

**The Rates of Participation of the Member Countries in the Institutional Objectives of UNESCO**  
(According to World Data on Education of UNESCO)

**Dr. Erdal Toprakçı\***

Cumhuriyet University, Turkey

**Abstract**

This study focuses on the rate of the participation of the member countries in the objectives of UNESCO. Text-based approach in method of content analysis has been used to carry out the study. The objectives of UNESCO have been identified and examined to reveal whether the member countries acknowledge these objectives among their national educational objectives. The study is limited with the data available on the UNESCO Web Page (World Data on Education of UNESCO). It has been found that only 5 of the member countries have fully adopted the objectives of UNESCO, which means that the national educational objectives of the remaining 97% of the member countries do not fully reflect UNESCO's objectives in their education policies. The most highly participated objectives are "Equality" with 56.05%, "Human Rights" with 35.03%, "Freedom" with 25.47%, "Universal Values" with 19.10% and finally "Peace" with 15.28%. This situation may put UNESCO's existence into danger in the future, and may cause serious doubts about its activities and its future success.

**Key Words:** UNESCO, comparative education, educational objectives, national education, international education

\* Erdal Toprakçı is currently associate professor at Cumhuriyet University at Sivas, where he trains school managers, supervisors and teachers. His responsibilities include teaching, student advising, and research. He is the author of several articles, books and presentations, especially on educational administration, multicultural education, international education, globalization and education.

## Introduction

In our increasingly globalized world, multinational corporations have a key role to play in issues ranging from human rights to environmental policies (Browne 2002; Randal 2002; Toprakçı 2004). Among others, the United Nations seems to be the most important organization, although it has been severely criticized since the day it was established following the World War II. The United Nations was established on October 24, 1945 by 51 countries committed to preserving peace through international cooperation and collective security (United Nations 2004). Today, a number of multinational corporations are linked to the UN through cooperative agreements. Some of these corporations are as follows: UNESCO (UN Educational, Scientific and Cultural Organization), ILO (International Labor Organization), FAO (Food and Agriculture Organization of the UN), etc.

This study was designed to investigate UNESCO, which, in addition to its individual endeavors, works in cooperation with other organizations such as UN and other international organizations. Working in cooperation with other organizations such as UNICEF, IMF, WHO, etc., UNESCO has been showing great effort in our globalized world to put into effect important projects, which it believes can be realized through the overall education of people. Among the objectives of UNESCO are;

- ✓ *Reducing extreme poverty*: The proportion of people living in extreme poverty in developing countries should be reduced by at least one half by 2015.
- ✓ *Universal primary education*: There should be universal primary education in all countries by 2015.
- ✓ *Gender equality*: Progress towards gender equality and the empowerment of women should be demonstrated by eliminating gender disparity in primary and secondary education by 2005.
- ✓ *Infant and child mortality*: The death rates for infants and children under the age of five years should be reduced in each developing country by two thirds the 1990 level by 2015.
- ✓ *Maternal mortality*: The rate of maternal mortality should be reduced by three fourths between 1990 and 2015.
- ✓ *Reproductive health*: Access should be available through the primary health-care system to reproductive health services for all individuals of appropriate ages, no later than the year 2015.
- ✓ *Environment*: There should be a current national strategy for sustainable development, in the process of implementation, in every country by 2005, so as to ensure that current trends in the loss of environmental resources are effectively reversed at both global and national levels by 2015 (UNESCO 2002-a; 2005-a).

As can be understood from the above objectives, UNESCO has a vital role to perform. It is, therefore, crucial to get to know UNESCO, understand its raison d'être, and evaluate its achievements and this also points towards the importance of this study.

### Understanding the importance and mission of UNESCO

UNESCO —United Nations Educational, Scientific and Cultural Organization— was born on November 16, 1945 (UNESCO 2004-a). As of March 17, 2005, there are 191 Member States in the organization (UNESCO 2005-c). For this specialized UN agency, it is not enough to build classrooms in devastated countries or to publish scientific breakthroughs. Education, science, culture and communication are the means to a far more ambitious goal: to build peace in the minds of men.

The Preamble to the Constitution of UNESCO declares that “since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed”. In order that a unanimous,

lasting and genuine peace may be secured, the Preamble further states that the States Party to the Constitution believed 'in full and equal opportunities for education for all, in the unrestricted pursuit of objective truth and in the free exchange of ideas and knowledge.'

As defined by the Constitution, the purpose of the Organization is "to contribute to peace and security by promoting collaboration among nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations" (Article I/1-UNESCO 2002-b).

As mentioned above, UNESCO has five main objectives that work together: Human Rights, Peace, Universal Values, Freedom, and Equality. UNESCO tries to fulfill these objectives through the betterment of the educational systems in member states. Furthermore, UNESCO's vital role will be better understood when people get closer to UNESCO's objectives through education. In this view, UNESCO's efforts not only provide education with peace, human rights, universal values, freedoms and equalities but also aim at reaching these objectives in other fields of life (e.g., human rights in health).

Today, UNESCO works as a laboratory of ideas and a standard-setter to forge universal agreements on emerging ethical issues. The Organization also serves as a clearinghouse that disseminates and shares information and knowledge while helping Member States to build their human and institutional capacities in diverse fields. In short, UNESCO promotes international co-operation among its 191 Member States and six Associate Members in the fields of education, science, culture and communication.

UNESCO works to create the conditions for true dialogue, based upon respect for commonly shared values and the dignity of each civilization and culture. This role is critical, particularly in the face of terrorism, which constitutes a threat against humanity. The world urgently requires global visions of sustainable development based upon observance of human rights, mutual respect and the alleviation of poverty, all of which lie at the heart of UNESCO's mission and activities.

There are about 2,145 members from some 160 countries (April 2003) in UNESCO. As a result of a new decentralization policy, more than 640 staff members work in UNESCO's 53 field offices around the world. UNESCO is the only UN agency to have a system of National Commissions in 190 Member and Associate States. The Commissions form a vital link between civil society and the Organization. They provide valuable insight into the Organization's program and help implement many initiatives including training programs, studies, public awareness campaigns and media outreach. The Commissions also develop new partnerships with the private sector, which can provide valuable technical expertise and financial resources (UNESCO 2003-c).

UNESCO approaches its work with a variety of tools. It is not a funding agency. It supports programs and projects in its fields of competence, promotes the development of networks of concerned individuals and organizations in these various fields, stimulates reflection on important issues through international commissions, organizes conferences, and issues publications. One important set of tools that is sometimes overlooked is UNESCO's standard setting, or normative, instruments — conventions, recommendations and declarations.

UNESCO offers leadership in the setting of norms and standards in its fields of competence. Its constitution provides that a General Conference of its members may adopt conventions and recommendations for submission to member states. Each of the member states undertakes to submit recommendations or conventions to its competent authorities within a period of one year from the close

of the session of the General Conference at which they are adopted. The process of ratification in each member state may take several years (CCTP 2005).

Declarations, recommendations, charters and frameworks for action are not binding and have only declamatory character. They are not subject to ratification. However, States and governments adopting these declarations and recommendations also subscribe to moral commitments. These instruments clearly state their intention to implement them, even though there are no legal penalties for non-compliance. Furthermore, they may by custom become recognized as laying down rules binding upon states (UNESCO 2005-b).

UNESCO has a regular two-year budget that is financed by Member States through assessed contributions. The proposed regular budget for 2004 and 2005 is US\$610 million. UNESCO also benefits from substantial extra-budgetary funding to strengthen its programs, especially in the field, and to increase its outreach activities (UNESCO 2003-c).

**Table 1**  
**The regular budget and the extra budgetary of UNESCO**  
**(Since 1960)**

Budget Year	Regular budget (mill. \$)	Extra budgetary funds (mill. \$)
1960	13,7	4,5
1970	39,4	37
1980	151,5	90,6
1985	187,2	80,3
1986	144,6	75
1990	189,4	108,3
1995	227,8	110,5
2000-01	544,4	483,5
2002-03	544,4	681
2004-05	610	-

(Source: UNESCO 2002-b; UNESCO 2003-a; UNESCO 2003-b; UNESCO 2003-c; UNESCO 2004-c)

As it is seen in Table 1, UNESCO is an organization which has a considerably large budget. All organizations have some type of objectives that are reflected in their mission statements. In organizational literature, the term “objectives” are somewhat used interchangeably with other terms such as “goals,” “aims,” “targets,” and “success criteria.” There is no agreed upon generic word that describes these concepts collectively. Organizational objectives (goals or aims) nurture and steer creative tension and release and harness human energy; they keep the organization on the move, heading in a certain direction (Everard and Morris 1990, 152; Harchar and Hyle 1996, 15). All organizations have to make provision for continuing activities directed toward the achievement of given aims (Pugh 1990; Cameron 1980; Daft 1992; Perrow 1986).

The purpose of this study is to critically explore UNESCO in terms of the degree of correspondence between the objectives of UNESCO and the national educational objectives of the member countries. Organizational goals or objectives have a pervasive influence on behavior in organizations (Lunenburg and Ornstein 1996, 107). Organizational behavior is related to the members of organization (Costea and Crump 1999, 3). The members of UNESCO are countries; therefore, the members, at least to a certain extent, are supposed to comply with the objectives of the parent organization. There may become a conflict in the organization due to lack of consensus of opinion (Haag

1982; Fiol 1994). For effective success, it is expected that there should be a degree of harmony between the objective and objectives of each member organization (Hicks 1979, 87). Furthermore, it is expected that the organizational objectives are assimilated by each member (Hoyle 1986, 53).

UNESCO is an intergovernmental organization which especially focuses on education. Like each organization, UNESCO has clearly defined institutional objectives. If the national education objectives of the member countries are similar to the objectives of UNESCO, the organization can be regarded as successful. Therefore, making a comparison between the objectives of UNESCO and the national education objectives of the member countries seems to be a good exercise to assess the institutional success of UNESCO.

Organizational systems may be described in terms of the values of their members and their practices (Hofstede, et.al., 1990; French 1987). Every organization needs a harmony between its objectives and its members' objectives, and the degree of sustainability of this harmony. The more the objectives of the members are harmonious with their own objectives, the more successful the organization becomes (Barnard 1958; Kotter 1978; Frost and Gillespie 1998; Lawler 1986; Conley 1993; Steers 1976; Mackenzie 1998). Achieving this harmony is sometimes hindered by the organization itself or by its members. The same situation applies also to UNESCO. When the conclusions of this study are considered, it shall be clearly observed that most of the members of UNESCO have not assimilated official institutional objectives of UNESCO.

### *Method*

This study focuses on the harmony between the objectives of UNESCO and the national education objectives of the member countries. There are basically two means of accessing data regarding UNESCO and its member countries. One is the database CD-ROMs prepared by IBE, which are updated annually; the latest version available at the moment is the database CD-ROM that appeared in 2003. One can easily get information on how to obtain these CD-ROMs on the internet (UNESCO 2004). The other is the web database that has the same content as the mentioned CD-ROMs (UNESCO 2004-b). The data available on the internet database is updated regularly just like the CD-ROMs prepared by IBE, and at present the November 2004 edition is online. Since the web database has more recent data, the study relies mainly on the data available on the UNESCO Web Pages (World Data on Education of UNESCO-Web edition, 2004). Text-based approach in method of content analysis (Forster 1995; Weitzman and Miles 1995; Marshall and Rossman 1999; Yıldırım 1999; Berg 2001; Patton 2002; Hancock 2004) has been used to carry out the study. The major difficulty pertaining to the text-based approach arises from the texts written in various languages. To overcome this, texts composed in five different languages used in UNESCO records (Table 1) have been studied. Accordingly, one of the languages on the UNESCO web page, the Cape Verde —the Creole— language has been excluded since as a country it has no affinities with any of the 5 languages in Table 1.

The concepts expressing the objectives (Human Rights, Peace, Universal Values, Freedom and Equality) may be included in the other legal texts of member countries. *However, it must be noted that this study is limited with the internet texts giving information about the member countries of UNESCO.* Apart from these documents, other practices and documents remain outside the generalizations made here. And the countries which are not available on the UNESCO Web Page (Web edition, 2004) are excluded from the study. The data of 157 countries out of total 191 have been collected. While determining the participation rate of the countries in terms of their national educational objectives, five objectives of UNESCO that are mentioned above has been taken into consideration.

The data have been collected according to whether a member country has the concepts expressing UNESCO's objectives which are included in its document on the UNESCO Web Page.

Therefore, special care has been given to words in Table 2 or to the expressions which overlap with these words. For example, as the Senegal's document on the UNESCO Web Page is in French, to determine whether UNESCO's objectives exist in this country's educational objectives, the words like *droits de l'homme* (human rights), *paix* (peace), *valeur universelle* (universal values), *liberté* (freedom) and *égalité* (equality) or the expressions which can carry the meanings of these words have been searched. Items that exist are marked (+), and the nonexistent ones are marked (-).

Presenting the case of Lithuania can be helpful to explain how exactly the data used in this study has been gathered. The following steps have been followed for this process: "World Data on Education (Web edition, 2004)", an official UNESCO page, has been accessed through world-wide web (UNESCO 2004-b). On this page, the Lithuania link can be reached through "Table of Contents", which includes data for each country as regions. This link has official data gathered from texts that are sent by Lithuania (and other countries) to UNESCO. This page has next and back buttons; through the "next" button one can reach the data for Lithuania. The page for Lithuania, for example, harbors the following information:

According to the Education Act of 1991, education is a state-supported priority sector in the development of the Republic of Lithuania. It is based on the humanistic cultural values of the nation and the world (Concept of Universal Values), on the principles of democracy and the universally recognized human rights (Concept of Human Rights) and freedoms. (Concept of Freedom) Education determines the cultural, social and economic progress of the country consolidates solidarity, tolerance and co-operation among people and nations. (Concept of Peace)

This paragraph reveals that there are four concepts that overlap with UNESCO's objectives, which have specially been italicized. The last sentence of the following paragraph entitled "Current educational priorities and concerns" also has another objective that could be associated with the objectives designated by UNESCO, namely the concept of equality:

In 1992, the government published a document entitled, The general concept of education in Lithuania, stating that 'the education system is based on European cultural values: the absolute value of the individual, solidarity, innate equality among human beings (Concept of Equality), freedom of conscience, tolerance, affirmation of democratic social relations.

Thus, Lithuania can be said to fully comply with the objectives of UNESCO since the report incorporates the previously mentioned five objectives.

Certain words in the texts belonging to each country have been searched with the program "Words for Windows". First, concepts have been searched in terms of word-to-word matching. If the word or words that correspond to the concept have been found, no more searches have been carried out for the concept in question. The words "Human Rights" and "Freedom" in the above quotation are of this kind. When a text has no matches corresponding to the concepts through the "Word for Windows" scanning, the text has been closely read by the author in order to find other phrases or clauses that might refer to the concepts in questions. The concepts of "Equality", "Universal values", and "Peace" in the paragraphs above have been detected in this way.

**Table 2**  
**Words in various languages expressing the UNESCO objectives**

Language	Words				
English	Human Rights	Peace	Universal Value	Freedom	Equality

<i>German</i>	Menschliche Rechte	Frieden	Universalwert	Freiheit	Gleichheit
<i>French</i>	Droits de l'homme	Paix	Valeur universelle	Liberté	Égalité
<i>Spanish</i>	Derechos humanos	Paz	Valor universal	Libertad	Igualdad
<i>Italian</i>	Diritti dell'uomo	Pace	Valore universale	Libertà	Uguaglianza

To make some conclusions from the collected data, two variables have been considered important throughout the study: The first one is the membership dates of the countries to UNESCO. Related data have been obtained from the list of 191 Member States of UNESCO and the date on which they became members of the organization in alphabetical order (UNESCO 2005-c). According to the data, the old and the new member states were compared among themselves. The second one is the region categories or country groups of the members classified by UNESCO. Countries are grouped according to the following geographical regions: Africa South of Sahara, Asia and Oceania, Central Europe and former USSR, Middle East and North Africa, North America, South and Central America and the Caribbean, and Western Europe (UNESCO, 2004-e). In this part, the countries in the same region have been compared. For example, the data on the Western Europe countries are presented in the same table and they are ranged down according to their membership dates. The participation rates of the older countries and the younger members of the region have been compared. Next, the numbers of the countries including the words or the concepts which express UNESCO's objectives are shown in percentage and frequency. Then, the participation rates of all the countries in this region to UNESCO objectives have been shown as percentage and frequency.

## Results

In this part of the study, the extent to which the countries' national educational objectives reflect the objectives of UNESCO have been shown in tables on the basis of their membership dates and the region groups in which they are placed. The data obtained from the categories are presented below.

### *The Rates of the Participation of Africa South of Sahara Countries in the Objectives of UNESCO*

The data on 38 of the region countries have been obtained. There is no meaningful relationship between the membership dates and the level of adherence to all the UNESCO objectives. The data presented in Table 3 reveal that 12 countries do not have the objectives at all or any relevant concepts related to the objectives of UNESCO. Rwanda's national educational objectives reflect 80% of the objectives of UNESCO, which means Rwanda has the highest rate of participation in this region. Kenya's national educational objectives reflect 60% of the objectives of UNESCO. Although the concept of Equality is mentioned within this percentage, there are studies which reveal that education in Kenya suffers from cases of inequality and similar problems (Alwy and Schech 2004, 272). Another striking finding is that the rates of the participation of other countries in this region are much lower as seen in Table 3.

One of the common features of such countries as Rwanda, which have a high rate of participation in UNESCO's objectives, is the fact that they have received a great deal of aid (e.g. SWAP<sup>1</sup>) from international organizations. The acceptance and implementation of these aids necessitates, first of all, a series of considerable changes in the constitution of the country concerned. The national educational objectives of a country are delineated by laws, too. Therefore, certain applications concerning the implementation of objectives may prove to be rather difficult even in such countries if we assume that the regulations are directly related to the objectives. As a matter of fact, despite certain improvements in the implementations (World Bank 2004), literacy is a problem in Rwanda, as is the disparity between men's and women's education. In Rwanda, 76% of the men and just 65% of the women are literate (Africare 2005); and similar problems still exist.

**Table 3**  
**Africa South of Sahara Countries**

	<b>DM</b>	<b>Country Name</b>	<b>HR</b>	<b>P</b>	<b>UV</b>	<b>F</b>	<b>E</b>	<b>Total</b>	<b>Participation Rate %</b>
1.	06/03/1947	LIBERIA	-	-	-	-	+	1	20
2.	01/07/1955	ETHIOPIA	+	+	-	-	+	3	60
3.	26/11/1956	SUDAN	-	-	-	-	-	0	0
4.	11/04/1958	GHANA	-	-	-	-	-	0	0
5.	02/02/1960	GUINEA	-	-	-	-	-	0	0
6.	18/10/1960	BENIN	-	-	-	-	+	1	20
7.	24/10/1960	CONGO	+	-	-	-	+	2	40
8.	07/11/1960	MALI	-	-	-	+	+	2	40
9.	10/11/1960	MADAGASCAR	-	-	-	+	-	1	20
10.	10/11/1960	NIGER	-	-	-	-	+	1	20
11.	10/11/1960	SENEGAL	+	-	-	+	-	2	40
12.	11/11/1960	CAMEROON	-	-	-	-	+	1	20
13.	11/11/1960	CENTRAL AFRICAN R.	-	+	+	-	+	3	60
14.	14/11/1960	BURKINA FASO	-	+	+	-	-	2	40
15.	14/11/1960	NIGERIA	-	-	-	-	-	0	0
16.	17/11/1960	TOGO	-	-	-	-	-	0	0
17.	25/11/1960	D. REP.OF THE CONGO	-	-	-	-	-	0	0
18.	19/12/1960	CHAD	-	-	-	-	-	0	0
19.	10/01/1962	MAURITANIA	-	-	-	-	-	0	0
20.	06/03/1962	UNI.REP.OF TANZANIA	+	+	-	-	+	3	60
21.	07/11/1962	RWANDA	+	+	+	-	+	4	80
22.	16/11/1962	BURUNDI	-	+	-	-	-	1	20
23.	07/04/1964	KENYA	+	-	-	+	+	3	60
24.	27/10/1964	MALAWI	-	-	-	-	+	1	20
25.	09/11/1964	ZAMBIA	-	-	-	-	-	0	0
26.	29/09/1967	LESOTHO	-	-	-	-	+	1	20
27.	25/10/1968	MAURITIUS	-	-	+	-	-	1	20
28.	01/08/1973	GAMBIA	+	+	-	-	+	3	60
29.	11/10/1976	MOZAMBIQUE	-	-	-	-	+	1	20
30.	11/03/1977	ANGOLA	+	-	-	+	-	2	40
31.	22/03/1977	COMOROS	-	-	-	-	+	1	20
32.	25/01/1978	SWAZILAND	-	-	-	-	-	0	0
33.	02/11/1978	NAMIBIA	-	-	-	-	+	1	20
34.	16/01/1980	BOTSWANA	+	-	-	-	-	1	20
35.	22/09/1980	ZIMBABWE	-	-	-	-	-	0	0
36.	31/08/1989	DJIBOUTI	-	-	-	-	-	0	0
37.	02/09/1993	ERITREA	+	+	-	-	+	3	60
38.	12/12/1994	SOUTH AFRICA <sup>(1)</sup>	-	-	-	-	+	1	20
<b>Total according to Region</b>			<b>10</b>	<b>8</b>	<b>4</b>	<b>5</b>	<b>19</b>	<b>46</b>	
<b>Participation Rate %</b>			<b>26,31</b>	<b>21,05</b>	<b>10,81</b>	<b>13,51</b>	<b>50,00</b>	<b>24,21</b>	

**DM:** Date of Membership, **HR:** Human Rights, **P:** Peace, **UV:** Universal Values, **F:** Freedom, **E:** Equality

<sup>(1)</sup> Previously a Member State from November 4, 1946 to December 31, 1956

(Source: UNESCO 2004-b)

Table-3 reveals that the concept which has the lowest participation of the countries is “Universal Values” with a rate of 10.81%. On the other hand, the concept which has the highest participation in this group is “Equality” with a rate of 50.00%. The rate of the participation of the countries in the region in all the objectives is 24.21%. When compared with that of all the other countries, this is the lowest rate of participation. The reason for this is a mesh of problems in this region such as overpopulation, lack of natural resources, poverty, and culture clashes. An efficient way to curb these problems is education.

Such that, African educators in the 21<sup>st</sup> century face the challenge of creating multi-purpose systems that preserve the multi-cultural social fabric of each country in a context of national inclusion and unity (Woolman 2001, 43).

***The Rates of Participation of Middle East and North Africa Countries  
in the Objectives of UNESCO***

The data on 19 of the region countries have been brought together. As it is presented in Table 4, there is no meaningful relationship between the membership dates and the level of reflecting UNESCO's institutional objectives. The objectives of 8 countries (40.0%) in this group are not in harmony with the objectives of UNESCO.

**Table 4  
Middle East and North Africa Countries**

	DM	Country name	HR	P	UV	F	E	Total	Participation Rate %
1.	04/11/1946	EGYPT	-	-	-	-	+	1	0
2.	04/11/1946	LEBANON	+	-	+	+	+	4	80
3.	04/11/1946	SAUDI ARABIA	-	-	-	-	-	0	0
4.	04/11/1946	TURKEY	+	-	-	-	+	2	40
5.	16/11/1946	SYRIAN ARAB REP.	+	-	-	-	-	1	20
6.	21/10/1948	IRAQ	+	+	-	+	+	4	80
7.	16/09/1949	ISRAEL	-	-	-	-	-	0	0
8.	14/06/1950	JORDAN	+	-	-	+	+	3	60
9.	27/06/1953	LIBYAN ARAB JAM.	-	-	-	+	-	1	20
10.	07/11/1956	MOROCCO	-	-	-	-	-	0	0
11.	08/11/1956	TUNISIA	+	-	+	-	+	3	60
12.	18/11/1960	KUWAIT	-	-	-	-	-	0	0
13.	06/02/1961	CYPRUS	-	+	-	+	+	3	60
14.	02/04/1962	YEMEN	-	+	-	+	-	2	40
15.	15/10/1962	ALGERIA	-	+	+	+	+	4	80
16.	18/01/1972	BAHRAIN	-	+	-	-	+	2	20
17.	27/01/1972	QATAR	-	-	-	-	-	0	0
18.	10/02/1972	OMAN	-	-	-	-	-	0	0
19.	20/04/1972	UNITED ARAB EMIRATES	-	-	-	-	-	0	0
<b>Total according to Region</b>			<b>6</b>	<b>5</b>	<b>3</b>	<b>7</b>	<b>9</b>	<b>30</b>	
<b>Participation Rate %</b>			<b>31,57</b>	<b>26,31</b>	<b>15,78</b>	<b>36,84</b>	<b>47,36</b>	<b>31,57</b>	

DM: Date of Membership, HR: Human Rights, P: Peace, UV: Universal Values, F: Freedom, E: Equality  
(Source: UNESCO 2004-b)

The highest level of participation (80.0%) comes from three countries in this group —Lebanon, Iraq and Algeria. An interesting finding in these countries is the situation of Iraq, which has been declared a terrorist state before the invention of the USA. In fact, Iraq's national educational objectives are more harmonious (80.0%) with the objectives of UNESCO than those of many countries in this region.

As it is seen in Table 4, the objective with the lowest rate of participation is “Universal Values” (15.78%). On the other hand, the objective that has the highest rate is “Equality” (47.36%). In addition, since the rate of the participation of the countries in the region in all the objectives is 31.57%, the situation for the other objectives does not seem so promising. These countries, which are deemed to be rich because of their petrol resources, should make a special effort in developing the objectives that are harmonious with the objectives of UNESCO. In addition, these countries such as Israel (Yablon, Katz and Yaacov 2001) that face religious conflicts seem to be in need of an educational curriculum in compliance with the objectives of UNESCO.

### *The Rates of Participation of Asia and the Oceania Countries in the Objectives of UNESCO*

The data on 24 of the region countries have been obtained from the UNESCO web site. Table 5 reveals that there is no meaningful link between the membership dates and the level of reflecting the objectives of UNESCO.

Among the countries in this region, national educational objectives of 11 countries (42.30%) do not at all reflect the objectives of UNESCO. On the other hand, the country that has the highest participation rate is Nepal with 80.0%. Nepal has experienced intense political change in recent decades from 1962 to 1990. National planning attempts to tackle such issues within an overall agenda “to create a society that is cultured, modern, and development-oriented.” Enhancing the quality, efficiency and relevance of education, in addition to improving access and equity, are central to this overall aim. The Tenth Five-Year Plan, currently in preparation, prioritizes the need to produce citizens with an awareness of “nationality, democracy, human rights and social responsibilities” (Carney 2003, 91-92).

**Table 5**  
**Asia and the Oceania Countries**

	DM	Country name	HR	P	UV	F	E	Total	Participation Rate %
1.	04/11/1946	AUSTRALIA	-	-	-	-	+	1	20
2.	04/11/1946	CHINA	-	-	+	-	+	2	40
3.	04/11/1946	INDIA	-	-	-	+	+	2	40
4.	04/11/1946	NEW ZEALAND	-	-	-	-	+	1	20,
5.	21/11/1946	PHILIPPINES	-	-	-	-	-	0	0
6.	06/09/1948	IRAN, ISLAMIC REP. OF	-	-	-	-	-	0	0
7.	01/01/1949	THAILAND	-	-	-	-	-	0	0
8.	27/06/1949	MYANMAR	-	-	-	-	-	0	0
9.	14/09/1949	PAKISTAN	-	-	-	-	-	0	0
10.	14/11/1949	SRI LANKA	-	-	+	-	+	2	40
11.	27/05/1950	INDONESIA	+	-	+	-	+	3	60
12.	14/06/1950	REPUBLIC OF KOREA	-	-	-	-	-	0	0
13.	02/07/1951	JAPAN	-	-	-	-	+	1	20
14.	03/07/1951	CAMBODIA	+	-	-	-	-	1	20
15.	06/07/1951	VIET NAM	-	-	-	-	-	0	0
16.	09/07/1951	LAO PEOPLE'S DEM. REPUBLIC	-	-	-	-	+	1	20
17.	01/05/1953	NEPAL	+	+	-	+	+	4	80
18.	16/06/1958	MALAYSIA	-	-	-	+	+	2	40
19.	01/11/1962	MONGOLIA	+	-	+	-	+	3	60
20.	27/10/1972	BANGLADESH	-	-	+	-	-	1	20

21.	04/10/1976	PAPUA NEW GUINEA	-	-	-	-	-	0	0
22.	18/07/1980	MALDIVES	-	-	-	-	-	0	0
23.	13/04/1982	BHUTAN	-	-	-	-	+	1	20
23.	17/10/1989	COOK ISLANDS	-	-	-	-	+	1	20
24.	10/02/1994	VANUATU	-	-	-	-	-	0	0
25.	17/03/2005	BRUNEI DARUSSALAM	-	-	-	-	-	0	0
26.	*	SINGAPORE	-	-	-	-	+	1	20
<b>Total according to Region</b>			<b>4</b>	<b>1</b>	<b>5</b>	<b>3</b>	<b>14</b>	<b>27</b>	
<b>Participation Rate %</b>			<b>16,66</b>	<b>4,16</b>	<b>20,83</b>	<b>12,50</b>	<b>53,84</b>	<b>20,76</b>	

**DM:** Date of Membership, **HR:** Human Rights, **P:** Peace, **UV:** Universal Values, **F:** Freedom, **E:** Equality

\* On the UNESCO Web Page there is no data concerning the date on which it became member (UNESCO 2005-c)

(Source: UNESCO 2004-b).

Table 5 shows that the objective having the lowest participation rate is “Peace” with 4.16%. The objective with the highest participation rate is “Equality” with 53.84%. Also the level of overall participation in all objectives does not seem to be so high (only 20.76%). For example, in a study about Korea as a country in this region, “The lack of student rights, teacher rights, and parent rights is discussed, and the need for radical transformation of the educational structure and school culture is proposed” (Kang 2002). Also in Malaysia as another country in this region, educational policies are determined preferential to the Malays (Chiu 2000).

#### *The Rates of Participation of Central Europe and Former USSR Countries in the Objectives of UNESCO*

The data on 24 of the region countries have been gathered from the UNESCO internet sources. As it is seen in Table 6, there is no relationship between the date of membership and the rate of the participation in the UNESCO objectives.

**Table 6**  
**Central Europe and former USSR Countries**

	<b>DM</b>	<b>Country name</b>	<b>HR</b>	<b>P</b>	<b>UV</b>	<b>F</b>	<b>E</b>	<b>Total</b>	<b>Participation Rate %</b>
1.	06/11/1946	POLAND	-	-	-	+	+	2	20
2.	14/09/1948	HUNGARY	-	-	-	-	-	0	0
3.	21/04/1954	RUSSIAN FEDERATION	+	-	-	+	-	2	20
4.	12/05/1954	BELARUS	+	-	+	-	-	2	20
5.	12/05/1954	UKRAINE	+	-	+	-	-	2	20
6.	17/05/1956	BULGARIA	-	-	-	-	-	0	0
7.	27/07/1956	ROMANIA	+	-	-	+	-	2	20
8.	16/10/1958	ALBANIA	-	-	-	-	+	1	20
9.	07/10/1991	LITHUANIA	+	+	+	+	+	5	100
10.	14/10/1991	ESTONIA	+	-	-	-	+	2	40
11.	14/10/1991	LATVIA	+	-	-	+	+	3	60
12.	22/05/1992	KAZAKHSTAN	+	-	-	-	+	2	40
13.	27/05/1992	REPUBLIC OF MOLDOVA	+	-	-	-	+	2	40
14.	27/05/1992	SLOVENIA	+	-	-	-	+	2	40
15.	01/06/1992	CROATIA	-	-	-	-	+	1	20
16.	02/06/1992	KYRGYZSTAN	+	-	+	+	+	4	80

17.	09/06/1992	ARMENIA	+	-	+	+	-	3	60
18.	07/10/1992	GEORGIA	+	-	-	-	+	2	40
19.	09/02/1993	SLOVAKIA	+	-	-	-	-	1	20
20.	22/02/1993	CZECH REPUBLIC	+	-	-	-	+	2	40
21.	28/06/1993	THE FORM. YUGOSLAV REP. OF MACEDONIA	+	-	+	+	+	4	80
22.	17/08/1993	TURKMENISTAN	+	-	+	-	+	3	60
23.	26/10/1993	UZBEKISTAN	+	-	+	-	-	2	40
24.	20/12/2000	SERBIA AND MONTENEGRO*	-	-	-	-	+	1	20
<b>Total according to Region</b>			<b>18</b>	<b>1</b>	<b>8</b>	<b>8</b>	<b>15</b>	<b>50</b>	
<b>Participation Rate %</b>			<b>75,0</b>	<b>4,16</b>	<b>33,33</b>	<b>33,33</b>	<b>62,50</b>	<b>41,66</b>	

**DM:** Date of Membership, **HR:** Human Rights, **P:** Peace, **UV:** Universal Values, **F:** Freedom, **E:** Equality

\*The former Socialist Federal Republic of Yugoslavia became a Member State on 31 March 1950. The participation of Yugoslavia in meetings of governing bodies and conferences of UNESCO was suspended following Resolution 47/1 adopted by the General Assembly of the United Nations on 22 September 1992, which stated that the Federal Republic of Yugoslavia (Serbia and Montenegro) could not continue automatically the membership of the former Socialist Federal Republic of Yugoslavia (SFRY). Accordingly, the Federal Republic of Yugoslavia, which became a Member State on 20 December 2000, could not automatically succeed the former SFRY as a member of the Organization. Following the adoption of the Constitutional Charter of Serbia and Montenegro by the Assembly of the Federal Republic of Yugoslavia on 4 February 2003, the name of the State of the Federal Republic of Yugoslavia has been changed to 'Serbia and Montenegro' (UNESCO 2005-c).

(Source: UNESCO 2004-b)

Among the countries in the region, two countries, Hungary and Bulgaria, have no educational objectives in accordance with UNESCO's objectives. Lithuania, on the other hand, reflects all the objectives of UNESCO among their national educational objectives. Two countries which seem to be harmonious with UNESCO's objectives at a rate of 80.0% are Kyrgyzstan and the Former Yugoslav Republic of Macedonia.

The reason for the high rate of participation in this region is probably the regulations carried out in the USSR era. It was a fact that legal regulations were necessary in all the countries belonging to Republic so as to create the identity of USSR citizenship, for the educational objectives of a country can only be put into effect in no way other than through its constitution. The desired citizen can only be produced thanks to education. Educational objectives were probably under scrutiny in order to see whether the applications were in line with the regulations; however, it was most probably not the case after the fall of the USSR, in other words, these countries may turn out to have poor levels of participation in the UNESCO objectives today. In fact, after the fall of the USSR the characteristics of the countries in this region changed negatively. For example, inequality towards women took the place of the efforts to improve the role of the women in society (Melinowska 1995).

#### ***The Rates of Participation of Central South America, North America, Central America and the Caribbean Countries in the Objectives of UNESCO***

The data of 30 of the region countries have been reached. As it can be seen in Table 7, the old members are in better conditions than the new members in terms of their compliance with the objectives of UNESCO. In other words, the national education objectives of the old members are more harmonious with UNESCO's objectives than those of the new members. In this region 4 countries (13.33 %) do not have national education objectives which can be accepted to be in relation with UNESCO's objectives. On the other hand, there are 3 (10.0 %) countries which may be regarded to have realized UNESCO's objectives with an absolute rate. These are Dominican Republic, Ecuador and Guatemala.

**Table 7**  
**North America, Latin America and the Caribbean Countries**

	DM	Country Name	HR	P	UV	F	E	Total	Participation Rate %
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1.	04/11/1946	BRAZIL	+	-	-	+	+	3	60
2.	04/11/1946	CANADA <sup>(1)</sup>	-	-	-	-	+	1	20
3.	04/11/1946	DOMINICAN REPUBLIC	+	+	+	+	+	5	100
4.	04/11/1946	MEXICO	-	-	-	-	-	0	0
5.	13/11/1946	BOLIVIA	+	-	+	+	+	4	80
6.	18/11/1946	HAITI	-	-	+	-	-	1	20
7.	21/11/1946	PERU	-	-	-	-	-	0	0
8.	25/11/1946	VENEZUELA	-	-	-	-	+	1	20
9.	22/01/1947	ECUADOR	+	+	+	+	+	5	100
10.	29/08/1947	CUBA	-	-	-	-	+	1	20
11.	31/10/1947	COLOMBIA	-	+	+	+	+	4	80
12.	08/11/1947	URUGUAY	+	-	-	+	-	2	40
13.	16/12/1947	HONDURAS	+	-	-	-	+	2	40
14.	28/04/1948	EL SALVADOR	+	+	-	+	+	4	80
15.	15/09/1948	ARGENTINA	-	-	-	-	+	1	20
16.	02/01/1950	GUATEMALA	+	+	+	+	+	5	100
17.	19/05/1950	COSTA RICA	+	-	+	+	-	3	60
18.	22/02/1952	NICARAGUA	+	-	+	-	-	2	40
19.	07/07/1953	CHILE	-	-	-	+	-	1	20
20.	20/06/1955	PARAGUAY	-	-	-	-	+	1	20
21.	02/11/1962	TRINIDAD AND TOBAGO	-	-	-	-	+	1	20
22.	07/11/1962	JAMAICA	-	-	-	-	-	0	0
23.	21/03/1967	GUYANA	+	+	-	-	-	2	40
24.	24/10/1968	BARBADOS	+	-	-	-	-	1	20
25.	17/02/1975	GRENADA	+	-	-	-	+	2	40
26.	09/01/1979	DOMINICA	-	-	-	-	+	1	20
27.	06/03/1980	SAINT LUCIA	-	-	-	-	-	0	0
28.	10/05/1982	BELIZE	-	-	-	-	+	1	20
29.	26/10/1983	SAINT KITTS AND NEVIS	+	-	-	-	-	1	20
30.	01/10/2003	UNITED STATES OF AMERICA <sup>(1),(2)</sup>	-	-	-	+	+	2	20
<b>Total according to Region</b>			<b>14</b>	<b>6</b>	<b>8</b>	<b>11</b>	<b>18</b>	<b>57</b>	
<b>Participation Rate %</b>			<b>46,66</b>	<b>20,0</b>	<b>26,66</b>	<b>36,66</b>	<b>60,0</b>	<b>38,0</b>	

**DM:** Date of Membership, **HR:** Human Rights, **P:** Peace, **UV:** Universal Values, **F:** Freedom, **E:** Equality

<sup>(1)</sup> In this table, North American countries of Canada and the United States are handled with Latin America and the Caribbean Countries.

<sup>(2)</sup> Previously a member state from November 4, 1946 to December 31, 1984

(Source: UNESCO 2004-b)

It is interesting to note that three poor countries grappling with a series of problems should have a much higher rate of participation (100%) in UNESCO's objectives than the USA, which has a low score of mere 20%. However, the fact that the countries in this region which are commonly considered to be developed have a low participation rate should not lead us to think that they are far from fulfilling the objectives of UNESCO in their education programs. On the contrary, they seem to be closer to UNESCO objectives than many countries in the world. In the United States, for instance, nearly all adults — 97% of both men and women — can read and write (Africare 2005). On the other hand, the actual situation may prove just the opposite of what the objectives aspire to achieve. For example, the United States might claim to be the leader of the free world; however, in a gender gap study, measuring equality between women and men in 58 countries, the United States scored 17 (Lopez and Zahidi 2005).

As Table 7 reveals, the objective which has the lowest participation rate is "Peace" with 20%. The concepts which have the highest participation rate are "Equality" (60.0%) and "Human Rights" (46.66%). When the situation of all the countries is considered, the overall participation rate in the countries of this region appears to be 36.66%.

***The Rates of Participation of Western European Countries  
in the Objectives of UNESCO***

The data on 20 of the region countries have been obtained. As it is presented in Table 8, there is a meaningful correlation between the membership dates of these countries to UNESCO and the harmony with the UNESCO objectives. In this region, the number of the countries which do not reflect the concepts in their own national education objectives is 5 (25.0%). On the other hand, the country which has an absolute rate of participation in the objectives of UNESCO is Austria

As it is seen in Table 8, among these region countries, the rate of participation in all the UNESCO objectives is lower than 20%, except the concepts of “Equality” with 65% and “Freedom” with %30. However, a study dealing with the problem of gender and higher education in Sweden, a country from this region, states that women, who make up the largest group of students in the beginning of higher education studies, slowly lose their position as they progress through higher education (Wojciechowska 1995). At the same time, it is possible to say that European Union countries are sensitive in the practices of “equality” (Rees 2001). For example, Britain passed Great Britain's Race Relations Act 2000 to promote equality in education (Garg 2002; Hall 2001).

**Table 8  
Western European Countries**

	DM	Country name	HR	P	UV	F	E	Total	Participation Rate %
1.	04/11/1946	DENMARK	-	-	-	-	-	0	0
2.	04/11/1946	FRANCE	-	-	-	-	+	1	20
3.	04/11/1946	GREECE	-	-	-	-	+	1	20
4.	04/11/1946	NORWAY	-	-	-	-	+	1	20
5.	29/11/1946	BELGIUM (French and Flemish)	-	-	-	-	+	1	20
6.	01/01/1947	NETHERLANDS	-	-	-	-	-	0	0
7.	27/10/1947	LUXEMBOURG	-	-	-	-	-	0	0
8.	27/01/1948	ITALY	-	-	-	+	+	2	40
9.	13/08/1948	AUSTRIA	+	+	+	+	+	5	100
10.	28/01/1949	SWITZERLAND	-	-	-	-	-	0	0
11.	23/01/1950	SWEDEN	-	-	-	-	+	1	20
12.	11/07/1951	GERMANY	-	-	-	+	+	2	40
13.	30/01/1953	SPAIN	+	+	-	+	-	3	60
14.	10/10/1956	FINLAND	-	-	-	-	+	1	20
15.	03/10/1961	IRELAND	-	-	-	-	-	0	0
16.	08/06/1964	ICELAND	-	-	-	-	+	1	20
17.	10/02/1965	MALTA	-	-	-	-	+	1	20
18.	31/09/1972	PORTUGAL <sup>(1)</sup>	-	-	-	+	+	2	40
19.	20/10/1993	ANDORRA	+	+	+	+	-	4	80
20.	01/07/1997	U K OF GREAT BRITAIN AND NORTHERN IRELAND <sup>(2)</sup>	-	-	-	-	+	1	20
<b>Total according to Region</b>			<b>3</b>	<b>3</b>	<b>2</b>	<b>6</b>	<b>13</b>	<b>27</b>	
<b>Participation Rate %</b>			<b>15,0</b>	<b>15,0</b>	<b>10,0</b>	<b>30,0</b>	<b>65,0</b>	<b>27,0</b>	

DM: Date of Membership, HR: Human Rights, P: Peace, UV: Universal Values, F: Freedom, E: Equality

<sup>(1)</sup> Previously a Member State from March 11, 1965 to December 31, 1972.

<sup>(2)</sup> Previously a member state from November 4, 1946 to December 31, 1985

(Source: UNESCO 2004-b)

The rate of countries showing similarity to the UNESCO's objectives in their own education objectives is 27% when the all objectives taken together. It is interesting to find that the participation rate

of industrialized and democratic countries of Western Europe is much lower than expected. Rauner's observation that "Western European countries are a little slower to change from their older form of civics to a more 'global' form" (1999, 99) is quite to the point when UNESCO's universal status is taken into account.

### **Discussion and Conclusion**

UNESCO has 191 member countries. The data collected from the official web site of UNESCO on 157 of these countries were analyzed to find out the participation rate of these member countries in the UNESCO's educational objectives in terms of the degree of reflection of these objectives in member countries' national educational objectives. As the results presented earlier prove, only 5 (3.18%) of the 157 countries' educational objectives involve key words reflecting the UNESCO's educational objectives. The rates of participation of the countries having national education objectives in accordance with UNESCO's objectives based on the UNESCO region categories are as follows: Asia and Oceania 20.76%; Africa South of Sahara 24.21%; Middle East and North Africa 31.57%; Western Europe 27.0%; South, and Central America and the Caribbean 36.66%; Central Europe and the former USSR countries 41.66%. It is also evident that there is no direct correlation between the level of economic development and the degree of participation in the UNESCO's educational objectives; that is, the countries in the category of poor or underdeveloped and the countries accepted to be rich or developed seem to give the same degree of importance in their national educational objectives in terms of the rate of participation in the UNESCO objectives.

The mean value of the rate of participation of all countries in these five UNESCO objectives is 31.18%. That is, only about ¼ of the member states reflect UNESCO's objectives in their national educational objectives. Probably that is why "UNESCO's educational activities have continuously been used to fill in the gap between the organization's wide mandate and the increasingly divergent interests of its member nations" (Mundy 1999, 48). For UNESCO, this may mean a very minimal influence over the member countries.

When the key concepts that define the UNESCO's objectives are considered in regard to all the countries, the participation rate of all countries to the concept of "Equality" is 56.05%. The participation rate of member countries to the remaining key concepts are as follows: "Human Rights 35.03%, "Freedom" 25.47%, "Universal Values" 19.10%, and "Peace" 15.28%. As a whole, the average participation rate of each country to UNESCO's objectives is 30.19%. [ideal participation = 157 (members) x 5 (objectives) = 785 (100%); actual participation = 46 (total according to Table 3) + 30 (total according to Table 4) + 27 (total according to Table 5) + 50 (total according to Table 6) + 57 (total according to Table 7) + 27 (total according to Table 8) = 237 (30.19%)]. For this reason, it can be said that the rates of UNESCO objectives accepted by the members have a very low percentage. However, among the concepts mentioned above, peace has gradually become to be dominant especially after September 11, 2001 (Torrence 2002; Garbarino 2002; Rizvi 2003). Moreover, whether it came into existence by means of deliberate efforts or not (a claim that should be seriously taken into consideration), SARS (earthquake in Pakistan or virus of H1N5 or earthquake in the South Asia or Hurricane Katrina in the USA) is another important example of how a specific problem in a certain region would become a universal one. However, peace education must today be accepted as an important aspect of national and international education (Harris and Forcey 1999; Adelson 2000; Kaman and Harris 2000; Page 2000-2001-2004; Rees 2000; McCarthy 2002; Salomon and Nevo 2002).

The results presented in this paper along with the views of serious critics of similar other organizations such as the World Bank and IMF should be kept in mind; for example, Sewell (1975) had pointed out "UNESCO and similar organizations have not been more successful because of the failure of the governments" and Camdessus observes that

There is urgent issue of the political responsibility of international institutions, including the IMF. These institutions are too often portrayed as unaccountable technocracies. They are, of course, responsible and accountable to their member states. The problem is not that institutions are not accountable but that they are not perceived as such. Also, some governments find it convenient not to express their public support for actions that they actually have supported in the executive boards. Governments have even until recently been reluctant to publish their agreements, thereby heightening the perception that these lack accountability (2001, 369).

However, it must also be admitted that it is not so easy to find solutions to the universal problems in an economy-based competitive world in which big companies have a dominant role. Likewise, re-nationalization is not the solution for these problems. The solution can only be found by means of an effective collaboration among the international organizations and countries. In doing so, it is also necessary to pay sufficient attention to national identities.

The common future of world will depend on the degree to which all the people become better world citizens, creating the unity within diversity which stems from an intercultural education which helps us to build strong cultural roots, to understand and respect the cultures of others and to learn to live together harmoniously in multicultural communities (Power 2000, 162-163; Sanderson 2004, 17)

This study does not suggest that UNESCO should be dissolved and replaced by a new organization since it fails to fulfill its functions. However, it is obvious that there is incongruity between the educational objectives of UNESCO as an organization and the educational objectives of the states as members. Therefore, simply stated, UNESCO must reconsider its role, functions, objectives and institutional strategies as an international, intergovernmental organization. As Kilmann argues, a formal organization's barriers to success can be diagnosed by examining all the documents that indicate direction: statements of vision, mission, purpose, goals, and objectives (1989, 10). What UNESCO can do as a first step is to focus more on the issue of education within the framework of cooperation with member countries. Since education prepares young children for adulthood, the preservation of the world values and passing on the world heritage to the next generation has to be the responsibility of education. It is in the educational circles that action ought to be planned and executed to provide opportunity to all for living effectively in a multicultural environment. The role of factors like equality, human rights, universal values, peace and freedom is well acknowledged in the policy formulation and has always existed in all the education systems.

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### **Notes**

<sup>1</sup> UNICEF (2003) with other partners (UNESCO and other UN agencies, DFID, Swedish SIDA and other donors, World Bank, ADB, and civil society) within a framework (Sector wide approaches (SWAP) to education).