



UNITED NATIONS
GENERAL
ASSEMBLY



Distr.
GENERAL

A/7921/Add.1
2 October 1970
ENGLISH
ORIGINAL: ENGLISH/SPANISH

Twenty-fifth session
Item 55 of the agenda

YOUTH, ITS EDUCATION IN THE RESPECT FOR HUMAN RIGHTS AND FUNDAMENTAL
FREEDOMS, ITS PROBLEMS AND NEEDS, AND ITS PARTICIPATION IN NATIONAL
DEVELOPMENT

Report of the Secretary-General

Addendum

CONTENTS

	<u>Page</u>
INFORMATION COMMUNICATED BY MEMBER STATES	
Guatemala	2
Israel	4

INFORMATION COMMUNICATED BY MEMBER STATES

GUATEMALA

/Original: Spanish/
21 September 1970

1. Title III (Social guarantees), chapter II (Culture), of the Constitution of the Republic of Guatemala contains the following provisions:
Article 91 (second sentence). "The principal purposes of education are the full development of the personality, its physical and spiritual improvement, the heightening of the individual responsibility of the citizen, the civic advancement of the people, the elevation of patriotism and respect for human rights".
Article 93. "Freedom of teaching and academic standards is guaranteed..."
Article 94. "Primary education is compulsory for all the inhabitants of the country within the age-limits fixed by law. No charge is made for the education provided by the state."
Article 98. "Every person has the right to education. Technical instruction and vocational training are equally accessible to all."
2. This is the basic law; hence, the Organic Law on National Education is derived from it and gives further expression to these principles. The operative part of the Organic Law provides as follows:
Article 60. "The purposes of primary education shall be:
(a) To promote the mental, physical and social development of the child;
(b) To provide moral and intellectual training for the student;
...
(h) To implant and promote in the student well-defined ideas on the fulfilment of his responsibilities and on the proper exercise of his rights."
3. The social studies programme for primary schools is aimed at giving the child:
(a) The ability to maintain harmonious relations with members of his family and his schoolmates, which demonstrate respect for and appreciation of the rights and contributions of others and a willingness to co-operate.
(b) Habits of self-reliance and responsible behavior within his group and a familiarity with the practice of solving problems through democratic procedures.

/...

4. The sixth-grade social studies programme includes subjects and activities which are directly related to item 55:

<u>Subjects</u>	<u>Activities</u>
1. The Universal Declaration of Human Rights	3. Explaining the Declaration of Human Rights and discussing it with students
2. The application of the ideals of the United Nations to individuals as well as nations	4. Showing how the ideals of the United Nations apply to individuals.
5. Secondary education: The laws and regulations relating to education give the people the right to education, technical instruction and vocational training, without discriminatory restrictions of any kind. They specify that the principal purposes of education are the full development of the student's personality; the cultivation of his ethical values and the teaching of co-operation, solidarity, tolerance and social respect; the heightening of the individual responsibility of the citizen, the civic advancement of the people, and respect for human rights.	
6. Plans and programmes for secondary education, especially those relating to social studies, include among their objectives the promotion of attitudes and ideals of comradeship among students; the teaching of subjects which will make students aware of human equality, of the interdependence of individuals, groups and nations, of the value of every human being and his capacity to create wonderful things whatever may be his race, religion, sex or socio-economic status, of social justice; etc.	
7. Educational institutions organize activities which permit students to serve their school or community and to discuss problems and receive information and guidance on matters relating to human rights. The students belong to young people's organizations and groups established specifically for the purpose of furthering cultural and social development and rendering service to others. Human rights are the subject of a special project in which they are studied through various activities such as symposia, readings, lectures, discussions, etc. This project was instituted to mark the anniversary of the Declaration of Human Rights. Human rights are also included in the basic third-grade social studies programme. All programmes of this type include	

/...

consideration of the objectives and concepts relating to individual responsibilities and rights and their relationship to society.

8. The social studies programme of the fifth year of secondary school is entitled "Socio-economic problems of Guatemala". In it students are encouraged to find out about and study the country's socio-economic problems and to suggest solutions to them. A seminar dealing with one of the country's socio-economic problems is also held in the fifth year. These seminars have included field work and, in many cases, the practical application of solutions.
9. The Office of Secondary Education plans special school activities on topics such as racial discrimination, the Guatemalan Día del indígena (Indian Day), international solidarity, etc.
10. To further the full development of the personality, the inclusion in school curricula of academic and practical courses in physical education and the arts is being considered. All such subjects would be accompanied by appropriate activities. In addition, arts and physical education departments sponsor competitions, functions, gatherings, etc. aimed at promoting greater participation in sports and the fine arts. Schools organize theatre and music groups as well as sports clubs.

ISRAEL

/Original: English/
16 September 1970

One of the central aims of the educational and social programmes in all schools is to inculcate respect for human rights and fundamental freedoms.

The Declaration of Independence of Israel of May 1948 includes the following:

The State of Israel "will rest upon foundations of liberty, justice and peace as envisioned by the prophets of Israel. It will maintain complete equality of social and political rights for all its citizens without discrimination of creed, race or sex. It will guarantee freedom of religion and conscience, of language, education and culture."

/...

The State Education Law of 1953 stipulates that education shall be based on "Striving for a society built on freedom, equality, tolerance, mutual assistance and love of mankind". This is the spirit that pervades all education at all stages and levels.

Lessons in history and civics include respect of human rights, while every occasion offered is taken to dwell upon the subject.

Discussions on the respect for human rights and the fundamental freedoms form an integral part of extra-curricular activity. In schools, youth movements and other organizations all over the country, special programmes are arranged on Human Rights Day. These include radio programmes.

All youth movements in Israel have as part of their regular programme a period of service, the object of which is to encourage the youth to serve the community as a whole.

Youth is encouraged to take on voluntary personal service of various kinds, such as helping fellow pupils, helping disadvantaged families, both locally and in villages further afield, working in hospitals, preservation of the countryside, etc.

In post-primary schools there are regular discussions not only on the problems of youth but also on questions of local, national and international importance. This fosters the feeling of belonging to large communities with the necessary mental adjustments involved.

The Ministry of Education and Culture regularly provides schools and organizations with material for discussions on human rights and fundamental freedoms.
