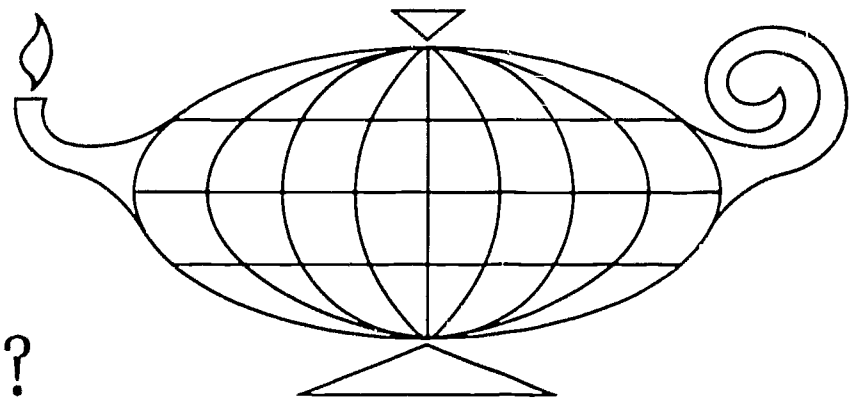
"Its purpose should be to promote concerted action by the Member States and by the international community towards four main objectives: to take stock of the present situation throughout the world; to focus attention on a number of major requirements for both the expansion and the improvement of education; to make greater resources available for education; and to strengthen international co-operation.

"In this context education should be taken in its broadest sense to include all forms of instruction and training International Education Year should be directed to the entire range of activities designed to impart knowledge to individuals and groups, whatever their ages and whatever the content and method of instruction.

"UNESCO will do all within its power, in collaboration with other organizations of the United Nations system and interested international bodies and associations, to make International Education Year a solemn occasion for the governments and peoples of the world to re-dedicate themselves to the cause of constructing in the minds of men the defences of peace and the basis of social progress."

UN photograph. Reproduced from *UNESCO Courier.*

I WHAT IS THE INTERNATIONAL EDUCATION YEAR?



The General Assembly of the United Nations has designated 1970 as International Education Year.* In doing so, it has urged its Member States, UNESCO, and other organizations in the UN family, as well as nongovernmental organizations, to cooperate in programs designed to take stock of educational problems and to initiate actions to extend and upgrade educational offerings.

Many goals have been specified as appropriate for this endeavor (see the list of objectives in the Appendix, page 43), but in this booklet we will limit ourselves to two areas of special current concern in the United States: making our educational offerings more nearly equally available to *all* students and improving the effectiveness of education in developing a heightened international awareness or world view in students.

The two goals are not unrelated. To succeed in extending equal educational opportunity to all will require the cultivation of precisely those attitudes necessary for instilling in ourselves an international awareness and concern. In both cases, the individual must value and respect other individuals and have a healthy toleration for differences. To accomplish both our goals we must develop a genuine concern for the well-being of those within our shores and extend that concern to include our neighbors the world over.

Many persons may erroneously conclude that the International Year for Education is intended primarily to raise levels of accomplishment in the so-called developing nations. It should be remembered, however, that educationally we are all developing nations. Other countries may have urgent problems of illiteracy, but we have equally urgent needs to extend the benefits of schooling to all youth and to make schooling more meaningful to all students. We may have as far to go as others in quest of an education that will make it possible for all citizens to live constructive lives as thinking, compassionate persons.

In order to take this double step of extending educational opportunities at home and expanding our understanding of peoples abroad, we will need to shake ourselves loose from some of our accustomed thinking and perhaps at times from accustomed assumptions of American superiority. Ambassador Dwight Morrow once said, "We judge others by their actions, but ourselves by our good intentions." More recently a sensitive American teacher, Dorothy Hamilton, said, in a yearbook of the National Council for the Social Studies, "We Americans have a tendency to judge the problems of other people in terms of our own institutions and mores. We assume that what is good for us is good for others."

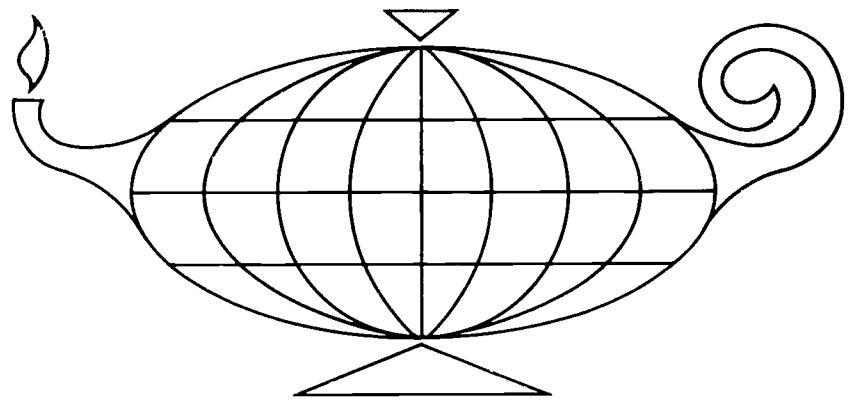
Effective international understanding based on a willingness of persons to accept other persons as equals and of nations to recognize other nations as equals becomes daily more urgent as the contacts and exchanges between people and nations grow ever more numerous.

This booklet invites community groups and voluntary organizations in the United States to engage actively in programs to achieve the goals of the International Year for Education—to join citizens and groups the world over in extending education to all persons and furthering international understanding.

* Referred to as the International Year for Education throughout this booklet in order to give greater clarity to its purpose and meaning.

Carl Balcerak, National Catholic Educational Association

II EQUAL EDUCATION FOR ALL



Learning is unending. We learn whenever we engage in a conversation, look at a picture, make a purchase, or take a walk. Education—the deliberate and planned effort to influence the learning of others—is nearly as pervasive. Education is at least part of the purpose behind our newspapers, zoological gardens, museums, theaters, radio and television programs, books and magazines, and club programs.

With the growth of mass communications and the expansion of community cultural activities, it has become increasingly clear that not all education takes place in school. Nevertheless, schools remain the central agency for instructing the young in the knowledge and skills that society decrees important.

The history of education in the United States has been marked by continuous expansion of offerings, by making more years of schooling available for ever more students, and by the invention of specialized institutions to meet specialized needs. American schools were the first to provide free universal education from elementary through secondary school, and the trend is toward extending free educational offerings at both ends of the scale; kindergartens and nursery schools at one end and junior and 4-year colleges at the other. Where the challenge of the International Year for Education in some of the less-developed countries is the *provision* of basic education, in our country the challenge is more one of the equal *application* of opportunity for an adequate education.

As impressive as our achievements in education sound, the fact remains that American education has not been "universal" nor has it extended its blessings equally to all. This failure is evident when we reflect that the median number of years of schooling completed by persons 25 years of age and older is 10.9 for whites and only 8.2 for nonwhites. Nor have we conquered illiteracy, which remains at over 6 percent of the population of one state and is a discouraging 2.4 percent for the nation as a whole. More schooling is necessary to raise national averages, and a special effort must be made to educate those who traditionally have been denied equal educational opportunity.

SEGREGATION

For a hundred years, the classic method of denying particular groups equal educational opportunity has been to segregate them into their own schools or no schools at all. Schools for "second-class" children are without fail *inferior* schools. (We will only mention in passing that segregated schools impoverish "first-class" children as well in many important respects; nonetheless, comparatively speaking, their schools are superior.)

> *Education is the daily practice of great ideals: that every person bears within himself a promise which can and must be realized; that all persons are entitled to respect and dignity; that freedom of thought, of expression, of movement, and of religious belief belongs to all persons; that liberties entail obligations. Education is fundamental to the realization of these ideals.*
>
> —National Education Association Platform, 1968-69

National Education Association

Joe Di Dio, National Education Association

Although the principle of mandatory racial segregation was declared unconstitutional by the Supreme Court in 1954, racial segregation is increasing, according to the U.S. Commission on Civil Rights. The majority of American children continue to attend schools that are largely segregated. In more than 100 city school systems throughout the nation racial isolation in the public schools is extensive and has increased since 1954. Twelve years after the Supreme Court decision outlawing segregated schools, the number of Black children in the South attending segregated schools had increased by a quarter of a million. And, according to the U.S. Civil Rights Commission, most Black children in large Northern cities attend schools whose student populations are more than 90 percent Black.

Blacks are not the only groups subject to segregation. Many Indian children attend schools on reservations; and until the late forties, Mexican-American children were *formally* segregated in separate buildings or separate schools. Today, the schools attended by Mexican-Americans are located in the poorest areas and thus are largely segregated on a de facto basis.

Armando Rodriguez, chief of the Mexican-American Affairs Unit, U.S. Office of Education, describes their plight in *American Education:*

> About 4.7 million Mexican-Americans live in the United States today. . . . Most of them have an inadequate education.
>
> A 1964 survey revealed that 39 percent of Mexican-Americans in one State had less than a fifth grade education. In a border city that same year, only five to six percent of the Mexican-American children entering first grade knew enough English to go forward with the other children. And many Mexican-American youngsters never get to the first grade.

A recent study revealed that 60 percent of the Puerto Rican children of school age in Boston are not attending school at all.

INTEGRATION OR SEPARATION?

Arguments will continue over the importance of integration in the schools and alternative means for achieving integration. While equality and integration remain for most people the ultimate goal, there still remain differences of opinion over the desirability of attempting artificially attained desegregation and even over definitions of segregation and desegregation.

Black leader James Farmer reminds us that Washington, D.C., has a school population that is 93 percent black, so it is not possible to have schools throughout the city containing less than 50 percent Negroes. Black pupils are in the majority in 12 of our largest cities and constitute more than 40 percent in at least five other large cities. Much of our Mexican-American and Puerto Rican populations, as well, is concentrated in the hearts of our big cities. The reality is clear that in our biggest cities the white child is the minority. This salient

Paul Conklin, Volunteers to America

statistic must be kept in mind if school systems and teacher training institutions are to succeed in preparing to meet the challenge.

Each community must tackle its own desegregation problem, eliminating as much segregation as it reasonably can. Useful in this context is the definition of segregation offered by Meyer Weinberg, editor of *Integrated Education:*

> A school is segregated when the community comes to view the school as inferior and unsuitable for privileged children. For example, a school is segregated whenever it becomes known as a "Negro school." The stigma imposed upon the school by the community makes it segregated. A stigmatized school is usually deprived of its share of community resources. If a school is considered adequate for minority children only, that school is segregated.
>
> Integration, on the other hand, is the realization of equal opportunity by deliberate cooperation and without regard to racial or other social barriers. Education which is equally bad for everyone is not integrated education.

As we work during the International Year for Education and beyond for the strengthening of educational opportunity, it is important not to dissipate our energies in useless wrangling over methods. Redistricting, school pairing, or two-way busing may be acceptable in one community and not in another; yet both may make headway toward integrated education. Some Black leaders are pushing for early integration; others prefer seeking quality programs in ghetto schools. Both groups are working for the same goal of quality education for all.

SCHOOL PROGRAMS

The problem is not merely to see that all young persons are enrolled in school, but to see that once inside the school, they find an environment, a teaching staff, and a program that encourages learning.

To help young people achieve confidence and dignity is especially difficult in neighborhoods largely populated by the dispossessed and the disadvantaged—the ghetto-dwellers. Although the goal is the same, the instructional atmosphere must be different, because these students do not bring to school with them the confidence, the optimism, and the anticipation of school success that the suburban child is likely to possess.

The problem of the city schools is well identified by the Urban Task Force of the National Education Association:

> Our cities, like other parts of the country, need good schools. The kind of education city children need is good education—education that works. City parents, like other parents, want their children to have good education. They want their children to be prepared to survive and compete as equals in our civilization. The schools of the urban crisis must offer their students the opportunity to construct a self-respect that will free them from insecurity. They must offer students the opportunity at the end of their school experience to choose freely between further education and entry into an occupation with a future. The schools must develop their students as individuals.

Schools that do these things are good schools, wherever they are located and regardless of the racial composition of the student body. The objectives of good education are constant, but their application is different in different environments and for different kinds of student populations. In fact, one of the most basic elements of good education is adaptability to the situation and to the individual student—an element all too uncommon in the American educational institution, and generally lacking in our urban schools.

As they now exist, our urban schools help perpetuate the cycle of poverty, the merry-go-round of despair and frustration. They consciously or inadvertently continue to discriminate against the poor and powerless.

Many concerned Americans, educators and noneducators alike, have already taken steps to improve the schools, to eradicate the inadequacies, and to develop programs which will afford the citizens of urban America the same chances, the same opportunities that other Americans have. The efforts of those who have been trying are commendable. Yet, the situation remains critical. It is the responsibility of all those concerned with the future of this nation to accelerate efforts to improve the inner-city schools.

It is obvious that the real problems of effective education are closely intertwined with problems of human rights. It seems almost futile to develop school desegregation plans for our cities and then have the citizens reject open housing laws. Massive infusions of education for human acceptance are imperative. To the extent that we accept and value those in our neighborhoods and communities who seem "foreign," we can begin to hope for mutual understanding between peoples from different nations.

The discrepancy between "what is proclaimed" and "what really is" lies at the heart of much of our educational failure. Psychiatrist Robert Coles told the U.S. Commission on Civil Rights that Black children "become confused and, at a very early age, filled with despair and depression" at the variance between the rhetoric of equality and the reality of discrimination.

Although the school cannot solve all the social, psychological, and medical problems of its community, it cannot do its job of teaching if it fails to take into account the factors which affect the child's ability to learn.

The entire educational experience should contribute to the child's feeling that he is a valuable member of the human race. It must not imply that academic or social standing is an accurate standard for judging the worth of the individual. Instead, the educational experience must help each student to value his strengths while treating his weaknesses as challenges, not sins or faults.

FINANCIAL SUPPORT

Schools which encourage the development of self-respect in students free them to attempt the unfamiliar and to regard the world with confidence and optimism. However, all too often those children most in need of special assistance in developing self-confidence attend schools least equipped to provide such assistance. If the best-educated parents with the most highly motivated children find that it costs $1,500 per child per year to educate their children in the suburbs, should it not cost at least that much to educate the less well-motivated low-income family child in the inner city? Actually the budget of the average inner-city school system provides about half this amount.

And inequalities in public support for schools are reinforced by differences in the amounts parents are able to contribute. In middle-class neighborhoods parents often improve the school facilities by donations through the PTA or some other group. Ghetto parents typically lack both the organization and the funds to make this sort of contribution.

The pattern of allocation of resources for education seems to follow social and economic patterns. Result: Schools attended by poor children are poor schools, badly supplied from the standpoint of teachers, books, equipment,

Top: Carl Balcerak, National Catholic Educational Association
Bottom: Young Women's Christian Association

National Congress of Parents and Teachers

supplies, and programs. And this unhappy situation prevails whether the poor are in the inner city or in depressed rural areas.

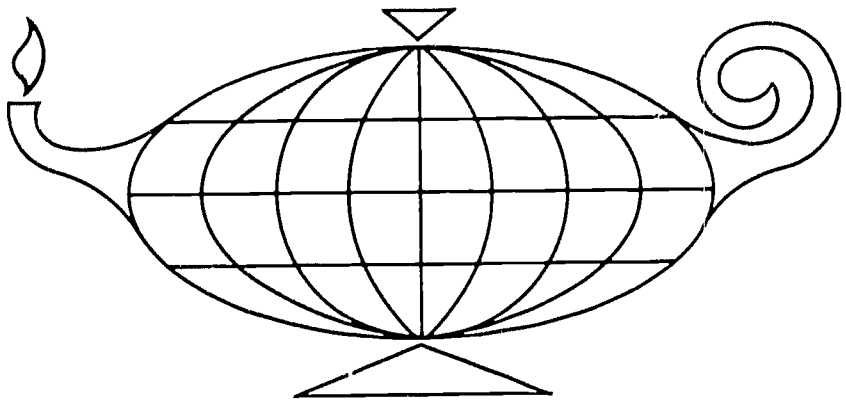
THE CHALLENGE

Evidence of undereducation is distressingly clear for each of our minority groups. And no one can be unaware of the high price that the undereducated exact—a price beyond individual unhappiness and the tragedy of underdeveloped talents. The costs of unemployment, public assistance, relief, disease, crime, delinquency, and the institutions needed to deal with them are occasioned largely by undereducated persons—the educational derelicts of the United States. It costs far more to correct the damage done by the undereducated than it would have cost to educate them.

Education is so important that it deserves the best help it can get—the best brains it can borrow. Additional energy can be harnessed by enlisting the forces outside the school in behalf of education. *This is where you can help.* Your brains and your energy working through your community groups can investigate the situation in your schools, bring your influence to bear in shaping the programs of these schools and assuring that they will be supported by adequate financing, and make arrangements with other institutions within the community to involve them in a variety of new relationships with the school.

Enough has been said to identify the challenge. It is nothing less than to put into practice in our schools the ideals of the Declaration of Independence and of the Charter of the United Nations; to demonstrate our belief that all men are entitled to equal educational opportunity, the better to ensure them life, liberty, dignity, and the pursuit of happiness.

III EDUCATION FOR WORLDWIDE UNDERSTANDING



The second of our goals for observing the International Year for Education calls for a concerted effort to improve the effectiveness of education for worldwide understanding.

During the first century or more of our nation's existence the United States paid little attention to world affairs, except as our concern was dictated by the immediate necessity of defense and expansion. The isolation that the nineteenth century permitted is no longer possible in the second half of the twentieth. Certainly the negative inducements to international understanding and cooperation are obvious to all: Our century has seen two world wars with all their attendant horrors, incredible developments in weapons technology, and the pressures of a population explosion whose threat grows more frightening with each passing year. The Bomb, with its implications for nuclear holocaust and instant annihilation, is very much with us all.

These and other forces have led the government of the United States into an active policy of worldwide involvement beyond the requirements of immediate needs and threats. This policy is reflected in our participation in the work of the United Nations and its specialized agencies; in regional arrangements such as the Alliance for Progress; and in such continuous actions as the annually renewed billions appropriated for foreign aid, and, to a lesser degree, in the Department of State's educational and cultural exchange program, and the Peace Corps. In addition to extensive international involvement on the part of our government, a host of private nongovernmental organizations are active in this area.

The implications of our failure to recognize and act upon the common humanity and ultimate concerns of people the world over are dramatic and compelling. But there is another inducement to worldwide understanding—a positive inducement which says that the individual is enhanced by his capacity to gain knowledge of and take delight in the unfamiliar, by his capacity to reach out to people unlike himself and gain as well as give in the process. This approach, if less dramatic, is, nonetheless, more worthwhile and far more likely to lead to lasting world peace.

The positive approach is much more conducive to achieving the goals of the International Year for Education. The "worldwide understanding" that we speak of represents an attitude more than anything else. We're not speaking of understanding as quantitative knowledge, but of knowledge which affects the feelings and alters the knower. In its most ideal form education for worldwide understanding would cause peoples from widely dissimilar backgrounds to recognize the fundamental similarity in their primary concerns and to find interesting and entertaining their more superficial differences. In those areas where differences were not seen as either nonexistent or interesting, education for worldwide understanding would teach tolerance and respect. These latter areas will be few if we develop within ourselves a positive enthusiasm for that which is different from what we know and accept unthinkingly—for that which can bring us a new approach to experience.

The attitude which we must work to develop entails a global perspective on the part of people everywhere. This means that in calculating my interests, I must think beyond the interests of my family, my neighborhood, my city, state, and nation to the interests of the

Volunteers to America

8. All human beings are of one biological species, within which occurs the variations called races. The differences between races are negligible.

family of man. Certainly this is a big order, but given the negative example of the results of our failures in the past to recognize and value the universal human qualities common to all persons regardless of race, sex, religion, or nationality and given the positive rewards which appreciation of foreign cultures can bring in terms of personal enrichment and prospects for living together in harmony, our course is clear.

EDUCATION AND HUMAN VALUES

The International Year for Education is intended to stimulate an awareness of our mutual interdependence and to enlist the services of education in getting "the message" to everyone.

Our capacity to value and respect other human beings no matter where they are or the circumstances of their existence is predicated upon certain basic assumptions. The following extract from a California curriculum report expresses many of those assumptions:

1. Change is a condition of human society; civilizations rise and fall; value systems improve or deteriorate; the tempo of change varies with cultures and periods of history.
2. People of all races, religions, and cultures have contributed to the cultural heritage. Modern society owes a debt to cultural inventors of other places and times.
3. Interdependence is a constant factor in human relationships. The realization of self develops through contact with others. Social groupings of all kinds develop as a means of group cooperation in meeting individual and societal needs.
4. The culture under which an individual is reared and the social groups to which he belongs exert great influence on his ways of perceiving, thinking, feeling, and acting.
5. Democracy is dependent on the process of free inquiry; this process provides for defining the problem, seeking data, using the scientific method in collecting evidence, restating the problem in terms of its interrelationships, arriving at a principle in the solution of the problem.
6. The basic substance of a civilization is rooted in its values; the nature of the values is the most persistent and important problem faced by human beings.
7. All nations of the modern world are part of a global interdependent system of economic, social, cultural, and political life.

In order to promote world understanding, it is essential to create a solid working relationship between education and human values. As education is typically pursued today, success in school predicts further success in school; little more. Good grades predict good grades—not compassion, not good work habits, not vocational success or social success or success in marriage, not happiness or kindliness or any other valued quality one might name. No study yet made has shown any significant correlation between school grades and a well-spent life. At present there is no discernible relationship between what is rewarded in school and the later practice of human excellence. One of the very urgent challenges as we face the future—and one that is increasingly recognized by American educators—is the need to relate the school experience to the basic expectations we have for human beings in after-school life. It is the need to help students learn to live rather than merely to learn to remember.

NEW RELATIONSHIPS

To achieve this goal, we must strengthen the bonds between school and the rest of the community and provide a curriculum that takes

into account relationships between knowing, thinking, feeling, and doing. Most schools in the past have felt that their role was restricted to helping the student with knowing and thinking.

The crucial need is for planned learning experiences that will focus on universal human qualities and human aspirations, human needs that underlie all reasonable hopes for human understanding.

The view that education must relate primarily to basic human values is equally relevant to national and international goals. Our national goals are predicated on democratic ideals of citizen participation, based on every person's awareness of his own worth and the cultivation of his capabilities. International or world understanding rests upon the extension of a similar participatory democracy on a global scale.

Engaging students in the process of self-development and interpersonal development requires that they be placed in situations where they must interact with others. Integrating a school merely by placing students of different cultural or ethnic backgrounds in the same building is likely to be of very little help if the curriculum remains as a formal block to their working together. If students sit silently, listening to lectures, reading textbooks, and taking tests, separately and individually, they may be as far apart at the end of an integrated year as they were at the beginning. If integration is to work, or if any type of human understanding is to succeed, children must be grouped so that they work together on significant tasks. They must share experiences—experiences that promote common values and feelings and foster new relationships that help them to overcome the barriers of differences and achieve understanding and acceptance.

THE TEACHER

Equally vital is the sensitivity of the teacher, his awareness of his own biases, and his determination to help his students to achieve greater awareness and understanding of themselves and others.

The Peace Corps

This sensitivity and commitment on the part of the teacher is well recognized by T. I. Davies, supervisor of UNESCO's Associated Schools Project in the United Kingdom:

> The teacher's responsibility . . . is not just to arouse academic interest . . . but also to develop a tolerance of differences between cultures, and humility in measuring other cultures against one's own. The real objective is to develop enlightened and sympathetic attitudes which will be reflected in behavior and understanding after the pupils have finished school. To develop such attitudes it is necessary to:
>
> 1. Study how peoples of other cultures live, and what their hopes, problems and difficulties are.
> 2. Study their achievements and their contributions to human culture in general.
> 3. Demonstrate that in spite of cultural differences there is a basic human solidarity and brotherhood.
> 4. Cultivate a sympathy and an urgent sense of responsibility for the improvement of the human lot through international co-operation.

TEXTBOOKS

By adding teacher sensitivity to pupil interaction we come one step closer to ensuring effective instruction. Another approach which has been talked about for years is international cooperation in the writing of history books. Efforts to establish machinery to provide for the voluntary participation of nongovernmental professionals in the preparation of textbooks and to seek agreement in advance of publication to ensure that the contents are accurate and inoffensive to other nations have been made from time to time—sometimes with considerable success. One of the earliest and best known is the Norden agreement, under which history professors from the Scandinavian countries gathered periodically to seek common interpretations of Scandinavian history and gradually to eliminate passages unacceptable to any nation in the group. Many national leaders have expressed the opinion that this effort has helped to erase the scars of past wars, which otherwise would have been constantly rekindled by ultranationalistic history texts studied generation after generation.

Since World War I a number of additional ventures in the direction of international textbook cooperation have been made. A major effort by the International Committee for Intellectual Cooperation of the League of Nations to examine textbooks for national bias might have succeeded had it not been for the failure of the League itself. Since World War II notable advances have been made by the International History Teaching Commission, by UNESCO, and especially by the International Schoolbook Institute at Brunswick, Germany.

One approach to the textbook problem, attempted some years ago by the Brunswick Institute and more recently by an American project, has been the attempt to secure international approval for a given national interpretation of history. This was dropped in favor of an "as others see us" version, which admits the existence of national variations in the interpretation of history and makes the student aware of these variations by exposing him directly to them.

The American project, jointly supported by three major professional organizations (American Historical Association, National Council

UNESCO/Cart

Paul Almasy, UNESCO

for the Social Studies, and Phi Delta Kappa) resulted in the publication of a textbook titled *As Others See Us: International Views of American History,* for use in American history classes in high school. The entire text, which encompasses the full chronology of American history from early colonization to the Vietnam war, is made up of translations from high school texts used in other countries. In effect, this is simply an extension of the notion of studying foreign cultures to include the study of foreign interpretations of our culture and our history.

EDUCATIONAL DIPLOMACY

To bring about the necessary attitudinal and behavioral changes within ourselves and peoples throughout the world, nations have embarked upon a new strategy in international relations which William Kvaraceus, professor of education at Tufts University, has called educational diplomacy:

> This new pattern is closely related to the more traditional pattern of economic commerce. . . . This interchange includes the sharing of ideas with other peoples through international conferences and meetings, books, television, and other media; the exchange of persons with other nations, such as American professors who teach and American students who study overseas; cooperative research projects involving scholars of several nationalities; and development of educational institutions, enlisting the assistance of educators from different nations.

Educational diplomacy relies heavily on the participation of the citizenry, based as it is on student and faculty exchanges, Peace Corps volunteers, technical consultants, and so forth.

Probably the fastest-growing and best-publicized aspect of educational diplomacy has been overseas study plans and exchange programs. There are currently in our schools and colleges more than 110,000 foreign students. At the same time, there are a comparable number of American undergraduates abroad, enrolled in some type of summer study or junior-year program. About 21,000 students participate in full-year overseas study programs.

In the field of higher education, 67 American universities are currently engaged in overseas technical assistance programs in 41 countries. More numerous than technical assistance programs are institution-to-institution relation-

Paul Conklin, The Peace Corps

ships. In Mexico alone, for example, it is estimated that 125 American universities have some connecting links with the educational system. Also in the field of higher education, the Fulbright program has for 20 years been sending American professors abroad and bringing foreign students to our shores.

And this worldwide educational thrust includes many professional fields. Medical specialists are establishing new colleges of medicine or strengthening existing ones. Agricultural experts are developing agricultural experiment stations and building extension programs. Public administration and business specialists are teaching their subjects and building institutions to promote their work. Engineers and scientists are working in their specialties. Vocational educators are training teachers and building schools. Secondary school educators are helping to establish comprehensive schools. Secondary teachers are working in the schools of East Africa. NEA Overseas Teach Corps teachers are volunteering their services in elementary and secondary areas. Adult literacy experts are exporting their skills. Peace Corps volunteers are teaching English as a second language and working in ministries of education. Educational researchers are producing documentation used by planners and policy makers. Fulbright scholars are developing university programs in American studies and are teaching other specialties. Missionaries are teaching in elementary and secondary schools. Audiovisual specialists are teaching the use of their specialization in aspects of instruction and are working on the development of materials. And anthropologists are studying village life, urbanization, and formation of elite groups in developing societies.

In addition to the public and private encouragement of study and teaching assignments in foreign countries, there has been a movement for the establishment of international schools and colleges, where neither faculty nor student body is dominated by a single nationality and where the curriculum is consciously focused on world education, rather than merely offering, as most schools do, a minor attention to the world scene in a curriculum largely nationally oriented. The movement for international universities has many supporters, including U Thant, who has spoken out in favor of such arrangements.

One deficiency in the program of internationalizing education through overseas study, and one that must be corrected if the maximum benefit is to be obtained, is the small proportion of participants who plan to enter teaching. If our teachers are to kindle in their students a receptiveness to foreign cultures, the teachers' commitment must be genuine and deeply felt. In all of the exchanges the proportion of college and university students who are planning to become teachers and the proportion of faculty members specializing in professional education (both coming and going) have been extremely small.

Harold Taylor, longtime student of world education and former president of Sarah Lawrence College, believes that major attention should be devoted to providing international living experiences for teachers and prospective teachers, asserting that from 25,000 to 50,000 teachers could easily be sent abroad every year for a year of learning and that prospective teachers can be given study and experience in a foreign country for little more cost than

an equivalent year in the U.S. The junior year abroad and other exchange programs have never been significantly applied to the training of teachers, although a slight beginning is presently being made through encouragement of the practice of hiring ex-Peace Corpsmen as teachers.

Taylor believes that—

> A cultural policy adequate to the present situation would call for acceptance of the idea that foreign students and teachers visiting in the United States are a major resource for the development of a wider understanding of world affairs on the part of Americans and that every effort should be made to involve them in teaching here, especially in relation to the education of American teachers. The visitors are also crucial to an understanding of American aims, attitudes, and ideas in the part of the world from which they come and to which they will return.

As useful an effort as the provision of personal overseas experience for thousands of individuals should not be limited to sponsorship by government and colleges. Nongovernmental organizations have already taken an active role in promoting international exchange of persons, and the International Year for Education calls upon them as well as governments to redoubie their efforts in this regard.

UNITED NATIONS ACTIVITIES

We must never be lulled into the assumption that education for world understanding is taking place only in the United States. All over the world school systems, governments, and voluntary associations are engaged in similar efforts to create a worldwide basis for human cooperation.

The Specialized Agencies of the United Nations appropriately have been active in this area. UNESCO has sponsored experimental instructional programs in 519 schools in 53 countries to test new approaches to promote education for international understanding. These programs have concentrated on one of three themes: (1) the study of another country, (2) human rights, or (3) the rights of women. During the course of this experimental program (known as UNESCO's Associated Schools Project), its goals have been identified successively as "education for world citizenship," "education for living in a world community," and, more recently, "education for international understanding." Despite the changing phraseology, there seems to be continuous agreement that the ultimate objective of these programs is "to promote among youth the ideals of peace, mutual respect, and understanding between peoples."

Other agencies, such as the International Bank for Reconstruction and Development (The World Bank) and the Food and Agriculture Organization (FAO), sponsor fellowship programs, which, while not specifically slanted toward education for international understanding, contribute to the achievement of this goal. By promoting the exchange and interaction of persons from all corners of the world, these programs indirectly educate their participants in mutual interdependence and the rewards of international cooperation.

The World Bank's Economic Development Institute sponsored courses in economic development during 1968-69 which were attended by 149 participants from 65 developing coun-

Fred Csasznik, UNESCO/Hadassah Medical Organisation

Paul Conklin, Volunteers to America

tries. In similar fashion the Pan American Health Organization of the World Health Organization (WHO) furthers international cooperation in medical education through fellowships, travel grants, and other support services. The educational activities of these and other agencies—the International Labor Organization (ILO) and the United Nations Children's Fund (UNICEF) among others—all contribute in a direct or indirect fashion to education for worldwide understanding.

VOLUNTEERS TO AMERICA

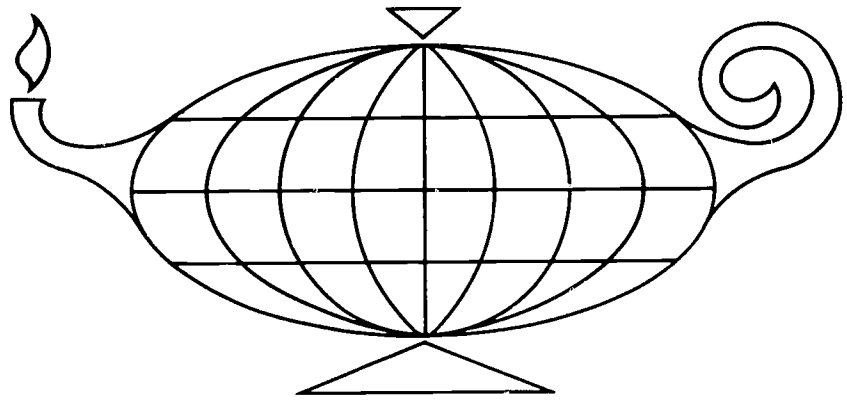
International education through the exchange of students, teachers, and other professionals is obviously a two-way street, with benefits both to the sending nation and the receiving country. We have devoted a great deal of publicity to our Peace Corps effort, partly to attract volunteers, and considerably less attention to its reverse counterpart, Volunteers to America. Volunteers was established in 1967 as a Peace Corps in reverse, out of explicit recognition that we need the special skills and viewpoints of persons from other lands as surely as they need ours.

Volunteers come to the United States to contribute their knowledge, experience, and viewpoints to our educational and community service programs. They usually spend their entire assignment period in one community, where they can become deeply involved and develop strong relationships with students, teachers, and community leaders.

At present, government funding for the Volunteers to America program has been cut. The program administrators are exploring alternative funding arrangements to continue this very worthwhile activity. Interested community organizations should contact Volunteers to America, U.S. Peace Corps, Washington, D.C. 20525.

All of these manifold community activities are part of the larger view of education. All are essential in learning to understand ourselves and to cooperate with others. Volunteers from other nations can bring fresh insights and perspectives to these vital new programs, along with the skills and experience they have acquired in similar programs at home. They can teach their own methods and learn our methods in cooperative efforts to design programs that will help educate for productive and harmonious living.

IV WHAT WE CAN DO



The challenges of the International Year for Education are before us. Each of us, through our voluntary organizations, has an opportunity to engage actively in an interesting and beneficial program in our area of concern—an opportunity to make a real contribution toward meeting those challenges.

Whatever an organization's primary interest, it can channel its energies to see that education becomes more effective in advancing those interests and thereby the goals of the International Year for Education. If your organization's concern is public service, you can appropriately investigate the standards of your local schools. How do they measure up on equality of educational opportunity? Do the schools in the heart of your city graduate students who can compete in all areas with students from the surrounding suburbs? What provisions have been made in the curriculum to instill in the students an international outlook, a concern that transcends ethnic and national bounds? Is the financing for the schools adequate to assure quality programs?

If your organization promotes the artistic or cultural, why not investigate your schools' programs in these areas? Why not find a way to work with your local schools to improve the offerings, to broaden the students' receptivity to the artistic expression of peoples unlike themselves?

If your organization works for the handicapped or the elderly, if your interest lies in conservation of the environment, in labor conditions or worker training, or if your group wants to get out the vote and train residents in responsible citizenship, education is a cornerstone of your efforts—not only in your community but in communities throughout the world. The Appendix of this booklet contains a list of activities that various organizations have already undertaken.

By working in your own community during the International Year for Education, you're a teammate in a worldwide undertaking to raise standards of education. Your contribution will count in the final boxscore.

GETTING STARTED

If voluntary organizations are to play their proper role in promoting the International Year for Education, they must start now, study the local problems of education systematically, and organize specific projects.

The kind of project a group adopts will depend upon its interests, its resources, and the most pressing problems of its community. The way a group organizes for action will, of course, be influenced by the size of the group and the nature of its membership. A few basic suggestions, however, are in order for all.

1. Set up a special committee to appraise the educational situation in your community. This will entail consultation with the local education or teachers association, school superintendents, the board of education, leaders of the PTA, the local chapter of the United Nations Association, local campus chapters of the Council on International Relations and United Nations Affairs (CIRUNA), and all other organizations in the community concerned with education. From these meetings the committee should learn what is being done and likely areas for improvement. Moreover, the committee can discover what efforts other groups are planning and whether a single,

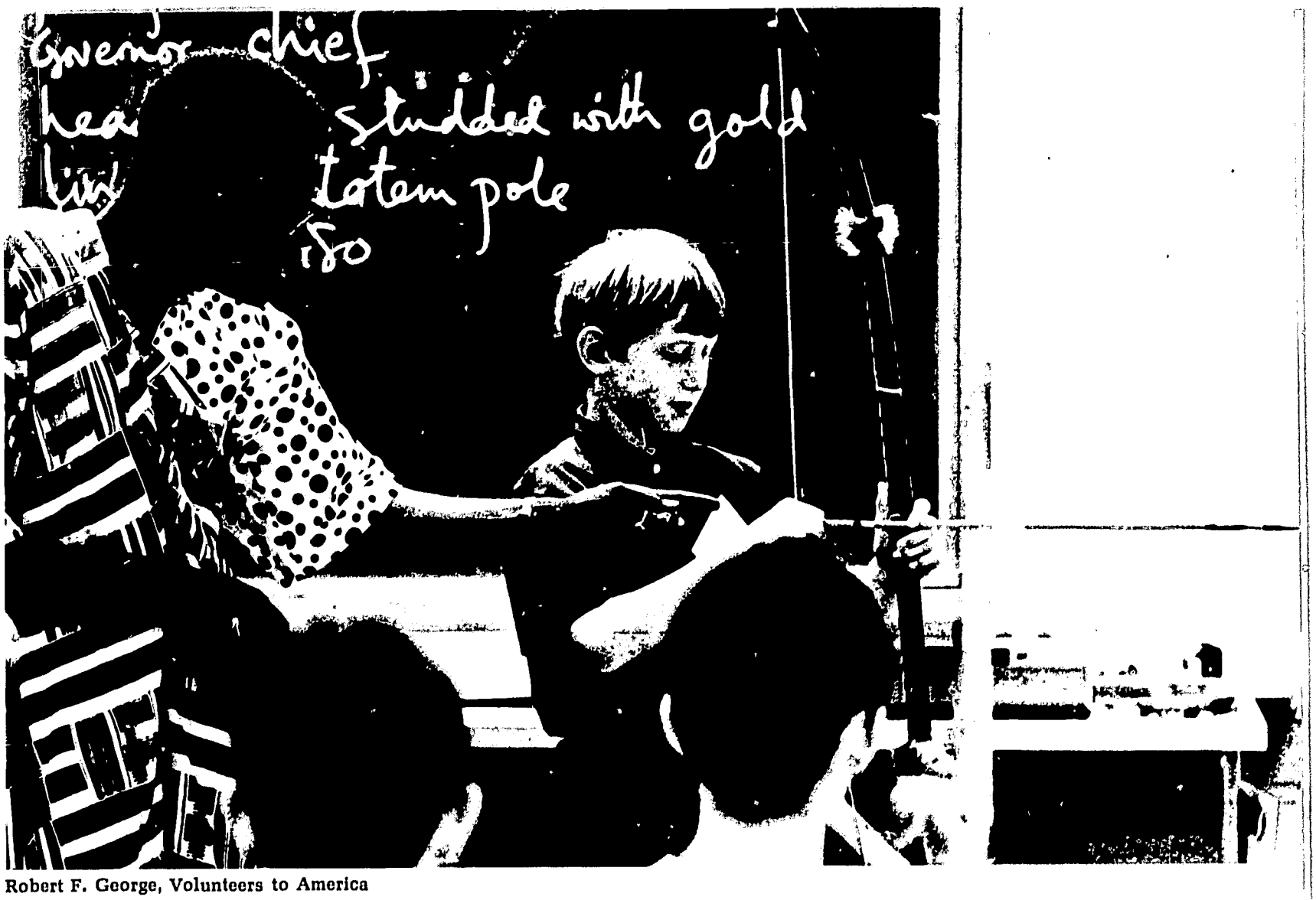
concerted, community-wide effort is feasible.

If you decide that a concerted undertaking is feasible, you will need to form a community-wide council. In doing so, make it truly representative of existing groups and not just a sampling of the status groups representing the recognized power structure. It should include not only all races and ethnic groups, but all religions, age groups, and economic levels. If a major goal is the elimination of discrimination in education, the groups most often discriminated against will have valuable contributions to make. This is not to say that organizations should think only in terms of joint action. Certainly your group can make a worthwhile independent contribution.

The major responsibility of the special committee will be to evaluate the existing program in the schools in terms of equality of educational opportunity and effectiveness in educating for worldwide understanding. Evaluation of educational programs is difficult and should not be undertaken lightly at any time, least of all during periods of rapid change, as at present. Evaluations must be made against a set of standards or values. In an effort to assist educators in evaluating their schools, the National Education Association has issued a booklet called *Profiles of Excellence* which suggests standards for gauging performance in dozens of areas. You should be aware of this publication and question your local education or teachers association about its evaluation of the schools on the basis of *Profiles*.

Of particular interest in *Profiles* is its section on equality of educational opportunity. It inquires into the effectiveness of all concerned in eliminating or reducing de facto segregation

National Council of Women of the United States



Robert F. George, Volunteers to America

in the schools. It asks if funds are being used to inaugurate and conduct in-service training of staff personnel in human relations, intercultural understanding, and strategies for educational change. Is the cooperation of appropriate community agencies being enlisted? Is the public being educated to the dimensions of the problem? Are the schools in disadvantaged areas offering special remedial and opportunity programs in addition to the regular programs found in other schools in the system? Are schools in disadvantaged areas in excellent repair? Are they staffed with capable, experienced teaching and resource personnel in sufficient numbers? Do textbooks and instructional materials present a balanced treatment of current social issues and stress the contributions of minority groups to our civilization? Is the total program designed to enhance self-respect? These are questions which your local education association should ask of your schools and questions which you may well ask.

The Task Force on Urban Education of the National Education Association has prepared a report, *Schools of the Urban Crisis,* which includes 14 recommendations for the strengthening of educational equality. These, too, may be useful in evaluating the performance of a local school system.

1. School staffs, students, and parents should participate in the definition of the goals and objectives of their schools and review the current programs offered to accomplish these goals.
2. Individualized approaches to learning should be developed, implemented, and continually evaluated and refined.
3. Schools must develop realistic programs which recognize that education will be a lifelong experience.
4. High priority must be placed on extending, expanding, and improving programs available for young children.
5. The school should provide more assistance to the urban child directly or through community agencies to attend to his physical well-being.
6. Programs which reflect the true history and accomplishments of American Indians, Puerto Ricans, Mexican-Americans, and Afro-Americans should be incorporated into the school program.
7. Students should be expected to share in the responsibility for determining their educational program, and to participate in making decisions about their own educational and human growth.
8. The school should encourage students to take an active part in shaping their own destinies.
9. The school must work in a cooperative manner with young people and the police and courts to improve the relationships.

National Congress of Parents and Teachers

10. Local teacher organizations, urban and suburban, should develop an attack on socio-economic biases, prejudice, and racism.

11. A wider variety of instructional materials should be made available and used by teachers and students.

12. Instructional materials used in all areas of the curriculum must accurately reflect the different ethnic, economic, racial, and social backgrounds and attitudes of America's pluralistic composition.

13. Condemned buildings and educationally inadequate structures now in use should be replaced by facilities which can accommodate a wide variety of learning experiences for all members of the community.

14. Increased attention must be paid to the mobility of urban children across arbitrary school boundaries in our large urban school systems.

In gauging the effectiveness of your schools in educating for worldwide understanding, the special committee should try to arrive at answers to questions such as the following:

Do textbooks and other educational materials stress the interdependence of nations and peoples, rather than serve as vehicles for self-justification? Are the teachers genuinely committed to such a view? Is there a definite program to acquaint students with the purposes and activities of the United Nations and its various agencies? Do the schools encourage extracurricular activities centered around foreign cultures? Are the schools active in student exchange programs which send our students to foreign countries and bring foreign students to our schools? Do social studies teachers invite visiting foreigners to address the students? Are members of foreign populations residing in your community asked to acquaint students with the customs, the music, the dance, the foods of their homelands? Do the schools take advantage of outside community resources which sponsor exhibits and programs on peoples throughout the world—museums, art galleries, and the like? Are the students provided opportunities to discuss the crucial values and issues of war and peace?

Obviously the evaluation phase is a large undertaking and can best be handled by assigning specific tasks to particular members of the committee, with strict time limits for reporting their findings. In this way all useful ideas are systematically explored and all interested persons are provided responsible involvement.

2. Determine priorities and settle upon a course of action on the basis of your special committee's evaluation of the present status of the schools. This will probably necessitate

a series of discussion meetings. It may be well to include presentations by particularly knowledgeable people at these meetings and follow them by small group discussions in which all those in attendance can brainstorm the issues and share ideas. (This is a particularly valuable experience for the members in that they themselves are being educated in the concerns of the International Year for Education.)

In deciding upon an action program, your group can consider the various activities discussed in this booklet and any alternatives they may suggest to you. But certainly you should not feel yourselves bound to any particular approach. One of the desired outcomes of the International Year for Education is that it will stimulate original thinking and new approaches—so greatly needed if we are to make real progress in achieving our goals.

3. With a definite objective in mind, organize for action. It is usually best to appoint *special task forces* and *functional committees* to handle the various phases of a project.

The nature and scope of your operation will determine what committees you need. A *program committee* is essential to most operations. Its responsibilities entail determining program resources: What useful publications are available from other sources (UNA, NEA, PTA, League of Women Voters, U.S. Office of Education, United Nations, etc.)? What people or organizations should your group be in touch with? The program committee also determines in a very specific way the best method of proceeding—the real "nuts and bolts" of the operation.

The *finance committee* determines financial needs and resources. When necessary, it approaches businesses, unions, municipal governments, and foundations to get necessary financial backing—an often crucial undertaking.

A *publicity committee* contributes by keeping the community aware of the organization's progress and enlisting support. The resources of all the various media should be employed in this effort. The publicity committee can write reports for general circulation and news releases for the local newspaper. It can arrance for guest "spots" on local radio and television programs. Bringing your program before the public can do much for increasing its effectiveness and stimulating others to action.

TAKING ACTION

All that remains at this point is to act. Keep your efforts on all fronts well coordinated and your enthusiasm high. You can take satisfaction in the knowledge that you're part of a worldwide endeavor of the highest importance. There is no question that schools can do more in extending educational opportunity and educating for world citizenship. And voluntary organizations can encourage them, assist them, and, when appropriate, insist that they take actions necessary to achieve these ends.

For example, in California the Diablo Valley Project has tackled the questions "What should a high school senior know about problems of war prevention, conflict resolution, and the institutions of peace?" and "What changes are needed in our schools to provide students with that information?"

Pushed by voluntary organizations, the project has been undertaken by a special committee drawn from the elementary school through the junior college level of the Diablo Valley School District, which has conducted workshops for public school teachers to introduce them to the study of war and peace and help them to develop techniques for incorporating war/peace concepts into their teaching.

A comprehensive approach to broadening horizons has been introduced into the schools of Glens Falls, New York, where virtually every teacher in every department includes some materials or exercises that focus on the global perspective.

Many schools cooperate with local United Nations Associations and World Affairs Councils in establishing international seminars, model UN sessions, visits to the UN headquarters in New York, and related activities.

Schools all over the country cooperate with their communities to schedule talks by visiting foreign students and American students returned from overseas programs.

Fifty-two members of a choral group at Seattle's Ingraham High School, after having hosted the Japanese Choral Champions in their homes, traveled to Kobe, Japan, for a concert tour. Preparation for the trip included an orientation course in Japanese culture conducted by a Japanese counselor over a period of several months. The project led to intense interest in Japan by other students in the

school and wider horizons for them and their parents. The exchange visits of the school choral groups were followed by numerous exchanges of other groups and individuals. Many persons became involved in financing the $65,000 choral group trip, which expenses were met one-third by the participants, one-third by community contributions, and one-third by student projects.

Teacher associations likewise make their influence felt in fostering international education. The National Council for the Social Studies, for example, sponsored a five-day seminar for its members in Mexico City on "Mexican Life and Culture." Representatives of the Ministry of Education, the Mexican Association of University Professors, the Mexican Teachers Syndicate, and the Social Security Administration discussed teacher education, modern Mexican youth, the welfare of Mexican workers, and other topics.

If we really want all persons to have equal access to a good education, we will have it. If it is important to us to promote human understanding throughout the world, we will succeed.

PROJECTS TO PROMOTE EDUCATIONAL EQUALITY

Nongovernmental organizations can contribute to the strengthening of education both by supporting programs operated by the school system and by initiating their own supplementary activities. At the same time, they may support programs operated by other organizations, from the local PTA or education or teachers association to the National Committee for Support of Public Schools.

Support can mean publicize, offer volunteer manpower, contribute financial aid, or do whatever is required to make the actions successful—including writing letters to the editor of your local paper or to your congressman.

The variety of actions that can be taken to strengthen education is almost endless. In one community each of 400 citizens sponsored a disadvantaged student and stood ready to counsel him, especially occupationally, and to help him make the transition from school to the world of work. The sponsor invites his student to visit him at work and become acquainted at first hand with the work scene.

In some communities, schools and citizens cooperate to maintain a file of names of citizens who have volunteered as visiting speakers or teachers to bring their interests and competencies to school club or class.

Although it is impossible to know exactly what activity would be appropriate in any particular community, it may be useful to present some suggestions. Organizations looking for ideas to participate in the educational scene might discover ways to modify or adapt these ideas to fit the local situation.

1. Work with the school librarian to ensure adequate provision of multiethnic materials. It is as important for library materials to reflect our many cultures as it is for textbooks. These materials are becoming available in increasing volume and variety.

2. Raise money to send underprivileged ghetto students on overseas exchange programs. Community groups frequently assist in financing trips for teams and groups of elite students. Sharing these opportunities for travel with the disadvantaged could open avenues of hope and aspiration to them.

3. Include youth in planning your community activities. Young people are part of the community, and they like to be included in community affairs and become prepared for participation in adult responsibilities. The young have real contributions to make because of their vital interest and desire to shape their destinies.

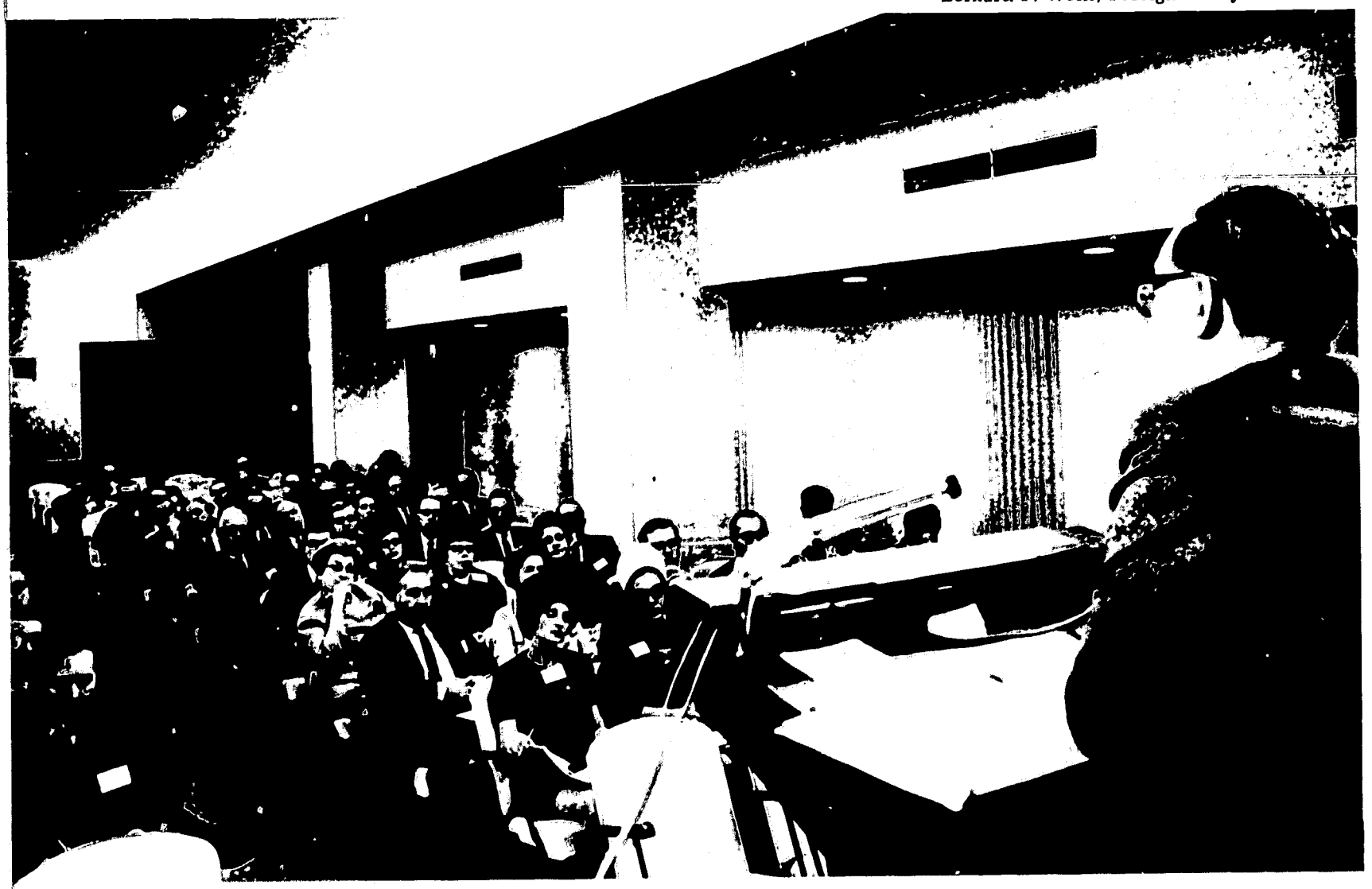
4. Conduct a survey to determine the degree of equality of educational opportunity in your community. Are school buildings as adequate in the poorer sections of town as in the well-to-do area? Are they as well equipped? Are the teachers as well prepared? Are class sizes comparable? Are equivalent staff and facilities provided for extracurricular activities? Is the curriculum as rich and varied?

5. Provide a supplementary program of education for high school dropouts. If no regular continuation school exists, organize an evening school or adult school with particular attention to the needs of recent school dropouts. Confer with business and industry leaders about possibilities of establishing apprentice training programs for dropouts.

6. Encourage business and labor leaders to help in installing or strengthening vocational

UNESCO

Bernard P. Wolff, Foreign Policy Association



programs in the schools, thereby reducing dropout rates. Industry cooperates with schools in many cities by providing practical vocational training, sometimes in the schools, sometimes in the industrial plant.

7. Provide programs of education for pregnant unmarried girls where the public school services are inadequate. This is a neglected and growing segment of the youth population which needs special attention. In many communities, these girls are educationally ignored, largely because of moral standards that imply the need for punishment.

8. Encourage competent young people to enter teaching. One of the perennial problems is maintaining a continuing supply of qualified teachers. Encouragement can take many forms, from personal counseling to sponsoring career days with attention to teaching as a career, to providing scholarships for able students planning to become teachers.

9. Become thoroughly familiar with the textbooks and other teaching materials used in your schools, so that you can offer suggestions for appropriate attention to ethnic differences. A New York City Board of Education statement suggested consideration of the following factors relative to textbooks: How adequate is the space and treatment given to the roles of various minority groups in our culture? Do the illustrations, both photographs and sketches, reflect the pluralistic nature of our society? Does the treatment reflect the findings of recent historical scholarship? Does the treatment avoid reality by ignoring or glossing over the present-day tensions of intergroup relations and the efforts being made to relieve those tensions? Does the presentation help to promote the goal of a pluralistic society, free from the social ills of discrimination and prejudice in such areas as education, employment, and housing?

10. Organize teacher-citizen study groups to examine curriculum problems, with the goal of providing the most appropriate education for all students. Curriculum patterns are chang-

ing in some communities; in others they ought to. Teacher-citizen groups can provide two-way exchanges to keep teachers aware of citizen interests and keep citizens informed of changes under way in the schools.

11. Work for the adoption of real life techniques: interviews, field trips, and exchange experiences, as well as supplementary methods like role playing and simulation games. Textbooks are important, but alone they cannot guarantee that some of the most useful kinds of learning will take place.

PROJECTS TO PROMOTE INTERNATIONAL UNDERSTANDING

1. Be sure that all significant ethnic groups in your community are represented in your organization as well as on appropriate planning groups, such as the board of education. Tremendous unused international resources exist within most neighborhoods if we can only nudge ourselves out of our parochial insularity.

2. Cooperate with teacher organizations and school authorities in planning an appropriate observance of United Nations Day, Human Rights Day, International Day for the Elimination of Discrimination, and World Health Day. Cooperation begun with a specific observance of a special day can lead to continuing cooperation throughout the International Year for Education and beyond.

3. Support the youth programs operated by the U.S. government and the United Nations and its agencies.

4. Encourage schools to obtain and use United Nations materials. Perhaps they are not aware of the variety of publications the United Nations and its agencies make available. See that someone—perhaps the chairman of the social studies department—receives a copy of the *UNESCO Courier*. Follow this up with a

National Baha'i Headquarters

call to encourage regular use of UNESCO and other UN-related materials.

5. Create opportunities for Americans to come into contact with invited foreign guests. Visiting artists, entertainers, students, and technicians can provide an opportunity for us to become better acquainted with other nationalities. When foreign visitors are scheduled to appear in your community, have them invited to stay in a home, and arrange for them to speak to a community or school group.

6. Encourage Americans returning from overseas assignments to share their insights and knowledge with other Americans. An illustrated travelogue can easily become a valuable lesson in international understanding.

7. Plan meetings or organize adult education classes dealing with aspects of international relations. Many persons would like to become more interested in world affairs, but feel handicapped because they have never had the foundation provided by a basic course of instruction. Variations on the international theme are numerous: art around the world, international music, the modern novel in other countries, and so forth.

8. Lend support to international schools and colleges, such as the Dag Hammarskjold University at Columbia City, Maryland, and the Friends World Institute in New York.

9. Set up a program to sensitize American tourists to their influence as representatives of their country abroad. Many persons can probably be persuaded to take pride in their responsibility for affecting foreigners' opinions of the United States. Another approach to this project might be to influence travel agents to publicize the responsibility of the American traveler abroad.

10. Raise money to help send student groups abroad. In addition to students selected for foreign living by the Experiment in International Living or the Friends Service Committee, it is always possible to extend the exchange program by promoting trips for performing groups, such as the high school orchestra or glee club. Provide foreign experience for an underprivileged minority group student who would normally have no expectation of such an experience.

11. Encourage the inclusion in high school and college/university curricula of courses on international affairs, values, laws, institutions, worldwide problems and concepts.

OTHER ACTIVITIES

Many organizations carry on regular activities year after year which can be utilized for the promotion of world understanding and strengthened education, without requiring the inauguration of any additional programs.

1. Educate your own members by planning a series of meetings dealing with education and world understanding.

2. Stay alert to legislative and executive actions and testify in favor of programs designed to strengthen education at home and abroad.

3. Sponsor school competitions for the best essay, story, or speech related to the values of education or of international cooperation.

4. Plan public lectures or conferences on these topics.

5. Prepare materials—texts, illustrations, charts, and graphics—for use in school or community instruction. Collect educational materials for donation to the schools.

6. Organize a trip to the United Nations Headquarters in New York. The United Nations Association of the U.S.A. will be glad to assist you. If you include among the participants persons unlikely to make such a trip on their own, so much the better.

7. Adopt the UNESCO Gift Coupon Program in support of the worldwide campaign against illiteracy. Gift Coupons are a kind of international money order, enabling the donor organization to choose from a number of UNESCO Gift Coupon projects and to establish direct contact with the recipient. For information, write to UNESCO Gift Coupon Office, Room 2201, United Nations, New York, N.Y. 10017.

* * * *

Whatever activity your organization undertakes, bear in mind that the International Year for Education is intended to focus attention upon and stimulate special efforts in a vital area of *continuing* concern. Now is the time to act upon that concern. The quality of education we provide for our young the world over will determine in many respects the quality of life we will enjoy as global neighbors in the near and distant future.

Appendix

ACTIVITIES

Voluntary organizations enlisting millions of members have proven to be a major and important force toward attaining social change and justice. They have provided the dynamics and the support for innovative reform and have given direction to the nation as a whole. Many of these nongovernmental organizations (NGO's), representing the religious community, labor, business, civic, and public service concerns, are currently sponsoring programs directed to both formal and adult education which can create a meaningful impact toward the goals of International Year for Education. Listed below are some examples of this activity to serve as ideas for further activity and participation in the Year.

• Altrusa International sponsors citizenship classes and helps immigrants to prepare for the examination for citizenship. They also collect books for shipment to overseas schools.

• During 1970 the American Association of University Women, through its international fellowships program, will arrange for 32 Americans to spend at least part of the year doing advanced research abroad and 38 foreign students from 23 countries to do graduate study in the United States. This program, which is now in its eighty-second year, has brought 1,000 women from 71 countries to the U.S. for advanced study, and has made over 1,000 awards to women of the U.S., most of whom have gone abroad to do research. AAUW is a founding member of the International Federation of University Women and cooperates with it in a joint study theme, "The Minds of Men—The Defenses of Peace." In this study, the AAUW and IFUW hope to explore the role of education in developing international understanding and creating a critical approach to information.

• The American Baptist Convention, Department of International Affairs, sponsors seminars on international affairs for colleges and seminaries, ministers, religious education directors, church leaders, and high school students at the Church Center for the United Nations, 777 United Nations Plaza, New York, N.Y. 10017. They also publish a Peace/Action Bulletin.

• The American Ethical Union—through such channels as the National Ethical Youth Organization, the Encampment for Citizenship (in which members of different racial and national groups participate), the Alabama Project, the Council for Humanist and Ethical Concerns, and the Ethical Culture Schools—creates and sustains educational projects aimed at causing lasting personal and social transformation and searches out common ground for the working together of all like-minded people apart from philosophical debate.

• The American Friends Service Committee issues booklets and pamphlets and reading lists for children which teach concepts of cooperation, understanding, nonviolence, and appreciation for worldwide cultures and values.

• The Association for Childhood Education International, through its International Affairs Core Committee, reviewed the international scope of the Association and endeavored to coordinate the Association's international activities at all levels. The Committee developed a portfolio, *Children and International Educa-*

tion, to meet the needs of persons working with children or concerned with international education. Each year ACEI cooperates with approximately twelve organizations in entertaining foreign exchange teachers during their orientation period in Washington.

• The B'nai B'rith Women maintain a nursery school for children of working mothers and operate a tutorial service for retarded children.

• The Business and Professional Women's Foundation administers an international scholarship for a Latin American woman to come to the United States for graduate training in a subject that will be of benefit to her and her country.

• The Foreign Policy Association sponsors the Great Decisions Program and stages the Community Leaders Program in cooperation with the United States Mission to the United Nations. This is a full-day program designed to give community leaders a behind-the-scenes look at the role of the United States in the United Nations.

• Hadassah, The Women's Zionist Organization of America, Inc., plans to utilize the pages of its monthly magazine, which reaches into 350,000 homes, to promote the International Year for Education through an article or articles outlining plans and reporting progress. One or more meetings of its Chapters, which are organized in all states of the union, will highlight the purposes of the International Year for Education.

• The League of Women Voters of the U.S.A. publishes detailed "Know Your Schools" surveys. In school district elections, it distributes nonpartisan information about budget and bond issues and holds meetings for board of education candidates. It lobbies actively at local, state, and national levels for adequate financing of education and for compensatory education, job training, fair housing, and other equal opportunity programs. The League's nonprofit affiliate, the Overseas Education Fund, brings Latin American women to the United States for leadership training, and conducts workshops and conferences throughout Latin America. It arranges U.S. tours for foreign visitors interested in the operations of government and voluntary organizations.

• The National Catholic Educational Association's annual convention for 1970 has been built around the theme, "Catholic Education: The Global Dimension." The emphasis throughout will be on curriculum change at all levels to broaden the outlook of students on world problems. Newsletters and bulletins of the Association will carry notices and articles on the International Year for Education throughout the year.

• The National Congress of Parents and Teachers supports education by sending books to Alaskan villages where they are needed, by operating Head Start programs, by lobbying for mandatory kindergartens, and by dozens of other projects throughout the country. Recently it held a national conference on improving home-school relations in low-income communities; paid expenses for representatives from those areas to attend the meeting; and published *The Poor, the School, and the PTA*, a book of guidelines for PTA's in low-income communities.

• The National Council of Catholic Women, through its Works of Peace of the International Affairs Commission, provides training for mothers in nutrition and child care and vocational training for teen-age girls in Korea and Hong Kong. A limited number of scholarships for girls in secondary schools in Africa have been made available. These projects are carried on through the Madonna Plan and the Help-a-Teenager Program.

• The National Council of Jewish Women operates day care centers, preschool programs, and tutorial reading programs. It also supports an Overseas Fellowship Program which brings educators and social workers from around the world to the United States for advanced training.

• During the International Year for Education, the National Council of Women of the U.S.A. will conduct geographic studies and, as a member of the International Council of Women, will work closely with 63 other countries in developing mutually needed programs. It will continue its secondary school overseas scholarship program and its support of women's overseas leadership training programs.

• The National Federation of Music Clubs awards annual international music fellowships and sponsors international tours for deserving musicians.

• The National Federation of Settlements and Neighborhood Centers facilitates the international exchange program for students and social workers, carrying this out through the agency's International Committee and through efforts in cities by its member agencies. An internship program is conducted in settlements in the U.S. and abroad.

• The National Spiritual Assembly of the Baha'is of the United States, through its North American Baha'i Office for Human Rights, plans to hold during 1970 a National All-Baha'i Conference on Education, a Regional Conference on Education, and a National Conference on Education. It also plans to present awards to the individual and organization that have made major contributions to education at a National Awards Banquet. Special literature devoted to the field of education is to be published, and Mini-Seminars on the United Nations and the International Year for Education are to be held in various cities in the U.S.

• Most of the major Protestant churches in the United States provide funds for a variety of educational ventures, such as the maintenance of schools, colleges, and seminaries overseas; scholarships for overseas students to study in the United States and for United States students to study abroad; and the establishment of day care and preschool centers in the United States.

• Chapters of Quota International have sent pencils, coloring books, and lollipops to 200 children in Danang, Vietnam; founded a 500-doll "doll bank" for use by Head Start children; and contributed an expensive hearing training device to the local school.

• The Salvation Army sponsors over 900 schools as well as thousands of organized youth groups, youth clubs, day care centers, children's homes, and kindergartens. The efforts of over 7,000 "Home Leagues" contribute to promoting the philosophy of human rights in the consciousness of youth. Additionally, young people are served in many social service centers, such as maternity homes for unmarried mothers, camps, day care centers, family welfare offices, rehabilitation and treatment programs, and children's homes.

• Soroptimist Federation of the Americas, Inc., will urge its almost 900 Clubs to give consideration to special projects in support of the International Year for Education. Such action will be in keeping with the 1967-71 theme of the Soroptimist International Association, "Education for Progress Toward a Literate World." There also will be continued efforts to intensify support of the UNESCO Gift Coupon Project #120 and the International Fellowship Program, administered through The Soroptimist Foundation.

• The United States Catholic Conference's Division for UN Affairs, in cooperation with the National Catholic Educational Association, is carrying a series of special articles designed to promote world awareness program activities in schools and organizations during the International Year for Education in its bimonthly publication, *VANTAGE*.

• The U.S. Committee for UNICEF and UNICEF will emphasize the education of children around the world, including needs of all ages for schooling, the out-of-school child, education of girls, and prevocational training. The January 1970 issue of *UNICEF News* will be devoted entirely to the subject of education. A wall sheet on "Training of Personnel" is now available. Elementary and secondary teachers kits will be prepared by the Committee.

• The Young Men's Christian Association sponsors programs for living experiences in foreign countries for young people throughout the world. For college students there are Work-Seminars each summer to benefit the community abroad, as well as the student, who has firsthand experience living and working abroad. Also, students can participate in the annual two-month Educational Tour to the USSR and Eastern Europe, living with Soviet students and visiting factories, collective farms, and cultural sites. The ARRIVAL and VISIT programs provide free help for foreign students visiting the U.S. For adults, the YMCA conducts a one-week seminar each year on the UN and world affairs and sponsors a Fellowship Training Program and a Center for International Management Studies.

PUBLICATIONS

The following offices are continuing sources of information:

UNESCO/New York Office
United Nations
New York, N.Y. 10017

United Nations Information Centre
Suite 714
1028 Connecticut Avenue, N.W.
Washington, D.C. 20006

United Nations Association
of the U.S.A.
833 UN Plaza
New York, N.Y. 10017

As Others See Us: An International View of American History. Donald W. Robinson, editor. Boston: Houghton-Mifflin Co., 1969.

Churches at Work in International Affairs. Ronald Stone. New York: Council for Christian Social Action, United Church of Christ (289 Park Avenue, South).

Directory of Volunteer Organizations in World Affairs. Volume 3. New York: Foreign Policy Association (345 East 46th Street).

Education for Diversity. Betty Atwell Wright. New York: John Day Co., 1965. Contains substantial resource lists.

Education for International Understanding. New York: UNESCO (UNIPUB, 650 1st Avenue), 1964.

Free and Inexpensive Materials on World Affairs. Third edition. Leonard S. Kenworthy and Richard A. Birdie. New York: Teachers College Press, Columbia University, 1969.

Handbook of International Exchanges. Second edition. New York: UNESCO, 1964.

Handbook on International Study: For U.S. Nationals. New York: Institute for International Education (809 UN Plaza).

How To Sponsor a Foreign Student. New York: American Field Service (313 East 43rd Street).

An Index to Multi-Ethnic Teaching Materials and Teacher Resources. Washington, D.C.: National Education Association (1201 16th Street, N.W.), 1967.

Instructional Materials for Urban Schools: A Bibliography of Multi-Ethnic Textbooks and Supplementary Materials. New York: American Educational Publishers Institute, 1969.

Intergroup Education: Methods and Materials. Jean Dresden Grambs. New York: Prentice-Hall, 1968. Includes extensive bibliography.

International Dimensions in the Social Studies. James M. Becker and Howard D. Mehlinger. Washington, D.C.: National Council for the Social Studies (1201 16th Street, N.W.), 1969.

International Understanding as an Integral Part of the School Curriculum. New York: UNESCO, 1968.

International Understanding at School. New York: UNESCO, 1965. An account of progress in UNESCO's Associated Schools Project.

Making Urban Schools Work: Social Realities and the Urban School. Mario Fantini and Gerald Weinstein. New York: Holt, 1968.

Meaningful Meetings: Role of the Resource Committee of the U.S. League of Women Voters. Washington, D.C.: League of Women Voters (1730 M Street, N.W.), 1966.

Mind Your World: A Citizen's Guide to International Understanding. Washington, D.C.: United States National Commission for UNESCO (Washington, D.C. 20520), 1964.

One Year Later: An Assessment of the Nation's Response to the Crisis. National Advisory Commission on Civil Disorders. Washington, D.C.: Urban America, Inc. (1717 Massachusetts Avenue, N.W.).

Other Lands, Other Peoples: A Country-by-Country Fact Book. Fifth edition. Washington, D.C.: Committee on International Relations, National Education Association, 1969.

The People Who Serve Education. Harold Howe II. Washington, D.C.: Government Printing Office, 1969. A report on the state of the education profession.

Profiles of Excellence. Washington, D.C.: National Education Association, 1966.

The Right To Be Educated. Robert F. Drinan, S.J., editor. Washington, D.C.: Corpus Books (1330 Massachusetts Avenue, N.W.), 1968.

Schools of the Urban Crisis. Report of the Task Force on Urban Education. Washington, D.C.: National Education Association, 1969.

Study Abroad. Seventeenth edition. New York: UNESCO, 1968.

Teachers for the Schools of Tomorrow. Jean Thomas. New York: UNESCO, 1968.

Television Teaching Today. Henry H. Cassirer. New York: UNESCO, 1962.

Telling the U.N. Story. L. S. Kenworthy. New York: UNESCO, 1964.

Tips on Reaching the Public. Washington, D.C.: League of Women Voters, 1962.

Undergraduate Study Abroad: U.S. College-Sponsored Programs. New York: Institute of International Education.

The United States and International Education. Yearbook of the National Society for the Study of Education. Harold G. Shane, editor. Chicago: University of Chicago Press, 1969.

The World and the American Teacher. Harold Taylor. Washington, D.C.: American Association of Colleges for Teacher Education (1201 16th Street, N.W.), 1969.

The World as Teacher. Harold Taylor. New York: Doubleday and Co., 1969.

You in Human Rights: A Community Action Guide for International Human Rights Year. Ethel C. Phillips. New York: United Nations Association of the United States of America (833 UN Plaza).

Periodicals

INTERCOM. Center for War/Peace Studies, 218 East 18th Street, New York, N.Y.

International Understanding at School. Issued twice yearly by UNESCO in mimeographed form. Place de Fontenoy, Paris 7e, France.

People-to-People News. People-to-People, Inc., 2401 Grand Avenue, Kansas City, Mo.

UNESCO Courier. Monthly. UNIPUB.

VISTA. United Nations Association of the U.S.A., 833 UN Plaza, New York, N.Y.

DIRECTORY OF ORGANIZATIONS*

African-American Institute
866 UN Plaza
New York, N.Y. 10017

Altrusa International, Inc.
332 S. Michigan Avenue
Chicago, Ill. 60604

American Association of University Women
2401 Virginia Avenue, N.W.
Washington, D. C. 20037

American Baptist Convention
Dept. of International Affairs
777 United Nations Plaza
New York, N.Y. 10017

American Ethical Union
2 W. 64th Street
New York, N.Y. 10023

American Federation of Teachers
1012 14th Street, N.W.
Washington, D.C. 20003

American Field Service
313 E. 43rd Street
New York, N.Y. 10017

American Friends Service Committee
160 N. 15th Street
Philadelphia, Pa. 19102

American Hast Foundation
Hotel Empire, 44 W. 63rd Street
New York, N.Y. 10023

American Institute for Foreign Study
43 E. Putnam Avenue
Greenwich, Conn. 06830

American Library Association
1420 N Street, N.W.
Washington, D.C. 20005

Anti-Defamation League of B'nai B'rith
315 Lexington Avenue
New York, N.Y. 10016

* Partial listing of associations working in education and international affairs.

B'nai B'rith Women
1640 Rhode Island Avenue, N.W.
Washington, D.C. 20036

Center for War/Peace Studies
218 E. 18th Street
New York, N.Y. 10013

Commission on Youth Service Projects
475 Riverside Drive
New York, N.Y. 10027

Council on Student Travel
777 UN Plaza
New York, N.Y. 10017

Council on International Relations and
United Nations Affairs (CIRUNA)
345 E. 46th Street
New York, N.Y. 10017

Division of World Justice and Peace
U.S. Catholic Conference
1312 Massachusetts Avenue, N.W.
Washington, D.C. 20005

Experiment in International Living
Putney, Vt. 05346

Foreign Policy Association
345 E. 46th Street
New York, N.Y. 10017

General Board of Christian Social Concerns
Division of World Peace,
United Methodist Church
100 Maryland Avenue, N.E.
Washington, D.C. 20002

General Federation of Women's Clubs
1734 N Street, N.W.
Washington, D.C. 20036

Institute for European Studies
35 E. Wacker Drive
Chicago, Ill. 60601

Institute of International Education
809 UN Plaza
New York, N.Y. 10017

International Affairs Commission
National Council of Catholic Women
1312 Massachusetts Avenue, N.W.
Washington, D.C. 20005

International Association
for the Exchange of Students
for Technical Experience (IAESTE-US)
866 UN Plaza
New York, N.Y. 10017

International Christian Youth Exchange
777 UN Plaza
New York, N.Y. 10017

International Schools Service
392 Fifth Avenue
New York, N.Y. 10018

International Student Service
291 Broadway
New York, N.Y. 10007

International Students Inc.
2109 E Street, N.W.
Washington, D.C. 20037

International Voluntary Services
1555 Connecticut Avenue, N.W.
Washington, D.C. 20036

League of Women Voters of the U.S.A.
1730 M Street, N.W.
Washington, D.C. 20036

Lions International
209 N. Michigan Avenue
Chicago, Ill. 60601

National Catholic Educational Association
1785 Massachusetts Avenue, N.W.
Washington, D.C. 20036

National Committee
for Support of Public Schools
1426 16th Street, N.W.
Washington, D.C. 20036

National Conference of Christians & Jews
636 Southern Building
Washington, D.C. 20005

National Congress of Parents and Teachers
700 N. Rush Street
Chicago, Ill. 60611

National Council for Community Services
to International Visitors (COSERV)
1630 Crescent Place, N.W.
Washington, D.C. 20009

National Council of Catholic Women
1312 Massachusetts Avenue, N.W.
Washington, D.C. 20005

National Council of the Churches of Christ
United Nations Program
Church Center for the UN
777 UN Plaza
New York, N.Y. 10017

National Council of Jewish Women
One W. 47th Street
New York, N.Y. 10036

National Council of Women of the U.S.
345 E. 46th Street
New York, N.Y. 10017

National Council of YMCA's
291 Broadway
New York, N.Y. 10007

National Education Association
of the United States
1201 16th Street, N.W.
Washington, D.C. 20036
Center for Human Relations
Committee on International Relations
Overseas Teachers Corps
Project URBAN

National 4-H Club Foundation
7100 Connecticut Avenue, N.W.
Washington, D.C. 20015

National Spiritual Assembly
of the Baha'is of the U.S.
112 Linden Avenue
Wilmette, Ill. 60091

National Women's Conference
—American Ethical Union
2 W. 64th Street
New York, N.Y. 10023

Open Door Student Exchange
180 Hempstead Turnpike
West Hempstead, N.Y. 11552

Operation Crossroads Africa
150 Fifth Avenue
New York, N.Y. 10011

Overseas Educational Service
522 Fifth Avenue
New York, N.Y. 10036

People-to-People
P.O. Box 1201
Kansas City, Mo. 64141

Rotary International
1600 Ridge Avenue
Evanston, Ill. 60201

Salvation Army
120 W. 14th Street
New York, N.Y. 10011

Society for Citizen Education
in World Affairs
167 Social Science Bldg., Univ. of Minnesota
Minneapolis, Minn. 55455

Society for International Development
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036

Student Forum
1865 Broadway
New York, N.Y. 10023

Students Abroad, Inc.
200 East End Avenue
New York, N.Y. 10028

Teacher Exchange Branch
Division of International
Exchange and Training
Institute of International Studies
USOE, 400 Maryland Avenue, S.W.
Washington, D.C. 20202

Unitarian Universalist Women's Federation
25 Beacon Street
Boston, Mass. 02108

United Nations Association of the U.S.A.
833 UN Plaza
New York, N.Y. 10017

United States Advisory Commission
on International Educational
and Cultural Affairs
Washington, D.C. 20520

United States Catholic Conference
—Division for UN Affairs
323 E. 47th Street
New York, N.Y. 10017

United States Committee for UNICEF
331 E. 38th Street
New York, N.Y. 10016

United States National Commission
for UNESCO
Washington, D.C. 20520

Volunteers for International
Technical Assistance
230 A State Street
Schenectady, N.Y. 12305

Volunteers to America
Peace Corps
Washington, D.C. 20525

World Law Fund
11 W. 42nd Street
New York, N.Y. 10036

World University Service
United States National Committee
20 W. 40th Street
New York, N.Y. 10018

Young Women's Christian Association
National Board
600 Lexington Avenue, New York, N.Y. 10022

Zionist Organization of America
145 E. 32nd Street
New York, N.Y. 10016

Zonta International
59 E. Van Buren Street
Chicago, Ill. 60605

RESOLUTION ADOPTED BY THE GENERAL ASSEMBLY DESIGNATING 1970 AS INTERNATIONAL EDUCATION YEAR

The General Assembly,

Recalling its resolution 2306 (XXII) of 13 December 1967, by which it decided to observe an International Education Year and provisionally designated the year 1970 for this purpose,

Noting with satisfaction Economic and Social Council resolution 1355 (XLV) of 2 August 1968, particularly the invitation to all the United Nations agencies, bodies and organs to participate in the preparation of programmes of concerted action within the context of an overall strategy for development during the next decade and in close co-operation with the United Nations Educational, Scientific and Cultural Organization,

Noting with appreciation that consultations between the United Nations Educational, Scientific and Cultural Organization and the interested specialized agencies have taken place and that the International Education Year was reviewed at a meeting of the Administrative Committee on Co-ordination in October 1968,

Noting with appreciation the resolution on the International Education Year adopted on 19 November 1968 by the General Conference of the United Nations Educational, Scientific and Cultural Organization at its fifteenth session, and in particular the fact that the organization would assume primary responsibility for the preparation and execution of an international concerted programme,

Recognizing that education in a broad sense is an indispensable factor in the development of human resources which is essential to ensure the attainment of the goals of the second United Nations Development Decade,

1. *Decides* to designate 1970 as International Education Year;

2. *Endorses* the programme of action for the International Education Year set out in the resolution adopted by the General Conference of the United Nations Educational, Scientific and Cultural Organization and described in the reports submitted by the Secretary-General to the Economic and Social Council and the General Assembly;

3. *Recommends* States Members of the United Nations and members of the specialized agencies and of the International Atomic Energy Agency to take stock of the situation with respect to education and training in their countries and to plan and initiate or stimulate action and studies linked to the objectives and themes of the International Education Year in the context of their preparation for the Second United Nations Development Decade;

4. *Requests* the United Nations Educational, Scientific and Cultural Organization and the organizations of the United Nations system concerned to provide within available resources all possible assistance to Governments, especially those of the developing countries, in their efforts to pursue the objectives formu-

lated by the United Nations Educational, Scientific and Cultural Organization for the International Education Year;

5. *Further requests* the Secretary-General, with the assistance of the United Nations Educational, Scientific and Cultural Organization, to report to the General Assembly at its twenty-fourth session, through the Economic and Social Council at its forty-seventh session, on the progress achieved by the organizations of the United Nations family in the preparation for the International Education Year.

1745th plenary meeting,
17 December 1968.

RESOLUTIONS ADOPTED BY THE GENERAL CONFERENCE OF UNESCO RELATIVE TO THE INTERNATIONAL EDUCATION YEAR

1.111 Member States are invited, should the General Assembly of the United Nations declare 1970 as International Education Year:

(a) to take stock of the existing situation in their respective countries with respect to education in its broad sense;

(b) to initiate or stimulate studies on problems relating to improving the situation with particular reference to the objectives and themes which will have been adopted for special attention under the International Education Year;

(c) to encourage educational authorities, public and private, to initiate such new activities as may be needed for the same purpose;

(d) to make a special effort in order to increase financial resources for educational development;

(e) to participate effectively in the international programmes to be conducted by the United Nations system under the auspices of the International Education Year;

(f) to launch a programme of action comprising practical measures for the elimination of all forms of discrimination and for the promotion of equality of opportunity and treatment in education, and to integrate it in their educational development plans.

1.112 The Director-General is authorized:

(a) to assume primary responsibility, in collaboration with the other organizations of the United Nations system and taking into account the suggestions presented by them, for the preparation and execution of an international concerted programme;

(b) to advise Member States, in co-operation, as appropriate, with other agencies, bodies and organs of the United Nations system, on the principal objectives on which they should focus their attention and concentrate their efforts, so as to contribute to the framing of a global strategy for education for the Second Development Decade;

(c) to propose for this purpose to Member States, the international organizations of the United Nations system and the other governmental and non-governmental international organizations concerned, the following objectives, concepts and practices:

Objectives

(i) functional literacy for adults;
(ii) equal access of girls and women to education;
(iii) training of middle and higher-level personnel for development;
(iv) democratization of secondary and higher education;
(v) transition from selection to guided choice in secondary and higher education;
(vi) adaptation of education (both general and technical) to the needs of the modern world, especially in rural areas;
(vii) development of educational research;
(viii) pre-service and in-service training of teachers;

General concepts and practices

(ix) educational technology—the new methods and media;

(x) life-long integrated education;

(xi) reconciliation in education of a spirit of tradition and preservation of the intellectual and moral heritage with a spirit of renewal;

(xii) promotion of ethical principles in education, especially through the moral and civic education of youth, with a view to promoting international understanding and peace;

(d) to orientate specific projects provided for in the Programme and Budget for 1969-1970, such as studies, operational programmes, regional and international conferences and public information activities, so as to make them contribute fully towards the realization of the above-mentioned objectives of the International Education Year;

(e) to turn to account the studies conducted on the occasion of the International Education Year for defining the principles of long-term educational planning;

(f) to transmit to the General Assembly of the United Nations the text of the present resolution;

(g) to report to the General Conference, at its sixteenth session, on UNESCO's participation in the International Education Year and the general outcome of the activities undertaken in that connexion.

RESOLUTION ADOPTED BY THE GENERAL ASSEMBLY ON THE TEACHING IN SCHOOLS OF THE PURPOSES AND PRINCIPLES OF THE UNITED NATIONS

The General Assembly,

Considering that the International Year for Human Rights should be the occasion for new efforts to improve the standard of knowledge about the United Nations and, in particular, about its efforts in the field of human rights,

Recalling its resolutions 137 (II) of 17 November 1947 and 1511 (XV) of 12 December 1960 concerning the teaching in schools of the purposes and principles of the Charter of the United Nations and the structure and activities of the Organization and the specialized agencies,

Considering that such teaching is not yet sufficiently widespread, in particular in primary and secondary schools, despite the efforts of Member States and of the United Nations Educational, Scientific and Cultural Organization,

Convinced that in order to achieve the desired results such teaching must start at an early stage of education,

Conscious of the fact that young people cannot receive training which meets the requirements of a world increasingly characterized by the interdependence of peoples if educators do not themselves receive special instruction in international organization,

1. *Requests* the States Members of the United Nations and members of the specialized agencies and of the International Atomic Energy Agency to take steps, as appropriate and according to the scholastic system of each State, to introduce or encourage:

(*a*) The regular study of the United Nations and the specialized agencies and of the principles proclaimed in the Universal Declaration of Human Rights and in other declarations on human rights, in the training of teaching staff for primary and secondary schools;

(*b*) Progressive instruction on the subject in question in the curricula of primary and secondary schools, inviting teachers to seize the opportunities provided by teaching of drawing the attention of their pupils to the increasing role of the United Nations system in peaceful co-operation among nations and in joint efforts to promote social justice and economic and social progress in the world;

2. *Further requests* the States Members of the United Nations and members of the specialized agencies and of the International Atomic Energy Agency to draw the attention of the competent authorities of private scholastic institutions to the present resolution and to request them to make the necessary efforts

for the achievement of the aims envisaged in paragraph 1 above;

3. *Requests* the United Nations Educational, Scientific and Cultural Organization to continue and encourage the study of appropriate ways and means of promoting the achievement of the aims envisaged in the present resolution;

4. *Further requests* the United Nations Educational, Scientific and Cultural Organization and the other specialized agencies concerned and the United Nations Development Programme to provide assistance to Member States, particularly those which are developing countries, with a view to enabling them to achieve the objectives envisaged in paragraph 1 above.

1748th plenary meeting,
19 December 1968.

UNESCO CONVENTION AGAINST DISCRIMINATION IN EDUCATION

Article 1

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

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

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

Article 2

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

a. The establishment or maintenance of separate educational systems or institutions for pupils of the two sexes, if these systems or institutions offer equivalent access to education, provide a teaching staff with qualifications of the same standard as well as school premises and equipment of the same quality, and afford the opportunity to take the same or equivalent courses of study;
b. The establishment or maintenance, for religious or linguistic reasons, of separate educational systems or institutions offering an education which is in keeping with the wishes of the pupil's parents or legal guardians, if participation in such systems or attendance at such institutions is optional and if the education provided conforms to such standards as may be laid down or approved by the competent authorities, in particular for education of the same level;
c. The establishment or maintenance of private educational institutions, if the object of the institutions is not to secure the exclusion of any group but to provide educational facilities in addition to those provided by the public authorities, if the institutions are conducted in accordance with that object, and if the education provided conforms with such standards as may be laid down or approved by the competent authorities, in particular for education of the same level.

Article 3

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

a. To abrogate any statutory provisions and any administrative instructions and to discontinue any administrative practices which involve discrimination in education;

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

Article 4

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

a. To make primary education free and compulsory; make secondary education in its different forms generally available and accessible to all; make higher education equally accessible to all on the basis of individual capacity; assure compliance by all with the obligation to attend school prescribed by law;
b. To ensure that the standards of education are equivalent in all public educational institutions of the same level, and that the conditions relating to the quality of the education provided are also equivalent;
c. To encourage and intensify by appropriate methods the education of persons who have not received any primary education or who have not completed the entire primary education course and the continuation of their education on the basis of individual capacity;
d. To provide training for the teaching profession without discrimination.

Article 5

1. The States Parties to this Convention agree that:

a. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms; it shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace;
b. It is essential to respect the liberty of parents and, where applicable, of legal guardians, firstly to choose for their children institutions other than those maintained by the public authorities but conforming to such minimum educational standards as may be laid down or approved by the competent authorities and, secondly, to ensure in a manner consistent with the procedures followed in the State for the application of its legislation, the religious and moral education of the children in conformity with their own convictions; and no person or group of persons should be compelled to receive religious instruction inconsistent with his or their conviction;
c. It is essential to recognize the right of members of national minorities to carry on their own educational activities, including the maintenance of schools and, depending on the educational policy of each State, the use or teaching of their own language, provided however:

(i) That this right is not exercised in a manner which prevents the members of these minorities from understanding the culture and language of the community as a whole and from participating in its activities, or which prejudices national sovereignty;

(ii) That the standard of education is not lower than the general standard laid down or approved by the competent authorities; and

(iii) That attendance at such schools is optional.

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

CHARTER OF THE UNITED NATIONS

SIGNED AT THE UNITED NATIONS CONFERENCE
ON INTERNATIONAL ORGANIZATION,
SAN FRANCISCO, CALIFORNIA, ON JUNE 26, 1945

WE, THE PEOPLES OF THE UNITED NATIONS, DETERMINED

to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind, and

to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small, and

to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained, and

to promote social progress and better standards of life in larger freedom,

AND FOR THESE ENDS

to practice tolerance and live together in peace with one another as good neighbors, and

to unite our strength to maintain international peace and security, and

to ensure, by the acceptance of principles and the institution of methods, that armed force shall not be used, save in the common interest, and

to employ international machinery for the promotion of the economic and social advancement of all peoples,

HAVE RESOLVED TO COMBINE OUR EFFORTS TO ACCOMPLISH THESE AIMS.

Accordingly, our respective Governments, through representatives assembled in the city of San Francisco, who have exhibited their full powers found to be in good and due form, have agreed to the present Charter of the United Nations and do hereby establish an international organization to be known as the United Nations.

A GUIDE TO HUMAN RIGHTS EDUCATION

The Universal Declaration of Human Rights

Article 26

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. (2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace. (3) Parents have a prior right to choose the kind of education that shall be given to their children.

Declaration of the Rights of the Child—1959

Principle 7

The child is entitled to receive education, which shall be free and compulsory, at least in the elementary stages. He shall be given an education which will promote his general culture, and enable him on a basis of equal opportunity to develop his abilities, his individual judgment, and his sense of moral and social responsibility, and to become a useful member of society.

The best interest of the child shall be the guiding principle of those responsible for his education and guidance; that responsibility lies in the first place with his parents.

The child shall have full opportunity for play and recreation, which should be directed to the same purposes as education; society and the public authorities shall endeavor to promote the enjoyment of this right.

Covenant on Economic, Social and Cultural Rights—1966

Article 13

1. The States Parties to the present Covenant recognize the right of everyone to education. They agree that education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms. They further agree that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance, and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace.

2. The States Parties to the present Covenant recognize that, with a view of achieving the full realization of this right:

a) Primary education shall be compulsory and available free to all;

b) Secondary education in its different forms, including technical and vocational secondary education, shall be made generally available and accessible to all by every appropriate means, and in particular by the progressive introduction of free education;

c) Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education;

d) Fundamental education shall be encouraged or intensified as far as possible for those persons who have not received or completed the whole period of their primary education;

e) The development of a system of schools at all levels shall be actively pursued, an adequate fellowship system shall be established, and the material conditions of teaching staff shall be continuously improved.

Established by Congress in 1946, the United States National Commission for UNESCO serves as an advisory body to the government and as a two-way channel through which the views of the citizen can be expressed in UNESCO policies and programs, and information about UNESCO activities is reported back to the American public. The 100 members of the National Commission are appointed by the Secretary of State and represent a broad spectrum of American life—more than 140 national voluntary organizations have been associated with the Commission over the past 24 years. For additional information about the publications and activities of UNESCO and the Commission, write to U.S. National Commission for UNESCO, Washington, D.C. 20520.

The United Nations Association of the United States of America seeks, through information, education, and research, to strengthen our country's capacity for advancing peace, freedom, and justice in the world through the development of the United Nations and other international organizations. Its research activities are objective efforts to define the programs and policies most likely to advance this country's enlightened national interest in the operation and growth of effective international organizations. It functions through local chapters in more than 150 communities; a Council of Organizations composed of more than 130 national, civic, service, business, labor, religious, fraternal, educational, and professional associations; and a Collegiate Council on International Relations and UN Affairs active on more than 500 campuses. UNA-USA is supported entirely by contributions from individuals, foundations, business, industry, financial and labor organizations; by dues from its members; and by income from its publications and conferences. It is independent, private, and nonpartisan. Address: United Nations Association of the U.S.A., 833 United Nations Plaza, New York, N.Y. 10017.

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