

# Example of Integration into Global Systems: Establishment of the Organization and Türkiye's Participation According to UNESCO Archive (1945- 1946)

Küresel Sistemlere Entegrasyon Örneği: UNESCO Arşivine Göre  
Organizasyonun Kuruluşu ve Türkiye'nin Katılımı (1945-1946)

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## ABSTRACT

The founding law of the United Nations Educational, Scientific and Cultural Organization (UNESCO), of which Türkiye was among the founding members, was signed at the conference held in London on November 1-16, 1945. During the establishment meetings of UNESCO, representatives of the states and Ministers of Education took the floor and expressed various opinions on the UNESCO constitution. The list of delegations of the conference included Minister of National Education Hasan Âli Yücel and his delegation, representing Türkiye, and Yücel also served as vice president of the commission. In this context, aim of the study is to address Türkiye's participation in the establishment of UNESCO and the extent of its contributions in this direction. Based on this statement, the step of Türkiye's participation in UNESCO, which can be considered as a significant step in the establishment of international systems, has created the importance of the subject. In order to research the subject, open access documents in UNESCO archives were scanned, and in this context, the years 1945 and 1946 were focused on. The process leading to the establishment of UNESCO, the organization's founding conference, and the relevant minutes and documents were the records that were accessed. Türkiye, which was among the founders of UNESCO during its establishment and the first year of the organization, has had a say in the international arena in terms of education and cultural affairs. Thus, Türkiye has strengthened its position of gaining respect on a global scale and has gained a platform where it can explain itself worldwide.

**Keywords:** UNESCO, Türkiye, Education, Culture, Hasan Âli Yücel

## Öz

Türkiye'nin de kurucu üyeleri arasında yer aldığı Birleşmiş Milletler Eğitim, Bilim ve Kültür Örgütü'nün (UNESCO) kuruluş yasası, 1-16 Kasım 1945 tarihleri arasında Londra'da yapılan konferansta imzalanmıştır. UNESCO'nun kuruluş toplantıları sırasında devlet temsilcileri ve Milli Eğitim Bakanları söz alarak UNESCO tüzüğü hakkında çeşitli görüşler bildirmişlerdir. Konferans heyetleri arasında Türkiye'yi temsilen Milli Eğitim Bakanı Hasan Âli Yücel ve ekibi yer almış, Yücel aynı zamanda komisyon başkan yardımcılığı görevini de yürütmüştür. Bu bağlamda çalışmanın amacı, Türkiye'nin UNESCO'nun kuruluşuna katılımını ve bu doğrultudaki katkılarının kapsamını ele almaktır. Bu ifadeden yola çıkarak, uluslararası sistemlerin kurulmasında önemli bir adım olarak değerlendirilebilecek olan Türkiye'nin UNESCO'ya katılım adımı, konunun önemini oluşturmuştur. Konuyu araştırmak amacıyla UNESCO arşivlerindeki açık erişim belgeleri taranmış ve bu kapsamda 1945 ve 1946 yıllarına odaklanılmıştır. UNESCO'nun kuruluşuna giden süreç, örgütün kuruluş konferansı ve ilgili tutanak ve belgelere erişilmiştir. UNESCO'nun kuruluşunda ve kuruluşunun ilk yılında kurucular arasında yer alan Türkiye, eğitim ve kültürel konularda uluslararası alanda söz sahibi olmuştur. Böylece Türkiye, küresel ölçekte saygınlık kazanma konumunu güçlendirmiş ve kendini dünya çapında anlatabileceği bir platforma kavuşmuştur.

**Anahtar Kelimeler:** UNESCO, Türkiye, Eğitim, Kültür, Hasan Âli Yücel

## Introduction

In its foreign policy, Türkiye has always determined the level of international relations as integration into global systems. In this direction, the Ataturk era witnessed important developments in Turkish foreign policy such as becoming a constituent of the League of Nations and establishing relations such as the Balkan Pact and the Sadabad Pact. Türkiye, which managed to stay out of the war for justified reasons during World War II, closely followed the developments in order to have the authority to represent in the new world order that would be established after the war.

Türkiye carried out efforts to take part in international diplomacy since the 1945 San Francisco Conference (Çetindağ, Erdoğan, 2025: p. 104). In this context, Türkiye also took part in the United Nations (UN), the founding charter of which was signed in San Francisco on June 26, 1945. The UN, a global organization established under the leadership of the states that emerged victorious from World War II, was established to prevent the recurrence of wars and threats to peace experienced in the first half of the 20th century and to protect global peace and security. In fact, Türkiye has become a strong supporter of such values and the principle of multilateralism represented by the UN, which is at the center of the global system. In this respect, Türkiye, as a founding member of the UN, has consistently contributed to activities in the fields of peace, security, development and human rights. It has also actively participated in efforts to ensure that the UN has a more effective structure and fulfills its duties and responsibilities more effectively. Within this framework, Türkiye has quickly begun to rise to the position of a country that plays an active role in every dimension of the UN system, in a wide range from its co-sponsorship of the Alliance of Civilizations initiative, which embodies the peaceful solution of problems and the ability to build bridges between different cultures, to its important position in the fight against terrorism, to its experience in peacekeeping and humanitarian diplomacy, to its support for the achievement of sustainable development goals (Republic of Türkiye Ministry of Foreign Affairs, 2025; United Nations. Charter of the United Nations, 1945. p. 3). In this context, Türkiye took part in the signing of the founding law of the United Nations Educational, Scientific and Cultural Organization (UNESCO), which was established within the UN immediately after its UN membership, and contributed during the founding meetings of UNESCO.

Türkiye took part in the UNESCO establishment conference and tried to contribute to the organization's strengthening in its first year. Based on this statement, it was aimed to address the process leading to UNESCO's establishment, its stages and the support provided by Türkiye. Thus, it was requested to evaluate Türkiye's completion of another stage in terms of its integration into international systems. In this context, the main content of the study was formed by open access documents in UNESCO archives. UNESCO archives contain various evidences for international understanding, peace and multilateral cooperation. These reflect UNESCO's comprehensive work and mission since its early years and are open access for researchers to benefit from. Within the scope of the archive search, after the search with the keyword "*Turkey*", the years 1945 and 1946 were focused on and the documents within the subject were classified and used by citing sources from dozens of documents. In addition, various documents and research works complementing the subject were also used.

## The Process Leading to the Establishment of UNESCO

In July 1946, the preparatory commission published a program and meeting document in London under the title "*What is UNESCO?*" This document began by answering the question of what UNESCO was. At this point, the period immediately before the establishment of UNESCO was addressed. In 1919, after World War I, French statesman Léon Bourgeois brought the idea of enlightened cooperation to the agenda of the League of Nations. In 1921, the council of the League of Nations decided to form a committee to examine international problems in order to establish enlightened cooperation, and as a result, the International Committee of Intellectual Cooperation, which would serve as advisory council within the League of Nations, was formed. The formation of this committee was an important step in the process leading to the Institute of International Intellectual Cooperation in Paris. Later, an organization called the International Bureau of Education was established in Geneva. In the years between the two World Wars, the International Institute for Intellectual Cooperation carried out its work with limited resources. Throughout the years of World War II, the Ministers of Education of the governments in exile came together in London in November 1942 in a meeting chaired by the British Minister of Education R. A. Butler. Representatives from Czechoslovakia, Belgium, Netherlands, Greece, Luxembourg, Poland, Norway and Yugoslavia, and the French National Committee Education Committee attended the meeting. In addition, representatives from

the British Council and the Scottish Ministry of Education, and observers from the United States, Soviet Russia, Australia, Canada, South Africa and New Zealand attended (UNESCO, What is UNESCO?, 1946. p. 1, 2).

From this stage on, the Allied Ministers of Education began to make more intensive plans for the cultural and educational reconstruction of the occupied countries. In this context, many problems were addressed by a total of 10 commissions and committees at the conferences of the Ministers of Education of the Allied countries from 1942 until 1945, when UNESCO was established. In particular, the problems of supplying books, training personnel, rebuilding laboratories and libraries, and returning looted works of art to their places were the main issues addressed. In addition, various issues related to possible future cooperation in education and culture were discussed at the conferences. On March 31, 1944, the US State Department issued a policy statement regarding the accession of the US Government in an global program for the restoration of education and culture in countries occupied by enemy forces in the postwar term. It was suggested that the United Nations and its allied nations cooperate in providing support to countries devastated by the war, and that a United Nations Educational and Cultural Reconstruction Organization be established as soon as possible (UNESCO, What is UNESCO?, 1946. p. 2). An American mission led by American politician James William Fulbright arrived in London in April 1944, and at the meeting held there, it was decided to establish an organization that would work together to restore the cultural and educational heritage of countries damaged during the war. After World War II, a new era began in terms of intellectual cooperation. With end of war in Europe and the signing of the San Francisco Convention by the United Nations, the idea of global collaboration in the area of education and culture gained even more importance in order to form favorable circumstances for the preservation of advancement of human welfare and peace. A few months before this, in February-March 1945, a decision was approved in Chapultepec to establish an international agency specifically tasked with promoting intellectual and moral cooperation among nations. Finally, the declaration presented by the French delegation in San Francisco, which contained the task of facilitating the exchange and dissemination of information on national (education and teaching) issues, was generally accepted. France also called for a conference to be convened to establish a charter for an organization within the United Nations that would foresee international intellectual cooperation. At this point, the leading educational bodies in America, the American Council on Education, the National Education Association,

the American Association of University Women, and the National Congress of Parents and Teachers, took part in San Francisco as consultants and supported the proposal to establish a Bureau of International Education and Cultural Affairs under the auspices of the United Nations. The signing of the United Nations Charter opened the way for rapid progress in developing the plans of the Conference of Ministers of Education of the Allied Powers. Draft proposals for a United Nations Educational and Cultural Organization were presented to the Conference of Allied Ministers of Education (CAME) by Grayson Kefauver, a U.S. State Department advisor, in 1945. Finally, on July 31, 1945, CAME agreed on a proposal and it was announced that a conference would be held in London on November 1, 1945 to establish UNESCO (UNESCO, What is UNESCO? 1946: 3-4). Following the proposal of this conference, states including the USA decided to hold a United Nations Conference in London between November 1-16, 1945 to establish an educational and cultural organization. The new organization that would be established aimed to prevent the outbreak of a new world war by ensuring the enlightened and moral solidarity of humanity (UNESCO Türkiye Millî Komisyonu, UNESCO's History, 2024).

In November 1945, under the presidency of Professor Alf Sommerfelt, Chairman of the Working Committee, the opening of the founding conference of the United Nations Educational, Scientific and Cultural Organization was held and the first general assembly meeting was held. At the opening, Professor Alf Sommerfelt announced that one of the most important tasks set before this Conference was to equip for the establishment of a United Nations Organization for cultural and educational cooperation. He stated that after the victory of the Allies in Europe in World War II, a Working Committee was established by the Conference of Ministers of Education of the Allied States to carry out the required work for the establishment of such an organization (UNESCO, Conference for The Establishment of The United Nations Educational 1946. p. 13).

As a result of this conference held at the London Institute of Civil Engineers on November 1-16, 1945, in which Türkiye was among the founding members, the UNESCO founding law was signed on November 16, 1945. In establishing this organization, the primary goal was to ensure international security and peace to take all steps to increase the welfare of the societies of the world. In addition, it was agreed that cooperation in education would advance cultural exchange in the humanities, sciences and arts as well as developing freedom, dignity and welfare, and thus helping to ensure understanding, trust, peace and

security among the societies of the world. In addition, the following was approved: (UNESCO, Conference for The Establishment of The United Nations Educational 1946. p. 1).

*“Dedicated to the proposition that the free and unrestricted education of the peoples of the World and the free and unrestricted exchange among them of ideas and knowledge are essential to the advancement of human welfare and to the pre-servation of security and peace; Hereby establish the Educational and Cultural Organisation of the United Nations and agree to support its broad purposes and functions as expressed in this constitution through their participation in the activities of this international agency and through their respective national educational and cultural programmes.”* (UNESCO, Conference for The Establishment of The United Nations Educational, 1946. p. 1).

After the world had gone through two major wars, UNESCO set out a clear vision, embracing the strengthening of humanity’s intellectual and moral solidarity through bringing people together and through mutual dialogue between cultures in order to achieve lasting peace. Launching pioneering programs in this direction, UNESCO mobilized philosophers, artists, and intellectuals from all nations and adopted the principle of developing innovative projects that would refute racist theories and change the world (UNESCO, 75 Years of History in the Service of Peace, 2025).

During the conference held between 1-16 November 1945, 10 Plenary Meetings and 1 Extraordinary Plenary Meeting were held. Conference Australia, Argentine Republic, Liberia, Bolivia, Luxembourg, Mexico, Belgium, Brazil, New Zealand, Netherlands, Nicaragua, Chile, Canada, China, Norway, Panama, Peru, Colombia, Philippines, Cuba, Poland, The Czechoslovakia, Dominican Republic, Denmark, Syria, Saudi Arabia, Türkiye, El Salvador, Egypt, Ecuador, Union of South Africa, France, United Kingdom of Great Britain and Northern Ireland, United States of America, Guatemala, Greece delegates and advisors from the governments of Haiti, India, Uruguay, Iran, Venezuela (represented by an observer) Iraq, Lebanon and Yugoslavia were present (UNESCO, Conference for The Establishment of The United Nations Educational, 1946. pp. 89-90).

Following the sessions, the Constitution of the United Nations Educational, Scientific and Cultural Organization (UNESCO) consisting of 15 articles was adopted on November 16, 1945. In the first part, it was stated that the states that were parties to this constitution declared that wars begin in the minds of people, and therefore the defense of peace should also be built in the minds of people. It was also emphasized that cultural dissemination and peace, freedom and the education of humanity for justice were inevitable for human dignity. To this end, it was stated that all nations had a sacred duty to compensate in the spirit of reciprocal support and interest, and that peace should be founded on the moral and intellectual solidarity of humanity. It was emphasized that the states that are party to the UNESCO constitution have agreed on the aim of providing equal educational opportunities for all, developing means of communication between their peoples and obtaining more real information about each other’s lives. As a result, it was emphasized that UNESCO was established to advance the goals of global peace and the common welfare of humanity by scientific, educational and cultural relations between the humans of the world (UNESCO, Conference for The Establishment of The United Nations Educational, 1946. pp. 93-94).<sup>1</sup> The first point emphasized by UNESCO was the reconstruction of schools, museums and libraries damaged in Europe during World War II (Mingst, 2022).

A booklet titled UNESCO Its Purpose and Its Philosophy was prepared by the first Director General of UNESCO, Julian Huxley (1946-1948). In this book, within the framework of the purposes determined for UNESCO; firstly, to act in line with the aims and objectives of the international and United Nations, and secondly, to encourage and support science, education and culture. While discussing the aims of UNESCO, the words of the Prime Minister of the United Kingdom, Clement Attlee, were cited and emphasized: *“since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed”*. Also, it was stated that the spread of education and culture the of humanity for justice, freedom and peace were necessary, and that this was an indispensable duty for human dignity and a sacred duty that all nations should fulfill with mutual assistance. For this purpose, it was emphasized that world peace should be based on the enlightened and moral cooperation of humanity in order not to fail. The purpose of this organization was later determined to be to advance the goals of global peace and the common welfare of humanity

<sup>1</sup> For the articles in the UNESCO constitution, see Annex 1.



by scientific, educational and cultural connections of the peoples of the world. Three headings were defined for the realization of these purposes specified in the articles of UNESCO's Constitution: First, efforts to develop mutual understanding and knowledge among humans through all forms of mass communication; in this direction, it was decided to cooperate with UNESCO in establishing the necessary international agreements to encourage the free circulation of ideas through images and words. Secondly, it was necessary to give new impetus to public education and the spread of culture, and for this purpose, there was the ideal of equal educational opportunity without any discrimination based on race, gender, economic or social. Thirdly, there was the preservation, increase and dissemination of knowledge (UNESCO, Its Purpose and Its Philosophy, 1946. pp. 5-7). Huxley shared the difficulties he experienced during his directorship in an interview titled UNESCO's Early Years in the Courier magazine, published monthly by UNESCO. He said that due to the attitude he adopted, he was considered anti-religious by some delegates, but his liberal views were considered communist by others. He stated that UNESCO adopted the urgent task of rebuilding education after World War II, and that they took many steps to ensure that school establishment programs, preparation and distribution of textbooks and the needs of children in war-torn countries were met. He also stated that he had helped to establish the International Biological Program, which, together with the United Nations and its Specialized Agencies, studied human health - the wealth and the conservation and better use of the world's biological resources. He expressed that he wanted to establish a strong organization for population control with the United Nations and other specialized agencies; however, due to religious and nationalist prejudices, they could only carry out a handful of experimental projects. Huxley expressed his gratitude to say that today, not only UNESCO, but also the UN, the World Health Organization and the World Bank have helped in this most important task facing humanity. Huxley also stated that he had carried out a project suggested to him by British biochemist, historian and Sinologist Joseph Needham; he added that they had carried out the writing and publication of a world history that would emphasize developments in science, literature, culture and art rather than political changes and military events. He stated that UNESCO would continue on the same general line as a supporter of cultural progress and mutual understanding, but would always be in search of new problems and new ways to deal with them (UNESCO, UNESCO's Early Years, The UNESCO Courier, 1976. pp. 4-6).

### Contributions of Türkiye to UNESCO's Establishment Process and Its First Year

During the establishment meetings of UNESCO, representatives of states and Ministers of Education took the floor and expressed various opinions on the UNESCO constitution. The list of delegations of the conference included Minister of National Education Hasan Âli Yücel and his delegation, and Yücel also served as the vice president of the commission (UNESCO, Conference for The Establishment of The United Nations Educational, 1946. pp. 11,146). The content of the meetings held during the conference consisted of discussions on the selection of the commission office, the goals and functions of the organization.

Speaking at the Fifth General Assembly Meeting, Turkish Minister of National Education Hasan Âli Yücel stated that the participation of the Republic of Türkiye in the United Nations Conference was formed with a sincere spirit of faith and hope, and that the unity of nations supporting common principles for humanity has always been seen as the basic condition for lasting peace. Yücel also stated that he was here as a representative of a nation that has been radically reforming its institutions for the last twenty years in order to abide by the current requirements of human civilization, and that his nation is a nation that educates its young generations with a love of peace and is instilled with the spirit of international friendliness. Yücel stated that the Republic of Türkiye has seen its own security and prosperity as closely linked to the safety and prosperity of all nations since its foundation, and summarized the basic principles of national education in the New Turkish State as follows: (UNESCO, Conference for The Establishment of The United Nations Educational, 1946. p. 54).

*“(a) To know, understand and form a true estimate of all the nations of the world.*

*(b) To draw on the common sources of human civilisation, without remaining within the narrow framework of chauvinistic culture.*

*(c) To refrain from any distinction between citizens, in regard to race, sex, language, religion or class.”* (UNESCO, Conference for The Establishment of The United Nations Educational 1946: 54).

Hasan Âli Yücel emphasized that a nation that trusts in this opinions will not hesitate to assistance the reason of nations that have successfully defended human rights and

will every time protect them, and he also drew attention to the following statements:

*"We are convinced that close collaboration between the United Nations in the domain of education and culture is the true foundation of peace. Recent events have clearly proved that the role of education is of primary importance both in preparing for war and in securing peace. Just as the second World War was due to a very large degree, to the scorn of man which was inculcated in certain nations, so a lasting world peace will be found possible only by the more general application of teaching based on respect for man. It is not enough to teach men, they must be rallied round common pacific principles. The war which has just ended has given us startling confirmation of this truth: nations which had reached a high degree of culture and education were dragged on and engulfed in catastrophe by the national egoism of their political bodies. In the space of a few years peoples who stood in the highest rank of culture and technical achievement reverted to conceptions dating back to the Middle Ages."* (UNESCO, Conference for The Establishment of The United Nations Educational, 1946. pp. 54-55).

In addition to these statements, Hasan Âli Yücel stated that the time had come to declare the principles that would ensure rapprochement between peoples and the principles that would serve as a successful weapon against the offensive of nations, and drew attention to the fact that in an age when the means of destruction have reached enormous dimensions, the only security for nations is to establish the ideal of human brotherhood. Expressing that they trust that the best way to realize the peace ideal is to base the education of publics on democratic understandings, Yücel explained that it is necessary to determine the widespread rules of such education and that these rules should give form the cultural policy of each country without harming its national characteristics. Finally, Hasan Âli Yücel expressed his hope that this conference would be the beginning of organized and continuous transnational collaboration in the fields of culture and education, concluded his words by saying that the wish of the Turkish people is that this conference will provide the birth of a persistent and productive organization that will bring together all the countries of the world (UNESCO, Conference for The Establishment of The

United Nations Educational, 1946. pp. 54-55).

In 1946, a report titled international education and teaching guide was prepared by the UNESCO International Bureau of Education. This report addressed the school reforms and educational movements of a total of 28 countries, including Türkiye. In the introduction of this guide report prepared in an annual format, it was stated that the International Education and Teaching Yearbook was published every year from 1933 to 1939, but was interrupted for six years due to the war. It was stated that the reports in this yearbook, which provided reliable information on school reforms after this break, were presented by the delegations attending the IX International Conference on Public Education held in Geneva on 4-9 March 1946 by the International Bureau of Education. It was also stated at the beginning of the report that these reports, prepared in a short form, would help to obtain information about educational renewal movements taking place in different countries. It was also stated that this yearbook would contribute to the restructuring of education that the world needs (UNESCO, Turquie, Annuaire International De L'éducation et De L'enseignement, 1946. p. 6). The report presented to the IX International Conference on Public Education in Geneva by Osman Horasanlı, the Delegate of the Turkish Government and the Cultural Attaché of the Turkish Embassy in Switzerland, was also included in the prepared guide. The study, which drew attention to the importance that Türkiye gave to village education as an educational movement, stated that this was not a reform project but a success. It was conveyed that the importance that the Turkish Ministry of National Education gave to village education was due to two reasons; one was social, the other was due to psychological and educational factors. The conditions of Türkiye were shown as the social reason for the reform carried out in village education. Accordingly: The country's geographical location, geological structure and social constitution, being an agricultural country with an industry that meets the needs of the nation; as a result, the peasant represented a fundamental element of social life in economic terms. Therefore, any progress or reform that did not reach the mentality of the peasant remained superficial and prevented the development of Turkish society. In addition, although most of the graduates of normal schools were motivated by the desire to work in a village during their education, they later got bored and often had disagreements with the villagers. In order to overcome these disadvantages, the new type of school established in the village began to accept only the children of the villagers. With the enacted law; each graduate was given a monthly

salary, a house in the village where he worked, a field and a workshop to meet the requirements of his profession. Essentially, this new type of school was formed from a cooperative consisting of a farm and different workshops based on production rather than a classical school. Graduates from this school, after being appointed as teachers, carried out the task of conducting classical lessons until noon, and in the afternoon, they worked in their own field or workshop and ensured that their students helped him as apprentices. The psychological and pedagogical reason for this reform was primarily the failures that old normal school graduates encountered in villages as a result of education and teaching methods largely consisting of educated advice and prescriptions. The teaching method of this new type of school implemented in villages was generally likened to the “*interest centers*” method applied in primary schools. Because in primary schools, life was artificially brought into the classroom with the so-called interest method, but in the new normal school, the student was asked to come into direct contact with real life. In fact, it was aimed to learn geometry by examining fields and building houses, botany by growing plants, and zoology by looking after animals. Because this new normal school with its farms and workshops aimed to train teachers not only according to an intellectual method but also according to a method guided by interest and completely in accordance with the origin of scientific knowledge. In short, this new type of normal schools were designed as farms and workshops working for production purposes and were prepared according to a structure where the students were workers. In short, these institutions were defined not as schools but as Village Institutes where education should be based on action and work. Finally, it was emphasized that Türkiye had 6 years of experience in Village Institutes (UNESCO, Turquie, Annuaire International De L’éducation et De L’enseignement, 1946. pp. 6, 161, 162).

The UNESCO Convention was accepted by the Turkish Grand National Assembly on May 20, 1946. The text of the law, which stated that the law would be implemented by the Council of Ministers, announced that the states that joined the convention accepted that wars begin in people’s minds and that the defense trenches of peace should also be established in people’s minds. It was also emphasized that war was spread by the doctrine that people and races were not equal, and that educating humanity was an important duty for this. It was stated that humanity should be based on spiritual and intellectual unity in order to achieve peace. For these reasons, it was decided that the states that signed the UNESCO Convention would be determined to develop international relations and to ensure that they could obtain accurate information about

each other (Resmi Gazete 1946: 10630).

The year after UNESCO was founded, on November 19, 1946, the general assembly meeting was held in Paris, hosted by France. Following the opening ceremony held on the first day, various items were discussed in the meeting held the next day, primarily the appointment of the authorization commission, the nomination commission and the agenda commission (UNESCO, Journal of the General Conference, First Session no. 1, 1946. pp. 1-3). It was stated that after this stage, UNESCO conferences were expected to be held in Europe, America, Africa and Asia, respectively (UNESCO, Handbook of the first General Conference and UNESCO Month, 1946: 3). Various issues were discussed at another credentials committee meeting held on November 21, with the participation of Türkiye (UNESCO, Credentials Committee: Summary reports of the Second Meeting 1946: 1-3). The discussions continued in the following days, and a meeting titled nominations committee was held on November 23. Here, R.M. Güntekin was proposed as a candidate for the committee by the Turkish delegate (UNESCO, Nominations Committee: Meeting on Saturday 23rd November 1946 (11.30 a.m.); summary record 1946. pp. 1-2). In the Education Sub-Commission meeting held on November 27, 1946, the main focus was on the review of school textbooks. The Turkish delegate, who spoke on the subject, emphasized that textbooks were the key to learning. The Turkish delegate, in his speech limited to the example of a history textbook, stated that if the schoolbook did not serve as a tool of certainty, this could encourage hatred and hostility among peoples. He also stated that schoolbooks were an important element of education, they could not be put on the back burner and that UNESCO could provide all nations with the necessary instructions through a committee to be established to deal with this issue (UNESCO, Education Sub-commission: Provisional Verbatim Record of the Third Meeting, 1946. pp. 21-22).

In the following years, Türkiye’s work within the organization continued and made significant progress in protecting education as well as natural and cultural heritage, strengthening cooperation in scientific matters and developing multi-faceted international relations.

### Conclusion

Türkiye, which was among the founders of the conference process that established UNESCO, has had a say in the international arena, especially in education and cultural affairs in the first year after the organization was established. In this way, Türkiye has further strengthened its position of respect in the world community of nations

and has gained a strong place on an important platform for the prevention and solution of global problems. With Türkiye's membership in UNESCO and its inclusion in the World Heritage List, many historical heritages, especially ancient cities, have been taken under protection, and cooperation has been established in the fields of education and science. In addition, progresses in the pitch of tourism and the strengthening of international promotional activities have been ensured. In addition, with its UNESCO membership, Türkiye has become one of the countries that have a say in cultural diplomacy worldwide and has gained a platform to contribute to cultural heritage. Based on the context of this study, Türkiye's work and contributions within the UNESCO organization over the years and the effects of UNESCO on developments specific to Türkiye also need to be investigated as a more comprehensive subject.

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# Annex-1: Constitution of United Nations Educational, Scientific and Cultural Organisation (UNESCO), Document code: ECO/CONF/29, 1946: 93-97)

## CONSTITUTION OF THE UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANISATION

London, 16th November, 1945

THE Governments of the States parties to this Constitution on behalf of their peoples declare, that since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed ; that ignorance of each other's ways and lives has been a common cause, throughout the history of mankind, of that suspicion and mistrust between the peoples of the world through which their differences have all too often broken into war ; that the great and terrible war which has now ended was a war made possible by the denial of the democratic principles of the dignity, equality and mutual respect of men, and by the propagation, in their place, through ignorance and prejudice, of the doctrine of the inequality of men and races ; that the wide diffusion of culture, and the education of humanity for justice and liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfil in a spirit of mutual assistance and concern ; that a peace based exclusively upon the political and economic arrangements of governments would not be a peace which could secure the unanimous lasting and sincere support of the peoples of the world, and that the peace must therefore be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind.

For these reasons, the States parties to this Constitution, believing 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, are agreed and determined to develop and to increase the means of communication between their peoples and to employ these means for the purposes of mutual understanding and a truer and more perfect knowledge of each other's lives ;

In consequence whereof they do hereby create the United Nations Educational, Scientific and Cultural Organisation for the purpose of advancing, through the educational and scientific and cultural relations of the peoples of the world, the objectives of international peace and of the common welfare of mankind for which the United Nations Organisation was established and which its Charter proclaims.

### ARTICLE I

#### PURPOSES AND FUNCTIONS

1. The purpose of the Organisation is to contribute to peace and security by promoting collaboration among the 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.
2. To realise this purpose the Organisation will :
  - (a) collaborate in the work of advancing the mutual knowledge and understanding of peoples, through all means of mass communication and to that end recommend such international agreements as may be necessary to promote the free flow of ideas by word and image ;
  - (b) give fresh impulse to popular education and to the spread of culture :
    - by collaborating with Members, at their request, in the development of educational activities ;
    - by instituting collaboration among the nations to advance the ideal of equality of educational opportunity without regard to race, sex or any distinctions, economic or social ;
    - by suggesting educational methods best suited to prepare the children of the world for the responsibilities of freedom ;
  - (c) maintain, increase and diffuse knowledge :
    - by assuring the conservation and protection of the world's inheritance of books, works of art and monuments of history and science, and recommending to the nations concerned the necessary international conventions ;
    - by encouraging co-operation among the nations in all branches of intellectual activity, including the international exchange of persons active in the fields of education, science and culture and the exchange of publications, objects of artistic and scientific interest and other materials of information ;
    - by initiating methods of international co-operation calculated to give the people of all countries access to the printed and published materials produced by any of them.

3. With a view to preserving the independence, integrity and fruitful diversity of the cultures and educational systems of the States Members of this Organisation, the Organisation is prohibited from intervening in matters which are essentially within their domestic jurisdiction.

### ARTICLE II

#### MEMBERSHIP

1. Membership of the United Nations Organisation shall carry with it the right to membership of the United Nations Educational, Scientific and Cultural Organisation.
2. Subject to the conditions of the agreement between this Organisation and the United Nations Organisation, approved pursuant to Article X of this Constitution, States not members of the United Nations Organisation may be admitted to membership of the Organisation, upon recommendation of the Executive Board, by a two-thirds majority vote of the General Conference.
3. Members of the Organisation which are suspended from the exercise of the rights and privileges of membership of the United Nations Organisation shall, upon the request of the latter, be suspended from the rights and privileges of this Organisation.
4. Members of the Organisation which are expelled from the United Nations Organisation shall automatically cease to be members of this Organisation.

### ARTICLE III

#### ORGANS

The Organisation shall include a General Conference, an Executive Board and a Secretariat.

### ARTICLE IV

#### THE GENERAL CONFERENCE

##### A.—Composition.

1. The General Conference shall consist of the representatives of the States Members of the Organisation. The Government of each Member State shall appoint not more than five delegates, who shall be selected after consultation with the National Commission, if established, or with educational, scientific and cultural bodies.

##### B.—Functions.

2. The General Conference shall determine the policies and the main lines of work of the Organisation. It shall take decisions on programmes drawn up by the Executive Board.
3. The General Conference shall, when it deems it desirable, summon international conferences on education, the sciences and humanities and the dissemination of knowledge.
4. The General Conference shall, in adopting proposals for submission to the Member States, distinguish between recommendations and international conventions submitted for their approval. In the former case a majority vote shall suffice ;

in the latter case a two-thirds majority shall be required. Each of the Member States shall 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 were adopted.

5. The General Conference shall advise the United Nations Organisation on the educational, scientific and cultural aspects of matters of concern to the latter, in accordance with the terms and procedure agreed upon between the appropriate authorities of the two Organisations.

6. The General Conference shall receive and consider the reports submitted periodically by Member States as provided by Article VIII.

7. The General Conference shall elect the members of the Executive Board and, on the recommendation of the Board, shall appoint the Director-General.

##### C.—Voting.

1. Each Member State shall have one vote in the General Conference. Decisions shall be made by a simple majority except in cases in which a two-thirds majority is required by the provisions of this Constitution. A majority shall be a majority of the Members present and voting.

##### D.—Procedure.

1. The General Conference shall meet annually in ordinary session ; it may meet in extraordinary session on the call of the Executive Board. At each session the location of its next session shall be designated by the General Conference and shall vary from year to year.

10. The General Conference shall, at each session, elect a President and other officers and adopt rules of procedure.

11. The General Conference shall set up special and technical committees and such other subordinate bodies as may be necessary for its purposes.

12. The General Conference shall cause arrangements to be made for public access to meetings, subject to such regulations as it shall prescribe.

##### E.—Observers.

13. The General Conference, on the recommendation of the Executive Board and by a two-thirds majority, may, subject to its rules of procedure, invite as observers at specified sessions of the Conference or of its commissions representatives of international organisations, such as those referred to in Article XI, paragraph 4.

## ARTICLE V

### EXECUTIVE BOARD

##### A.—Composition.

1. The Executive Board shall consist of eighteen members elected by the General Conference from among the delegates appointed by the Member States, together with the President of the Conference who shall sit *ex officio* in an advisory capacity.

## ARTICLE VI

### SECRETARIAT

1. The Secretariat shall consist of a Director-General and such staff as may be required.

2. The Director-General shall be nominated by the Executive Board and appointed by the General Conference for a period of six years, under such conditions as the Conference may approve, and shall be eligible for reappointment. He shall be the chief administrative officer of the Organisation.

3. The Director-General, or a deputy designated by him, shall participate, without the right to vote, in all meetings of the General Conference, of the Executive Board, and of the committees of the Organisation. He shall formulate proposals for appropriate action by the Conference and the Board.

4. The Director-General shall appoint the staff of the Secretariat in accordance with staff regulations to be approved by the General Conference. Subject to the paramount consideration of securing the highest standards of integrity, efficiency and technical competence, appointment to the staff shall be on as wide a geographical basis as possible.

5. The responsibilities of the Director-General and of the staff shall be exclusively international in character. In the discharge of their duties they shall not seek or receive instructions from any Government or from any authority external to the Organisation. They shall refrain from any action which might prejudice their position as international officials. Each State Member of the Organisation undertakes to respect the international character of the responsibilities of the Director-General and the staff, and not to seek to influence them in the discharge of their duties.

6. Nothing in this Article shall preclude the Organisation from entering into special arrangements within the United Nations Organisation for common services and staff and for the interchange of personnel.

## ARTICLE VII

### NATIONAL CO-OPERATING BODIES

1. Each Member State shall make such arrangements as suit its particular conditions for the purpose of associating its principal bodies interested in educational, scientific and cultural matters with the work of the Organisation, preferably by the formation of a National Commission broadly representative of the Government and such bodies.

2. National Commissions or national co-operating bodies, where they exist, shall act in an advisory capacity to their respective delegations to the General Conference and to their Governments in matters relating to the Organisation and shall function as agencies of liaison in all matters of interest to the Organisation.

3. The Organisation may, on the request of a Member State, delegate, either temporarily or permanently, a member of its Secretariat to serve on the National Commission of that State, in order to assist in the development of its work.

2. In electing the members of the Executive Board the General Conference shall endeavour to include persons competent in the arts, the humanities, the sciences, education and the diffusion of ideas, and qualified by their experience and capacity to fulfil the administrative and executive duties of the Board. It shall also have regard to the diversity of cultures and a balanced geographical distribution. Not more than one national of any Member State shall serve on the Board at any one time, the President of the Conference excepted.

3. The elected members of the Executive Board shall serve for a term of three years, and shall be immediately eligible for a second term, but shall not serve consecutively for more than two terms. At the first election eighteen members shall be elected of whom one-third shall retire at the end of the first year and one-third at the end of the second year, the order of retirement being determined immediately after the election by the drawing of lots. Thereafter six members shall be elected each year.

4. In the event of the death or resignation of one of its members, the Executive Board shall appoint, from among the delegates of the Member State concerned, a substitute, who shall serve until the next session of the General Conference which shall elect a member for the remainder of the term.

##### B.—Functions.

5. The Executive Board, acting under the authority of the General Conference, shall be responsible for the execution of the programme adopted by the Conference and shall prepare its agenda and programme of work.

6. The Executive Board shall recommend to the General Conference the admission of new Members to the Organisation.

7. Subject to decisions of the General Conference, the Executive Board shall adopt its own rules of procedure. It shall elect its officers from among its members.

8. The Executive Board shall meet in regular session at least twice a year and may meet in special session if convened by the Chairman on his own initiative or upon the request of six members of the Board.

9. The Chairman of the Executive Board shall present to the General Conference, with or without comment, the annual report of the Director-General on the activities of the Organisation, which shall have been previously submitted to the Board.

10. The Executive Board shall make all necessary arrangements to consult the representatives of international organisations or qualified persons concerned with questions within its competence.

11. The members of the Executive Board shall exercise the powers delegated to them by the General Conference on behalf of the Conference as a whole and not as representatives of their respective Governments.

## ARTICLE VIII

### REPORTS BY MEMBER STATES

Each Member State shall report periodically to the Organisation, in a manner to be determined by the General Conference, on its laws, regulations and statistics relating to educational, scientific and cultural life and institutions, and on the action taken upon the recommendations and conventions referred to in Article IV, paragraph 4.

## ARTICLE IX

### BUDGET

1. The budget shall be administered by the Organisation.

2. The General Conference shall approve and give final effect to the budget and to the apportionment of financial responsibility among the States Members of the Organisation subject to such arrangement with the United Nations as may be provided in the agreement to be entered into pursuant to Article X.

3. The Director-General, with the approval of the Executive Board, may receive gifts, bequests, and subventions directly from Governments, public and private institutions, associations and private persons.

## ARTICLE X

### RELATIONS WITH THE UNITED NATIONS ORGANISATION

This Organisation shall be brought into relation with the United Nations Organisation, as soon as practicable, as one of the specialised agencies referred to in Article 57 of the Charter of the United Nations. This relationship shall be effected through an agreement with the United Nations Organisation under Article 63 of the Charter, which agreement shall be subject to the approval of the General Conference of this Organisation. The agreement shall provide for effective co-operation between the two Organisations in the pursuit of their common purposes, and at the same time shall recognise the autonomy of this Organisation, within the fields of its competence as defined in this Constitution. Such agreement may, among other matters, provide for the approval and financing of the budget of the Organisation by the General Assembly of the United Nations.

## ARTICLE XI

### RELATIONS WITH OTHER SPECIALISED INTERNATIONAL ORGANISATIONS AND AGENCIES

1. This Organisation may co-operate with other specialised inter-governmental organisations and agencies whose interests and activities are related to its purposes. To this end the Director-General, acting under the general authority of the Executive Board, may establish effective working relationships with such organisations and agencies and establish such joint committees as may be necessary to assure effective co-operation. Any formal