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EDUCATION OF YOUTH IN THE RESPECT OF HUMAN
RIGHTS AND FUNDAMENTAL FREEDOMS

Report of the Secretary-General

Addendum

CONTENTS

	<u>Page</u>
INFORMATION COMMUNICATED BY MEMBER STATES IN ACCORDANCE WITH GENERAL ASSEMBLY RESOLUTION 2447 (XXIII)	
Australia	2
China	4
Norway	9
Ukrainian Soviet Socialist Republic	11
Venezuela	14

AUSTRALIA

/Original: English/
25 September 1969

In 1968 an Australian National Committee for Human Rights Year was established by voluntary organizations interested in human rights to organize a programme to observe the Year. The Australian Government made a financial grant to assist the Committee. Projects undertaken by the Committee and aimed at educating youth in respect for human rights and fundamental freedoms included:

- (i) Distribution of a copy of the Universal Declaration of Human Rights to every secondary school student in Australia, to state human rights committees and to interested non-governmental organizations;
- (ii) Distribution of a set of the major United Nations documents on human rights, including the International Covenants on Human Rights, to every secondary school library in Australia, to state human rights committees and to interested non-governmental organizations; and the
- (iii) Production of a newsletter to keep schools, non-governmental organizations and state committees in touch with developments in human rights at both national and international levels.

Programmes in the Australian States during Human Rights Year, which were designed to attract youth as well as older persons, included the holding of two "Human Rights Weeks", one organized by Amnesty International and the other by the Teachers' Federation of New South Wales. In October 1968, the New South Wales Education Gazette included an article on the International Year for Human Rights. In Victoria, state programmes included a human rights seminar on "Present Inadequacies and Proposed Solutions on Relation to the Child and the Family" held in September 1968, and a state Conference on "The Migrant and Human Rights", organized by the Good Neighbour Council in Victoria. In Queensland, a human rights seminar was arranged, and one outcome was the creation of a Human Rights Standing Committee of the UNAA (Queensland) to pursue continuing activities. In South Australia, a meeting on the subject "The Right to Full Development and to Participate in the Cultural Life of the Community", a human rights seminar convened by the Country Women's Association, and a schools art competition arranged by UNAA (South Australia) were organized.

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In Western Australia, a "Human Rights Expo, 1968" - a week-long exhibition held in Perth Town Hall - was sponsored by UNAA (Western Australia), in addition to a human rights seminar. In Tasmania, the Adult Education Board organized seminars on human rights for youth leaders in Hobart, Launceston and Burnie, and UNAA (Tasmania) organized poem and poster competitions based on articles of the Universal Declaration.

UNESCO Associated Schools Project in Education for International Understanding

The Associated Schools Project in Education for International Understanding was launched by UNESCO in 1953. This project now encourages primary and secondary schools and teachers' colleges to organize pilot projects and special programmes to increase understanding of the United Nations and related organizations, to develop greater awareness of other peoples and cultures, and to support and extend knowledge of the principles of human rights.

Seventeen Australian institutions, comprising eleven primary schools, five secondary schools and one teachers' college are participating in the project, and have been accepted by the Director-General of UNESCO as associated schools. Further applications from state education departments, especially at the secondary and teacher-training levels are anticipated. During 1968 and 1969 a sub-committee of the Australian UNESCO Committee for Education has been working to co-ordinate Australian UNESCO activities in the field of education for international understanding and human rights, and to make an evaluation of the Associated Schools Project.

Dag Hammarskjöld Memorial Conference

Each year, the Dag Hammarskjöld Memorial Conference brings together selected senior secondary students from the various Australian states for a national study of some aspect of the United Nations and the specialized agencies. The seventh such Conference was held in May 1969. The 1968 Conference, which was convened in Adelaide and was attended by about fifty students drawn from all Australian states, made an intensive study of the theme "Human Rights". For a small but influential group of interested Australian youth, it was successful in promoting a deep respect for human rights and fundamental freedoms.

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INFORMATION CONCERNING THE EDUCATION OF YOUTH IN
THE RESPECT FOR HUMAN RIGHTS AND FUNDAMENTAL
FREEDOMS IN THE REPUBLIC OF CHINA

/Original: Chinese/
12 September 1969

I. The United Nations Association of the Republic of China undertakes a variety of activities each year in commemoration of United Nations Day on 24 October and International Human Rights Day on 10 December. These activities are designed to publicize the meaning of Human Rights Day as well as the lofty ideals embodied in the Charter of the United Nations and the Universal Declaration of Human Rights, in order to instil in youth a spirit of respect for human rights and fundamental freedoms.

II. The Association, in commemoration of the above-mentioned days, distributes each year copies of important documents on human rights issued by the United Nations, such as the Charter of the United Nations, the Universal Declaration of Human Rights, the Declaration on the Elimination of All Forms of Racial Discrimination, the Declaration on the Granting of Independence to Colonial Countries and Peoples, and the Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples, etc. Copies of these documents are sent to various universities, colleges and secondary schools in order to provide students with reading material and schools with reference material for instruction. In addition, the Association also distributes to various primary schools and mass education centres, a large number of pictures and posters publicizing the work done by the United Nations in the field of human rights, in order to strengthen the respect for and the understanding of human rights and fundamental freedoms among school children and the broad masses.

III. Schools of all levels in the Republic of China have undertaken to conduct a variety of educational and publicity activities in commemoration of United Nations Day and Human Rights Day. These activities include the posting of bulletins and the organization of lectures, seminars and exhibitions. All secondary schools have also made use of their various gatherings to publicize, through their teachers, the meaning of the Universal Declaration of Human Rights and the work of the United Nations in the field of human rights, in order to enhance youth's respect for and understanding of human rights.

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IV. Under the provisions of the law of the Republic of China, all citizens, irrespective of sex, age, race or religion, are equal before the law, and due legal protection is accorded to all in respect to their personal freedom, property, rights, consent to marriage and the enjoyment of educational and employment opportunities. Both the spirit and the letter of these legislative measures have a broad and deep educational significance for youth in connexion with respect for human rights and fundamental freedoms. Practical measures have also been taken by schools of all levels throughout the country to educate youth in the spirit of these laws. The following is a description of the legal basis of the educational measures in this field, together with an outline of the educational programmes adopted by all schools:

(1) All citizens enjoy equal educational opportunities

Article 159 of the Constitution provides that: "All citizens shall have equal opportunity to receive an education."

(2) All citizens are required to receive a nine-year compulsory education

Article 160 of the Constitution provides that: "All children of school age from six to twelve years shall receive free primary education. Children from poor families shall be supplied with books by the Government."

Article 1 of the Measures for the Implementation of the Nine-Year Compulsory Education System provides that: "In order to raise the educational standard of the people and to meet the demands of national reconstruction, the period of compulsory education for children shall be lengthened to nine years. This provision shall be put into effect in Taiwan and Quemoy, starting from the 1968 school year."

Article 2 of the same law provides that: "Compulsory education shall be carried out in two stages. The first six years shall be the primary school stage, and the remaining three years shall be the secondary school stage. The curriculum shall be so arranged as to reflect the continuity of a nine-year educational system."

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(3) An outline of the educational programme to promote respect for human rights and fundamental freedoms

Measures to prepare youth to practice self-discipline and to respect others: In all school activities, emphasis is placed on the cultivation of self-control, self-confidence and self-respect and on the encouragement of students' respect for the customs and capabilities of others. Particularly, in lessons on civics, ethics, language, history and geography, the process of the evolution of human civilization is carefully explained and its relationship with the elements of time and space is strongly emphasized, so as to strengthen students' faith in respect for human rights and fundamental freedoms. The following is a provisional syllabus for civics and ethics courses taught in secondary schools (comprising three school years, from the seventh to the ninth grades inclusive). The programme is to be implemented in two stages:

In the first stage:

Good citizenship - How young people should become good citizens:

1. Young people should be healthy mentally and physically.
2. Young people should cultivate their characters and morals.
3. Young people should possess broad civic knowledge.
4. Young people should cultivate good living habits.
5. Young people should cultivate good social relations.
6. Young people should possess the qualities of good citizens.
7. Young people should fulfil the obligations of citizens.
8. Young people should enjoy the rights of citizens.
9. Young people should value the spirit of democracy and the law-abiding attitude.
10. Young people should have the determination to work hard and become upright men.

In the second stage, education is concentrated on the following subjects:

1. The world situation and China's position in it.
2. The purposes and functions of the United Nations.
3. International co-operation and people's diplomacy.
4. The practice of international protocol.
5. International cultural exchanges.

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6. Mutual help among men.
7. The respect for human dignity.
8. The building of a new China under the Three People's Principles and the realization of universal peace.

(4) A variety of educational opportunities are provided for students who are free to make their own choice

No less than twenty optional courses are included in the curricula of the second and third graders in secondary schools (average age: 14 to 15). Students may select these courses in accordance with their interests and inclinations. Above the schools in the compulsory education system, there are senior secondary schools, teachers' training schools, vocational training schools and technical colleges. Students are free to choose their schools as well as their professions.

(5) A variety of cultural, welfare, social and commercial and industrial activities are promoted for the benefit of youth

In recent years, a number of museums, libraries and welfare and recreation centres have been established, and social gatherings among youth have been encouraged and commercial and industrial exhibitions organized. The purpose of undertaking these activities is, at least in part, to train youth in the respect for the rights of others. Both inside and outside the schools youths are encouraged to form various associations to foster the spirit of fair competition and mutual help.

(6) Education of primary school children in the respect for human rights and fundamental freedoms

Lessons on ethics constitute an important part of the curriculum of primary schools. The subject of "peace" occupies a prominent place in these lessons. Particular attention is paid to: (1) harmonious relations with fellow students, (2) peaceful means in settling differences, and a cheerful attitude toward others, (3) opposition to any form of cruelty, (4) respect for the flags of friendly countries, (5) opposition to any act of aggression, (6) sympathy for countries and peoples which are victims of aggression, (7) support for the principles of democracy and human rights, and (8) interest in current events.

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In social studies, the major topic is the "Co-operative Society". Discussions are held on: (1) the duties of the individual, (2) the formation of groups, (3) the relationship between the individual and the group, and (4) the relationship between different groups, etc.. Again, topics of discussion under the subject "the contemporary world" include: (1) the free world and the authoritarian world, (2) war and peace, (3) the United Nations, (4) international cultural exchanges, and (5) our responsibility in the world.

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NORWAY

/Original: English/
6 October 1969

According to the curriculum plan for the compulsory comprehensive nine-year school the education in social studies should, inter alia, develop a spirit of tolerance and respect for all human beings without discrimination as to colour, language, faith, customs or conception of society. Furthermore, the studies should stimulate and further a feeling of solidarity with mankind, and pupils should be taught to value international co-operation and peace among the nations. Teachers of history should endeavour to lead their pupils to gain some background for the understanding of public affairs and international relations. Teachers of civics should also, inter alia, endeavour to develop in the pupils a sense of responsibility for the progress of the human society.

This curriculum plan of the nine-year school is now being revised. The State Council for Experiments in schools recommends that in the new curriculum plan the ethical factor should be stressed in the teaching of social studies, so as to inspire the pupils with a sense of solidarity with their fellow human beings and a sense of obligation to suffering humanity.

The new elementary school law introduces pupils' councils as a regular feature of the nine-year school. At the lower secondary stage of compulsory school (age groups 14-16) a pupils' council shall take care of problems concerning the working conditions and welfare of the pupils. Such pupils' councils have a long tradition in Norwegian secondary schools, the first one having been established in 1919. The underlying idea is thus to develop the pupils' capacity for co-operation and their sense of responsibility and to provide practical training in democratic procedures.

All pupils in the compulsory school are taught about the United Nations, the Organization's functional organs and its specialized agencies and the work they do. The United Nations is expressly mentioned in the syllabus, and textbooks give rather detailed information on the world Organization.

The Norwegian United Nations Association has its own school secretariat. The Association has for many years arranged a two-days' information course in upper secondary schools and in teacher-training colleges. It is the aim of the

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Association to reach all the pupils before they leave school. A number of schools are members of the Association, which means that all appropriate information materials produced by the United Nations Association of Norway or by the United Nations itself or the specialized agencies are distributed to them. The Association has arranged international United Nations seminars for youth with participants from all over the world.

UKRAINIAN SOVIET SOCIALIST REPUBLIC

[Original: Russian]
11 September 1969

Information concerning the education of youth in the respect
of human rights and fundamental freedoms

In the Ukrainian Soviet Socialist Republic the question of educating and bringing up youth in a spirit of respect for human rights and fundamental freedoms is dealt with in the context of a broad programme which includes various measures aimed at the formation of the spiritual outlook of the young generation, members of a socialist society. The family, pre-school children's institutions, schools, secondary and higher educational establishments and organizations for children and youth are participating daily in the accomplishment of this important task in the forms and by the methods best suited to their functions. An important role in this activity is played by the periodical Press (especially publications for children and youth), appropriate radio and television programmes, and by the cinema and literary works, social and political publications, etc.

The concrete forms and methods used to instil in the young respect for human rights and fundamental freedoms are varied and many-faceted. They are determined by many factors and take into account the appropriate age groups of young people and their interests and aspirations.

In the elementary and secondary schools this activity is an integral part of the curriculum, taking into account the nature of the subjects studied and the age groups of the pupils. In elementary schools the most characteristic in this regard is the study of such subjects as literature, history and geography. The courses in these subjects enable the pupils to study the phenomena of social life and to form their initial notions and conceptions of the surrounding world and of the progressive development of human society. In the educational process the younger pupils are systematically imbued with respect for human dignity, a feeling of friendship for and sense of the equality of all peoples, regardless of race, colour, language, sex or religion.

The secondary school programmes include broader and more varied questions concerning the education of young people in the respect of human rights and

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fundamental freedoms. Thus, history programmes provide for the systematic course of study in native and foreign history from ancient times to the present. In the process of studying specific material this contributes to the formation of the social, political and civic attitudes of the boys and girls.

Social science - a subject which, as it were, synthesizes and generalizes the knowledge that the students receive as a result of studies in the humanities and natural sciences - plays a very important role in the formation of the students' views. The whole content of this subject helps the boys and girls to broaden their view of life and lays the initial foundations for their code of ethics, moral qualities and understanding of social phenomena. In this course the students study the rights and obligations of citizens in greater depth and are given a clear idea of such institutions as civil, labour, administrative, public, criminal law and the like. All this contributes to the formation and definition of the social attitudes of young people and instils in them respect for human dignity.

In the higher educational establishments the concrete form that this activity takes depends on the type of school and on the nature of the disciplines studied. These questions are studied more extensively and in greater detail in the higher educational establishments teaching the humanities (law, history, teachers' training institutes, etc.) and on a more limited scale in the higher educational establishments of a technical nature.

In addition, the education of youth in the respect of human rights and fundamental freedoms, which is imparted in the schools, is supplemented by extra-curricular activities (parties, circles and clubs of international friendship, correspondence with foreign students, discussions, lectures, film-showings, etc.) and also by active work by children's and youth organizations.

The youth organizations of the Ukraine thus maintain friendly ties with youth and student organizations in 120 different countries. The representatives of Ukrainian youth have taken, and are continuing to take, an active part in various international youth forums, and each year sees a broadening of their contacts with young people in twin towns in foreign countries and similar ties.

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Such methods as student exchanges, tours by delegations, the exchange of information material on experience in youth organization work, etc., are used to further the development of these bonds.

The entire teaching and educational process in the Ukrainian Soviet Socialist Republic is designed to bring up the new generation in a spirit of internationalism, of heightened social awareness, of universal equality, of peace, friendship, mutual understanding and social progress.

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VENEZUELA

[Original: Spanish]
22 September 1969

On 2 October 1968 Venezuela approved the "Convention against discrimination in education" with immediate international effect as regards that country.

Moreover, the National Congress is now considering the draft of a new Education Act the preamble of which defines education as "an organic and integrating process" whose fundamental aim, according to article 80 of the present Constitution, is "the full development of the personality, the training of citizens to make them fit for life and the practice of democracy, the promotion of culture and work, and the development of a spirit of human solidarity".
