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The Role of UNESCO in the Development of Cooperation in the Field of Education: History and Modernity

Abstract. The article presents a retrospective analysis of the fundamental priorities of an international organization in the field of education, science and culture. UNESCO has made a significant contribution to the development of world educational systems in the context of the dynamics of integration processes inherent in the modern era. UNESCO has contributed in the decrease of illiteracy by defending the right of everyone to receive education. One of the priorities of UNESCO is the development of regional cooperation in the field of education in all regions of the world community. In recent decades, the organization has focused on the dissemination of continuing education for all population groups and lifelong learning. Over the course of many activities, UNESCO has focused its research resource on the constant search for the most effective forms of cooperation with the public in various spheres of the life of complex social systems.

Keywords: UNESCO, cooperation, culture, education, science.

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Introduction. The activities of UNESCO remain more relevant than ever in the world despite the fact that seventy-four years have passed since its foundation. Cooperation with UNESCO, carrying out humanitarian work in the field of education, science and culture in general, contributing to the realization of the national interests of the Republic of Kazakhstan, is important for Kazakhstan in the context of the formation of a knowledge-based society.

In order to support the building of knowledge societies, UNESCO is taking a strategic approach to promote universal access to information, helping Member States to realize the opportunities arising from the increasing use of information and communication technologies and information flows and to meet relevant challenges.

In the field of education, UNESCO is developing tools to shape future citizens free from hatred and intolerance, and is making efforts to ensure that every citizen has access to quality education. By contributing to the preservation of cultural heritage and protecting the equal dignity of all cultures, UNESCO is strengthening its ties [1].

At the same time, UNESCO is helping to develop research policies as a driving force for development and cooperation. UNESCO advocates freedom of expression as a fundamental right and a necessary condition for democracy and development. UNESCO acts as a laboratory of ideas, sets international standards and implements cooperation programs that promote the free exchange of ideas and knowledge [2].

The main issues addressed by the Organization, in particular, education for all, cultural diversity, the ethics of science, human rights, knowledge societies, democracy, intercultural dialogue and dialogue among civilizations, need a strong philosophical basis, analytical and conceptual accuracy. Based on this concept, the authors set a goal to analyze the key priorities of the organization in the field of education in historical retrospective, including modern tasks and illustrating their implementation on the example of Kazakhstan. In our opinion, the most complete, objective analysis of the organization's activities is possible in a historical context.

Recalling the history of the creation of UNESCO, one cannot but emphasize that the key reason for its appearance was the need for cooperation in the field of education. Thus, one of the projects of particular interest for intellectual cooperation was the creation of an International University. The activities of several international associations with a center in Brussels prompted Henri Lafontaine and Paul Otlet to establish in 1907 the Central Bureau of International Associations, which three years later became the (Union des associations internationales (UAI).

Then, in 1894, A. Lafontaine expressed the idea of organizing an International University, which was developed by P. Otlet in the book “International Problems and Wars”, published in 1916.

The first session of the International University in 1920 brought together 47 professors and about 100 full-time students from 11 different nationalities. Owing to the premises provided by the Belgian government, the international intellectual center (Centre intellectuel international) was created, the core of which was the International Bibliographic Institute, the International Library, the International Museum, the International University and the Center’s Office. However, the dependence of the Union of International Associations on the material support of the Belgian government turned out to be a serious obstacle to the recognition of the international status of the International Intellectual Center. At the same time, alternative projects appeared in various countries [3].

In September 1921, the Council and the Assembly of the League of Nations decided to create the International Commission on Intellectual Cooperation (Commission internationale de Coopération intellectuelle / CICI). It was a technical commission in consultative status with the Council and Assembly of the League of Nations. It consisted of independent intellectual personalities with great fame. The main objective was to facilitate the study of the living conditions of intellectuals and intellectual property issues.

The Commission President Henri Bergson, a world-famous French philosopher, turned with the approval of the Assembly in January 1924 to financial assistance from governments and individuals. Soon after, the French government proposed providing the facilities necessary for the creation of the (Institute international de Coopération intellectuelle).

The proposal of France was discussed by the Council and Assembly of the League of Nations at the end of 1924. Despite the opposition of the Anglo-Saxon group, which saw in this proposal only the pursuit of national goals by French diplomacy, the proposal was accepted. The Charter of the Institute, drafted by the French government, was approved by the Council on December 13, 1924. The law of July 9, 1925 and the decree of September 12, according to which the Institute received one wing of the Palais Royal, created a new international institution. The inauguration took place on January 16, 1926. The institute was recognized as independent from the French authorities. In 1939, forty-four states were accredited to it. The Second World War posed many serious problems for participants in intellectual and cultural cooperation. An example of mass approval of a totalitarian ideology showed that education could become a determining factor in international relations [4, 35–36].

The driving force in the process of creating UNESCO was the Conference of Allied Ministers of Education, which met periodically in London from October 1942 to September 1945. In December 1943, in a letter to the British Foreign Office, country delegations proposed the creation of an international organization in the field of education. It was assumed that the issue of assisting the education systems of the allied countries after the war and the direction of the activity of international non-governmental organizations in the desired direction would be discussed. It should be noted that London was at that time the seat of eight governments in exile. The Delegation of Belgium expressed the wish that the intellectual ties that developed through the International Institute for Intellectual Cooperation be restored after the war.

The conference of the Allied countries in Dumbarton Oaks (USSR, USA, Great Britain), held in September-October 1944, which was a decisive step towards the creation of the United Nations,

was a very important turning point in the discussions of the Big Four. These discussions allowed the four parties to agree on a number of issues and lay the foundations of the United Nations. Among the number of issues, the decision to create the UN Economic and Social Council was also discussed. This was a victory for American views, which perceived the new organization not only as a guarantor of world security, but also as a center for coordinating non-political activities at the international level. The Economic and Social Council was to take on this role.

At a preparatory conference in 1945, representatives of France, which was represented by a delegation of 25 people led by socialist leader Leon Blum, and included Henri Bonnet, Frederic Julio Curie and Rene Cassin, proposed substantiating UNESCO headquarters in Paris.

The UN Conference on the Establishment of UNESCO began on November 1, 1946 in London with the participation of delegates from 44 countries and observers from 8 international organizations. This preparatory conference developed three important documents: the Final Act of the conference, the UNESCO Charter (Convention on the Establishment of the United Nations Educational, Scientific and Cultural Organization) and the Interim Agreement on the Establishment of the Preparatory Commission for Education, Science and Culture.

The goals and functions of UNESCO which are stated in its Charter as follows: “The organization aims to promote peace and security by expanding the cooperation of peoples in the fields of education, science and culture in the interest of ensuring universal respect for justice, the rule of law and human rights, as well as the fundamental freedoms proclaimed in the Charter of the United Nations, for all peoples without distinction of race, gender, language or religion”[5].

With the signing of the Final Act of November 16, 1945, UNESCO was founded and after ratification by the twenty countries of the agreements signed in London, it became official. Julian Huxley (1887-1975) was elected as a first Director-General of UNESCO. Huxley was considered a contemporary universal scientist, a recognized expert in many fields of education, science and culture. He was a member of many humanitarian organizations, played a major role in the creation of the World Wide Fund for Nature. According to H. Morel, the first Director-General “thanks to his idealistic and elevated temperament, conveyed great enthusiasm to the staff and representatives of Member States for the ideal of UNESCO, gave UNESCO real inspiration that lasted for many years” [7, 55-56].

According to the French researcher, “UNESCO for the first thirty years suffered from serious structural problems: difficulties in defining clear conceptual guidelines, political problems, administrative dysfunction, weak public image” [7, 421].

However, UNESCO has evolved. Its development was directly related to the fact that the main areas of its activities - education, science, culture and communications - are constantly in the process of change. Studying the history of the organization, we see that the organization was moving gradually from concepts to actions and from actions to results.

UNESCO has made a huge contribution to the development of education systems, especially in the young independent states of Asia and Africa freed from colonial dependence. Thanks to the organization, the level of illiteracy was reduced, but, above all, it defended the right of everyone to receive education. It has also promoted regional cooperation in the field of education in all regions of the world. In recent decades, the organization has focused on the dissemination of quality education for all population groups and lifelong learning.

We also emphasize the following features in the activities of UNESCO:

Firstly, with a huge variety of topics, UNESCO’s activities are distinguished by interdisciplinary characteristics.

Secondly, the methods of action are also very diverse: publications and research; meetings, conferences, courses, seminars; expert advisory missions; regulatory action; establishment or support of institutions; operational actions; subsidizing and encouraging external actions; cooperation with international non-governmental organizations and private institutions.

Thirdly, direct contact between UNESCO and the population through the UNESCO Bu-

reau and the National Commissions, which are a kind of “nerve centers” creating links.

It is no accident that K. Mahe, who became the Director-General of UNESCO in 1962, emphasized the importance of the National Commissions, “genuine innovation for which there is no precedent and encouraged them to do more to help UNESCO in its operational activities” [7, 498- 499].

At the present stage, the role of the organization in the field of education is extremely important. UNESCO Director-General Audrey Azoulé, in her speech on the UN Goals for Sustainable Development: the key role of education (UNESCO, February 28, 2018), emphasized the role of education in improving the quality of life: “To get a quality education is to create an identity that is open to the understanding of others and sensitive to the complexity of the world. This is the acquisition of a critical spirit, the best defense against the temptations of extremism. It is about creating a responsible citizenship in order to understand the problems that we face, to find solutions for a sustainable future. Education changes life”. Based on this goal, “UNESCO will continue to facilitate the discussion of political, ethical and social problems and the problems of building sustainable and inclusive knowledge societies” [4, 78].

In particular, UNESCO will strive to promote the universality of content, technology and processes through the use of open technology standards and open licenses that allow for the free and legal exchange of information or its collection with the involvement of broad groups of Internet users (crowdsourcing) for effective interaction and sustainable innovation at the local, national and international levels” [4, 31].

In our opinion, in the era of globalization, UNESCO’s ability to contribute to the cause of peace and humanism through education, the development of science, culture and communication substantially depends on the active participation and cooperation of the Member States of the Organization.

Today, the Organization includes 193 member countries and 11 associate members. Articles II and XV of the Constitution and Rules 98-101 of the Rules of Procedure of the General Conference [5], govern membership in UNESCO.

UNESCO Member States can enter UNESCO. The remaining states may be admitted to UNESCO on the recommendation of the Executive Board, if two-thirds of the votes of the General Conference, the supreme body of the organization, are cast for them. Territories or groups of territories that are not subjects of international relations may be accepted as associate members. Their acceptance, rights and the General Conference [5] determines obligations.

Most Member States have permanent missions to UNESCO, headed by Permanent Representatives, liaising between the organization and the respective governments. The entry of the Republic of Kazakhstan into UNESCO in May 1992 gave a qualitatively new impetus to the development of humanitarian cooperation at all levels, and contributed to the expansion of cultural ties.

In 1994, the UNESCO Cluster Office in Almaty was opened; it operates in four countries: Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan. The Office is currently operating on the basis of the UNESCO sub regional strategy for 2018-2021. Activities in each country are carried out through the National Commissions for UNESCO and a network of partners in their fields of competence [8].

On August 9, 1995, a Memorandum of Cooperation between the Republic of Kazakhstan and UNESCO was signed. In the field of education, the Memorandum provided for the involvement of the Republic of Kazakhstan in UNESCO projects and programs. In addition, the parties recognized the need for reform and modernization of education in Kazakhstan and the participation of a specialized UN agency in these processes.

Like other countries - members of the organization, Kazakhstan created the National Commission for UNESCO, which facilitated the fruitful participation of Kazakhstan in UNESCO.

Cooperation with UNESCO for many years remains one of the important directions of Ka-

zakhstan's foreign policy. On July 29, 1994, the Republic of Kazakhstan ratified the Convention for the Protection of the World Cultural and Natural Heritage. Kazakhstan became the first country in Central Asia, the nature reserves of which were included in the list of universally recognized natural sites of world significance. Work continues to expand the representation of Kazakhstani objects in the UNESCO World Heritage List. Currently, the following masterpieces of the cultural and natural heritage of Kazakhstan are included in it - "The Haji Ahmed Yasawi Mausoleum" (2003), "Petroglyphs of the Archaeological Landscape of Tamgaly" (2004) and "Sary-Arka - Steppes and Lakes of Northern Kazakhstan" (Korgalzhyn and Naurzum State Nature Reserves - 2008), "Silk Road: the network of routes of the Tien Shan corridor" (Kazakhstan included 8 objects: Kayalyk, Karamergen, Talgar, Stepninskoye, Akyrtyas, Kulan, Kostobe and Ornek - 2014), Western Tien- Shan (Karatau Nature Reserve, Aksu-Zhab Aglinsky Reserve, Sairam-Ugam National Park - 2016).

Kazakhstan also participates in other UNESCO programs. At the regular session of the General Conference of UNESCO, the proposal of the Republic of Kazakhstan on the proclamation of the International Decade for the rapprochement of cultures from 2013 to 2022 was adopted [9].

The calendar of memorable dates and events of UNESCO included: the 150th anniversary of the birth of Abay Kunanbayev, the 100th anniversary of M. Auezov, the 1,500th anniversary of the founding of Turkestan, the 500th anniversary of Muhammad Khaydar Dulati, the 100th anniversary of the birth of S. Mukanov and K. Satpayev, the 2000th anniversary of the city of Taraz, the 200th anniversary of M. Utemisov, the 100th anniversary of G. Musrepov, the 100th anniversary of the birth of the scientist A. Margulan, the 100th anniversary of the birth of A. Kasteev, the 100th anniversary of the composer A. Zhubanov, scientist A. Mashani, director and actor Sh. Aimanov, actress A. Omurzakova, scientist U. Akhmedsafin, writer I. Esenberlin (2015), 500-year-old anniversary of the epos "Kyz-Zhibek", 150th anniversary of the statesman A. Bokeikhan (2016), 1000th anniversary of Almaty (2016), 850th anniversary of the death of Khoja Ahmed Yasavi (2016, joint application with Turkey).

The international register of UNESCO documentary heritage "Memory of the world" includes manuscripts of Khoja Ahmed Yasavi and his students, archival materials of the international anti-nuclear Movement "Nevada-Semey", as well as "Archival funds of the Aral sea".

The representative list of the intangible cultural heritage of mankind includes 10 nominations with the participation of the Republic of Kazakhstan: national applications "art of performing dombra Kyu", "Kazak kuresi", "game of asyk", "Traditional festive spring rites of Kazakh horse breeders" (kymyz muryndyk, bie baylau and aigyr kosu), "skills of making a yurt" and "Aitys, the art of improvisation", "Nauryz", and "Korkyt heritage" [10].

Kazakhstan's interaction with UNESCO continues to gain momentum and contributes to the successful implementation of projects in all major areas of the Organization's activities, and, above all, in the field of education [11]. In 2002-2014, the representative of the Republic of Kazakhstan in UNESCO was O. Suleimenov, a well-known Kazakh poet and public figure.

UNESCO, together with UNICEF, the world Bank, UNFPA, UNDP, UN Women and UNHCR, organized the 2015 world education forum in Incheon, Republic of Korea, at the invitation of the Republic of Korea, from 19 to 25 may 2015. More than 1,600 participants from 160 countries, including more than 120 Ministers, heads and members of delegations, heads of institutions and officials of multilateral and bilateral organizations, as well as representatives of civil society, the teaching profession, youth and the private sector, adopted the Incheon Declaration on the 2030 agenda for education, containing a new concept of education for the next 15 years [12].

This concept is about transforming people's lives through education. The important role of education as a major driver of development is recognized. This new concept is fully reflected in the proposed SDG 4: "Ensure inclusive and equitable quality education and create lifelong learning opportunities for all" [13].

In accordance with the Incheon Declaration, UNESCO, as the United Nations specialized Agency for education, undertakes to lead and coordinate activities, including advocacy for political commitment, promoting policy dialogue, knowledge sharing and standard-setting, monitoring progress towards education-related goals, and inviting stakeholders at the global, regional and national levels to guide the implementation of the agenda, as well as acting as an education coordinator in the overall SDG coordination structure [12].

At the beginning of the 21st century, UNESCO faced serious challenges. We are witnessing a phase of intensification of globalization processes, covering all aspects of society and influencing them - these processes are not limited only to the economic and financial spheres. The challenges to the world community arising from these processes affect the areas of responsibility and the very essence of UNESCO's activities.

In this regard, UNESCO wants to act as a catalyst, working in close collaboration with other UN agencies and intergovernmental organizations active in the field of higher education, with academic and scientific non-governmental organizations, and above all, with the higher educational institutions.

In this context, the UNESCO Chairs Program (UNITWIN) is important, which has existed since 1992 and seeks to unite as many partners as possible, and also establishes links with other existing programs and activities that pursue the same goals. As of January 31, 2019, it includes 735 UNESCO Chairs in 113 countries, of which Spain has 64 Chairs, Russia 60, France 34, Mexico 23, Italy 27, England 23, Canada 22, Brazil 21, USA - 18, Argentina - 16, Iran - 16, Germany - 12, Portugal - 12, Cuba - 12, Turkey - 11, Israel - 11, South Africa - 11, Japan - 10, Poland - 10, Uzbekistan - 10, Belarus - 7, Kazakhstan - 5 [14].

In 2017, a National Education Committee was created at the National Commission of the Republic of Kazakhstan for UNESCO, the potential of which, in our opinion, needs to be strengthened.

The effectiveness of National Commissions in promoting SDG 4 is not always in line with expectations due to a lack of support from the government or from UNESCO itself. However, in general, the role of UNESCO National Commissions can be called key in the activities of this organization, since they have the ability to influence public opinion in the country. The activities of the National Commissions were supplemented by the efforts of UNESCO Representations created in some countries. Particular attention should be paid to UNESCO Clubs, which were conceived as platforms for philosophical and other discussions: "UNESCO clubs in the beginning were an informal initiative put forward by UNESCO, which encouraged various groups, circles, clubs, youth associations"[15].

So, it can be argued that UNESCO throughout its activity has been very actively seeking the most effective forms of cooperation with the public in various fields. Now the time has come to give new dynamism to these relations through the skillful use of social networks and other capabilities of the Internet and artificial intelligence.

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Роль ЮНЕСКО в развитии сотрудничества в сфере образования: история и современность

Аннотация. В статье представлен ретроспективный анализ основополагающих приоритетов международной организации в сфере образования, науки и культуры. ЮНЕСКО внесла существенный вклад в развитие мировых образовательных систем в контексте динамики интеграционных процессов, имманентных современной эпохе. Благодаря ЮНЕСКО наблюдается снижение уровня неграмотности, но, прежде всего, она отстаивает право каждого человека на получение образования в своей стране. Одним из приоритетных направлений деятельности ЮНЕСКО является развитие регионального сотрудничества в сфере образования во всех регионах мирового сообщества. В последние десятилетия организация акцентирует свое внимание на распространении непрерывного образования для всех групп населения и обучении на протяжении всей жизни. ЮНЕСКО на протяжении многих лет деятельности фокусировала свой научно-исследовательский ресурс на постоянном поиске наиболее эффективных форм сотрудничества с общественностью в разных сферах жизнедеятельности сложных социальных систем.

Ключевые слова: ЮНЕСКО, сотрудничество, культура, образование, междисциплинарность, наука.

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ЮНЕСКО-ның білім саласы ынтымақтастығының даму рөлі: тарихы және қазіргі болмысы

Аннотация. Мақалада білім, ғылым және мәдениет саласындағы халықаралық ұйымның негізгі басымдықтарына ретроспективті талдау ұсынылған. ЮНЕСКО заманауи дәуірге тән интеграциялық процестердің динамикасы жағдайында әлемдік білім беру жүйесінің дамуына айтарлықтай үлес қосты.

ЮНЕСКО-ның арқасында сауатсыздықтың төмендеуі байқалады, бірақ бәрінен бұрын ол әркімнің өз елінде білім алу құқығын қорғады. ЮНЕСКО-ның басым бағыттарының бірі - әлемдік қауымдастықтың барлық аймақтарында білім беру саласындағы аймақтық ынтымақтастықты дамыту. Соңғы онжылдықтарда ұйым барлық халық топтары үшін үздіксіз білімді таратуға және өмір бойы оқуға баса назар аударды. ЮНЕСКО көптеген іс-шаралар үшін өзінің зерттеу ресурсын күрделі әлеуметтік жүйелер өмірінің әртүрлі салаларындағы халықпен ынтымақтастықтың тиімді нысандарын үнемі іздеуге бағыттайды.

Түйін сөздер: ЮНЕСКО, ынтымақтастық, мәдениет, білім, пәнаралық, ғылым.

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