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YOUTH, ITS EDUCATION IN THE RESPECT FOR HUMAN RIGHTS  
 AND FUNDAMENTAL FREEDOMS, ITS PROBLEMS AND NEEDS, AND  
 ITS ACTIVE PARTICIPATION IN NATIONAL DEVELOPMENT AND  
 INTERNATIONAL CO-OPERATION

IMPLEMENTATION OF THE DECLARATION ON THE PROMOTION  
 AMONG YOUTH OF THE IDEALS OF PEACE, MUTUAL RESPECT  
 AND UNDERSTANDING BETWEEN PEOPLES

Report of the Secretary-General

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Fundação Cuidar o Futuro

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## I. INTRODUCTION

1. In resolution 2037 (XX), adopted at its 1390th plenary meeting on 7 December 1965, the General Assembly proclaimed the Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples and called upon Governments, non-governmental organizations and youth movements to recognize the principles set forth therein and to ensure their observance by means of appropriate measures.
2. In resolution 2633 (XXV), adopted at its 1901st plenary meeting on 11 November 1970, the General Assembly inter alia reaffirmed the Declaration and called upon Governments, all institutions of learning, the United Nations organs and the specialized agencies concerned and all other organizations concerned to act in such a way as to ensure the education of young people in the spirit of the ideals of peace based on justice, co-operation among peoples, respect for human rights and fundamental freedoms and the principles of international law, and also to take effective steps to combat propaganda in favour of unjust wars, as well as to combat racist, nazi and similar ideologies; and requested the Secretary-General and the specialized agencies concerned to continue to undertake, on a regional and on a world-wide basis, programmes and projects related to the problems and needs of youth, especially those of the handicapped, young workers and rural youth, and their participation in national development, as well as their role in the promotion and protection of human rights, and to co-operate closely, as appropriate, with youth organizations. The General Assembly decided to resume the consideration of this item in the future, taking into account in particular the advisability of considering the question of the implementation of the Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples.
3. In resolution 2770 (XXVI), adopted at its 1991st plenary meeting on 22 November 1971, the General Assembly, desiring the realization of the aims of resolution 2633 (XXV), requested the Secretary-General to invite early comments from Governments on the question of the implementation of the Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples, and decided to consider as soon as possible, but not later than at its twenty-eighth session, the item entitled "Youth, its education in the respect for human rights and fundamental freedoms, its problems and needs, and its active participation in national development and international co-operation".
4. The Secretary-General accordingly invited comments from the Governments of States Members of the United Nations or members of specialized agencies concerning the implementation of the Declaration. As of 30 September 1972, comments had been received from 29 States, as follows: Argentina, Australia, Austria, Belgium, Bhutan, Brazil, Bulgaria, the Byelorussian Soviet Socialist Republic, Cyprus, Czechoslovakia, Denmark, Egypt, Finland, the Holy See, Hungary, India, Ireland, Israel, Italy, Kenya, Laos, Maldives, Malta, Pakistan, Romania, Swaziland, Switzerland, the Ukrainian Soviet Socialist Republic and the Union of Soviet Socialist Republics. These comments are reproduced below. The Government of Malawi stated that it had no comments to make on the question of the implementation of the Declaration.
5. Comments received from Governments after 30 September 1972 will be reproduced in addenda to the present document. /...

## II. COMMENTS RECEIVED FROM GOVERNMENTS

### ARGENTINA

/Original: Spanish/

13 June 1972

The Argentine Government deems it appropriate to inform the Secretary-General that it fully supports, and has for several years been applying, the principles laid down in the Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples.

The trend of the latest proposed reforms in educational curricula is, precisely, to affirm the ideal of complete training, which has been the aim of Argentine educators.

The purpose of specific courses, such as that in democratic education, is to make students aware of the existence of fundamental and inalienable rights such as liberty, equality, security, etc.

Courses in foreign languages - a useful means of bringing peoples closer together - are free and compulsory in State secondary schools.

In so far as cultural exchanges and tourism are concerned, in addition to scholarships granted by the Argentine Government, we have in recent years observed the formation of private, non-profit organizations which enable students to visit and live in foreign countries, with very beneficial results.

With respect to student organizations, it must be pointed out that, like all inhabitants of Argentine territory, young persons enjoy freedom of association.

The Government has recognized the need to provide protection and guidance, not only for young persons but also for the family so that the latter may fulfil its important role in the complete education of the child. Accordingly, the Under-Secretaryship for the Minor and the Family, which is responsible for providing such protection and guidance, was established within the Ministry of Social Welfare in August 1971.

### AUSTRALIA

/Original: English/

1 June 1972

1. In 1971 the voting age in South Australia was reduced to 18 years.
2. In 1961 the Victorian Government passed the Property Law (Loans to Minors) Act to enable minors over the age of 18 years to borrow money for housing purposes upon the security of the first mortgage of any land.

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3. Continued participation in the Colombo Plan and increasing trade and cultural interchange in the South-East Asian region. In 1971/1972 \$6,020,000 was appropriated for training under the Colombo Plan.
4. Australia appropriated \$200,000 for the Australian/Asian University Aid and Co-operation Scheme in 1971/1972.
5. In the same year \$2,610,000 was appropriated for the Child Migrant Education Programme.
6. Most universities have provided for student representation on councils and committees.
7. In 1969/1970 the population under the age of 20 years represented 37.7 per cent of the total population of Australia.

\* \* \*

1. In Australia, responsibilities in the social field are shared by the Commonwealth, state and local governments and by voluntary agencies. Broadly the Commonwealth Government has responsibility for social security measures, the state governments for child and general welfare and these services are supplemented by those supplied by local government and voluntary organizations.
2. Although the primary responsibility for child and youth welfare rests with the various state departments, the Commonwealth Government is involved in this field in the two Commonwealth Territories it administers. It is also indirectly involved in the care and education of youth by its support of the provision of healthy activities for children and young people.
3. Many of these activities are subsidized through grants to the semi-statutory Commonwealth Council for National Fitness which in turn, in conjunction with the various state governments, finances the state national fitness councils and various sporting and recreational groups. In addition, the Commonwealth Government makes direct grants to such organizations as the Boy Scouts and Girl Guides Associations, the National Youth Council of Australia, the Surf Lifesaving Association and Royal Life Saving Society. More directly it is concerned with the prevention of juvenile delinquency by the financing of the employment of social workers/welfare officers by certain organizations whose aims include the integration of migrant and Aboriginal youth into the Australian community.
4. In keeping with the general pattern of the country's social services, the Commonwealth Government is not directly involved in the day-to-day functioning of the organizations it subsidizes.

#### Problems of youth

5. Australian youth is faced with the problems which arise from modern living patterns of increasing industrialization and urbanization, the impact of rapid

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social change, changing ideals, pressure of competition in his daily life, greater mobility, some breakdown of family life and greater experimentation with the use of drugs.

6. Today's young people are on the whole, better educated than their parents and are quick to see any disparities between the ideals propounded at home and in schools and the reality in the world. As children receive an increasing amount of knowledge which their parents do not have, the possibility of tension between generations occurs at a very early age, long before the child leave his parental home.

7. Knowledge of social process is followed by the desire to join in that process. Older generations may react and ideas advanced by the younger generation can become a threat to the established set of values, attitudes and interests. Consequent problems are apparent in particular, with young migrants and young Aborigines.

8. Barriers to social participation no longer appear to be related to traditional class lines. Young people of the middle class voice similar apprehension about society as do the children from the lower economic groups.

9. Young people are seeking greater participation in determining the type of society in which they must live. As stated recently:

"Their call for participatory democracy to replace our hierarchical order is not a request for permissiveness; but for the kind of autonomy we, the older generation, have always fled.... They advocate less organization rather than different organization as the solution to our dissociated and over-formalized existence... (in brief)... the conflict between the generations is over means and ends....".

These demands, evident in Australia, appear to be world-wide.

#### Needs of youth

10. Young people have particular needs between childhood and adulthood. Commonwealth and state governments, local government and voluntary organizations all play their part in meeting these needs.

#### Health (physical)

11. State governments' public health programmes offer services from the infant stage through to adulthood. Apart from the general services, there are specialized services for the physically and mentally handicapped, spastic, subnormal, blind and deaf. There are also extensive school health programmes, dental services and the Commonwealth and state governments combine in the areas of treatment of tuberculosis and rehabilitation.

12. The Commonwealth Government maintains an acoustic laboratory in each state which carries out diagnostic and prognostic audiological and psychological tests in cases of suspected auditory disorders, provides and maintains hearing aids and assists with auditory training and rehabilitation. These services are provided without charge to all children and adolescents up to 21 years.

13. The health of children and adolescents in country areas is cared for by state health services supplemented by such voluntary agencies as the Royal Flying Doctor Service of Australia, Bush Children's and Far West Children's Health Schemes, etc.

14. All states offer free dental services to children through dental hospitals, road clinics and regular school inspections.

15. Special programmes are arranged by governments for the treatment and rehabilitation of young drug addicts.

#### Health (mental)

16. State health departments maintain special centres for the care and treatment of children with emotional and behavioural disorders and for the intellectually handicapped. They also provide child guidance clinics which include dealing with psychiatric disorders, and provide a preventative function in the field of juvenile delinquency.

17. There is close co-ordination of work between various state departments so that everyone who is concerned with the child, becomes a part of the treatment teams. Child welfare departments liaise closely with educational authorities, police departments and juvenile aid bureaux. State education departments use their psychology branches which provide tests for children in relation to their future careers, to identify social problems often first manifest by under achievement at school. Child guidance clinics assume the role of casework agencies dealing with specific problems and over-all family relationships. In all cases, the emphasis is on prevention.

#### Education and training

##### Pre-school centres and day nurseries

18. Day nurseries giving preference to one parent families are provided by city councils and by private organizations. Pre-school centres are provided in all cities and large centres and are designed to provide pre-school education for the three to five-year-olds. Both receive subsidies from state and local governments.

##### Basic education

19. All state departments of education offer full and comprehensive educational facilities for children from five years of age upwards. Country children who live in areas where daily attendance at a school is impossible and children unable to

attend a school for special reasons, are taught by the correspondence school sections of the education departments. These lessons continue through to the technical correspondence level, covering apprenticeship courses, formal education and special courses.

#### Special schools for handicapped children

20. All states provide special facilities for children with handicaps whether these be mental or physical.

21. Speech therapy services are provided for all children on the recommendation of school medical officers. Centres are located in all capital cities and the larger regional cities.

#### Vocational help

22. As stated previously, education departments provide educational and pre-vocational guidance services covering school, course and subject choices; information about occupation prerequisites; help with school adjustment problems, including problems of educational failure, problem behaviour in the school setting and the child whose handicaps make educational placement necessary. Vocational guidance is also provided by the Commonwealth Employment Service, as mentioned in paragraph 25 below.

#### Migrant children

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23. Special classes are held by the migrant education sections of the departments of education to provide English lessons for non-English speaking migrants over school age.

#### Aboriginal children

24. Some states have special departments of Aboriginal affairs but there is a growing tendency to amalgamate this work with that of social welfare generally. The Commonwealth and states make grants-in-aid for secondary school pupils of Aboriginal descent and provide special counselling and assistance for young Aboriginal people migrating to capital cities.

#### Vocational guidance and training for employment

25. Apart from the educational and pre-vocational guidance services offered through the state education departments, there is also a comprehensive service given by the Commonwealth Employment Service conducted by the Department of Labour and National Service to young people. This Department provides facilities for people seeking employment, especially those leaving school. It works in close co-operation with the secondary schools and aims to make easier the transition from school to a tertiary course or to work. The Department provides career and apprenticeship information, vocational guidance tests, details of employment



aspects of Commonwealth schemes for the rehabilitation of the physically and mentally handicapped, employment training scheme for Aborigines, etc.

#### Sheltered employment

26. The Commonwealth Government through the Sheltered Employment (Assistance) Act encourages benevolent institutions and other voluntary bodies to provide sheltered employment and accommodation for certain disabled people. Thus young people whose disabilities prevent their engaging in normal competitive employment, can often perform productive work in a sheltered environment.

#### Social controls and rehabilitation

27. Each state provides comprehensive help for children and adolescents who exhibit anti-social behaviour and come before the courts. As stated previously, emphasis is on preventative work, but when this is unsuccessful and the interests of the child appear to be in peril, legal processes may be initiated.

28. Children's courts are established in all states under the various child welfare acts. In closed and fairly informal hearings, details of the offence, child's background and circumstances are considered. Children may be returned to the care of their family with supervision from child care officers. With more serious cases, the child may be placed under the supervision, counselling and practical assistance of probation officers. The aim of probation services is to ensure that the child will be able eventually to function adequately on his own, independent of the assistance of a probation officer. Rights of parents are safeguarded in the probation officers' work in close co-operation with the parents during the probationary period.

#### Recreational activities for youth

29. There are a large number of voluntary, religious, cultural and sporting bodies available to young people. Apart from these, the Commonwealth and state governments co-operate through the National Fitness Councils in each state to promote fitness in the community and to encourage and assist organizations which promote fitness. Since inception, the Council has broadly interpreted "fitness" as integrated development of body and mind and views fitness as an important element of physical and emotional health.

30. The Council promotes fitness by maintaining permanent camps, conducting camping programmes and adventure schools for children, adolescents, young adults and family groups; organizing coaching programmes for children, adolescents and adults in a variety of sports and outdoor activities and through them introduces people to new recreational pursuits.

31. The Council assists youth organizations by organizing and conducting courses and camps for youth leaders, providing trained staff to assist in training

programmes, giving advice to youth leaders when requested; providing the secretariat of the Youth Council in each state and providing the secretarial and field assistance for the Duke of Edinburgh's Award Scheme.

#### Youth - its participation and social development

32. The youth of the 1970s are anxious to participate in the planning and implementation of policies. They are demanding active participation at all levels of policy-making - at government level through political groups and through community services. Research studies show that the great majority of young people are not so different from their parents as the dress, music and life of the publicized few might suggest.

33. There is a world-wide expression of concern by young people about present patterns of social organization coupled with an ethical and practical concern for the well-being of people. Much of the current protest is focused upon issues of ethics and human suffering or upon apparent injustice; many of the same young people carry a heavy commitment to practical community service of various kinds.

34. Organizations which work for and with young people are changing traditional methods and training and reforming to meet the challenge of the 1970s. For example, the Boy Scouts, Girl Guides, YMCA and YWCA Associations which have always placed great emphasis on citizenship and leadership training as well as on development of personality, have modernized their methods of approach. Church groups are paying more attention to the demands of youth and are using new methods to reach them. Pop music of a semi-religious nature sometimes takes the place of the traditional Sunday Evensong. The young people appear to be turning back to religion but demand it be presented to them in a new form.

35. Leadership courses are popular with adolescents and young adults and are being reorganized. For example, the Social Welfare Department of Victoria in 1970 reviewed its two-year Youth Leadership Diploma Course to take into account possible changes in society, the needs of young people in the 1970s and the types of settings that youth workers are likely to be employed in.

36. Bodies such as the National Youth Council of Australia which hold regular conferences on national and State levels to discuss "Priorities in youth work", encourage state branches to participate in the United Nations Year for the Elimination of Racial Discrimination, to look at restructuring national assemblies of youth to become national forums of youth to investigate youth travel schemes etc.

37. In South Australia, a voluntary group known as Service to Youth Council Incorporated has developed a unique programme for young people to assist other young people. This body is also one of several providing a street work programme through its social workers. This is basically a self-help programme and leaves the young people free to seek help for themselves. There is also a special service for young migrants and young Aborigines.

38. Young Aborigines are working to help themselves and their people to achieve better standards. In Queensland, university students have formed a group known as ABSCHOL (Australian Union of Students' Aboriginal Scholarship Scheme). This is designed to help in the education of Aboriginal students by providing secondary scholarships for children under 14 who are too young to receive the Commonwealth Secondary Grant. They also provide tutors for young Aborigines.

39. OPAL (One People of Australia League) works towards the close integration of white and coloured peoples of Australia into one people. The activities cover a wide range and much emphasis is placed upon encouraging Aboriginal people to keep alive their traditional culture.

40. The Police-Citizens' Youth Welfare Associations and Police Boys' Clubs provide clubs in inner city areas for children and adolescents. Activities are mainly sporting but the principles of good citizenship are also part of the programme.

41. Young people in the 16-25 age group in country areas are catered for by the Rural Youth Organisation. This organization is self-governing. Encouragement is given to self-education and personal development and co-operation with others through community groups.

42. One of the churches noted for its 24-hour counselling service, "Life-Line", which is a personal emergency service initiated through the telephone, has trained junior counsellors to provide a similar service specifically for young people. This is known as "Youth Line".

43. Rotary International encourages young people to learn about other countries through its exchange scholarships. A small selected group of adolescents spent up to 12 months in another country living with families. These exchange schemes contribute to international understanding.

44. Many young people work for organizations affiliated with the Australian Council for Overseas Aid. Under this, young Australian adults volunteer to work overseas in under-developed countries on special projects, giving their services in return for keep.

#### AUSTRIA

/Original: English/

3 August 1972

The principles and objectives underlying the General Assembly's Declaration of 7 December 1965, concerning the fostering of the ideals of peace, mutual respect and mutual understanding of nations in young people, have always met with the interest and support due to them on the part of authorities and youth organizations in Austria both at the educational and the extra-educational levels.

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Educational programmes and action schemes pay due regard to the quest for "higher moral qualities". Austrian youth organizations maintain many international contacts and operate exchange programmes for young people with friendly youth organizations abroad, an activity which represents an important contribution to the mutual understanding of the world's nations and thus to the aims of the United Nations. Austrian public authorities act as mediators in such schemes and extend financial support to them.

Austria's youth has shown great understanding for the aims of development aid, as is evidenced by the existence of the Austrian Youth Council for Development Aid. A number of youth organizations have committed themselves to concrete projects, undertaking the training and assignment of volunteers. A concrete activity within the meaning of General Assembly resolution 2770 (XXVI) is the public speaking contest for young people organized in co-operation with the Austrian League for the United Nations. In 1972, the twentieth contest of this kind will be held. Every year, several hundred young people - students from various categories of schools, young workers, members of the organization of rural youth, and soldiers serving in the Austrian Federal Army - take part in this event. The topics, which are set by a commission, always include at least one referring to the tasks and special problems of the United Nations and their agencies and organizations. For 1972, the relevant topic is: "The United Nations - the way I see them". The value of this event lies not only in the final contest but in the fact that many thousands of young people are confronted with the views and problem formulations of their contemporaries in the elimination contests held in schools and at district and provincial level. Frequently, this is much more effective than are class-room lessons and lectures by adults.

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In the International Book Year, the activities of the Austrian Commission on Juvenile Literature and the Austrian Young People's Book Club are aimed at encouraging young people in Austria to own books. The lists of recommended books issued in this context frequently include books for children and adolescents which describe international contacts and co-operation and ways to achieve mutual understanding among nations. Similarly, the considerable popularity of non-fictional books on various subjects leads to valuable insights into various aspects of international co-operation.

BELGIUM

/Original: French/

28 September 1972

Principle I. Young people shall be brought up in the spirit of peace, justice, freedom, mutual respect and understanding in order to promote equal rights for all human beings and for all nations, economic and social progress, disarmament and the maintenance of international peace and security.

Principle II. All means of education, including as of major importance the guidance given by parents or family, instruction and information intended for

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the young should foster among them the ideals of peace, humanity, liberty and international solidarity and all other ideals which help to bring peoples closer together, and acquaint them with the role entrusted to the United Nations as a means of preserving and maintaining peace and promoting international understanding and co-operation.

Principle III. Young people shall be brought up in the knowledge of the dignity and equality of all men, without distinction as to race, colour, ethnic origins or beliefs, and in respect for fundamental human rights and for the right of peoples to self-determination.

Principle IV. Exchanges, travel, tourism, meetings, the study of foreign languages, the twinning of towns and universities without discrimination and similar activities should be encouraged and facilitated among young people of all countries in order to bring them together in educational, cultural and sporting activities in the spirit of this Declaration.

Principle V. National and international associations of young people should be encouraged to promote the purposes of the United Nations, particularly international peace and security, friendly relations among nations based on respect for the equal sovereignty of States, the final abolition of colonialism and of racial discrimination and other violations of human rights.

Youth organizations in accordance with this Declaration should take all appropriate measures within their respective fields of activity in order to make their contribution without any discrimination to the work of educating the young generation in accordance with these ideals.

Such organizations, in conformity with the principle of freedom of association, should promote the free exchange of ideas in the spirit of the principles of this Declaration and of the purposes of the United Nations set forth in the Charter.

All youth organizations should conform to the principles set forth in this Declaration.

Principle VI. A major aim in educating the young shall be to develop all their faculties and to train them to acquire high moral qualities, to be deeply attached to the noble ideals of peace, liberty, the dignity and equality of all men and imbued with respect and love for humanity and its creative achievements. To this end the family has an important role to play.

Young people must become conscious of their responsibilities in the world which they will be called upon to manage and should be inspired with confidence in a future of happiness for mankind.

The above six principles for the promotion, amongst young people, of the ideals of peace, mutual respect and understanding between peoples represent the main objectives which, as far as they are able, the Belgian Associated Schools aim to attain.

The educational system of the Associated Schools is based on certain psychological considerations. It presupposes certain conditions for success such as the following: the choice of level of education, the choice of subjects, the arrangement of the curricula, the preparation of a work programme, essential equipment, special methods used, the development of a particular spirit in the school, and the pitfalls to be avoided.

This report will attempt to deal briefly with these various points and to provide a limited amount of illustrative information on a number of practical experiments carried out at various levels of Belgian education, especially since the 1969/1970 academic year.

### Educational system of the associated schools

#### A. Psychological considerations

Forms and habits of activity, ways of thinking and the intensity of the emotional experiences of childhood and adolescence have profound repercussions on the entire existence of the individual and may in various ways influence his attitudes, actions and ideas.

If, therefore, young people are to be guided towards a life of harmonious human relations, patient and intelligent preparation for true international understanding should be provided from early childhood.

This preparation comprises various stages, each as important as the others. These stages correspond to various points in the psychological development of the child:

1. Early education of children in the family and at nursery school: the establishment of habits which promote altruism and generosity.
2. Education of primary school-age children: the organization of curricula based on instruction in international good citizenship; the choice of methods which promote the full development of the child's personality.
3. Education of adolescents: inculcating in the adolescent an increasing awareness of his duties and rights in relation to the concentric groups to which he belongs, from the family to human society as a whole, including the school, the nation and the international community. Training in a spirit of international solidarity should be provided not only for adolescents in secondary schools but also for those between the ages of 12 and 18, depending on the country, who leave school to take up an apprenticeship to a trade. This training should be carried out by those responsible for young people's clubs and recreation and through the mass media, which have undoubted educational potential.

4. Education of young adults:

(a) the organization and revision of curricula and teaching methods at all levels of higher education in accordance with the development of the spirit of internationalism (in universities, university colleges and teacher-training colleges);

(b) the extension or establishment of evening classes for adults with a view to fostering in the working masses respect for the rights of all in a democratic society, and understanding of others throughout the world, through the gradual elimination of selfishness and prejudice.

The slow and patient guidance of human beings towards the ideal of international understanding requires a system of teacher-training which is focused on that same ideal. In other words, at all levels of education - nursery school, primary school, secondary or technical school, teacher-training college and university - the teachers should have received adequate training.

During the last few years, international bodies have drawn the attention of all countries of the world to the importance of the problem of teacher training.

Under the UNESCO Associated Schools project, a number of teams of educators are working throughout the world on the promotion of international understanding at the school level.

Outside the Associated Schools system, many teaching institutions are also providing instruction aimed at developing international understanding.

The moral and educational goal sought by all these educators, united by a single ideal, was clearly defined by Professor Gaston Mialaret <sup>1/</sup> in UNESCO.

1. Make clear the underlying reasons which account for the varying ways of life of different peoples both past and present, their traditions, their characteristics, their problems and the ways in which these have been solved.
2. Make clear that civilization results from the contributions of many nations and that all nations depend very much on each other.
3. Make clear that throughout the ages, moral, intellectual and technical progress has gradually grown to constitute a common heritage for all mankind, Although the world is still divided by conflicting political interests and tensions, the interdependence of peoples becomes daily more evident on every side. A world international organization is necessary and it is now also possible.
4. Make clear that States, whatever their differences with regard to creed and way of life, have both a duty to co-operate in international organizations and an interest in so doing.

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<sup>1/</sup> Gaston Mialaret, Professor, Faculty of Social Sciences, University of Caen.

5. Make clear that engagements freely entered into by Member States of international organizations have force only in so far as they are actively and effectively supported by those peoples.
  6. Make it clear that unless steps are taken to educate mankind for the world community, it will be impossible to create an international society conceived in the spirit of the Universal Declaration of Human Rights.
- B. Conditions for the success of any teaching experiment in the field of international understanding

Choice of level of education

(a) Primary education

First of all, the mental and emotional readiness of children between the ages of 6 and 12 and the multiplicity of their interests and needs make them clearly receptive to any education oriented along international lines.

Secondly, the variety and flexibility of primary school curricula in most countries of the world are such as to facilitate the teacher's task.

In the majority of Anglo-Saxon countries, social studies constitute the very basis of education in the field of international understanding.

(b) Traditional secondary education and vocational training

From the psychological standpoint, adolescence is an excellent period for the successful implementation of educational and training programmes aimed at stimulating interest in other countries as well as in other peoples.

From 12 to 18 years of age, a period of altruism, the adolescent is in the continual process of freeing himself from his environment to turn towards the outside world; consequently, all experiments carried out in secondary education have been highly successful in most countries of the world.

The following subjects are particularly conducive to the development of any experiment in international education: physical and human geography, history, sociology, art history, courses in the mother tongue and in foreign languages based on carefully selected texts, science history.

(c) Teacher training

There are three facts to which attention should be drawn in this area:

(1) Any attempt to inculcate new concepts in future teachers, or to suggest to them a pattern of behaviour with regard to international understanding, affects



not only the students concerned, but, through them, all the future generations of students who will come under their influence. It is this multiplier effect of the future teacher which should make us pay particular attention to:

the programmes to be formulated or modified,

the methods to be recommended,

the spirit to be created in teacher-training institutions.

(2) In the course of his teaching career, the school-teacher, regardless of the level at which he teaches, tends to project into his own students, consciously or sub-consciously, the good or bad attitudes to which he was exposed during his own school career. Care should therefore be taken to ensure that the teachers in teacher-training colleges are aware of the attitudes and manifestations of an international spirit.

(3) If the results achieved in the Associated Schools for future teachers are to be consolidated, the teacher should not be abandoned after his graduation from the teacher-training college or the university.

It is important to extend and intensify all measures designed to provide further in-service training for the teacher and make him aware of the realities of the age in which he lives.

(1) By the holding of national training courses for teachers in schools of different types: schools in rural, urban and industrial areas. It is clear that the teacher who teaches at Sydney can give his foreign counterparts a true idea of Australia only if he is also familiar with the problems of Tasmanian villages or schools situated at the edge of the great central desert.

Similarly, a teacher in Tokyo has a great deal to learn in his own country by being confronted with the teaching problems of the small Japanese islands.

(2) By the holding of seminars and accelerated training courses for teachers in teacher-training colleges, in order to make them aware of the requirements of international understanding.

(3) By the setting up of international training courses of a similar nature.

(4) By an increase in international exchanges among teachers.

(5) By making a wide range of foreign textbooks available to educators.

(d) Higher education

Nothing seems to have been organized from an academic standpoint at this level so far, but many extramural activities attract the interest of students or are created by them. In many universities, particularly in the United States of America, it is the personality of a professor which leads the students to set up teams whose activities are aimed at promoting international understanding.

### The teacher

At all school levels, the teacher must be left free to participate or not in the planning of international studies. If a teacher is obliged by the administration to teach international understanding the result would be the poorest possible kind of teaching.

In each school, the principal should choose from among his colleagues, and by agreement with them, those who are to carry out the teaching experiment.

### The team

The ideal situation is for the principal to have at his disposal a team of teachers who co-ordinate their activities on a regular basis.

In most American, Japanese and Thai schools, such teams are highly organized and meet every week or every month to discuss the work to be carried out in the various subjects both in primary education and in secondary education or teacher training.

## International understanding

### Choice of subjects

The subjects depend on the age of the children and on how broadly they are covered.

For example:

#### In primary education

The study of foreign countries.

The way of life of the various peoples studied.

What human beings have in common.

The way of life of schoolchildren in various countries of the world.

#### In secondary and technical education

Study of the Universal Declaration of Human Rights and of the United Nations and the various branches of its activity: the work of WHO, FAO, UNICEF, UNESCO.

Study of foreign countries and of peoples in the world:

The common heritage of mankind.

The need for peaceful co-operation among peoples:

moral imperatives, trade relations, cultural exchanges;

the capacity of mankind to destroy itself; the need for agreement on the peaceful uses of atomic energy.

In teacher training

Idem, plus:

Study of the past and present situation of the family in the world.

The rights and living conditions of the child and the adolescent in various countries of the world.

The rights and living conditions of women in the world. The protection of unmarried mothers.

Foreign workers.

Comparative history of education.

Delinquency in the world.

Comparative study of legislation for the protection of children in various countries.

New schools in Europe. In America.

The International Federation of Children's Communities.

Selected university centres known throughout the world:

The Jean-Jacques Rousseau Institute at Geneva.

Teachers' College of Columbia University.

International children's villages: Pestalozzi village.

Selected teaching and cultural institutions at the international level.

At all levels:

Weekly discussions of current world events.

In this regard, in most states in the United States of America, the primary schools receive every week from the Federal Government a general plan including brief notes on all the important international events of the past week. The teacher discusses them with his pupils who bring articles from the daily newspapers which have particularly aroused their interest.

At the primary level, a Belgian school calls this activity the "Journal parlé de la semaine" and the children like this title.

At the secondary and teacher-training levels, it might be possible to adopt the programme "to understand our time" developed by the Teacher-training college at Aix-en-Provence which has carried out activities in the field of international understanding for some time.

In several Belgian schools, students are given subscriptions to several daily newspapers of different philosophical and political tendencies in order to feed their human and social curiosity and to stimulate their freedom of judgement. They regularly review current events with their history teachers after noting the various points of view expressed in the press.

### Curricula

The few examples given above prove that the subjects may be included in many school curricula, even curricula whose details are rigidly prescribed.

In recent years, throughout the world, the curricula of secondary education and teacher-training courses have on several occasions been revised and adapted to advances in knowledge, particularly in the scientific field. They are sufficiently varied in all countries to allow teaching aimed at promoting international understanding and the majority include a study of the United Nations and its various branches of activities, and a study of the Universal Declaration of Human Rights.

Of course, the interpretation of the curricula in the light of the objectives of the Associated Schools or schools with similar purposes requires the prior agreement of directors of teaching departments.

However, no country, in 1971, would fail to understand the need to orient its entire teaching programme towards international imperatives.

No country would fail to adopt the position taken by Mr. Dean Rusk, the United States Secretary of State, in his opening address at the fifth Atlantic Conference on Education at Washington in 1946, when he said that a question of great concern to him was how to make young Americans aware of the fact that the rest of the world would be a very close reality for them for the rest of their lives, that the major problems of international policy concerned them personally and intimately and that they would never be able to keep themselves apart from the world around them.

### Work programme

The formulation of a work programme is very important. Teaching of international understanding is not improvised; it has to be devised, prepared and worked out by the team of teachers concerned with the subject chosen.

By way of example, this programme was proposed by Mr. Abraham 2/ in UNESCO circular No. 10 of October 1965.

It can be used at all levels of teaching. All that is required is to decide how broadly each of the various subjects should be covered; this is a matter which should be studied and clarified by the team of teachers involved in the "project".

### Study of a foreign country

1. Essential data: area, population and languages (as well as climate, agriculture, urban and rural population, type of government, religions).
2. Rural life and traditional customs.
3. Urban life and industrialization.
4. Food, clothing, housing, health, education, leisure activities.
5. Concept of its own history.
6. Assessment by the country itself of its values and cultural achievements.
7. Its own problems, as it sees them.
8. Its relations with other countries and their role in the community of nations, as it sees them itself.
9. The view of a few foreigners.
10. Relations of that country with our own.
11. Comparisons with ourselves. Are they possible?

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2/ Mr. Abraham was Chief of the Division of Human Rights and International Understanding in the UNESCO Department of Higher Education and consultant on matters relating to education for international understanding to the Ministry of Education of India. He is now the principal of a teacher-training college in the United States.

### Essential equipment

In order to carry out the work programme successfully, a minimum of equipment has to be provided by the school. In addition to the resources of the school library and outside libraries, it is important to collect documentation which will remain the property of the school or which may perhaps be sent to foreign schools:

For example:

Posters, maps and wall charts, published by UNESCO, UNICEF, FAO, etc.

Foreign textbooks.

Translations of appropriate documents issued by the United Nations, non-governmental organizations and commercial publishing houses.

Films, amateur films, slides, photographs.

Magazines, flags, drawings, paintings, reproductions and original works.

Various costumes.

Original pottery works - handicrafts inspired by foreign cultures.

Clay and papier maché models - models of villages - models of people - types of folklore.

Puppets - dolls - emblems.

### Methods used

For example:

The teaching of certain concepts in the form of traditional lessons.

The study, during lessons in the mother tongue or in a foreign language, of passages relating to the subject studied, the passages chosen being preferably those of literary merit by writers who have lived in the regions studied. Thus, during their French lessons, girl students in Thailand learned about French adolescents by studying excerpts from Alain-Fournier (Le Grand Meaulnes), Roger Martin du Gard (Les Thibault) and Montherlant (La Vie en forme de proue).

Individual and group research into source material.

Techniques for the analysis of articles and the use of documents.

Debates between teachers and students, between classes, and between schools.

/...

Round tables: the students invite prominent persons from outside the school.

The choice by the students of the subjects to be dealt with either individually or in groups of two to three students. For example: 3/ Drifting children of the post-war period in various countries (three students); the fight against illiteracy (three students); and children in Western and Oriental art (five students collect art reproductions of children and comment on them in an attempt to discover the psychological characteristics of each country).

International correspondence between schools. In order to ensure success in this, not only in the primary schools but often in the secondary schools, too, the teachers must give encouragement by making appropriate suggestions. At the teacher-training level, the students, being more mature, often transform this correspondence into really friendly exchanges: for example, former students of the teacher-training college at Tournai (1954) still maintain written or direct contact with their correspondents at the teacher-training college at Locarno (work programme and visit to Locarno, 1953 to 1954). 4/

Written work in the senior classes of secondary schools and at the teacher-training level:

Reports on such subjects as the specialized agencies of the United Nations; the great problems of the contemporary world through UNESCO programmes; the problem of disarmament; the training of teachers wishing to serve in the third world; and so on.

Essays on such subjects as:

"If I differ from you, far from harming you, I enrich you" (St. Exupéry). The subject, considered from the standpoint of international relations, was dealt with remarkably well by a student teacher; the same success was achieved with the subject "To place the national interest above everything else is the surest way to lose it" (J. Maritain). 5/

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3/ State Teacher-Training College for secondary school-teachers at Tournai (1956).

4/ Joint work programme established in 1953 in accordance with the directives of the teacher-training colleges at Locarno and Tournai respectively.

5/ Speech by Jacques Maritain, head of the French delegation to the inaugural meeting of the second General Conference of UNESCO in Mexico in November 1947. See: "Pourquoi, pour qui, comment les clubs de l'UNESCO" in L'UNESCO et ses amis, special issue No. 8, September 1965.

"What man seeks is dialogue; what gives meaning to his existence is meeting others." (Jean Lacrox).

Oral synthesis:

Lectures and talks given by students to their fellow students.

School spirit:

The efforts, work, perseverance and enthusiasm of teachers must be backed up by the general spirit prevailing in the school:

Nature of the welcome given to foreign students or lecturers.

Group artistic displays, such as recitals of foreign music, exhibitions of foreign art, and so on.

Participation by the school in any function to aid foreign countries, groups of young people in trouble, and so on.

Friendly relations among teachers, between teachers and pupils, and between the school and parents.

Travel abroad.

Invitations to groups of foreign students.

Participation by student groups in international work projects: civic services, the construction of student villages, and so on.

Pitfalls to be avoided:

(1) Dealing exclusively with international understanding in terms of current affairs, glossing over the knowledge of events in time and space, which is the only knowledge capable of placing present-day problems in their proper perspective. The student must be confronted with current events but must also be made aware that they are part of a long historical and social process which shapes them.

(2) Dealing solely with the development of international understanding from a sentimental standpoint, neglecting the realities of events and situations and thus undermining true knowledge.

In such conditions, any success that might be achieved would be merely temporary, and views based solely on sentiment would not stand up to reality.

(3) Dealing solely with international understanding from the standpoint of knowledge, without encouraging young people to enter into situations with the whole of their being, in other words, also with their feelings.



It would appear that the success of any valid teaching of international understanding depends on:

1. A proper balance in the values of the personality of the student which the teacher seeks to impart.
2. The effort which the teacher is capable of exerting in order to achieve maximum clarity and to avoid any prejudice or emotional judgement.

Examples of practical activities undertaken by certain schools in order to develop a spirit of international understanding in primary schools

In Belgium

(a) At the primary level

Two sixth-year primary classes which included many foreign children did a project on Italy, from which a good number of them originated. They prepared scrap books from Belgian newspaper cuttings, and supplemented them with documents and material provided by the Italian families.

The children invited the Italian children's parents to speak to them about their country and their occupations.

The study was spread over one term and led to a whole range of activities (songs, dances, practical work, correspondence, exchanges of albums, photographs, handicraft articles, etc.).

Four primary classes (third, fourth, fifth and sixth years) undertook a joint stamp-collecting project in order to learn more about the world. They classified the stamps according to subject, such as: heroes and great men, national leaders, flora, fauna, discoveries and events.

Such a collection is obviously of value only in terms of the knowledge derived from it, the numerous activities which it helps to develop and the attitudes among the children which their teachers are able to discover, support, encourage or rectify.

(b) At the pre-school level

Third year (five- to six-year-olds)

For many years, the teacher has orientated her teaching towards international understanding.

In the past:

Her teaching efforts consisted in encouraging children to develop a friendly approach first of all towards other children in the same national group, and then towards foreign children, in either the class, the school or the town.

In 1968-1969:

Taking as the starting point certain current events that might arouse interest or feelings in the children, the teacher opened a "window" on the world (photographs, pictures, stories, anecdotes, etc.).

At this level, there was, of course, no proper teaching: information was given from time to time in response to the needs and curiosity of young children; and the teaching was influenced by the child's emotional attitudes in different circumstances.

In addition to putting current events before the child and impressing them on his mind, the teacher covered:

the typical day of five- to six-year-old children in other countries;

the house, the bedroom and the games of five- to six-year-old children in other countries.

She acquainted them with racial differences, showing them attractive pictures of children of other lands.

There is now no lack of books which meet the needs of five- to six-year-old children intelligently and with understanding. 6/

In 1969-1970 and 1970-1971

Taking advantage of a focus<sup>6</sup> of interest dear to young children - "Kindness-to-animals week" - the teacher took the children on a visit to the town's animal home.

The visit to see cats and dogs of various breeds was followed by talks, instruction in the care of animals appropriate to their way of life and instruction in the manner in which human beings should treat them.

After broadening the subject to include other animals familiar to young children, the teacher introduced animals living in other regions.

Depending on the interest that they showed, the children studied such animals as Saint Bernard dogs, the horses of the Camargue, highland cattle and Australian kangaroos.

The knowledge of each animal, acquired by the most varied means (photographs, slides, pictures, personal recollections, etc.) led to the knowledge of children, in particular, and of human beings, in general, living in Switzerland, the Camargue, Australia, and so on.

Thus, taking as a starting point the children's friendly interest in animals, the teacher sparked off reactions, emotional attitudes and frames of mind in the young pupils with regard to human beings whose way of life differed from their own or that of their parents.

6/ In particular, see the Fernand Nathan series by Dominique Darbois: Achouna, le petit esquimau, Kai-Ming, le petit pêcheur chinois, Agossou, le petit africain, etc.

It is, of course, for the teacher to make a judicious choice of subjects corresponding to the real interests of the children, and to apportion the time devoted to glimpses of other types of scenery and life styles.

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It goes without saying that, in order to develop the ideals of the principles formulated by the United Nations, it is necessary above all to reform teacher training and to inculcate in future teachers, in all teacher-training colleges, attitudes corresponding to the spirit of justice, peace, freedom and equality which those principles embody.

The experiment conducted in Belgium at the teacher-training level is described in the following report.

## Fundação Cuidar o Futuro

Teacher training in the Associated Schools in the light of  
the principles of the United Nations and UNESCO

Report by Madeleine Verdière-DeVits

Teacher training

Effective action can be carried out at all levels of education only with the full co-operation of teachers.

The training of nursery-school teachers, primary-school-teachers and teachers for secondary schools (traditional or specializing in technical subjects or the arts) should therefore be constantly re-evaluated with a view to promoting objectivity, freedom of thought, the equality of all races in education, and international understanding and co-operation.

In Belgium, teachers are trained in the following types of establishment:

Training colleges for nursery-school-teachers,

Training colleges for primary-school-teachers,

Training colleges for secondary-school-teachers,

Training colleges for technical-school-teachers,

Institutions of higher education (academies of music, the plastic arts, etc.),

Universities.

In considering teacher training, the following three facts should be taken into consideration:

1. Any attempt to inculcate new concepts in future teachers or to suggest to them a pattern of behaviour with regard to international understanding, affects not only the students concerned, but through them, all the future generations of students who will come under their influence. It is this multiplier effect of the future teacher which should make us pay particular attention to:

the programmes to be formulated or modified,

the methods to be recommended,

the spirit to be created in teacher-training institutions.

2. In the course of his teaching career, the school-teacher, regardless of the level at which he teaches, tends to project into his own pupils, consciously or unconsciously, the good or bad attitudes to which he was exposed during his own school career. Care should therefore be taken to ensure that the teachers in teacher-training colleges are aware of the attitudes and manifestations of an international spirit.

3. If the results achieved in the Associated Schools for future teachers are to be consolidated, the teacher should not be abandoned after his graduation from the teacher-training college or the university.

It is important to extend and intensify all measures designed to provide further in-service training for the teacher and make him aware of the realities of the age in which he lives.

#### General plan of action

With a view to creating a body of trained personnel capable of contributing to the promotion of international understanding, teacher training should cover the following three areas:

1. The training of future teachers in the establishments where they are students;
2. In-service training for teachers, all of whom were not able to profit from an international approach to their fields of study while they were students;
3. The constant retraining of all nursery-school, primary-school and middle-school teachers.

Teachers should be trained at the following four levels:

#### The psychological level:

Psychology courses should be extended and intensified so that future teachers are given deep psychological motivation for their educational endeavours. These courses should make teachers at all levels adept at using elementary methods of evaluating their teaching.

#### The methodological level:

Some of the main principles of the general methodology of international understanding should be taught to student teachers. In addition, one of the imperatives of international understanding should be the establishment of a special methodology for each field of study.

#### The practical level:

All teacher in teacher-training colleges and universities should require a great deal of practice teaching from their students during their year of practical training. The students should strive especially to develop an international outlook in their own small pupils.

The human and moral level:

The environment in which students in our teacher-training colleges and universities are immersed should, more than any other educational environment, reflect a spirit which is open to internationalism, an acceptance of other cultures, an understanding of different civilizations, and a desire for co-operation, all of which are vital in the age in which we live.

Development of the points set forth in the general plan of action for international understanding at the teacher-training level

I. Training of future teachers

In Belgium, the principles which we try to apply to our educational process are based on the following points, which were drawn up by a commission of experts in teacher training convened by UNESCO, with the active participation of Mr. Gaston Mialaret, Professor of Psychology at the University of Caen, representing France, and the author of this report, representing Belgium (see foot-note 1/ above).

Principles:

1. Make clear the underlying reasons which account for the varying ways of life of different peoples both past and present, their traditions, their characteristics, their problems and the ways in which these have been resolved;
2. Make clear that civilization results from the contributions of many nations and that all nations depend very much on each other;
3. Make clear that throughout the ages, moral, intellectual and technical progress has gradually grown to constitute a common heritage for all mankind. Although the world is still divided by conflicting political interests and tensions, the interdependence of peoples becomes daily more evident on every side. A world international organization is necessary and it is now also possible;
4. Make clear that States, whatever their differences of creeds and ways of life, have both a duty to co-operate in international organizations and an interest in so doing;
5. Make clear that the engagements freely entered into by the Member States of international organizations have force only in so far as they are actively and effectively supported by those peoples;
6. Make it clear that unless steps are taken to educate mankind for the world community, it will be impossible to create an international society conceived in the spirit of the Charter of the United Nations;
7. Arouse in the minds, particularly of young people, a sense of responsibility to this community and to peace;
8. Encourage the development of healthy social attitudes in children so as to lay the foundations of improved international understanding and co-operation.

A concise general methodology was drawn up and transmitted to all the promoters of Associated Schools (methodological plan).

Some experiments in special methodology that were carried out in primary and secondary education and in teacher training have been reported in detail and an account of them has been given on various occasions to participants at meetings of the Associated Schools. a/

## II. In-service teacher training

and

## III. Constant retraining

HOW?

### (a) At the least:

- (1) By the holding of national training courses for teachers in schools of different types: schools in rural, urban and industrial areas;
- (2) By the holding of seminars and accelerated training courses for teachers in teacher-training colleges, in order to make them aware of the requirements of international understanding;
- (3) By the setting up of international training courses of a similar nature;
- (4) By an increase in international exchanges among teachers and students;
- (5) By making a wide range of foreign textbooks available to educators.

### (b) With the broader aim of changing the state of mind of practising educators:

#### Suggestions:

In all member countries, the education authorities should encourage the inclusion of ideas relating to the principles and activities of the United Nations and the specialized agencies in history, geography and civics textbooks; they should also endeavour to introduce teaching about the United Nations into school syllabuses and curricula.

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a/ See Programme mis en oeuvre en Belgique et Testing fait aux Ecoles Normales de l'Etat à Bruxelles by M. Verdière-De Vits and J. M. Roelants, transmitted to the secretariat of UNESCO in 1964.

In each country, the education authorities should organize, for practising teachers, one to three day accelerated courses on education for international understanding and on the activities of the Associated Schools. The cost of such courses should be borne by the Ministry of Education or by some other competent authority.

The education authorities or the National Commissions for UNESCO should make a financial contribution towards the preparation of textbooks on education for international understanding which would facilitate the task of teachers who are not yet familiar with that type of work.

The National Commissions for UNESCO should give financial assistance to teachers who participate in the implementation of the special programme in order to enable them to visit Associated Schools abroad and in order to offer some experimental classes an opportunity to visit the countries they have studied.

Teachers, and in general all those who participate in the implementation of the programme, should draw up plans for a few simple short-term programmes which could be implemented by any teacher interested.

Exchanges of teachers between Associated Schools studying the same or similar subjects should be facilitated.

It would be helpful if a few interesting articles on the activities of the Associated Schools were prepared for the educational press.

## Fundação Cuidar o Futuro

### Recommendations

In constant work with the teaching body and by whatever means - training courses, optional vacation courses, information days, press, radio, television - attention should be paid to the following recommendations:

The social sciences should be introduced into schools to a greater degree and should be part of the teaching programme at all levels (see the importance of Social Studies in the United States of America and their success among young people).

Any information from UNESCO or other organizations relating to efforts made throughout the world to combat racism and colonialism should be disseminated to practising teachers in all establishments.

Universities and university professors and lecturers, who are generally careful to protect their autonomy, should be involved on the same basis as teacher-training colleges, at least in all faculties leading to the teaching profession.

The material conditions and standing of teachers should be protected in order to ensure the mental health of educators. Where teachers are badly paid and are therefore depressed and discontented, their multiplier effect becomes a real danger since, embittered and frustrated, they engender malevolent and unbalanced attitudes in their students which do not promote any generous action.



## The four levels

### I. The psychological level

Future teachers will be made aware of the deep psychological motivation for education for international understanding.

To summarize:

Forms and habits of activity, ways of thinking and the intensity of the emotional experiences of childhood and adolescence have profound repercussions on the entire existence of the individual and may in various ways influence his attitudes, actions and ideas.

If, therefore, young people are to be guided towards a life of harmonious human relations, patient and intelligent preparation for true international understanding should be provided from early childhood.

This preparation comprises various stages, each as important as the others. These stages correspond to various points in the psychological development of the child:

1. Early education of children in the family and at nursery school: the establishment of habits which promote altruism and generosity.
2. Education of primary school-age children: the organization of curricula based on instruction in international good citizenship; the choice of methods which promote the full development of the child's personality.
3. Education of adolescents: inculcating in the adolescent an increasing awareness of his duties and rights in relation to the concentric groups to which he belongs, from the family to human society as a whole, including the school, the nation and the international community. Training in a spirit of international solidarity should be provided not only for adolescents in secondary schools but also for those between the ages of 12 and 18, depending on the country, who leave school to take up an apprenticeship to a trade. This training should be carried out by those responsible for young people's clubs and recreation and through the mass media, which have undoubted educational potential.
4. Education of young adults:
  - (a) the organization and revision of curricula and teaching methods at all levels of higher education in accordance with the development of the spirit of internationalism (in universities, university colleges and teacher-training colleges);
  - (b) the extension or establishment of evening classes for adults with a view to fostering in the working masses respect for the rights of all in a democratic society, and understanding of others throughout the world, through the gradual elimination of selfishness and prejudice.

Future teachers will be made adept at applying simple but definitely scientific evaluation methods.

In Belgium, experiments have been carried out at this level among 500 adolescents from 12 to 15 years of age. A test was made both at the beginning and at the end of the school year on a number of pupils who for eight months had been given instruction oriented in particular towards international understanding.

An evaluation of the attitude b/ of the pupils from the standpoint of international understanding was made by the professor of educational psychology who interested future school principals in it. This research, in which future teachers were initiated, has been described in detail by the tester.

Psychological experiments of this kind should be more numerous but they are slow and require a great deal of patience in addition to psychological competence.

### Conclusions

A research service should be made available to the Associated Schools.

The content of our teaching programme relating to international understanding would benefit if it was to a greater extent established on bases studied scientifically by experts who, in this particular field of research, should, for the purposes of greater efficiency, work at the national level.

The following points should be clearly defined:

1. Purpose of the research.
2. Methods and techniques to be used in research.
3. Collaboration, co-operation, division of work.
4. Equipment and means used to disseminate the results of the research in psychological work and to utilize the results achieved.
5. Specialization, qualification and training of researchers in the field of international understanding.

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b/ Read Testing fait par J. M. Roelants aux Ecoles Normales de l'Etat,  
transmitted to the secretariat of UNESCO.

Educators too often have a great deal of goodwill but confuse all the values which should be distinguished: international understanding, international co-operation, information on current events, international friendship and sympathy, etc.....

It is important to clarify, first the terms and then the objectives.

## II. The methodological level

A general methodology has been distributed in Belgium to the members of the Associated Schools. c/

It includes sections relating to:

The teacher.

The team.

The choice of subjects ( in primary education  
( in secondary education  
( in teacher training  
( at all levels.

The curricula.

The work programme.

Essential equipment.

The methods used.

The school spirit.

The qualities that should be developed by the educator for international understanding.

The pitfalls to be avoided.

The elementary evaluation of results.

A special methodology relating to each field of study in particular, or to each valid experiment carried out, should be prepared by the authors so that the initiatives taken by them can be of use to all educators desiring to work effectively to promote international understanding.

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c/ It will be the subject from March to July of a series of articles which will appear in L'Ecole Belge by M. Verdière-De Vits. Editions Labor.

The recommendations which emerge from conferences and meetings of experts should be disseminated and used in all teacher-training establishments.  
Example: Study of educational methods likely to combat racial prejudices.

Special methodology of courses in history, geography, social studies, moral education and civic instruction.

### III. The practical level

This consists merely in the application of the methodology.

The teachers at teacher-training colleges who give instruction on the principles of general methodology should ensure, during their students' "teaching practice" hours that these principles are applied in the practical training schools.

### IV. The human and moral level

The school spirit and the attitude of the educators responsible for teacher training should be such that the future teachers feel themselves drawn to the ideal of international understanding and feel that they are given valid advice and support.

This makes it necessary to consider the following points carefully:

Nature of the welcome given to foreign students or lecturers.

Group artistic displays, such as recitals of foreign music, exhibitions of foreign art, and so on.

Participation by the school in any function to aid foreign countries, groups of young people in trouble, and so on.

Friendly relations among teachers, between teachers and pupils, and between the school and parents.

Travel abroad.

Invitations to groups of foreign students.

Participation by student groups in international work projects: civic services, the construction of student villages, and so on.

The involvement of student teachers in:

exchanges of correspondence d/

exchanges of albums (geography, history, daily life)

exchanges of monographs

exchanges of handicraft objects

exchanges of artistic works made by student teachers

exchanges of photographs and transparencies

exchanges of tape recordings

exchanges of pedagogical magazines (a Belgian teacher-training college is effecting such exchanges with the United States of America and with Japan)

exchanges of curricula (for one year a Belgian teacher-training college studied the curricula for teacher training in India, and vice versa, etc., etc.)

### Conclusions

It is possible to turn our institutions for training teachers not only teacher-training colleges but also - and we must stress this - our universities, into centres for promoting the spirit of international understanding and co-operation.

Many excellent projects are being carried out in Belgium which should be publicized and described in the press and on the radio and television so that they can become more widespread.

If we look back to the 1950s, when UNESCO made a modest start which rapidly developed into the Associated Schools project, we must acknowledge that we have a right to believe that all the efforts made by the promoters and pioneers of international understanding have not been in vain.

The pioneers worked quietly and often encountered difficulties (how to finance exchanges, and so forth), but they achieved good results at the level of individual educational establishments.

At the national level, efforts must be intensified and no one (the public authorities, the Department of National Education or those responsible for the Associated Schools) should rest on his laurels.

d/ Read: B. E. M. Les Correspondances scolaires, No. 50-53. Bibliothèque de l'École Moderne. CEL B.P. 282 (06) Cannes.

What we must know, what we must publish, communicate and disseminate, what we must somehow persuade the teachers and students in teacher-training colleges is that:

Any educator can contribute to education by and for international understanding without necessarily disturbing his teaching programme, regardless of the part of the world in which he lives, because:

it is never impossible to include in any given curriculum a few lessons on very specific subjects which open up the minds of the pupils to a keener understanding of other peoples and other countries;

it is never impossible to use the contents of any given curriculum to promote such understanding;

above all, it is always possible to keep the ideal of international understanding present in one's mind and to make the pupils aware of it as much and as often as possible;

the educator is expected to project a new attitude to the world rather than to teach a specific curriculum, of which he should not be made a prisoner.

The broad outlines of this new attitude that the educator should adopt consist in:

accepting peoples in general, and human beings in particular, with their religion, race and culture, without trying to impose one's own on them;

acknowledging the contribution made by "foreign" nations to one's own civilization, without regarding one's own civilization as superior to all others;

having a genuine desire to "put oneself in another's shoes" in all circumstances;

forming an opinion of individuals based on concrete evidence and not on prejudices learned from one's past education, which is often out of date;

seeing every problem that affects a nation from a global, world and universal viewpoint and not solely in its national perspective.

Knowledge and understanding of foreign peoples and countries and of different cultures is a limitless field of knowledge which the educator can never master completely.

What is important is that at all levels of education and in the study of all subjects, the teacher should accustom his pupils to show both tolerance and modesty when comparing other cultures to their own.

What is also important is that the teacher, aware of the contribution he can make to the advent of a more humane world, should have the will to lead his pupils to a just appreciation of other people and to an awareness of the universality of fundamental human rights.

BHUTAN

/Original: English/

10 March 1972

The Royal Government of Bhutan have carefully studied the contents of General Assembly resolution 2770 (XXVI) and the Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples and fully endorse the provisions of the resolution and the Declaration realizing the vital role youth has to play in the furtherance of the purposes of the Charter of the United Nations. The curriculum of study in the various schools and other institutions in Bhutan takes into account the need to educate youth in the spirit of peace, mutual understanding, friendly relations and co-operation among peoples, social justice, the dignity and value of the human person and respect for human rights and fundamental freedoms. Similarly, the curriculum also includes special instruction on the cultural heritage of the country as also that of all mankind. Full care is given to the attainment of material and spiritual advancement of the youth. Emphasis is placed on the dignity and equality of man without any distinction as to race, colour or sex. The Royal Government of Bhutan are fully aware of the need to educate youth in such a manner as to develop all their faculties so that the youth may inculcate the higher moral ideals of peace, liberty, dignity and equality of all men with respect and love for humanity and its creative achievements. Being an ancient Buddhist country these ideals already form a part of the great heritage of the people of Bhutan and are passed on to the youth of the country through succeeding generations.

Fundação Cuidar o Futuro

BRAZIL

/Original: English/

25 July 1972

The conviction that the youth of Brazil should be made aware of the growing importance of the role of the United Nations in the fields of peaceful co-operation among States and social and economic development led the Brazilian Federal Educational Council to approve a suggestion made by the Ministry for External Relations along the lines of resolution 2445 (XXIII) of the United Nations General Assembly. Accordingly, it was decided to include studies on the United Nations and its specialized agencies in the curricula of modern history and moral and civic education of the primary and secondary schools.

An important initiative to encourage the participation of youth in the process of national social and economic development was undertaken with the creation of the Rondon Project Working Group (Decree No. 62.927 of 28 June 1968). In 1970, the name was simplified and it became the Rondon Project, which began to function autonomously, with its own administrative officers, under the Ministry of the Interior (Decree No. 67.505 of 6 November 1970).

The Rondon Project has as its basic objectives:

I. In the field of development and national integration

(a) to organize, set up and co-ordinate training programmes in loco for college and technical school students, especially in the interior of the country, to prepare them to take a more active part in the national social and economic development process;

(b) to collaborate with governmental or private organizations in carrying out policies of economic development and national integration, as well as to give assistance to the municipalities that have a need for the services of specialized technicians not available locally;

(c) to carry out programmes for community development;

(d) to promote training programmes in the larger urban centres for university students from less developed areas so that they may subsequently put the knowledge they have gained to use in the areas from which they originally came.

II. In the field of supplementary education in co-operation with the Ministry for Education and Culture

(a) to establish, to increase and to develop apprentice training programmes for Brazilian university students so that they may put the theories they have learned to practical application in different ecological zones and thus, in addition to giving them experience in their field of specialization, providing them with an opportunity for a wider knowledge of the whole country;

(b) to establish standards, to set up and co-ordinate "Outpost Campuses" as areas of permanent activity for the universities in the interior of the country;

(c) to promote and co-ordinate the establishment of programmes of specialized trades complementing the programme of the "Outpost Campuses";

(d) to promote and co-ordinate the integration of the teaching activities of the universities into the problems of local development.

III. In the field of the labour market

(a) to promote, with the "Outpost Campuses" and the university training programmes, an awareness of the conditions in the interior of the country, opening up new opportunities for high-level technicians to establish permanent residence in the areas in which they serve on a temporary basis;

(b) to promote specialized training on an intermediate level of the people in the rural areas, thereby expanding the labour market and improving the qualifications of workers;



(c) to promote new job opportunities in co-operation with specialized agencies.

The Social Service of Industry (SESI) and the Social Service of Commerce (SESC), welfare organizations which are largely oriented towards education, reflect not only the belief of Brazilian business in the ability of free enterprise to improve the workers' situation having a direct effect upon higher levels of productivity, but also the idea that business should share the burden of the social welfare of its employees and their dependants, in co-operation with the Government. Along these lines, the business community is constantly striving for better conditions of education, health, nutrition, housing, social contacts, recreation, hygiene and safety-on-the-job.

For their part, SENAI and SENAC (National Services for Training in Industry and Commerce, respectively) discharge a social mission of wide impact in the field of human resources. In order to meet the needs of training and improved standards for tertiary activities, following the example of SENAI which dated back to 1962, SENAC was set up in 1966, with the objective of giving commercial training to adolescents employed by firms with more than nine employees. SENAC also promotes practical courses for adults.

Starting from the premise that man is the most important element in the process of economic and social development and that it is essential to prepare the individual to meet the increasing demands of the labour market, the State of Rio Grande do Norte pioneered the creation of CRUTAC (University Rural Centre for Training and Community Action) with the main goal of enlisting the student in the rehabilitation of the poorer regions. This project is being carried on under the guidance of the Federal Ministry of Education and, although its priority areas of action are the north and north-east of the country, it has national scope. CRUTAC enlists college seniors to render assistance to communities located near the colleges they attend. The beneficiaries of their efforts pay a token fee to prevent any implications of paternalism.

Another project now under way is the Mauá Operation (OPEMA) (Decree No. 64.918, of 31 July 1969) under the Federal Ministry of Transportation. Its purpose is to bring the universities into the problems of transportation by means of labour training programmes which will facilitate training and research into the techniques in use throughout the country.

BULGARIA

[Original: English]

7 August 1972

In the People's Republic of Bulgaria extraordinary care is devoted to the all-round development and education of the young generation which is the future and the hope of the Bulgarian nation.

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Society needs young people possessing high intellectual and moral standards, stable labour habits and good physical health; youth brought up in the spirit of respect for the ideals on which socialist Bulgaria was built up. Therefore the Constitution of our country secures special protection of youth and guarantees all the rights indispensable for its harmonious development.

That is why the activity related to the formation and education of the young people became an important duty of the whole society, of all public and state bodies and organizations, of the family.

Youth with its needs and problems engages more and more the attention of the state and society and this fact was manifested by the setting up of the Committee for Youth and Sports to the Council of Ministers. Thus the necessary administrative, social and economic prerequisites were created for the materialization of all objectives of state policy in connexion with the training and education of youth.

Today the most essential characteristic feature is the fact that the basic trends in youth's activities and problems are subject to the plans for the socio-economic development of the country. Within the operating economic mechanism of the People's Republic of Bulgaria the needs and requirements of youth are envisaged in the system of standards and indices binding upon the respective state bodies. On this basis, considerable funds are allotted every year for diversifying youth activities (creative, technical and research work, physical training, sports and tourism, amateur artistic activity, recreation, etc.) and for satisfying some of the social and everyday needs of the young people.

The ministries, state economic enterprises, district and city peoples' councils adopt individual plans and programmes to deal with important problems in the life of the young generation.

In order to bring greater unity and co-ordination in the solution of the problems of youth, at the suggestion of the Committee for Youth and Sports, the Government of the People's Republic of Bulgaria have endorsed more than 25 decrees and regulations within the last four years settling various matters in the life of the rising generation.

One of the basic questions in the development and education of Bulgarian youth is connected with its professional training.

Today the young people take an active part in the building up of an advanced socialist society and scientific and technical progress but this leads to a decrease of the highly skilled manpower and a sharp want of highly qualified workers and specialists.

Out of the total number of people employed in national economy, 32 per cent are young people in the 16-30 age group; 60 per cent of the specialists with secondary and university education are also young people.

Special care and attention are devoted to the professional training of youth. Within a very short period of time the Government endorsed a number of decrees regulating some matters related to the professional training and orientation and providing of jobs for young people.

A considerable sum from the public funds is now used for professional training and education of youth.

A unified state system for professional training and qualification has been established.

The reform in the field of education and the introduction of compulsory secondary education as well as the expansion of university education will bring about changes in the social structure of youth; the number of skilled workers and specialists will increase. While the ratio of young people engaged in production and those studying is 3:1 in favour of the working section the prospects are for this ratio to become 1:1.

The problems of qualification of young people engaged in production and the raising of the level of education of young specialists are included in the general plan for the socio-economic development of the country and in the individual plans of the enterprises, corporations and agro-industrial complexes.

In order to ensure the training of highly skilled workers and specialists it is planned to set up professional training centres to the enterprises, organizations, agro-industrial complexes etc.

The successful implementation of the economic plans in the development of our country resulted in a considerable rise of the living standard of the people. A great deal of the social attainments of the Bulgarian people were directed first and foremost to satisfy the needs of the young generation.

An extensive network of children's establishments was built up, the privileges of young mothers, children's allowances and student scholarships increased considerably. The number of student cafeterias and restaurants grew, the conditions for summer rest and recreation of youth improved. Great efforts are made in particular to encourage physical training, sports and tourism materially and financially.

In order to meet the housing demands of young families the Government issued special instructions according to which a certain percentage of the newly-built flats are distributed among young families.

Plans for standard houses were worked out especially for the needs of young families.

The rapid development of industry led to migration of thousands of young people from the country into the cities and towns. This necessitated the elaboration of a special programme for construction of workers' hostels thus satisfying another need of the young workers and specialists.

The purposeful utilization of leisure time is one of the chief factors for the correct formation of young people and their harmonious development. Therefore in the People's Republic of Bulgaria great attention is paid to the problems of the meaningful use of leisure time. The combined participation of many factors is taken into consideration in this respect. One of them is the material base.

In this connexion, stress must be put on the construction programme adopted for the needs of youth and its sports activities. This programme is an inseparable part of the state plan for the socio-economic development of the country. It manifests the big and ever-growing care of the state for the development and education of the young generation.

According to the above-mentioned programme, large funds have been allotted for this kind of construction within the sixth five-year plan. A certain part of them is to be used for creating better conditions for ideological, educative and cultural activities among the young people. The beginning has already been put in the construction of a large network of youth clubs and cultural centres which offer all facilities for creative work, amusements, rest and recreation in leisure time. Considerable funds are provided for the building of sports centres and tourist facilities.

The efforts of the state and public bodies and organizations are devoted to the aesthetic and moral education of the young generation as a part of its all-round formation. In order to ensure the necessary background for highly cultured persons a number of schools and institutes of arts, youth art galleries, young creative workers unions, etc., have been set up. The amateur artistic activities of youth were recognized officially with a special document and marked a rapid progress.

The complex scientific exploration of the problems of youth, the social processes and developments in its life is a characteristic feature of the advance of modern socialist Bulgaria.

This necessitated the inclusion of the problems of "Formation of young people in Bulgaria" and "Participation of youth in the development of socialist culture in Bulgaria" in the general plan for socio-economic development of the country in the period 1971-1975.

The Committee for Youth and Sports to the Council of Ministers are working out a number of problems related to: "The family factor in the education of the young generation", "The public consumption funds and the needs of youth", "The participation of youth in the social management of the country", "The professional orientation of youth", etc.

The sociological research on these problems is to clarify all important aspects of the life of youth. On the basis of scientific analysis concrete measures will be proposed to the Government for the solution of some problems related to the present and future of the young generation.

Under the constant care of the state all conditions were created and wide prospects opened up for the systematic training and active participation of Bulgarian youth in the scientific and technical revolution. Recently a new normative act of the Politburo of the Central Committee of the Bulgarian Communist Party was endorsed under the name "For the further development of the technical and research work practised by youth" which created even better material, financial and moral prerequisites for this type of youth activity. It is a tremendous contribution of the young generation to the acceleration of the scientific and technical progress in all branches of national economy.

Youth in the People's Republic of Bulgaria enjoys not only the right to education and work but also the right to full participation in the political and social life. The most worthy young men and women are elected to the state bodies, responsible posts are entrusted to them, they participate actively in the activities of various political and public organizations. At the end of 1971, 11 per cent of all deputies to the National Assembly were less than 30 years of age; for 19 per cent of the councillors in the people's councils, 10 per cent of the judges, and 49 per cent of the public prosecutors and investigators, the maximum age was also 30 years.

The constant great care of the state for the young generation gives positive results. The active participation of youth in the economic, social and political life of the country is the reliable basis of the future of our society.

## Fundação Cuidar o Futuro

BYELORUSSIAN SOVIET SOCIALIST REPUBLIC

/Original: Russian/  
14 September 1972

From the first days of its existence, the Soviet State has shown untiring concern for the strengthening of peace, because the interests of the working people - the construction of socialism and communism - demand peace. In his works, V. I. Lenin constantly stressed that the Soviet State "wishes to live in peace with all peoples" (V. I. Lenin, Complete Works (Russian text), vol. 39, p. 413).

Throughout the entire course of its history, the Soviet Union, the fiftieth anniversary of whose foundation the peoples of the USSR and all progressive mankind are preparing to celebrate in 1972, has firmly and consistently pursued the Leninist policy of peace and friendship between peoples, and has resolutely opposed all forms of national oppression.

Having come into being as a result of the victory of the Great October Socialist Revolution, the Byelorussian SSR, from the first days of its existence, has clearly and firmly expressed its devotion to the cause of peace and friendship between peoples. On 2 February 1919, the First All-Byelorussian Congress of Soviets of Workers', Peasants' and Soldiers' Deputies proclaimed to all peoples in its manifesto that:

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"Conscious of its close and indissoluble links with the struggling proletariat and the working peasants of the whole world, the Congress, in the name of the millions of workers and peasants of Byelorussia, solemnly affirms its wish to live in peace and friendship with all peoples."

To the Byelorussian people, who twice during the lives of the present generation alone have suffered devastating invasions by foreign aggressors, the concepts of peace and friendship between peoples are familiar and well understood. During the Second World War, Hitler's occupation forces destroyed 209 towns and district centres in the Byelorussian SSR, as well as 9,200 settlements and villages, over 500 of which were annihilated together with their inhabitants. One out of every four inhabitants of the Republic died at the hands of the fascist occupiers. The total cost of the material damage caused in the Republic by the fascist aggressors was equivalent to 35 times the budget for the pre-war year 1940.

The heroic struggle of the Byelorussian people against the fascist aggressors, and the part they played in crushing Nazi Germany and liberating the peoples of Europe from fascist enslavement have received world-wide recognition. The countless sacrifices and sufferings which the Byelorussian people had to endure as a result of the wars imposed on them cannot be forgotten. That is why in the Byelorussian SSR particular attention has always been, and continues to be, devoted to the struggle for peace and the strengthening of international security.

The Byelorussian SSR, like other socialist countries, advocates that all States should be determined to save succeeding generations from the scourge of war, should practise tolerance and live together in peace one with another as good neighbours, and should unite their strength to maintain international peace and security. In the Byelorussian SSR, representatives of many nationalities live and work together as members of one family. They are united by the common objectives and problems of building a communist society. The Republic is a remarkable example of the way in which the process of building communism brings peoples together and strengthens their feelings of friendship and brotherhood.

The young people of the Republic, like the Byelorussian people as a whole, fully support the constructive and comprehensive programme for the struggle for peace and international co-operation, freedom and the independence of peoples, put forward at the Twenty-fourth Congress of the Communist Party of the Soviet Union.

In view of the foregoing, it is natural that the Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples should be greeted with satisfaction in the Byelorussian SSR and regarded as an important document which contributes to the strengthening of peace, friendship and the security of peoples. The Declaration has proved to be a good basis for further work in bringing up young people in a spirit of peace and for the preparation of courses and textbooks and for improving the work of youth organizations. It should be noted that the Byelorussian SSR was one of the sponsors of a resolution on the education of young people in a spirit of peace,

friendship and understanding between peoples which was adopted by the General Conference of UNESCO in 1962, at its twelfth session. The representatives of the Byelorussian SSR have unfailingly played a most active part in the preparation of many other important international documents embodying these high ideals.

The state organs and public organizations of the Byelorussian SSR continually take effective measures for the wide dissemination of the principles of the Declaration among the population of the Republic, and carry out day-to-day work in connexion with the upbringing of the youth of the Republic in a spirit of peace, internationalism and international solidarity, friendship among peoples and intolerance towards flagrant and large-scale violations of human rights committed by the imperialist States as a result of aggressive wars and the pursuit of a policy of nazism, neo-nazism, apartheid and colonialism.

The young men and women of the Republic are brought up in accordance with the high moral principles of relations between different nations and peoples. These principles reflect the striving of the Soviet people for friendship, mutual understanding and co-operation with the peoples of all continents who have cast off the yoke of colonial oppression or who are struggling against imperialism and neo-colonialism and seeking to consolidate their independence and follow the progressive path of social development.

The young people of the Byelorussian SSR warmly support the proposals of the socialist States for the strengthening of European security and the convening for that purpose of an all-European conference, and express their solidarity with the peoples and the youth of Viet-Nam and of the Arab countries who are struggling against the imperialist aggressors, with the young patriots of Angola, Mozambique and Guinea (Bissau), and with all those who uphold freedom, independence, democracy and progress. The young people of Byelorussia actively support the struggle waged by the youth of the capitalist countries for the democratic reform of education, against the domination of monopolies, and for the attainment of social, economic and political rights.

In the Byelorussian SSR, war propaganda is prohibited by law and is classified as a particularly dangerous crime against the State. Article 68 of the Criminal Code of the Byelorussian SSR states that "War propaganda, whatever form it might take, is punishable by the deprivation of liberty for a period of from 3 to 8 years, with or without exile for a period of from 2 to 5 years". This article reflects the high principles of the Soviet peace-loving policy of strengthening peace and friendly relations among peoples and is a response to the resolution adopted by the General Assembly at its second session condemning propaganda aimed at encouraging a new war, and to the appeal by the Second World Congress of Supporters of Peace which called on the parliaments of all countries to adopt laws providing for criminal responsibility for war propaganda.

Socialism abolished private ownership of the instruments and means of production and the exploitation of man by man, and proclaimed and guaranteed equality of rights for all citizens. That is why in socialist society there can be no discrimination whatsoever on grounds of race, nationality, sex, property

or social status, religion or past activities, and this is a vital factor in bringing up youth in a spirit of equality and of respect for basic human rights and for the right of peoples to self-determination.

Article 98 of the Constitution of the Byelorussian SSR states:

"Equality of rights of citizens of the Byelorussian SSR, irrespective of their nationality or race, in all spheres of economic, State, cultural, social and political life, is an infeasible law.

"Any direct or indirect restriction of the rights of, or, conversely, any establishment of direct or indirect privileges for, citizens on account of their race or nationality, as well as any advocacy of racial or national exclusiveness or hatred and contempt, is punishable by law."

In accordance with article 71 of the Criminal Code of the Byelorussian SSR, any propaganda or agitation aimed at arousing racial or national hatred or discord, as well as any direct or indirect restriction of the rights of, or any establishment of, direct or indirect privileges for, citizens on account of their race or nationality are regarded as crimes against the State and are punishable by law.

The school, the family, the press, radio, television, museums and so on, make every effort to ensure the dissemination among youth of the ideals of peace, humanity, liberty and international solidarity.

The study of the life and work and theoretical heritage of that great humanist and friend of the peoples of the world, V. I. Lenin, the founder of the Soviet State, who, in his works formulated a programme for the building of a new communist society, forms the core of all educational work.

In the schools of the Republic, great attention is paid to the study of the purposes and principles of the Charter of the United Nations, and the structure and activities of the United Nations and its specialized agencies. This work is carried out in various ways, the most important being the study in the schools, in accordance with their curricula and courses, of basic information regarding the United Nations and other international organizations. In courses on the history of the USSR and the Byelorussian SSR, and on the most recent history of other countries, special sections are devoted to the founding and activities of the United Nations and to the struggle of the socialist countries to ensure the consistent observance of the purposes and principles of the United Nations Charter.

In nearly all schools in the Byelorussian SSR, international friendship clubs have been established and are active, their aim being to give schools and teachers active assistance in promoting an international outlook among young people, and to acquaint the latter with the history and geography of the countries of the world, with the struggle being waged in other countries for peace, with the life of young people of the same age in other countries, and with the children's and



youth movement. The rule of the young Leninists - "A Pioneer is a friend to Pioneers and to children of the working people of all countries" - has become the motto of the international friendship clubs.

School children in the Republic take part in a world-wide campaign "Youth exposes imperialism", and defend those struggling for their freedom. Every year, young internationalists hold a "Young Anti-Fascist Hero Week", actively participate in the "Peace and Solidarity" section of the Pioneer march entitled "Always ready", and hold singing competitions on the theme of peace and friendship. They have collected over 60 tons of medicinal herbs, as part of the all-Union Pioneer project entitled "Medicines from the forest pharmacy for the children's hospital in Hanoi" and organize the sending of parcels to Viet-Nameese school children.

Students in higher and secondary specialized educational establishments in the Byelorussian SSR represent over 40 nationalities of the Soviet Union. Together with them, about 1,000 students from 58 countries of the world are acquiring an education. Young people of various nationalities are brought together not only by their common interests and aims, but also by daily contact in their studies, their social and political life, and their leisure, a situation which contributes to the growth of friendship and mutual assistance.

Foreign students are given every opportunity to acquire highly specialized knowledge and become acquainted with the various aspects of life in Soviet Byelorussia. Foreign students come into general contact with school children and students and with young workers in industry and agriculture in the Republic. They relate stories about the life of young people in their own countries to other students and at friendship evenings, in the local and Republican press, and on radio and television. Many foreign students visit industrial enterprises to give amateur concerts, and also take part in sports events.

In order to provide foreign students with a broad and comprehensive understanding of the life of the Byelorussian people, with their economic and cultural achievements during the years of Soviet power, and with the revolutionary, militant and labour traditions of the Byelorussian people and the other peoples of the Soviet Union, international student conferences and debates are held and lectures are given in the Byelorussian SSR every year. Foreign students participate in youth evenings dedicated to Africa Freedom Day, the International Day for Action to Combat Racial Discrimination and Racism, national holidays, commemorative dates and the anniversaries of important people and events.

The international links between the youth of the Republic and foreign countries are strengthened by exchanges of student groups for the purposes of study and practical work and exchanges of student construction teams. Thus, for example, the students of the V. I. Lenin Byelorussian State University have established contacts with many higher educational establishments, in other countries, such as the universities of Sofia, Ljubljana, Warsaw and Cracow and with higher educational establishments in France, India and several other countries.

A large number of young engineers, designers, teachers and agricultural specialists from the Byelorussian SSR are working in a number of countries in Asia, Africa and Latin America under programmes for economic assistance to the developing countries. Together with local specialists and with representatives of other countries, they are converting the most complicated technical projects into active industrial and power complexes, busy transport arteries, and educational and research institutes. Every year there is an increase in the number of young specialists travelling to other countries in order to instruct the people of those countries in the handling of machine-tools, tractors, lorries and other equipment supplied by Byelorussian industry to 88 countries of the world. These travels help to broaden their understanding of the every-day life, traditions and cultures of the peoples of the world.

The young people's newspapers, magazines, radio and television of the Byelorussian SSR play an important role in bringing up Byelorussian youth in a spirit of peace and friendship. In the Byelorussian SSR, hundreds of newspapers, magazines and other periodicals are published, with a circulation of over 4 million copies. The pages of these publications regularly contain articles of various kinds on the theme of friendship between peoples, for instance, "The beautiful garland of friendship", "We champion peace on earth", "The mighty ocean of solidarity and brotherhood", "Peace and freedom to the people", "The friendship of fraternal peoples", "Your opposite number abroad" and "friendship", which deal with world events and the struggle of young people for peace and for their rights.

The young people of Byelorussia display a keen interest in the cultural and historical heritage of mankind. Literature, music, the cinema, the theatre and the fine arts give them the opportunity to acquire a deep understanding of the thoughts and the spiritual world of the peoples of other countries.

The young people of Byelorussia play an active part in the work of the Byelorussian Society for Friendship and Cultural Relations with Foreign Countries and its numerous branches in regions, towns and districts, in enterprises, higher educational establishments, schools and other institutions. Not a single activity of this Society takes place without the participation of young people or their representative organizations. At the present time, the Byelorussian Society for Friendship and Cultural Relations with Foreign Countries maintains close contacts with 312 public and cultural organizations in 61 countries of the world. It strives to satisfy the continually growing interest of the public in other countries regarding the Byelorussian SSR and its economic, scientific, cultural and educational achievements. In 1971 alone, some 15,000 copies of reference and information publications, social and political, children's and other kinds of literature, newspapers and magazines were sent abroad, as well as 92 copies of Byelorussian documentary and feature films, 600 sets of gramophone records of Byelorussian music, and various other materials. In the same year, the Byelorussian Friendship Society received 97 delegations and groups from 36 countries, and organized exhibitions of books, local handicrafts, children's drawings, and photographs. Particularly active friendly and cultural relations are maintained between the twinned towns of Minsk and Nottingham in England,

Zhodino in Byelorussia and the French town of Vénissieux, and Minsk and the Japanese town of Sendai; and also with the Indian state of Mysore, which is twinned with the Byelorussian SSR.

Much constructive work in inculcating an international outlook among young people is carried out by the Republican Society "Knowledge" and by the Republican Committee for the Protection of Peace. Young men and women in Byelorussia broaden their knowledge of the life of peoples of other countries by studying in peoples' universities dedicated to "Friendship among Peoples" and in "universities of international culture". Lecturers of the "Knowledge" Society deliver some 1,600 lectures every day to the working people of the Republic, giving a comprehensive exposition of the politics, ideology, morals, and institutions of imperialism - the bitterest enemy of progressive mankind - and propounding concepts of friendship and brotherhood among peoples.

The Committee of Youth Organizations of the Byelorussian SSR is a public organization of young men and women whose activities contribute to the international education of Byelorussian youth and are designed to strengthen and broaden friendship and co-operation with the younger generation of other countries of the world. One of the most active members of the Committee is the Leninist Communist Youth League of the Byelorussian SSR, which brings together in its ranks over one million young men and women of the Republic. The Committee of Youth Organizations of the Byelorussian SSR has established and maintains relations with friendly progressive youth organizations in many countries of the world. These relations are established and maintained by means of the traditional exchange of delegations, exhibitions, correspondence and so on. During the last two years alone, representatives of over 30 countries of the world have been the guests of the Republic.

The Byelorussian SSR has frequently been selected as the location for large international gatherings of young people. The friendship camp of the youth of the Soviet Union and the German Democratic Republic, the third session of the Soviet-Bulgarian Club of Creative Youth, and the Soviet-Colombian Friendship Festival all proved successful. In August 1970 in Minsk, Soviet and Viet-Nameese youth participated in a friendship and solidarity meeting dedicated to the centenary of the birth of V. I. Lenin; and, in February 1972, an academic session of the Moscow permanent seminar for African students studying in the USSR was held at which the question of the realization of the Leninist principles of the national policy of the Soviet Union and the national question in Africa were considered.

Representatives of Soviet and Polish youth together toured the Republic to visit the battle areas where the Soviet Army and the First Polish Division named after Tadeus Kosciuszko fought against the German fascist aggressors. In the summer of 1969, the young men and women of many Byelorussian towns and villages warmly greeted those who took part in the "Banner of Victory" march undertaken by the young people of seven socialist countries to commemorate the twenty-fifth anniversary of the defeat of fascist Germany. The young men and women of Byelorussia also participated in the work of Soviet-French and Soviet-Polish friendship camps.

Representatives of Byelorussian youth have played an active part in all the world youth and student festivals; in the work of the World Youth Assembly in New York; in the thirteenth Jubilee Assembly of the World Federation of Democratic Youth; in meetings of the Executive Committee of the World Federation of Democratic Youth in Chile, as well as in festivals promoting friendship between Soviet youth and the youth of the German Democratic Republic, Bulgaria, Mongolia and Cuba, and in friendship camps with the youth of the German Democratic Republic, Poland and France. Students of the Republic celebrated the twenty-fifth anniversary of the International Union of Students, which was born in the struggle against fascism and which in the course of its entire existence has supported the endeavours of progressive students in the cause of peace, freedom and democracy.

Members of the Komsomol of the Byelorussian SSR are taking part in the all-Union Leninist competition entitled "We are patriots and internationalists", which will be completed in time for the International Day for Youth Solidarity to be held in 1973.

The youth of the Republic has approved the recommendations of the international advisory meeting in preparation for the world meeting of young working people to be held in the Soviet Union in November 1972. In the Byelorussian SSR, active preparations are being made for the participation of the young men and women of the Republic in the tenth World Youth and Student Festival, which will be held in the summer of 1973 in Berlin, the capital of the German Democratic Republic. The festival will promote progress in the struggle among the widest sections of young people and students for solidarity, peace and friendship and will contribute to the strengthening of co-operation, mutual understanding and friendly relations between the youth of the whole world.

Year after year tourist exchanges between young people of the Byelorussian SSR and other countries of the world continue to increase. In 1971 alone, 24,000 tourists from 47 countries of the world visited the Byelorussian SSR. The young men and women of the Republic cordially greet the young ambassadors from all countries, and provide them with every opportunity to obtain a fuller impression of the life of the Byelorussian people and of the devotion of the Byelorussian people to the ideals of peace, freedom and the equality of all peoples.

During visits abroad, the representatives of Byelorussian youth acquaint themselves with the life and situation of the younger generation in other countries, and with their struggle for the peace and security of peoples. The personal contact of delegations with the young men and women of other countries gives them an opportunity to know each other better, to strengthen their friendship and co-operation and to achieve mutual understanding.

Sports contacts play an important part in the strengthening of international friendship. During the last two years alone, about 60 international sports events were held in the Byelorussian SSR, in which 148 delegations from 34 countries took part. During the same period, some 1,000 Byelorussian sportsmen travelled

to many countries to participate in official international events as well as in unofficial sports meetings.

The activities of the state organs and public organizations of the Byelorussian SSR in the international education of the working people and in the upbringing of young people in a spirit of peace, friendship, mutual respect and understanding between peoples are aimed at fulfilling the historic decisions of the Twenty-fourth Congress of the Communist Party of the Soviet Union, which stressed that the Congress "... attaches great importance to the task of educating all working people in a spirit of Soviet patriotism and of pride in the socialist Motherland and the great achievements of the Soviet people, in a spirit of internationalism and irreconcilable opposition to all manifestations of nationalism, chauvinism and national exclusiveness, and in a spirit of respect for all nations and nationalities".

The Byelorussian people and all the peoples of the Soviet Union, the socialist countries and all progressive mankind are preparing to celebrate the fiftieth anniversary of the foundation of the USSR, because, as stressed in the resolution of the Central Committee of the Communist Party of the Soviet Union on "Preparations for the fiftieth anniversary of the foundation of the Union of Soviet Socialist Republics",... "the USSR appears on the world scene as a force that firmly and consistently pursues a policy of peace and friendship among peoples, resolutely opposing colonialism, neo-colonialism and racism, and all forms of national oppression".

Thus, the principles of the Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples have the full support and approval of the Byelorussian people and are being successfully put into practice.

Fundação Cuidar o Futuro

CYPRUS

/Original: English/

31 May 1972

1. Measures in operation:

- (a) Establishment of UNESCO clubs in secondary schools.
- (b) Positive help to Scouts and Girl Guides.
- (c) Exchange of secondary school pupils between Cyprus and the United States of America.
- (d) Moral support to the National United Nations Youth Section.
- (e) Organization of international work camps for young people.
- (f) International exhibitions (Art, Book).
- (g) Organization of international song and dance festivals.
- (h) Relevant direct teaching in schools.

2. Measures projected:

- (a) Intensification of 1 (a) - (h).
- (b) Active participation of young people in associations and organizations operating at an international level, e.g. sport, theatrical, literary, travel.
- (c) Subsidized international travel.

/Original: English/  
14 June 1972

Supplementary report from the Department of Social Welfare Services  
of the Government of Cyprus

The principles pertaining to the Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples, are fully recognized and to a great deal supported in practice through the implementation of the policy on community and youth services by the Department of Social Welfare Services of the Ministry of Labour and Social Insurance.

Meeting the needs of youth and promoting the latter's participation in social development has been the keynote of this policy which was introduced within the context of the island's Second Five Year Development Plan (1968). This policy was perceived as an urgent need in the process of social and economic

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change which challenges the traditional family bonds and the community life in which most needs of youth used to be satisfied in earlier times.

In pursuing the objectives of this policy the Department of Social Welfare Services has engaged on the following short and long term goals:

- (a) To study the problems and needs of the Cyprus youth;
- (b) To promote the welfare of youth by providing the necessary facilities which meet their basic needs i.e. in the social, cultural, recreational and other related fields;
- (c) To establish government operated youth centres which will become the nucleus of youth programmes and activities;
- (d) To encourage informal youth groups and communities to set up their own youth centres on a community basis, and to provide to them such technical advice as may be required with regard to coping with their problems and promoting their welfare;
- (e) To train youth in citizenship and the assumption of greater responsibilities, and at the same time enhancing their ability to participate actively in the development of the country;
- (f) To give subsidies to community youth centres with a view to meeting expenditure which is required for building premises, furnishing of accommodation and other capital expenses.

Despite the short period during which this Programme has been in operation, considerable achievements have been noted in all areas. Thus direct service to youth is being rendered by the Department of Social Welfare Services through the establishment of youth centres in the three major towns, namely Nicosia, Limassol and Famagusta. On a community basis the Department promotes the establishment of clubs and youth centres by community welfare associations and youth organizations in such areas as town neighbourhoods and large rural communities.

Two of the three youth centres, in the towns of Nicosia and Limassol, were established and are operated by the Department of Social Welfare Services. Trained social workers have been allocated to supervise their activities, as well as to promote youth work in the District and supervise the community and voluntary youth centres which have been established. The third youth centre, in Famagusta, was established by a voluntary organization on the encouragement of the Department.

In pursuance of its youth policies the Department of Social Welfare Services provides technical and financial assistance to voluntary organizations, youth groups or community welfare councils for the setting up of new youth centres, or

other youth services or for developing existing ones, where, on the basis of a proper social study it is established that there is a need for such services. At the end of 1971, there were 26 community youth centres in operation all over the country, with a total membership of about 2,000.

The youth centres operated by the Department are staffed and equipped in order to provide facilities for cheap meals, rest, recreation and for the physical, cultural and social development and vocational guidance mainly of working youth. The youth centres are run on a large measure of self-government and their members, with the guidance of the social worker, organize lectures and debates, artistic and other cultural activities, participate in regional and national sport tournaments, organize educational programmes and engage in voluntary community work projects. Every effort is being made to help young people become conscious of their responsibilities in the world they will be called upon to manage and to inspire them with confidence in a future of happiness for their country and the world they live in. Excursions abroad and co-operation in the international field have become a permanent feature in their programme which promotes, along with other activities, international understanding and the noble ideals of equality, liberty and love for humanity.

#### GENERAL

The Department of Social Welfare Services as a central government authority responsible for the implementation of the afore-mentioned youth policy has noted with great pleasure the resolution (2770 (XXVI)) on "Youth, its problems and needs, and its participation in social development", as well as the Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding among Peoples, and proposes inter alia, to:

- (a) Request all youth centres in the country to organize discussions on the points and principles pertaining to the above resolution and Declaration;
- (b) Provide such technical advice and assistance as may be required for the wider recognition of the principles set forth therein and to ensure their observance.



CZECHOSLOVAKIA

/Original: English/

1 August 1972

The ideals of peace, mutual respect and understanding among peoples are directly contained in the principles of construction and function of the socialist society and penetrate into all its component parts and strata. These ideals are the natural content of training and education in the schools of the Czechoslovak Socialist Republic.

A substantial part of the Declaration is embodied in the constitution of the CSSR itself on the basis of which the education and tuition of the younger generation is carried out in all educational institutions and at schools of all levels. The education of Czechoslovak youth is in its essence and content socialist. A substantial link in this education is influencing for the preservation of world peace and for respect and understanding among nations. The achievement of this aim is promoted also by the installing of humane personal relationship, a mutual respect among people in keeping with the slogan "Man is to man a friend, a comrade and a brother". Another principle which is reflected in the whole training-educational process is the principle of brotherhood and solidarity with the workers of all countries and with all nations. These moral principles form an organic part of the education of pupils and students in the Czechoslovak Socialist Republic.

## Fundação Cuidar o Futuro

Training in the spirit of preserving world peace, mutual respect and understanding between peoples is contained in all subjects taught at elementary, secondary, specialized and apprentice schools, as training both in and out of school. The training is carried out in a purposeful and systematic manner right from the first grade of elementary school, that is, from the tenderest years. For instance, the reader for the second grade gives pupils an article by the author K. Sedláček, entitled "Friends", which tells of the friendship among boys from different countries. As part of reading in the third grade of elementary school, pupils go through a whole chapter entitled "Festivals of friendship and peace" which contains 13 little stories, poems and tales on this theme. Respect for other languages is stressed in the introduction to the curriculum for teaching the Czech and Slovak languages and literature in higher grades. It prescribes discussion about books on domestic and world literature, the subject matter of which is international understanding and respect among peoples and the struggle for peace. According to the curriculum, pupils attend film and theatre performances which have an anti-war trend.

The curriculum for tuition about the homeland for the fifth grade of the nine-year elementary school contains a special chapter explaining that efforts for lasting peace among all people of the world constantly grow in strength and will certainly one day prevail.

The problem of peace and understanding among peoples appears in the teaching of geography in all grades of primary and secondary schools. In the chapter about Africa for the sixth grade, the national liberation struggle of the African people against oppression and colonialism is discussed. Meanwhile, the pupils are taught to oppose racism, the underrating of one nation by another, particularly because of skin colour. Teaching material for the seventh grade contains the theme "The ideal of peaceful coexistence and competition among the socialist and capitalist countries". Here teachers have occasion to clarify the essence of the current peace efforts in the sense of the Charter of the United Nations. Peaceful coexistence and competition between countries having different social systems is also discussed in the geography textbook for the second grade of secondary schools and secondary schools of economy in the chapter "International co-operation". The peace policy of this country is explained in the subject-matter "The status of Czechoslovakia in the world" for the eighth grade. The curriculum for the ninth grade of elementary school contains a special subject on the struggle of the progressive forces for world peace in which the mission of the United Nations is spoken of as a peace factor and the World Peace Council is discussed.

Of subjects taught in secondary schools in 1970, we quote only the main ones dealing with the peace problem: "Efforts towards peaceful coexistence of two different social systems", "The work of the United Nations", "The struggle for the independence of African and Asian peoples", "The peace movement", "The peace offensive of the Soviet Union" and others.

In history, the part played by all the peoples of the world in reaching the present standard of civilization and their equal merits in economic and social progress in various historic eras is explained to pupils against the background of the historic past of peoples.

For the propagation of peace and peaceful coexistence, various anniversaries and commemoration days of important personalities who have worked for world peace, are made use of. Pupils are also informed on the problems of European security and co-operation, with the aim in view of incorporating young people into the ranks of those who want to contribute, in an enlightened manner and according to their powers, to a peaceful solution of the problems of the contemporary world.

The teaching of foreign languages to pupils and students also helps greatly in training Czechoslovak youth in the spirit of understanding among peoples. From the fourth grade of the basic nine-year school, all pupils compulsorily learn Russian and from the seventh grade they may elect to study voluntarily English, French or German. At secondary and secondary economic schools, apart from Russian, there is compulsory study of another language (English, French, German, Spanish, or some other living language).

In addition to study of the language itself, study programmes and textbooks of foreign languages in Czechoslovakia provide information on the country or region in which the language is spoken. Themes also include international co-operation and friendship, the defence of peace and the like. Textbooks also contain articles on the contribution made by the country concerned to scientific progress, on Czechoslovakia's relations with the country, on the international peace movement,

on the use of scientific-technical inventions of the twentieth century for the happiness of mankind, on meetings of young people of different nations and the like.

The teaching of music and arts is also for the greater part directed towards peace efforts and understanding among peoples. A frequent subject for creative expression of the pupils is the hatred of war and the desire for peace. This was accomplished, for instance, by pupils in their work on the thirtieth anniversary of the Lidice tragedy in 1972.

In this connexion, illustrations in all textbooks and visual teaching material must not be forgotten either. The ideals mentioned above are the subject for illustrations in textbooks for the lowest grades of elementary school. Here we find illustrations depicting children of various nations and races, often playing games, competing in sports or engaged in conversation.

Understanding among peoples is also promoted by contacts of friendship between Czechoslovak schools and schools of other States. Correspondence and the exchange of little gifts between young people of Czechoslovakia and of other countries is fairly widespread. On an international scale, there are competitions on various subjects as part of contacts between schools, as evidenced, for instance, by the participation of Czechoslovak schools in the international mathematical Olympics, in the physics and chemistry Olympics and in many sport contests.

In conclusion, it must be noted that schools affiliated to UNESCO projects play a great part in educating children in friendship and understanding among peoples. All these schools not only inform young people about current problems in the world (for instance, the famine menace to millions of people, the problems of illiteracy, the solution of conflicts by war and, conversely, by peaceful means, racial discrimination and others), but at the same time explain their causes and teach young people to think about ways of rectification on the basis of the Marxist-Leninist scientific world outlook.

#### The organization of Czechoslovak youth and its share in fulfilling the Declaration

The Socialist Union of Youth of the Czechoslovak Socialist Republic is a united, voluntary, socio-political organization of children and youth in which all internal and international activities fully develop the ideas and principles contained in the Declaration. It guides and trains its members and other young people in the spirit of internationalism and socialist patriotism, it fosters and strengthens mutual respect and friendship among the peoples and nationalities of Czechoslovakia. It deepens and strengthens relations of friendship and co-operation of Czechoslovak youth towards the young people of the socialist countries and towards the progressive and democratic youth of the whole world.

The Socialist Union of Youth of the Czechoslovak Socialist Republic is an active member of the World Federation of Democratic Youth and the International Union of Students. It plays a part in their important campaigns of solidarity such as the International Brigade of Youth Solidarity in Latin America (the

International Brigade of Medical Workers in Chile, the Brigade for the Construction of Secondary Schools in Cuba). It plays an active part in the world "Youth influences imperialism" campaign. The Socialist Union of Youth helps to expand the many-sided co-operation with progressive organizations of youth throughout the world. It takes an unqualified stand in defence of youth and peoples fighting against colonialism, apartheid and against all forms of racial discrimination and the violation of basic human rights. It assists students from other countries studying in Czechoslovakia and co-operates with their organizations.

In June the Socialist Union of Youth is organizing the traditional Youth Rally at Šumava for Peace, European Security and Co-operation, against War and Fascism. This rally will help the process of relaxation of tension and the building of a system of lasting peace, security and co-operation in Europe. The Youth Rally at Šumava in 1970, which was attended by representatives of 23 national organizations of youth and students from 17 countries of Europe and representatives of the World Federation of Democratic Youth, issued an appeal to the youth of Europe. This year, when we are commemorating the thirtieth anniversary of the razing to the ground of Lidice, which has become a symbol of the cruelty and inhumanity of fascism, the Socialist Union of Youth wants to inform its guests from other countries at an international seminar on security and co-operation in Europe, on the foreign policy of the Czechoslovak Socialist Republic aimed at ensuring lasting peace and European security, and provide scope for a discussion on the possibilities of economic and cultural co-operation and the part young people can play in it.

The uniform organization of youth in Czechoslovakia supports the establishment of friendship among children, youth and students in various forms, e.g. through letter-writing, exchange of children for holidays in international peace camps, establishment of friendly contacts and tourism of young people. Through the medium of its own travel agency, the youth organization promotes various forms of tourism among young people, the exchange of groups of young people on tourist and informative visits. It organizes international exchange brigades and construction camps in Czechoslovakia and other countries, student exchanges for practical work and the like.

During the 17 years of its existence, the travel agency of the Union has arranged tourist exchanges for more than 1 million young people from Czechoslovakia and other countries. It is a member of international organizations for youth tourism - IYHF, BITEJ, ISTC and IATA and the Co-ordinating Committee for International Voluntary Service under UNESCO. At the initiative of the agency, representatives of youth and student travel agencies have been meeting every year in Prague since 1965 to establish personal contacts and to discuss agreements and co-operation. The meetings are called "World Meetings of Organizers of Youth Tourism".

The Socialist Union of Youth of the Czechoslovak Socialist Republic trains young people in the spirit of equality of all people regardless of differences in nationality, race, colour or religious conviction, and to respect the basic human rights and the rights of peoples to self-determination.

DENMARK

/Original: English/

31 August 1972

The education of children and young people in Denmark is generally aimed at imparting to youth respect for the ideals embodied in the Declaration. In the education of and dissemination of information to youth, great emphasis is placed on promoting international understanding.

Among more specific measures - falling outside the scope of instruction proper - is an arrangement by which Danish youth organizations are allowed one representative on the Danish delegations to the sessions of the General Assembly of the United Nations and the United Nations Educational, Scientific and Cultural Organization.

The Agency for International Development of the Danish Ministry of Foreign Affairs (DANIDA) contributes financially to seminars, etc. on youth work in developing countries held under the sponsorship of the United Nations. Official committees have been set up to deal with questions such as youth tourism and youth exchanges.

It is the impression of the Danish authorities concerned that notwithstanding the aforementioned activities there is still a need in Denmark for continued efforts to promote the ideals of the Declaration and for enabling youth and youth organizations to devote their energy, enthusiasm and creativity to development and to promotion of the material and spiritual welfare of all nations.

EGYPT

/Original: English/

12 September 1972

The Government of the Arab Republic of Egypt adopts the Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples as a basis of operations and activities in the cultural and educational fields of the youth.

The Government pays special attention to the teaching of advanced courses in languages, and encourages travel, tourism and cultural exchange among the youth.

The youth programmes are worked out according to the various possible interests of the youth, with particular attention to scientific hobbies related to subjects such as electronics, astronomy, space, and so forth, so as to meet the technological, professional and vocational needs of the youth, enabling them to actively contribute to development. These programmes are carried out in 2,500 organizations and institutions where the youth is organized in such a way so

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as to make them conscious of their rights and duties, theoretically as well as practically. It also enables them to communicate with each other soundly and on a basis of mutual respect.

The Government of the Arab Republic of Egypt enables the youth to organize themselves into student, trade, professional and sports unions. Through these they practise political, social, cultural and sports activities, thus reinforcing among them true and healthy democracy.

The plans and programmes for youth aim at establishing direct contacts among Egyptian youth, as well as between them and youth from other parts of the world through national, regional and international recreation, training, public service camps, exchange of visits, sports tournaments, socio-cultural festivities and political conferences. Such direct contacts on all levels enable the Egyptian youth to promote better understanding of the countries' conditions, problems and concerns, as well as those of other countries and the world at large.

The participation of youth in these and other activities is based solely on personal, mental, physiological and physical abilities regardless of social status, religious convictions or ideological tendency. Therefore, the care for youth in Egypt plants deeply in the youth the principles of peace, mutual respect, equality, tolerance, love and co-operation, as well as the practical contribution in the development. It could be stated that the care for youth in Egypt has pioneered in the field of implementing the principles included in the Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect, and Understanding between Peoples.

## Fundação Cuidar o Futuro

FINLAND

/Original: English/

19 July 1972

### School administration

According to the statement released by the National Board of Schools, the educational and study plans are drawn up with regard to the principles set forth in the Declaration. The subjects covered by the Declaration are dealt with in the schools in connexion with the teaching of history and social science, economics, geography, native language, foreign languages and religion.

The secondary-school courses of study in history and social science and in economics, as confirmed by the Ministry of Education in 1963, and the comprehensive-school plan of study in history and social science of the year 1970 involved a shift of the emphasis in the teaching of historical subjects to the period following 1850 and to social science and economics. At the same time, study material concerning the political, economic and social history of countries and regions outside Europe was considerably increased. The Ministry's Decree No. 261/71

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prescribes one weekly lesson of social science in the first grade of the state secondary schools, whose curriculum is also applied by most of the private schools. The National Board of Schools has issued provisional instructions for the teaching of social science in the school year 1971-1972 (letter No. 6490, 5735, 22 July 1971). For the school year 1972-1973 the National Board of Schools has given supplementary instructions, which lay special emphasis on the teaching for international understanding (letter No. 3029, 3584, 4 May 1972).

The curriculum of the compulsory school was supplemented in 1965 through the addition of a foreign language as a compulsory subject for all - an important measure from the point of view of international education. Studies in the first foreign language usually start in the third grade, but the pupil may choose another foreign language as an optional subject starting usually in the seventh grade. The study of foreign languages will have more emphasis in the comprehensive school, where the pupils start learning their first foreign language in the third grade and another in the seventh, both as compulsory subjects for all. In addition, the pupils of the comprehensive school may choose a third foreign language as an optional subject starting in the eighth grade. In the teaching of religion, the share of ecclesiastical history has been greatly reduced, whereas the scientific approach to religion has been given more prominence. In the teaching of geography, the focus has been transferred from physical to cultural geography. In the teaching of the native language, literature of different nations is an essential part of the study, playing a most important role in the education for international understanding.

The textbooks used in the school are important means of conveying information on other countries, their geography, history, society and culture. Special attention has been paid by the National Board of Schools to the contents of the textbooks in history, social science and geography. Efforts have also been made to render the topics dealt with by foreign language textbooks more capable of furthering education for international understanding. Besides the textbooks, domestic and foreign newspapers, periodicals, books, films, radio and television programmes, recordings, etc., are important auxiliary means of instruction. Regulations for their use have been issued by the National Board of Schools in letter No. 1850/2392. The National Board of Schools has drawn the teachers' attention to international questions by preparing and sending to the schools text-materials dealing with, for instance, the Conference on European Security and Co-operation, as well as material prepared by the Finnish National Commission for UNESCO.

The international courses and exchange programmes for teachers and pupils are an essential contribution towards the realization of the aims set forth in the United Nations Declaration. In the summer of 1972, about 300 teachers participated in the exchange programmes of the National Board of Schools, attending different courses of study abroad. These teachers as well as other teachers travelling abroad can apply for travelling assistance, for which purpose the National Board of Schools has at its disposal 105,000 marks for the year 1972.

Most of the pupil exchange is managed by the Trainees' Exchange Office of the Ministry of Labour, by the Youth Travel Bureau and other organizations engaged in

international communications. The National Board of Schools also supports supplementary training courses for teachers arranged in Finland; the programme of these courses have comprised studies involving the principles set forth in the United Nations Declaration.

In the field of voluntary educational activities the principles set forth in the United Nations Declaration have been promoted by including international topics in the study programmes of popular and workers' colleges. A draft for a new plan for the teaching of social science in the popular institutes already exists: special emphasis is laid on the importance of taking a global view of the various matters studied. The study tours abroad undertaken by the touring circles of popular and workers' colleges and institutes play an important role in providing opportunities for personal international contacts.

In order to promote the education for international understanding the National Board of Schools appointed on 5 April 1972, a working group whose task it is to examine possibilities of creating within the National Board of Schools a permanent Committee of Education for International Understanding, to map out the present situation of international education in the schools and teacher-training institutes and to propose measures to be taken to promote international education in the preliminary school, in the comprehensive school and in the senior secondary school. The working group is to carry out its task by the end of the present year.

Finland has participated in the United Nations Educational, Scientific and Cultural Organization's activities regarding the project called ASPRO (Associated Schools Project in Education for International Understanding and Peace), the purpose of which is to experiment the application in schools of the principles of education for international understanding and to promote co-operation between the schools of different countries. In 1965 the Finnish Committee for UNESCO decided to go over from concentrated to voluntary activity in this field for the promotion of education for international understanding. There are a few ASPRO schools in operation in Finland; Finland participated in the first European Conference of ASPRO schools in 1970.

#### Youth activities outside home and school

According to information furnished by the Sports and Youth Office of the Ministry of Education the text of the United Nations Declaration has been forwarded by relevant governmental and municipal authorities to the national youth organizations and local youth associations. The principles set forth in the Declaration have been discussed in several conferences, meetings and seminars.

The Government and the municipalities have given special grants to youth organizations to support their international activities and such domestic activities as are designed to promote the adoption of principles I-III set forth in the United Nations Declaration.

Agreements have been made with the neighbouring countries, i.e. the Soviet Union and the Nordic countries, regarding yearly practical forms of national application of principle IV set forth in the Declaration.



The international youth co-operation between so-called friendship towns, which has in some cases grown into really extensive proportions, is controlled by municipal authorities for youth activity.

Special campaigns have been arranged to raise money and to procure means and materials for the purpose of assisting the youth of developing countries in their studies and everyday life.

The Finnish youth and student organizations have pursued an active line towards the implementation of principle V set forth in the Declaration, as is exemplified by the numerous international events (e.g. the International Youth Conference on European Security in Helsinki in 1970 and 1972) which have included discussions on the goals of the United Nations as well as international youth issues.

According to investigations, 48 per cent of the Finnish youth associations are members of some civic organization specialized in international questions, having in this way access to necessary information and guidance for their activities. The forms of work vary greatly, depending on the nature of the activity of the association. A feature to be noted with satisfaction is the fact that the youth have made effective use of the opportunities created by the Finnish foreign policy for international co-operation in different fields of life.

The efforts designed for further intensification of the international activities of the youth and for the promotion of the implementation of the principles set forth in the United Nations Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples, include the following measures:

- Increased financial assistance for international activities;
- Different forms of training and education aiming at improving the administrative and political ability of youth organizations to take an active part in international questions;
- New forms of work to provide opportunities for increased numbers of youth to participate in international activities;
- Increased services by the authorities and by organizations specialized in international questions, designed to provide the youth with necessary information and guidance; and
- Increased youth representation in all international activity at both official and voluntary level.

HOLY SEE

/Original: French/

7 July 1972

The Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples, adopted by the United Nations General Assembly on 7 December 1965, has had wide repercussions in the Catholic world, particularly among international Catholic youth organizations.

The ideals of peace, mutual respect and understanding between peoples, on which all United Nations work is based, are also the ideals of the mission of the Catholic Church, which is endeavouring to foster them, particularly among young persons, by its own means. Catholic youth associations, in particular, accept these United Nations aims and attach great importance to them in drawing up priorities for the various milieux in which they work.

These associations are, in fact, endeavouring to make increasingly large numbers of young people aware of the need to commit themselves personally to the promotion of peace, a peace not modelled merely on the pure and simple absence of war, but a peace embodying all the conditions for justice, respect for fundamental human rights and the full development of the human being.

Militant members of these associations are endeavouring, by many and various activities and often in collaboration with adults, to bring about a definite improvement in the living conditions of the various communities of workers, peasants and students in which they live.

Such activities are the result of a minimum of group situation analysis and assessment of the means of action available to young persons and communities, and of a desire for change. They form part of the motive force of an educational process based on identification of community needs, they mobilize the energies of a large number of young persons (and often of adults) and they inspire confidence in the practical possibilities of people becoming masters of their own destiny.

Such activities call for experience of the most fundamental aspects of democracy, namely, participation in decision-making to further the common good and the interests of the masses, in the implementation of such decisions, and in their evaluation.

Thus, it is as a result of such activities and throughout the whole educational process that young people acquire the qualities necessary to those who wish to promote peace, in its dynamic aspect, too, namely, the building of a future in which social relationships between men will be governed by justice.

By virtue of their structure, our movements make it possible to compare activities carried out and conceptions of the major tasks young persons must fulfil at the local, national, regional and intercontinental levels.

Training courses, meetings, seminars and research projects are also privileged opportunities for gaining a deeper awareness and are times of hard study which, together with field work, promote the development of a new national and universal awareness and reveal the wealth of the various cultural groupings.

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HUNGARY

/Original: English/

13 July 1972

1. Ever since the first days of its existence the Hungarian People's Republic has dealt with the particular problems of youth in a planned and purposeful manner. A number of important arrangements implying considerable material sacrifices prove that the education of youth in Hungary is a task of the entire society. Article 52 of the Constitution of the Hungarian People's Republic lays down: "The Hungarian People's Republic devotes special care to the development and education of youth."

An outstanding example of the responsibility which the Hungarian State takes of the young people is the act on youth adopted by the National Assembly last year.

The new law creates more opportunities of participation in public life and expects at the same time the youth to make use of the opportunities. It is due to the enforcement of this principle also that 21 members of the National Assembly are under 30 years of age. More than 25 per cent of the recently elected trade union functionaries and nearly 15 per cent of the council members belong to the young generation.

The law provides comprehensive legal support for such essential aspects of the young people's life and work as their teaching and education, their participation in work, public and social life as well as their social conditions and health protection, the use of their leisure time.

The Government's decision related to the implementation of the law was issued simultaneously. Accordingly each departmental minister has to issue a special enforcement decree on the rights and duties of the young people working or pursuing studies in his own field of authority, on the special tasks concerning youth to be assumed by the competent ministry, enterprises and schools. Before their promulgation these ministerial decrees, just like the law itself, are discussed by the representatives of youth at national conferences. The law is a complex of rights and duties: what is defined by law as a right of the youth is at the same time stipulated as an obligation of some state or social organization. So-called youth parliaments meet in factories, offices and schools at least every two years to discuss the problems arising in their respective domains and the measures to be taken.

2. The past few years have witnessed a considerable increase in the educational level of the young age groups. This can be seen from the fact that in the past 10 years there was a rise of 10 per cent in the number of graduates of general schools, 12 per cent in that of those who finished vocational training schools, and 10 per cent in that of those who obtained the secondary school-leaving certificate. In the same period there was a threefold increase in the number of young people who obtained diplomas of higher education.

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One of every two university and college students can find accommodation in students' hostels, and eight out of 10 are provided with some kind of social services.

3. The Hungarian young people are today materially secure, they know about unemployment, poverty and famine only from their study of the past.

The young people leaving school or vocational training institutions know nothing about uncertainty of existence. They all can find employment, they get some job and task from society, and for years in some fields there have been even twice as many places open to young university graduates as the actual number of such young people.

The wage adjustments made in the past years and recently as well have improved the material conditions of the youth, too. The wage system for young skilled labourers was invalidated two years ago, and now the initial wages are higher than before. The new system of basic rates ensures higher initial wages and better possibilities of advance.

Housing is the most burning problem of the young people at the start of their careers. Several measures have been taken also to improve the housing and living conditions. About 25 to 30 per cent of the new flats are allotted to young married couples, and a new decree on housing makes it possible for a growing number of people to obtain interest-free loans and other grants facilitating their participation in home-building schemes.

The problems of all young married couples are not solved by these efforts, they are only alleviated.

The Government devotes great care to helping the young people in their choice of a career. Organized and institutionalized vocational guidance in Hungary has been working for the past 10 years. The Institute of Vocational Guidance has been functioning in Budapest since 1966, and the network of counselling on a county basis will be completed in the next years.

4. The past two decades have brought radical changes also in the cultural services provided to the population of the country, including the youth.

In 80 per cent of all settlements there is some kind of cultural institution, and these establishments are frequented by young people in excess of their national numerical ratio. About 65 per cent of the movie-goers and 80 per cent of the patrons of cultural centres are under 25 years of age; 50 per cent of the library subscribers are under 14, and 70 per cent under 20 years; and the number of young people attending the workers' academies and university extension courses of the Society for the Dissemination of Knowledge is more than half a million.

Various theatres all over the country last year gave nearly 2,000 special matinees for young people; these performances were attended by about 600,000 young spectators. The number of young season-ticket-holders is estimated at 50,000.

True to the peace-loving foreign policy of the Hungarian People's Republic, the Hungarian youth grow up in the spirit of friendship and esteem among the peoples. The State facilitates and encourages the strivings of young people to get acquainted with the life, culture and tradition of other peoples by organizing travels, meetings and different international functions.

Organized holidays and tourism for youths having no income of their own are promoted by providing low-cost lodging and eating facilities and reduced fares. For example, the railways grant a reduction of 33 to 50 per cent to groups of school-children for excursions of an instructional nature.

A reduction of 25 per cent for travel abroad is granted to university students members of the International Union of Students. In 1971 about 300,000 Hungarian youths made trips abroad.

The Government pays much attention to promoting the youth sports. In 1971 various sports were practised by about 1,150,000 members of the 4,400 sports clubs of the country. Two thirds of the sports club members are under 26 years of age.

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INDIA

/Original: English/

9 August 1972

In the General Assembly resolutions the term "youth" is used as one single entity. While theoretically this is true, in reality this is not true as far as India is concerned. India's youth population has only one thing in common, namely, their age. Otherwise, there are many important factors which divide her youth population into different segments. Each of the segments has needs and problems of its own which are substantially different from those of other groups. For instance, India cannot be oblivious of the fact that the situation of youth belonging to the weaker sections of the community, whether they are in the urban areas or in the rural areas, are greatly different from that of the youth belonging to say, the student group. Likewise, the situation of the rural youth is vastly different from the situation of the urban youth. Within the rural youth itself, there are significant groupings, such as young farmers, youth landless labour, educated unemployed youth and so on. It is difficult to think of youth programmes which can be commonly applied to all these groups.

Background

General Assembly resolution 2771 (XXVI) on the world social situation, has a great deal to say about the unjust social and political systems that exist in different countries. On the other hand, these systems, whether good or bad, are there existentially. They have not been created by today's young people. To bring about changes in these systems will require radical changes in the power structures of the countries. At present the young people do not have the power to bring about these changes. And yet, if there is to be more international co-operation, a better understanding of the rights of man and better opportunities for young people to participate in the process of national development, as demanded by the resolutions there has to be big changes in the social systems. So long as these systems are allowed to continue, young people will not be able to have a real participation in national development. Bringing about the necessary changes will call for opportunities for young people to participate in the decision-making process as well as opportunities to participate in actually implementing these decisions. At present our society does not, by and large, permit our young people to have these opportunities.

Need to identify leadership

The question now is as how best can India try to help the young people to have these opportunities. Here the problem of numbers comes up. India's youth population runs into millions and millions belonging to the different sections. It is practically impossible at the present moment to think of reaching the entire youth population of the country. Therefore, India has to make up her mind whether to carry out effective programmes for youth in the light of the resolutions, whether it is not important to take a policy decision to direct her

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attention at first to the leadership of youth. If she gives enough attention to the youth leadership they can be made instruments with which the larger mass of youth can be reached. If she is able to assist in the growth of a sufficiently large number of young people as leaders of the youth groups, then these leaders will be in a position to mobilize the entire youth population in their attempt to establish a society where the fundamental freedoms of man and his human rights are respected and where the young people are allowed opportunities to participate in national development.

#### Formation of youth groups

A leader cannot work in a vacuum. He requires a group to follow him and a group to work with him. Small youth groups based on neighbourhoods and villages are absolutely essential. Much more attention is to be given to the development of small youth groups. These groups will become the implementing agencies. A country-wide programme could be initiated.

#### Mass media

Effective implementation of the two resolutions will require a massive process of education of young people. Such education cannot be limited to formal education in schools. If young people are to act as agents of social change which is what the resolutions call for, they must become conscious of the imperative need for change. They must also be able to decipher the mechanism of changes. This they cannot do by themselves without proper support from the society. The newspapers can be a great source of support for the young people. Every effort should be made to get newspapers in India to devote special attention to the needs of her young people and to assist them in discussing as to how they can share the responsibilities of bringing about the changes.

Likewise, the radio and other communications media can play a far more useful role than it does today. At present, what goes as youth programmes are primarily student programmes. Much more attention could be given by the radio to discussing with young people their special needs and their aspirations. There should be regular daily programmes meant for young people. Such programmes should not be merely recreational activities. They should also give opportunities to them to discuss some of the fundamental issues of the day as they see them and how youth power can be mobilized to serve the larger cause of the community.

#### Economic projects

The resolutions speak of the role of youth in national development. There is a great deal of scope for the starting of economic projects by youth groups. Every effort should be made to encourage youth groups to start economic projects, which will enable them to have a better living.

Curriculum change

One cannot minimize the important role which students can play, in implementing the United Nations resolutions. Being the most articulate section of the youth, they are the ones who should be more aware of the problems of the country and the special role of youth. New efforts should be made to introduce in the curricula new ideas about social change and in particular about the role of youth. The best way to make them socially conscious will be to provide opportunities to discuss the problems of the country and our people as part of their studies. The society must be prepared to listen to them and to accept them.

Cadre of youth workers

Lastly, it is necessary to have a cadre of youth workers, who can mobilize youth groups. The organizations and the governments will require individuals, who have the knowledge and experience to work with young people. It is such youth workers, who can form youth groups and sustain them and at the same time make the groups active. They can introduce into the youth groups ideas about human rights, international co-operation, problems of social injustice, concepts of youth power, and so on. The State Governments, in particular, must provide more resources for the development of a cadre of youth workers.

To sum up, the Government of India is in general agreement with the principles enunciated in the Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples. However, it would have been more appropriate if some guidance could be given to the countries constituting the United Nations about the mechanism of implementing the various principles adumbrated in the Declaration.

IRELAND

/Original: English/

25 August 1972

Ireland accepts the principles contained in the Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples, the spirit of which Declaration informs the approach of the persons responsible for the development of Irish youth.

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ISRAEL

/Original: English/

15 June 1972

The ideals of peace, mutual respect and understanding between peoples are inculcated in the following manner:

1. The study of the Bible includes those chapters dealing with peace, the universality of man and the function of every individual in society.
2. The study of general literature lays stress on universal motives that encourage mutual understanding between men wherever they are. The emotional, aesthetic and intellectual experience which a literary work gives to the young boy and girl serves as a basis for the recognition of the common lot of all men.
3. In the study of history and civics the universal as well as the national elements are emphasized. These find their echo in numerous articles on the brotherhood of man that are to be found in school newspapers.
4. Study is complemented by a wide programme of active civics which brings students face to face with the problem of society and demands of them participation in solving them. This serves as a good preparation for social and cultural activity - national and international - in the future.
5. There is a rich programme of international contacts in the form of correspondence, stamp exchanges, mutual visits, international camps, etc. Some of these activities are under the auspices of the United Nations Educational, Scientific and Cultural Organization.
6. Israel's political and security situation sharpens the interest of youth in questions of international relations and attitudes. The inculcation of humanism despite the necessity for a high standard of military preparedness is one of the first aims of education.

ITALY

/Original: English/Italian/

22 June 1972

For several years the Italian Government has considered undertaking various initiatives for an in depth examination of the problems of Italian youth, seeking to create the instruments and institutions capable, on the domestic level, of gradually solving these problems.

The Committee for the Study of the Problems of Youth, established already since the beginning of 1968 and composed of representatives of the public

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administration, of youth organizations, of youth movements of the political parties represented in parliament, and of experts, has outlined an institutional structure which would allow the participation of youth in the solution of the problems of young people and the utilization of young people's associations also in the international field. This structure, which is called "Servizio Nazionale della Gioventù" (National Youth Service), should, in fact, promote the participation of youth in the social and cultural life of the country, whether through direct administration of assets and services and the granting of subsidies, or through study, research and planning activities. The establishment of an Under-Secretaryship of State for the Problems of Youth attached to the Office of the Presidency of the Council of Ministers has also been envisaged by the above-mentioned Committee.

It is now considered necessary and urgent to obtain concrete results from the above-mentioned studies and to provide for the creation of the new structures which would give a broader role to youth organizations, yet with the necessary supervision of the State.

The new Italian youth organization - to be established, it is hoped, as soon as possible, within the period of time necessary for the technical completion of the legislative procedures - would constitute the ideal structure for the development of co-operation with young people of other countries and, thus, could meet, in the most appropriate manner, the needs and aims indicated in the Declaration of the United Nations.

Italy has already declared itself ready in the various international centres, to support, as it has in effect already supported, various initiatives undertaken in this sector, actively participating on the multilateral level and also planning initiatives concerning exchanges and co-operation of young people on a bilateral level. It has done so precisely with the conviction that friendly relations and co-operation among States could achieve great gains from a programme of exchanges among young people.

In particular, Italy has recently supported the establishment of the European Youth Fund, conceived as an agency capable of awakening and strengthening the European consciousness in young people as well as their sense of responsibility for the realization of a lasting peace in Europe and in the entire world.

KENYA

/Original: English/

28 June 1972

1. FORMAL EDUCATION SYSTEM

Kenya enjoys a full range of educational institutions from day care centres (nursery schools), primary and secondary schools up to university level. Since Independence all these institutions have been racially integrated, where they were not already so, and rapid expansion has been taking place throughout the education system.

(a) Day care centres

The existence of and interest in the pre-school services for children date back many years, but since Independence the people of Kenya have shown an increasing demand for this service for their children. The construction of centres, the numbers of children catered for and the numbers of agencies involved in the programme have doubled in the last two or three years. Today the programme covering the entire country consists of over 4,000 centres catering for about 300,000 children of ages between three to six years.

With some definite direction from Government the programme aims at preparing the pre-school child for his formal schooling and his life ahead. This would in effect provide children of both urban and rural areas with a foundation to their social emotional and physical development.

(b) Primary and secondary schools

Primary school lasts seven years at the end of which most pupils take the CPE. Altogether there are over 5,100 primary schools in the country, the majority being maintained or aided by the Government. They are attended by over 1 million pupils who are taught by more than 30,000 teachers.

At secondary school level Kenya has about 500 schools of which more than half are aided or maintained by Government. Of the remainder many are recently founded "Harambee" secondary schools maintained by the local people on self-help basis. In all, Kenya has about 60,000 pupils in secondary schools, more than twice the number in 1962 before Independence. After four years at this level, pupils take the Cambridge Overseas School Certificate or the East African School Certificate Examination with the Higher School Certificate Examination being taken after a further two years. There is also the Kenya Junior Secondary School Examination which may be sat after two years of secondary school.

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(c) University education

The University College of Nairobi which has been a constituent College of the University of East Africa since 1963 along with Makerere University College, Uganda and University College, Dar es Salaam, United Republic of Tanzania, has become an independent University of Nairobi to cater for Kenya's interests (1 July, 1970).

The University has faculties of Arts, Science, Engineering, Art and Architecture, Veterinary Science Medicine, Agriculture, Commerce and Law. Enrolment in 1968/1969 was estimated at nearly 1,700 which should be nearing 2,000 now. In addition, there are many Kenyan students taking higher qualifications overseas, all of which are intended to meet Kenya's manpower needs. There is also an Institute of Adult Studies intended to improve opportunities for employment and personal fulfilment of the population missed by the formal education system so as to meet the rapid economic development needs.

(d) Technical and vocational education

Kenya has a wide range of technical and vocational education institutions, the most advanced being the Kenya Polytechnic, Nairobi. The creation of this programme was essentially needed because Kenya requires a steady and reliable supply of technologists, technicians and craftsmen for the purpose of industrialization and modernization of her economy. A variety of occupational courses including a diploma and degree Domestic Science Course for girls, technician and pre-technician training are offered at the Kenya Polytechnic, Mombasa Technical Institute and various secondary technical schools. The formal training of craftsmen takes place at various secondary vocational schools. There are, besides these, a number of institutions outside the Government programme which offer various courses of training to young people in preparation for their future employment.

2. YOUTH PROBLEMS

The main problem of youth is that of lack of gainful employment opportunities and training facilities related to employment needs. The groups mostly affected by this problem are:

- (i) the school-leavers and drop-outs, numbering 180,000 each year, and
- (ii) the "unschooled" whose number is estimated at 1.5 million or thereabout.

This problem is causing a growing concern in that young people of Kenya, one of the most valuable resources, must be given the opportunity to play a productive and creative role in the nation's development. If they are allowed to remain unemployed, untrained and ill-fitted to the needs of the nation, frustrated with unfulfilled aspirations, they present not only a tragic waste, but a potential threat to the very stability of the nation.

In view of this the following programmes are being undertaken by Government and voluntary agencies:

(a) The National Youth Service

The service was established in 1964 for young men and women of between the ages of 16 and 30 years. With about 3,000 recruits, the service aims at,

- inculcating good citizenship and providing an opportunity to contribute to the social and economic development of the country;
- providing national unity by bringing together young persons from all areas of Kenya for training and work in projects of national importance;
- helping to alleviate unemployment and hardships among young persons by providing employment, education and training to prepare them for future productive employment after completion of their service; and
- contributing to the economy of the country by helping to conserve, rehabilitate and develop Kenya's natural resources.

The Government intends to expand the service by yearly recruitment of 1,000 to replace those leaving the service so that by the year 1974 the growth enrolment will reach 5,500.

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(b) Youth centres and village polytechnics

A joint effort by the Government of Kenya and Voluntary Agencies (NCCK) has made it possible to establish youth centres (170) with a membership of 14,000, and village polytechnics (20) to tackle the school-leavers problem. These projects offer vocational training to boys and girls to prepare them for self-employment in rural setting.

During the financial years 1971/1972/1973, the Government will aid 60 out of these for the training of primary school-leavers of ages 13 to 20 years for income-earning opportunities in the rural areas.

(c) Various institutions

Voluntary agencies such as churches, Boy Scouts, and Girl Guides Associations, YMCA and YWCA, 4-K Clubs and others, including the National Youth Council, offer various types of occupational training opportunities to the young people through which they express their wishes and participate in planning for their future lives.

Supplementary information on General Assembly resolution  
2770 (XXVI). Youth, its problems and needs, and its  
participation in social development

(a) Human rights and fundamental freedoms

Whereas the Republic of Kenya participated in the adoption of the aforesaid resolution and whereas she has always cherished the ideals of human rights and fundamental rights, Kenya will continue to endorse the resolution as already contained in her Constitution and Laws of Kenya.

(b) Role of youth in world peace

Kenya's National Youth Council is a member of the World Assembly of Youth which is a world body striving for peace, education, youth rights and freedoms.

(c) Co-ordination of youth programmes

Use is being made of United Nations agencies such as UNICEF, the ILO, etc. The national rural prevocational youth training is being developed with the assistance of a United Nations/ILO adviser.

(d) Youth education

Prominence is given to this area of development in the Kenya Development Plan 1971/1978.

(e) United Nations participation

The Government of Kenya appreciates greatly the interest being taken by the United Nations in Kenya's youth programme. A prevocational training adviser has been provided by the United Nations and the ILO to guide the setting up of the Village Polytechnic and Youth Training Programme recently adopted and being supported by Government.

LAOS

/Original: French/

19 July 1972

The Department of Youth and Sport of the Royal Government of Laos has no special comments to make concerning the implementation of the Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples in that the educational system it provides for the young has always been based on these fundamental principles.

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Indeed, in the social and educational activities which it provides for the young, either directly or through satellite organizations (private associations), the Department has always opted for the principles of free acceptance of human rights and rejects those systems which would seek to constrain youth into being basically submissive and obedient. It places a large measure of trust in boys and girls in order to enable them gradually to assume true responsibilities.

With regard to the ideals of peace and understanding between peoples, the principles of our educational system, whilst being imbued with the educational philosophy contained in the educational reform of 1962 based on pride in being and remaining Laotian, love of the native land and conservation of the national heritage, and perfect understanding of the customs and traditions of the country, have always favoured those ideals of peace by encouraging an attitude of openness towards the outside world in order to ensure a closer solidarity with, and understanding of, young people of other countries.

As for the participation of youth in the development of the country, for a country as lacking in infrastructure as ours, we have not lost sight of the importance of youth's potential as manpower for cultural, social and economic development.

#### MALDIVES

## Fundação Cuidar o Futuro /Original: English/

6 June 1972

The Government of the Republic of Maldives feel that the Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples contains all the principles that everyone should try to follow. Hence, it is understood that every Government should adopt this Declaration to its own benefit.

#### MALTA

/Original: English/

15 June 1972

#### Comments on the Declaration

#### PRINCIPLE I

The educational set-up aims at achieving a spirit of understanding and to bring people together thus fostering among them the ideals of peace, humanity, liberty and international solidarity. The projects made by young students in schools in

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connexion with UNESCO, Development Week, Freedom from Hunger Campaign, aim at achieving this. These projects include film shows, scrap books, debates, civic education and exhibitions. Moreover, the organization of World Children's Day organized every year is meant to promote understanding between children of every nation.

#### PRINCIPLE II

The creation of youth leaders, courses, seminars, teachers refresher courses in the Education Department help to acquaint young people and adults with each other. The formation of a Parents Teachers Association also helps to bring together the family and the school.

Existing voluntary organizations continue to enhance the work in this field.

#### PRINCIPLE III

Young people are encouraged to mix with others coming from other countries and are encouraged to respect fundamental human rights.

The youth movements strive to bring down barriers of inequality, in this respect.

The services of youth aim at encouraging young people to take up responsibilities for future life. Moreover the aim of such services is to instill in young people the spirit of challenge and organization. This is achieved through mutual understanding and extracurricular activities.

The education set-up also encourages young people to take part in extracurricular activities that aim at instilling in young people the spirit of fraternity and co-operation.

#### PRINCIPLE IV

Exchanges, travel and tours, meetings, the study of foreign languages, the touring of towns and universities are encouraged among young people. Various bodies organize cultural tours to other countries. Exchanges are also organized in the Department of Education. The University and the College of Arts, Science and Technology also have their own schemes.

Students in schools are also encouraged to participate in such activities.

Moreover, the Sports Section of the Education Department and the National Sports Board are giving an important contribution in this field.



#### PRINCIPLE V

National organizations are encouraged to promote the purposes of the United Nations. There exist organizations whose aim is to foster the ideals of the United Nations. Their activities include international gatherings.

Some of the local youth organizations have taken measures to make them contribute in educating young people towards these ideals. It is also felt that all youth organizations should conform to the principles laid down in this Declaration. Efforts have been made to involve youth organizations and young people in general in this work.

#### PRINCIPLE VI

The family in Malta plays an important role in the formation of the individual. It should aim at giving young people more confidence in themselves and in their future.

Youth is motivated by ideals such as social justice, freedom, peace and dignity, honesty and efficiency.

The idea of voluntary service by young people is also progressing. Civic education prepares young people to become fully integrated in society. Young people are being made more aware of human relations and of the need for dialogue.

## Fundação Cuidar o Futuro

PAKISTAN

/Original: English/

26 June 1972

The Government of Pakistan expresses unqualified support for all the six principles embodied in the Declaration.

The principle of equality of all human beings regardless of race, colour ethnic origin, cast or creed is germane to the egalitarian teachings of Islam and is for the Muslim society a natural consequence of their uncompromising belief in the unity of God, and hence the essential unity of all mankind. Any prejudices born of ignorance should be eradicated by emphasizing the ideals of peace and human brotherhood in mass contact campaigns as well as in the school curricula. Principles I to III do not therefore bring us into conflict with our religious and social tenets. The United Nations should however, assert its authority and use all the means at its disposal to disseminate the knowledge of fundamental human rights and the right of people to self-determination, particularly among the young peoples of countries where these sacred principles are being constantly violated.

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Principle IV sets out the major instruments for bringing together all young people from varied geographical areas and cultures. The developed countries with affluent societies shall have to take the lead in providing facilities for exchanges, travel, tourism, meetings, the study of foreign languages and cultures, the twinning of towns and universities, etc.; to promote the spirit of the Declaration among young people of the world.

All youth organizations the world over should be made to conform to the principles set forth in the Declaration and moral pressure should be brought to bear upon the youth associations in countries practising discrimination by all United Nations agencies and the organizations affiliated to them. The Declaration should be widely disseminated among the youth organizations of all countries.

We extend our unstinted support to this principle which spells out the acquisition of higher moral qualities as a major objective of education, so that the young people become attached to the noble ideals of peace, liberty, the dignity and equality of all men. Instruction in these principles should be an integral part of teaching.

Fundação Cuidar o Futuro

ROMANIA

/Original: French/

20 September 1972

1. General remarks

One of the most striking phenomena which has far-reaching implications for the development of the modern world is the affirmation of youth as an enormous social force which, with ever greater determination, is expressing its desire for full and complete participation in the political, economic and social life of nations. By its conscious and responsible commitment to the process of bringing about progressive innovations in society, and through its dynamism and the wide interest its actions arouse, youth is quite clearly one of the basic factors in the struggle against all that is old-fashioned and out-dated in the social and political structure.

Young people are in the forefront of the struggle against the imperialist policy of force and diktat and the struggle to establish international relations on a stable basis of respect for the principles of national sovereignty and independence and non-interference in the internal affairs of other countries, irrespective of their social systems. Young people are untiring in their fight against exploitation and colonial oppression, the policy of apartheid and all forms of discrimination, and to bring about the elimination of wars of aggression and to combat the under-development and poverty of the developing countries.

Referring to the orientation of the youth movement, Mr. Nicolae Ceausescu, President of the Council of State of the Socialist Republic of Romania, said in his statement at the commemorative session of the General Assembly in 1970 that the desire to build a world in which human beings, having been liberated from the spectre of war, would be in a position to enjoy the fruits of modern civilization, is the main source of the present-day vast movements of young people.

The international community should pay greater attention to the younger generation's awareness of its responsibility for organizing the society of the future and its strong desire to contribute directly to the building of a world in which all men may benefit from the fruits of civilization. Steps should be taken to create conditions in which young people may have their say, openly express their opinions and participate actively in the social and political life of their country.

The appropriate framework must be set up to ensure that the energy and enthusiasm of young people are directed towards improving society and achieving the ideals of peace, freedom and well-being for all mankind.

II. Implementation of the Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples

In view of the above considerations, the Romanian Government attaches particular importance in both its domestic and foreign policy to the problems which currently concern the younger generation. The vast programme of building a new and developed socialist society in all fields offers Romanian youth a good opportunity to affirm its desire to participate fully in the political, economic and social life of the entire nation.

The Romanian Government pays constant attention in all aspects of its policy to the multidisciplinary training of young people for productive work in the task of peaceful construction in line with their lofty responsibilities in order to ensure their participation in the activities of decision-making bodies in all fields of social life.

Bringing up the younger generation in a spirit of peace, mutual respect and understanding among peoples constitutes an integral part of the complex process of forming the new man with a high level of social conscience and a broad cultural horizon, which is a decisive factor in the revolutionary transformation of society.

Schools, the press, radio and television, youth organizations, public organizations, the family, and society as a whole, in pursuance of the principles of the Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples, are endeavouring to develop in the younger generation a sense of patriotism, love of country and people, consideration towards others without distinction as to nationality, race, sex or religion, respect for the higher values of mankind, for work and social justice, and an attachment to the lofty ideals of peace, liberty and progress. They are informed of the material and spiritual achievements of the various peoples, the life, work and aspirations of young people in other countries, the efforts of the international community to create a climate of peace and understanding among peoples and to abolish colonialism, the policy of segregation and all other forms of racial discrimination.

The Romanian Government is constantly endeavouring to create the necessary conditions for the younger generation in Romania to be able to learn of the realities of today's world, take part in major international exchanges of ideas and establish and maintain ties of co-operation and friendship with the youth of other countries of the world regardless of their political and philosophical beliefs.

At the present time, Romanian youth and student organizations maintain relations with more than 400 similar organizations abroad. This has made possible many exchanges of visits enabling the young people of Romania and other countries to become acquainted, as well as cultural exchanges, tourism, cultural, artistic and sporting events, the study of foreign languages and exchanges of publications and magazines.

Government agencies, in co-operation with youth organizations, have organized a series of international meetings to consider the techniques for the education of youth in the spirit of the ideals of peace and co-operation, the way in which the

younger generation can participate in the life of society and the direct contribution it can make to the economic and social development of nations.

For instance, Romania acted as host to the student seminar on "The student, art and culture" (1968), the UNESCO meetings on "Youth and International Understanding" (1968) and "The Role of the Mass Media in the Promotion of the Ideals of Peace, Co-operation and Understanding among Peoples" (1971), the round table on "The Role of Youth in the Creation of a Climate of Peace", the European seminar organized in co-operation with the Social Development Division of the United Nations on the role of youth in the dynamics of social development (1971), the round table on "Youth, Books and Education in the Spirit of Peace" (1972).

The documents adopted during these meetings, which contain recommendations relating to the education of youth in the spirit of the ideals of peace and understanding among peoples, have been disseminated widely among young people in Romania and have been brought to the attention of Romanian governmental agencies and the international organizations concerned.

Important topics relating to the role of youth in national life and its contribution to the creation of a climate of peace and international trust have been discussed at many meetings organized at the national level and attended by representatives of the younger generation and experts in many different fields of activity.

Representatives of Romania's youth have participated in many international meetings where they have stated the attitude of Romanian youth to the major problems of international life. In this connexion it is worth mentioning the European youth conferences on peace and security organized at Warsaw, Munich, Helsinki and Florence, the World Youth Assembly held in New York, and the International Seminar on the Role of Youth in the Promotion and Protection of Human Rights held in Yugoslavia.

Romanian youth, which plays an active part in the immense task of the revolutionary transformation of society, has a profound feeling of solidarity with all peoples struggling for freedom and social justice, for the elimination of imperialist oppression, against colonialism and the policy of segregation and racial discrimination and for the relaxation of tension and co-operation among all the peoples of the world.

The younger generation in Romania is untiring in its efforts to secure respect for the right of peoples to decide their own future without external interference, and freely to develop towards peace and social well-being. It is resolutely in favour of the elimination of all hotbeds of international tension, the suppression of the threat or use of force in relations among States, the peaceful settlement of conflicts, the achievement of general disarmament, particularly nuclear disarmament, and the utilization of the vast material and human resources swallowed up by armaments for the development and progress of all peoples.

### III. Suggestions and proposals

The profound and rapid changes which are occurring today mean that the younger generation, which tomorrow will have to face an even more rapid series of changes, needs a multidisciplinary training. It is essential to reconcile youth's enthusiasm and receptiveness to all that is new and progressive with the acquisition of knowledge and experience, if the younger generation is to be able to find appropriate solutions for the development of society and man at a given stage in the evolution of the contemporary world.

Romania therefore believes that consideration of the complex problems of the younger generation, its education in the spirit of the lofty ideals of peace and humanity, the establishment of a framework that would enable young people to express their opinions on all basic questions of international life and participate directly in the economic and social development of peoples should continue to be among the major concerns of international life.

In this context, the United Nations, as the largest forum entrusted with the task of guiding and harmonizing the efforts of States with the purposes and principles of the Charter, must adopt a broader and more unified approach to the problems of youth. In view of the results achieved thus far, a full debate should be held on the problems of youth, with greater emphasis on the major changes which are occurring in all fields of social life.

Romania took the initiative in proposing the 1965 Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples as well as the General Assembly resolutions on the education of youth in the respect for human rights, and continues to attach particular importance to the expansion of United Nations activities in a field which is of general and topical interest. To that end, it would suggest the following courses of action:

(a) Thorough studies should be undertaken so as to provide a better definition of the place and role of youth in the creation of a climate of international peace and security, its active participation in the intensification of international co-operation on the basis of respect for the principles of law and international morality.

(b) A complete programme should be drawn up for the education of youth in the spirit of the ideals of peace, understanding and friendship between peoples; such a programme might include, inter alia, the preparation and circulation of documents on the education of youth in the spirit of peace, the collation and dissemination of the experience acquired in various countries concerning the aims, content and forms of youth education programmes based on the particular social and national circumstances, the preparation and dissemination of studies on the way in which such aims are reflected in legislation and official regulations concerning youth, etc.

(c) An international instrument concerning youth, which would be universal and have suitable legal force (a charter, declaration, convention, etc.), should be adopted; such an instrument, in addition to collating the principles, conclusions

and recommendations which can be drawn from the initial work already done, should reaffirm youth's primary role in contemporary society.

(d) An international declaration should be prepared, in co-operation with UNESCO and the other international organizations concerned, providing for the elimination of any form of racist propaganda, prohibiting the incitement to hatred and discord of one people against another, prohibiting propaganda against peace and humanity and establishing the responsibility of the mass information media in the promotion among youth of the ideals of peace and friendship between peoples.

(e) Consideration should be given to the possibility of establishing a permanent United Nations organ for youth problems which would be able to promote international co-operation and co-ordinate the activities of the United Nations and the specialized agencies in this field.

(f) Direct links should be established between universities, institutes and research centres dealing with youth problems with a view to preparing comparative studies of problems relating to the education and training of young people on an interdisciplinary basis and on the basis of future plans.

(g) The United Nations and its specialized agencies should convene regional and world-wide meetings for the discussion of the major problems of international life, such as international security, disarmament, international co-operation to overcome under-development, the elimination of colonialism and racial discrimination and the participation of the younger generation in the implementation of national economic and social development programmes.

#### SWAZILAND

/Original: English/

5 May 1972

General Assembly resolutions 2037 (XX) and 2770 (XXVI) are noted. The Government of the Kingdom of Swaziland is doing all that is possible to develop youth through education. Programmes for in and out of school education for youth are at present under discussion for possible inclusion in the next development plan.

#### SWITZERLAND

/Original: French/

26 July 1972

Under the Swiss constitutional system, the cantons bear the primary responsibility for education. However, article 27 (para. III) of the Federal Constitution provides that "The public schools shall be open to children of all religions, and freedom of conscience and belief shall in no way be impaired or penalized".

The ideals of peace, justice, solidarity, mutual respect and understanding between peoples, which are mentioned in resolution 2770 (XXVI) and the spirit of which should be instilled in young people, are deeply rooted in the Swiss educational system. They are expressly referred to on numerous occasions in the cantonal educational laws.

A. Extracts from the law of the canton of Geneva concerning primary education

General objectives

Art. 4

1. The objectives of public education are:

(a) To prepare young people to perform a useful activity and to serve the country;

(b) To develop in youth a love of country and respect for its institutions.

2. It provides pupils with the intellectual or vocational skills they require. It develops their physical capacities and helps to form their character and spirit of solidarity.

Art. 5

The public schools teach respect for the family; they support the legitimate authority of parents. Using its influence on the children, the family in turn should co-operate with the schools, assist them in their task, and respect school regulations and practices.

Art. 6

Public education is neutral from the denominational viewpoint. It must respect the religious convictions of pupils.

Objectives of moral education

Art. 32

1. The purpose of moral education is to form the character of children by awakening their conscience, by developing their good tendencies and combating their faults, by making them realize the advantage of having an ideal in life.

2. The schools teach:

(a) The responsibilities of the individual towards himself;

(b) The responsibilities which life in school and society entails: in particular, cleanliness, order, punctuality, honesty, politeness and good manners, respect for people and things, good fellowship, mutual assistance and love of one's fellow man.



Objectives of civic education

Art. 33

The purpose of civic education is to acquaint children with our national institutions and teach them respect for the principles of democracy, to prepare future citizens for the performance of their duties and the exercise of their rights, to instil into them the love of country and the spirit of understanding and solidarity which should prevail among citizens and among peoples.

B. Comments on the implementation in Swiss vocational schools of resolution 2770 (XXVI) concerning "Youth, its problems and needs, and its participation in social development"

In Switzerland, vocational training is available to all young people, who either hold an apprenticeship contract or acquire such training in a full-time institution. Thus, 70 per cent of the young men and 32 per cent of the young women who have completed their compulsory schooling are required to take vocational training. Article 15 of the Administrative Ordinance of 30 March 1965, under the Federal Vocational Training Act, stipulates that the purpose of vocational training is to provide the necessary skills to carry on a trade, form the trainee's character and civic spirit and develop his moral sense, and that it should be neutral from the political and denominational viewpoint. Thus, a number of the fundamental principles set out in resolutions 2770 (XXVI) and 2037 (XX) are embodied in a legal instrument and applied in practice by vocational schools in Switzerland.

The competent authorities are in the process of developing new educational curricula which will be introduced within one or two years at the very latest. These include, inter alia, under civic education:

"Purpose: ... the aim of civic education is to open the hearts and minds of students to an understanding of national and world political questions...". The list of subjects includes: "Studies of fundamental freedoms", "Respect for minorities", "Neutrality and solidarity", "World population problems", and "Aid to developing countries".

Subjects of major interest proposed for lessons on cultural subjects include the following:

"Man in a modern industrial consumer society: ... social aspect, human dignity...".

"Questions relating to the meaning of life: ... responsibilities and freedom in our society, world peace, ...".

Lastly, it should be noted that several of these subjects are already included in the curricula of Swiss vocational schools.

UKRAINIAN SOVIET SOCIALIST REPUBLIC

[Original: Russian]  
24 July 1972

I

As a sponsor of the draft resolution by which the General Assembly proclaimed the Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples, the Ukrainian Soviet Socialist Republic attaches great importance to the application of the provisions of the Declaration by all States. For precisely that reason, at the twenty-sixth session of the United Nations General Assembly, the delegation of the Ukrainian Soviet Socialist Republic resolutely supported the idea of putting before the United Nations the question of the implementation of the Declaration on youth and it became a sponsor of the corresponding draft resolution.

The Ukrainian Soviet Socialist Republic, noting that the practical implementation of the principles contained in the Declaration is important for the achievement of the aims of the United Nations, is steadily putting the provisions of the Declaration into effect. Ideological and educational work is being carried out in the Republic to train young people to acquire communist attitudes towards work and public property, to bring up the younger generation in a spirit of collectivism and lofty civic consciousness, and to create and develop a personality in which are combined spiritual richness and moral purity.

1. A wide variety of ideological and educational work by Party, public and youth organizations is aimed at further strengthening friendship and brotherhood between peoples and at bringing up the younger generation in a spirit of profound respect for all nations and nationalities. One of the main tasks of the public and youth organizations of the Republic is to raise further in every way the level of consciousness, ideological maturity and political activity of young people. For precisely that reason, every means of education, instruction and information intended for the rising generation in our country helps to develop the character of young people as fighters for the ideals of peace, humanity, liberty and international solidarity.

The young men and women of the Republic play an active part in the fight to eliminate hotbeds of war, aggressive military blocs and military bases in foreign territories. Young people direct their efforts towards the maintenance of international peace and security, they protest against the efforts of reactionary forces to encroach on the freedom and independence of peoples, and they speak out in favour of promoting the economic and social advancement of the developing countries.

The youth organizations and the younger generation in the Ukrainian Soviet Socialist Republic actively support international action to strengthen peace and security, mutual respect and the promotion of mutual understanding and co-operation

between peoples, and to develop good neighbourly relations between States with different social systems; this, in essence, is in line with the spirit and letter of the Declaration on youth.

In the course of their practical activities and upbringing, the young men and women of the Republic learn about the ideals of the United Nations and other international organizations whose activities are intended to promote the development of friendly relations between States and to bring peoples closer together. Young people support the United Nations principles aimed at strengthening international peace and security and at developing respect for human rights and fundamental freedoms.

2. In the Ukrainian Soviet Socialist Republic great importance is attached to bringing up young people in a spirit of the dignity and equality of all men without distinction as to race, colour, ethnic origins or beliefs, and in respect for the right of peoples to self-determination. That principle is guaranteed by the whole structure of the political, economic and spiritual life of socialist society. It has been established in legislative enactments and has been successfully put into effect since the inception of the Ukrainian Soviet Socialist Republic.

3. Active ways of promoting the ideals of peace, mutual respect and understanding between peoples among young people of the Republic include exchanges, travel, tourism, meetings, the study of foreign languages, and the twinning of towns and universities, all of which help to bring young people together in educational, cultural and sporting activities. In the last three years alone, more than 100,000 young foreign tourists visited the Ukraine. Young men and women from other countries had an opportunity to visit enterprises, collective and state farms, construction sites, educational establishments and schools in the Republic, to learn about the life of our young people, and to exchange views with Ukrainian young men and women on problems of immediate significance today.

In turn, thousands of representatives of the young people of the Republic have been paying regular visits to foreign countries through "Sputnik", the international youth tourist office. Young men and women from the Ukrainian Soviet Socialist Republic have travelled by friendship trains, steamers and coaches to celebrate notable dates in the life of the people and youth of the socialist countries have taken part in activities organized by youth leagues and friendship societies. Every year young people from the Republic visit major European and world sports competitions and arts festivals.

While they are abroad, the representatives of the Republic's young people learn about the life and circumstances of the rising generation and its fight for peace and the security of peoples. The personal contact between the young men and women of the Ukraine and their peers from other countries, and relaxed conversations on a very wide range of questions provide an opportunity for them to get to know each other still better, to strengthen friendship and co-operation between them and to reach mutual understanding.

The young people of the Ukrainian Soviet Socialist Republic are aided to a considerable extent in learning about the economies, politics and culture of foreign countries, the activities of international organizations, and the situation of the young people of all continents and their fight for peace, by the work of the international friendship clubs and circles that have been formed at many factories and works and in the schools of the Republic.

4. Both national and international youth organizations play a significant role in activities to promote the purposes of the United Nations, particularly international peace and security, friendly relations among nations based on respect for the equal sovereignty of States, and the final abolition of colonialism, racial discrimination and other violations of human rights. The young people of the Ukraine constantly provide practical assistance to those fighting against colonialism, racism and apartheid, and support United Nations decisions aimed at the speedy elimination of the colonialist and racist régimes in southern Africa. Representatives of youth organizations in the Republic take part in many international forums, including those convened by the United Nations and other international organizations. At those forums, they speak out in favour of developing co-operation between international organizations and the young people of various countries and put forward specific proposals to promote their work.

5. Much is being done in the Ukrainian Soviet Socialist Republic to ensure that all the necessary conditions are created in each family for the normal development of children, so that they may develop all their faculties, be trained to acquire higher moral qualities, be deeply attached to the noble ideals of peace, liberty, the dignity and equality of all men, and be imbued with respect and love for humanity and its creative achievements. The broad programme of social measures provided in the new five-year plan for the development of the national economy during the period 1971-1975 will allow workers in the Republic to spend less time on housework in order to devote greater attention to bringing up the rising generation. Party, public and youth organizations are making it their concern to see that further developments occur in the specific forms and methods of work with young people, and that improvements are made in the work of bringing up the younger generation, in explaining to young men and women the significance of the idea of constructive co-operation between States with different social systems, and in making young people conscious of their responsibilities in the world and the important role that they are called upon to play in every field of human endeavour.

All this work, in its different forms, shows that in the Ukrainian Soviet Socialist Republic not only is the Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples recognized, but its principles are also being applied in practice.

## II

By way of specific comment on the question of implementing the Declaration, the Ukrainian Soviet Socialist Republic feels that the United Nations should promote by all appropriate means the observance by States of the principles set out in the

Declaration and, in addition to the provisions contained in the Declaration, should seek further effective ways and means of promoting among youth the ideals of peace, mutual respect and understanding between peoples. In this connexion, States should be urgently recommended:

To protect young people from the harmful influence of propaganda in favour of war, militarism, racism, apartheid and all forms of racist ideology and policy, to prohibit the publication and dissemination of racist and similar literature and the release of cinema and television films promoting racism, apartheid, fascism and militarism;

To place a statutory ban on all youth organizations that advocate racism, apartheid and militarism;

To use their information and publishing activities and all means of education to foster among the young the ideals of peace, humanity, liberty, friendly relations and co-operation between States and respect for fundamental human rights in order to guarantee thereby the faith of young people in those ideals;

Not to permit repressive measures to be used against young people who oppose aggressive wars, colonial oppression, racism and apartheid, or who are fighting for peace, national and social liberation, or fundamental human rights and freedoms;

To involve young people in efforts aimed at supporting the fight for peace and security, the self-determination and liberation of peoples and territories under racist, colonialist and foreign rule, for respect for the territorial integrity and independence of States, and for the implementation of the Declaration on the Strengthening of International Security contained in General Assembly resolution 2734 (XXV) of 16 December 1970;

To promote improvements in the social conditions of work, study, leisure and social and political activities, and to encourage the younger generation in every way to participate in the social, economic, political, cultural and other fields of human endeavour;

To further the realization of the purposes and principles of the United Nations Charter and the implementation of the corresponding resolutions of the General Assembly relating to the promotion among youth of the ideals of peace, mutual respect and understanding between peoples.

The carrying through of such a set of measures and the proper implementation of the provisions of the Declaration, would provide a basis for training young people to acquire higher moral qualities and to be deeply attached to the ideals of peace, liberty and dignity for bringing up the rising generation in a spirit of internationalism, and for strengthening friendship and mutual understanding between peoples.

UNION OF SOVIET SOCIALIST REPUBLICS

/Original: Russian/

25 July 1972

The promotion among youth of the ideals of peace, mutual respect and understanding between peoples is one of the main goals of the whole of Soviet society. State institutions and public organizations in the USSR and the Union and autonomous republics, together with a broad section of the Soviet public, participate actively in the efforts to achieve this goal.

The ideals of peace and friendship among peoples are indissolubly linked to the very nature of the Soviet system. The Communist Party of the Soviet Union (CPSU), which is the leading political force in Soviet society, has declared in its programme that the historic mission of communism is "to abolish wars and to consolidate peace on the earth".

These principles were given legislative support in the law on the defence of peace, adopted on 12 March 1951.

The Leninist course of the foreign policy of the Soviet State, evolved at the Twenty-fourth Congress of the CPSU, has been given the title of the Soviet programme for peace and international co-operation.

Soviet youth, faithful to the humanistic traditions of the socialist revolution, lives and is brought up in the spirit of the ideals of peace and friendship between peoples of all nations.

The most important institutions for the moral and vocational education of Soviet youth, namely, the family, educational establishments, public and political organizations - and cultural institutions - the very ethos of Soviet society - acquaint young people with the progressive heritage of society and educate them in the spirit of socialist patriotism, which unwaveringly implies internationalism and respect for the dignity of all peoples, without distinction as to race, colour of skin, ethnic origin or beliefs, and for the fundamental rights of man.

The implementation of the Leninist nationalities policy, under which each nation has the right to self-determination, contributes to the education of Soviet youth in the spirit of internationalism. The concept of internationalism is currently being given widespread publicity as part of the preparations for the celebration of the fiftieth anniversary of the founding of the Union of Soviet Socialist Republics. This is a striking illustration of the practical implementation of the ideals of equality and mutually beneficial co-operation in relations between peoples and different nations.

The development of education in the USSR helps to provide Soviet youth with a full range of educational programmes designed to ensure acquaintance with the achievements of world culture and based on the principles of humanity. The curricula of secondary schools and schools of higher education in social subjects

such as history, social studies, geography and so on provide for the education of the pupils in a spirit of antipathy towards unjust, expansionist wars and of affirmation of the ideals of peace.

The Soviet Constitution, with which the child becomes acquainted at his school desk, decisively condemns all forms of racism and national egoism.

The constantly increasing study of foreign languages in the schools and higher and secondary specialized educational institutions of our country makes an important contribution to the development of mutual understanding.

The Soviet school system uses the widest possible range of ways and means to instil in its pupils the best moral qualities of patriots and internationalists.

Factors of great importance in the process of broadening the horizons of and educating, school children are their participation in the work of international friendship clubs and school museums, the exchange of letters with children of the same age in foreign countries, the holding of school festivals of friendship and peace, competitions and quiz games on international themes, and meetings with important foreigners. All these forms of extra-curricular activity serve to educate the pupils in a spirit of friendship and brotherhood among the peoples of the world.

The international friendship clubs have sections with titles such as "My Homeland, the USSR", "Fraternal Countries of Socialism", "Friends of the Many-Coloured Ties" and the "International Youth Movement", as well as the "Friendship" post offices, press centres, lecture groups and so on. In addition, the international friendship clubs often organize joint labour projects by the youth of the Union republics and take an active part in the international activities of the Komsomol and pioneer organizations.

Above all, there are large numbers of international friendship clubs in schools, Pioneer Halls, vocational and technical schools, secondary specialized schools and higher educational establishments. Their influence extends to millions of students.

One group which is outstanding for the interest and consistency of its work is the international friendship club of the Moscow Hall of Pioneers and School Children. This club has its own traditions and has organized such events as the celebration of Young Anti-Fascist Day (8 February), a campaign to defend political prisoners, and so on.

Soviet public organizations devote a great deal of attention to the education of Soviet youth in the spirit of peace, mutual understanding and mutual respect.

V. I. Lenin All-Union Pioneer Organization and the All-Union Leninist Communist Youth League play an important role in the education of Soviet youth in the spirit of the ideals of peace, mutual respect and understanding between peoples.

The Pioneer organization in our country has a membership of 25 million children from 10 to 14 years of age and its aim is to develop in its members a highly responsible attitude towards education. It teaches the children by using as examples the militant and labour traditions of the Soviet people, and encourages and promotes in every way possible the strengthening and development of friendly relations between Pioneers and the children of the working people of all countries of the world.

The Leninist Komsomol, which is the largest public organization for Soviet youth, brings together more than 30 million of our country's young men and women from the ages of 14 to 28. It undertakes a great deal of international work and is guided in its practical international activities by the principles of Marxism-Leninism and proletarian internationalism.

The Soviet movement of the supporters of peace, known as the Soviet Committee for the Defence of Peace, plays an active role in the education of Soviet youth in a spirit of peace, mutual respect and understanding between peoples. Soviet young people participate actively in the various measures taken by this Committee in the struggle to achieve general and complete disarmament and a reduction of international tension and to combat the threat of war.

The development of the ideals of mutual respect and understanding among peoples is furthered by the activities of the Union of Soviet Societies for Friendship and Cultural Relations with Foreign Countries. This Union and its member Soviet friendship societies, each of which has its own youth committee, maintain cultural relations with foreign societies for friendship with the USSR in 133 countries and territories.

A great contribution to the promotion among young people of the ideas of peace and mutual understanding is also made by other mass public organizations: the Committee of Soviet Women, the Soviet Committee for Solidarity with the Countries of Asia and Africa, unions of creative artists, and also sports organizations in the USSR, which are members of 44 international sports unions and which maintain relations with 89 foreign countries.

Thus, the task of educating young people involves all the State and public organizations in our country, as well as the family and the school and the whole of society.

The ideals of peace and security, mutual understanding and mutual respect are given wide publicity through the mass information media. The cinema, radio, television and press do all in their power to publicize international acts which contribute to the reduction of international tension and the activities of social forces for the defence of peace and security among peoples.



The information media which cater to children and young people play a special role in the promotion among Soviet youth of the ideals of peace, mutual respect and understanding between peoples. In the USSR there are 115 newspapers and 22 magazines for young people and 26 newspapers and 37 magazines for children. More than 9 million copies of the young people's daily newspaper, Komsomolskaya Pravda and over 10 million copies of the children's newspaper, Pionerskaya Pravda, are printed every day. A considerable amount of literature is published by children's and young people's publishing houses, such as Molodaya Gvardia and Detskaya Literatura. A large number of publications for children and young people concern the life and activities of young people and their organizations in other countries.

Soviet youth demonstrates a great interest in international problems, in the foreign policy of the Soviet State, the international youth movement and the problems of the younger generation in foreign countries. Young people study literature on international problems, carry on individual and collective correspondence with young people of the same age in foreign countries, actively participate in international exchanges of young tourists, and organize groups and seminars in which the current problems of international life are studied with keen interest.

The Soviet radio and television services maintain wide relations with the radio and television authorities of foreign countries. The USSR is a member of the International Broadcasting and Television Organization and of its subsidiary body, Intervision. It participates in a constant exchange of programmes with more than 100 countries and contributes regularly to international television programmes and film festivals; in view of the great popularity of television, such activities promote the wide dissemination among young people of the ideas of mutual understanding and respect.

These ideas are further publicized by radio and television programmes designed for young people and children. There are, for example, the Yunost radio station and the television programme, Molodost.

The promotion of the ideas of peace, mutual respect and understanding is furthered by the direct participation of young people in exchanges, travel, tourism, meetings with young people of other countries, mass activities connected with the twinning of towns and universities, sports and other types of activity.

The international youth tourist office, Sputnik, actively co-operates with 350 organizations in 60 States on every continent. Foreign tourists are able to visit more than 100 towns in the USSR. In 1971, Sputnik organized visits by 90,000 young foreign tourists and sent 70,000 young Soviet men and women abroad.

Soviet youth participates in the construction of industrial enterprises and the development of agriculture and health and education services, even beyond the borders of its homeland. The active participation by Soviet young people in construction work in other countries and their joint labour with foreign youth contribute to the strengthening among them of the idea of internationalism.

The international activities of the various public organizations for students and young people are co-ordinated by the Committee of Youth Organizations of the USSR. The Committee contributes to the international education of Soviet youth and to the strengthening and expansion of friendship and co-operation between young people in our own country and the younger generation in other countries.

The development of solidarity with, and the provision of aid to, the heroic Viet-Nameese people and the other peoples of Indo-China who are struggling against the imperialist aggression of the United States of America occupies a special place in the international activities of Soviet youth organizations.

The holding of solidarity meetings, the giving of voluntary labour, the granting of study facilities to Viet-Nameese students, the sending of ships carrying presents to Viet-Nameese children from Soviet Pioneers - this is a far from complete list of the acts of solidarity with Viet-Nam. The delegation from the Leninist Komsomol which visited Hanoi in October 1970 presented the patriotic youth organizations of South Viet-Nam with new gifts from Soviet youth: medical equipment, vehicles, radio receivers, field kits, photographic equipment, and equipment for educational work and sports. In 1971 an "education ship" was sent to the Democratic Republic of Viet-Nam, and in 1972 the "ship of the shock troops". All this was done with money collected by the members of the Komsomol and the young people of the Soviet Union.

Soviet youth unflinchingly supports the just cause of the peoples and youth of the Arab countries who are attempting to eliminate the consequences of Israeli aggression and establish a lasting peace in the Middle East.

Mindful of their international duty, the young men and women of the Soviet Union offer many kinds of aid to the courageous fighters against colonialism and racism. The Central Committee of the All-Union Leninist Communist Youth League and the Committee of Youth Organizations of the USSR have given substantial material support to the youth organizations of Angola, Guinea (Bissau), Mozambique and other struggling countries.

Representatives of Soviet youth are working in many independent and developing countries, building industrial plants, searching for mineral deposits, constructing schools, hospitals and roads, and helping other young people to master new professions.

In October 1970 a large group of young Soviet medical workers returned from Peru. For more than two months these representatives of the Leninist Komsomol had been working day and night in the inaccessible mountainous regions of Peru. The group had worked at more than 60 towns and villages in the province of Ancash and had seen approximately 45,000 patients. Ten thousand inhabitants of the province had been vaccinated.

These are just a few examples of the practical expressions of solidarity of Soviet youth.

In 1960, the People's Friendship University was established in Moscow. In the first nine years of its existence the University trained almost 3,000 doctors, engineers, agronomists, mathematicians, physicists, philologists, economists and historians. In the last 15 years, a total of more than 16,000 highly qualified specialists and workers from foreign countries have graduated from Soviet higher, secondary, specialized and vocational and technical educational establishments. Twenty-seven thousand young men and women from countries in Africa, Asia and Latin America are currently receiving training in our country's higher educational establishments and training colleges.

Soviet youth is strengthening its co-operation, through the international youth movement, with the widest possible range of the forces which are participating in the struggle against imperialism and for universal democracy.

The All-Union Leninist Communist Youth League and the Committee of Youth Organizations of the USSR represent Soviet youth in the World Federation of Democratic Youth and the International Union of Students. Soviet youth supports the unity and solidarity of all the democratic and anti-imperialist forces among young people in the struggle against imperialism, colonialism, neo-colonialism and racism and for peace, democracy, national independence and social progress.

In 1970, a world youth meeting, in memory of the 100th anniversary of the birth of V. I. Lenin, was held in Moscow and Leningrad, with the active participation of the World Federation of Democratic Youth and the International Union of Students. The slogan of the world meeting was "Lenin and the struggle of youth for peace, democracy, national independence and social progress". The meeting was attended by delegates representing 141 national organizations from 98 countries.

Soviet youth played an active part in the World Youth Assembly, commemorating the 25th anniversary of the United Nations, at which the democratic youth movement demonstrated its increased authority and unity. Soviet youth participated in the young people's conferences on questions of European security held in Helsinki, Munich and Florence. The youth conferences showed that young people, despite their differing ideological views, have very similar opinions in their approach to the question of ensuring the security of the continent. Soviet youth organizations were also represented at the world trade union conference on the problems of young working people in August 1970. The outcome of the work of that conference, which was held in Varna, was a charter of the demands of working youth, establishing a programme for the struggle of young members of the proletariat for a better future.

Every year in the Soviet Union bilateral friendship camps are organized for Soviet young people and the youth of various countries, as well as festivals of friendship, friendship weeks and international work camps.

The Committee of Youth Organizations of the USSR maintains relations with youth organizations in 129 countries. In 1971 alone, 235 official Soviet youth delegations travelled abroad and 225 youth delegations from 98 countries visited the USSR.

At the present time, Soviet youth organizations are preparing to participate in the International Youth and Student Conference on European Security and Co-operation, to be held in Helsinki in August 1972.

In November 1972, Soviet youth organizations, in conjunction with the World Federation of Democratic Youth and the World Federation of Trade Unions, are organizing a world meeting of young working people, to be attended by approximately 500 foreign delegates from a wide range of youth organizations and youth sections of trade unions representing different political and ideological persuasions. This meeting will, inter alia, contribute to the strengthening of mutual understanding between the young people of different countries.

The democratic youth of the world has already undertaken preparations for the tenth World Youth and Student Festival, to be held in the summer of 1973 in Berlin, the capital of the German Democratic Republic. At this highly important international youth gathering, young men and women from practically every country in the world will meet together and discuss their problems, above all, the question of the strengthening of peace and international understanding.

As it plays an active part in the work of the United Nations, the USSR attaches great importance to the efforts of the Organization to preserve and maintain peace. The Committee of Youth Organizations of the USSR has collective membership in the United Nations Association of the Soviet Union.

The information media of the USSR inform Soviet youth in every possible way of the tasks entrusted to the United Nations in connexion with the preservation and maintenance of peace and the promotion of mutual understanding and co-operation between peoples.

School curricula are designed to acquaint pupils with the principles and structure of the United Nations. Soviet young people are fully informed of the work of the main organs of the United Nations and its specialized agencies.

The promotion among the youth of the USSR of the ideals of peace, mutual respect and understanding between peoples represents a great contribution to the creation of prospects for universal peace and a better future for mankind.

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