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Item 23 of the Provisional Agenda

INITIAL SPECIAL REPORTS SUBMITTED BY MEMBER STATES ON  
THE ACTION TAKEN BY THEM UPON THE RECOMMENDATION  
CONCERNING EDUCATION FOR INTERNATIONAL UNDERSTANDING  
CO-OPERATION AND PEACE AND EDUCATION RELATING TO HUMAN  
RIGHTS AND FUNDAMENTAL FREEDOMS, ADOPTED BY THE GENERAL  
CONFERENCE DURING ITS EIGHTEENTH SESSION

SUMMARY

This document reproduces information contained in the initial special reports forwarded by Member States as at September 1976 on the action taken by them upon the above-mentioned Recommendation.

Decision required: paragraph 12.



## INTRODUCTION

1. Article VIII of the Constitution lays down that Member States shall submit to the Organization, at such time and in such manner as shall be determined by the General Conference, reports on the action taken by them upon the recommendations and conventions referred to in Article IV, paragraph 4, of the Constitution; in accordance with Article IV, paragraph 6, of the Constitution, these reports are considered by the General Conference.
2. Article 16 of the "Rules of Procedure concerning Recommendations to Member States and International Conventions covered by the terms of Article IV, paragraph 4, of the Constitution" stipulates in this regard, firstly, that these reports on the action taken upon recommendations and conventions shall be "special reports", and, secondly, that initial special reports shall be transmitted not later than two months prior to the first ordinary session of the General Conference following that at which such recommendation or convention was adopted.
3. At its eighteenth session the General Conference adopted, on 19 November 1974, the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms.<sup>(1)</sup>
4. Article IV, paragraph 4, of the Constitution provides that each of the Member States shall submit recommendations or conventions adopted by the General Conference to its "competent authorities" within a period of one year from the close of the session of the General Conference at which they were adopted. For this purpose, certified true copies of the above-mentioned instrument were transmitted to Member States by letter CL/2417 of 14 January 1975.
5. In accordance with the constitutional provisions cited above and with Article 16, paragraph 2, of the Rules of Procedure also referred to above, the General Conference, under a resolution adopted at its eighteenth session (18 C/Resolution 36), reminded Member States of their obligation to transmit to it, not less than two months prior to the opening of its nineteenth session, initial special reports on the action taken by them upon the Recommendation mentioned in paragraph 3 above. Under the same resolution, the General Conference reminded Member States of their obligation to include in such reports information on the points specified in paragraph 4 of resolution 50 adopted at its tenth session. Under the terms of the latter resolution, Member States were invited, when submitting initial special reports relating to conventions or recommendations adopted by the General Conference, to include in these reports, as far as possible, information on the following:
  - "(a) whether the convention or recommendation has been submitted to the competent national authority or authorities in accordance with Article IV, paragraph 4, of the Constitution and Article 1 of the Rules of Procedure concerning Recommendations to Member States and International Conventions;
  - (b) the name of the competent authority or authorities in the reporting State;
  - (c) whether such authority or authorities have taken any steps to give effect to the convention or recommendation;
  - (d) the nature of such steps".
6. In accordance with the instructions of the General Conference and with a view to assisting governments of Member States in preparing special reports along the lines indicated by the General Conference, the Director-General prepared a document for the benefit of the governments of Member States containing "the various provisions of the Constitution and the regulations applicable, together with the other suggestions that the General Conference itself has found it necessary to formulate, at its earlier sessions, concerning the submission of conventions and recommendations to the competent authorities". This document is entitled "Memorandum concerning the obligation to submit conventions and recommendations adopted by the General Conference to the 'competent authorities' and the submission of initial special reports on the action taken upon these conventions and recommendations".

(1) At its same session and on respectively 19 and 20 November 1974, the General Conference adopted also the Revised Recommendation concerning Technical and Vocational Education and the Recommendation on the Status of Scientific Researchers. Initial special reports submitted by Member States on these Recommendations are reproduced in documents 19 C/20 and 19 C/21 respectively.



7. The Director-General informed Member States of the foregoing, and forwarded to them copies of the above-mentioned memorandum, by letter CL/2501 of 5 April 1976, requesting them to send the special reports to reach him within the time-limit prescribed by the Rules of Procedure, that is, before 26 August 1976. A second letter on this subject (CL/2526) was sent to them on 5 August 1976.
8. As at September 1976, special reports on the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms had been received from 24 Member States.
9. Not all these reports are reproduced in full. When considering, at its fifteenth session, the initial special reports of which it was seized at that session, the General Conference noted that a large part of the information reproduced by the Secretariat did not reply to the questions set out in resolution 50 quoted above, and authorized the Director-General to reproduce in future only such information as relates to sub-paragraphs (a), (b), (c) and (d) of the said resolution 50. At its eighteenth session, the General Conference repeated this authorization.
10. For the sake of convenience the special reports received are reproduced in the present document in the French alphabetical order of the names of the Member States which provided them.
11. In accordance with Article 32, paragraph 2, of the Rules of Procedure of the General Conference, initial special reports relating to Conventions and Recommendations are considered by the Legal Committee.
12. Under the terms of Articles 17, 18 and 19 of the "Rules of Procedure concerning Recommendations to Member States and International Conventions covered by the terms of Article IV, paragraph 4, of the Constitution", the General Conference is required to consider the special reports submitted by Member States in connexion with the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedom and to embody its comments on the action taken by Member States in pursuance of the Recommendation in one or more general reports, which shall be transmitted to Member States, to the United Nations, to National Commissions and to any other authorities specified by the General Conference.

#### FEDERAL REPUBLIC OF GERMANY

This Recommendation has been submitted to both the Presidents of the Bundestag and the Bundesrat (which are the federal legislative authorities under the Basic Law of the Federal Republic of Germany) for the information of these bodies.

These authorities have taken note of the Recommendation. It should be added that though the federal legislator is not competent for general education, the Recommendation may nevertheless be taken into consideration as far as legislation in other fields, e.g. vocational or adult education, is concerned.

Likewise, this Recommendation has been communicated to the education authorities of the Länder (which are solely responsible for general education), through the Secretariat of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany.

Concerning the application of the Recommendation, the following has been reported by the education authorities of the Länder:

- (a) the principles embodied in this Recommendation, in many instances, are already part of the constitutions and/or the education laws of the various Länder;
- (b) steps have been taken to circulate the Recommendation among all types of educational establishments, especially those for teacher training, in order to have its contents incorporated into the respective Land enactments or directives dealing with the aims and objectives of education or with school curricula, should those enactments (directives) not already include this subject.



The Federal Minister of Justice has communicated the Recommendation to the legal authorities of the Länder and has requested them to draw the attention of the establishments responsible for the training of judges, public prosecutors, and judicial administrators to its contents.

The German Commission for Unesco has facilitated the circulation outlined above by printing 5,000 copies of a booklet with the text of the Recommendation in English and German and including an introduction to it.

## AUSTRALIA

The Recommendation was referred to State education departments, which administer primary and secondary school systems, and technical and further education institutions (except in South Australia and New South Wales), and to the following organizations representative of various educational interests at the national level:

- Universities Commission;
- Australian Vice-Chancellors' Committee;
- Commission on Advanced Education;
- Technical and Further Education Commission;
- Schools Commission;
- National Council of Independent Schools;
- Federal Catholic Education Office;
- Australian Teachers' Federation;
- Australian Union of Students.

The comments of the Department of Technical and Further Education in New South Wales and of the Department of Further Education in South Australia were also sought.

A number of these organizations did not respond with comments, and the most substantial remarks were made by the State education departments, largely on the basis of the existing situation within their education systems. Hence it is contended that the spirit of the Recommendation is already adhered to in the various education systems in Australia.

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The Australian National Commission for Unesco has taken a great deal of interest in teaching for international understanding and has been responsible for a number of projects designed to break down prejudice and assist better understanding. The Commission continued its work in this area by holding a seminar on intercultural education in the Asian/Pacific region in August 1974. The theme of the seminar was "learning about one another" and it aimed to promote a greater awareness amongst all countries in the region of existing curricula and teaching resources available on the subject.

The Commission is also proposing to hold a seminar on teacher education for international understanding in April 1977. The seminar will aim to develop guidelines for courses in international understanding for prospective teachers, and is seen as a contribution to Unesco's basic aims of achieving world peace and promoting tolerance.

The National Commission has also been responsible for the publication of material to assist teachers and students in learning for international understanding. Material produced includes "Education for International Understanding: a Source Unit for Teachers of Australian Children aged 14-15 years", and a teaching kit on Unesco and the United Nations. The National Commission is currently assisting the Department of Foreign Affairs with the production of a booklet on the Australian way of life for school children in Asia and Africa.



## BULGARIA

The educational policy of the People's Republic of Bulgaria has always been consonant with the guiding principles adopted by the General Conference of Unesco at its eighteenth session held in October-November 1974. It is designed to ensure the future development of mutual relations, international co-operation and peace, and respect for and promotion of human rights and fundamental freedoms. The educational system in the People's Republic of Bulgaria ensures the harmonious development of the human personality, without distinction as to race, sex, language or religion. The school curricula define the content and volume of teaching and of educational activities while giving prominence first and foremost to objectives by age groups. A system of educational action has been devised to provide the rising generation with a training that is geared to the aims of national policy and the guiding principles of Unesco. It identifies the school as the main key - from the point of view of organization and co-ordination - to enhancing effectiveness to the desired level. Considerable emphasis is placed on the patriotic and international dimensions of education. The development of a deep-seated attachment to the homeland goes hand in hand with the international education of young people, in a spirit of friendship and respect for all the world's peoples. An important part is played by international friendship clubs set up within or under the auspices of educational establishments.

The Ministry of National Education and the establishments under its jurisdiction work continuously and intensively to provide young people with a grounding in questions relating to international co-operation and relations between peoples, the struggle to preserve peace, etc. They welcomed and followed with particular attention the work of the Conference on Security and Co-operation in Europe, held in Helsinki in 1975. For the purpose of ensuring the dissemination of the provisions of the Final Act of the Conference throughout the educational community, the Ministry of National Education sent a circular letter on matters of methodology to all categories of educational establishment and all levels of education. The letter makes a number of observations from which certain conclusions and recommendations are inferred, spells out the educational conditions for high calibre work, suggests topics for discussions with the teacher responsible for a particular class, and gives several examples of out-of-school activities.

Radio and Television have produced regular broadcasts devoted to the United Nations, Human Rights Day, World Health Day, etc. Special programmes were broadcast in celebration of Children's Day.

Action relating to the preservation and safeguarding of the environment has taken many and varied forms. In this field, the work of the Ministry of National Education follows the directives set out in government documents as well as the recommendations of certain international organizations such as Unesco, the European Committee for the Conservation of Nature, the Committee set up within the Council for Mutual Economic Assistance (Comecon), etc.

During the past year, the People's Republic of Bulgaria for the first time hosted an international seminar-camp for the exchange of experiences on problems in the natural sciences, sponsored and organized by the European Committee for the Conservation of Nature, in which a large number of countries took part.

In April - the month in which many activities for the protection of nature are traditionally organized - all young people take a keen part in the various events: discussions, debates, meetings with distinguished specialists concerned with the protection of nature and animals, scientific outings and expeditions, conferences, quizzes, days of voluntary work to improve the school environment (the courtyards and grounds around the schools are tidied up, bushes are planted, etc.). In addition, a "forest week" is organized; festivals of short films on the natural sciences, tree-planting campaigns, noise abatement week, etc. With a view to developing in students a proper attitude to nature and imparting the knowledge and capacities needed to protect and safeguard it, friends-of-nature clubs and natural science groups and sections have been set up in schools. Pupils have instituted the "green patrols" system.

Unesco's many and varied proposals aimed at improving textbooks for history, geography and other school subjects have received support and understanding on the part of the competent Bulgarian authorities. The Goslar meeting in 1962 drew up the main lines of emphasis and the guiding principles of action. The meeting provided an excellent starting-point for the work of bringing into line the content and approach of history and geography textbooks, a task in which various countries participated with a view to bringing about a marked improvement of such textbooks, suiting them to modern requirements with respect to information, and making them consistent with the findings of scientific research and attuning them with the spirit of peaceful co-existence among peoples. We consider that our activities during the 14-year period since the meeting have contributed usefully to bringing about the attainment of the objectives and to take the process further.



On the basis of the guiding principles set forth in Unesco's Constitution, the competent authorities of the People's Republic of Bulgaria held a large number of meetings and discussions during the 1970-1976 period concerning the content and approach of history and geography textbooks with a view to enriching them with up-to-date information and making them useful not only for educational purposes but also as an instrument of peace. Such meetings included those held in 1972, 1974 and 1975 with the USSR; in 1970, 1971 and 1975 with Poland (a further meeting is planned for 1977 in Warsaw); in 1975 with Romania (a further meeting will be held this year in Bulgaria); and in 1970 with France. Once agreement has been reached with the other Balkan and European countries, we intend to arrange further bilateral co-ordination meetings. Proposals along these lines have been sent to the following countries: Yugoslavia, Turkey, Greece, Hungary, Czechoslovakia, German Democratic Republic, Federal Republic of Germany, Italy, Belgium, Holland. These meetings generally last 5 days.

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In establishing contacts with the different countries, the following procedures, which are also features of the various stages of our own work in this field, have been adopted:

1. exchange of school textbooks;
2. comments by the two participating parties on the materials exchanged;
3. exchanges and discussions arising from the comments formulated during the previous stage;
4. meeting between the competent specialists and exchange of views on the questions under consideration (these meetings last five days and are held in one or other of the countries concerned, as agreed beforehand);
5. arrival at a consensus or adoption of the comments made and drawing up of a list of intractable problems;
6. drafting of a report of the meeting setting out the obligations resulting for each country on the basis of the agreements concluded;
7. in successive meetings, stock is taken of the activities carried out and of the results obtained in the meantime. Should differences of opinion arise, discussion of the problems is deferred to the following meetings.

The results of these contacts, and particularly the practice of discussion-meetings, may be said to be extremely positive. By and large, they focus on:

1. updating and overhauling the content of textbooks;
2. making an objective statement of the various problems, taking account of the latest discoveries and the findings of scientific research;
3. harmonizing or bringing closer together differing views of certain intractable problems;
4. upgrading educational content with respect both to the facts contained and the ideas expressed in textbooks;
5. increasing the volume and value of the information and illustrations;
6. improving maps and atlases;
7. placing greater emphasis upon co-operation and on the political events, revolutionary movements and cultural developments that have served as a basis for such co-operation;
8. emphasizing facts of topical importance;
9. promoting the exchange of relevant documentation, information and illustrations.

Positive results in the work of improving history and geography textbooks can be achieved inter alia through the scrupulous and unprejudiced use of sources, statistical data and research findings and scientific discoveries.



The above-mentioned activity is in our view eloquent proof that the work of the Ministry of National Education of the People's Republic of Bulgaria is altogether consistent with the country's traditional policy of promoting peace and co-operation with all countries that aspire to establish their general policy along such lines.

The recommendations formulated by Unesco's General Conference provide practical assistance in and guiding principles for our work in this sphere. They will also serve in future as an appropriate foundation for our efforts on behalf of fruitful co-operation and intellectual exchange with the other Member States of Unesco.

#### CANADA

The Canadian Government has transmitted to the competent authorities, namely the Board of Ministers of Education, the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms.

#### DENMARK

- (a) The Recommendation was submitted to the competent national authority in January 1975.
- (b) The competent authority is the Ministry of Education which may issue regulations according to legislation already in force and prepare new legal action, if necessary.
- (c) & (d) Considering that this Recommendation should have the highest possible influence in everyday teaching, the Ministry has provided a Danish translation of the text and distributed it to a large number of teachers, as well as to government committees responsible for the planning of education as a whole and at different levels. The new Primary Education Act which entered into force by 1 August 1976 has opened the way to formal introduction of international education - which has, however, been widely practised for many years - at this level by stating in an attached regulation that the objective of the subject "Contemporary information" should be to provide the students with "an insight in some essential local, national and global contemporary problems ... develop their interest in political matters ... and acquaint them with some of the factors behind conflicts in contemporary society, how people try to solve these, and how the individual may, alone or in co-operation with others, influence decisions in society".

#### UNITED STATES OF AMERICA

The major activity undertaken in the United States in the implementation of the 1974 Unesco Recommendation has been the sponsorship and publication by the U.S. National Commission for Unesco of a book by Thomas Buerghthal, Professor of Law at the University of Texas and Judith Torney, Professor of Psychology at the University of Illinois at Chicago, entitled "International Human Rights and International Education". This book (available from the U.S. National Commission upon request) is intended to introduce American educational policy-makers, school administrators, and teachers to the objectives and principles articulated in the Recommendation.

The book begins with a short description of the drafting history and legal status of the Recommendation, followed by an analysis of its principal provisions. Subsequent chapters provide an historical survey of concepts and programmes of international education; a review of relevant social science research findings concerning the international knowledge and attitudes of young people; a description and analysis of international human rights principles and systems for their protection; and a selective listing and review of curriculum materials for students in grades seven to twelve dealing with the topics of the Recommendation.



It is the intention of the U.S. National Commission to use this publication as the basis for continuing efforts in this field, including the sponsorship of conferences bringing together representatives of American educational authorities as well as social studies educators and writers of educational material.

The U.S. National Commission and the National Council for the Social Studies also co-sponsored a Unesco Experts Meeting in Michigan in May of 1976 on the "Rôle of Social Studies in Education for Peace and Respect for Human Rights".

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A one-hour video-tape highlighting the conference has been prepared for distribution to professional organizations and directors of school curriculum. This tape has been produced with the financial assistance of the Longview Foundation and the Midwest Programme on Global Perspectives of Indiana University.

A working group of the U.S. National Commission is also examining further strategies of implementation of the 1974 Unesco Recommendation.

#### FINLAND

In accordance with the Rules of the Unesco Constitution the Recommendation has been submitted to the following competent national authorities:

National Board of Schools;

National Board of Vocational Education.

In order to give the Recommendation a wide distribution in Finland, the text of the Recommendation has been translated into Finnish. Through Nordic co-operation the Finnish Ministry of Education has received copies in Swedish and Norwegian for distribution in these languages.

#### GHANA

Certified copies of the Recommendation adopted by the General Conference at its eighteenth session were submitted in March 1975 to the governmental agency which has to study the Recommendation and advise the Supreme Military Council (the Government of Ghana) what action to take on the Recommendation.

The agency to which the Recommendation was sent is:

the Director-General, Ghana Education Service.

#### Action taken by the agency

The agency has been contacted and it has stated that the Recommendation is being studied.

#### HUNGARY

The text of the Recommendation has been duly submitted by the Hungarian National Commission for Unesco to the competent national authorities.

#### IRAQ

1. Copies of the instrument were forwarded to the Ministries concerned for their comments and observations.



2. A committee was formed by the Ministry of Education from representatives of governmental departments concerned to study the observations received and submit its recommendations regarding the adoption of the instrument.
3. The text of the instrument together with the recommendations of the committees referred to in paragraph (2) above, were submitted to the Iraqi National Commission for Unesco and the Arab Educational, Cultural and Scientific Organization for study and approval. The Recommendation was approved by the National Commission at its meeting held on 30 July 1976.
4. Measures are being taken to submit the Recommendation to the competent national authority which is, in Iraq, the Revolutionary Command Council.

#### IRELAND

- (a) This Recommendation was submitted to national bodies.
- (b) The Department of Education.
- (c) & (d) The question of giving formal effect to the Recommendation is under consideration.

#### ITALY

The application in Italy of the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms forms part of the civics courses taught in schools of different categories and levels. The subject was dealt with by a Presidential Decree covering, in particular, the curricula for the first two years of upper secondary school education (liceo), for upper secondary level science schools (liceo scientifico) and for teacher-training colleges (Istituto Magistral).

The teaching of civics means that education identifies itself with the ultimate aims of schooling, the term "civic" relating to the social, legal and political aspects of life, that is, the principles whereby communities are organized and the forms in which these communities develop.

The ideals of international understanding and peace are also promoted through popular educational courses, the principal immediate aims of which are adult literacy and basic instruction. The curricula of these popular adult education courses provide for a suitable development of the themes embodied in the Recommendation, which, moreover, are included in the school textbooks currently in use.

The activities launched by the Social Centres for Life-long Education and the Reading Centres, which follow the general guidelines laid down by the yearly ordinances on the organization and operation of these sectors, are designed to achieve the same ends.

However, it is above all in the Unesco Associated Schools (of which there are many in Italy) that the ideals underlying the Recommendation are most widely applied.

Thanks to close and continuous collaboration between the responsible Division of Unesco and the different Associated Schools, the focus of school curricula has been extended to cover a far wider area than that of national affairs, in an effort to encompass the universal significance of the educational experience.

Exchanges have thus taken place between students in schools situated in different countries, joint research projects have been undertaken on other countries using information and materials provided by such countries, team work, etc.

The various projects and activities organized by the different Unesco Centres and Clubs are also inspired by the same aims.



## JAPAN

- (a) The Japanese translation of the certified true copies of the Recommendation were submitted to the competent national authority on 23 May 1975.
- (b) The name of the competent authority is the Diet.
- (c) No step has yet been taken by the Diet in direct connexion with the Recommendation.

The Japanese translation of the text of the Recommendation was reproduced in large quantity by the Japanese National Commission for Unesco, and distributed to the governmental agencies concerned and prefectural boards of education.

## NIGER

The Governmental authorities have been concerned to give effect to this Recommendation. School curricula are accordingly being remodelled as required, particularly with respect to history, geography, civics and literature. Schooling is already developing in tomorrow's adults the new attitudes necessitated by the international situation in the fields of co-operation, and education relating to human rights and fundamental freedoms. The celebration of Human Rights Day on 10 December is the occasion for a message from the Minister of Foreign Affairs and Co-operation.

## NEW ZEALAND

A study group was set up by the National Commission for Unesco towards the end of 1975 to examine the Recommendation.

This group comprised representatives from the Department of Education, New Zealand Post Primary Teachers Association, New Zealand Educational Institute, New Zealand University Students Association and the National Youth Council of New Zealand. It was directed to study the principles contained in the Recommendation and to determine areas in which action should be taken in New Zealand to give effect to them.

The study group met seven times and a report is currently under preparation. When this report is completed the Recommendations will be considered by the National Commission and referred to the Government with a Recommendation for future action.

## POLAND

1. It must in the first place be stressed that the Recommendation in question was drafted and adopted on the initiative of the Polish delegation and that certain provisions included in it have, accordingly, long been part and parcel of Poland's educational system.
2. The education of young people for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms constitute the bases of Poland's educational policy, as is shown by many documents concerning education.
3. Various means are used to give effect to the above-mentioned principles:
  - 3.1 The curricula relating to such subjects as Polish language, history and geography include many elements likely to foster in pupils a favourable attitude to other countries and to international co-operation and, at the same time, are quite free of all elements likely to promote unfavourable attitudes.

These same principles have been taken fully into account in the preparation of new curricula for the future ten-year secondary school.



- 3.2 It must also be borne in mind that bilateral co-operation with certain interested countries has resulted in the elimination from school history textbooks of any not wholly objective accounts of Poland's relations with such countries in past centuries. Studies in this field regarding Poland's relations with the Federal Republic of Germany are at present still being carried out.

- 3.3 Polish language, history and geography curricula also contain material designed to prepare young people for life in adult society and for their future civic duties.

There are, in addition, other subjects that are directly designed to attain these goals, as for example "civics", "the bases of social sciences" (secondary level) and "Selected aspects of sociology" (higher education).

- 3.4 Both the teachers specializing in the subjects mentioned in paragraph 3.3 above and those teaching other subjects are prepared - during their higher education and as part of their in-service training - to provide a type of instruction likely to inculcate in students favourable attitudes both towards other nations and towards their own civic duties.
- 3.5 "Preparation for family life", a subject recently introduced into the school curriculum, is also geared to preparing young Poles actively to exercise the civic duties that will later devolve upon them.
- 3.6 The Polish educational system incorporates various components designed to prepare young people to take an active part in public and social life:
- 3.6.1 The "Student's Code" enables students to exercise the duties and rights of real citizenship, in that microcosm of society, the school. The application of the Code constitutes one of the most effective means of providing the young people of Poland with a civic education.
- 3.6.2 Students in universities and in other higher education establishments are entitled to be represented at meetings of the educational authorities. This right, which is effectively and universally recognized, allows them some measure of participation in the management of school affairs. From the educational point of view, this offers the same advantages and is designed to attain the same objectives, as the Student's Code.
- 3.6.3 A number of pedagogical experiments have been carried out within our educational system with a view to devising the most effective techniques for preparing young people for adult life. The Poznan experiment is designed not only to develop young people's public spirit but also to foster favourable attitudes towards other nations.
- 3.6.4 The participation of young people - both children and adolescents - in the activities of numerous youth organizations and associations (such as the Boy Scouts Association of Poland, the Polish-Russian Friendship Society, the Polish Red Cross) constitutes a further medium of civic education and education for international understanding.
- 3.6.5 In Poland as in other countries there exist Unesco Associated Schools, which are increasing in number at the rate of 4 or 5 a year. Their activities make an unequivocal contribution to the attainment of the educational objectives covered by the Recommendation in question.
- 3.6.6 The Unesco holiday language camps organized in Poland enable young Polish people to gain a knowledge of foreign languages and cultures and at the same time to practise the principles of international co-operation.
- 3.6.7 In addition, various Polish educational institutions organize numerous trips abroad which enable young Poles to make contact more easily with young people from other countries and thus contribute to the development of the attitudes advocated by the Recommendation.



4. Considerable emphasis is placed in life-long education programmes, and particularly in continuing educational courses for young people, on providing a sound knowledge of the countries of the world and of the problems of international co-operation.

5. Studies of the civic and internationalist attitudes of young people are carried out as part of the youth-oriented research programmes conducted by various research establishments, in particular the Institute of Youth Studies. Their findings show that:

young people in Poland take an active attitude to their country's affairs and are favourably disposed towards other nations;

they are anxious to co-operate with other countries and consider that the world in which they will live as adults will be a world of peace and international co-operation.

6. A "Board of Education" co-ordinates all educational activities in Poland so as to ensure that the principles contained in the Recommendation are applied throughout the national educational system as also by the mass media.

These, in brief, are the ways and means by which the principles set forth in the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms are put into effect in Poland.

#### GERMAN DEMOCRATIC REPUBLIC

In accordance with the Memorandum concerning the obligation to submit conventions and recommendations adopted by the General Conference to the competent national authorities, the Ministry of Foreign Affairs of the German Democratic Republic has communicated the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms to the Ministry of National Education, which is the "competent national authority".

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Right from the beginning the German Democratic Republic, as a socialist State, pursues one fundamental aim: to do everything for the welfare of human beings, for the happiness of the people, for the interests of the working class and all working people. This aim determines and penetrates both, the interior and foreign policy of the GDR. The GDR always made a constructive contribution to peace and security. From the first day of existence the GDR has supported the peoples struggling for freedom, justice and progress. Active peace-policy, friendship among the peoples, international solidarity and support for the struggle against racism and discrimination of races, fascism, neo-colonialism and apartheid correspond deeply with the character of a socialist State. These given aims and tasks also stamp the educational policy of the GDR.

For this reason the "Recommendation concerning the Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms" adopted by the General Conference of Unesco at its eighteenth session, also corresponds with the policy of the German Democratic Republic. Hence it follows the great responsibility of the socialist society for the young generation. At all times it is a social request in the GDR to educate the youth in the spirit of international understanding and peace, the respect for all peoples and their culture. The tasks, aims and contents of education and bringing up are determined by the aims and tasks of the society. In the GDR greatest attention is paid to the relations between the people, their relations to the policy of the GDR and their way of life. The principles, as laid down in Chapter II of the Recommendation, represent essential features for bringing up and education of the young generation. Therefore the popularization of the Recommendation is a natural part of the policy in the GDR and in particular of its educational policy. In meetings, lectures and discussions with those responsible for the work in educational institutions of the GDR the acceptance of this Recommendation by the eighteenth session of the General Conference was therefore lively welcomed. With this the wish was connected that the Recommendation should be the base for the educational policy of all countries of the world.



In the GDR the ten-years general polytechnical school is the basic educational institution for all children of the people. This school mediates corresponding knowledge, forms convictions and contributes to the aim that the youth acquires the ability to evaluate and to classify facts and information correctly. In the general school essential prerequisites are created for a permanent qualification, for actively taking part in political and spiritual-cultural life in our society and for consciously acting in the spirit of securing peace, of international understanding and solidarity, the co-operation, the human rights and fundamental liberties, all in correspondence with the spirit of the Recommendation adopted at the eighteenth session of the General Conference.

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It is the task of the educational system of the GDR to bring up and educate young people who think and act in the spirit of peace, international understanding and co-operation, the respect of human rights and fundamental freedoms, the respect of men, their culture, life and habits, international solidarity and the struggle against colonialism, neo-colonialism, fascism, racism and apartheid.

The realization of the legally fixed aims and tasks develops the understanding and the respect for the greatest achievements of all peoples as well as the conjoint identification with their struggle for national independence, against racism, discrimination of races and for social progress. To realize these aims and tasks which correspond with the contents of the Recommendation - adopted at the eighteenth session of the General Conference of Unesco - all educational institutions, from kindergarten via the ten-year general polytechnical school which is attended by all children, the facilities of vocational training up to the colleges and universities and the facilities for adult education make an important contribution. By means of the unity between education and instruction within the school and the unity between schoolwork and after-school activities the education towards friendship among the peoples and international solidarity, against racism and discrimination of races is realized. The unified and obligatory syllabi, courses of study, textbooks and guidebooks for teachers are the base for this work in all educational institutions.

This policy of the German Democratic Republic is propagated in publications and lectures. This corresponds also to the Recommendation adopted at the eighteenth session of the General Conference of Unesco.

Some examples might make this clear:

there has been the edition of a booklet on the eighteenth session of the General Conference of Unesco and 47 other pertinent publications in several magazines and newspapers of the GDR and international organizations;

in 20 lectures teachers, educators and school functionaries were made familiar with the contents of the Recommendation;

in subject magazines for the lessons in school there are about 100 articles dealing with questions of education in the spirit of the Recommendation;

all magazines and newspapers of the German Democratic Republic contain publications to the basic problem of peace, the international friendship among the peoples, the human rights and the fundamental freedoms;

in pedagogical readings, outstanding pedagogues have explained to the teachers their experience in education in the spirit of the Recommendation, for example concerning the activities of the "Clubs of international friendship" at the schools.

In order to secure the fundamental rights of the people for education extensive work is performed by the State organs and the scientific institutions in the field of education, particularly by the Academy of Pedagogical Sciences of the GDR. For that, articles, monographs, booklets and books which contain these fundamental human rights and their ever better realization are published. The meetings and events organized e.g. by the Ministry of Education taking place at all levels with pedagogues, school functionaries and adults serve the implementation of the fixed aims and tasks of educational policy of the GDR. This made a contribution to developing the readiness among the youth to take part in the solution of the problems of society as it is recommended in the mentioned documents of the eighteenth session of the General Conference of Unesco.



## UNITED KINGDOM

The Recommendation has been submitted to the relevant government departments within the United Kingdom and these departments are taking measures with a view to bringing the Recommendation to the attention of the competent authorities. The recommendations have also been sent to the governments and administrations of the United Kingdom dependent territories for appropriate action.

## SRI LANKA

- (a) Yes.
- (b) Three Deputy Directors-General of Education (under the Ministry of Education) in charge of the following three aspects of educational activities:
  - i. educational planning;
  - ii. school organization;
  - iii. curriculum development.
- (c) The above authorities have taken steps to implement the recommendations in relation to international understanding.
- (d) Several primary schools were established in rural undeveloped locations in order to equalize educational opportunities. The curricular programme at this level has been redesigned with a view to introducing the children to the cultural heritage of the country, the various nations of the world and their main cultural differences and to the world at large as an international community.

At the junior secondary level (grades 6-9), the curricular programmes in science, aesthetic studies, pre-vocational studies, religious education and social studies have been redesigned by introducing some of the basic concepts related to international understanding. These, in particular, aim at the following:

- 1. to enable the student to develop his personality to the full so as to enable him to play a positive rôle in the development process of Sri Lanka;
- 2. to promote understanding and tolerance and friendship among other races and religious groups, both in the national and international context;
- 3. to strengthen the respect for human rights and fundamental freedoms;
- 4. to enable the student to develop necessary skills in problem-solving and decision-making process. Further, pupils are also introduced to the activities of international agencies such as United Nations, FAO, WHO, Unesco and Unicef, etc.

The senior secondary programme (grades 10-11) which is to be implemented with effect from early 1976 has some significant features embodied in the recommendations. In relation to core subjects, the study of cultural heritage and socio-economic environment enables the pupils to study cultural heritage of the country and the various traditions and customs that were prevalent etc. In the language and humanities stream there are a group of foreign languages such as French, German, Russian and Japanese etc., the study of which would enable students to understand the various cultures and civilizations of the different people in the world.

In some of the junior technical institutes several programmes in foreign language teaching have been introduced. Further, programmes of continuous education and training have been organized for school leavers in order to give them basic vocational skills. In the design of curricular programmes those relevant experiences from other developing countries have been taken into consideration wherever possible.



Several reforms have been introduced in higher education during the last few years in order to achieve the objectives of the recommendations in relation to international education. Diploma courses in foreign affairs and development studies have been introduced in this respect. Further, several foreign language degree courses have also been introduced into the university.

In the area of curriculum development and education innovation exchange of ideas take place among relevant institutions and organizations throughout the world. Several curriculum specialists from the Asian region have made frequent visits to Sri Lanka under the sponsorship of Unesco in order to make use of the experiences Sri Lanka has gained in this connexion. Further relevant officials working in the area of curriculum development, examination reforms, teacher education and textbook production have visited other countries where relevant activities have been launched on an innovative scale. A national group has also been formed to conduct research on problems associated with educational development. These research findings wherever relevant will be channelled to the Unesco Regional Office in Bangkok in order to facilitate dissemination among other countries in the region.

The Ministry of Education in Sri Lanka has also granted several scholarships to foreign students and under these schemes several students of different nationalities are presently pursuing various educational programmes in Sri Lanka. Further, the Ministry of Education in Sri Lanka also awards scholarships to their own nationals to enable them to pursue programmes of education and training in other countries in the world. This has facilitated the sharing of experiences and also an appreciation of the various cultural and social backgrounds of the respective countries concerned.

At university level there is also a scheme for the exchange of professors and lecturers. Under this scheme several professionals from various nationalities such as English, German, Russian, etc. have visited this country. There is also a linking arrangement with universities in other countries, e.g. the Katubedde University campus has a linking arrangement with the Leeds University in England for the study of applied sciences, chemical engineering while the Peradeniya Agriculture Faculty has a linking arrangement with the Maryland University in the United States of America for agricultural studies.

There is also a cultural agreement between the Government of Sri Lanka and countries like Russia, GDR, France, Pakistan, India, Yugoslavia, Romania which has provision for the exchange of professors, scientists and scholars. Active participation of nearly 100 foreign nationals working in the various UNDP Projects in Sri Lanka is also contributing significantly towards international understanding.

## SWEDEN

The Recommendation has been submitted to the following competent national authorities and organizations:

National Board of Education (Skolöverstyrelsen);

The Office of the Chancellor of the Universities (Universitetskanslersämbetet);

The National Association of Salaried Employees (TCO);

The National Association of Teachers (Sveriges Lärarförbund);

The National Association of University Trained Employees (Centralorganisationen SACO/SR);

Lärarnas Riksförbund;

Facklärarförbundet;

The National Federation of Educational Associations (Folkbildningsförbundet).

The Recommendation has been translated into Swedish and is distributed to interested organizations, schools, etc., throughout the country.



## SWITZERLAND

- (a) In Switzerland, responsibility for educational matters lies with the cantons. The Recommendation in question has been brought to the notice of the cantonal authorities by means of publications and circulars issued by the secretariat of the Swiss Conference of the Heads of Cantonal Departments of Education.
- (b) Depending on the nature of the measures planned, responsibility lies with the Parliaments or the Heads of the Departments of Education of the 25 Swiss cantons and demi-cantons.
- (c) No direct action has been taken upon the Recommendation in question. However, several of its guiding principles have been put into practice in innovations carried out in recent years.

## CZECHOSLOVAKIA

This instrument has been submitted to the Czechoslovak competent authorities for implementation.

## THAILAND

The Recommendation was submitted to the competent authorities in charge of the subject for their consideration.

## UNION OF SOVIET SOCIALIST REPUBLICS

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As the Soviet Union regards the all-round development of youth and the enlistment of the active participation of young people in the social process as matters of the greatest importance, it consistently endeavours to attain these aims in accordance with the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms, adopted by the eighteenth session of the General Conference of Unesco. In the instruction and upbringing of the rising generation at all levels of the national education system, such education is regarded as an important means of promoting international understanding and strengthening world peace, and as a means conducive to the total liquidation of all remnants of the system of colonialist oppression, of the infringement of national rights and independence and of all focal points of colonialism and racialism.

There are a number of highly important principles underlying the Soviet national education system and these are embodied in the Law and are observed in practice:

1. all Soviet citizens are equally entitled to receive education irrespective of race or nationality, sex, attitude towards religion, economic or social position;
2. education is compulsory for all children and adolescents;
3. there is freedom to choose whether the language of instruction shall be one's native language or the language of another nationality of the USSR;
4. all forms of education are free;
5. instruction and upbringing form a single whole; schools, families and society work together in the upbringing of children and young people;
6. the instruction and upbringing of the rising generation is linked with life, with the practical task of building Communism;
7. education and upbringing are imbued with a humanistic and highly moral character.



The attainment of these principles plays a major rôle in internationalist education which is an important aspect of the international education of young people which figures in the Recommendation.

Internationalist education includes the fostering of feelings of friendship and fraternal co-operation with all peoples of the world, as well as feelings of international solidarity with the workers of all countries of the world and a conviction of the vital necessity of assisting peoples struggling for national liberation and social progress, respect for national culture, for progressive national traditions and customs and hatred for exploiters throughout the world.

Particular emphasis is placed on this aspect of the upbringing of young people throughout the Soviet national education system.

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The range of academic disciplines studied in the general education school comprises a sufficient volume of scientific information to inculcate in learners such ideological and moral qualities as internationalism, humanism, collectivism, and a sense of duty and solidarity.

.....

All the syllabuses and all the printed teaching material used in Soviet schools are permeated by the ideas of the struggle for peace and social justice, friendship and brotherhood between peoples.

The everyday work of the school includes many varied forms of educational activity which enable teachers to acquaint their pupils with the way of life of children and workers in the national republics and in other countries.

.....

A great deal is done to promote the international upbringing of young people in Soviet higher education which is profoundly internationalist in outlook. All nations, peoples and national groups inhabiting our multinational State are represented in the higher educational establishments of the Soviet Union. The rapid development of higher education establishments in all the union republics, the teaching in mother tongues, the payment of grants and the real accessibility of higher education to young people of all nations and nationalities are the salient features of the Leninist nationalities policy in higher education. Many foreign students study in Soviet higher education establishments.

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The educational curricula of all higher education establishments include an obligatory section on internationalist education. The syllabuses in the humanities and social subjects taught in Soviet higher education establishments include special sections devoted to the struggle for peace, to friendship between nations, etc. Moreover, every major international event that promotes the strengthening of peace and friendship between peoples is the subject of special lectures and seminars. For example, the students in all higher education establishments studied the Peace Programme launched by the 24th Congress of the Communist Party of the Soviet Union and the practical measures to give effect to it, the outcome of the European Conference in Helsinki, and the material for the 25th Congress of the Communist Party of the Soviet Union which sets out in detail the international policy of the Soviet Government.

All this is fully in accordance with the Recommendation (cf. section VI, paragraph 30) and considerably broadens the knowledge of students about international events on which they receive objective information in newspapers and periodicals, on radio and through the other mass information media. Study of major international events at lectures and seminars develops a capacity for critical analysis of historical and contemporary factors of an economic and political nature which reflect the contradictions between countries and which highlight the vital importance of seeking ways of overcoming them.

This promotes awareness among young people of the increasingly comprehensive inter-relationship between peoples and nations.

Efforts are being made within the Soviet higher education system to devise effective approaches and methods to solve the problem of the active civic training of young future specialists, and this again is in accordance with the aims of the Recommendation (cf. section V, paragraphs 13, 16; section VI, paragraph 29).



Under developed socialism, society is vitally concerned that every Soviet citizen should participate in the social and working life of the country. The increasingly active part taken by Soviet citizens in resolving questions of working life, in industrial decision-making, and in resolving matters affecting society and the State is referred to in the Report of the Central Committee of the Communist Party of the Soviet Union to the 25th Congress as a major achievement in the development of democracy. "Nothing so inspires the individual personality as an active attitude towards life, a fully informed and deliberate attitude towards one's social duty ...", said L. I. Brezhnev in the Report.

A harmonious system of measures has been worked out in Soviet higher education establishments to provide an active training in citizenship for student youth. We regard active citizenship as a conscious creative relationship to the world of social values, as an ability and readiness to act for the good of society, a readiness to play a direct part in solving the current problems not only of one's own country but also of the world as a whole.

An important factor in developing active citizenship among young future specialists is their grasp of the social and civic significance of their professional activity. For this reason it is a matter of principle in Soviet higher education establishments to provide timely information to make students aware of their future social functions. Such information focuses the attention of students on the vital importance not only of a good standard of vocational training but also of acquiring the knowledge, abilities and skills required for work with people and in various State organizations. The long-term plan for ideological and educational work in higher education establishments throughout the period of study envisages the provision of such information. This is largely achieved by means of a new course of lectures entitled "Introduction to the speciality" which has been given in higher education establishments since 1974.

A no less important rôle in developing active citizenship is played by the link that has been established between education and practical activity, between instruction and life. "We should not believe in teaching, upbringing and education," wrote V. I. Lenin, "if it were imparted only in school and divorced from the turbulence of life" (V. I. Lenin, Complete Works, Volume 41, page 313).

The involvement of students in various forms of socially useful activity (such as student construction brigades, helping with the activities of pupils in rural schools, conducting political demonstrations of solidarity with those who are fighting for freedom and peace, work as agitators, lecturers, etc.) fosters in students a high sense of civic awareness, and promotes active participation and independence.

.....

As emphasized in the Recommendation (section V, paragraph 16), student self-management is an important factor in civic education and an important element in the international education of young future specialists.

.....

A considerable volume of experience with regard to student self-management has been accumulated in Soviet higher education establishments. Interesting ventures along these lines are in progress in the Leningrad State University, the Leningrad Shipbuilding Institute, the Polytechnical Institute of the Urals, in the Moscow Institute of Management and in other establishments. In the above-mentioned establishments, the most widespread organs of student self-management in Soviet higher education were first set up and operate successfully: student deaneries, commissions on study and education, student hostel councils, councils of student constructional brigades, club councils.

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At all levels of the Soviet education system, the instruction and upbringing of the rising generation in full accordance with the Recommendation concerning education is closely bound up with the problem of the use, management and conservation of natural resources (section V, paragraph 18).

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In recent years the Soviet Government and the Communist Party of the Soviet Union have given increasing attention to problems of the conservation and rational use of natural resources. The issue of the rational use of nature and of the vital necessity of environmental conservation was raised once again at the 25th Congress of the Communist Party of the Soviet Union. The Report of the Congress emphasized that "... nature may be used in various ways. It is possible - and there are quite a few historical examples of this - to leave to themselves those areas that are infertile, lifeless or hostile to man. But one may, and, indeed, should, enhance nature and help it to realize more fully its vital potential".

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In the letter of the Minister of Higher and Secondary Special Education of the USSR, V.P. Elyutin, addressed to higher education establishments on 24 January 1972 there is set out an extensive programme for incorporating the idea of the conservation of nature in the instructional and educational process.

.....

In many Soviet educational establishments, courses of lectures are given on conservation issues. The possibility of including the ideas of conservation in every discipline studied in higher education is currently under discussion. Conferences are often held in higher education establishments on topical problems bearing on the rational use of natural resources. Scientific expeditions and research on conservation organized both on a voluntary basis and as part of the curriculum now form a substantial part of the work of many students. Students were among the first to initiate broad public discussion of the question of the influence of tourism on nature and to embark on a range of original and valuable research in this connexion and they established student associations for the conservation of nature. Their range of interests and sphere of activity are fairly broad: measures to combat poaching, publicizing knowledge of nature, its conservation and rational use.

.....

The inculcation of feelings of friendship and solidarity with other peoples is inconceivable unless exchanges and contacts are organized (section X). The normalization and development of inter-State relationships involving countries with differing social systems, which the Soviet Union consistently advocates on the basis of the principles of peaceful coexistence, helps to produce the optimum conditions for extending youth exchanges in the field of education, science, culture, tourism and sport.

As part of the links which they maintain with youth and student organizations in over 130 countries throughout the world, Soviet youth representatives travelled abroad in 1975 as members of over 160 delegations and received over 120 youth delegations in the USSR. Successful visits to the USSR are arranged for groups of youth delegations including young people of both sexes holding various political, philosophical and religious convictions, who are united in the anti-imperialist and anti-monopolistic struggle. Bilateral friendship camps (for example with young people from France or Finland) are held annually in the Soviet Union as well as various festivals, friendship weeks and meetings, such as those involving young people from the Federal Republic of Germany, the United States of America, Iraq, Guinea and other countries, and international work camps.

An effective means of strengthening mutual understanding, peace and co-operation between young people of various countries is the international exchange of tourists. The International Youth Tourist Agency "Sputnik" co-operates actively with over 350 organizations in almost 70 countries throughout the world and in 1975 made arrangements for welcoming over 150,000 young foreign tourists and sent abroad over 130,000 young Soviet citizens. "Sputnik" organizes international youth camps and fosters the practice of youth tourist exchanges between towns, educational establishments and firms.

In recent years considerable impetus has been given to links between Soviet youth publishing houses, newspapers and periodicals and corresponding publications in socialist countries and with progressive and democratic youth publications in other countries; it need only be pointed out that the newspaper "Komsomol'skaja Pravda" includes a regular feature in which material selected from the foreign youth press is reprinted. Exchanges of delegations of young journalists and press workers have also become important (with the Federal Republic of Germany in 1972, and with the United States of America in 1975).



Up to a quarter of the material that appears in the newspapers "Komsomol'skaja Pravda" and "Pionerskaja Pravda" (each of which has a circulation of up to 11 million) concerns international problems. Over 220 youth newspapers and periodicals in the republics, provinces, regions and towns of the Soviet Union give accounts of young people abroad, including their way of life, their struggle to secure their rights, and the activities of the youth organizations to which they belong; material selected from the foreign youth press is often reproduced.

Great emphasis is placed on the all-round education of groups of young people from other countries by the all-union youth radio station "Junost", the television programmes "Youth of the planet", "In the ether", "Youth", etc. The cause of international education for the younger generation is also served by important ventures undertaken in the USSR with the participation of representatives of many States such as the political song festivals under the title "The scarlet carnation", the children's festivals "May the sun ever shine", the all-union festival of Soviet youth "We are patriots, internationalists!".

There is an increasing tendency for musical and dance groups to travel abroad as Soviet youth delegations and such trips are becoming an effective way of acquainting large sectors of young people abroad with the life of their contemporaries in the USSR. They provide abundant testimony to the multinational nature of Soviet culture and art and they help to promote agreement on many other matters as well.

Contacts and exchanges between youth and student delegations from twinned provinces, towns or higher education establishments in socialist countries have been strengthened and broadened.

.....

Soviet youth organizations do a great deal of work on the international scene.

Young people in the Soviet Union consistently affirm the inalienable right of peoples to live in peace and security, and to co-operate for the general good and in the interests of all. For this reason, since they found themselves in the forefront of the youth forces which, since the late 1960s, had consistently urged the convening of a pan-European meeting, they welcomed with great satisfaction the successful outcome and conclusions of the Conference on Security and Co-operation in Europe. Representatives of Soviet youth actively participated in the work of the Assemblies of Social Forces (Brussels), the World Congress of Peace-loving Forces and the initiatives of young people with regard to European security (Helsinki, Munich, Finland). In a similar business-like way, young people of the Soviet Union are preparing for the holding of the pan-European youth meeting which, in addition to its highly important overall political objective of ensuring a climate of peaceful coexistence, security and non-interference in internal affairs, will promote co-operation between young people in the continent of Europe and endeavours designed to bring about a pooling of effort to attain, in particular, the goals set by the Recommendation adopted by the General Conference of Unesco.

In their endeavours to play a part in effectively solving the most important contemporary problems such as ensuring peace, security and the independent development of peoples, and combating aggression and the activities of monopolistic circles, Soviet youth organizations, by speaking out on behalf of the interests and rights of the democratic majority of young people and in favour of broad mutual understanding and constructive collaboration - in other words by acting in accordance with the spirit and the letter of the above-mentioned Unesco Recommendation - aim to establish and develop contacts and relationships with all youth forces that are opposed to wars, militarism, aggressive intrigues, racialism, political oppression and economic pressure, and against dictatorial régimes and the fascist menace.

.....

Soviet youth organizations consider the World Festival of Youth and Students, in which they have always played a very active part, as one of the most important means of achieving international understanding, affirming their commitment to the ideals of justice, peace, security, the national independence and progress of peoples and their commitment to the spirit of collaboration and friendship. Preparations are now in hand in the USSR for the forthcoming fifty-first World Festival of Youth and Students which is to be held in Cuba in 1978.

The Soviet Union has not only actively promoted the realization of such youth actions but has also been the initiator of many of them.



The 27th Congress of the All-Union Lenin Communist Union of Youth (Komsomol) (1974) proposed international activities such as the following:

a world-wide campaign of anti-militarist solidarity of young people and students in the struggle for peace, national independence, democracy and progress and for the rights of youth;

a European meeting of young people and students;

a world-wide meeting of girls;

international children's festivals.

These initiatives were accepted and supported on a massive scale by young people throughout the world committed to widely varying political, ideological and religious convictions. The holding and successful outcome of a number of these initiatives and the preparation of others convincingly demonstrated the aspiration of an overwhelming majority of young people throughout the world to affirm the principles of peace, friendship and national equality and to ensure a better future through their own practical efforts at various levels including the international level.

At the same time, such activities provide a basis for a searching analysis of the specific problems of the younger generation such as their interests, rights and demands, and the situation of individual categories of young people such as workers, peasants, or students. Two important initiatives in this connexion were the World Meeting of Working Youth (1972) and the World Meeting of Girls (1975), both of which were held in the USSR.

Soviet youth organizations participate in the activities of such influential international organizations as the World Federation of Democratic Youth and the International Union of Students which have consultative status with Unesco; they also celebrated in the Soviet Union the thirtieth anniversary of the World Federation of Democratic Youth and are preparing to celebrate the thirtieth anniversary of the International Union of Students.

Active solidarity with all those who are struggling against imperialism, militarism and reaction, colonialism, neo-colonialism, racialism, Zionism and apartheid is rightly regarded as an inseparable part of the education of Soviet youth in the spirit of peace and respect for the rights and aspirations of peoples. Active participation in campaigns and demonstrations of solidarity both within the Soviet Union and at international level has been clearly expressed in the support that has been given for the struggle of the Viet Nameese people against imperialist aggression. A shipload of sports equipment, clothing and medical supplies were sent to the Democratic Republic of Viet Nam by the shock detachments, and the pioneers sent a consignment of gifts. The Komsomol sends supplies and equipment for the Nguen Van Tchoy Children's Hospital in Hanoi which is to be built by the joint efforts of progressive world youth. Other important activities undertaken within the framework of the campaign of solidarity with the people of Viet Nam were meetings, voluntary Saturday and Sunday work and fund-raising activities.

The large-scale demonstrations of solidarity with the population and young people of Chile, the Arab countries and Angola reflect the spirit of international solidarity that has always been characteristic of Soviet youth and which is both practical and business-like, demonstrating not only the highly developed consciousness of young people but also their desire to achieve solidarity in practice.

Soviet youth organizations have given and continue to give comprehensive moral and material support to the youth of Angola, Guinea-Bissau, Mozambique and other countries in their struggle to liberate their people from colonialism and racialism. A group of Soviet doctors did magnificent work in giving direct medical assistance to the population of Guinea-Bissau and the troops of the PAIGC. Young doctors and construction workers sent by the Komsomol have worked in Peru, Cuba, Algeria and other countries. Experts have visited a number of Asian, African and Latin American countries to exchange experience on the development of the youth movement; they are assisting the development of the national children's movement in the People's Republic of the Congo, and promoting voluntary social activity by young people in the People's Democratic Republic of Yemen. A number of youth organizations in developing countries have received gifts of duplicating equipment, means of transport and communication, cinematographic equipment and sets of films, textbooks and scientific literature, and equipment for schools and children's camps.

Great emphasis is placed in the Soviet Union on respect for human rights and fundamental freedoms.



The most important rights and freedoms of Soviet citizens including young people are guaranteed by the very nature of the socialist order, by the fact that political power is in the hands of the people and by all the economic and spiritual potential of the State, a fact which is reflected in the legislation of the country, and above all, in the Constitution of the USSR.

The basic rights of young people are ensured not only by a system of juridical, political, organizational and material guarantees but also by a number of special privileges granted on the basis of young people's physiological and social characteristics.

.....

Young people in the USSR play an active part at all stages of the formulation and adoption of State decisions, and in managing the affairs of State through the introduction of the right to vote at the age of 18 years, through participation in the work of all legislative organs, the creation of special youth commissions to defend the interests of young people as a section of the population and, finally, through the activity of Komsomol as an influential State organization.

The Komsomol organizations are also very active in educating young people in legal matters.

.....

Co-ordination and methodology councils for legal propaganda, the membership of which includes representatives of the Central Committee of the Komsomol organization and of the leadership of the organization in the union republics, have been set up as part of the Ministry of Justice of the USSR and in the union republics. Measures to combat such anti-social phenomena as hooliganism, drunkenness and infringement of the law are put into effect in the USSR with the full and active participation of young people. Komsomol members, in particular, form the nucleus of a militia composed of voluntary youth brigades which maintain order in the streets of towns and villages.

In November 1974, at a meeting of the Bureau of the Central Committee of the Komsomol organization and of the Board of the Ministry of Internal Affairs of the USSR, ways of improving the educational work involving young people were discussed. It was noted at the meeting that Komsomol bodies were giving greater attention to the conduct of young people and showing more concern about the organization of their free time and about increasing the responsibility shouldered by the Komsomol organization for the moral and ethical education of young people. At the same time as instilling in young people such qualities as love of work, honesty and mutual respect, the Komsomol organizations consistently and determinedly combat all negative phenomena whether of a social or of an individual nature.

What has been said above bears witness to the serious efforts which are being made in the USSR to ensure favourable conditions for the development of young people and to apply the provisions of the document adopted at the eighteenth session of the General Conference of Unesco, namely the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms.