CHAPTER II

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Before World War I occasional attempts were made for international cooperation in educational, scientific and cultural matters. But there was no machinery to promote these efforts on a world-wide scale. Even the Covenant of the League of Nations failed to mention international cooperation in these matters, when it was drawn up after the war.

By founding the Institute of Intellectual Cooperation at Paris in 1924, a small beginning was made in the direction of intellectual cooperation. In 1926, by a special resolution, the League Assembly recognized the existence of the International Institute of Intellectual Cooperation as a technical body similar to other technical organs of the League.

The principal items in the Institute's programme were: the exchange of persons between academic institutions; the exchange of scientific and scholarly publications; cooperation in scientific research; the establishment of a code regulating the conduct of archaeological exploration; protection and promotion of the welfare of scientific workers; and


the preparation of a convention on copyrights.

In the field of intellectual cooperation, the Institute could not, however, record any remarkable success because the funds at its disposal were very meagre. Secondly, the scope of its work was limited only to the discussion of general intellectual problems. It had no elaborate organization to enforce its suggestions and projects in a concrete manner.

The Institute enjoyed the collaboration of distinguished figures in arts and sciences, and the aid of universities, academies and other learned bodies but its supporters were private individuals, not governments. Inheriting the Institute's role, the UNESCO continued to call upon the intellectual world—educators, scientists, technicians, artists, writers and journalists in carrying out its programme. At the same time it took the contrary form of an association of States.

During World War II, more intensive international cooperation began in the field of educational problems. The Nazi invasion of Western Europe in 1940 had destroyed a large

part of the educational system of the conquered countries. The governments of those countries were aware of the fact that after liberation their schools and universities would need books and equipment, new buildings, and new teachers to replace those who could not be found. That is why a Conference of Allied Ministers of Education (CAME) was convened in London in November 1942 to consider how the devastated educational systems of the countries under Nazi occupation could be restored after the war. During the years 1942-45, Ministers of Education of Allied Governments met regularly in London to consider the problems of education, particularly to determine the post-war international action to rehabilitate the educational system in occupied and war devastated areas. These conferences and meetings gave birth to the idea of extending the Institute of Intellectual Cooperation of the League of Nations into a wider international organization.

The delegates from all over the world at San Francisco realized the necessity for wide international contacts in education, science and culture. The United Nations Charter


authorized the UK to promote the formation of an affiliated agency for educational and cultural development.

The government of the United Kingdom in association with the government of France convened a Conference for the establishment of an Educational, Scientific and Cultural Organization of United Nations. The Conference was held in London from November 1 to 16, 1945. Representatives of 44 governments and observers from a number of international organizations attended the conference. This conference had before it a draft constitution prepared by the Conference of Allied Ministers of Education for discussion. There was also a draft constitution prepared by the French Government. A number of other proposals were also put forward by other governments and by various bodies and organizations. A Constitution of UNESCO was drawn up by the conference after consideration of these drafts and proposals. The Conference also established a Preparatory Educational, Scientific and Cultural Commission to function until UNESCO came into being.

During its one year of existence, the Preparatory Commission made arrangements for the first session of the General Conference of UNESCO. The provisional agenda of the

conference and recommendations concerning the organizations
programme and budget were made by this commission. It also
took steps to meet some of the most urgent needs of educa-
tional, scientific and cultural reconstruction in devastated
areas.

On November 4, 1946, the Constitution of UNESCO came
into force, when the instruments of acceptance of 20 signa-
tories of its Constitution had been deposited with the Govern-
ment of the U.K.

The fundamental idea to the philosophy of UNESCO is
that lasting peace is not possible merely through formal
political and economic arrangements. The world needs an
easy flow of communications between peoples, leading to
"mutual understanding and a truer and more perfect knowledge
of each other's lives", the unrestricted exchange of ideas
and the widening of the opportunities for education.

AIMS & OBJECTIVES

The basis of objectives adopted by UNESCO was laid
down by the UN at the first meeting of the General Assembly

2. Aiyar, S.P., "UNESCO—Pathfinder for Peace", Voicing,
At San Francisco in a resolution. The purport of which was that: World Peace must be based on mutual understanding and agreement; the UN must see that culture is brought within the reach of all men; and it is the duty of the UN to facilitate the exchange and dissemination of information concerning the various aspects of their national life.

"Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed .........", is mentioned in the preamble to UNESCO's Constitution. The purpose of UNESCO as defined in Article 1 of its constitution is "to contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms, which are affirmed for the peoples of the world without distinction of race, sex, language, or religion by the Charter of the UN." To realize this purpose, the UNESCO collaborates in the work of advancing the mutual knowledge and understanding of peoples through all means of mass communication, gives fresh impulse to popular education, to the spread of culture and maintains, increases and diffuses knowledge.

2. What is UNESCO?, p.10.
UNESCO promotes the democratization of education, science and arts and thus helps to give the people a fuller and more meaningful life. On the other hand, it promotes the progress of all sciences and altogether all branches of intellectual activity, which again aims at improving the material as well as spiritual lives of the people.

At the same time, UNESCO's Constitution specifically emphasizes the need to preserve "the independence, integrity and fruitful diversity of the cultures and educational systems" of the Member States. The organization cannot impose any particular standard either on all its members or on any of them. UNESCO is prohibited by its constitution from intervening in matters which are essentially within the domestic jurisdiction of the Member States.

**STRUCTURE**

UNESCO is an autonomous organization affiliated to the UN through a relationship agreement signed in 1946. It is composed of three organs: the General Conference, the Executive Board, and the Secretariat.

THE GENERAL CONFERENCE

The General Conference consists of representatives of Member States. All policies and the main lines of work of the Organization are determined by it. It may summon international conferences on education, the sciences and humanities and the dissemination of knowledge. It elects members of the Executive Board and appoints the Director-General. Each Member State has one vote in the Conference but may be represented by five delegates. It meets once in two years. It adopts the programme and votes the budget for the succeeding two year financial period. The General Conference is the sovereign body in deciding the general policy of the organization.

THE EXECUTIVE BOARD

The Executive Board is composed of distinguished representatives of education, science and culture. Originally it consisted of 18 members who were elected by the General Conference. The number of members of the Board was increased to 20 in 1952, 22 in 1954, 24 in 1956, 30 in 1962 and 34 in 1968 taking into account increases in the number of UNESCO's Member States. Besides supervising the execution of the

programme and the administration of the budget between sessions of the General Conference, the Executive Board also examines the draft programme and budget for the next two-year period. This budget and the draft programme is then submitted to the Conference along with the recommendations that the Executive Board sees fit to make. It also nominates the Director-General prior to his appointment by the General Conference. The Board generally meets twice a year for sessions of three to four weeks.

THE SECRETARIAT

The executive body responsible for UNESCO's normal functioning is the Secretariat. It is also responsible for the application of decisions taken by the General Conference and the Executive Board. It consists of a Director-General and such staff as may be required. The Director-General is appointed for a period of six years.

MEMBERSHIP

Any member of the United Nations can join UNESCO. Other states may be admitted to UNESCO membership upon the recommendation of its Executive Board and the approval of

the UNESCO's General Conference by a two-thirds majority.

FINANCING UNESCO'S ACTIVITIES

UNESCO's activities are financed from a regular budget voted by the General Conference every two years and from extra-budgetary funds. UNESCO receives these extra-budgetary funds for programmes carried out jointly with other institutions and agencies of the United Nations.

Since 1954, the Organization has devoted a considerable share of its own budget, to activities in education, science, culture and mass communication. These activities are undertaken at the request of Member States on their own territory to promote national development or to benefit several states within a given region. But UNESCO's operational activities are mainly financed by funds made available through the United Nations Development Programme (UNDP), besides their contributions to the functioning of the UN and its Specialized Agencies, countries donate voluntarily to the UNDP.

ACTIVITIES

The basis of all UNESCO's work is international intellectual cooperation through the communication of

1. Ibid., p. 15.
knowledge, the comparison of experiences and the exchange of ideas. It has been achieved mainly through the building up of a vast network of specialists — educators, scientists, artists, writers, sociologists — belonging to national associations or international federations with which UNESCO collaborates. From the beginning, a primary function of UNESCO has been the promotion of international intellectual cooperation in the fields of education, science, culture and communications. This function is carried out through a variety of activities such as holding of conferences and smaller meetings on special subjects, clearing house services, assistance to non-governmental organizations, and a wide range of publications. In the words of its former Director-General, Rene Maheu, UNESCO is attempting to organize "the intellectual infrastructure of modern civilization in its universality."

The programme of UNESCO is principally divided among six main areas of activity: education; the natural sciences; the social sciences; culture; mass communication and international exchanges.

a. EDUCATION

The concept that every single human being has the right to education only evolved during the past twenty years.

Nowadays education is recognized not only as a fundamental human right but as an indispensable factor and a sound economic investment for social and economic development, yet at present only about 60 percent of the world’s children of primary and secondary school age are going to school, and an estimated 780 million people of over 15 years can not read or write. Though this figure is growing each year as a result of population increase, the actual percentage of illiterates is decreasing everywhere.

During its earlier years, UNESCO's efforts were directed towards the rebuilding of the countries of Europe ravaged by war. New schools and libraries were built. For about a decade, UNESCO has aided educational programmes in Asia, Africa and Latin America.

UNESCO’s main concern is to improve education through international action and to bring out intellectual understanding through education. Two types of work are undertaken in this field of activity. Fundamental Education is planned to help uneducated people often living in abject poverty. This sort of education gives them the knowledge and skill necessary for good use of their natural resources, for health,

for literacy and for the development of their community life. The other type of work is in the field of free and compulsory education. Article 26 of the Universal Declaration of Human Rights states, that this education must eventually be available to all children throughout the world. The means promoted by UNESCO to advance popular education are up-to-date methods of teacher training, curricular adopted to changing requirements, modernized text books and other teaching tools. UNESCO also encourages the use of radio, films, and television in education and emphasize the importance of linking education with the realities of community life. An important concern of UNESCO, that is prescribed in its Constitution, is to foster education for mutual and international understanding.

In September 1966, UNESCO helped to promote a World Congress, held in Tehran, on the eradication of illiteracy. Plans have been made for launching pilot literacy projects in a number of selected countries in all regions of the World. These projects were financed by the UNDP with UNESCO acting as executive agency. Following the 1965 World Congress on Literacy held in Tehran, Iran, UNESCO in 1966 began its experimental literacy programme to pave the way for a world campaign.

On September 8, 1967, the first International Literacy Day was celebrated at UNESCO headquarters in Paris. On this occasion, the former Director General of UNESCO, Rene Maheu, awarded the Mohammad Reza Pahalvi Prize ($5,000) for outstanding work in literacy to the students of the Girls Secondary school in Tabora, United Republic of Tanzania.

At its 23rd General Assembly on December 17, 1968, on the initiative of UNESCO, the United Nations decided to proclaim 1970 as an International Education Year. The main aims of the International Education Year (the spread of literacy, equal opportunities of education for women, the training of national personnel, uninterrupted education etc.) were enumerated in a resolution of the 15th UNESCO General Conference. The UNESCO Secretariat, guided by this resolution, sent a circular letter to Member States informing them about the measures related to International Education Year. The measures were outlined in the UNESCO programme for 1960-70.

Up to 1970, according to a study made by the UNESCO Secretariat, out of a total adult population of 2,335 million there were more than 810 million illiterates. Their number had increased by 70 million from 1960 to the end of 1969. More than 50% children of the world do not attend school.

The problem of combating illiteracy, as pointed out at the World Congress in Tehran in 1965 is not a purely educational matter. It is a social problem closely connected with the low living standard of the masses in Asian, African and Latin American countries. During 1971 an International Commission on the Development of Education was established to assist Governments in working out national strategies for education. For the first time in 1971, the rate of increase of school enrolments outstripped the rate of population increase, but it was chiefly in primary schools.

In Africa, the UNESCO assists its regional education information and research centre at Accra, Ghana, a textbook production unit at Yaounde, Cameroon; and a pilot project for the application of new methods and techniques in education at Dakar, Senegal.

Since 1961, the largest share of UNESCO's educational budget has gone to Africa. The urgency of the needs and the earnestness of the intentions of the African countries were fully brought out by the ministers and directors of education who attended the Conference of African States on the Development


of Education in Africa held at Addis Ababa, Ethiopia, in May 1961.


Another priority field of UNESCO assistance has been teacher training, particularly for secondary education, where African States have still to rely on foreign staff. During 1971, teacher-training was the focal point of UNESCO activities in secondary education. By 1971, 23 advanced teacher-training institutes in Africa alone had been created by UNESCO and were turning out 4,000 qualified teachers a year. While secondary teacher training in Africa remained a priority, emphasis in 1969 was also placed on training at the primary technical and vocational levels.

In Asia, three of UNESCO's main concerns continue to be its regional office for education in Asia, at Bangkok, and

its centres for training educational planners and administrators at New Delhi, and teacher educators at Quezon City in Philippines. In 1957, the 10 year major project for the spread of primary education was launched in Latin America. It was the first international undertaking in the field of education ever to be planned on such a scale. It is in this connection that the regional conference on free and compulsory education convened by UNESCO in Lima in 1956 assumes a historic significance. Because it was from this conference that the major project on the extension and improvement of primary education in Latin America emerged.

The object of this major project was to make primary education available to the greatest possible number of children in ten years. At the time, when this project was inaugurated, the total number receiving education at all levels in this region of the world was 25 million; 8 years later in 1965, this figure had risen to 40 million.

In late 1962, when the Latin American regional project was at the half-way mark, UNESCO's General Conference asked the Organization to concentrate not only on primary education

in Latin America, but also to initiate integrated planning for all levels of education. As a result, a number of studies and surveys on educational planning in relation to economic and social development were undertaken by UNESCO. It also assisted the Latin American Institute for Economic and Social Planning established by the United Nations Economic Commission for Latin America.

In the Arab States, UNESCO’s main assistance is directed towards an advanced training centre at Beirut and a regional Centre for Education and Community Development near Cairo. UNESCO also continued to collaborate with the United Nations Relief and Work Agency for Palestine Refugees in the Near East (UNRWA) in educational programmes for some 216,000 Palestinian refugee children during 1969. In the academic year 1970-71, some 257,000 Palestinian refugee children were enrolled in the schools run jointly by UNESCO and the UNRWA.

B. THE NATURAL SCIENCES

One of the tasks assigned to UNESCO by its Constitution is to "maintain, increase and diffuse knowledge........by

encouraging cooperation among the nations in all branches of intellectual activity including the natural sciences. In recent years, natural sciences have been the most rapidly expanding field of UNESCO activities. Following a decision of its General Conference in 1964, UNESCO now accords science the same priority as education in its programme.

In the field of natural sciences, UNESCO is working towards three major objectives: science policy, scientific information, and fundamental research; science education, technological training and research; and environmental sciences and research on natural resources.

One of the most successful examples of UNESCO’s function in promoting international cooperation is in oceanography, the study of world’s oceans, which cover 70% of the earth’s surface.

International cooperation in oceanography first appeared within the framework of UNESCO in 1955 when an International Advisory Committee on Marine Sciences was set up by the Organization. At the same time, the International Council of

3. *UNESCO: what it is, what it does, how it works*, p. 12.
Scientific Unions was formed. This Council is now known as Scientific Committee on Oceanic Research (SCOR).

Following a resolution by the tenth session of the UNESCO General Conference, an Inter-governmental Conference on Oceanographic Research was held in Copenhagen. It was this conference that recommended the establishment of the Inter-governmental Oceanographic Commission by UNESCO to promote "scientific investigations of the oceans with a view to learning more about their nature and their resources." The eleventh session of the General Conference held in November 1960 adopted the recommendation of the Conference. It was at this time that UNESCO established the Inter-governmental Oceanographic Commission and the UNESCO office of oceanography in the Department of Natural Sciences. Scientific Committee on Oceanic Research (SCOR) was asked by UNESCO to serve as its scientific advisory body.

An outstanding example of UNESCO's efforts in this field is the International Indian Ocean Expedition, coordinated by the Inter-governmental Oceanographic Commission based at UNESCO. This idea was first broached by the Scientific Committee on Oceanic Research (SCOR) in 1957. It led to the six-year International Indian Ocean Expedition from 1959 to 1965.

1. *What is UNESCO?*, p.43.
The second International Oceanographic Congress was held in Moscow from May 30 to June 9, 1966 under the auspices of UNESCO. It was organized by the Soviet Government and the Academy of Sciences of the U.S.S.R. This Congress, which was attended by 1,767 participants from 57 countries, was one of the most important marine science congresses ever held. Its subject of discussion was "oceanographic research for the benefit of mankind."

Cooperation in seismology and earthquake engineering has also been stimulated by UNESCO. Due to the urgent and almost world-wide problem of earthquakes, a UNESCO mission in 1961 completed surveys of seismological laboratories and building practices in seismic zones of Asia and South America. The purpose of these missions was to bring about accurate mapping of earthquake zones and the introduction of proper building methods within such areas.

The year 1963 brought disaster to several countries as a result of earthquakes and a volcanic eruption. A UNESCO expert from Japan visited Barce, the ancient Libyan city which had been destroyed by an earthquake on February 21, 1963 with a loss of 360 lives. The expert recommended a new and safer site for the city's reconstruction.

1. *What is UNESCO?*, p. 44.
In Japan the UNESCO is aiding the operation of an International Institute of Seismology and Earthquake. In the field of seismology, UNESCO worked towards the establishment of a world-wide warning system to mitigate the damage of future earthquakes and helped to train seismologists to man this network.

UNESCO launched an International Hydrological Decade on January 1, 1965, as part of its programme to encourage international scientific cooperation. Due to the growing world shortage of water, the Decade was conceived as a way of gathering the scientific information needed for better water management and of training specialists needed to develop water resources. Under this inter-governmental programme, scientists from all over the world are concentrating on various problems relating to the earth's dwindling water resources.

Another extremely important project concerns the use of arid land. More than a third of the land surface of the world is parched and treeless. The rapid growth of population makes it urgent that these regions be brought to life. A number of problems arise in efforts to conquer the desert: purifying salt, studying soil, solar energy; developing new

strains of plants and animals and so forth. UNESCO links together the work being done in eight desert research stations located in some of the deserts of West Africa, Algeria, the UAR, the US, India and Israel.

Finally, a part of UNESCO's science programme deals with the application of science and technology to development. Through advisory missions, regional conferences aided by the UNDP, UNESCO helps to fill the needs of the developing countries in training scientists, technicians and technologists, and in furthering scientific and technical research.

C. THE SOCIAL SCIENCES

From the very beginning, UNESCO has participated in the growth of social sciences. UNESCO is continuously facilitating international cooperation among social scientists and the exchange of information and documentation. It is also encouraging the development of research in countries where the social sciences are not fully used.

While UNESCO's operational action since 1960 has been concentrated mainly on education and the natural sciences,

2. *UNESCO - What it is, what it does, how it works*, p.12.
other branches of the Organization's activities have not been neglected.

Since 1962, Seminars have been held on the use of mathematical methods in the social sciences. All these activities have resulted in numerous specialized publications. "The Dictionary of Social Science's" appeared in English in 1964.

D. CULTURE

In the cultural field, UNESCO is faced with a formidable array of subjects such as music and painting, history and classical studies, language and architecture, theatre, libraries and museums, art galleries and creative writing and philosophy.

UNESCO's cultural programme aims at the encouragement of artistic creation, the protection of existing works and cultural heritage and the dissemination of culture to promote international understanding.

By offering its aid to such organizations as the International Theatre Institute, the International Music club and the Pen Club, UNESCO encourages artistic creation. It has also undertaken a broad survey of the influence of new information media, particularly films and television, on literature and art through symposia and studies.

The signing of a Universal Copyright Convention has been UNESCO's most significant contribution to writers and artists, by way of direct assistance. This convention was drafted by UNESCO in 1952 to give better legal protection to writers and artists. The Convention protects the rights of authors and artists in books, plays, music, films, paintings and sculptures, in all the countries ratifying the Convention.

Copyright is a very complex matter and is regulated very differently under the diverse legal systems of the world. As a result, the Convention is a complex technical instrument. According to this Convention "Published works of national or any contracting state and works first published in that state shall enjoy in each other contracting state the same protection as that other state accords to works of its nationals first published in its own territory."

2. Coyle, David Jusman, op. cit., p. 36.
3. Ibid., p. 36.
Another agreement on the importation of educational, scientific, and cultural materials is now in force. It applies to five categories of materials: books, documents, and publications; works of art, visual and auditory materials; scientific instruments; and articles for the blind. Countries ratifying the Convention are obligated to give these items preferential treatment, such as reduction or elimination of custom duties and other charges.

The most spectacular job done by UNESCO in the cultural field was the International Campaign launched in 1960, to save the monuments of Nubia from submersion by the waters of Nile upon completion of the UN's Aswan High Dam.

As a result of the building of the Aswan Dam project for the irrigation of roughly 2,000 square miles of desert land, some of the renowned monuments of Egypt were in danger of being inundated. In 1960, Sudan and the UN sought the UNESCO's assistance in saving these monuments without having to give up the vital project. According to a UNESCO report, within six years archaeological expeditions and financial assistance from several countries made possible the dismantling of the principal monuments. More than $20 million were contributed from some fifty countries and all 22 temples,

including that of Abu Simbel, which was moved in its entirety to a site above flood level, were saved.

In 1966, UNESCO's attention has been taken up with problems of immediate concern in connection with the restoration of the monuments in Florence. These monuments were damaged by the floods which devastated the north of Italy in November 1966.

UNESCO is also encouraging the development and modernization of museums in cooperation with the International Council of Museums. A well-managed museum will draw many thousands of visitors, even if they do not spend time there for serious study, will be sure to learn something as they pass through. They learn how things looked in past ages and what things look like in other parts of the world.

In 1963 a Regional Training Centre for museum technicians from African countries was set up in Jos, Nigeria. At that time it was the first of its kind. This kind of education may help to make people willing to have their country cooperate with other countries.

Ever since the Organization came into being, it has been at pains to make the works of the mind known to the widest public.

A number of catalogues have been produced by UNESCO in order to supply the public with information about the best reproductions of works of art — photographs, coloured plates, art films, and musical recordings.

Then there is the UNESCO World Art Series. It consists of more than 20 large albums aimed at drawing attention to works still too little known despite their importance in the history of art, for example in Egypt, Australia, Ceylon, Mexico, and Ethiopia. Because of the high quality of illustrations, UNESCO has reproduced them in colour slides and paper-backs to bring them to the broadest possible audience.

The international congresses, meetings and conferences held in cooperation with UNESCO are important means of promoting "mutual understanding of cultural tendencies and achievements of different peoples." These conferences and meetings bring together specialists from all over the world.

UNESCO encourages the use of cultural films in museums, libraries, and universities.

II. MASS COMMUNICATION & INTERNATIONAL EXCHANGES

By its Constitution, UNESCO is enjoined to "collaborate in the work of advancing the mutual knowledge and understanding of peoples, through all means of mass communication....."

In the field of mass communication, UNESCO's work is aimed towards a freer flow of information and towards stimulating the distribution of information to increase mutual understanding among people. UNESCO helps developing countries trying to achieve at least minimum standards of information facilities. Its department of mass communication works to expand press, radio, film and television services in the developing countries of the world, mainly in Africa.

UNESCO establishes schools for training journalists, assists in the creation and development of national news agencies or simple information sheets. It also sends experts to establish, expand or improve radio and television facilities by advising on how to train such peoples as television producers and writers, journalists, and specialists in documentary films etc.

2. UNESCO - What it is, what it does, how it works, pp. 17-18.
According to a survey carried out by UNESCO for the UN between 1960 and 1962, some two billion persons living in more than hundred countries in Africa, Asia and Latin America still lacked adequate information facilities. These persons represent 70% of the world's population. According to a UNESCO minimum standard accepted by the UN, "adequate" facilities consists of at least 10 copies of a daily newspaper, five radio receivers and two cinema sets for hundred persons. More than 100 countries and territories were below this minimum. The United Nations General Assembly marked the culmination of this survey by unanimously adopting a resolution in September 1962. The resolution urged the Governments and all interested organizations to help the developing countries in building up their information media, which have an important part to play in education and economic progress generally.

UNESCO has also tried to remove the obstacles to the free flow of information by international agreements. UNESCO, with the cooperation of its Member States is striving to secure the adoption of such instruments as the "Agreement for facilitating the international circulation of visual and auditory materials of an educational, scientific and cultural

character" which has been in force since 1954.

In 1969, UNESCO convened a 60 nation meeting of experts to review international arrangements for space 2 communication.

UNESCO has also established a department to train journalists and radio and television personnel. It is mak- 3 ing easier the import of books, films, and apparatus, by agreements to reduce customs dues and by a coupon system.

In 1949 a Coupon Scheme was introduced by UNESCO. The aim of the Scheme was to enable institutions and persons in soft-currency areas to buy books, films and scientific equipment from hard-currency areas.

These coupons are a type of international money orders. A person living in a country that participates in the UNESCO Coupon Plan, who wishes to obtain from another participating country an item covered by the plan buys the required UNESCO coupons, pays for them in local currency at the official rate, and mails them abroad without having to go through any formalities. To redeem the coupons the seller

3. Comay, Joan, op.cit., p. 11.
sends them to a designated agency in his own country or to UNESCO in Paris. They are redeemed in the seller's national currency at the official exchange rate, after the deduction of a handling charge of 2% to 5%.

The success of the Coupon Scheme led to another plan. Through this programme, international non-governmental organizations, schools, clubs, church groups, and individuals in 22 donor countries provide educational or scientific equipment, books and supplies to projects in Africa, Asia, and Latin America. Donor groups choose the projects they wish to support from a list approved by UNESCO. They then collect funds, buy Gift Coupons from the official distribution in their country, and mail them directly to the projects of their choice. Recipients use the coupons to buy the supplies or equipment they need.

Communication involves people as well as ideas. UNESCO is concerned with both. In the interest of better international understanding, the UNESCO is charged with promoting the free exchange of people as well as the free flow of information.

2. *What is UNESCO?*, p. 70.
One of the best methods of promoting international understanding is to facilitate contacts between peoples. UNESCO has been actively engaged in encouraging foreign travel and study, and awards fellowships annually for this purpose. In 1960, 780 awards were made, half for fellowships and the remaining for study and travel grants. In 1962, over 2,000 grants and fellowships were administered by UNESCO's international exchange service. In 1969-70, it administered a total of some 3,200 fellowships in all fields of its activities. Through the operation of the Educational Clearing House and through its publications, UNESCO provides information and advice on exchange programmes.

The advancement by UNESCO of human welfare through education, science, culture and mass communication promotes international understanding and thus contributes to peace and greater security in the world.

4. UNESCO - What it is, what it does, how it works, p. 13.