



Department of Educational Sciences and Teacher Education Master's Degree Programme in Education and Globalisation		Author Shchedrin Andrey	
Title The idea of Global Citizenship in the documents and publications of UNESCO			
Major subject Education	Type of thesis Master's Thesis	Year 2013	Number of pages 70
<p>Abstract</p> <p>The first half of the 20th century was filled with a lot of conflict situations all over the world. In order to keep international security and organize contact with the rest of the World, The United Nations was organized in October 1945. First years after the Second World War were very important in the way of making progress in peace setting and further conflicts preventing. Exactly in this period to fulfil these purposes such international organization as UNESCO was founded and The Universal Declaration of Human rights was signed. Whole Europe was recovering from the War consequences, and people, suffered from military actions, needed not only peace for their future, but also the understanding that in order to keep this peace – everybody should have joint vision on the further development of human civilization.</p> <p>The present research emphasize the importance of UNESCO organization in delivering Global Citizenship ideas and promoting Global Citizenship Education in the after war period. The ideas of Global Citizenship were very wanted that time and they needed some agent who had to deliver them to people. UNESCO has become this agent and played great role in spreading basic ideas of Global Citizenship and Global Citizenship Education.</p> <p>Evaluating the role of UNESCO in shaping of Global Consciousness in the minds of nations, I analyse UNESCO's Courier publications as valuable source of the organization activities.</p> <p>Research questions:</p> <p>Why was it so necessary to take action in new course of Global Citizenship? What was the role of UNESCO in moulding Global Citizenship attitudes in people's minds? What kind of Global Citizenship values did UNESCO promote during professional activity?</p> <p>Research tasks</p> <p>Describe the role of UNESCO in Global Citizenship concept developing. To identify the positions of UNESCO in the concept of Global Citizenship. Evaluate the activities of UNESCO in Global Citizenship education.</p> <p>The value of the present research consists of independent look at the concept of Global Citizenship during the time period when this concept needed to be set as a primary vision of a current societal structure. Through this research, the reader will be able to evaluate the methods of Global Citizenship concept implementation by UNESCO and track similarities in the modern approach of Global Citizenship concept studying not only in UNESCO but by any other author writing about the topic.</p>			
Keywords UNESCO, Global Citizenship, Education, History, Global organizations, Content Analysis,			



UNIVERSITY of OULU
OULUN YLIOPISTO

Shchedrin Andrey

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Master's Thesis in Education

FACULTY OF EDUCATION

Master's Degree Programme in Education and Globalisation

2013

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1. INTRODUCTION AND METHODOLOGY

This research is focused on a particular period of Global Citizenship and Global Citizenship Education phenomena and their role in moulding people's opinion and vision of harmonic principles of co-existence.

The first half of the 20th century was filled with a lot of conflict situations all over the world. Unfortunately technical and science development, plus crisis of Colonial system and crisis of ideologies led to two World Wars and many other military conflicts that covered our Planet. First 50 years of the 20th century characterised with Global difficulties that the humanity had to face and survive. World War I, World War II, reconstruction period, colonies' emancipation thread of new possible conflicts etc. The power and political systems of the countries had being changed. The joy of people about World War II ending did not last long, after the Hiroshima and Nagasaki bombing in August 1945, showed the possibility of a new, possible nuclear conflict. Europe has been divided on two parts: East and West, controlled by two counter systems The U.S.A. capitalism on the one hand and USSR Communism on another.

In order to keep international security and organize contact with the rest of the World, The United Nations was organized in October 1945. First years after the Second World War were very important in the way of making progress in peace setting and further conflicts preventing. Exactly in this period to fulfil these purposes such international organization as UNESCO was founded and The Universal Declaration of Human rights was signed. Whole Europe was recovering from the War consequences, and people, suffered from military actions, needed not only peace for their future, but also the understanding that in order to keep this peace – everybody should have joint vision on the further development of human civilization.

The present research emphasize the importance of UNESCO organization in delivering

Global Citizenship ideas and promoting Global Citizenship Education in the after war period. The ideas of Global Citizenship were very wanted that time and they needed some agent who had to deliver them to people. UNESCO has become this agent and played great role in spreading basic ideas of Global Citizenship and Global Citizenship Education.

Evaluating the role of UNESCO in shaping of Global Consciousness in the minds of nations, I analyse UNESCO's Courier publications as valuable source of the organization activities. Ideas of Global Citizenship in these publications are viewed as direct catalyser of current moods of people living in different countries, as set of global values and attitudes that should be pursued in order to reach international stability and understanding.

The structure of this study is the following: the introduction, the theoretical part, the empirical part and the conclusion. The introduction part presents the aim of the study, research questions, research tasks, validity of the study and methodology.

The theoretical chapter is entitled "Concepts of Citizenship and Global Citizenship" and provides information about historical background of the terms "Citizenship" and "Global Citizenship".

The third empirical chapter entitled "UNESCO's vision and activities towards ideas of Global Citizenship and Global Citizenship Education in the publications of UNESCO Courier year 1948", provides understanding of UNESCO position in changing concept of Citizenship into Global Citizenship and presents concrete undertakings towards implementing this concept into society of the 1940s. Practical chapter involves qualitative content analysis of the articles published in UNESCO Courier paper, which issued 10 Volumes in 1948.

Research questions:

Why was it so necessary to take action in new course of Global Citizenship?

What was the role of UNESCO in moulding Global Citizenship attitudes in people's

minds?

What kind of Global Citizenship values did UNESCO promote during professional activity?

Research tasks

- 1) Describe the role of UNESCO in Global Citizenship concept developing.
- 2) To identify the positions of UNESCO in the concept of Global Citizenship
- 3) Evaluate the activities of UNESCO in Global Citizenship education.

Significance of the research topic:

The value of the present research consists of independent look at the concept of Global Citizenship during the time period when this concept needed to be set as a primary vision of a current societal structure. Through this research, the reader will be able to evaluate the methods of Global Citizenship concept implementation by UNESCO and track similarities in the modern approach of Global Citizenship concept studying not only in UNESCO but by any other author writing about the topic.

The present research will be useful for the educators and researches who study Educational and Social sciences, the historical perspectives of these sciences. For researchers and practical workers interested in education development perspectives in the system of citizenship education, also teachers, lecturers interested in GCE and educational philosophy of 21st century. Students studying educational sciences can also benefit from the research.

The interpretation of collected data is based on qualitative methodology. The research methodology is thematic content analysis. The key theme that is being analyzed in the present research is “Global Citizenship”. As Rosamarie Anderson writes in her document-

recommendation “Thematic Content Analysis (TCA). Descriptive Presentation of Qualitative Data” (2007): “Thematic Content Analysis (TCA) is a descriptive presentation of qualitative data. Qualitative data may take the form of interview transcripts collected from research participants or other identified texts that reflect experientially on the topic of study.” (Anderson, 2007)

J. Amos Hatch in his book “Doing Qualitative Research in Education Settings” (2002) wrote: “Data analysis is a systematic search for meaning. It is a way to process qualitative data so that what has been learned can be communicated to others. Analysis means organizing and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques, or generate theories. It often involves synthesis, evaluation, interpretation, categorization, hypothesizing, comparison, and pattern finding. It always involves what Wolcott calls “mindwork”. . . Researchers always engage their own intellectual capacities to make sense of qualitative data.” (Hatch, 2002)

Devi Prasad in his article “Content Analysis. A method in Social Science Research” about historical roots of this method: “The development of content analysis as a full-fledged scientific method took place during World War II when the U.S. government sponsored a project under the directorship of Harold Lasswell to evaluate enemy propaganda. The resources made available for research and the methodological advances made in the context of the problems studied under the project contributed significantly to the emergence of the methodology in content analysis”. (Prasad, 2008, p. 174)

“In 1952, Bernard Berelson published Content analysis in Communication Research, which heralded recognition for the technique as a versatile tool for social science and media researchers” – Mr. Prasad continued. Berelson describes advantages of the content analysis in his work, which I was able to notice during present research writing :

- looks directly at communication via texts or transcripts, and hence gets at the central aspect of social interaction

- can allow for both quantitative and qualitative operations
- can provide valuable historical/cultural insights over time through analysis of texts
- allows a closeness to text which can alternate between specific categories and relationships and also statistically analyzes the coded form of the text
- can be used to interpret texts for purposes such as the development of expert systems (since knowledge and rules can both be coded in terms of explicit statements about the relationships among concepts)
- is an unobtrusive means of analyzing interactions
- provides insight into complex models of human thought and language use
- when done well, is considered as a relatively "exact" research method (based on hard facts, as opposed to Discourse Analysis). (Berelson, 1952)

In the present research I am analyzing very narrative source of data - UNESCO Courier Issues for 1948. I've chosen chronological interpretation of the data – starting from the first issue and finishing with 10th – because with such a data order it is more convenient to analyze performance of the organization that started with set goals plans and projects and continued with implementations, solutions and results of the work. These issues consist of articles devoted to UNESCO organization and its activity. Most of these articles don't have an author and probably, were written by staff members. The data is very reliable because it goes from the non-profit organization that follows the idea of freedom of information.

2. THEORETICAL CONCEPTS OF GLOBAL CITIZENSHIP

"The World is my country, all mankind are my brethren, and to do good is my religion."

Thomas Paine. *Rights of Man*.

The process of such a phenomena as Global Citizenship can be fully understood only in a wide cultural perception that includes philosophy, history and political sciences. Modern conceptions of Citizenship are based on different perceptions of a citizen, citizenship and civil society. (Anne Sliwka, 2006) Globalization and development of post industrial society with its new problems and challenges lead to fast and harsh changes in societies, appearing of new contexts in Citizenship definition, which are not completely realized in educational and sociological sciences both in theory and practice.

Ideas of an ideal citizen have come through many quality changes, especially in connection with stages of human civilization development – from antiquity to post-industrial times. Term “citizen” appeared in antique epoch, when an inhabitant of a city-polis acquired a special status – some set of rights and duties. Thus, the first historical form of “citizenship” was status citizenship that determined his belonging and status in a particular society. (Plato, 1999, p.23)

In Middle Ages the new centers of citizenship idea became cities. It is not accidently that in English language one of the meanings of “citizen” is - a person who lives in the city. (Alsayyad & Roy, 2006, p. 12) With a development of a bourgeois state we can observe more juridical approach of a citizen to a citizen, according to this model; emphases is put on particular rights and freedoms of a personality and their realization in a constitutional state.

The idea of “Civil Society” was living through an evolution in parallel. It is difficult to say when the term “Civil Society” was used for the first time. It is already present in the literature of European middle ages and Modern time. (Seligman, 1995, p. 37)

Next period of civil society development we can find in the conceptions of natural law and social contract of 1700-1800 centuries. In these concepts we can see the effect of the individual liberty and human’s self-worth. If to look at the source of Citizenship institute coming back to French revolution, to the ideas of French enlighteners and Kant, then, we

should admit that the citizenship from its beginning was conceived as a phenomena potentially including in itself the heritage of the whole World. But, in the result of democratic revolutions of XIX century, rise of nationalism and fall of colonial empires, citizenship started to be conceived as social institute conjugated with term “nationality”. (Seligman,1995, p. 56) This is partly explained and marked by William Rogers Brubaker who notices the transformation of citizenship in 1800-1600 from the institute that contributed openness, including into political community new members, to an instrument of supporting privacy, preventing from participating big amount of citizens in political life of the state.(Brubaker, 1989, p.13)

Starting with 19th century, Civil Society transforms from theoretical construction into a special sphere of a social reality. Its new understanding was formed that came from Hegel who differentiated state and civil society, having underlined nonidentity of the first one to the second one. (Duquette, 2007, p. 4)

Interpretation of Civil society as a special state sphere was vastly spread thanks to Alexis de Tocqueville and his researches in American democracy. (Tocqueville, 1984, p. 9) Continuing speaking about The USA and Global Citizenship we have to take a look at the person who was one of the first to speak about principles of Global citizenship. His name is Thomas Paine (1737-1809). In his book “Rights of man ” he described the main principles of Global Citizenship According to his views, citizenship is motivated by local interests (love of family, communal fairness, self-interest), global interests (a sense of universal equality), and concern for fellow human beings, human rights and human dignity. The key tenets of global citizenship include respect for any and all fellow global citizens, regardless of race, religion or creed and give rise to a universal sympathy beyond the barriers of nationality. (Paine, 2008, p. 68)

UNESCO works to create the conditions for dialogue among civilizations, cultures and peoples, based upon respect for commonly shared values. It is through this dialogue that the world can achieve global visions of sustainable development encompassing observance of human rights, mutual respect and the alleviation of poverty, all of which are at the heart of UNESCO’S mission and activities. This Global Organization was founded 16th November 1945 with the headquarters in Paris, France. At present time the organization has 195

member states. (Introducing UNESCO)

The broad goals and concrete objectives of the international community – as set out in the internationally agreed development goals, including the Millennium Development Goals (MDGs) – underpin all UNESCO's strategies and activities. Thus UNESCO's unique competencies in education, the sciences, culture and communication and information contribute towards the realization of those goals. (Introducing UNESCO)

Modern achievements in systemology, examples in development of ecological, cosmic, economics, technological and many other spheres of our life show that the more complex system is in its internal and external conditions the higher its chances for survival, further foundation and development.

Education is a direct and hard-working agent of the future – it brings up certain values and skills, gives knowledge and moulds public opinion. Every global problem that society and civilization face, reflect on the education. Solving global problems - and I believe exactly such problems stay in front of the humanity, requires principally new ideas and approaches.

I believe, that going deep into this topic by presenting different theories, conceptions, approaches and analyzing UNESCO documents and publications, will help to understand development of Global Citizenship concept and evaluate the work of the organization in this direction.

3. UNESCO'S VISION AND ACTIVITIES CONCERNING GLOBAL CITIZENSHIP AND GLOBAL CITIZENSHIP EDUCATION IN THE PUBLICATIONS OF UNESCO COURIER 1948

Preview

In the next part of my work I will be analyzing articles from UNESCO Courier. We will go

through 10 Issues of UNESCO courier. During all 1948 we will be paying attention to the contribution of such an international organisation to the promoting of Global Citizenship ideas. The reader will be able to see all activities of UNESCO in the above mentioned topic. My own emphasis is marked with **bold letters**.

3.1. UNESCO Courier № 1- February

As it is the first publication of UNESCO, the authors suggest us to get familiarized with the all Courier publication idea and the content of the first issue:

“To Our Readers”(1948): “With this issue we begin, the publication of Unesco Courier, a periodical designed to inform the public of the activities of the Specialised Agency of the United Nations for education Science and Culture. The Unesco Monitor will henceforth be reserved for the, publication of official texts, resolutions and proceedings of the Organisation, This first issue of Unesco Courier is devoted entirely to the work of the recent General Conference of, Unesco held in Mexico City between November 6 and December 3, 1947. and the programme adopted for 1948.” UNESCO decided to start it’s activity description and going planetary-public with shedding light on the Mexico city General Conference.”

This General Meeting was very important not only for the delegates of the Meeting but also for the entire population of the planet. During this Meeting the delegates took important decisions towards new vision of global ideas they declare. Suggested ideas and actions were caused by the severe consequences of the Second World II.

““UNESCO month” attracts thousands of visitors to Mexican capital” (1948). In this article unknown author sets the key purposes of the Mexico conference: “During a month marked by physical strife and bitter verbal exchanges throughout of the world. Mexico City was host to one of the most important efforts or peace and international understanding since the war : the Second Session of the Unesco (sic.) General Conference.” (““UNESCO month” attracts thousands of visitors to Mexican capital”, 1948)

Second World War, it has been only 2 years after its ended. All the fears of the Earth population were pointed on the possibility of new global conflict between states, humans, nations. The War showed all the humanity its cruel sides. After such a long unhealthy split among nations people needed to be united again in the common goal of international cooperation. The after war period, especially its first several years, was very important in uniting of all nations again. It had an enormous value. And for the first time the recently appeared on the 16th of November 1945, young and very prospective truly global organization promotes international understanding and peace. The number of delegates and their role in it impresses: "More than 2, 500 delegates, observers, members of the Unesco Secretariat and visitors." ("UNESCO month" attracts thousands of visitors to Mexican capital", 1948)

Also, this conference intended to make a conclusion on the work for 1947 and create program for the 1948: "Delegates from forty member states and official observers. From scores of international groups attended the Conference at which Unesco's activities during 1947 were appraised and a world programme of action was formulated for 1948." ("UNESCO month" attracts thousands of visitors to Mexican capital", 1948)

The president of Mexico Miguel Aleman opened the conference with his speech in his words we can see the necessity of Global Citizenship ideas implementation as "mind for peace" as crucial basis for future co-existing. He puts grate hopes on UNESCO the only cultural organization that is able and eager to spread the ideas of world peace, international understanding and cooperation on the cultural level: "We are met"- he declared, "at a crucial moment for humanity." President Aleman urged the assembled delegates to strive for the creation of a "mind for peace" as an antidote to the tensions which are a stumbling block to international cooperation,, "I consider the work of Unesco in the field of Education, Science and Culture to be on the way to developing and strengthening the moral spirit of the world, on which the love or peace must rest." ("UNESCO month" attracts thousands of visitors to Mexican capital", 1948)

M. Maritain Calls for unity (1948). The words of president Aleman were supported by French Delegation President M. Jacques Maritain. He pointed out the important role of Unesco to unite people all over the world in order to reduce the possibility of new war

background to appear, the necessity of the cooperation, that can be reached with the UNESCO leading. Although the French delegate doubts in the unity of all mankind, due to different views, religion, habits, etc, he believes that UNESCO is able to handle this task. By quoting unfamiliar words of a French writer, he leads the participant of the Conference to understanding of the possibility of the unity:

“The text of the Unesco appeal was placed before the General Conference by the President of the French Delegation, M. Jacques Maritain. It is based upon the principles expounded at the beginning of the Conference, by the famous French philosopher, who declared :“We meet at a particularly grave moment in the world's history. In face of international tension and growing antagonism, the danger which it would be vain to underestimate, vast sections of public opinion risk abandoning themselves to the idea of the inevitability of war”. “What makes Unesco's task seem at first paradoxical is that it presupposes” unity of thought among men whose conceptions, are different and even opposed However deep we go there is no longer any common basis for speculative thought. In these conditions is unity of thought conceivable?” This unity is possible, answered M. Maritain, because Unesco's ends are practical ones :“Agreement may still result spontaneously, not from a common speculative philosophy but from a common practical philosophy. This is enough to launch a great enterprise”. (Maritain, 1948)

“Dr. Huxley pays tribute to Mexico” (1948): Dr. Huxley – current president of UNESCO speaks about the importance of healthy minds upbringing, the mind that will be defenders of the peace:

“We have found an inspiration and an example to follow in the spectacle of a country which, in

the midst of a troubled world, has preserved its serenity and has done more than any other in launching a vast campaign against illiteracy, aimed at **developing strong and healthy minds in men who tomorrow will be the defenders of peace.**” (Huxley, 1948)

All different cultures should be contacted, Dr. Huxley points, thus underlining the in-

volvement of as many nations as possible into the common goal of mutual cooperation:

“The Conference held in Mexico City has demonstrated clearly the benefits to be derived from the idea that Unesco should come into direct contact with all different cultures. And of the example I spoke of a moment ago of those people who are doing so much to carry education and culture to the most inaccessible parts of their country. This has been a powerful stimulus to those of us who seek to spread them to the remotest corners of the earth.” (Huxley, 1948)

In his speech, the UNESCO president noticed that a lot of publishers and correspondents are interested in the work of UNESCO and they represent this cultural organization in the local newspapers : “I think I am not mistaken in saying that the whole press of the country was interested in our work, as well as a large group of foreign correspondents, representing the principal newspapers of the world. The work done by the correspondents of the,

Mexican papers has been a help for which Unesco can never be sufficiently grateful”. (Huxley, 1948)

The host of the conference Mexico helped UNESCO conference take over the country scale, that helped to get the resonance among not only cultural and educational workers but also among all newspaper readers.

“We have laid here the foundations of a new spirit of universal co-operation, which constitutes a guarantee of peace ; and in clasping the hand of the intellectuals of Mexico we have shared with them the grave responsibility for watching over the world we hope to build for future generation.” (Huxley, 1948) In these strong words we can see urgent necessity to mold public opinion in being cooperative and mutually supportive.

Next article “Highlights of projects and Budget for the 2nd Year” (p.1) shows us the financial plan of UNESCO:

Reconstruction.....	\$614, 141
Communication.....	\$1. 714, 722
Education.....	\$854, 551
Cultural Interchange.....	\$530. 237
Social and Human Relations.....	\$327, 236
Natural Sciences.....	\$918. 926

From this money dispersion we can see that the major part of it is directed towards communication. I consider this Financial priority to be very well-thought. Because in the after war period major part of communication was interrupted, due to military actions. And in order to connect people all over the world the communication problem should be solved. Cultural interexchange is also a very urgent investment , that is why the amount of 530. 327 \$ is directed towards country-representative interexchange for cooperation at all levels of activity : educational, cultural, social and scientific. (Huxley, 1948)

UNESCO delegates all Appeal that the “War not Inevitable” (1948). Resolution that was accepted by all participants declared fundamental views of UNESCO workers, problem seeing of the current implementations during its work. This resolution showed well-thought analysis of present mood of the humanity toward war attitude. Call for the Unity supported by principles of “universal respect”, “human rights”, “fundamental freedoms” (“War not Inevitable”,1948), shows the reader current necessity in global citizenship ideas. This resolution should be quoted completely in order it can be entirely understood: **“The representatives of Education Science and Culture, meeting together at Mexico City at the Unesco General Conference :**

AWARE of the responsibilities imposed upon them by the Constitution of the Organisation

to further universal respect for justice, for the rule of law, for human rights, and the fundamental freedoms of the peoples of the world, without distinction of race, sex, language or religion ;

CONCERNED at the dangers to peace resulting from currents of thought conducive to the idea that another war is inevitable:

TROUBLED by the indifference, resignation and even calm acceptance which such currents of thought meet in certain sections of public opinion ; address a solemn appeal to all who are concerned for the dignity of Man and the future of civilisation, particularly educationalists: scientists, artists, writers and journalists throughout the world ; adjure them to denounce the pernicious idea that war is inevitable ; to act as the mouthpiece of the conscience of the nations, refusing collective suicide ; to combat, by every means in their power, surrender to fear and every form of thought or action which may threaten a just and lasting peace.” (“War not Inevitable”, 1948) Declaring basic principles of co-existing, UNESCO first of all tries make people think in the way that the next war , or any other conflict may be prevented by confident of each person that the balance of peace and war is humans hands and only we all together can define our common future.

In the next article “Natural Sciences practical steps of international co-operation among scientists” By Dr. Joseph Needham we can find good attempt to spread people’s world integration through scientist cooperation: “The Importance of international co-operation in the natural sciences, pure and applied, both as an essential element in an integrated world civilization (sic.), and as an immediate factor for peace, was given great emphasis by Unesco's General Conference. The successes already achieved in the natural sciences during 1947 serve as a firm foundation for continued and expanded activities in 1948” Science cooperation project was quite new, it appeared in 1947. Not all the countries were equally scientifically developed that time. Second World War also gave bad influence on scientific field – in some cases a lot of scientific knowledge were literary burned in flames of fire, in other cases the need to maintain war regime, science simply was forgotten and all the sources of the intellectual capital were put on war footing.

As we remember from financial statement of UNESCO, the second major part of financial

doctrine after the “Communication” sector was pointed towards “Natural Science” – 918.926 \$. (Needham,1948) Active cooperation and interexchange on scientific field will help to spread knowledge and recover the most war-devastated regions of the world.:

“The field Science offices cooperation system” (1948). A system of Field Science Cooperation Offices was put into operation in 1947. The aim of these offices is to link together in, every possible way the scientists and technologists of the countries less advanced in modern science and technology, with their colleagues in the more highly developed countries to facilitate international cooperation in science. During 1948 the highest priority has been placed on the maintenance of offices now functioning in the Middle East, Far East and Latin America and on the establishment of a new office in South Asia.” (“The field Science offices cooperation system”, 1948)

Recent decade of war preparations and then – war activities left science field far behind, putting on the first position war craft. Thus, the reconstruction of science in peaceful area was extremely needed. “Popularization of science” (1948). The achievement of the objectives of the United Nations and of its specialised agencies depends to a considerable extent on a knowledge of the international significance of a mass of scientific and technological developments-not only of recent key discoveries and inventions, but also of those that have accumulated over the last several decades.” (“Popularization of science”,1948)

A good example of UNESCO activity in science reconstruction can be seen on the example of given funds: “Unesco is prepared to devote \$55, 000 toward the carrying out of broad surveys of the Hylean Amazon in anthropology, soil science and biology ; co-ordinate the activities of the Latin-America, Field Station with the project, and prepare the basis of cooperative effort with other institutions interested in this and similar areas of the globe”. (“Popularization of science”,1948)

In this article : “National Commissions to Play Big Role UNESCO, CONFERENCE AGREES” (1948), as a truly Global organization, UNESCO sets primary goals to execute on the national level of the organization :

“1)Development of National Commissions and National Co-operating Bodies

2) Relations with Germany and Japan

3) Regional Centres

4) Co-operation with Non-Member States'

5) Relations with the United Nations and its Specialised Agencies

6) Relations with other Organisations”

These tasks one more time underline the Global scale of the organization in fixing and developing relationships not only with the member states, and already formed national-member-states commissions, but that is the most important, with the countries that considered to be the enemies and past aggressors – Germany and Japan. The war has ended. Without communication with past enemies the idea of Global responsibility and peace understanding can't be implemented. No country should be forgotten and left behind, and UNESCO clearly understands that, because this organization builds its principles not on the political games but on the fundament of humanistic relationships.

Continuing speaking about communication fixing I would like to go through article “Production Unit Planned MASS MEDIA TO BE USED FOR PEACE” By John Grierson (1948).

Actions of UNESCO in the field of informing different people about each other and promoting free flow of information through the Globe, UNESCO makes steps towards overcoming obstacles in information exchange: “In order to promote the use of mass media towards understanding and co-operation among nations and disseminate more extensively the cultural wealth of the world. United Nations Educational, Scientific and Cultural Organisation will give high priority to the study of positive measures for **the reduction of**

obstacles to the free flow of information. The obstacles that Unesco will attempt to break down include excessive postal and telegraph charges ; high tariff walls, censorship, quotas, currency and postal restrictions, to educational, scientific and cultural material.”(Grierson,1948)

It was a very difficult task for a single, young organization to organize communication on different levels, that is why the cooperation was organized with other Global Agencies:

“In this, **Unesco will work closely with the UN Commission on Human Rights**, the Sub Commission of Information and of the Press, the Universal Postal Union, the International.

Telecommunications Union and other agencies engaged in similar work.” (Grierson,1948)

The most popular and accessible source of information that time was radio:

“In the field of radio, for example, a World University of the Air is scheduled for 1948. It will work in close **co-operation with existing radio networks in Member States. not in competition with them. The plan is to get the products of the world's best brains and best talents across to all peoples** so that cultural knowledge and progress will not be contained within political frontiers.” (Grierson,1948)

Having organized the communication through radio many opportunities appear for all nations, and the author of this article gives a good example of upcoming results: “ In this way Frenchmen can get to know what the Brazilians are doing in literature, music and drama, the Poles **can get to know about the : literature of India, the Italians about Canadian** and U. S. science and education, rather than only about their political differences. Until that decision is made, however, emphasis will be placed on co-operation with existing radio stations and efforts to **increase their programmes in the cause of peace and understanding between nations.**” (Grierson,1948)

And again, the main goal of achieving peace and understanding between nations will be

reached through radio channels.

Continuing talking about financial inputs, UNESCO justifies expenses by describing that the building the sense of world community is far more important than any money:

“Of Unesco's **overall budget for 1948**, totalling just under 7, 700, 000 dollars, some 900, 000 dollars will be devoted to the field of mass communications. Unesco believes that this is a small price to pay—a bill shared proportionately by its forty member states—to help outweigh the tensions, the prejudices and antipathies, and to help build in their place a stronger sense of world community among all peoples.” (Grierson, 1948)

In radio reconstruction war-devastated countries were first in the line. As it is known that the most of military operations during the War World II carried out the territory of Europe, it was decided to pay special attention to this region.” During 1947, Unesco carried out a **survey in twelve war-devastated countries** on technical needs in press, radio and films. Ten surveys were made in Europe and included **Belgium, Denmark, France, Greece, Luxembourg, Norway, the Netherlands, Poland, Czechoslovakia and Yugoslavia**. Two surveys were also carried out in the Far Eastern countries of China and the Philippines. The information thus obtained will permit an estimate of the amount of assistance that should be given to these countries.” (Grierson, 1948) UNESCO, organizing media communication from the technical side, also paid special attention to the content of translations: “Emphasis will be placed on co-operation with existing radio stations and efforts to increase their programmes in the cause of **peace and understanding** between nations” (Grierson, 1948)

In the next article “Fundamental education” by John Bowers (1948) we observe the vision of UNESCO organization in education. The author expands the “definition of fundamental education” underlining that it’s main purpose lays not only in simple literacy but also in upbringing of wider global vision on the society people live in: “This **wider aim of Fundamental Education has now been defined**—to help men and women to live fuller and happier lives in adjustment with their changing environment, to develop the best elements of their own culture, and to achieve the economic and social progress which will enable them to take their place in the, modern world.” (Bowers, 1948)

Looking far behind basic literacy issues elimination John Bowes writes about Educational Panel that should produce experts that will follow the education procedure and will implement the ideas of further development of the education:”In 1948 Unesco will take the fullest possible advantage of the services of a Panel of Experts. A list of more than 400 persons with special experience in Fundamental Education has already been compiled and invitations will shortly be sent to a selected number to become members of the Funds : rental Education Panel. This Panel will provide a worldwide body of experts, who will be kept in touch with the latest developments in Fundamental Education through Unesco's Information” (Bowers,1948)

In order to integrate educational ideas, it was decided to organize seminars, in order to set general topic of education development that consisted in international understanding. In the article “EDUCATION : Three Seminars Slated for the Coming Year” By Dr. Kuo Yo-Shou (1948), we can see that process described : “Aware of the importance of contributions educators and teachers can make to international understanding as the condition of peace, delegates from forty nations, assembled in Mexico City at the General Conference of Unesco, assigned top priority for 1948 to a carefully integrated educational programme. Three international study Seminars will be sponsored by Unesco. **Of these** three Seminars in 1948 one will be sponsored jointly by Unesco and the United Nations, on the **general topic of teaching about the United Nations and its Agencies**, particularly in the elementary and secondary schools of Member States.” (Yo-Shou, 1948)

Different approaches for children and grown up in implementing international education and peace through education are well-understood by UNESCO workers, that is why adult education are is being developed : “**Adult education:** 1948 conferences being designed to canvass the opportunities of increasing international understanding through adult educational agencies, for the promotion of peace and security”. (Yo-Shou, 1948)

Operating on the level of higher education, UNESCO brings university leaders together for cooperation in creating international courses for the students: “The responsibilities of Universities in international matters is a question that has aroused so much interest recently that delegates to the General Conference instructed the Unesco Secretariat to bring university leaders together, to look into the possibility of closer co-operation between Unesco and

the universities and of developing more extensive international courses in the universities themselves. The possible formation of a World Association of Universities is envisaged for the coming year, to study and report on equivalence of degrees and to promote education in international relation among universities". (Yo-Shou, 1948)

As we can observe – the activity of UNESCO in Education affects all three main generations: schools – fundamental education, university education and adult education. And on all these three levels the ideas of joint cooperation and mutual understanding are raised as the main theme.

Of course, the media communication through radio and telegraph considered to be very advanced that time, but one of the main sources of information was a simple book.

As the war affected on publicity very heavily, UNESCO finds solution that is described in the article called "Book Coupon Scheme to Be Studied in 1948" By Edward J. Carter (1948) : "Libraries are essentially services to education, science and culture and are among the important channels of communication through which the mind of man is stimulated and refreshed. In terms of Unesco's own Charter, libraries can be an immense force for the development of international understanding and world peace." (Carter, 1948)

The vast reconstruction needed to be done : "Almost every part of Unesco's Work and certainly every part of the Libraries programme has reference to post-war reconstruction." (Carter, 1948)

In order to involve every country in the process of international knowledge interexchange, UNESCO undertook the policy of getting internationally familiarized with literature achievements between nations: "At the simpler and more popular end of Unesco's bibliographical work, **every nation is being urged to issue regular short lists of its best current publications, paying special attention to those which, contribute to Unesco's aim to promote international understanding and world peace.**" (Carter, 1948)

In the beginning of 1948 UNESCO sets projects for the started year, and the article

“Highlights of Unesco projects For New Year” (1948) describes the reader the actions that will be undertaken towards developing international understanding:” A broad programme has been outlined for 1948 of education to improve international understanding. Searching enquiries into the tensions affecting international understanding will be carried out by Unesco in 1948 in collaboration with leading social scientists everywhere. The purpose of such enquiries is to prepare first of all comprehensive analysis of the forces which influence understanding and respect among peoples of different culture patterns. Secondly, the project envisages a programme of action to overcome and eliminate tensions negatively affecting mutual understanding.”

In order to improve process of cultural understanding and bring together nations, UNESCO management decides to set up a programme that serves its purpose by familiarizing different nations with the achievement of their classical literature. In the article

“TRANSLATION OF CLASSICS TO BE PROMOTE BY UNESCO” professor Jean-Jacques (1948) Mayoux writes about such necessity: **“Regional Centres and Culture Understanding.** Realizing that it is essential for Unesco's purposes to understand and appreciate all cultural differences, the Organization, during 1948, is to consider the possibility of setting up regional centers of cultural co-operation. A start in this direction will be made this year when a survey will be carried out in the Middle East.” (Mayoux, 1948)

UNESCO leaders go further, professor Mayoux writes : “On the theoretical side, Unesco, and in particular the philosophy and Humanities programme will **encourage a critical study of human values on an international scale.** It must avoid the danger of civilization destroying itself through apparent conflicts of ideology, which in reality, may be no more than a confusion of words.” One cannot deny that all people on the Earth, especially people from the countries that participated in war actions were most of all worried about the human values revision and humanization of these values. Professor writes about “conflicts of ideology” as one of the reasons of the past World War II, what is more – and it is a well-known fact that conflicts of ideology are being developed at that after-war time but not between allies who fought against Germany and its confederates but between Communism of USSR and Capitalism of The U.S.A. This opposition led to lasting cold War. The author foresees developing of this growing conflict between USSR on the one hand and The

U.S.A. on the other.

According to the article, Unesco will undertake two groups of surveys :“1) An enquiry into the influence on current ideological controversies concerning the fundamental concepts of democracy, justice and liberty.2) An enquiry into the ideas held by a country, or a group within a country, of its own culture and the relations of that culture with others, individually or as a whole. Here the object is to ascertain the gaps in existing relations and to work out measures to integrate culture in the whole of world civilization. These undertakings, and in fact the work of Unesco as a whole, will succeed any in proportion to the active participation stimulated, particularly amongst youth.” (Mayoux, 1948) These surveys are directed for firstly – letting people know about possible conflicts and end educating them into whole of world civilization.

Article “Social Scientists Study International Tensions" By Dr. Arvid Brodersen (1948) tells us about UNESCO social science department participation in molding international understanding among people: “The major project in the social sciences programme for 1948’s that on Tensions affecting International Understanding. The Unesco Conference indicated three main lines along which efforts should be directed. The first step **towards international understanding**, it decided, is to make it possible for nations two understand one another better. It accordingly provided for «Enquiries into the distinctive character of the, various national cultures, ideals, and legal systems, with the aim of stimulating the sympathy and respect of nations for each other's ideals and aspirations and the appreciation of national problems.”” (Brodersen,1948)

During the Mexican conference Mexican President gave tribute to UNESCO. Describing Unesco as "the moral guide of the peoples of the world", President Aleman stressed the importance of the work already accomplished by Unesco and stated, the Organizations’ principal task as "the creation of a, mind for peace that shall be like a second nature in all men". President Airman stated that through science, education and culture Unesco's purpose could be achieved and the peoples of the earth live together in mutual understanding and harmony. (Brodersen,1948)

Let us consider what Mexican Minister of Public Education Dr. Gual Vidal thoughts in

his speech “Stresses Education Role In Building Peace” (1948). In this appeal the Minister stresses participants’ attention on teacher profession and the role of the teacher in Global Citizenship education. In his inaugural address as President of the Second Session of the General Conference, H. E. Mcenciado Manuel Gual Vidal, Mexican Minister of Public Education, set the general tone of the Conference when he emphasized the role Unesco can play in building a lasting and secure peace, through the active support of the peoples and nations of the world. The Minister of Education declared :“We fully recognize the world-wide significance of the exceptional honor conferred on our country, on Hispano-America and on the New World in general by this Conference, staged in the temple erected by Mexico to carry on that most honorable of human vocations : that of the Teacher, whose noble work is the best means of training men morally fitted to live together **in peace, harmony and brotherhood**”. (Vidal,1948)

Conclusion.

From the first issue of UNESCO Courier, we can already observe huge activities of this organization in the field of promoting and progression ideas of Global Citizenship.

Conference in Mexico opened this first issue it was a very good start project for further UNESCO activities. A lot of attention was paid to this event not only from the organizers, but from Politicians and ministers. Thousands of participants took part in this Conference. Big and challenging attempt was undertaken to arrange peace in the World. Participants of the Conference clearly understood that new vision of co-existence should be brought up in generations. In order to show full intention in upcoming changes in the global society that UNESCO intends to fulfill, serious financial plan was accepted. According to this plan, financial help should be directed to: reconstruction of communications, cultural exchange, social and human relations and natural science. UNESCO’s purpose was to embrace as much population as possible that is why cooperation with non-member states was organized. One should note here that UNESCO’s aim was also to arrange relationships with Germany and Japan- the countries who considered to be enemies several years ago. Joint projects with United Nations as global organization and specialized agencies were planned and organized in the future.

After the war actions, a lot of communication lines were destroyed, with no communication it is impossible to interact with big number of people. Here UNESCO also participates by organizing radio network. Before taking any actions towards it's further Global ideas developing, UNESCO arranges survey of war-devastated countries in Europe : France, Greece, Luxemburg, Norway, Netherlands, Poland, Czechoslovakia, Yugoslavia – for making a plan of these countries further development.

Fundamental Education is also in the area of interest. It was crucially important to restore basic education in the after-war period. More than that, adult education and university education are being reviewed in the context of Global Citizenship ideas spreading.

3.2.UNESCO Courier № 2 - March

This second volume of UNESCO Courier starts with the description of the achievements during Mexican Conference that took place. In the article «Executive board convenes» (1948) we the author tells the reader about four day sessions during February 12-15 – this session held in Unesco House was the first time when executive board of Unesco met after the Mexican conference. During this meeting important goals concerning organizational structure of the organisation and upcoming actions were discussed: **“The Unesco executive board meeting for the first time since** the Mexican city general conference, took important decisions during its four-day sessions at Unesco House, February 12-15. Among these were approval for top-flight appointments to the Secretariat, preparations for the Third Session of the General Conference, and **the** establishment of priorities for the 1948 world programme of Unesco.” (“Executive board convenes”, 1948)

General Director of UNESCO Dr. Huxley personally reviews 1948 year progress : “Important measures have been taken in the beginning of 1948,"hedclared,"to give effect to the resolutions adopted by the Conference in Mexico” (Huxley,1948)

Dr. Huxley in his article stresses the goal of UNESCO to maintain the peace, in order to succeed in Global Citizenship idea understanding. Let us consider Dr. Huxley's vision on the way of how should the work of UNESCO towards international understanding be orga-

nized: “The success of Unesco its ability to influence peoples of the world and to contribute to **the maintenance of peace**, will in the long run largely depend on the efficiency and activity of National Commissions. They must interpret the purposes and programme of Unesco in terms likely to appeal to their own public opinion.” (Huxley,1948)

Director of UNESCO suggests very productive way of working towards reaching Global goals the organization sets. First of all he puts great responsibility on National Commissions of UNESCO, thus through these commissions’ activity the ideas of Global Citizenship that involve: maintenance of peace, cultural understanding, tolerance and etc., will be spread not from “outside head quarters of UNESCO” but from inside of national branches – National Commissions. I completely agree with such decision, because such approach from “inside” helps those National Commissions work with other inside organizations in each particular country, thus the ideas of Global Citizenship can be delivered to more population:

“They must advise their Governments on every issue relevant to Unesco's functions which interests, or should interest, their respective countries. And they should provide Unesco with the information and national collaboration it requires to fulfill its tasks.” (Huxley, 1948)

Secondly, Huxley speaks about practicalities of joint work establishment: "A further point to emphasize is, that if they are to fulfil their function. National Commissions and Co-operating Bodies must be provided with the secretariat, organisational and financial facilities required to exercise real activity. "A final point is the part that the National Commissions can play in the execution of Unesco's programme, which is not a series of operations centrally directed and executes by the Secretariat in Paris, but a combined effort to which each country can contribute. It will call for close and regular contact between the Secretariat and the National Commissions." (Huxley,1948)

Let us consider The U.S.A president Harry Truman words towards UNESCO’s activities: “President Truman, addressing members of the U. S. National Commission for Unesco in Washington, declared on February 16 that the realization of Unesco's programme" will mean peace in the world.” (Huxley,1948)

It is undeniable that world leaders start to pay attention to UNESCO's activities in the area of adjusting world peace and promoting international understanding. One cannot deny that during Truman's presidency Marshall Plan for recovering of 17 European countries was designed in 1947. The assistance to devastated countries involved basically economical help on special conditions.

Very sad news concerning death of one of the world-known fighter for independence – Mahatma Gandhi shocked not only Indian and African population but all people in the World.

The author of the article “Unesco deplores the death of Gandhi” (1948) By Prof. Sir Sarvepalli Radhakrishnan - Vice Chairman of Unesco Executive Board underlines the achievements and great influence that Gandhi had on the people within the frame works of terms Global Citizenship. Professor Sarvepalli points out that Gandhi's ideas are very progressive in the way of common unity whatever religions and cultures people follow all over the World: “Unity of Peoples. Until we are able to liberate ourselves from this feeling of resentment and selfishness it will not be possible for us to establish a world on the lines of peace, human sanctity and generosity. It is one thing to bring about changes in the social architecture of the world. We can go about establishing world organisations, but no world organisation can thrive unless that spirit is there : that spirit, that love is stranger than hate ; that understanding is much better than **lack of understanding** ; and if Gandhi stood out for any ideal, it was for this ideal of developing unity of religion, unity of peoples, unity of cultural thought, and for preparing the world for a world culture, a world conscience.” (Sarvepalli, 1948)

Gandhi died in the age of 78, 30 January 1948, only five and a half months after India got Independence from Great Britain 15 August 1947. This great citizen of India and I may call him Global Citizen, fulfilled his life purpose, not only for his country to be independent but also for all people – having presented them crucial points of Global Citizenship and having set good examples of behavior and actions that Global Citizen should have.

In his letter for Dr. Julian Huxley, dated 25th May 1947 Gandhi wrote:

“...I learnt from my illiterate but wise mother that all rights to be deserved and preserved came from duty well done. Thus the very right to live accrues to us when we do **the duty of citizenship of the world**. From this fundamental statement, perhaps it is easy enough to define the duties of man (sic.) and woman (sic.).” (Sarvepalli, 1948)

Let's take a look at another way of UNESCO work towards Education for International Understanding through article “Permanent commission to broaden activities” (1948). France. The provisional National Commission from the first attached considerable importance to Unesco's programme of Education for International Understanding. Thus the Commission approached the Ministry of Education to study measures for developing in French children and young people, **a better knowledge and understanding of the rest of the world**. In this connection it is interesting to note, that the Ministry of national education has already forwarded a circular requesting that a special course of the United Nations should be made compulsory in all French universities.” (“Permanent commission to broaden activities”, 1948) On this French example we already can see first results of National Commissions' work. Higher educational institutions offer their assistance to execute UNESCO's goals by offering financial provision and on the other hand we notice help from other French organizations such as Cultural Relations and Ministry of foreign affairs active contribution : “ The University of Paris offered the Organisation 220, 000 francs for the purchase of French books and teaching material. Further- More, in June 1947, the Division of Cultural Relations of the Ministry of Foreign Affairs gave 25000 copies of French classics to Unesco for distribution to war damaged universities and school of other countries”. (“Permanent commission to broaden activities”, 1948)

As a result of UNESCO work towards National Commissions' active working methods, we have 23 National Commissions organized: “Twenty-three Member Nations have now established National Commissions or Co-operating Bodies of Unesco. These are : Austria, Denmark, Mexico, Poland, Australia, Dominican Rep., Netherlands, U. of Sth Africa, Brazil, France, New Zealand, United Kingdom, Canada, Haiti, Norway, U. S. of America, China, India, Philippines, Venezuela, Colombia , Italy Peru.” (“Permanent commission to broaden activities”, 1948)

One should note here that non-member states are also answered UNESCO call and estab-

lished cooperating bodies: “In addition, CHILE and IRAN, which are not yet Member States have already established Co-operating Bodies to promote the aims of Unesco.” (“Permanent commission to broaden activities”,1948)

“Unesco takes part in U.N. press talks” (1948). Availability (for the time we are talking about) of increased communication through radio set questions concerning freedom of information and its distribution, for such topic separate activity was planned.” In addition they prepared a preliminary report on "The Rights, Obligations and Practices on the Concept of Freedom of Information" for the forthcoming World Conference on Freedom of Information and the Press, scheduled to open at Geneva on 23 March. Here again Unesco will take up the cause of **intellectual freedom and understanding** between the peoples of the world by stressing the need for mutual **respect of ideas and cultures.**” (“Unesco takes part in U.N. press talks”,1948)

Radio and National Communities involvement are not the only ways of UNESCO’s ideas delivery, in the article “Way of Life” book series planned by Unesco by Percival W. Martin (1948), we see “paper” way of UNESCO’s Global Citizenship influence: “One of Unesco's main tasks is to pave the way to **international understanding** by every means possible. It is accordingly setting out on a piece of work which has never been attempted on a world scale before. In the course of the next two years it hopes to be able to present to the peoples of the world a **small bookshelf - twelve, sixteen, twenty volumes perhaps handy in size**, with a number of illustrations, the titles of which will read : "The American Way of Life" ; "**The Brazilian Way of Life**" ; "The British Way of Life" ; "The French Way of Life" ; "The Norwegian Way of Life" ; "The Polish Way of Life", "The Swiss Way of Life", and so on for all the principal peoples of the world”. (Martin,1948)

The first thing that needs to be said that such approach in information delivery can be very accessible for the international students: “men and women in universities who are studying international relations. The very substance of international relations **is understanding the diverse ways of life of the peoples of the world**, of appreciating how this diversity makes for the richness of life, and at the same time of perceiving the underlining unity upon which a viable world system can be built.” (Martin,1948)

UNESCO's first and, and biggest conference held in Mexico showed conference way of communication and problem solving very effective, on this wave seminars devoted to education are planned to be organized on different continents, By William Benton Chairman of U.S. Delegation to the Mexico Conference writes about it in his article "Unesco Strengthened By Mexico Conference" (1948): "London, Lake Success and Prague to the host to Unesco Summer Seminars Latin American Seminar also Planned" The seminars play an important role in the programme of Unesco, for through them Unesco hopes not only to raise educational standard throughout the world, but to bring together influential persons in the field of education and thus strengthen the bonds of international understanding among all peoples.

From this period we can track UNESCO's close cooperation with the UN. Idea of Global Citizenship cannot be fully understood without describing the organizations that promote such ideas, thus special teachings in the forms of seminars are being organized: "The third seminar on "Teaching about the United Nations and its Specialised Agencies" will be held for six weeks during July and August at Adelphi College, in Garden City near Lake Success, New York. Close co-operation in this seminar will be maintained with the United Nations. First seminar "Teacher Education", in London, 2nd seminar "Childhood education" in Prague. , third seminar "Teaching about the United Nations and Specialized agencies" in New York. 4th – Educational Problems in South America". ("Unesco Strengthened By Mexico Conference", 1948)

Conclusion

In the second issue of UNESCO Courier we are tracking first results that the organization achieved since Mexican Conference in 1947. Firstly, the form of interaction through conferences attracted public interest to UNESCO Global Citizenship ideas not only within the country but also outside the Mexico. American president Harry Truman's words addressed for UNESCO activities, support the organization's further way of working. Mahatma's Gandhi views on people unity underline the right and prior direction of UNESCO progress.

National Commissions' part of the article attracts reader's attention with its importance to be well organized. Here we can observe Director Huxley's concerns about the proper way

of such commissions' organizational structure and work moving towards Global Citizenship ideas execution. Not for nothing Dr. Huxley stresses his attention to these commissions' main goals and responsibilities, because he understands that fulfillment of UNESCO goals of international understanding will be much more productive and fast through National Commissions. By the example of France, the involvement of other within-country organizations shows us necessity of set goals by UNESCO.

UNESCO leaders inspired by conference way work started to plan conferences for understanding among all people and freedom on information and press in this way breaking informational barriers between nations.

Publishing activity of UNESCO in promoting cultural understanding is expressed "Way of life" book series project, that was mostly created for international students for other nations better understanding.

And last, but not least, UNESCO started its big project in teaching about Global organizations and their activities such as United Nations.

3.3. UNESCO Courier № 3 - April

This 3d issue of UNESCO Courier continues to familiarize the researcher with already set targets in the previous issue. The time for planned activities has come, and the outcomes are partly resented in this Volume.

In the article "Unesco and the Work Of the United Nations" (1948) , Mr Walter H.C. Laves Deputy Director-General, stresses readers' attention on importance of the UN and Related Agencies work in the field of international understanding and UNESCO's special function in this cooperation : "There is no doubt that Peace of the world depends today on the effective functioning of the United Nations and its related Specialised Agencies To help in establishing communication based upon common interest in education, science and culture and thus to increase the prospects **for international understanding** is the special function of Unesco among the United Nations institutions." As you can see from Mr.

Laves' words it was very crucial that all global organizations worked together in common goal of promotion and development of international understanding.

The author understands that even when the war has ended, and all the nations seek for unity and peace, there are still boundaries between countries, differences between cultures, he underlines existing problems and offers the idea of "One World" that cannot be fulfilled without these issues elimination: **"A world still in the stage when men live in highly organized national states, often moved by nationalism, provincialism, prejudice and ethnocentrism had developed many functional relationships which made the acceptance of the "One World" thesis imperative for maintaining prosperity and peace."** (Laves,1948)

Developing the idea of world community Deputy Director General finds very important to build peaceful world using UNESCO means and methods: "The second assumption, that a world community attitude is essential for building a peaceful world, is reflected in those portions of Unesco's programme relating to education for international understanding, development of the mass media of communication, exchange of persons and information, etc." (Laves,1948)

Mr. Walter H.C. Laves admits that UNESCO's actions encourage one-world vision perception: "Some special features exist in Unesco's organisation to encourage the growth of a world community attitude." (Laves,1948) But he also underlines weak spots of the organization, writing about limits that UNESCO faces working with national-based world: "Although Unesco is an inter-governmental institution, it is the essence of its work to further the establishment of direct personal relations across international frontiers in the fields of education, science and culture. Quite obviously, this approach presents many difficult procedural problems, especially in relation to Member Governments, since the world of to-day is organized on a national basis. The conduct of foreign affairs is a governmental function and the life and action of individuals and voluntary organisations are generally regarded as coming within the surveillance of national states... Success in furthering direct contact between individuals separated by national boundaries reflects a gradual acceptance of the world community approach by Member States." (Laves, 1948) I completely agree with Deputy Director's doubts, but I also agree that eliminate nation-based world was impossi-

ble, even at that after war time, when all people were attuned on overcoming after war separation.

Organize the work of UNESCO on the set directions of common purposes in culture, education and science in these nation states is a far more reachable task: “But more than any of these it is a matter of developing commonly acceptable work habits and working relations among persons who come from completely different societies and varyingly organised institutions, but who have a common purposes”. (Laves,1948)

Stating that at the moment in the world there were no right organizational form of people coexistence, the author puts responsibilities to develop relations on the current countries: “No one national system is right ; each must make its best contribution to the development of international administration The activities of Unesco provide a new method for developing close relations among the peoples of the world”. (Laves,1948) UNESCO board member refers to UN as the first organization that started to work on the field of Global Citizenship ideas and now with new, separate organization foundation all these previous activities of UN should be forwarded under UNESCO’s supervision: “As these activities grow and succeed they provide an increasingly form basis of international understanding and experience upon which the functioning of the United Nations and related Agencies depends. Long before the establishment of inter-governmental organizations for this purpose, these organizations promoted cultural exchanges and contributed to the advancement of knowledge as well as to the furtherance of mutual **understanding among the peoples of the world**” (Laves,1948)

Coming back to educational work of UNESCO we should turn to article called “**Unesco Surveys University Problems**” (1948). In this article author refers to Paris conference, that where the foundations of universities’ mutual recognition was laid: “About 100 university teachers and professors from 22 nations met in Paris between March 31 and April 3 to discuss the creation of an international Universities Bureau, the foundation of a World University, the problem of equivalence of degrees and diplomas and the contribution which the **universities of the world can make to better democratic citizenship.**” (“Unesco Surveys University Problems”, 1948) The problem of degrees and diplomas recognition stays to this day between many countries. But, in order to achieve common

goals in understanding of Global Citizenship concepts and Democratic Citizenship in particular, a strong cooperation between universities should be established.

Conclusion

The key article of this Volume was the article written by Mr. Walter H.C. Laves Deputy Director-General of UNESCO. In his work Mr. Walter goes through very important discussion about value of Global organization such as UN and related Agencies in international understanding molding. He points out that UNESCO is and should continue working in cooperation with such agencies in common purpose of creating new principles among the nations that are based on "One World" concept. I find Deputy Director's ideas very advanced for that time not only because these ideas based on general flow of peace maintenance and cultural understanding, but firstly because he let the reader understand that complete implementation of One World society system is impossible at that moment. Thus, UNESCO as a new-born organization created with the purpose of cultural, scientific and educational integration, should lead all necessary activities towards bringing up Global Citizenship ideas in the minds of people who still living in nation-based states. As there was no national system right at that time.

3.4. UNESCO Courier № 4 - May

The article "3,000 U.S. Delegates To meet this Month at UNESCO regional Conference" (1948) describes to the reader the intention of regional Conferences to involve people in the idea of international understanding: "This was announced by Mrs. Henry P. Russel of San Francisco, chairman of the conference convening committee who succeeds the late Dr. Donald P. Tresidder, President of Stanford University (California). "Unesco believes," she added, "that if you **understand the varying cultures of the world**, you won't want to fight them. Our regional conference hopes to show people what they can do in their own communities toward the aims which Unesco hopes to achieve on an international level".

"Youth Camp Organisers Meet" (1948). Together with different forms of conferences, radio translations and seminars UNESCO organizes voluntary work camps for better interna-

tional understanding through joint work experience: “Organizations responsible for over 150 international voluntary work camps in Europe this year met in Paris, April 22-23. to map out a programme to coordinate and expand their camp activities and to further co-operation with Unesco”.

Being a supervisor of whole international camping idea, UNESCO takes Technical issues of camp organization that were also analyzed: “Delegates from more than twenty world voluntary groups discussed the technical problems of work camps, as well as the best ways of using the camps as a medium for building international co-operation, and a means whereby Unesco can assist not only as co-ordination agency, but also in simplifying educational guidance and materials”. (“Youth Camp Organisers Meet”, 1948) Such organization of common activity, let the participants better know other nations in order to organize better understanding of differences that people have.

One excellent way of promoting ideas of peace maintenance is discussed in article “Unesco Play has New York Premiere” (1948). **A short play, "In the Minds of Men"**, the title of which is drawn directly from the Constitution of Unesco and which is a dramatic presentation of the work of Unesco, had its premiere performance - in New York City recently.

“Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed...” (“Unesco Play has New York Premiere”, 1948)

Let’s take a closer look at a very interesting article “A World Citizen” By Leonard S. Kenworthy” (1948) (UNESCO staff member)(Reproduced from “Education Digest”). P.4

In this article we can see very well put personal statement of the author concerning the idea of who is “World Citizen” , I can’t but I present his views at large . The author in the beginning of his article speaks about believes that a World Citizen should have: “World citizen **believes in the necessity and possibility of attaining a peaceful world society** in which the worth of all persons is recognized and an attempt is made to develop every individual to the highest degree of which he is capable in order that each may **contribute his**

best to humanity, share to the fullest extent possible in the **common achievements of mankind**, and enjoy the satisfactions of such a society. (Kenworthy, 1948) Then he talks about idea of brotherhood in the World : “He is striving to bring about such a **peaceful society**, based on the **ideal of a worldwide brotherhood of man**, in which there is an adequate standard of living for everyone, quality of educational opportunity, the provision and guarantee of **suitable work for each individual**, and the **provision and protection of civil liberties for all**.” (Kenworthy, 1948) Such person should be devotional to the humanity in first place, but a particular group of people: “A **world citizen is loyal** to his community and to his country, but his primary loyalty is to humanity.” (Kenworthy, 1948) It is important to active World Citizen and get necessary skills along with knowledge: “A world citizen is constantly attempting to acquire the necessary knowledge and to develop the essential skills for effective participation in his community, in his country, and in the world.” (Kenworthy, 1948) Mr. Kenworthy points out solidness, that a world citizen should obtain: “A world citizen is himself an **integrated individual, free enough from conflict insecurity and frustration** that he can live at peace with himself and others, rather than projecting his own conflicts on the individuals and groups with which he lives.” (Kenworthy, 1948) World Citizen must first of all understand crucial bases on what the world is built: “**He knows that a world society is built not only on world organization politically, socially, and economically, but that it is built on right relationships in the home and local community, and he endeavors to develop such relationships wherever he may happen to live**”. (Kenworthy, 1948) The way of thinking of such a new form of citizen should be the following: “A world citizen realizes the importance of common ideals, common purposes, common goals, and is constantly seeking to increase the areas of agreement among individuals, groups, and nations. At the same time he recognizes the importance of diversify and consequently strives for unity rather than uniformity.” (Kenworthy, 1948) Free way of life and religion cross with World Security goals : “A world citizen is as objective as possible in his thinking. He attempts to develop his opinions with a global perspective and to act accordingly. A world citizen has a philosophy of life or a religion which enables him to pursue this objective of a world society no matter what, obstacles there are to its realization.” (Kenworthy, 1948) And last but not least what the author shares with the reader , is the understanding of such a citizen that all global goals are being reached not at once, it requires long work joint efforts of all nations, thus: “His faith enables him to persevere whether this objective is achieved in his lifetime or not.” (Kenworthy, 1948)

In my opinion the definitions that UNESCO staff member gives to World Citizen topic, are very appropriate, considering situation in the after-war period. Continuing seminar work UNESCO goes for Global Citizenship education experiment seminar. “Birth of the Unesco seminar” (1948) article describes the activity of UNESCO members in the sphere of education towards International Understanding: “In the summer of 1947 chateau built about 200 years ago by Giovanni Battista Lulli, the court musician of Louis XIV, in the town of Sevres on the-outskirts of Paris, became the home of the first **Unesco Summer Seminar in Education for International Understanding**. When it ended six weeks later, it had brought together almost a hundred educational leaders from countries on all the continents, and had provided them with a unique and profitable experierice in international learning and bring. The Seminar **was a pioneer experience**, challenging in concept but with few precedents to guide it. **As an experiment it was and is of striking importance to Unesco and to those throughout the world who seek to make education a constructive force for international cooperation and understanding.**” (“Birth of the Unesco seminar”, 1948)

Two main areas of interest were covered on the seminar: “: 1) Ways and means of improving the curriculum, within the educational systems of the member states, as a means of developing world-mindedness and 2) the influence of differences in cultural environment on the growth and adjustment of adolescents of various countries.” (“Birth of the Unesco seminar”, 1948) Let’s take a look at working methods on the seminar, these methods impress with its advanced content : “The chief method of work was based on the informal procedure of "study cirçles" or of the American "workshop, "the essence of which is to bring together specialist, with all their knowledge and experience, to study clearly defined subjects, of varying scope. Each group was made up of three to fifteen people, working on a single topic under the guidance of a Unesco staff member.” (“Birth of the Unesco seminar”, 1948)Such methods of teaching are now widely used in universities to cover discussible topics all over the world. And these work methods are considered to be very effective in achieving joint agreement by sharing personal opinions.

In order to see all interest of UNESCO in Global Citizenship ideas and education, let’s take a look at plan of UNESCO seminars for 1948, described in article **“The 1948 Seminars” (1948):** “This summer Unesco will take up the study of four of these problems at Seminars

to be held in London, Lake Success, Prague, Caracas. They will deal specifically with "The Education and Training of Teachers," "Teaching about the United Nations and its Specialized Agencies", "Childhood Education" and "Educational Problems in South America." In all these Seminars there will be a "common denominator" which is education **for international understanding**, or to use its new title, "**Education for a World Society.**" ("The 1948 Seminars", 1948)

"Prague Childhood education" (1948) article describes us UNESCO's work for Childhood Education: in Prague from July 21 to August 25: "Unesco Seminar on Childhood Education which will take place this summer in Prague from July 21 to August 25 a group of 61 distinguished educators coming from over 40 countries to study aspects of childhood education." ("Prague Childhood education", 1948) The seminar was planning to cover following questions: What are the educational problems facing the growing child today in relation to the various cultural patterns of a given community, or of the world? What is being done by teachers to meet the specific problems that different cultural patterns pose? What are the factors involved in the psychological development of the child? What in particular is being done in different countries in the field of child guidance **for developing world-mindedness?**" ("Prague Childhood education", 1948) **As you can see the main task of the seminar was to "educate children for the world society"** ("Prague Childhood education", 1948)

In the next part of my content analysis, I would like to present the topics of the seminars that are being planned: "The following documents will be found useful for participants and those interested in Unesco's summer Seminars. They may be had free of charge by writing to Unesco in Paris. Director's Report on Sevres Seminar. (Sem. Rep./25), The Basic Principles of Education for International Understanding. (Sem. Rep./1) 9 Realistic Approach to Education for a World Society in Secondary Schools.- (Sem. Rep./2) Modern Languages and Literature. (Sem. Rep./3) International Interchange and Correspondence. (Sem. Rep./4) The Film as a Means of Promoting International Understanding. (Sem. Rep./6) Introduction to the Problem of Education for international Understanding. (Sem. Rep./8) Education for International Understanding In The Light of Cultural Differences. (Sem. Rep./9) Some Persistent Problems in the Development of Inter- Group Understanding. (Sem. Rep./10) Education of the Emotions in Relation to International Understanding. (Sem. Rep./11) A

Draft Catalogue of Films and Filmstrips on International Understanding. Unesco in Action.” (“Prague Childhood education”, 1948) As you can notice the absolute majority of the themes selected for seminar readings are devoted to the Global Citizenship component.

Let us consider article called “Philosopher calls for New Humanism” (1948), where the author talks about The New Society organization principles: “ *The New Society* from the political revolutions **a new form of government emerged**, under which man felt himself free and in which the State was the instrument of his happiness ; the old oppressions were shattered. **New wars must indeed be avoided**; but peace must also be organized and a truly universal solidarity and co-operation created .” (“Philosopher calls for New Humanism”, 1948)

I can’t agree more with author’s propositions concerning service for mankind: “Technology and science, States and international organizations, must be placed truly at the service of mankind. New paths are therefore opened up for philosophers and humanists, who must prepare to formulate new ideals for the spirit and to institute a universal education.” (“Philosopher calls for New Humanism”, 1948)

Creating new vision of people cooperation on global level, the author does not forget about individuality preservation: “Through it we strive for a reconstruction of the spiritual bases of humanity and a new balance of its forces ; we seek new ideals capable of commanding the support of all men ; we seek to bring all peoples together in on. great community without destroying their individuality by way of free and sincere co-operation.” (“Philosopher calls for New Humanism”, 1948)

Conclusion

From this volume we can see concrete actions that UNESCO was planning and executing crucial components of Global Citizenship and Global Citizenship Education in the after war period.

Many conferences on intercultural understanding were planned on both local and global

levels. Youth camps organization let thousands of participants learn different cultures and get to know other nations through joint voluntary work.

UNESCO Definition of a World Citizen is depicted in the article by Leonard S. Kensworthy, where the author opens up this term for the readers. Related topics that were planned to be discussed during the seminars, tell us the deepness of UNESCO interest in this new phenomena of citizenship that should be constantly brought up in peoples' minds.

3.5. UNESCO Courier № 5 - June

Continuing its work towards international understanding, UNESCO suggests project in familiarizing different countries with their literature: "Unesco sets programme for classics translation" (1948) by H. M. Barnes, Jr. Acting Head of the Bureau of Unesco's Plan for Translations: "What are the world's 100 best books ? Unesco is attempting to obtain an answer to these and other questions from the Member States of the Organization with view to making great books available on a universal scale in translation.

In order to cover different aspects of people's life UNESCO suggests categories of books to be translated: "The panel of experts agreed that the initial lists should be drawn up in three categories: recognized classics written before 1901, modern classics up to 1939 and contemporary great books." (Barnes, 1948) I would like here to underline the main role of National Commissions in this task: "It was proposed that all countries should establish National Committees to centralize and co-ordinate the work. Such committees should prepare lists of the works of their own authors whose writings they felt, should be widely translated, and of foreign authors whose works should be rendered into the local languages." (Barnes, 1948)

It is a well-known fact that in order to know and try to understand some group of people or a nation the best way of doing that is through reading about these people. Books serve here as a very vast source of information starting from history and habits, and finishing with achievements in science and economics.

In order to eliminate one of the constituent component of international tensions – nationalism, UNESCO undertakes three week meeting on its study that is described in article “Tensions affecting international understanding” by Hardley Cantril (1948): “A meeting at which specialists in the fields of sociology, history, psychology, psychiatry and economics, designed to enquire into the nature of tensions leading to aggressive nationalism will open at Unesco in Paris on June 28. This gathering is designed to form part of the Unesco project for the study of tensions affecting international understanding.” (p.2) Going deep into the problem of nationalism, UNESCO applies scientific approach: “In addition to a general examination of the problem, it is intended that recommendations should be made so as to promote a world-wide co-ordinated programme of research by social scientists into the factors which create friction between peoples and the factors which lead to aggressive nationalism.” (Cantril,1948)

In order to inform population about Global Organizations, UNESCO prepares special pamphlet: “Every boy and girl should learn about the United Nations system as an essential part of his or her education-this is the main recommendations in a pamphlet entitled "Teaching about the U. N.-Some Suggestions and Recommendations", which has just been published by the Education Section of Unesco”. (Cantril,1948)

An extensive bibliography of books and pamphlets in English on "Education for International Understanding and on the United Nations"(Cantril,1948) has just been issued by the Exchange of Information and Education Sections of Unesco. First of all these publications are free and available in each member of UNESCO country ; “It is now available for distribution free of charge and should be useful to teachers, librarians, students of international affairs, and others interested in the United Nations”. Seminar in summer 1948 confirms UNESCO positions in this matter ; “Nine nations will be presented on the stuff of Unesco’s seminar on teaching about the United Nations and its Specialized Agencies, which will be held from July 7 to August 18, 1948, at Adelphi College, Garden City, New York” . (Cantril,1948)

A good example of pamphlet that tells about activity of United Nations is “Senior Scholastic” magazine: "Senior Scholastic", a magazine for secondary schools pupils, has devoted one entire issue to the United Nations, entitled United Nations in Action-A Student's

Handbook of the World Organization. Usa.” (Cantril,1948)

In order to involve children and teenagers in active participation of discussing new world visions, “Unesco sponsors essay and poster contest”. (Cantril,1948)**One should notice that UNESCO** The full title for both competitions is "**Together We Build a New World, An Essay and Poster Competition on Unesco's Work**". The first. will be open to those between 15 and 18 years of age, and the second to those from 12 to 15. Entries may be submitted in either of two forms : an essay of between 1. 000 and 2, 000 words, or a poster not exceeding 48x66 cms”. (Cantril,1948)

As an example of a result of UNESCO work in developing educational direction and efforts on teaching about United Nations in Columbia, “Columbia University Gives Unesco Course” (1948) Probably the only special course on Unesco in any institution in the world is being given at Teachers College, Columbia University. The **course is entitled "International Education and Unesco"** and is being given by Professor Donald Tewksbury. The class meets once a week for a two hour period for lectures and discussions on recent developments in international education. Outside lecturers are invited to speak at the course. Particular emphasis is given to the "purposes, organization, and progress of Unesco". (“Columbia University Gives Unesco Course”,1948)

“Coordinating the U.N. family” By Walter H.C. Laves (1948). At the request of the Human Rights Commission of the Economic and Social Council, Unesco has brought together a symposium of papers dealing with the philosophical and intellectual basis of Human Rights. In the development of plans for statistical services. Unesco has consulted regularly with corresponding bodies of the United Nations and other Specialized Agencies.

Article “International work campus” by Ingertha Swiggum (1948) - Programme Specialist, on International Voluntary Work Camps, tells us about success of UNESCO in campus activities’ value: “ It was clear from the outset that international work Camps had a double value. **Firstly, the volunteers were making a considerable voluntary contribution to the restoration of the educational life of war-devastated countries** (by the rebuilding or equipping of schools, playing fields, youth hostels, etc) ; and secondly, the camps had the great advantage of bringing together young people of good will of different nationalities to

work at a common task. Valuable opportunities were thus provided for truly international education (**development of mutual understanding through team-work**, establishment of useful contacts between the volunteers and the local population, organization of talks, lectures and discussions on international problems).” (Swiggum, 1948) UNESCO has been working on work campus idea for several months: “The conference of organisers of international Work campus held on 22 and 23 April 1948 marked the end of the first stage of Unesco's work in this field, and the progress so far made can be surveyed with some satisfaction. The first post-war international Work Camps were organized in 1946. Unesco began to take an interest in this question in the spring of 1947 and decided to sponsor four camps- at Boussu-Bois (Belgium), Caunterets (France), Lidice (Czechoslovakia) and Lucimia (Poland), Observers from the Secretariat paid visits to the camps. (Swiggum, 1948)

Organizing first general conference of universities in the after war period, UNESCO does not forget topics concerning Global Citizenship and Global Citizenship education : “Universities conference to meet in Utrecht” (1948): “On August 2-13, Unesco will convene at Utrecht, Holland, the **first general conference of universities held since the war**. Invitations to the Preparatory Conference of Representatives of Universities have been extended to all the nations of the world to send a specified number of participants and observers. A number of international organizations interested in higher education, including student groups, have also been invited to send a representative. Five public meetings will be held with addresses on such issues as :**"New Horizons in University Development"** ;**"Relations of Higher Education and the State"** ;**"The University as a Force in World Co-operation"** ; and **"Unesco and Higher Education"**. (“Universities conference to meet in Utrecht”, 1948) **All aspects of universities cooperation were based on the supporting idea of international understanding and international cooperation of Universities:** “Special **attention** will be paid to ways in which higher education can contribute to world understanding and permanent peace. Problems to be considered by the participants will include : the changing functions of the university ; improvement of academic standards ; financing and facilitating higher education ; university education in international understanding ; and the development of ways to continue international co-operation among universities.” (“Universities conference to meet in Utrecht”, 1948)

Conclusion:

This 5th Volume of UNESCO Courier is devoted to Global Citizenship Education. Efforts of the organization were pointed to cover both children, involving them into “Essay and poster contest” and students together with adults, providing for them translation of classics and popular literature of different nations, thus giving them knowledge about various people. Studying international tensions, Education Department of the organization considers nationalism as the main cause of it. Cooperation of the Universities was reviewed on the first after war “General Conference of Universities”.

Continuing with the Campus International project, UNESCO goes further and arranges International Work Campus to bring up sense of collectivism through achieving common goals in cooperation with each other.

3.6. UNESCO Courier № 6 - July

UNESCO following motto “Think global, act local” we can track in the article “Child experts meet at Pestalozzi village” (1948). For spreading global ideas and ideas of Global Citizen position UNESCO professionals turned to children from villages, the help given by this organization started from rising funds and organizing joint purchases to internationalizing these children and teaching the UNESCO activities:

“Problems of war-handicapped children were under study early this month at a Conference of educators and psychologists from nine nations in Trogen, Switzerland. The week-long meeting, first of its kind since the war, was sponsored by Unesco and was attended by some twenty delegates. It drew up plans for an international coordinating committee which will assist in raising funds, organizing joint purchases, and arranging exchanges of staff and children, and the "internationalizing" of the villages. The Conference was held at the site of the International Pestalozzi Village for war orphans The Pestalozzi Village, founded in 1946 to care for child victims of the war, has been one of the most successful such experiments.” (“Child experts meet at Pestalozzi village”, 1948)

UNESCO attracts social scientists for evaluating current issues of international understanding: "Social scientists issue joint statement on world Tensions" (1948).

At the end of June, Unesco brought to Paris eight eminent social scientists to consider the causes of nationalistic aggression and the conditions necessary for international understanding. The following statement, signed by each of them, presents the opinions on which all could agree. Its significance lies in the fact that a series of important propositions on : he causes of international tensions have been formulated and agreed to by social scientists widely differing in their ideological allegiances." ("Social scientists issue joint statement on world Tensions", 1948)

As a result of the session the statement was presented : "Mostly university professors from all over the world signed the statement. Statements: war not necessary, insecurity fosters conflict, mass media strong ally (It must be a special responsibility of U. N. organizations to utilize these means of mass communication to encourage an adequate understanding of the people in other countries. This must always be a two-way traffic. It will aid the cause of peace if nations are enabled to see themselves as others see them) ("Social scientists issue joint statement on world Tensions", 1948)

Article "What is Unesco role in Scientific research" (1948) describes UNESCO's activity in the field of nation level cooperation and provides necessary information about people from different parts of the world:"encouraging cooperation among the nations in all branches of intellectual activity tivaictyt ,: including international exchange of persons active in the fields of education, science and culture and the exchange of publications, objects of artistic and scientific interest and other materials o information "initiating methods of international co-operation calculated to give the people of all countries access to the printed and published materials produced by any of them." ("What is Unesco role in Scientific research", 1948)

To fulfill those aims Unesco uses following methods: grants-in-aid (A grant-in-aid Is an outright payment to a nongovernmental or semi-governmental international organization in furtherance of Unesco's constitutional objectives and general program of work, for purposes specified in each case, and without financial return. ("What is Unesco role in Scientific

research”, 1948)

Very important steps in further cooperation development between UNESCO and China are described in Dr. Cheng references to Chinese philosophical teachings: “Dr. Cheng describes close cooperation between China and Unesco.” (1948) “Inspiration for the United Nations may rightfully date back to the time of Confucius when, some two thousand years ago, the great Chinese thinker spoke of the world as a "single family". Such is the opinion of Dr. Cheng Chi-Pao, who is now in Paris to develop closer co-operation between his country and Unesco”. (“Dr. Cheng describes close cooperation between China and Unesco”, 1948) Words of Dr. Cheng are good support UNESCO activity in the bring-nations-to-unity direction.

According to report of Dr. Cheng“ in furthering the interchange of persons across national frontiers, China has sent more than two thousand students abroad to more than ten countries for advanced studies during the past two years. At the same time, China has offered a number of scholarships-particularly to United States soldiers who fought in China-to increase understanding of the country. Six Unesco scholarships are now being allocated to Chinese candidates.” (p.6) Chinese representative underlined that his people always followed principles of universal understanding: “Universal love, rather than aggression and hate, has always been the strongly predominant aspect of Chinese education - dating back to the time of Confucius who was perhaps the first to teach true internationalism”. (“Dr. Cheng describes close cooperation between China and Unesco”, 1948)He also positively referred to good work of National Commission. In general, Dr. Cheng said, the National Commission in China is doing its best to match the spirit of Unesco and to carry out all the essential measures in the Unesco programme. (“Dr. Cheng describes close cooperation between China and Unesco”, 1948)

Conclusion

This issue informs us about UNESCO’s activity in the social direction first of all. Pestalozzi village project let raise war-devastated villages and involve them into the process of internalization. Social scientists with UNESCO initiative have prepared statement with the positions of possible conflicts preventing that should be considered. Continuing with gath-

ering information about different nations and providing free access to this information, UNESCO organizes international exchange of interested staff members and exchange of publicity between countries. A huge progress in Asian countries cooperation can be seen from Dr. Cheng's words about common goals of China and UNESCO, as well as the active work of Chinese National Commission was marked in his evaluation.

3.7. UNESCO Courier №7 - August

This issue starts with report "Key educators at four seminars" (1948) that UNESCO board presents at 8th session in July 1948: "At this eight session, held July 12-17, The Unesco Executive Board heard progress report on effort being made to mobilize the resources of education, science and the arts throughout the world in the **cause of peace and international understanding.**" ("Key educators at four seminars", 1948)

UNESCO's work for the last 5 months was presented in detail and in many directions : "The eighteen man Board under the chairmanship of Dr. E. Ronald Walker, first studied a report of developments since its sixth session (February 12-15, 1948) presented by Dr. Julian Huxley. This reviewed progress in the various fields of the organisation's activity, ranging from 'Pilot Projects' in Fundamental Education for under-privileged people and reconstruction aid to educational institutions in war wrecked regions to the sponsorship of study-grants and fellowships and assistance in the creation of an International Theatre Institute." ("Key educators at four seminars", 1948)

Dr. Huxley referred to the work of UNESCO in assistance to international voluntary work camps at present operating in most countries in Europe. ("Key educators at four seminars", 1948)

Good results in recent projects were announced: "In the field of Fundamental, Education, Dr. Huxley spoke of significant progress in the 'Pilot Projects' sponsored jointly by Unesco and the governments concerned. These projects-experiments in testing the latest techniques and materials in bringing a basic education to underprivileged people-are under way or in advanced stages of preparation in China, East Africa, Haiti and Peru ." ("Key

educators at four seminars”,1948)

In the area of international education support financial and technical provision was announced: “The U. S. Commission for International Educational Reconstruction, Dr. Huxley further reported has announced the **distribution of more than eighty million dollars** in materials during 1947-48 to countries whose educational facilities were damaged during the war. These distributions consisted of various types of school supplies, books and periodicals, of the granting of fellowships and study grants and of technical advisory missions.” (“Key educators at four seminars”,1948)

Cooperation with Global Organizations wasn't missed as well: “The Executive Board then considered Unesco's **cooperation** with the United Nations, its Specialized Agencies and other international organizations”. . (“Key educators at four seminars”,1948)

Very big seminar devoted to strengthening concept of World Society through schools was organized in Garden City Adelphi college, New York: “Fourth world-wide educational seminars” are in progress this month, three of them are sponsored by Unesco and the fourth by Pan-American Union with Unesco's cooperation. In the broadest international effort to date in bringing leading educators from all parts of the globe together for study and exchange of views, the seminars are keyed to the theme of “Education for a world Society.” (“Key educators at four seminars”,1948)

Participants of the seminar learned study methods in teaching about Global organizations: “Thirty-two key educators from twenty-three nations are studying methods of “Teaching about the United Nations and its Specialized Agencies Each of the seminars plays an important role in the educational programme of Unesco, for through them the Organization seeks not only to raise general educational levels in its Member States, but to strengthen the concept of a World Society through schools among the youth of all countries.” (“Key educators at four seminars”,1948)

Stressing the importance of the: conference, participants pointed out its purpose as that of promoting international understanding through providing an opportunity for representa-

tives of universities throughout the world to discuss their common problems and to arrive at common solutions. (“Key educators at four seminars”,1948)

Madame Maurette, head of the International School in Geneva, also has participated in the meetings, lecturing on the - 'Development of World Mindedness among Children'. (“Key educators at four seminars”,1948)These various seminars are neither conferences nor congresses. Participants represent neither a government or ministry, nor an educational system. They work as members of a team. As "resource people", sharing knowledge and experience, studying means of bringing together and applying the latest research on specific aspects or education for a World Society. (“Key educators at four seminars”,1948)

In the article “New International Agency” (1948) Padre Antonio Rivolta - Founder Children's Village, Rome., speaking about Pestalozzi village success we were talking about in the previous chapter, offers to arrange children villages in as many countries as possible ;

“The **Pestalozzi Village Association** which supports one of the most-**successful** such communities and site of the conference,we should like to see Children **Villages set up in every country in an atmosphere of close cooperation**, which will ensure for the new post-war generations a healthier and better-balanced life, both physically and spiritually, for the greater happiness of the individual and society.” (“New International Agency”, 1948)

“University Leaders” (1948) article delivers for us decisions that were undertaken during the conference concerning important fields of study: “Regarding the scope of the conference, Dr. Beeby pointed out five main fields of study which would be covered : the changing role of the university, better academic standards, the financing of higher education, university teaching of international understanding, and methods of **continuing international cooperation among universities.**” (“University Leaders”,1948)

Ideas group raised four main themes and teaching priorities:

- 1) Peace and human progress depend upon the free flow of ideas and information ;

2) Peace and human progress are produced and maintained by International co-operation ;

3) Peace and human progress require that each generation exert its best efforts in educating the next generation;

4) Peace and human progress and human survival itself - are challenges to the good will, courage. (“University Leaders”,1948)

Within the framework of UNESCO activity in free flow of information “from contacts and discussions with expert and professionals everywhere it became clear that to improve training facilities, to raise professional standards among journalist would be one of the best ways to improve the actual information which daily reaches the world public and so greatly influences the chances of mutual understanding and peace”. (“Study teaching for the world society”, 1948)

William D. Carter Head, Unesco Exchange of Persons Bureau, in the article called “Exchange of Persons Programme Vital to Mutual Understanding” (1948) , **speaks about importance of organizing thematic exchange programs in education, science, and culture:** “The international exchange of persons in the fields of education, science and culture has been recognize, since Unesco's inception as an important means of advancing the "objectives of international peace and the common welfare of mankind”. (Carter, 1948)

Importance of National Commissions work towards understanding people around the world is described in article called “Unesco national commissions make program effective.” (Carter, 1948) Principles of comities’ work are seen from the further content of the article: “They **bring together the leaders of education,** science and culture and the representatives of the important voluntary organizations working in Unesco's field, to advise the governments and to act as a link between the national community and the international community”. (Carter, 1948)

As the world program of UNESCO develops, **the role e of national commissions becomes of ever-increasing importance.** There is encouraging evidence that national com-

missions are not only attempting to carry out projects in the UNESCO program assigned to them, but that they are also developing their own programs of activity to promote international understanding and cultural interchange. (Carter, 1948) Let me set an example of one National Commission's initiative: "The French National Commission has planned a series of broadcasts designed to promote international understanding and to develop appreciation of the cultural and artistic achievements of other countries." (Carter, 1948)

United Nations had started preparation for creating one of the most important documents devoted to all humanity – The Universal Declaration Of Human Rights.

UNESCO Philosophy and Humanities Division member Jacques Havet in the article "Distinguished World Thinkers Study Bases of Human Rights" (1948) stresses readers' attention on document preparation process and the necessity of such a document at this after war period: "One of the most important and least publicized Unesco projects during the past months has been the compilation of a worldwide symposium of the philosophic bases of **Human Rights**. Such an undertaking – in a world distraught with such fearsome problems as the hunger of millions and the clash of ideologies-may appear an academic one. Yet it is being carried out at a particularly timely moment. It is being undertaken following history's most terrible conflict - a conflict by the peoples of the world against the denial of Human Rights. It is being attempted at a moment when, after such a struggle, men and women everywhere are examining the question of what are the rights of humanity." (Distinguished World Thinkers Study Bases of Human Rights",1948)

UNESCO started to discuss work on Human Rights project program on the first session of General conference: "It was at the first session of the General conference that an enquiry into the origins and philosophic bases of Human Rights was incorporated into the programme of Unesco. Then, little over a year after the end of the war, such a project was particularly timely for a world consciousness had developed towards this question. At the first session of Unesco's General Conference in November, 1947. it was decided. to ask philosophers and thinkers throughout the world what they thought about Human Rights, their development during the last century and what they thought were the forces threatening those rights. ("Distinguished World Thinkers Study Bases of Human Rights",1948)

Along with the main initiator of the Human Rights program – The United Nations, UNESCO offers cooperation and organizational help: “Delegates to the conference realized that such a project would have to be in relation to the work of the Human Rights Commission of the United Nations, and that coordination would be necessary. The Human Rights Commission was at that time preparing one of the most significant projects of social history : the drafting of a universal bill of Human Rights.” (“Distinguished World Thinkers Study Bases of Human Rights”,1948)

UNESCO started to play great role in theoretical preparations for the Bill of Human Rights presentation since January 1947: “At the meeting of the UN Economic and Social Council in January 1947, Unesco representatives made it clear that the Specialized Agency wanted to assist in the project. Such assistance, it was agreed, could best be made by conducting all international enquiry among thinkers, social scientists and philosophers to find areas of agreement on the question, and to present the resulting symposium to the Human Rights Commission for study in preparing the Bill of Human Rights. Thus Unesco determined two purposes for its enquiry : that of presenting a statement to the Human Rights Commission, and that of preparing the materials for publication to the general public.” (“Distinguished World Thinkers Study Bases of Human Rights”,1948)

A UNESCO committee of experts met in July, 1947. It drafted statements of the philosophic bases of Human Rights, emphasizing the consideration of historical changes, and trying in a dynamic perspective to show to what extent seemingly widely-opposed conceptions aimed at common future ideals. These statements were sent to the Human Rights Commission which considered them at its meeting in Geneva in December 1947. (“Distinguished World Thinkers Study Bases of Human Rights”,1948)

Conclusion

In my research, I would like to pay special attention to this issue, because it shows the reader results of UNESCO work for the certain five month period of time where the actions towards international understanding were widely undertaken. Following the example of Pestalozzi village project, UNESCO members plan to organize similar villages in the European countries.

In the educational sector, university leaders covered important fields of Global Education such as: changing role of the universities, university teaching about international understanding, international cooperation among universities etc. UNESCO's Educational Commission started to use educational institutions as Global agents in Global ideas delivery, and such agents included not only Higher Educational Institutions but schools, summer and work camps as well. Great steps towards free flow of information were made when it was agreed to organize exchange programs in education, science and culture.

UNESCO, being involved into Human Rights program of UN, took responsible role in preparation of theoretical ground for future Global document.

3.8. UNESCO Courier № 8 - September

"We in Unesco are working to build a foundation for peace through education, science and culture, and through the great media of press, radio and film. This is a long-term process which takes time and patience. We are confident that the presence of so many leaders and statesmen here in Paris during the next three months will act as a lively stimulus to us in Unesco. We are all looking to the same common goal : a world society in which men can live together in peace and understanding."

UNESCO Director-General Julian Huxley

"Scientists Create World Mental health education" (1948). Such fundamental questions as: **"Can the peoples of the world learn to co-operate for the good of all ?" "On what basis is there hope for enduring peace ?"** are raised in the article **"Scientists Create World Mental health education, that tells the reader key points of Global Citizenship from UNESCO's point of view:** "Held in the London Central Hall, August 11-21, the congress had for its theme : "Mental Health and World Citizenship". There was wide agreement among the delegates that a sense of international citizenship need not conflict with but rather embraces traditional loyalties to the family, the community and the nations "which alone are no longer sufficient for the protection of the inter-dependent peoples of the world".("Scientists Create World Mental health education",1948)

The congress got together around two thousand of professionals in psychology and psychiatrics: “ To consider these problems and to study means towards their solutions, some 2,000 psychologists, psychiatrists and sociologists from 54 nations met during August at the International Congress on Mental Hygiene.” (“Scientists Create World Mental health education”,1948)

Dr. Francis J. Brown, UNESCO program specialist in higher education, who played a leading role in the preparatory work of the conference and acted as its Secretary-General, underlined new important role of Universities, referring to recent Utrecht Conference that discussed issues in teaching of international understanding and Universities’ liability to Global Citizenship course : "The universities of the world stand in a unique position. There is a universality of intellectual life which over-rides barriers of political or other – differences it is earnestly hoped that the Universities Conference at Utrecht, made a significant contribution to the mutual understanding of the **universities of the world and, hence, to world peace.**" (“Scientists Create World Mental health education”,1948)

Dr. Brodersen stressed that the concept of World Citizenship lies in basics of UNESCO perception of mental position that people should follow: "Mental health, when conceived in its broad terms, becomes a problem of human relations, of international relations, of community living, of world citizenship, **"This very concept is basic to the whole philosophy of Unesco - and is, indeed, implied in the first sentence of its constitution."** (“Scientists Create World Mental health education”,1948)

Now starting from this very Conference, we can already see very transparent position of UNESCO in Global Citizenship through building One World outlook among all people: “The Congress, under the chairmanship of Dr. John R. Rees, wartime psychiatrist-in-chief of The British Army. heard a broad range of recommendations of ways whereby specialists in mental health could contribute towards building a One World outlook among all peoples. Dr. Oarl Binger, Associate Professor of Clinical Psychiatry underlined: “war is prevented, **there will not be any world to be citizens in...** "We must... persuade statesmen and politicians to give us a hearing and to act on our findings. They would not think of trying to wage wars without the help of scientists physical, medical and even, now, social and psychological-but they manage to get into wars which these same scientists might enable

them to prevent. "We must abandon the role of isolated esoterics. We must speak a language that others can understand" – he added. ("Scientists Create World Mental health education", 1948)

Dr. Oarl calls for unity through loyalty to mankind and World Citizenship are based on current needs of international education : "If we do, they will hear us. We must join them in all humility and dedicate ourselves to the needs of mankind, with respect and reverence for the rights of common men and women, for to-day only a citizen of the world can be a true scientist." World citizenship can be widely extended among all peoples through the applications of the principles of mental health. The concept of world citizenship implies loyalty to the whole of mankind". ("Scientists Create World Mental health education", 1948)

Continuing speaking about UNESCO's work on providing people with information about other people for better international understanding, "Unesco Coupon scheme Experiment under way" article by Dr. J. Zuckerman (1948), head UNESCO Clearing House of publications, describes the reader technical issues in accessibility of such printed information: "Unesco has been attempting to remove or lower some of these barriers by encouraging the exchange of fellowships, the creation of an international institute of the press and information, promoting the improvement of international copyright systems and facilitating the movement of books and periodicals between nations. Simply defined the Coupon Scheme is a means of facilitating the purchase of educational, scientific and cultural publications in foreign countries by the use of a special coupon backed by "hard" currency. It is designed principally, to help "soft" currency countries to obtain publications from "hard" currency areas. All the buyer of books in a participating country will have to do is purchase book coupons from his national distributing agency by paying for them in his national currency." (Zuckerman, 1948)

In the article "Pragmatic Viewpoint On Human Rights" Professor Maritan (1948) discusses the obstacle to agreement on an international declaration of Human Rights, he says, is the existence of many schools of thought, "each of which brings its particular view and justification of individual rights, leaning in various degrees towards the classical or the revolutionary interpretation".(Maritain, 1948)

Consequently, M. Maritain strongly urges the establishment of a scale of values, for "all depends on the ultimate value whereon those rights depend and in terms in which they are integrated by mutual limitations. It is in terms of the scale of values which is thus acknowledged that the means are established whereby Human Rights, economic and social, as well as individual, shall impinge on life".(Maritain, 1948)

In previous issues of the Courier we already talked about UNESCO undertakings in teaching about Global organizations and related agencies, article "Educators study U.N. For classroom teaching" (1948) discovers for the reader discussions that took place at six-week seminar at Adelphi seminar: "To help remedy this situation, Unesco and the United Nations joined forces this summer in sponsoring a six-week's Seminar at Adelphi College, near the U. N. headquarters at Lake Success, under the direction of the distinguished Chinese scholar, Dr. Y. R. Chao, professor at the University of California. Fifty-two educators from 28 countries there gained a deeper insight and understanding of the work of the United Nations and its Specialized Agencies. At the close of that period this heterogeneous group representing many cultures had rapidly developed into an international community imbued with understanding, mutual respect and co-operation."("Educators study U.N. For classroom teaching",1948)

Referring to the words of an outstanding politician and wise person Franklin D. Roosevelt, author supports ideas of UNESCO and UN about **good neighborhood attitude among all countries and Global Citizenship mindedness** : "used to say that there could never be peace on earth until all nations of the world became" Good Neighbors."The United Nations was created in the hope of achieving the world good neighborliness which Roosevelt sought, by bringing peoples and countries closer together and reducing the differences which keep them apart. But the success of the United Nations depends, essentially, on the **"measure of support and understanding that the citizens of the world give it."** ("Educators study U.N. For classroom teaching",1948)

Activities of UNESCO in providing free flow of information concerning international understanding in the begging were presented by booklets' publishing and radio transitions, but with technical development UNESCO starts to use cinematography to fulfill its purposes: "Cameramen Tell story of World social problems" (1948) "The Board is

also organizing an information service on films and filmstrips serving the purposes of its Members. In this field Unesco has compiled draft international lists of films and filmstrips on the following subjects: International Understanding and Co-operation. Fundamental Education (including elementary hygiene, public health, and agriculture), the Arts, and the Popularization of Science.

The final stage of the work will be to persuade national film production agencies in various countries to produce the films which are needed, as a contribution to understanding between peoples and the common welfare of all peoples.” (“Cameramen Tell story of World social problems” 1948) As an example of film industry participation in spreading Global Citizenship ideas, let’s take a look at Brazilian National Commissions’ work in the article “Brazil to prepare films on World cooperation” (1948).

The Brazilian National Commission for Unesco (IBECC) is planning a series of films which will **show how nations and peoples are working together** throughout the world and illustrate the role and aims of Unesco. This was announced following a special meeting of the Brazilian Commission which met during July in Rio de Janeiro. (“Brazil to prepare films on World cooperation”, 1948)

Conclusion

This issue of UNESCO Courier is remarkable in its way of open presentation of Global Citizenship ideas. If, before, UNESCO workers and other participants of Global Organizations’ activities didn’t speak directly about Global Citizenship mindedness, then now they straightly speak about the concept that had been formulated during previous readings and researches.

World mental health education program, serves a good example of it. Questions that were being raised during the discussions, left no doubt that UNESCO took a straight course on Global Citizenship Education. Announcing key principles of the concept as loyalty to all mankind and model of One World, UNESCO sets very challenging goal target to reach in the nearest future.

From this article we start to see critical approaches to key concepts of Global Citizenship such as Human Rights education. UNESCO offers common approach to this teaching, in order to avoid misunderstandings appeared from different approaches.

UNESCO also continues to share with the rest of the world information about the rest of the world by developing Book Coupon scheme, where everybody is able to get information about other countries and nations for a small fixed price. Along with the books and publications, UNESCO started to create films with international understanding topics.

3.9. UNESCO Courier № 9 - October

This Chapter starts with the article "Unesco sums up 1947=1948 Press, radio, film needs" by Philippe Desjardings (1948) Head of Technical needs Division and it is **devoted to technical issues in information provision in war-devastated countries first of all**: "Following the spirit of the Organization's Constitution the first two sessions of the General Conference of Unesco held that, to ensure "full and equal opportunities for education for all. **the unrestricted pursuit of objective truth, and the free exchange of ideas and knowledge" should lend its assistance to "all means of mass communication,** In 1947. surveys were carried out in 12 war-devastated countries, and in 1948 in 6 war-devastated countries and 11 countries in which the technical means of mass communication are perhaps not yet sufficiently developed (*). By the term "technical needs" Unesco implies : (a) Inadequate supplies of raw materials (such as newsprint, raw film stock) ; (b) Shortage of equipment itself; c) Inadequacy of professional training." (Desjardings,1948)

UNESCO sets goal to achieve good results in film education in order to rise quality of movies that should promote international understanding in the best way : Who would produce and use educational films? **Without such training an increase in the number of films to less advanced countries would be valueless.** It was urged that there should be seminars for audio-visual educators in different regions in 1949, so that the best use might be made of educational films." (Desjardings,1948)

A further recommendations proposes that Unesco should ask each country with production

facilities to make a full length film in 1949 destined for audiences of children, and telling one of their own children's favorite stories or nursery tales. **These films would be distributed all over the world, and combine an excellent theme for a basis of international understanding at an early age.** (Desjardings,1948) **Continuing modernizing communication between people, UNESCO starts to educate pupils in schools and students in universities the principles of broadcasting techniques and journalism: “Mass schooling, technical training, stressed by radio experts.”** (Desjardings,1948)

In addition, the commission this year urged the creation of special courses on broadcasting techniques and the inclusion of radio courses in the curricula of existing schools. These courses would include work on news broadcasts, in schools of journalism; producing and broadcasting of radio plays. in Conservatories ; the art of broadcasting, in secondary schools and universities ; and "broadcasting as a social factor", in schools of political and social science". (Desjardings,1948)

In order to embrace in its activity towards Global Citizenship as many people as possible, UNESCO arranges connection with non-governmental bodies and public organizations.

“Forty Agreements Signed With Non-Governmental Bodies” article by Vladimir Herick (1948) External Relations Officer, in charge of Non-Governmental Organizations tells us about this cooperation plan: “The Executive Board's Committee on Relationships with Non-Governmental Organizations meets on 11 October to review the present co-operative arrangements of Unesco with voluntary organizations and to consider how their resources could be, in the future, most fully employed for Unesco's objectives. At present. 69 international non-governmental bodies have been approved for this type of arrangement. They include youth, women's and relief organizations, professional bodies of teachers, lawyers and artists, and specialized scientific societies.” (Herick,1948)

As a result, 40 contracts of this nature have been concluded, for a total amount of more than \$1000, 00, enabling Unesco to use the experience and competence of international non governmental bodies for a common purpose. (Herick,1948)

Global Citizenship education cannot be fully executed without getting familiarised with nature co-existence principles, article “Nature Preservation Study” (1948) describes actions of UNESCO towards Nature education for world-community:

"Unesco's function has been defined as that of 'mobilizing ; the forces of education, science and culture for the ultimate establishment of a free and peaceful world-community'. Such a community will depend on the health and vitality of the individual who compose it. Such a goal can best be achieved not only by the prevention of disease, but also through education and scientific research directed at creating a fuller understanding of the vital relationships between soil and water and plant and animal life. In other words, making mankind aware of the relationship of living things with each other and with their environment, or the science of ecology". (“Nature Preservation Study”, 1948)

Final realization that no nation can live to itself comes to UNESCO members during Prague Seminar, where topics concerning national understanding were raised: “Cultural continuity in civilized world” (1948) lecture delivered at Prague seminar: “Unesco drew up its programme of work it stressed the need for "an enquiry into the distinctive character of the various national cultures and ideals, with the aim of stimulating the sympathy and respect of nations for each other's ideals and aspiration and the appreciation of national-problems. One focus of such an enquiry would be the study of ways by which the young are trained to become responsible participants in the national culture" **No Nation Can Live To Itself Alone.** This programme of Unesco's is especially necessary in the world today. No nation any longer lives by itself alone. In the modern world it is absolutely necessary that each nation take some attitude about other modes of life than its own”(“Cultural continuity in civilized world”,1948)

Conference called for tolerance and international contribution into common future: “If we are to accept the different ideals and alternative social arrangements of the nations of the world, those of us who are professionally concerned with childhood educational have a task which extends far beyond problems of curriculum revision. We need the clear-sightedness and the tolerance which will help us to appreciate the different kinds of strengths which different nations could contribute to the world in which we desire to live.” (“Cultural continuity in civilized world”,1948)

Conclusion

This issue covered many sides of challenges in International understanding and joint cooperation of different nations, starting from technical issues and learning for film production and finishing with necessity to involve as many as possible non-governmental organizations into process of Global Citizenship education for tolerance and international understanding.

Calls for unity and reconsidering of current nation-based division principles of the people living together, start to repeat more often in UNESCO activities.

3.10. UNESCO Courier № 10 - November

This issue is fully devoted to General Conference of UNESCO in Lebanon in November 1948 and discussion of future work tendencies of the organization. Article "Conference opens in Lebanon November 17th" (1948) tells us about the staff of the meetings and key topics for future work that were discussed: "Estimated 1.500 delegates. Official observers, members of the Secretariat, journalists and guests will gather in Beirut, Lebanon, on November 17 for the Third Session of Unesco's General Conference. This annual assembly, devoted to the idea that the peoples of the world can live together in peace and understanding in spite of their differences by the international development or education. Science and culture, is scheduled: meet for three and a half weeks to appraise Unesco's activities during 1948 and formulate world programme of action for 1949 and succeeding years.". ("Conference opens in Lebanon November 17th",1948)

In my research I would like to draw your attention on the words of Director of UNESCO "Dr. Huxley On **"The Advance of World Civilization"** (1948), **where he wisely suggests principles of World Civilization development and its' advantages** : "I would like to throw out the suggestion that for the purpose of a unifying and general appeal, the underlying idea behind all Unesco's activities can best be expressed in the five words "The Advance of World Civilization", "Civilization because civilization implies peace, and is indeed in essence the technique of peaceful Thing ; World civilization because peace must be

global, and because civilization confined to one section of humanity is not compatible with Unesco's constitution, and is indeed provocative of violence and war ; advance of world civilization because world civilization is in its infancy. This idea of the promotion of civilization on a world basis has in the first place the advantage of being practical and concrete. The idea of world civilization has a further advantage in that it transcends nationalism". (Huxley,1948) Dr. Huxley very well realizes that the Civilization at that period is quite primitive, and its "barbarian" methods of interaction through war are not allowed in the future, during the World Civilization building.

Conclusion

This 10th issue of UNESCO Courier was last in 1948, that is why it describes future-coming priorities and steps that UNESCO plans to make towards developing all spheres this organization is responsible for - education, science and culture. Program for 1949 set on the last 1948 Conference included reconstruction of communications, basic education, more vast cultural exchanges both in the non-governmental organizations and educational institutions, further involvement of National Commissions in the process new Global Citizenship inculcation among population of the Earth and strengthening of social relations. The words of Director Huxley during the Conference make us think about real necessity of World Civilization principles' implementation and its advantages for all the humanity.

4. CONCLUSIONS

The 20st century has showed that the humanity reaches a new stage of shocks and uncertainties – that is connected with the collapse of politician systems in the world and changing society. In the time of crisis, people look at the citizenship ideals like at the hope, a method of problems' solution. Can the Citizenship Education make some contribution in its turn for a new civilization challenge?

The World War II had ended; people all over the world were recovering from the years of destruction and hoping for peaceful and civil society. In the history after war years are filled with very important events in the history of liberty. Mongolia got referendum on In-

dependence, first session of UN assembly was opened 10th of January 1946, Albania got Constitution, League of Nations forwarded full power to United Nations, in 1947 India got independence from Great Britain, in 1948 friendship treaty between Hungary and Bulgaria. These are only some examples of development of cooperation between countries and nations. People all over the world were seeking for peace and international security. From this place young Global organization UNESCO starts its productive activity in promoting ideas and making steps towards Global Citizenship society.

Having analyzed the position and activity of such Global Organization as UNESCO towards Global Citizenship concept shaping in the after War period, I came to the following conclusions.

Promoting Global Citizenship ideas, UNESCO used different methods. Let's start with **conferences and seminars**. These methods were very popular, using them UNESCO was able to involve a lot of people into the process of knowledge receiving and social development. During the conferences UNESCO leaders took decisions in all spheres of organization's activity. New prospect of further actions were discussed. The topics of such Conferences included: peace-making, international understanding, international education issues, support for war-devastated countries etc. UNESCO Conferences and seminars were organized both on the local and global levels. Along with General Conferences (Mexican conference for example) on the high level of the participants (top managers of the organization), regional conferences were organized, where the participants of national commissions take decisions on the local area of given responsibility.

UNESCO donated millions of dollars on reconstruction of war-devastated countries, dispersing money according to needs of each department. Big sums were spent on cultural exchanges, seminars, technical support of information flows, publishing etc.

Being Global agency UNESCO had to adjust connections and **cooperation with non-member states**, in order to involve into the process of Global Citizenship education as many people as possible.

In the beginning its activity, **UNESCO got support from world politicians** and activists who were president of The U.S.A. Harry Truman and Mahatma Gandhi. These politicians and activists promoted the idea of One World and showed great sympathy to UNESCO's intentions in promoting international understanding and peace state of mind.

Through UNESCO publications we can notice a big role that the headquarters of the organization gave to the **national commissions' work**, because exactly national commissions do the work that was planned during General Conferences.

UNESCO used different methods of information flow. In order to support proposed idea of **"freedom of information"** UNESCO arranged **publishing**. Different pamphlets devoted to international understanding and particular countries, translation of classics, books were issued by this global organization. UNESCO took care about the accessibility of the published materials – the price for "UNESCO information" was very loyal. Radio broadcasting was very popular in the late 1940s, but unfortunately, after years of military actions, broadcasting lines were heavily damaged. Having restored the technical conditions for broadcasting radio waves, UNESCO used radio as a tool for information delivery and Global Citizenship concept propaganda. Television was less popular than radio, due to its expensiveness, but UNESCO uses this source of information as well, making films about international understanding.

Along with delivering Global Citizenship ideas, UNESCO promoted **teaching about The United Nations as Global organization**, informing people about its activity. In order to unite children internationally UNESCO **organizes international summer seminars and work campuses**. In such campuses, UNESCO workers arrange children cooperation through intercultural exchange and achieving joint goals through work. Another good example of youngsters' involvement into the process Global Citizenship Education was the essay and poster contest "Together we build new World".

Being responsible for international education, UNESCO **shapes the work of universities defining priory teaching concepts of Global Citizenship**. General Conference of Universities where universities' leaders met discussed Global Citizenship Education issues in necessity of international understanding and world mental health education.

UNESCO **played great role in preparing** one of the most important documents in the history of humanity and Global Citizenship concept – **Universal Declaration of Human Rights**, which was adopted 10th December 1948.

Analyzed only one year of UNESCO activity in 1948, we already managed to discuss serious actions in Global Citizenship-concept building, which was the primary aim of the present research. Concept of Global Citizenship cannot be widely implemented and accepted by citizens of modern world at once. It takes time for people to realize and accept all the key concepts of Global Citizenship Leonard S. Kenworthy described in his article “A World Citizen”.

Even now, in the beginning of the 21st century, with the fast and advanced forms of communication, humanity is far from following Global Citizenship principles’ existence. It has passed more than sixty years from the events, analyzed in the present research, but the situation hasn’t significantly changed. Global Citizenship remained to be theoretical concept, and requires revision in delivery methods. From the first years of existence, UNESCO designated its clear positions in Global Citizenship concept and the idea of international co-existence. This Global Organization grounded excellent methods of Global Citizenship education that are widely used in modern educational institutions.

Researches who would like to continue studying concepts of Citizenship and Global Citizenship Education have a good start with UNESCO’s carried work on this subject. With the constant development of public thoughts, old concepts should be revised and interpreted according to the needs of society, in case of Global Citizenship it does not need to be revised completely, because in my personal opinion as a researcher, at the moment we have very similar international situation as we had 60 years ago and we need Global Citizenship concept to be considered and widely implemented as fast as possible, because if we, the population of the Planet Earth, will not do so, the consequences can be irreversible.

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