

229326

1969

MINISTÉRIO DA EDUCAÇÃO E CULTURA

INEP 1683/69



MINISTÉRIO DA EDUCAÇÃO E CULTURA
DEPARTAMENTO DE ADMINISTRAÇÃO
SERVIÇO DE COMUNICAÇÕES

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ESTRUT E ATIVIDADES DAS N.U. E AG.ESP.
GAB

ATIVIDADES DAS NAÇÕES UNIDAS

SECRETARIA GERAL
FICHADO

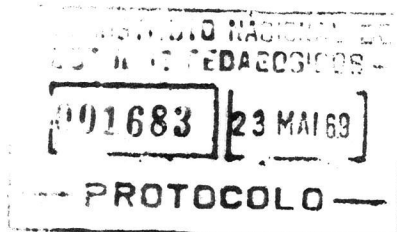
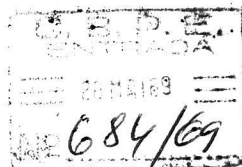
ANEXOS	1	2	3	4	5
6	7	8	9	10	11
12	13	14	15	16	17

DISTRIBUIÇÃO

DESTINO	DATA	DESTINO	DATA	DESTINO	DATA
GAB	14-5-69				
<i>Subsecretaria</i>	<i>15/5/69</i>				
<i>Secret. Geral</i>	<i>15/5/69</i>				
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<i>EBPL</i>	<i>27/5/69</i>				

SECRETARIA GERAL
FICHADO

FICHADO
SG / BSS *M. Machado*



DNU/DCInt/ 38 /642.6(04)

Resolução 1012 (XXXVII) do EKOSOC. Ensino em escolas dos propósitos e princípios, e da estrutura e atividades das Nações Unidas e agências especializadas.

DDIP

29.5.69

PR

MINISTÉRIO DAS RELAÇÕES EXTERIORES
Departamento de Administração
SEÇÃO DE COMUNICAÇÕES

229326

12 MAIO 1969

3/3

O Ministério das Relações Exteriores cumprimenta o Ministério da Educação e Cultura e tem a honra de encaminhá-lo, em anexo, cópia da nota Ref.: PU 155/3, 31 de março último, pela qual o Secretário-Geral das Nações Unidas transmite cópia da resolução 1012 (XXXVII) do Conselho Econômico e Social, relativa ao ensino em escolas e outras instituições educativas dos propósitos e princípios, e da estrutura e atividades das Nações Unidas e das Agências Especializadas.

2. Em observância aos termos da referida resolução, o Secretário-Geral deverá submeter, em 1970, um relatório ao Conselho Econômico e Social, para cuja feitura receberá a colaboração do Diretor-Geral da UNESCO.

3. Nessas condições, solicita o Secretário-Geral que, dentro do alinhamento genérico traçado em sua nota, o Governo brasileiro apresente, até o dia 30 de agosto próximo, os

Ao CBPE.

MRE/DNU/DCInt/ /642.6(04)/1969/2.

os dados que deverão figurar no relatório conjunto.

4. O Ministério das Relações Exteriores muito agradecerá, pois, ao Ministério da Educação e Cultura, o obséquio de supri-lo com as informações disponíveis sobre a matéria, e que respondam, total ou parcialmente, aos quesitos constantes do Anexo II da nota em aprêço.

 Brasília, em 9 de maio de 1969.

UNITED NATIONS  NATIONS UNIES
NEW YORK

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REFERENCE

PU 155/3

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JW
.....
The Secretary-General of the United Nations presents his compliments to the Minister for External Relations of Brazil and has the honour to draw his attention to resolution 1012 (XXXVII) adopted by the Economic and Social Council on 27 July 1964 concerning the teaching of the purposes and principles, the structure and activities of the United Nations and the specialized agencies in schools and other educational institutions in Member States. A copy of the text of the resolution is attached as Annex I.

The Council, in this resolution, "Requests the Secretary-General of the United Nations, in collaboration with the Director-General of the United Nations Educational, Scientific and Cultural Organization and the executive heads of other interested specialized agencies, to compile a further report on this subject, on the basis of inquiries to Governments of Member States of the United Nations or members of the specialized agencies, for consideration by the Council in 1970". It further urges Member States to furnish, in response to the inquiries addressed to them, full information on the situation in their respective countries, "particularly as regards teaching about the role of the United Nations and its related agencies in furthering social and economic development for the benefit of mankind during the United Nations Development Decade".

Accordingly, in their joint report to the Economic and Social Council in 1970 the Secretary-General and the Director-General of the United Nations Educational, Scientific and Cultural Organization plan



to emphasize the results achieved by Member States during the period 1964-1969 in developing effective programmes of teaching about the United Nations and its related agencies, especially their work in the field of economic and social development, in respect of the training of teachers on the purposes and work of the United Nations, the place given to such teaching in primary and secondary schools and in colleges and universities, the supply of suitable teaching materials, and the work done in youth and adult education programmes, with particular reference to the role of non-governmental organizations and the contribution of the mass information media. Details under these main headings are given in the inquiry form attached as Annex II.

It would be appreciated if examples of curricula, textbooks and other teaching aids used in programmes of instruction about the United Nations and its related agencies could be sent to the Secretary-General of the United Nations together with the replies from Member States.

It is expected that the Council will consider this report at its spring session in May 1970. The Secretary-General would therefore appreciate receiving, on or before 15 August 1969, a reply from His Excellency's Government furnishing the data requested.

31 March 1969

BK

UNITED NATIONS  NATIONS UNIES

RESOLUTION ADOPTED BY THE ECONOMIC AND SOCIAL COUNCIL

1012 (XXXVII). Teaching of the purposes and principles, the structure and activities of the United Nations and the specialized agencies in schools and other educational institutions of Member States

The Economic and Social Council,

Recalling General Assembly resolutions 137 (II) of 17 November 1947 and 1511 (XV) of 12 December 1960 which recommended to Member States that measures be taken to encourage the teaching of the purposes and principles, the structure and activities of the United Nations and its related agencies in schools,

Recalling also its previous resolutions on this subject and, in particular, resolution 748 (XXIX) of 6 April 1960,

Having considered the report^{1/} prepared jointly by the Secretary-General of the United Nations and the Director-General of the United Nations Educational, Scientific and Cultural Organization, in accordance with Council resolution 748 (XXIX),

Noting with satisfaction that progress continues to be made in many Member States in developing facilities for teaching about the United Nations and its related agencies,

1. Believes that special attention should be given in teaching about the United Nations and its related agencies to the contributions being made by them to international peace and understanding and international co-operation and particularly to their achievements in the fields of economic and social development;
2. Expresses its appreciation for the valuable work done by non-governmental organizations in consultative status in helping to disseminate information about the United Nations and the specialized agencies, and expresses the hope that they will continue their efforts in this field;
3. Invites the Secretary-General of the United Nations and the Director-General of the United Nations Educational, Scientific and Cultural Organization to give appropriate consideration, within existing programmes and budgets and without detriment to normal programmes, to providing study grants to textbook authors, persons responsible for educational television and radio, and persons responsible for school curriculum development, for the purpose of spending time in the Headquarters of the United Nations or of the specialized agencies to become better informed concerning the achievements and activities of the United Nations, as well as its structure and principles;

^{1/} E/3875 and Add.1-3.



4. Requests the Secretary-General, in collaboration with the Director-General of the United Nations Educational, Scientific and Cultural Organization and the executive heads of other interested specialized agencies to compile a further report on teaching about the United Nations and its related agencies in schools, educational institutions and adult education programmes, on the basis of inquiries to Governments of Member States of the United Nations or members of the specialized agencies, for consideration by the Council in 1970;

5. Emphasizes the importance of further efforts in the field of the production of teaching materials and audiovisual aids and assisting countries in this respect;

6. Requests the Secretary-General and the executive heads of the specialized agencies to give a relevant importance within the existing budgets to the preparation and distribution of materials in as many different languages as possible about the structure, goals and achievements of the United Nations and its specialized agencies;

7. Urges Governments of Member States of the United Nations or members of the specialized agencies to furnish, in response to the inquiries addressed to them, full information in their respective countries, in the public and private sectors as appropriate, particularly as regards teaching about the role of the United Nations and its related agencies in furthering social and economic development for the benefit of mankind during the United Nations Development Decade.

UNITED NATIONS



NATIONS UNIES

1970 REPORT TO THE ECONOMIC AND SOCIAL COUNCIL
ON TEACHING ABOUT THE UNITED NATIONS

INQUIRY FORM FOR MEMBERS STATES*

In their joint report to the Economic and Social Council in 1970, the Secretary-General of the United Nations and the Director-General of UNESCO plan to emphasize the results achieved by Member States during the period 1964-1969 in developing effective programmes of teaching about the United Nations and its related agencies, with particular attention to their work in the field of economic and social development, especially in respect of:

- X - The training of prospective teachers and teachers-in-service;
- X - The place given to such teaching in primary and secondary schools and in colleges and universities;
- X - The supply of suitable teaching materials;
- X - Youth and adult education in this field, with particular reference to the role of non-governmental organizations;
- X - The contribution of mass information media (press and other publications, films, radio and television).

Those responsible for drawing up national reports are invited to give consideration to the following questions in preparing their report:

I. General observations

- ✓ 1. What have been the most significant development in the field of teaching about the United Nations during the period 1964-69?
- ✓ 2. To what extent has special attention been given in such teaching to the contributions being made by the United Nations family to international peace and understanding and to their role in furthering social and economic development for the benefit of mankind during the United Nations Development Decade?
- ✓ 3. What general evaluation might be made of progress in this field? To what extent have main problems mentioned in previous reports been overcome? What main difficulties and obstacles remain?

* If the information requested on any point has been provided recently in reports prepared for other purposes, it will suffice to cite the relevant text and attach a copy of the document or publication in which it appears.

- ✓ 4. What official action has been taken by national or local authorities to encourage and assist the development of teaching about the United Nations and its related agencies? Do your country's legislative or other official texts laying down the general aims of education contain any provisions regarding such teaching? Please reproduce the relevant texts.
- ✓ 5. Has there been any significant evolution in the interest shown by various groups (e.g., teachers, civic or religious organizations, youth organizations, the general public) in the work of United Nations organizations or in their attitudes towards these organizations?
- ✓ 6. What suggestions might be made for intensified action at the local, national and international levels to promote the extension and improvement of education in this field?

II. Teacher Training Programmes

- ✓ 1. In the curricula of teacher training institutions in your country, what further steps have been taken during the period under review to provide courses designed to prepare prospective teachers to teach about the aims and work of the United Nations and its related agencies in primary schools? In secondary schools?
- ✓ 2. Has such instruction normally been given in separate courses on the United Nations and its related agencies or has it formed part of other subjects, e.g., history, social studies, health education? Can examples be given to show how many hours might be devoted to such instruction in representative instances?
- ✓ 3. Has such instruction normally formed part of the curriculum required of all teachers in training or has it generally been optional in nature?
- ✓ 4. Has knowledge about the United Nations and its related agencies been provided to teachers in training through extra-curricular activities? What kinds of extra-curricular activities have been undertaken for this purpose?

✓ III. In-Service Teacher Training Programme

During the period under review, what programmes and methods have been used to provide information on the aims and work of the United Nations and its related agencies specifically to teachers in service in primary schools? In secondary schools? In teacher-training institutions? Approximately what proportion of teachers in service in your country have been reached by such programmes?



✓ IV. The United Nations in the Primary School Programme

- ✓ 1. Have the curricula or syllabuses in force included provision for instruction on the aims and work of the United Nations and its related agencies in primary schools? If not, have steps towards the inclusion of such instruction in curricula been taken during the period under review?
- ✓ 2. If included, has such instruction taken the form of separate courses of study or has it been provided as a part of other subjects (e.g., history, social studies, civics, geography) in the regular school curricula in primary schools?
- ✓ 3. Have extra-curricular activities concerned with the United Nations and its related agencies formed a regular part of the school programme in primary schools? Please describe briefly the nature and extent of the chief activities which have been undertaken (e.g., observances of United Nations Day or Week, Human Rights Day, World Health Day, UNICEF projects, and so forth).

✓ V. The United Nations in the Secondary School Programme

- ✓ 1. Have the curricula or syllabuses in force included provision for instruction on the aims and work of the United Nations and its related agencies in secondary schools? If not, have steps towards the inclusion of such instruction in curricula been taken during the period under review?
- ✓ 2. If included, has such instruction taken the form of separate courses of study or has it been provided as a part of other subjects (e.g., history, social studies, civics, geography) in the regular school curricula in secondary schools?
- ✓ 3. Have matriculation examinations or other external examinations at the school-leaving age regularly included questions on the United Nations and its related agencies? If not, have steps for the inclusion of such questions been taken during the period under review?
- ✓ 4. Have extra-curricular activities concerned with the United Nations and its related agencies formed a regular part of the school programme in secondary schools? Please describe briefly the nature and extent of the chief activities which have been undertaken (e.g., international relations clubs, observances of United Nations Day or Week, Human Rights Day, World Health Day, Model United Nations sessions, conferences, poster and/or essay contests, and so forth).



VI. Classroom Teaching Materials and Aids

- ✓ 1. Have textbooks produced during the period under review given greater attention than previously to the United Nations and its related agencies?
- ✓ 2. To what extent has the need for suitable textbooks and teaching materials at the different levels of education been met? What significant gaps remain?
- ✓ 3. What methods have been used to provide up-to-date information to supplement textbooks and teaching materials? Have current affairs news bulletins especially prepared for schools or similar periodicals been used?
- ✓ 4. Approximately what proportion of schools have made use of films and filmstrips on the work of the United Nations and related agencies?
- ✓ 5. Have school radio broadcasts or educational television programmes on the United Nations and its related agencies been provided in your country? If so, how frequently? What has been the approximate size of the audience reached?

VII. United Nations Study in Colleges and Universities

- ✓ 1. In courses of study at colleges and universities has attention been devoted to the aims and work of the United Nations and its related agencies? Has such instruction been given in separate courses on the United Nations or has it formed part of other subjects, e.g., political science, history, government, economics, international relations, or international law?
- ✓ 2. Has such instruction been given at the undergraduate level? In graduate schools? If the latter, have theses and dissertations been written on the aims or work of the United Nations or its related agencies? What subjects have been treated?
- ✓ 3. What have been the chief extra-curricular activities relating to the United Nations undertaken in colleges and universities?

VIII. Adult Education Programmes on the United Nations

- ✓ 1. Have programmes of adult education been conducted on the aims and work of the United Nations and its related agencies? Please describe briefly the chief forms which such programmes take (e.g., systematic study courses, discussion groups, conferences, seminars, lecture series, study-visits to Headquarters of the United Nations and/or its related agencies).



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- ✓ 2. Under what auspices have such programmes taken place (e.g., United Nations Associations, labour unions, religious organizations, service clubs, educational institutions, such as the extra-mural departments of universities)?
- ✓ 3. Can an estimate be given of the approximate numbers and characteristics of adults reached by such programmes?
- ✓ 4. Have radio broadcasts and television programmes provided information on the United Nations and/or its related agencies? Has such coverage consisted mainly of news announcements or have feature programmes also been provided?

It would be appreciated if examples of materials of the kinds listed below could be sent to the Secretariat of the United Nations together with reports:

- ✓ - Instructions or recommendations concerning teaching about the United Nations and its related agencies issued by local or national educational authorities;
- ✓ - Lesson plans, syllabuses or curricula for teaching about the work of the United Nations and its related agencies in primary schools, secondary schools, teacher-training institutions and colleges and universities;
- ✓ - Copies of school-leaving, matriculation or other qualifying examinations containing questions on the work of the United Nations and its related agencies;
- ✓ - Textbooks, teaching aids and supplementary teaching materials used at the different levels of education;
- ✓ - Plans or outlines of programmes of education on the work of the United Nations and its related agencies organized for young people or adults;
- ✓ - Scripts or tapes of special radio or television broadcasts concerned with the United Nations or its related agencies.