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Chairman: Mrs. Turkia OULD DADDAH
(Mauritania).

AGENDA ITEMS 62 AND 92

Education of youth in the respect for human rights and fundamental freedoms: report of the Secretary-General (continued) (A/7603, chap. IX, sect. I; A/7662)

The problems and needs of youth and its participation in national development (continued) (A/7603, chap. VIII, sect. C and chap. XI, sect. I; A/7680/Rev.1, A/C.3/613)

GENERAL DEBATE (continued)

1. Mr. EBOLI (International Labour Organisation) noted that when introducing the report on the education of youth in the respect for human rights and fundamental freedoms (A/7662), the Director of the Division of Human Rights had commented that the report did not mention all the activities undertaken by the specialized agencies in that field. It was for that reason that he himself wished to draw the attention of the Committee to one particular aspect of ILO's activities—its workers' education programme. That programme, which had been launched in 1956, was designed to help workers' organizations gain a better understanding of economic and social problems in order to enable them to discharge their responsibilities in modern society effectively. Of necessity it covered the question of human rights and fundamental freedoms since it dealt with such problems as freedom of association within the meaning of the International Labour Organisation Convention of 1958 concerning Discrimination in Respect of Employment and Occupation. In connexion with that programme, it should be mentioned that in 1969 the ILO had expanded its activities relating to young workers. In July 1969, an advisory meeting on the education of young workers in social matters had taken place with the participation of ILO advisers specializing in the education of young workers and representatives of the United Nations and UNESCO. The discussion had dealt with methods of educating young workers in social matters as an integral part of general educational programmes. That was a

practical example of ILO activities which was in full accord with the spirit of General Assembly resolution 2447 (XXIII).

2. It was hardly necessary to mention the role of the ILO with regard to item 92, since document A/C.3/613 had been prepared with the co-operation of the specialized agencies. He would merely draw attention to the ILO's interest in the problems of youth and point out that the World Employment Programme, launched in 1969, was mainly devoted to youth in view of the importance of youth in the population of the developing countries.

3. Mr. CUREÑO (Mexico) said that the question of youth was a crucial one for the future of mankind and that it should be considered in a spirit that was critical yet liberal, realistic yet constructive. Youth was not any particular age group—it was not a stage in life, but a state of mind. It was a creative force but also a destructive one. The new generation was increasingly aware of its rights and of the inequalities which existed in the world and it asserted violently the right to participate in decisions which would determine its future. The rapid means of communication available to the modern world had, by drawing countries closer together and making problems international, given youth a new feeling of its solidarity and strength. In a world dominated by the nuclear threat and by social inequality, youth aspired to peace and justice. But the pursuit of such common objectives took different forms according to the country: in some countries, youth was rebelling against the excess of abundance of the consumer society; in others, it was rebelling against hunger and poverty. Some Governments had tried to meet the needs of youth by reforming their educational systems. That was so in the case of the Mexican Government which, conscious of the importance of the education of youth, had undertaken a fundamental reform of education, from kindergarten to university. Its educational system was designed to make young people understand that the rights which they enjoyed entailed responsibilities towards the community. Thus, in Mexico, young people participated in literacy programmes in rural areas. The international community must seek to gain the confidence of youth by responding to its aspirations with constructive measures. In that connexion, he suggested that the United Nations should undertake a world campaign against the use of drugs in educational establishments.

4. Mr. OTHMAN (Jordan) said that the rebellions of youth had given rise to various explanations and interpretations which confirmed their importance and the concern which they aroused in society. Such rebellions had become a world phenomenon, but although all of them showed certain similarities, they also differed in important respects. It was true that, throughout the world, youth was

concerned with issues and conflicts that affected all mankind. But, in a complex industrial society, the revolt was no longer that of a slave against his master or of the poor against the rich: it was a metaphysical revolt, the revolt of man against the conditions of life and the values imposed on him—especially if those values were not practised by the society which taught them. Young people were becoming increasingly aware of the hypocrisy of a society which, in the name of freedom and democracy, justified oppression and war. That was the reason for their aversion to ideas and slogans which did not correspond to reality.

5. While many young people in the developing countries had to face the problems of hunger, illiteracy and unemployment, in some countries they also had to face the more complex and serious problems of war and foreign occupation. He noted with indignation that when the latter problems arose in the Arab countries they were treated with indifference by the Western Powers, which, however, condemned similar policies of racial discrimination and oppression in other parts of the world.

6. Nevertheless, Jordanian youth would remain true to the values which it had inherited from the past and would continue to seek an equitable solution to the devastating conflict in which the Jordanian people were engaged. The Government was endeavouring by every possible means to meet the aspirations of youth, on whom the future of the country depended. It was encouraging the activities of youth clubs and camps and promoting international meetings.

7. He hoped that the Committee would approve a realistic resolution which would take account of the various suggestions made during the debate.

8. Mrs. CADIEUX (Canada) said that youth could not be regarded as a uniform group and that its needs and problems differed considerably from one part of the world to another. Moreover, young people espoused a variety of causes within one and the same country. However, what young people everywhere had in common was that they were better informed and more mobile, that they rejected, with greater or lesser degrees of emphasis, the world around them and that they aspired towards a world more in keeping with their ideal of justice and brotherhood.

9. In connexion with agenda item 62, she observed that, although the ideal was often far from the reality, young people as a whole appeared to show more respect for human rights than the generations which had preceded them. Public opinion should be mobilized and greater use should be made of the information media, which had enormous influence on young people. She did not think that human rights could be taught mainly as a theoretical subject, for it was in the home and in his environment that the child learned to respect them. Canadian society was based on values which attached paramount importance to respect for human rights.

10. While she could understand the considerations underlying the proposal of the representative of Cyprus, she did not think it necessary to draft a further declaration on the rights and duties of youth, for it seemed to her that a

dialogue with youth was more important than the printed word. In that connexion, General Assembly resolution 2447 (XXIII) suggested a solution by proposing the organization, within the framework of the programme of advisory services in the field of human rights, of seminars concerning youth. It was clearly vital that young people should take part in such seminars in order to give expression to their own wishes and aspirations. The Secretary-General had received no invitation to that effect from any of the Member States. However, it was to be hoped that the idea of a world youth assembly to mark the twenty-fifth anniversary of the United Nations would gain acceptance, and it would be recalled that her delegation had already suggested, during a meeting of the Preparatory Committee for the Twenty-fifth Anniversary of the United Nations, a means of enabling young people to come to New York from all corners of the earth.

11. With reference to item 92, she stressed the need to involve young people in national planning and Government decisions; the Canadian Prime Minister had expressly invited young people to take part in the political, economic and social life of the country. Such participation should be genuine, which meant that the methods of consultation previously employed would have to be thoroughly revised. With regard to the establishment of an international corps of volunteers for development, proposed in General Assembly resolution 2460 (XXIII) and Economic and Social Council resolution 1444 (XLVII), her delegation was pleased to note that the Council had invited the Secretary-General to examine all the administrative, constitutional and financial implications of such a project. She hoped that the corps of volunteers would not consist exclusively of young people, for although the important role which they would have to play in the development effort was not to be underestimated, it must be recognized that the contribution of experts in certain well-defined areas was indispensable. Also, an effort should be made to avoid duplication with other existing public or private organizations. Finally, the corps of volunteers should meet the needs of the developing countries and respect their cultural values, as the representatives of the Upper Volta and the United Republic of Tanzania had already observed.

12. In conclusion, she expressed the hope that the Committee would approve a brief and precise resolution, thus taking account of the fact that the Secretary-General's study on youth was still in the preliminary stage.

13. Mrs. FLORES (Cuba) said that world attention was now focused on the needs and problems of youth and that young people had aroused the sluggish conscience of society. Efforts had been made to identify the rebellion of youth with an anti-social attitude in order to justify police repression. However, it was not a matter of ascertaining the needs and problems of youth but of ascertaining the needs and problems of the community in which young people lived, since it was those problems—poverty, ignorance, racial discrimination—which must be solved first.

14. Cuba offered a striking example of the decisive part to be played by young people in a country's development, for Cuban youth had committed itself to the heroic struggle against hunger, ignorance, colonialism and imperialism. Its mission was summarized in the slogan of the Cuban Union of Communist Youth—study, work and rifle.

15. So far as education was concerned, the national literacy drive undertaken by young Cuban students, who had gone into the countryside to teach the peasants, had met with considerable success. Education in Cuba was all-round education aimed at developing all the faculties of young people—intellectual and physical—and it attached great importance to their ideological and moral training. Schooling was free. The university played an important part in the political, economic and social life of the country: it was a factor of technical progress and it opposed social injustice, colonialism and imperialism.

16. With regard to work, young people played an active part in agricultural production. In that connexion, attention should be drawn to the role of the "column" of 50,000 young people who had abandoned the comfort of urban living to devote themselves to crop-raising and stock-breeding.

17. Finally, young people received compulsory military instruction in the course of their studies, since they must be ready to protect their country against imperialist aggression.

18. Cuban youth had thus set itself the task of building a new society based on the full development of the human person.

19. Mr. EL SHEIKH (Sudan) stated that the systematic violations of human rights in every aspect of life and every part of the world had caused modern youth to lose all faith in and respect for the older generation. The evils of neo-colonialism, racism and economic pressures had tarnished the image of human rights and might well have the effect of stifling the aspirations of youth for a better world. He was glad to see, therefore, that the United Nations was giving the question of youth the attention it deserved.

20. As the Secretary-General had stated in his report (A/C.3/613, para. 12), in very broad terms, and despite the concept of a universal youth culture, a difference should be made between the bulk of young people in the developed and developing areas in the world. The Secretary-General had also observed (*ibid.*, para. 16) that in view of the great number of geographical and cultural variations, no decisive statement about youth could be made. The distinguishing characteristic of young people in the developing countries was their awareness of the fact that their problems were due largely to the weak economies inherited from the colonial régimes, and they were striving to resolve them despite the influence of neo-colonialism and the relative ineffectiveness of the United Nations in that connexion. Young people wished to raise the level of living of the society as a whole, to receive an education and to live in dignity and honour.

21. The youth movement in Western society, on the other hand, represented the struggle of young people against the decadent social systems of their countries. They were becoming aware of the unjust nature of the wars in which they were involved and the essential injustice of the capitalist system. Above all, young people in the Western countries were realizing that they could play a part in society only by vigorously standing up for their rights.

22. The so-called crisis of youth existed only in the minds of those who wished to stifle the just revolutionary struggle of young people against the decadent values of capitalist society. It was not, therefore, the role of the United Nations to help them suppress that revolutionary movement. On the contrary, a thorough and objective study had to be made of the real problem, which related to the very structure of society. The Committee should therefore approve a draft resolution acknowledging the contribution which the youth movement could make to the promotion of international peace and security, encouraging the teaching of the ideals of human rights by denouncing colonialism, *apartheid* and neo-colonialism, recommending regional co-operation between youth and, finally, calling for an increase in the economic aid supplied to the developing countries by the United Nations with a view to raising their living standards.

23. Mr. EL-FATTAL (Syria) said that the obligation of the United Nations to hear the demands of youth derived from the United Nations Charter itself, since the Organization's primary objective was to save succeeding generations from the scourge of war.

24. The youth problem was no longer exclusively a national problem. Therefore, international co-operation was essential, and he appreciated the efforts of the United Nations and the specialized agencies in that field.

25. He was pleased to note that the majority of members of the Committee considered that the youth movement directed against materialism, paternalism, militarism and imperialism was justified. Any international action for youth should above all recognize the justice of their demands, regardless of the way in which they were expressed, and it was essential to avoid any form of paternalism. On the contrary, young people must be encouraged to express their ideals freely, and efforts must be made to remove any obstacles impeding the realization of those ideals.

26. It was also important to approach the problem in a flexible way: despite a number of analogies, the needs and aspirations of the young people of the world were highly diversified, and there was no universal solution. Unlike the young people of the capitalist countries, who, for the most part, protested against the structure of their society, the young people of the under-developed countries were united, in a way which transcended frontiers, by a common struggle against the remnants of colonialism and against neo-colonialism. The United Nations should recognize those basic distinctions if it desired to work effectively.

27. The question of the education of youth in the respect for human rights and fundamental freedoms was an integral part of the Arab heritage. The contribution of the Arab world to civilization and to the progress of mankind was well known. In view of that fact, was it necessary to remind the representative who had boasted of the selfish aid extended by his country to certain African and Latin American countries that his Government had expelled two million people from their homeland and denied them all their human rights?

28. Syria was currently undertaking a thorough socialist reform aimed at building a society free from any exploita-

tion and from all forms of oppression. Despite the country's limited resources, education was free at all levels, and students enjoyed all social advantages. Respect for human rights and fundamental freedoms was taught at all levels with special reference to racial discrimination, *apartheid* and peaceful coexistence. Young people were encouraged to participate in international gatherings; as proof of their spirit of international co-operation, he noted that young Syrians, who themselves suffered the injustices of the invaders from Israel, maintained an open mind and supported youth movements in other countries directed against foreign domination.

29. As for the question of the participation of youth in national development, he was pleased to note that the United Nations and the specialized agencies, in dealing with that question, had adopted different methods for developed and developing countries. His delegation would clarify its position with respect to the proposals concerning the participation of youth in the Second Development Decade, the celebration of the twenty-fifth anniversary of the United Nations and the establishment of an international volunteer corps at a later time.

30. Since 1963, Syrian youth had been taking an active part in the formulation and implementation of policies in all fields of national development through the offices of national youth organizations.

31. Any resolution on the question of youth adopted by the Third Committee should reflect the legitimacy of the aspirations of young people, should request the developed countries to increase the amount of their contributions to the United Nations to assist in solving the problem of youth, and should urgently request that education be provided to all young people in the respect for human rights and fundamental freedoms.

32. Mr. MARAMIS (Indonesia) said that the ferment of youth was a universal phenomenon. According to the Secretary-General's statement at the opening of the forty-seventh session of the Economic and Social Council, young people had become aware of their potential power to bring about reform, and it was essential that society should take account of that reserve of human resources and associate youth with development planning.

33. The introversion currently noted among most young people was due on the one hand to their personal problems, and on the other to their involvement in the domestic problems of their countries; as a result, except in certain Western European countries, that introversion had led to a considerable loss of interest in international problems.

34. Although the ferment of youth was a universal phenomenon, it was manifested in very different ways in different regions. Thus, contrary to what was happening in the developed world, youth movements in newly independent countries had long played an active role in the process of national liberation. In addition, manifestations of discontent were extremely varied.

35. It should not be forgotten that movements of young people usually grew out of their sense of idealism and, despite certain excesses, demonstrated a genuine respect for

human rights; that positive factor should, therefore, be taken into account, and respect for human rights and fundamental freedoms should be inculcated in young people as early as possible.

36. Indonesian youth stood in the vanguard of national life. Young people, and particularly the Student Action Movement, was participating very actively in national politics. In regard to the education of youth, the goal of the Indonesian five-year plan was to mould responsible citizens who would be able to participate in the reconstruction of society. It was not sufficient, however, to teach respect for human rights and fundamental freedoms; such teaching must be backed by concrete action and examples.

37. His delegation was pleased with the interest shown by Governments and international organizations in the question of youth. Indeed, it was the young people of today who would have to support the Second Development Decade and implement the development programmes it entailed. His delegation supported the idea of convening a world youth assembly in 1970.

38. It was necessary to relate the moral concerns of youth to the new objectives of international development. Only a major change in the international system, capable of opening up a new perspective for young people, could make it possible to forge a link, between their new values and the goals of international development. Therefore, it was of the greatest importance that the Secretary-General and the Commission on International Development, under the chairmanship of Mr. Lester B. Pearson, which was independent of any Government, should publicly emphasize that connexion between international peace and the global capacity for international development.

39. Mr. PETERSEN (Denmark) pointed out that the two agenda items on youth were closely interrelated. The education of youth in respect for human rights was essential if young people were to play a constructive role in the national development of their countries. Advantage should be taken of the open-mindedness often found in young people to teach them respect for human rights, before they allowed themselves to be dominated by a materialistic world.

40. As early as 1945, his Government had created a special commission to consider all aspects of the question of youth. A liaison committee had subsequently been created, composed on the one hand of representatives of ministries and government agencies, and on the other hand of representatives of youth organizations. The Committee evaluated the results of the Commission's work, and, if necessary, supplemented it. His delegation supported the views expressed in paragraphs 87 to 101 of the report of the Secretary-General (A/C.3/613), particularly the important role of planners concerned with problems of youth.

41. It might be useful to call the attention of Governments of Member States to the possibility of organizing seminars, under the auspices of the United Nations, for administrators and politicians concerned with youth. His delegation was convinced that it was necessary above all to aim at solving problems of youth at the national level, and that international co-operation was extremely useful at that stage.

42. His delegation considered that more systematic consideration should be given to the possibility of involving youth organizations to a greater extent in United Nations activities. The Economic and Social Council could deal with that question when it examined the report of the Committee on Non-Governmental Organizations. His delegation noted with satisfaction the efforts that had been made to co-ordinate United Nations activities and programmes in the field of youth.

43. It was important to have more exact data and knowledge on the question of youth. He noted with satisfaction that the Economic and Social Council in its resolution 1407 (XLVI) had requested the Secretary-General, together with the specialized agencies concerned, to prepare an analytical study on the social situation of youth, describing the needs and aspirations of youth and the most effective methods of meeting them. His delegation agreed with Mr. Jansson, the Deputy Director of the Social Development Division, that UNITAR should participate actively in the preparation of that study.

44. Mr. COLL (Venezuela) said his Government regarded youth as an invaluable human asset for development and it therefore wanted to prepare youth to play an active part in the life of the nation. More than that, the authorities were making efforts to ensure the participation of young people themselves in the preparation and carrying out of development plans.

45. In Venezuela, where over 52 per cent of the population was under eighteen, and where the population growth was among the most rapid in Latin America, it was essential to give a high priority to the interests of youth in development plans, if vital social and economic realities were not to be overlooked. The new generation must therefore be encouraged to play as full a part as possible in development and its creativity and enthusiasm must be aroused by means of a well-planned education aimed at training the character, developing the spirit of initiative and encouraging it to think for itself about present-day problems. One of the most effective means of stimulating the interest of young people was to establish voluntary social services which provided an opportunity for positive, dynamic and effective action. His delegation had always supported United Nations resolutions concerning the participation of youth in international co-operation and in international action programmes for young people; his own delegation had proposed that the Commission for Social Development should establish a study group on the problems of youth.

46. Before defining the rights and duties of youth, the United Nations should obtain more detailed information from specialists in the subject. UNESCO was carrying out particularly interesting work in that area. It was also essential to establish a permanent dialogue with young people, as several delegations had already pointed out. He therefore supported the idea of a world conference to be attended by young people and adults, which might be held, for example, on the occasion of the twenty-fifth anniversary of the United Nations.

47. It was undeniable that young people had adopted a sceptical attitude towards the values and structures of

modern society, and perhaps even towards the United Nations itself. There was therefore a need for a well-planned education policy, at the national level and for international co-operation.

48. Mr. BAL (Mauritania) stressed the urgent nature of the problem under consideration: it would seem prudent, realistic and also generous to grant it a high level of priority. The word "generous" might be somewhat unexpected, but it was precisely because adults were lacking in generosity and imagination that young people criticized them today. In a world of distressing contradictions, young people had many reasons for rebelling. Their rebellion, which was sometimes carried to reprehensible lengths, should nevertheless serve as a warning and should stimulate adults to reform a world which had become inhuman and against which young people were trying to protect themselves by means of eccentric behaviour.

49. In his opinion, young people today rightly refused to remain minors without responsibilities: the increased opportunities for knowledge and thought which had been made possible by such means as the mass communication media enabled young people to become rapidly aware of realities and their own capabilities. In the developing countries, the younger generation had additional reasons for reaching maturity at an early age, namely, the day-to-day difficulties of their existence and the numerous problems which faced the country as a whole.

50. What were the causes of the rebellion by young people faced with adult anxieties at so early an age? High principles and ideals had been drummed into them both in the family and at school or university, but they did not take long to realize that those same principles were scorned by adults and to discover discrimination, oppression and social injustice. Why be surprised, then, that the younger generation should reject the old order and attempt to create its own scale of values?

51. Young people today therefore no longer wanted high-sounding words, but deeds; certainly, it was essential to instil in them a respect for human rights and fundamental freedoms, but adults would have to pay particular attention to creating a world which was consistent with the principles they proclaimed and with the Universal Declaration of Human Rights. Modern technology enabled young people to be better informed, and they now rejected the conformity and strict morality which some would have them adhere to. They could not understand how people could, on the one hand, proclaim their devotion to human rights and, on the other hand, ignore such crimes as *apartheid*, discrimination and colonialism. They refused to respect the false dignity assumed by adults, and passionately desired the emergence of a peaceful world in which the dignity of every man would be a living reality.

52. If the Committee wished to do something really effective, it should give adults an awareness of their own responsibility in the deterioration of the world situation and, at the same time, it should attempt to guide the energy of young people and to establish a dialogue with them.

53. Like most developing countries, Mauritania had, with limited means, to provide for the education and training of

young people, and their intergration into a rapidly changing society, at the same time causing them to participate in national development. His Government had therefore accorded a high priority to the sectors of childhood and youth. Moreover, many technical or political posts carrying a high degree of responsibility were today held by very young specialists, and the education of youth in the respect for human rights was guaranteed as early as the primary school by means of civic instruction, or through out-of-school activities for the population as a whole.

54. Mauritania would be prepared to support any realistic and reasonable draft resolution, but not high-sounding hollow phrases which would merely give the young yet another reason for rebelling.

55. Mrs. STEVENSON (Liberia) observed that the United Nations bodies were becoming increasingly concerned with the question of the education of young people and the development of their personalities in the respect for human rights and fundamental freedoms: it should be recalled, in particular, that in 1965 the General Assembly had adopted the Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples; a resolution on the question of youth had also been adopted by the International Conference on Human Rights in 1968,¹ and many activities had been undertaken by UNESCO, the ILO and other specialized agencies which were concerned with youth.

56. The present decade was one of outstanding historical importance, not only because it would be recorded as the First United Nations Development Decade, the decade when many countries had achieved their independence and space had been conquered, but also because it had seen the world-wide rebellion of youth against the establishment, a rebellion which had questioned the very foundations of society.

57. Human progress depended on the active participation of young people in all sectors of activity. But who were the "young people"? To adults, they stood for university rebellion, disorder and idealism. It was too frequently forgotten that the young rebels did not lack realism, that they wished to change archaic political institutions, and represented renewal and progress. The new generation could feel nothing but indignation when it saw that wars, racism and poverty were still rampant throughout the world, despite the fine clichés concerning peace, democracy and prosperity. Young people had reached the conclusion that adult institutions and society were nothing but hypocrisy.

58. Realizing that the health, education and training of its youth were fundamental to the social, economic and political progress of a country, the Liberian Government allocated an appreciable portion of its annual budget to education; young people received free education up to the end of secondary school, and, in some cases, scholarships for higher education. A special bureau for youth affairs was responsible for formulating and recommending programmes

aimed at allowing young people to participate in national development plans. There were various youth organizations whose aim was to educate young people in respect for the most noble ideals, and the youth of Liberia were able to participate in seminars and international youth conferences.

59. Although the aspirations of young people in developed countries and those of young people in developing countries occasionally differed, many of their needs and ideals were similar. They wanted the benefits of health and education and access to work of a challenging nature, which progress in science and technology had made possible. But they also desired that their lives should have a goal beyond the mere accumulation of material wealth, and that was why one could speak of a generation gap: adults were essentially concerned with material security, while the young generation attached much importance to social, economic and political matters, and to the ideals of peace and solidarity.

60. There was no easy solution to the problems of young people who already in 1965 had formed 54 per cent of the world population. Their problems could not be isolated from those affecting the total population, but they would have to be solved at the national level, as an integral part of over-all planning and policy making. It was therefore essentially the responsibility of the Governments to plan programmes for youth, with the co-operation of the United Nations and its family, whose action was necessary to achieve harmonious progress in the sphere of education. Moreover, the role of the family in the training of young people should not be ignored. The home played an essential part in the development of the individual, and it was there that the child ought to acquire at an early age the ideals of human dignity, understanding and respect for human rights.

61. She felt, as did other representatives, that it was necessary to organize seminars on youth. As document A/C.3/613 was only a preliminary report by the Secretary-General, she hoped that the United Nations and its family would undertake a thorough study of the question, to analyse the causes of the unrest among young people and to make concrete recommendations for their participation in the Second Development Decade.

62. Mr. LORCH (Israel), speaking in exercise of the right of reply, stated that his Government was making every possible effort, in a situation for which it bore no responsibility, to allow Arab youth in the occupied territories to receive education and to develop in normal conditions. Young Arabs were able to attend school and upon graduation to study abroad. Twenty-two thousand students studying abroad had visited their relatives during the vacations just finished—certainly a phenomenon unique in the history of military governments. *The New York Times* of 3 October 1969 had reported that Arab students living in the Gaza Strip had been able to sit a United Arab Republic examination. In that connexion, he thanked UNESCO and UNRWA (United Nations Relief and Works Agency for Palestine Refugees in the Near East) for their assistance. The Government of Israel desired to have good-neighbourly relations with the Arab peoples, and was organizing joint activities for Arab and Jewish youth. However, it tolerated neither violence nor incitement to violence, unlike the Governments of some Arab countries,

¹ *Final Act of the International Conference on Human Rights* (United Nations publication, Sales No.: E.68.XIV.2), resolution XX, p. 15.

where violence was preached even in the schools, and where youngsters were employed for the perpetration of acts of violence. It was to be noted that the King of Morocco himself had recently protested against that aspect of the aggressive attitude of some Arab countries.

63. Mr. MOUSSA (United Arab Republic), speaking in exercise of the right of reply, declared that the Israel representative was trying to divert the attention of the members of the Committee from the real question, which was that on many occasions resolutions had been adopted, particularly by the General Assembly and by the International Conference on Human Rights, condemning violations of human rights by Israel. That young Arabs from the occupied territories had the opportunity to attend school in

no way altered the fact that their most essential aspirations and needs were being frustrated because of the foreign occupation of their country.

64. Mrs. WARZAZI (Morocco), speaking in exercise of the right of reply, stated that the Israel delegation only cited the declarations made by Heads of Arab States when it suited it to do so, and otherwise ignored them completely. Although the Head of the Moroccan State disapproved of the acts of piracy committed against commercial airlines, he had consistently condemned the attitude of Israel and had requested the withdrawal of Israel troops from the occupied Arab territories.

The meeting rose at 1.20 p.m.