UNIT 15 : ROLE OF EDUCATION AND THE UNO

UNIT STRUCTURE

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15.1 LEARNING OBJECTIVES

After going through this unit, you will be able -

- grasp an idea about UNO
- understand the various functions and roles the UNO in improving educational opportunities among the member countries
- know and identify the various official organization of the UNO and their educational activities.

15.2 INTRODUCTION

Generally as laymen or concerned citizen of a country we are concerned about the education system of our own country as we have to go through it and it has so much bearing on our lives and occupation which directly or indirectly effects on our standard of living. But, as a concerned citizen and responsible member of a of country, we must have an adequate knowledge about the education system of other developed or developing countries of the world so that we can contribute a little towards the foundation of a good education system of our own. The earlier units of this papers must have

helped you to acquaint about the different education system of other countries and enable you to make a comparison among them or with our own country. When we do discuss on Education and other developing issue at international level, the discussion of UNO is unavoidable. This unit will be dealing with UNO, its various functions, its role in improving educational opportunities among the member countries.it will also covers the various official organization of the UNO.

15.3 THE UNITED NATION ORGANIZATION

UNO, as we all know is the one of the most significant international organization which ultimate view is establishment of world peace. The United Nations was created at the end of Second World War in the year 1945 on **24 October**. As such, this day is, therefore, celebrated as the United Nations Day. The United Nations was created to work for peace in all parts of the world. "Establishing Peace" is the ultimate motto of UNO. The UN is a forum where all countries meet to discuss, elaborate and extend international law in areas such as human rights, international trade, freedom of navigation and uses of the seas, and the fight against terrorism.

If we go for its establishment, it is important to mention here On October 24th, 1945, as many as 51 countries signed the United Nations Charter in South Africa. The charter was worked out based on the proposals drafted by the representatives of China, the United Kingdom, the Soviet Union and the United States. The central role of the United Nations was the promotion of peace and security, development and human rights. In order to attain these goals, the UN was meant to take effective and collective measures to prevent war, to develop friendly relations between countries and to achieve international cooperation for resolving international problems. The UN was meant to be the harmonizing center for all member states. The United Nations is based on the principle of sovereign equality of each nation state. It is also the place where countries are meant to come together to address common problems. The United Nations is meant to be a conduit through which countries cooperate together and build structures of international governance that are acceptable to all and which help improve

the standard of living of all.

United Nations is today the most important organization dedicated to world peace. There have been more than 300 wars after Second World War. But, it is only because of UNO, the Third World War has not occurred. The United Nations role towards world peace had many sides to it. The main functions of its organs is to prevent wars from happening. The Declarations and Resolutions passed by UNO for preventing wars don't have findings on member counties, but have moral weight. The membership of the U.N.O is open to all people- loving nations, which accept the objectives of the U.N.O and are prepared to observe its principles.At present, there are 193 sovereign states who are members of the United Nations, which are virtually all nation-states. The UN continues to be the only global international organization and actor that has an agenda encompassing the broadest range of governance issues.

The UN continues to be the only global international organization and actor that has an agenda encompassing the broadest range of governance issues. As the world's only truly global organization, the UN has become the foremost forum to address issues that transcend national boundaries; and, which cannot be resolved by any one country acting alone. Besides, working for world's peace and security, UN has an important role in facilitating the member countries with educational opportunities.



LET US KNOW

- The United Nations was created at the end of Second World War in the year 1945 on **24 October**.
- A total of 193 nations are members of the U.N.O.

Main objectives of U.N.O.

While discussing about UNO one must identify and its objectives. Following are the objectives of UNO-

- To maintain international peace and security through collective measures for suppression of aggression and through peaceful settlement of disputes.

- To develop friendly relationship among countries of the world based on the principle of respect equality and self determination.
- To achieve international co-operation in the economic, social cultural or humanitarian fields.
- To encourage respect for human rights and fundamental freedoms.
- To promote respect among the member nations for fundamental rights and freedoms of mankind by ending the differences of caste and creed.
- To be a center for harmonizing the actions of the nations in attaining these common ends.

Principles of U.N.O

The principles of the U.N.O has the following principles which the member countries must abide by-

- The U.N.O is based on the sovereign equality of all its members.
- Each member nation should perform her duty earnestly according to the character.
- Each member nation should settle the disputes by peaceful means so that peace, security and justice in the world are not disturbed.
- All member nations will not make use of threat and violence in their international relations.
- All member nations will help doing those functions, which the U.N.O intends to perform according to the charter, and none will help a country against which the U.N.O is taking any action.
- The U.N.O will not intervene in the internal affairs of a country.
- The U.N.O will also see that all the member nations work to maintain international peace and security.



CHECK YOUR PROGRESS

Q 1: State two objectives of UNO

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Q 2: State two principles of UNO.

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15.3 ROLE OF THE UNO IN IMPROVING EDUCATIONAL OPPORTUNITIES AMONG THE MEMBER COUNTRIES

UNO's role in improving educational opportunities among the member countries can be discussed in the form of **the Universal Declaration of Human Rights, adopted in 1948.** It is the first international legal instrument that recognizes education as a human right. Article 26 states of it declares: 'Everyone has the right to education'. It is a non-legally binding instrument but with a great political and moral force. Since its adoption, the right to education has been reaffirmed in numerous human rights treaties and declarations adopted by the United Nations. For each treaty, key information is provided as article(s) that guarantee the right to education, entry into force, number of ratifications, interpretation of the right to education as guaranteed by the treaty, and the existence of monitoring and complaint mechanisms. Here, we are discussing the role of UNO in improving educational opportunities among the member countries in terms of some of the Articles of the Declaration along with some other conventions of UN-

Universal Declaration of Human Rights, 1948 (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.

International 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 to 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.

(3) The States Parties to the present Covenant undertake to have respect for the liberty of parents and, when applicable, legal guardians to choose for their children schools other than those established by the public authorities, which conform to such minimum educational standards as may be laid down or approved by the State and to ensure

the religious and moral education of their children in conformity with their own convictions.

Convention on the Rights of the Child, 1989

Article 28 guarantees-

(1) States Parties recognize the right of the child to education and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular-

(a) Make primary education compulsory and available free to all

(b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need

(c) Make higher education accessible to all on the basis of capacity by every appropriate means

(d) Make educational and vocational information and guidance available and accessible to all children; (e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

Article 29 guarantees

States Parties agree that the education of the child shall be directed to-

(a) The development of the child's personality, talents and mental and physical abilities to their fullest potential

(b) The development of respect for human rights and fundamental

freedoms, and for the principles enshrined in the Charter of the United Nations

(c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own

(d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin

(e) The development of respect for the natural environment.

Convention on the Elimination of All Forms of Discrimination against Women, 1979

Article 10

Under this article, States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women:-

(a) The same conditions for career and vocational guidance for access to studies and for the achievement of diplomas in educational establishments of all categories in rural as well as in urban areas; this equality shall be ensured in pre-school, general, technical, professional and higher technical education, as well as in all types of vocational training

(b) Access to the same curricula, the same examinations, teaching staff with qualifications of the same standard and school premises and equipment of the same quality

(c) The elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programmes and the adaptation of teaching methods

(d) The same opportunities to benefit from scholarships and other study

grants

(e) The same opportunities for access to programmes of continuing education, including adult and functional literacy programmes, particularly those aimed at reducing, at the earliest possible time, any gap in education existing between men and women

(f) The reduction of female student drop-out rates and the organization of programmes for girls and women who have left school prematurely

(g) The same opportunities to participate actively in sports and physical education

(h) Access to specific educational information to help to ensure the health and well-being of families, including information and advice on family planning.

Convention on the Rights of Persons with Disabilities, 2006

Article 24 guarantees

1. States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to-
   a) The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity
   b) The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential
   c) Enabling persons with disabilities to participate effectively in a free society.
2. In realizing this right, States Parties shall ensure that-
   a) Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability

b) Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live

c) Reasonable accommodation of the individual's requirements is provided

d) Persons with disabilities receive the support required, within the general education system, to facilitate their effective education

e) Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.

3. States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures, including:

4. In order to help ensure the realization of this right, States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.

5. States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others.



CHECK YOUR PROGRESS

Q 3: What are the rights guaranteed by Universal Declaration of Human Rights, 1948?

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Q 4: When Convention on the Rights of the Child was adopted?

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15.5 VARIOUS OFFICIAL ORGANIZATION OF THE UNO AND THEIR EDUCATIONAL ACTIVITIES

The effects of the world war II witnessed not only the need for an organization to establish permanent world peace but also the formation of certain agencies that would help in the rebuilding of the damaged social and economic stricter of nations the world over. There are the official organization which not only contribute towards the realization of ultimate goal of UNO, but also make the organization worthy at international level. The special agencies of the U.N.O work together in economic, social, cultural, scientific spheres to ensure substantial improvement in developed and especially developing countries. The organization or agencies of UNO are discussed here-

1. United Nations Development Programme (UNDP)

Most of the work of the United Nations, in terms of finance and personnel, is devoted to programmes aimed at achieving economic and social development in the developing countries. The U.N.O extends aid for national development plans in an attempt to ensure balanced economic and social growth of the world economy. It aims at making the best use of available financial, physical and human resource.

Its programmes are related to various development activities in almost every economic and social sector, including farming, fishing, forestry, mining, manufacturing, health and environmental sanitation. It carries out survey to economic worth of a nation's natural resources, improving education systems and upgrading the economic and social structure in order to accommodate sophisticated technology. It is funded by the governments of the member nation.

2. United Nations International Children's Emergency Fund (UNICEF)

This was established in 1946. Its headquarters are at New York. It attempts to arrest the spread of diseases among children. It organizes nutritious food for the benefit of under nourished children in the poor countries. It takes steps to spread information of how to prevent serious diseases. This agency is again financed by the governments of the member nations as well as certain private agencies.

3. World Health Organization(WHO)

This is one of the most significant agencies of UNO. It was founded in April 1948 with its headquarters at Geneva. There is an Executive Board that implements its programmes. Its primary concern is to improve the health of all the people of the World. "Health for all by the 2000" was the main aim of this agency. The WHO provides medical aid. It arranges for medicines to prevent various diseases. It arranges for medicines to prevent various diseases. It takes measures to check the spread of infectious diseases. This agency also sends specialists to various nations to provide advice for the promotion of human health. It encourages research related to all aspects of health including nutrition, maternity and child care, environmental safety, mental health, control of specific diseases, etc.

4. International Labor Organization (ILO)

It was founded in 1919 and was also an organization of the League of Nations. It began operating as a special agency of the U.N. O in 1945 with its headquarters at Geneva. This agency aims at improving the working conditions of the laborers all over the world, for the purpose of raising their standard of living, improving their economic and social condition and providing a more just environment for working people. It checks unemployment among the labor, determines their wage hours and conditions of work and organizes social insurance, paid vacations, industrial safety, education of their children and labor inspection.

United Nations Educational, Scientific and Cultural Organization (UNESCO)

Among the other agencies, UNESCO is one of the most important agencies of UNO. From the educational perspectives, it plays an important role. This organization was founded in 1946 with its headquarters at Paris. Its main purpose is to promote peace and security through education, science and culture and communication. Its helps in the spread of knowledge, culture, and international understanding among the member nations. It makes arrangements to expand and direct education in different countries to eliminate illiteracy. It starts schools and trains teachers, planners and administrators. It fosters social sciences as instruments for the realization of human rights, justice and peace. It promotes national and cultural values and encourages the study and development of cultures.

The main objectives of UNESCO with UNO are:-

- To promote intellectual co-operation and mutual understanding of peoples through all means of mass communications.
- To give fresh impulse to popular education and to spread culture.
- To maintain, increase and diffuse knowledge.
- To encourage ***scientific research and training.***
- To apply sciences to ensure human development and the national management of natural resources.

Five principle functions of UNESCO -

To fulfill the major objectives of UNESCO i.e. to establish peace and contribute security it performs the following principles functions-

- It performs the function of prospective studies on education, science, culture and communication for tomorrow's world.
- It advances and transfer and share knowledge through research, training and teaching activities.
- It performs standard setting actions for the preparation and adoption of internal instrument and statutory recommendations.
- Establishes expertise and technical co-operations to member states for their development of policies and projects.
- It performs the functions of exchanging specialized information.



LET US KNOW

UNESCO is one of the most important agencies of UNO, founded in 1946 with its headquarters at Paris. Its main purpose is to promote peace and security through education, science and culture and communication.

UNESCO and Education:

UNESCO's role and in fact the task of Member States are defined by the four major thrusts of Education for Sustainable Development. These are-

A. Improving quality basic education

B. Reorienting educational programmes

C. Developing public understanding and awareness; and

D. Providing training.

Education for Sustainable Development has its roots in the history of two distinct areas of interest of the United Nations - ***education and sustainable development.*** From the time sustainable development was first endorsed in 1987, the UN General Assembly explored the parallel concept of education to support sustainable development.

Facts about Education for Sustainable Development: -

- Concerns all levels of education and all social contexts (family, school, workplace, community)
- Allows learners to acquire the skills, capacities, values and knowledge required to ensure sustainable development
- Fosters responsible citizens and promotes democracy by allowing individuals and communities to enjoy their rights and fulfil their responsibilities
- Provides essential learning tools and content to allow individuals to survive, to develop to their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning

Five Pillars of Education for Sustainable Development:

1. **Learning to know Knowledge** (values and skills for respecting and searching for knowledge and wisdom)
   - learn to learn
   - acquire a taste for learning throughout life
   - develop critical thinking
   - acquire tools for understanding the world
   - understand sustainability concepts and issues

   Education for Sustainable Development:
   - recognizes the evolving nature of the concept of sustainability.
   - reflects the ever growing needs of societies.
   - acknowledges that fulfilling local needs often has international effects and consequences.
   - addresses content, context, global issues and local priorities.
2. **Learning to be Knowledge** (values and skills for personal and family well-being)
   - see oneself as the main actor in defining positive outcomes for the future
   - encourage discovery and experimentation
   - acquire universally shared values med decisions, and to continue learning
   - develop one's personality, self-identity, self-knowledge and self-fulfillment
   - be able to act with greater autonomy, judgment and personal responsibility

   Education for Sustainable Development:
   - builds on the principles and values that underlie sustainable development.
   - deals with the well-being of all three realms of sustainability - environment, society, and economy.
   - contributes to a person's complete development: mind and body, intelligence, sensitivity, aesthetic appreciation and spirituality.

3. **Learning to live together Knowledge** (values and skills for international, intercultural and community cooperation and peace)
   - participate and co-operate with others in increasingly pluralistic, multi-cultural societies
   - develop an understanding of other people and their histories, traditions, beliefs, values and cultures
   - tolerate, respect, welcome, embrace, and even celebrate difference and diversity in people
   - respond constructively to the cultural diversity and economic disparity found around the world
   - be able to cope with situations of tension, exclusion, conflict, violence, and terrorism

   Education for Sustainable Development:
   - No one discipline can claim ESD for its own, but all disciplines can contribute to it.
   - builds civil capacity for community-based decision-making, social tolerance, environmental stewardship, adaptable workforce and quality of life.
4. **Learning to do Knowledge** (values and skills for active engagement in productive employment and recreation)
   - be an actor as well as a thinker
   - understand and act on global and local sustainable development issues
   - acquire technical and professional training
   - apply learned knowledge in daily life
   - be able to act creatively and responsibly in one's environment

   Education for Sustainable Development:
   - It is locally relevant and culturally appropriate.
   - must become a concrete reality for all our daily decisions and actions.
   - is about helping build a sustainable and safe world for everyone.
5. **Learning to transform one self and society** (Knowledge, values and skills for transforming attitudes and lifestyles)

- Work toward a gender neutral, non-discriminatory society
- develop the ability and will to integrate sustainable lifestyles for ourselves and others
- promote behaviours and practices that minimize our ecological footprint on the world around us
- be respectful of the Earth and life in all its diversity
- act to achieve social solidarity
- promote democracy in a society where peace prevails

Education for Sustainable Development:

- integrates the values inherent in sustainable development into all aspects of learning
- encourages changes in behaviour to create a more viable and fairer society for everyone
- teaches people to reflect critically on their own communities
- empowers people to assume responsibility for creating and enjoying a sustainable future.

Besides this, under UNESCO framework, certain conventions are mentionable in terms of education such as- UNESCO Convention against Discrimination in Education, 1960 (Article1, 2, 3, 4, 5), UNESCO Convention on Technical and Vocational Education, 1989. Are mentionable.



CHECK YOUR PROGRESS

Q 7: What are the main objectives of UNESO?

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Q 8: What are the five pillars of Education for Sustainable Development?

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15.6 LET US SUM UP

After going through this unit, it can be summarized as-

- The United Nations was created at the end of Second World War in the year 1945 on 24 October.
- The United Nations was created to work for peace in all parts of the world. "Establishing Peace" is the ultimate motto of UNO.
- At present, there are 193 sovereign states who are members of the United Nations, which are virtually all nation-states.
- The Universal Declaration of Human Rights was adopted in 1948. It is the first international legal instrument that recognizes education as a human right. Article 26 states of it declares: 'Everyone has the right to education'.
- Besides this, there are some other conventions that guarantee some educational rights to member states. They are- International Covenant on Economic, Social and Cultural Rights, 1966 (Article 13), Convention on the Rights of the Child, 1989,(article 28,19) Convention on the Elimination of All Forms of Discrimination against Women, 1979 (Article 10), Convention on the Rights of Persons with Disabilities, 2006 (Article 24)
- There are the official organization which not only contribute towards the realization of ultimate goal of UNO, but also make the organization worthy at international level. The special agencies of the U.N.O work together in economic, social, cultural, scientific spheres to ensure substantial improvement in developed and especially developing countries.
- The five pillars of Education for Sustainable Development are-A .Learning to know Knowledge B. Learning to be Knowledge C. Learning to live together Knowledge D. Learning to do Knowledge



15.7 FURTHER READING

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15.8 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Two objectives of UNO are-

- To maintain international peace and security through collective measures for suppression of aggression and through peaceful settlement of disputes.
- To develop friendly relationship among countries of the world based on the principle of respect equality and self-determination.
- The Universal Declaration of Human Rights was adopted in 1948. . It is the first international legal instrument that recognizes education as a human right. Article 26 states of it declares: 'Everyone has the right to education'.

Ans to Q No 2: Two principles of UNO are

- Each member nation should perform her duty earnestly according to the character.
- Each member nation should settle the disputes by peaceful means so that peace, security and justice in the world are not disturbed.

Ans to Q No 3: According to Article 26, Universal Declaration of Human Rights, 1948, the following are the rights guaranteed-

(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.

Ans to Q No 4: Convention on the Rights of the Child was adopted in 1989

Ans to Q No 5: The main objectives of UNESO

- To promote intellectual co-operation and mutual understanding of peoples through all means of mass communications.
- To give fresh impulse to popular education and to spread culture.
- To maintain, increase and diffuse knowledge.

Ans to Q No 6: The five pillars of Education for Sustainable Development are-

A. Learning to know Knowledge

B. Learning to be Knowledge

C. Learning to live together Knowledge

D. Learning to do Knowledge.



15.9 POSSIBLE QUESTIONS

A. Short Questions (Answer each questions in about 150 words)

Q 1: Why UNO is considered as an important international organization?

Q 2: State the objectives of UNO.

Q 3: What is Universal Declaration of Human Rights, 1948?

Q 4: Briefly discuss about the agencies of UNO.

B. Long Questions (Answer each questions in about 300-500 words)

Q 1: Discuss the provisions made by UNO in terms of Educational rights of member countries.

Q 2: Discuss the role of UNESCO in terms of education for all.

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