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WORLD YOUTH ASSEMBLY

United Nations Headquarters
New York, N. Y.
9-17 July 1970

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Message to the General Assembly of the United Nations
Reports of the Commissions
Statements to the World Youth Assembly

56/WYA/P/10
30 July 1970

70-16845

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WORLD YOUTH ASSEMBLY DOCUMENTS

Introduction

The World Youth Assembly was convened under United Nations auspices at the United Nations Headquarters in New York from 9 to 18 July 1970 as part of the observance of the twenty-fifth anniversary of the Organization.

All Member States of the United Nations were invited to send up to five young people to participate in the Assembly; similar invitations were sent to several non-self-governing territories. In addition, the Planning Committee, composed of thirteen international youth and student organizations,* was authorized to select up to 126 young people, and this Committee in turn invited some national and international youth and student organizations to nominate candidates, among whom were young people from countries and territories not represented in the United Nations. All participants were admitted to the Assembly on an equal basis and exercised the same rights.

U Thant, Secretary-General of the United Nations, officially opened the Assembly on Thursday, 9 July. His opening address was followed by an address from His Excellency Mr. Richard M. Akwei, Chairman of the Committee for the Twenty-fifth Anniversary of the United Nations. A third address was given by Mr. François Pouliot, Chairman of the Planning Committee for the World Youth Assembly. The Secretary-General gave his final address to the Assembly on 17 July.

Following a nomination procedure based on regional meetings, the Assembly elected an eighteen-member Steering Committee** during the opening plenary meeting. The Steering Committee designated Mr. Pedro Henriquez as Temporary Chairman for the first and second plenary meetings and subsequently designated Mr. Lars Thalen as Permanent Chairman. At its third plenary meeting, the Assembly accepted the proposed agenda comprising four major topics: World Peace; Development; Education; Man and Environment.

* See annex 2.

** See annex 1.

Subsequently, four commissions were formed and met on Friday afternoon, 10 July, and continued working during ten half-day meetings until the final plenary meeting, on Friday, 17 July. Each commission elected its own Chairman and Rapporteur or Rapporteurs, determined its agenda, and presented a report to the Assembly in plenary session. These four reports were discussed and noted by the plenary meeting of the World Youth Assembly. The Chairman of the Steering Committee presented a statement on behalf of the Committee, and this was also noted by the Assembly. The final act of the Assembly was the adoption of a message addressed to the General Assembly of the United Nations.

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Message adopted by the World Youth Assembly and to be presented to the twenty-fifth session of the General Assembly of the United Nations

The participants of the World Youth Assembly, organized as part of the United Nations twenty-fifth anniversary;

Conscious of the place and the increasing role of youth in today's world, in social, political and economic life in the struggle of the people and of progressive forces growing greater every day; conscious of their great responsibility for safeguarding peace, liberty and independence of peoples and for the construction of a better future;

Regret that the conditions of the World Youth Assembly did not permit the participation in the Assembly of all the youth organizations and movements which, with their people, fight against imperialism and for liberty, independence, peace and progress; and thus not assure the real representative and universal character of the Assembly;

Having debated the fundamental problems of today's society and of international life, as well as the role of young people in the battle against imperialism and its policy of domination and aggression and youth's role in ending under-development, hunger, misery, racism and illiteracy to assure the free development of each country;

Consider that one of the essential conditions for the establishment of a lasting peace is to guarantee the right of people to liberty and independence; repudiate the bloc politics of the great Powers and the thesis of "limited sovereignty";

Express their decision to take a stand against aggression in any form and against imperialism, colonialism and neo-colonialism; to fight for the elimination of the danger of a third world war and to safeguard world peace; to affirm their solidarity with the people and youth of Viet-Nam, Cambodia and Laos in demanding the immediate cessation of American aggression against the Indo-Chinese peoples, the withdrawal of American troops and allies, and the recognition of the right of the peoples of the Indo-Chinese peninsula to decide their own destiny without foreign interference.

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Express their solidarity with the struggle of the Palestinian people and demand the immediate withdrawal of Israeli troops from all occupied Arab territories, the restoration of the inalienable rights of the Palestinian people to self-determination, the establishment of a unitary, democratic State in Palestine, the recognition of the right of all people of that region to an independent existence and of the underlying principle of the inadmissibility of acquisition of territories by force.

Call upon the Government of the Soviet Union to immediately withdraw its occupying forces from Czechoslovakia, and to restore full democracy in that country.

Noting that the continuance of colonial domination over peoples constitutes a serious blow against human rights and a permanent threat to peace, the participants denounce with indignation the colonial war pursued by Portugal against the peoples of Angola, Guinea (Bissau) and Mozambique - led by MPLA, PAIGC and FRELIMO, respectively - affirm support with their fight and express full solidarity with the struggle of the peoples of Asia, Africa, and Latin America and with all the people which fight against imperialism, colonialism, neo-colonialism, and for liberty and independence; condemn the racist régimes in South Africa, Namibia and Zimbabwe, and the fascist regimes in Greece, Spain, and Portugal, among others.

Propose that the General Assembly of the United Nations demand that the United States sign and uphold the Genocide convention.

Address to the General Assembly of the United Nations at its anniversary session their greeting, which is that of young people of diverse political, philosophical and religious orientations and of different international affiliations. They cherish the hope that this session will mark a significant moment in the growth of the role and the effectiveness of the United Nations, in the strengthening of respect for the principles of the United Nations Charter, and in the realization of the objectives of the jubilee, "Peace, justice, progress".

Express the desire that the United Nations and its Member States will intensify their efforts:

- to reaffirm and to respect the principles of independence and sovereign equality of States and of non-interference in the affairs of other countries; to

develop friendly relations among nations, founded on mutual respect and the right of peoples to decide for themselves their own destiny; to eschew recourse to force or threat of force against the territorial integrity of States or the freedom of peoples; to resolve international differences by peaceful means; to strengthen world peace and security;

- to realize the universality of the United Nations, which implies especially the recognition of the legitimate rights of the People's Republic of China, admission of the two German States, the Federal Republic of Germany and the German Democratic Republic, and of other countries, which actions would constitute an important step in increasing the prestige and effectiveness of the United Nations;

- to take appropriate action towards the application of the Declaration on the Granting of Independence to Colonial Countries and Peoples, towards abolishing racial discrimination and observing the principles set forth in the Universal Declaration of Human Rights;

- to support the efforts and the struggle of peoples against their condition of under-development, against hunger and against all the obstacles that impede their steps on the path of progress and civilization;

- to support the efforts towards the utilization of the conquests of science for human progress and to undertake adequate action in the field of environment;

- to put an end to any system of neo-colonialist exploitation, assuring especially that the national resources of each country will be put to use for the development of its own economy and for the establishment of economic relations on the basis of full equality and mutual benefit;

- to undertake concrete measures in order to realize general disarmament, the destruction of the military blocs and bases;

- to abolish the power of veto in the Security Council;

- to improve the structure, the activity and the functioning of the United Nations;

Call on the United Nations to recognize the rights of young people to have an active role in the activities of the United Nations.

Request the Governments of Member States to act in such a way as to ensure the education of the young people in the spirit of the ideas of peace, mutual

respect, co-operation between peoples and to give the young generation broad access to education and culture, to assure their right to a place in society and to employment, to the training necessary for many-sided development of the individual personality, to active participation in the organs of decision affecting the political and social life of the people;

Affirm their conviction that the co-operation of the young must be intensified constantly, and call upon organizations and the young people of different political opinions and philosophies to unite on the basis of concrete objectives against imperialism, colonialism, neo-colonialism, and for liberty, independence, democracy, peace, justice and the progress of all peoples.

Propose to the General Assembly of the United Nations to decide that the World Youth Assembly will be convened every two years, and on a more democratic basis.

STATEMENT BY THE STEERING COMMITTEE OF THE
WORLD YOUTH ASSEMBLY

The Steering Committee,

Grateful that the first World Youth Assembly has been convened under the auspices of the United Nations,

Expresses thanks to the General Assembly of the United Nations, the Commission on the preparation of the twenty-fifth anniversary of the United Nations, and the Planning Committee for the preparatory work making this Assembly possible,

Expresses further thanks to the United Nations staff, the United Nations volunteers and those working with the non-conference activities for an unselfish work of great magnitude, thus enabling participants to carry out their work;

Regrets, however, that preparations for the Assembly were inadequate as to the understanding of the role, work and representativeness of the World Youth Assembly;

Regrets further that it has been impossible for participants from the People's Republic of China, the Democratic People's Republic of Korea, the Democratic Republic of Viet-Nam and the Provisional Revolutionary Government of South Viet-Nam to attend the World Youth Assembly, thus depriving the Assembly of the contributions from major forces of the contemporary world;

Stresses the long-range importance of the fruitful exchanges that have taken place among participants;

Welcomes the fact that a channel for young people from all over the world to influence the activities of the United Nations system has been opened;

Wishes that concrete action to safeguard the maintenance and strengthening of youth influences in the United Nations be considered immediately in the appropriate United Nations bodies and the Planning Committee.

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REPORTS OF THE COMMISSIONS

REPORT OF THE COMMISSION ON WORLD PEACE
(Commission 1)

1. In the course of the World Youth Assembly, the Commission on World Peace held its meetings from 10 to 16 July, 1970. In a broad debate, delegates from over 100 countries, national liberation movements and international youth and student organizations expressed their opinions on the main issues concerning the struggle for peace and critical evaluation of the United Nations. Although on some subjects differences of opinion appeared, it was clearly recognized by the Commission that the causes of war and threat to world peace are to be seen in the imperialist aggressions and in the oppression of peoples by colonialism, neo-colonialism, racism and apartheid. Therefore, special extra-time was given to the representatives of national liberation movements represented at the Commission, namely those of Angola, Guinea (Bissau), Mozambique, Palestine, Puerto Rico, South Africa and Zimbabwe to acquaint the participants with their just struggle for national independence as one of the most important contributions to the world-wide anti-imperialist struggle for world peace.
2. The Commission expressed the strongest indignation, protest and condemnation by world youth of United States aggression in Viet-Nam, Laos, and Cambodia. In declaring its full solidarity with the heroic struggle of the Vietnamese people and youth the majority of the participants decided not to give the floor to the representatives of the Saigon, Seoul and Taiwan régimes.
3. The Commission strongly upheld the inalienable right to self-determination of all peoples. It declared its full solidarity and support to the Palestinian struggle for national liberation and welcomed its humane

objective to establish a unitary democratic state in Palestine. It strongly condemned the oppressive and expansionist policies of Israel which are endangering world peace and called for the immediate and unconditional withdrawal of its troops from occupied Arab territories.

4. The Commission agreed that all forms of colonial oppression should be completely abolished. It declared its full solidarity with the youth of Mozambique, Angola, Guine-Bissao, as well as with all young fighters for national independence and strongly condemned the oppressive policy of Portugal and Spain which is actively supported by arms and other means by the major imperialist States, especially the United States of America, the United Kingdom, the Federal Republic of Germany, France and Japan. The Commission strongly condemned the racist and fascist régimes of South Africa and Rhodesia.

5. The Commission expressed the feeling that the impossibility of achieving peace in Latin America is the responsibility of the United States Government, whose interventionist, aggressive and rapacious policy threatens the sovereignty and dignity of the peoples of this continent as well as the failure of the so-called "representative democracy". That is why only the struggle for national liberation can extricate peace for these peoples.

It supported the struggle for the liberation of Puerto Rico and other peoples from colonial domination

It expressed solidarity with the struggle against imperialist penetration and despotic and reactionary régimes in the Latin American continent as well as solidarity with the struggle to modify economic and social structures which is being waged by national liberation movements in the mountains and cities of the continent.

It condemned the Organization of American States (OAS) which serves as a tool of United States interests.

It also expressed its condemnation of the constant provocations perpetrated by United States imperialism, as well as of the economic blockade which it conducts against the Cuban Revolution, with the concurrence of the puppet régimes of the continent.

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6. Considering the problems of peace and security in Europe, the Commission emphasized that an effective system of collective security in Europe could be reached only on the basis of the recognition of the actual realities and existing State borders, including that between the Federal Republic of Germany and the German Democratic Republic, and equal rights for all European States.
7. The Commission emphasized that the rights of minorities should be protected in all countries, without discrimination as to race, colour or creed. It expressed its grave concern over racial discrimination in the United States of America and its full support and admiration for the growing liberation movement in the United States itself which is engaged in a hard struggle for equal rights.
8. The Commission condemned fascist and militarist régimes in Greece, Spain and Portugal, and strongly supported all forms of struggle against racism and reaction.
9. Realizing that it is incumbent upon world youth to play an active and concrete role in the implementation of its aspirations, the Commission calls upon this youth assembly to support in word and deed all movements of national liberation struggling against colonialism, neo-colonialism and imperialism and for self-determination:
 - (a) To contribute towards the solidarity of youth with liberation movements by answering their appeals for contributions;
 - (b) To refuse to serve in armies of colonization and aggression, while the youth already in service in such armies should rally to the liberation movements;
 - (c) To mobilize youth in order to demand that their Governments stop supplying arms to the Portuguese and South African colonial armies; and that they assist in implementing the recommendations of the Conference on Solidarity with the Portuguese Colonies held in Rome on 27-29 June 1970;
 - (d) To support the ten points of the Provisional Revolutionary Government of the Republic of South Viet-Nam and to press for an immediate and unconditional withdrawal of United States troops from South East Asia as well as to press for the recognition of the provisional revolutionary Government of South Viet-Nam;
 - (e) To condemn the despotic régimes of Latin America, sponsored by United States imperialism, which are waging a policy of repression and death against their

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peoples, as is the case with the Governments of Brazil, Argentina, Paraguay, Nicaragua, Haiti and the Dominican Republic, etc., and to request the withdrawal of United States military missions from Latin America.

10. Recognizing the important role which the United Nations could play, the Commission critically singled out many failures and shortcomings in United Nations procedures and functioning, particularly recommends to the United Nations:
- a. The restoration of the full rights of the People's Republic of China in the United Nations;
 - b. The implementation forthwith of the principle of universality and to react favourably on the membership of the People's Democratic Republic of Korea the Democratic Republic of Viet-Nam and the German Democratic Republic;
 - c. The restructuring of the Committee on Decolonization (Committee of Twenty-Four) so that the majority of the countries of the Committee will be truly anti-imperialistic;
 - d. The improvisation of genuinely new and more effective steps on the way to general and complete disarmament, including partial measures, so that more resources could be made available to the developing countries;
 - e. The imposition of sanctions on any Member State which fails to treat liberation movement fighters as prisoners of war in accordance with the Geneva Conventions;
 - f. To support all the progressive forces in the United States of America who struggle against all types of racism;
 - g. To express solidarity with the progressive forces in Northern Ireland and to call for the immediate release from prison of Miss Bernadette Devlin, M.P.;
 - h. To undertake new steps for European security by important youth actions for an all-European State conference, and to support the initiative of Finnish Youth organizations to hold a European Youth Conference;
 - i. To press for the elimination of all military bases on foreign territories, including the restitution of the Panama Canal to its rightful owners.

11. Many other specific proposals were put to the floor to be added to the Report of the Rapporteurs after its adoption by the Commission in its morning session of Thursday, 16 July 1970. In its afternoon session, the Commission decided that in view of the fact that most of the new proposals dealt with specific details and areas of concern, the discussion of which would again require a new series of sessions and debates, it will satisfy itself with the Report as ratified during the morning session.

REPORT OF THE COMMISSION ON DEVELOPMENT

(Commission II)

A. Development is a political and social process which in its highest form creates conditions for the integral development of the individual man and of all members of the human community.

Development, as a responsible and concerted action, can dominate the economic, social and political future and is the fundamental basis for the creation of a new society without imperialism.

B. Imperialism is the stage of capitalism in which the internal market is saturated, and new markets need to be opened up. At the same time, the production of increasingly sophisticated goods requires an ever-increasing volume and variety of raw materials which in the past the traditionally imperialist countries acquired from the Third World. This involved the export of capital from imperialist countries, which served to strengthen their economic control over the Third World.

C. Economic domination takes many forms but one of the most pernicious is the creation of single-product economies, which oblige the Third World countries to depend largely on the export of one commodity for their foreign exchange earnings. In these circumstances there have emerged cases of development sectors surrounded by constant lack of development. These sectors are usually in the area of raw materials (sugar, oil, coffee, rubber, etc.). The other sectors of the economy remain neglected and under-developed because they are not important for the profit-seeking imperialists. This leads to an imbalance in the total development of the economy.

D. Cultural domination is also a key element in the maintenance and consolidation of imperialism. Often, the mass media and educational institutions distort national cultures and isolate the victims of imperialism. When this situation has been reached, it is often necessary to form new national cultures which arise out of the struggle to end imperialism. This must not involve a return to feudal or other archaic values. Above all, it requires an understanding of the power which oppressed peoples, conscious of their history, can employ to liberate themselves.

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E. Development, then, on the basis of this historical understanding, becomes not simply the attempt to help poor countries grow into rich countries, but rather the process whereby the Third World escapes from the social and economic systems which have been imposed on it.

F. So far this process can be seen in only a few countries, because the apparatus of imperialism survives political independence. The colonial structures (colonial administrators, corrupt bureaucrats, educational institutions) continue. As the struggles for political independence are won, Third World countries face neo-colonial control of their economic existence (by their previous or new masters). This contradiction, then, between the aspirations of the people for total independence and the reality of continued exploitation, has forged a new awareness - among many peoples of the Third World - of the need to combat and defeat imperialism in all its forms.

The increasingly aggressive and barbarous actions of imperialism - for instance in southern Africa, Palestine, Santo Domingo, Czechoslovakia, Viet-Nam, etc. - as well as the examples of successful struggle against it have helped to foster a solidarity amongst the exploited people of the Third World.

G. It is clear that exploitation alone does not bring about change. Only a consciousness of one's own position in the world, and a clear analysis of who the enemy is, can provide the energy necessary for the creation of a new world.

H. Development must in the first place be the result of the freely expressed national will. Development is not only the fruit of highly skilled technical services or simple government measures, and much less of foreign aid. Development is fundamentally the work and the result of the people's own efforts.

The policy of blocs and military treaties represents a real and very dangerous obstacle to the development of all nations, large and small, and has very many unacceptable consequences for the development and aid programme of all nations. At the same time, the experience of the countries which have achieved national liberation should be taken into account. Development must not be imposed from outside with models and ideologies which are related to alien realities and interests; it must arise from the cultures of the peoples themselves, and it involves a profound transformation in ways of thinking, being and having.

Development not only means the economic growth of a culture through which existing wealth is augmented. Development presupposes the construction of a new society and its results should be measured by its practical consequences in the human, social and popular environment.

I. Industrialization was considered as a process of economic development in which an increasing part of natural resources is mobilized for the development of a technically modern and diversified internal structure characterized by a dynamic manufactural structure which has and produces means of production and consumer goods and is able to ensure high rates of general economic growth and achievement of economical and social progress.

Agricultural development was considered in relation to the need for land reform for co-operativism, for the elimination of alien influences and for the liquidation of feudal vestiges, the fundamental principle being that the land should be for the benefit of those who work it. Development calls for ownership of the means of production by the workers.

Development was divided into two aspects or factors:

(a) Human factors:

A discussion was held on the theme of man as the first factor in development. Certain attitudes towards change must be adopted. Policies in relation to economic (trade, investment, industry) and political (public administration) aspects must find new possibilities. The conditions of education (technical, vocational, occupational) differ, especially in the sense that they have to respond to the necessities of each country. The problems of migration from rural to urban areas were considered, as well as health, nutrition and assistance. A drive to abolish poverty was considered as important. The need for planning was stressed, as was the need for mass participation, and particularly the need for peace, justice, and public welfare as prerequisites for any development.

(b) Physical factors:

Development calls for the creation of an infrastructure (roads, communication, etc.,) as a first step. The Commission also stressed the importance of having natural resources, and the need to exploit them. The agrarian structure should be transformed, and agriculture and production diversified.

PROPOSALS

1. The young people of the world should encourage their Governments to recognize the mother language of majority populations in their countries as the official language.
2. Both the structure and the content of education in the developing countries must be changed. The structure has been determined by select minorities; it is anti-democratic, and has produced a content which does not serve the interests of the exploited people. Education has tended rather to create a "white-collar mentality" and to promote Western values and structures in preference to indigenous ones.
3. Youth should see that their education comprises the study of changes in agricultural and industrial development.
4. Youth, especially in the exploited countries, should be given practical and technical education and not simply book learning. This may help solve the problem of unemployment. Special institutions could be set up for more young people to study crafts.

Guidelines should be established to stop the brain-drain from the developing countries. The guidelines should include the following:

- (a) Governments should be requested to appeal to persons receiving training or pursuing a course of study abroad to return and help in the national construction effort;
- (b) Countries absorbing skilled persons from other countries should be required to pay compensation. An international agency should be set up for the express purpose of assessing the sums and amounts involved.

5. Youth taking part in this World Youth Assembly should go back home and infuse their countrymen with the desire to play active roles in different organizations, especially in organizations dealing with agricultural and industrial development.
6. A "Special Fund" should be established with contributions from each participant in the WYA, to send material support to the African liberation movements.
7. Delegates to this Assembly will assist, in every possible way, the liberation movements throughout the world.

8. The youth of all countries should be educated in a profound feeling of international patriotism, so that they become aware of the struggle and suffering of the exploited and colonized peoples of the world and sympathize with them.

9. Liberalization of trade both among the exploited nations, and between the developed and the exploited nations, should be encouraged.

The developing nations should conclude regional trade arrangements or establish free trade areas with lowering of trade barriers to promote co-operative development.

Developed nations should grant non-reciprocal trade preferences to the products of the exploited nations, and should encourage trade in these products at equitable and remunerative prices. The granting of preferential treatment should not require any concessions or political dependence on the part of the exploited countries.

10. Measures should be taken to diversify the production of the developing countries and open up markets for this production.

In addition, tariffs and trade agreements between developed and developing countries should foster the export of manufactured products rather than raw materials from the developing countries. Policies within the exploited countries should also be oriented towards this end. Prices for raw materials, when they are exported, should be stabilized at a sufficiently high level to provide a fair return to the exploited country.

11. International liquidity should be improved, by increases in international funds and by clearing agreements, to facilitate increased trade.

12. Economic and technical aid should be given, not on the basis of charity but as an obligation by the developed countries. The granting of aid should not be contingent upon any political or economic concessions or ties on the part of the recipient.

13. The World Bank and other international institutions should be strongly criticized for the role they have played in hindering development. The conditions on which it has given aid, especially the onerous terms on which loans have been given, have placed heavy burdens on the developing countries.

14. All natural resources of the developing countries should be nationalized and there should be increased government control of foreign enterprises in the context of a national development plan, with a view to ensuring the maximum economic returns for the developing countries. This includes such things as control of prices, wages, investments, management and the social rights of the workers.

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15. Youth should make a point of being represented on the workers' councils of their respective enterprises.

16. Youth should work both inside and outside established structures to further the process of development:

Inside

By struggling for an active role in decision-making bodies;

By forming pressure groups to press for acceptance of the major proposals of the second United Nations Conference on Trade and Development and the recommendations of the World Youth Assembly;

On an international scale, by working for the right for youth to be members of international organizations such as the United Nations;

Outside

By organizing mass popular movements to press for democratic, not authoritarian, decisions on the development programme for each country;

By fighting for the right of cultural minorities to participate fully in the formulation of national policy;

By fighting for the right of individuals and groups to criticize the development policies of Governments.

17. The United Nations should continue to study the feasibility of establishing a United Nations Volunteer Corps to involve youth in development. To avoid situations such as CIA intervention in the Peace Corps, this should be administered through the United Nations and not by any one Government. The youth of the world must play a large role in determining the functions and specific tasks of the Volunteer Corps.

18. The Commission appreciates the interest of the United Nations family in youth and is informed that the Economic and Social Council will consider the Secretary-General's proposals on volunteers (E/4790) next week in Geneva. The Commission is also aware that in its present form many substantive aspects of the study are unsatisfactory and unacceptable.

The Commission, therefore, recommends that the Economic and Social Council should appoint a working group with substantial youth membership, composed of representatives of the United Nations, the specialized agencies, voluntary service and major international youth and student organizations, to revise the proposals and to assist and advise on the setting up of the United Nations Volunteers' programme.

19. Moreover, the Commission believes that, to be successful, the United Nations Volunteers require the following minimum essentials:

(a) a central staff to provide co-ordination and administrative leadership and to consist of young personnel, sensitive both to development processes and to volunteers;

(b) a central office which is located, as logic would require, near important, representative, national and international youth bodies and voluntary service organizations, as well as United Nations executing agencies;

(c) financing methods which result in full inclusion of volunteers from all interested nations, prevent domination by developed nations, and change the present one-way flow of volunteers from the northern to the southern hemisphere;

(d) adequate provision, financially and otherwise, to ensure the full involvement of non-governmental bodies in the sending and receiving of volunteers through the United Nations programme;

(e) planning and administration at all stages involving due consultation with nations receiving volunteers and with voluntary service organizations;

(f) linking of domestic volunteers and their programmes with participation in development projects assisted by the United Nations.

(g) programme execution characterized by speed and flexibility.

20. The Commission feels that the adoption of a universal language may eliminate the basic essence of democracy, tradition and self-identity.

21. It does not accept the proposal to abolish the military draft system.

22. It does not subscribe to the idea of strengthening the World Bank or increasing private investment.

23. It calls for the liquidation of funds produced by bilateral treaties.

24. It requests inclusion of the exploited countries in the United Nations committees dealing with maritime prices and tariffs.

25. It calls for a careful study of the non-customs barriers imposed by developed countries to block the exports of the exploited countries.

26. It calls for higher prices in the world markets. The improvement of existing prices will reduce the dependence of the developing countries on international loans and aid.

27. It condemns imperialistic military aid as an obstacle to the process of development in Latin America, and condemns the irresponsibility of certain Governments in accepting and requesting this type of aid.

28. It calls for the establishment of definite dates (TARGET DATES) for the Second Development Decade.

29. It recommended that the proposal to transfer 1 per cent of the Gross National Product of the industrialized countries should be implemented, with distribution administered by an organization including members from the Third World countries.

30. The Commission cannot remain indifferent to the national earthquake disaster in Peru and hence calls upon the United Nations General Assembly and the Economic and Social Council to discuss this situation immediately and set up - with no bureaucratic steps which could delay or impede such action - a non-reimbursable aid fund for Peru, to be spent on necessary purchases for the reconstruction of the devastated areas.

The Commission calls for the establishment of an international assistance fund which would be used solely for the reconstruction of countries which are victims of natural disasters. This fund should be organized in such a way that bureaucratic formalities do not delay its use.

31. It urges Governments to ratify and enforce ILO conventions, particularly those relating to working youth.

32. It urges the ILO to allow working youth to play a greater part in all its bodies and activities. For the purposes of land reform it upholds the principle that the land should belong to him who tills it.

33. It rejects and condemns the imperialist and aggressive attitude of the United States towards the countries of Latin America with regard to the establishment of a 200-mile continental shelf. A large part of these countries' economy is based on marine extraction activities; these 200 miles are thus a basic requirement for them. The United States therefore has no right to demand that the limit be reduced to twelve miles; that would be detrimental to the economy of those countries which are attempting to reap some benefit.

The Commission also repudiates and condemns the so-called "economic correctives" which the United States applies to countries which stray from the path prescribed by imperialist interests, for they are blatant manifestations of that country's aggressive policy.

34. In the belief that the resources of a nation are an essential factor in its development and in the desire to satisfy the aspirations of youth for development, it demands, in pursuance of the relevant Security Council resolution, the withdrawal of Israel from the Arab territories occupied during the war, so that the indigenous population may enjoy the conditions necessary for development and progress.

The Commission proposes that the United Nations should:

1. adopt a definite policy for the study of unoccupied areas (e.g. the sea) so as to benefit all countries on an equal basis;
2. act as an impartial arbitrator to correct and balance the present forms of international trade;
3. establish an institution to co-ordinate the international exchange of experts or strengthen existing programmes;
4. set up an international commission to investigate the possibilities of more intensive individual participation in the agricultural sector;
5. establish an interest-free loan fund for development projects and increase its aid to developing countries. The United Nations should also be able to control and administer all forms of foreign aid through its organizations and specialized agencies. It should not allow debts that prejudice developing countries, and, if loans are approved, they should be at a low interest rate;
6. adopt the workers' charter (ILO) and see that it is enforced by its Member States;
7. establish programmes of co-operativism in all schools;
8. set up a committee to study arrangements for genuine land reform and ensure that all members observe them;
9. set up an organization to control mass media so as to prevent them from being used for purely commercial and alienating purposes;
10. set up a programme which would help young people to meet and exchange ideas:
 - (a) require Governments to send one YOUNG delegate, along with present delegates, to the United Nations General Assembly and to ensure that the delegate in question is representative of the country's organizations.

11. emphasize the need for renewing educational literacy programmes, especially in the field of technology, to narrow the gap between advanced nations and the Third World;
12. promote the idea that students and young people of the world must become involved in social work as well as in youth organizations;
13. request Governments to include scheduled courses on the United Nations and its activities in the regular curricula of schools;
14. propose that the developed countries having agreements with under-developed countries should reduce the debts contracted so far and formulate new agreements under equitable conditions;
15. promote the establishment of an international organization to supervise the debts of under-developed countries;
16. promote the creation of land, sea and air transport industries of a regional character in each country;
17. promote development in sectors apart from the present growth sectors so as to benefit countries within their regional areas, especially those which are landlocked and study the problem of colonial exploitation of natural resources and the problem of investment;
18. assist the developed countries in the selection and administration of suitable industrial and agricultural programmes, and see that United Nations resolutions are properly carried out so as to benefit under-developed countries;
19. promote co-operativism among youth within each country;
20. undertake far-reaching measures to ensure the exploitation and utilization of resources in developing countries since the latter have resources which are not being exploited;
21. formulate a new definition of economic relations and a revised scheme for participation in their development;
22. accelerate the incorporation of the developing countries in the modern economic process during this Second Development Decade, since it has frequently been stated that a development policy was lacking during the First Development Decade;
23. ensure that the traditional policy of exporting primary commodities from developing countries is replaced by a policy of exploiting and developing their resources on the spot.

23. A synchronized economy, inspired by the desire to understand and co-operate, must be built up, with the industrialized countries, to ensure mutual assistance and solidarity among all nations.

25. To this end, the United Nations should:

(a) take steps to prevent the deterioration of the terms of trade which is paralysing the industrialization of the developing countries;

(b) establish a free-trade area, which entails the suppression of quantitative and customs restrictions;

(c) promote economic co-operation, taking the sub-group as the starting-point for the achievement of regional groupings. In all cases and at all levels, the purpose and essential justification of economic integration is the promotion of development, particularly industrial development, and the fostering of investment and trade between States, to promote the growth of production and thereby to raise the living standards of peoples.

Conclusions

A. Role of youth in ensuring that these objectives are achieved

1. To associate youth in the work of development does not mean using their physical force. Real participation by youth in development implies: their participation in the formulation and orientation of development plans, in other words, the creation of machinery for participation in the evolution of targets and concepts; the incorporation of youth as agents of development by offering them a task and by relying on their willingness and enthusiasm in the context of national and international planning; the training of youth for a development role and for participation by means of an education which has been suitably designed and by all political, administrative and legal measures to create viable conditions for such participation.

2. An economic growth which is promoted on the models of the colonial era and which exploits the national riches in a given sector, without co-ordination with other sectors and without active popular involvement, whose purpose is the enrichment of restricted groups (national or international) cannot be described as development.

3. Youth is committed to fight against the existing relations between rich and poor countries, against the great gaps between income and profits and against the internal and external causes of underdevelopment.

4. Having analysed the concept of development and listed the factors that cause under-development, the role of youth is to encourage this new concept of development with the objective of profoundly transforming all the structures of society in order to overcome the present era of imperialism and create a new society which will be the fruit of man and mankind. We believe that the youth of the Third World has an important mission in this area.

REPORT ON THE COMMISSION ON EDUCATION
(Commission III)

The report of the Commission is in two main parts covering first, views expressed in the course of discussions over the first six sessions, and secondly the specific recommendations on which the Commission agreed. On most topics, various views were expressed leading sometimes to a general consensus, sometimes to divergent majority and minority views. On several issues some participants did not take part in the informal vote which was taken on recommendations because they felt that the proposal in question did not apply to the conditions in their own countries.

The first part of the report follows in general the order of subjects as discussed in the Agenda which was agreed at the second session. The style of the report seeks to reproduce the large number of short statements which characterized the work of the commission.

Commission III - Education

Agenda

I. Purpose and Principles of Education

- (a) Education for Peace, Progress and Co-operation.
Is there a basic international concept of education?
- (b) What are the basic elements of education and what kind of people do we want it to produce?
- (c) Need for education to be related to the political, social and economic situation today, and problems arising from the effect of colonialism and unsuitable imported and out-of-date forms of education.

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II. Content and Method in Education

Content:

- (a) Cultural, political, ethical and social aspects
- (b) Ruralisation of education as a factor for economic and social development
- (c) Problems of unsuitable and out-of-date education and need for reforms in the curriculum including adaptation to rapid change

Method:

- (a) Use of media and other technological improvements
- (b) Training and status of teachers

III. Structure in Education

- (a) Democratisation of education
- (b) Access to education and the problem of illiteracy
- (c) Discrimination in education, including the position of girls and the handicapped, and other groups discriminated against
- (d) Different educational systems and policies as related to the social and cultural background, including the role of the university
- (e) Legislation as related to education
- (f) Role of the state, and the role of private initiative in education
- (g) Control of education by international monopolies
- (h) Participation of youth in education

IV. Role of the UN in Education

- (a) Evaluation of the role of the UN and work of UNESCO
- (b) Proposals for the future
- (c) Possibility of a UN university and universal co-ordination in education
- (d) Education about the UN

REPORT

PART I

A. PURPOSE AND PRINCIPLES OF EDUCATION

1. There was unanimity that there are two stages involved in the elements that make up the basic elements of Education. One is the stage of the recipient, that is, there is a transfer of the culture of the particular society and a transfer of knowledge, maintaining a disciplining of the mind. The second is the stage of critical analysis.

On the question of what kind of people we want to produce?

It was felt that "Education should lead to the full development of the individual intellectually, materially, physically and morally and should enable him to be sensitive to the development of the society".

2. Education should meet the economic needs of the people and prepare the right human resources.
3. Since the present system of education is a colonial oriented system, it has produced individuals who put a higher priority on prestigious white collar jobs to the degradation of the real needs of the society. There is a need to redirect the educational system to meet the essential economic, social and political needs of the people.
4. Foreign aid should be given to nations without restrictions so that the recipient nation can determine its priorities independently.
5. Educational assistance from developed nations should not impose the political, social or economic values upon the recipient nation, but should promote the efficient growth of the nation.
6. Previously, truth was taught in the classroom, but this must be changed to presentation of facts for the individual's critical analysis.
7. We should encourage the exchange of students between countries.
8. There should be a radical approach against armaments and instead military allocations must be redirected to educational needs.
9. Education should direct itself to fulfilling the human being, to educate against hatred and it should teach people the art of dialogue.

10. We must teach people an economy that does not exploit the people or the nation, but rather one that improves the quality of life.
11. Education for peace cannot be achieved in the midst of exploitation, oppression, suppression, neo-colonialism and imperialism.
12. The goal is to create a liberal human with rationalistic attitudes.
13. For the continuing education of the individual the family is of the utmost importance, especially during the child's formative years when he is essentially a recipient of information.

B. CONTENT AND METHOD IN EDUCATION

1. Culture must be preserved despite application of modern education.
2. National culture should be resurrected despite its suppression by colonial powers.
3. UNESCO should establish programmes to disseminate cultural information of all nations and towards this end cultural centres should be established, e.g. libraries, mobile cinema, etc.
4. Children should be educated bilingually, e.g. in their mother tongue and in an international language.
5. Political, ethical and social aspects of education are integral parts of cultural education.
6. Special care should be taken in the education of cultural or racial minorities within nations to preserve their identity.
7. Travelling theatre, use of radio, radio-networks, T.V. etc., should be used for the positive projection of education.
8. Lack of research centres and technological data.
9. Education must be extended to the rural population.
10. The educational system must be adapted to meet the needs of the rural community.
11. Educational systems should be set up to meet the needs of adults and of women.
12. Students in primary and secondary schools should have frequent opportunities through discussion and visits to rural and urban areas to acquaint themselves with the problems of such areas.
13. There should be continuing improvement in the quality of teachers by refresher training.

14. The role of the teacher should be that of a guide to students.
15. Teachers should become fully aware of the local environment of students.
16. Increase teacher training schools with UN expert assistance.
17. There must be an immediate literacy campaign to improve living standards in rural areas.
18. Students should take leadership in altering educational curriculum to make it more relevant to the needs of the student.
19. The present system that maintains too much examination consciousness should be minimized and emphasis should be placed on the development of the total individual.
20. The UN should assist in providing agricultural schools.
21. The educational system must be adapted to rapid change.
22. Increased emphasis should be placed on pre-school education, e.g. kindergarten.
23. Denouncement of education which preserves status quo, war, etc.
24. There should be an increased emphasis on the point that education does not only mean academic education. The present feeling in certain developing countries encourages a race for academic certificates.

C. STRUCTURE IN EDUCATION

1. The structure of education should facilitate the right to and the struggle for educational opportunity.
2. It should be compulsory for scholarship students at universities to work for certain periods in the rural communities or needy areas; use of students as teachers in primary and kindergarten level.
3. Youth should play a decisive role in education and condemn any system which tries to treat them as subjects.
4. Access to education by the masses.
5. Implementation of evening institutes to help eliminate illiteracy in adults and out-of-school youth.
6. All attempts should be made to stop the brain-drain, especially from developing countries.
7. The economic strain, especially on poor students, can be very detrimental to their success.

8. Condemnation of any governments which are against free education at the university level.
9. There is discrimination in school fees which are too high for the poor people, especially in developing countries.
10. Stop government intervention which prevents innovation in education.
11. All nations should establish programmes to evaluate the effectiveness of education.

D. ROLE OF THE UN IN EDUCATION

1. Rejection of the title UN University - purpose the title International Institute.
2. Teaching profession not lucrative or interesting; need for governments to improve status of teachers in their community.
3. An International Education Year should be held every decade, for assessment and involvement.
4. More activity by UNESCO by providing books and scholarships with the understanding that persons benefitting from scholarships return to help in their respective countries.
5. The real experts on problems in developing countries are the people of the countries and not those from abroad.
6. Recommendation that there be an International Youth Centre.

PART II

At its last three sessions the Commission discussed and accepted the following recommendations :

A. DISARMAMENT FOR EDUCATION

The Commission proclaims itself in favour of complete and free education for all the youth of the world, without any discrimination on grounds of race, nationality, sex, religion, social class and native language.

It underlines education of youth as essential for the achievement of these fundamental human rights and their position in society.

The Commission expresses its concern at the large number of illiterates among youth at the time when the armaments race continues. It notes that half of the youth of the world has not the possibility to go to school and that at the same time expenditure on armaments increases without ceasing.

In addition the Commission demands that most of the expenditures intended for armament should be allocated to the education of the youth of the Third World, a move which will contribute to the preservation of world peace and to making education available to all young people.

The Commission demands disarmament for education.

B. DEMOCRATIZATION OF EDUCATION

The Commission notes that young people in the education system are treated as passive objects which receive knowledge and values already established.

Dissatisfied with this situation, young people ask for an immediate democratization and reform of the educational system, and that:

1. The educational system should fit the demands of the technological and scientific revolution and the requirements of contemporary society;

2. Education should be available to all young people, without any discrimination on grounds of race, sex, religion, nationality, social class, and native language;

3. The principles of student self-management should be affirmed in all areas of education;

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4. Teachers and students should be the equal bearers and creators of the process of teaching and of youth participation in educational policies and decision-making;

5. All Governments should incorporate into their legal systems, laws guaranteeing equal rights to all, regardless of class, colour, sex, nationality or creed, and guaranteeing students the right to be actively involved in formulating and carrying out educational reforms, other than academic programmes;

6. In the perspective of democratization of education and in view of the fact that education is a dimension of life and not a period of life, Governments should set up a system of life-long education which gives each individual equal chances in the educational field, in that it provides possibilities throughout the duration of life;

7. That young people should pledge through their own actions to see that the above resolutions become a reality.

C. DISCRIMINATION IN EDUCATION

Women should have equal opportunities for education and employment and they should not be discriminated against in the compensation of their work.

D. TRAINING AND STATUS OF TEACHERS

Request UNESCO to intensify its assistance to developing countries for the rapid training of the large numbers of teachers required. The means used should include the following:

(a) Multinational teams of young qualified teachers sponsored by UNESCO at the request of developing countries to undertake teacher training in ways adapted to the needs of each particular country. Such programmes should be planned and carried out in close co-operation with those responsible for education in each particular country and the team should definitely include young teachers from the country itself:

1. The trainees must be young and qualified.
2. They must be a United Nations group, not representing any one country.
3. The emphasis, in deed and not just in word, would be on helping the people to help themselves. Every opportunity of training others to replace the trainers must be taken with alacrity.

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4. Full recognition of the unique nature of the country, its strength and weakness, must be made by the Trainees and allowances for these made in their programme and therefore in the education of the country.

(b) More intensive efforts to train teachers in the applied sciences and rural development, with the inclusion of project work in their training so as to give such teachers adequate exercise in scientific investigation and communication in order to facilitate future compilation of field guides, handbooks, etc., with emphasis on local environment as a take off point towards a full understanding of scientific ideas applicable to their development.

(c) Governments in spite of their jurisdiction over teacher training institutions must preserve an atmosphere of academic freedom in those institutions.

(d) Teachers should be given practical training with emphasis in pre-school motivation.

(e) That governments see that the status of teachers is raised to make it a more attractive profession, and that UNESCO make assistance available to them where necessary for this purpose.

(f) That teachers be encouraged to take regular in service or refresher training in order to keep up with the rapidly changing body of knowledge.

(g) The UN should take immediate international action to organize conferences with the view to ameliorating the status and the service conditions of teachers for circulation to all countries for implementation.

E. "UN UNIVERSITY" - INTERNATIONAL UNIVERSITY

In principle the majority in the Commission supported the idea of an international university. However another strong view point was expressed against establishing such an institution.

The Commission recommended that if an International University is set up, there are certain principles to be strongly endorsed.

(a) Priority for entrance to the university should be given to all oppressed groups and persons.

(b) that the University should specially concern itself with the needs of the developing countries in providing specialists and technicians to fulfil the needs of the developing economy.

(c) that persons attending such an university pledge to return to their own countries and spend a free year of social services.

The principle of an international university was endorsed again, but it was recommended that this question be meticulously studied before any decision was taken.

F. UN INTERNATIONAL YOUTH CENTRE

The idea of a UN Youth Centre was accepted in principle, but the Commission recommends that before implementation, the UN together with youth organizations study in detail such a proposal as the Commission had little time to discuss it in depth.

PROPOSAL FOR AN INTERNATIONAL YOUTH CENTRE

The World Youth Assembly is the first attempt at global co-operation between youth and the UN. It recognises the strengths of the youth community in each country and in liberation movements and non-governmental youth organizations. A proposal which shares the same desire to unite the strength of youth on a world basis is the Proposal for a United Nations Youth Centre.

The Youth Centre would be a vehicle for strengthening existing youth efforts and for channelling unified youth activities. Its general purposes would be to: (a) provide a focus for youth internationally to unify their causes; (b) relate the values and activist orientation of the international youth culture to the ideals and realities of the UN by encouraging a global perspective among youth and thereby helping mold the UN; (c) broaden the participation of youth in all phases of UN concern, from development and social change to the environment; (d) co-ordinate information on youth efforts, provide a shared pool of information and resources; (e) finally form a permanent international youth corps and instrument at the UN level to unify and stimulate UN-Agency-non-governmental organisation policies and provide a means of implementing proposals related to youth.

The UN Youth Centre would work through a decentralized structure. Youth hostels and dormitories in different regions would become international UN Houses. Thus, the purposes of the Centre would work through many local bases directly. International liaison offices would be created in Geneva and New York to help

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co-ordinate, stimulate, serve as an information clearing-house, conduct international workshops. The Centre would be affiliated with the UN but separate from it and its specialized agencies. Its independence would remove it from inter-agency disputes and would make it more the autonomous instrument for world youth action. The staffs would be made up of young people, rotated on a two-year basis so as to remain constantly fresh and non-institutional.

The phases of the work of the UN Youth Centre would be as follows: (1) central data bank on youth information and policy; (2) facilitate youth-formulated policies designed to involve youth in the work of the UN, and aid this involvement by monthly papers, seminars, etc.; (3) founding a Communication Corps which would prepare televised round-table conferences for both youth and UN officials, would provide media coverage for youth meeting with the UN at its headquarters or field activities, and would set up exchange visits, work-study programmes, etc. In UN operations and Centre activities; (4) host Peace Institutes in the UN Houses all over the world which could be action platforms for launching peace activities such as disaster relief work, peacekeeping seminars, world order studies, UN Development and Disarmament work.

This proposal for UN Youth Centre may be modified, but it strives to provide the world's youth with new resources and a direct involvement of all youth at the local level through to the international. The UN would finance the Liaison Centres and the local UN House could provide local organising and help.

G. RIGHTS AND RESPONSIBILITIES

There should be a UN Charter of the Rights and Responsibilities of youth, and such a charter should pay particular attention to the situation of youth who are imprisoned or suffer in other ways in the course of their struggle for liberation, or the right to express their national identity, through being deprived of access to education of a kind to which they wish to or have been accustomed, as a result of being in colonised and occupied territories, or even within national boundaries of an oppressed majority/oppressing majority.

It is the duty of the youth of the oppressing country to see that such discrimination ceases immediately.

The Commission denounces all fascist régimes, colonial régimes and demands that the present colonies be given freedom first so that they can freely conduct their education for self-reliance.

H. EDUCATIONAL PLANNING AND SYSTEMS

All educational planning and reforms should be closely related to the political, social, and economic needs of the country and in particular to improve the conditions of the disadvantaged.

That educational systems be reformed so as to decolonise concepts of education existing in many parts of the world and to decolonise the mentality of the people and in its place should be introduced the concept of education for self-reliance and the realities of development.

That education be recognised as an instrument of man to be used to educate the individual in totality within a framework of internationalism and all educational systems should eliminate completely all hatred and preaching of war from the process of education and that in matters of dispute textbooks should present both sides of the problem fairly.

NEED FOR EVALUATION

That governments undertake regular periodic evaluations of the educational system to ensure, in particular, its relevance to the evolution of society.

UNESCO should send advisers to help countries to adjust their educational systems to their physical environment, so that those who are isolated or inaccessible should not be discriminated against.

I. PARTICIPATION BY YOUTH

Young people, representatives of organisations of youth, should be appointed as members of staff in the universities, UNESCO and all kinds of educational bodies. Further, young people should be included in national delegations to UNESCO general conferences.

Young people conscripted for military service should be utilized for the raising of the living standards of rural areas.

The Commission recommends the formation of non-governmental groups of youth at all educational levels in school and out of school, to discuss and evaluate the social, political and economic situation of their countries, in order to facilitate the process of adjusting their present system to suit the changing needs of their respective countries.

Youth cannot leave to others the decisions of the future; they must be involved in this process.

In order to achieve democratisation of education:

(a) teachers should encourage students in independence to achieve their interests,

(b) students should be allowed to hold meetings to discuss matters of common interests,

(c) families of students should be encouraged to participate more in school activities, including the selection of textbooks.

In order to implement these recommendations, participants at WYA should utilise their education to help underprivileged youth in their own countries.

J. LITERACY AND TEXTBOOKS

1. To encourage the teaching of vernacular in schools and to encourage publication and translation of relevant textbooks, including adult literacy books, in the vernacular for this purpose.

2. To make young people more aware of what services UNESCO and UNICEF can give in relation to literacy.

3. UNESCO should channel as much money and advice as possible into helping youth groups to establish literacy centres and libraries where they are needed.

The Commission asks the UN to use its good offices in securing the waiving of authors' rights which provide benefit to monopolist commercial organisms, and of those authors who for political reasons refuse to allow their work to be reproduced in developing countries. This declaration does not entail the recognition of the legitimate right of authors who are prepared for scientific contributions to be made available to the whole human race. The UN General Assembly should ask Governments to find ways to satisfy this legitimate interest of youth in the underdeveloped world and should extend an appeal to progressive authors and scientists to support this request.

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K. MULTILATERAL AID

The Commission sees universal membership of the UN by all countries of the world as a vital goal and in such a context recommends that all aid to developing countries be channeled through the UN system.

L. BRAIN DRAIN

That the UN in the context of the problem of brain drain set up an international employment pool to provide possibilities for educated people to find employment in their own country where they are most needed and to supplement their salaries where necessary.

M. PROTECTION OF HISTORICAL SITES AND MONUMENTS

The Commission asks that the UN supervise the excavation of archaeological research digs or historical sites to insure that they are not destroyed nor that the products of the research be misappropriated. This is to insure that anything preserved or found will not be confiscated for the personal use of the individual nation.

N. INFORMATION AND MASS MEDIA

The Charter of UN Human Rights and the constitution of the countries should be made available in simplified forms to suit all levels of education and that they then be made a part of the school curriculum.

The Commission proposes that there be information programmes through audio-visual media, from developing countries to educate developed countries on the culture and other activities in the developing countries, and that young people participate in the making of these programmes.

1. The Commission while considering the very great possibilities offered by mass media in the spreading of knowledge requests governments to improve their legislation on the utilisation of the means of mass communication in order to avoid their giving use to the diffusion of ideas in contradiction to human rights.

2. The increasing flow of information arising from the mass media as well as the kind of messages they transmit having as a consequence a weakening of the

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critical behaviour of individuals, it is necessary that educational systems should adequately distinguish between information, and the intelligence which should evaluate the information. This is in order to promote the creation of individuals who are free, aware and responsible.

O. YOUTH AND THE UN

The Commission desires to have continuing co-operation between the UN and youth in two ways:

1. Regular consultation with youth in the preparation of plans for action by the UN and its specialised agencies.
2. Participation by youth in the centres of decision-making and in the programmes of the UN.

In such consultations we would welcome discussion of the holding of future World Youth Assemblies.

P. CONSCIENTIOUS OBJECTION

Conscientious objection should be treated as a human right: this subject should be on the agenda of the next UN Commission on Human Rights.

PROPOSALS FOR FOLLOW-UP OF THE WORLD YOUTH ASSEMBLY

The Commission calls on all those to whom its recommendations are addressed and more specially to the UN, to international NGO's, and to the participants of WYA itself and all young people to study and implement all its recommendations. To help in this implementation the Assembly should appoint a small executive body e.g., of six young people chosen on a wide geographical basis to follow up its proposals.

The most important immediate forum for the presentation of WYA positions will be the General Assembly in October-November of 1970. It is not sufficient merely to send a report to the General Assembly in this Anniversary of the UN.

The proposed executive body should personally submit the report, be present at all deliberation of it, meet with UN Member delegations and similar activities. Funds to facilitate this could be requested from the Twenty-Fifth Anniversary

Committee of the General Assembly and could be provided in a number of ways. It is only natural and logical that such a personal presentation flow out of the calling of the Assembly in the first place.

Press and reviews of the WYA proposals should be encouraged to comment on the reports and help in their dissemination.

Documents issuing from the Assembly should be at once reproduced by the UN Office of Public Information, distributed to all UN Members, every Specialised Agency, the Ministries of Youth, and Education in every country, every international NGO, and every WYA participant. The document should be available to others, on request, free or at cost price.

REPORT OF THE COMMISSION ON MAN AND ENVIRONMENT
(Commission IV)

Chairman: Miss Estelle Feldman (Ireland)

Rapporteur: Mr. Abdel Rahman Ibrahim (Sudan)

1. The Commission held five plenary meetings and adopted an agenda which was divided later among four working groups as follows:

- (a) Impact and application of science and technology (Item I on the Agenda); Pollution (Item IV)
- (b) Use and conservation of natural resources (Item V)
- (c) Impact of mass media (Item VI)
- (d) Population (Item II); Urbanization (Item III); Impact of Societal Setting (Item VII)

2. Each working group was asked to prepare some concrete youth proposals for the United Nations (Item VIII).

Introduction

3. Before breaking up into working groups, the participants expressed views on the various topics relating to the problem of human environment and considered the objectives of the Commission assignment. This general debate provided a body of information which later guided the working groups in their discussions. While the Commission recognized that environmental problems vary according to regions and the degree of scientific and technological development, it was nevertheless noted that the scope of the Commission's work was to be universal in its application.

4. It is felt that the preservation of the environment and the harmonious development of man are possible only in conditions of peace and disarmament. The validity of international treaties to this effect is questioned. In relation to this, it is recognized that there is a genuine concern and fear among the

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developing nation regarding the technological dominance of the more political powerful and economically advanced States. Therefore the Commission urges that any international control of environment should be steered scrupulously clear of the self-interest of powerful nations who have so far always been in a position to subvert any international action that hinders the free pursuit of their own interest. The Commission further urges the more developed nations to direct their armaments funds towards programmes for the world-wide betterment of the human environment. The over-all objective of the Commission was to discover the ways in which man may apply his scientific and technological knowledge, as well as carry out his daily life in society, in full accordance with the principles of humanism.

5. The deliberations of the working group A were hampered by the fact that the members had had inadequate time to prepare themselves fully previous to the Assembly. The group touched upon warfare and its devastating environmental aspects and urgently called for international agreements on such matters of grave concern. Considering the intricate interrelationships of the parts of the biosphere, the responsible task of environmental scientists in co-operation with other scientists was emphasized to preserve a human environment. Several proposals were made for action.

6. The working group B on the use and conservation of natural resources, realizing the closely marked relationship between man and his environment, noted that more serious consideration should be given to this topic with potential reference to (a) man's personal freedom and integrity and (b) national sovereignty. Also, as there is a close link between development and underdevelopment, the conservation and degradation of the environment, the working group recognized that natural resources must not be misused.

7. Working group C recognized that information consists of the communication of ideas and feelings to other people to produce more ideas, actions and influences towards the realization of very specific goals. The growing influence of mass media, it was noted, in the life of all human beings, and the role that such an influence can play in education and the development of individual potentials, require supervision to avoid a dangerous misuse such as an overemphasis on sex and violence for publicity. In some countries, those who

detain the monopoly of communication media form a powerful oligarchy utilizing them more and more towards imposing their ideas on society and orienting it towards the furtherance of their own interests.

8. Finally, the discussion in the working group D ranged widely over the many aspects of the social environment of man. It recognized that for some countries population limitation was not a matter of priority, such as in African countries, where problems of social and economic development were of greater importance. The discussion on urbanisation considered (a) the migration from rural areas to urban sites, (b) the problem of attempting to solve urban problems of developing countries often using inadequate information and applying alien standards and (c) the increasing problem of urban slums and squatter settlements.

9. On general aspects of human environment, the following recommendations were presented.

THE COMMISSION RECOMMENDS

United Nations Activities on the Human Environment

10. That the United Nations activities on environment, including the 1972 Conference, be conducted on the basis of the principle of universality, irrespective of socio-economic systems or of membership in the United Nations.

11. That conferences on a regional basis be organized on environmental problems and that youth be actively involved in the preparation of the 1972 International Conference.

12. That consequently, the General Assembly establish, as a consultative body, a Twenty-first Century Commission, which shall be composed of men distinguished in their respective professions, which shall ensure that only those aspects of science and technology which are beneficial in the humanistic sense are pursued and implemented.

On Armaments and Environment

13. Since the continuation of the testing of nuclear weapons, and the stockpiling of chemical and biological weapons constitute an immediate and serious threat both to the environment and to the whole of mankind;

That the United Nations

(1) Seek to obtain disarmament in the near future by effectively neutralizing existing stockpiles and to implement prohibition of the production of nuclear chemical and biological weapons;

(2) Pursue the transfer of the resources spent on armaments to the needs of development and international assistance;

(3) Attain immediate cessation of all forms of nuclear weapon tests;

(4) Work on the basis of the question of universality in ensuring the effectiveness on international environmental and disarmament control programmes;

(5) Condemn the countries which did not sign and ratify the 1925 Geneva Protocol on biological and chemical warfare and invite all countries to become parties to the treaty mentioned.

Declaration on Human Environment

14. That the United Nations issue a declaration on human environment and in doing so take into account the recommendations of the World Youth Assembly.

The declaration should include the following principles:

(a) The use of every new facet of technology must have for its sole aim the amelioration of the condition of man. All nations should undertake obligations in order that no scientific or technical discoveries, particularly in the fields of biology and genetics, be used to harm man or his environment.

(b) Urbanisation and development of cities are not to result in the reduction of already existing social values and benefits.

(c) The motive of profit in all domains of human activity must be effectively limited by the principles of humanism.

(d) Express itself against abusive exploitation of natural and human resources by imperialist monopolies, particularly in developing countries.

15. Recommendation on Oceanic Pollution

THE COMMISSION

BEARING IN MIND that the problem of oceanic pollution and, indeed, environmental pollution in general is extremely grave and one which needs urgently to be dealt with, if we are not to destroy the very sources of the world's livelihood,

CONSIDERING that in spite of the sustained efforts being made at present many aspects of marine pollution have not yet been dealt with or are not being fully covered and that additional agreements on this subject may be required,

SUPPORTING the co-operation already established between the specialized agencies of the United Nations and intergovernmental organizations in accordance with the resolution 2566 unanimously adopted by the General Assembly on 13 December 1969 to undertake reports and studies with special reference to the forthcoming United Nations Conference on the Human Environment,

STRESSING the necessity of:

(a) A review of harmful chemical substances, radio-active materials, other noxious agents and waste which may dangerously affect man's health and his economic and cultural activities in the marine environment and coastal areas;

(b) A review of national activities and activities of specialized agencies of the United Nations and intergovernmental organizations dealing with prevention and control of marine pollution including suggestions for more comprehensive action and improved co-ordination in this field;

REQUESTS:

(a) An immediate action on the subjects above-mentioned followed by an international treaty on oceanic pollution and a close control on both international and national basis.

(b) An immediate creation of an international organization dealing exclusively with the task of collecting and distributing information on the causes and the consequences of oceanic pollution and environmental pollution in general and preventative measures to be taken.

16. We believe that, in the face of the accumulation of vast quantities of waste and the finity of natural resources, rational and responsible management of waste products dictates reuse and recycling of these products wherever possible.

17. THE COMMISSION

a. Urges that the United Nations and its respective agencies, and developed nations in their aid programmes include an ecologist, familiar with the area, in order to avoid the degradation and pollution of the area. They should also promote the increase of agricultural aid, especially in the case of those farmers whose agricultural practices result in detriment to the environment; e.g. erosion, loss of nutrients, etc.

b. Further urges that this aid take the form of:

- i. Education in modern agricultural methods;
- ii. Increased provision of modern machinery; and proper training for its use.

c. Condemns the sale of defective machinery by developed nations to under-developed nations.

18. THE COMMISSION

Proposes that all possible steps be taken to control the manufacture and use of substances which are not easily degradable and urges the United Nations and its system of organisations to develop new knowledge and to conceive methods of control and international standards to prevent excessive use of persistent agricultural chemicals. It commends efforts of UNESCO, FAO and IAEA toward this end.

19. THE COMMISSION

- i. Condemns the resource exploitation of nations one by another;
- ii. Denounces situations in which under-developed nations are deprived of resources by developed nations, since such resources, if utilized by the under-developed nations, could provide a means for financial independence.

iii. Urges the United Nations to encourage developed countries to assist in facilitating the use and development of the natural resources of under-developed nations, on a basis which will lead to eventual self-sustainment on the part of the under-developed nation, and further, without encroachment upon the sovereignty of the nation receiving the assistance.

20.

RECOMMENDATION CONCERNING INTELLECTUAL MIGRATION

The Commission

(1) Recognizes that, on account of a lack of employment or economic incentives in many developing nations, many persons indigent to a developing nation who have received specialized or advanced training choose to dwell in a country besides their own;

(2) Proposes that the United Nations Development Programme and the United Nations Educational, Scientific and Cultural Organization give attention in their work to the intellectual migration, with a view toward improvement of the consequences, including:

(a) Increasing of employment opportunities for the trained in developing nations, by involvement of local persons in development projects; and

(b) Establishment of facilities to train specialists and technicians of developing countries.

3. Invites and encourages financial support from private sources to promote research and programmes of training.

21. The Commission recommends:

(1) The establishment of a concrete programme of construction and development of communication networks, toward an increased exchange of technicians and cultural materials between countries permitting the interaction and diffusion of different cultures, particularly in the Third World. In this way radio can include programmes of universal civic education.

(2) That the media of communication should cease to be an instrument of publicity for evil purposes. Towards this end, UNESCO could help, by directing the financing sources of these media towards a more humanistic approach to information, rather than a consumer-oriented effort.

(3) That the use of communication media for advertising of detrimental or dangerous to life, or health products; such as alcohol, tobacco, drugs, etc. ..., be banned.

(4) That the utilization of mass media which, in any way, represents a form of propaganda for war, aggression or social inequality, be condemned.

(5) That the audio visual means of communication be utilized for the education of people in all countries.

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(6) That there be created, within the framework of the proposed United Nations University, a **School of Journalism**, the objective of which would be the creation of a sense of objectivity in its students.

(7) That the United Nations General Assembly adopt the recommendation of the World Youth Assembly, that "the United Nations specialized agencies see that these are put into application with the help of all Governments".

(8) Finally, the young people should commit themselves to work towards the realization of these ends.

22.

RECOMMENDATION ON POPULATION CONTROL

Having regard to the fact that with the present rate of increase in world population, at some time in the future we will face a situation where further increase in world population will be to the detriment of all mankind and involve the irreversible destruction of the biosphere on which we depend,

While realizing the need for each individual to achieve a reasonable standard of living, the need for literacy, the need for an equitable distribution of the resources and wealth of the world,

The Commission recommends:

(a) That considering the long-term need to control population expansion, a zero growth rate for natural population increase be adopted as an immediate objective for the world population as a whole;

(b) That countries which consider population expansion as a necessity should adapt as low a growth rate as is compatible with a balanced social, economic and human development; and

(c) That further research be urgently undertaken to determine the concept of optimum population, taking into account not only the relation of population numbers to economic development, resource availability or space but for the maintenance of a high quality environment and the requirements for personal human happiness.

23.

RECOMMENDATION ON FAMILY PLANNING

The Commission

BELIEVING that the adoption of family planning should be a matter for personal conscience and be readily available to each individual without economic, political, social, educational or cultural limitations;

BELIEVING that governments should be more active in guiding the social conscience of their peoples to a wider adoption of family planning techniques;

WHILE AT THE SAME TIME STRONGLY OBJECTING to the use of population control and family planning for political aims or as an excuse for not carrying out basic social reforms;

WISH TO RECOMMEND:

(a) An intensification and expansion of all the present programmes to limit the growth of world population as a matter of absolute urgency for mankind;

(b) That this should include sex education for all young people before they leave secondary school, as part of the educational objective;

(c) That contraceptive methods and information on family planning be available free to all people regardless of social or marital status;

AND FURTHER RECOMMENDS that all religious leaders, considering their influence and responsibility, make pronouncements and consider action with a real understanding of the ethical basis of our population and environmental problems.

24.

SPECIAL APPEAL TO HIS HOLINESS POPE PAUL VI

RECOGNIZING that the solution of the world population problem implies concerted action in all fields of human activity, we nevertheless believe in the free exercise of individual conscience

The Commission, therefore appeals to His Holiness Pope Paul VI to review the recommendation included in his encyclical Humanae Vitae (paragraph 14 following) and thus permit the unfettered exercise of the consciences of individual Catholics with regard to contraceptive methods in accordance with the suggestion of His earlier encyclical Popularum Progressio.

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25.

Recommendation on Social and Ecological Implications
of Development Projects

While bringing great economic and social benefits, some development projects have created social maladjustment, denial of human rights and environmental degradation and pollution not foreseen in the planning stages.

The Commission recommends

that in the planning of development programmes, besides concentrating on the political expediency and economic necessity for development projects, adequate consideration be given to their social and ecological implications.

that the initiators of development projects provide for the study and continuing evaluation of the social and environmental consequences of these projects once they have been established.

that a special UN commission be established to consider remedial action in cases of social deprivation and environmental degradation resulting from development projects already undertaken.

26. Migratory Workers

Some economic and social conditions are creating a situation where individuals must seek permanent or temporary employment in a country other than that of their origin.

These people face great difficulties of adjustment and are vulnerable to various forms of exploitation and we are greatly concerned at the poor treatment, working conditions and the violation of human rights of many migrant workers.

The Commission therefore recommends that the United Nations establish a commission to consider an international declaration on the rights and conditions of migrant workers to be ratified by all countries receiving or sending such workers.

27. The Commission

DESIRING to limit the effects of all forms of pollution on the biosphere by the application of detailed technical data to the solution of environmental disorders everywhere,

1. RECOMMENDS increased attention by planners of Educational Curricula to problems of environment;
2. RECOMMENDS the establishment of an International Biospheric Decade, which will strive to amass, integrate and utilize all data relevant to rational use of the biosphere;
3. URGES the deep involvement of youth in the International Biospheric Decade, both in the research and action phases;
4. OFFERS the full co-operation of the youth of the world in accordance with the principles of universality in the planning, execution and implementation of the 1972 conference on the environment.

28. The Commission

DESIRING to increase international public awareness of the total scope of the effects which man's technologies have upon the biosphere,

1. PROPOSES that a day be set aside for meditation and reflection upon man's inter-action with other living creatures and his ultimate responsibility for the effects of science and technology upon the biosphere; and
2. URGES world-wide participation on that day in activities to improve the conditions of the environment.

3. ENDORSES all efforts which will lead to the establishment of a United Nations International Environmental Centre whose facilities and programmes should be made available to the member states, non-member states and the international and national non-governmental organisations,

The purpose of this centre should be

- to coordinate international educational programmes on the problems of the human environment in accordance with the resolution of the UNESCO Biosphere conference for an Inter-Agency Commission on Environmental Education.
- to provide an internationally recognized source of objective information on environmental problems and a stimulus for the increased awareness and understanding of these problems.
- to include an international commission to consider ecological implications of proposed development projects and programmes of the United Nations and its specialized agencies and of national development programmes at the request of governments.
- to coordinate regional programmes for the purpose of training indigenous people in the rational use and conservation of natural resources.

STATEMENTS TO THE WORLD YOUTH ASSEMBLY

Text of statement by Secretary-General U THANT,
to World Youth Assembly, New York, 9 July

My young friends,

I am glad to welcome you to the first World Youth Assembly held under the auspices of the United Nations, which I hereby declare open.

During my lifetime, some of the greatest achievements of mankind have taken place. Man has advanced dramatically into the infinitely large and the infinitely small. Satellites have been placed in outer space. Instruments have been sent farther and farther away into the universe. Humans have set foot on the moon and have returned safely to earth. Instantaneous communications are bringing news, fashions and new cravings to the most remote villages of the globe. World transportation has expanded dramatically from the limitations of land and sea to the air. Man has reached with his tools the abyss of the seas. My generation has witnessed the birth of electronics, of cybernetics, the breaking of the atom and the harnessing of its energy, as well as hundreds of other advances in medicine, in microbiology and in other fields of science and technology.

The statistics of the United Nations have reported for the last 20 years a doubling of human lives on earth, a dramatic reduction in the mortality rate, longer lives, better health, a tripling of world industrial production, a quadrupling of international trade and so forth.

But my generation has also seen, side by side with these magnificent success stories, some of the saddest images of evil, injustice and lack of intelligence. Two world wars in my lifetime have killed several million men. Since the disarmament debate began in the United Nations, world armaments have reached incredible proportions, involving yearly expenditures of \$200 billion and using such concepts as "over-kill capacity". We have linked the

moon to the earth, but we have been unable to conquer the man-made barriers between nations, ideologies, races and political systems. The world is divided into armed camps which observe each other, try to out-distance each other, seek to enlist the support of the smaller nations and claim each to have the sole key to humanity's future. We see living side by side on the same planet, under the same solar system, people amidst abundance and over-consumption and masses of people as poor and under-nourished as during the times of Buddha or of Christ. Children opening their eyes today in some of the more advanced countries will see the light of life for more than 70 years. Others, born this same moment in some of the poorest countries, will live less than 30 years. And, while we see humanity bent on transforming the physical elements of the world for its benefit, while human groups continue to try to gain power over each other for reasons which year after year become less understandable, the first deteriorations in the mysterious mechanics of our small spaceship Earth have become noticeable: our atmosphere is radio-active and carbon-loaded; our circulatory water system and its biology are being interfered with; and our oxygen-producing oceans are becoming vast receptacles of dumps from all nations of the world. And it did not occur until very recently to any of these nations that its individual action, added to those of other nations, could have a collectively damaging effect.

No wonder that the individual suddenly pauses, as if warned by instinct that something, which tomorrow might be everything, is going silently but inexorably wrong on this planet. The older generation, elated and thrilled with its scientific and technical success, defends itself and points to the tremendous legacy of achievements passed on to the youth of today. The latter points to injustice, waste, lack of love and understanding; blindness to events of the future, antiquated social systems and institutions and to the absence of a political order commensurate with the profound changes that have taken place on this planet.

I have left to the last any comment on the most important element of all, man himself. The phenomena which we have witnessed since the signing of the Charter have on the whole tended to diminish the status of human beings as individuals and to increase their adherence to or dependence on large groups

and categories of people. It is an irony of history that many of the developments which have made life easier for the great majority of people have also tended to reduce both their individuality and the distinguishing qualities of their particular society. It is not nostalgia for the past which concerns me here, but rather the preservation of the most precious asset of all, the mind, spirit and extraordinary possibilities of man himself. While the Charter speaks in the name of peoples rather than Governments, mankind as such still has no direct voice in the United Nations. In our Organization, ideology calls to ideology; nations declaim their challenges to other nations, and great interests vie for advantage. All too often the forgotten element is man -- the people who actually live and die on and around the battlegrounds of ideologies and of conflicting national aims; the people who live and die for the policies of political leaders they are unlikely ever to meet; the masses of men and women for whose hard-won earnings great commercial interests compete; and the silent, suffering millions who still go to bed hungry every night and still have no hope of sharing in the world's riches.

We have an obligation to make new steps forward here too, and I very much hope that, in the years to come, the place of the human individual in the scheme of things will be given the priority that it has so often failed to have in the past. It would indeed be a victory for humanity if our century were to be remembered by succeeding generations not for its wars or its disasters or even for its inventiveness, but as the turning point when, for the first time, it became possible for all mankind to share the advantages of civilization. Today I feel more strongly than ever that our efforts to build better for the future should be centred around the objective of providing a framework for enhancing the life of men and women as individuals in a world where we have, if we use them correctly, the means and the resources to do this for the first time on a large scale. If that can be our central aim, we may begin to hear less talk of alienation and dropping out, which are other words for cynicism and defeatism. And we may also then begin to develop the spirit which we so desperately need to make our international institutions work, a new patriotism which is the patriotism of man.

Let us recognize, however, that every epoch of history has had its brightness and shadows.

"To complain of the age we live in, to murmur at the present possessors of power, to lament the past, to conceive extravagant hopes of the future, are the common dispositions of the greatest part of mankind. Such complaints and humours have existed in all times; yet as all times have not been alike, true political sagacity manifests itself in distinguishing that complaint which only characterizes the general infirmity of human nature, from those which are symptoms of the particular distemper of our own air and season."

These words are not mine. They were written in 1770 by Edmund Burke in his "Thoughts on the Cause of the Present Discontents". They still ring true today.

If you are here, if your elders have encouraged you to gather in such an unprecedented world-wide meeting, with principles, objectives and entirely new methods of your own, it is because the feeling has become very strong that something is not going well in the affairs of the world. Many things have indeed gone increasingly wrong, year after year, before the incredulous eyes of very well-meaning, conscientious and highly educated men involved in world affairs. It will be your task to come to grips with the fundamental causes of the present discontent.

As you are about to embark upon this formidable task, I would like to tell you what I consider as having gone fundamentally wrong, as being at the root of our present difficulties and as being the possible source of even greater preoccupations in the future, in terms of your own agenda.

I observe that your Assembly has on its provisional agenda four items, namely, world peace, development, education and environment. These are indeed important subjects and I am glad that you are going to devote special attention to them. Perhaps you will permit me to share a few thoughts on each of these subjects with you.

I need hardly begin by reminding you that the primary objective of the United Nations Charter is peace, and with it the maintenance of international security. The Preamble expresses the determination of "the peoples of the United Nations" -- as I recalled earlier -- and not of Member Governments alone,

"to save succeeding generations from the scourge of war". Yet -- while the United Nations may perhaps claim some credit for the fact that we have not had a Third World War in the last 25 years -- it is in the fulfilment of its primary objective that the Organization has the poorest showing. I must admit this frankly to you so that you may deal with this problem realistically -- it is as much your problem as it is mine, because you are the "succeeding generations" to which the Charter relates. In this regard, you may ask what is the main cause of this poor showing. I would say, without in any way trying to make an alibi for the United Nations, that it is not the Charter that has failed the Member States; rather it is the Member States which have failed to live up to their obligations under the Charter. To a very large extent this flows from the idea of several Member States that they should "use" the United Nations for the purpose of promoting their national interest. I have always held, especially where there is a clash of national interests, that the United Nations should be used as an instrument for "harmonizing the actions of nations". In this way a higher interest, which transcends national interest and which may, in fact, often coincide with the long-term national interest, is served. I am very much afraid that the present unsatisfactory state of affairs will continue as long as nations feel free to act in accordance with the concept of unlimited national sovereignty. Legally, of course, every Member State has freely accepted the restrictions imposed by the Charter on national sovereignty; however, until Member Governments, big and small, powerful and weak, live up to their Charter obligations, we shall not have true peace at the international level.

The result of the failure of nations to do so is plain for all to see. We have two major areas of conflict in the world today which are of great concern to all of us. In one area, the Middle East, the Security Council unanimously adopted a resolution over two and a half years ago, but it still remains basically unimplemented. In the other area, namely, South-East Asia, the tragic conflict has caused a loss of human lives, destruction of property, and suffering of innocent civilians on a scale which is beyond comprehension for most of us. There is, as I have called it before, the mad momentum of the arms race -- an exercise of proved wastefulness, in view of the rapid obsolescence of modern strategic arms, and an exercise of proved futility inasmuch as

experience has shown that, as the level of armaments piles up, the level of insecurity also increases.

We also have seen that, while such vast resources are diverted to the pursuit of national security through armaments, the United Nations has not been able to agree over the last five years in regard to the financing of its peace-keeping operations, what I may call the "fire-brigade" function of the United Nations, although the funds required for financing these operations are a pittance compared to the vast sums spent on armaments.

In some of the other political activities of the United Nations we have seen some limited success. I refer to the rapid progress of decolonization during the last quarter of a century, which has increased the membership of the United Nations from 51 at the time of its founding to 120 today. But here again we must recognize that there are areas of colonialism which have presented a solid wall of resistance, especially in Africa. Likewise, all forms of discrimination, especially racial discrimination, have been attacked in the United Nations with a measure of success, but there are still areas of the world, again in Africa, where racism is practised as part of national policy. In the field of disarmament, the nuclear test-ban treaty of 1963 and the Treaty on the Non-Proliferation of Nuclear Weapons, which came into force some months ago, represent some limited success, but there is still a long way to go. I therefore attach particular importance to the success of the strategic arms limitation talks between the two major military Powers of the world -- the Soviet Union and the United States.

These are some of the aspects of the broad theme of peace to which I wish to draw your attention today. I would like now to turn to the question of development. Several authorities have pointed out that, in the modern world, development is inseparable from security. While security is a precondition to development, development is equally a necessary condition for peace and stability at the political level. I have often referred to the division of the world into the rich and the poor, the "have" and the "have-not" countries, as one of the most potentially explosive forces in the world today. I spoke on the subject at length only three days ago at the opening meeting of the Economic and Social Council. I would not wish, therefore, to take up more of your time

on this question except to place one or two thoughts before you. May I refer again to the question of national interest versus international interest. It seems to me that until the rich countries realize that they cannot live in oases of affluence, surrounded by deserts of poverty, and protected against sand drifts from the desert by walls of their own making, be they tariffs, immigration quotas or whatever else, there will be no movement towards that concept of human solidarity which I regard as essential. In the world of today, which has shrunk in size with the development of technology, all men are truly neighbours, and we have to practise tolerance and learn to live together. This involves inevitably a sharing of our total resources, which is accomplished to some extent in the affluent societies of the West by taxing the rich, providing social security for the poor and by various other devices. We need to have a similar mechanism at the international level. Further, we have to realize that it is in the long-term interest of all countries, rich and poor, for the rich to help promote the social and economic development of the poor countries. This may involve large-scale transfer of resources, the reduction or elimination of trade barriers and other restrictions, and also enlarged assistance through the international organizations represented by the United Nations development system.

I now come to environment. I am glad to see that this question has attracted the interest of young people the world over. We are all familiar with the facts which have given rise to this problem in such an acute form. In the first place, we must recognize that science and technology, which have done so much to help raise living standards, especially amongst the affluent countries, have also been largely responsible for the new problems of pollution that we face. The second element is, of course, the rapid growth of population. There is, however, one other element which should not be forgotten. I refer to the wasteful consumption patterns which have developed, in the name of convenience, especially in the advanced countries. This again is an area where we must recognize that every individual, be he a householder, the driver of a motor vehicle or an entrepreneur, contributes to the problem by his individual actions which produce, unbeknown to him, such a terrible cumulative effect on pollution. If we are to put a stop to pollution and reverse this trend, action has to begin with education

at the individual level. In addition to the pollution of the atmosphere, I have also been deeply concerned, as I have observed earlier, by the reports coming in of the dangerous trends towards pollution of the seas. This undoubtedly requires international regulation, and perhaps the United Nations is in the best position to help in establishing such a regimen. However, mere regulation will not succeed until, at the individual level, all of us realize that ultimately we pay an enormous social price for pollution, and this price-tag is probably much higher than the aggregate benefits that we derive as individuals from our current practices. I am convinced that this is an area where individual awareness and co-operation are as essential as national and international regulatory action.

Last, but not least, I would like to refer to the question of education. I have often heard it said, especially by older people, that the young people have a lot to learn. This may be true. I would say, however, that older people also have a lot to learn. Even more, and more important, we of the older generation have a lot to unlearn. We have to unlearn specifically those outmoded concepts to which I have referred, because it is only then that we will succeed in bridging, if not eliminating, the generation gap which has been the cause of so much comment during recent years.

Elsewhere I have paid tribute to the broadmindedness of the younger generation and their freedom from many of the prejudices that have afflicted us of an older generation. I am convinced that true progress towards peace can be made only when the peoples of the United Nations, young and old, are able to unlearn and forget such outmoded ideas as the concept of unlimited national sovereignty and take a broader and more modern view. Basically, we have to recognize that the idea of human solidarity transcends the idea of national sovereignty. Equally, we have to recognize that international responsibility can be realized only by individuals recognizing and accepting responsibility for their own actions towards the common goal. It is with these thoughts in mind that I have proposed that an international university be established where these ideas may be inculcated in young people from all parts of the world, with the hope that over the years such a university may have a great 'multiplier' effect.

My young friends! You will no doubt debate these issues and many others and I am sure you will put forward many thoughts and discuss many ideas which I have not included in this statement. I want you to know that I personally await the outcome of your deliberations, and the conclusions that you may reach on these issues, with the greatest interest.

May your youth, your unselfishness and your idealism bless you with the inspiration of all those earlier generations of youth who throughout history have shown the world its new ways and exists from antiquated beliefs and tensions. May your Assembly be marked by a view of the future of mankind as luminous as those of the revolutionaries who in the past have given us such notable documents as the declaration of independence, the declaration of human rights and the manifesto for economic and social justice.

I wish you a most successful conference.

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STATEMENT BY HIS EXCELLENCY MR. R.M. AKWEI, PERMANENT
REPRESENTATIVE OF GHANA TO THE UNITED NATIONS AND
CHAIRMAN OF THE TWENTY-FIFTH ANNIVERSARY COMMITTEE OF
THE UNITED NATIONS, ON THE OCCASION OF THE OPENING OF
THE WORLD YOUTH ASSEMBLY ON 9 JULY 1970

Let me first extend a hearty welcome to the participants who have assembled here from all over the world to begin this historic World Youth Assembly. I do so all the more heartily because I have been intimately associated with the planning and preparations for this Youth Assembly since the spring of last year, as Chairman of two successive Committees of the United Nations charged with the twenty-fifth anniversary of our Organization.

When we solicited the views and suggestions of Member Governments as to the manner in which the silver jubilee of the United Nations should be observed, there was a large degree of agreement among them that the question of youth involvement in world affairs should be one of the highlights of the anniversary. No single person or country can be said to have been the progenitor of the Youth Assembly. It has evolved and developed out of a number of related ideas such as a model United Nations assembly and a seminar or colloquium on international affairs. There was strong support among many States for the idea of a Youth Assembly.

I would be less than frank, however, if I did not tell you that doubts and reservations were also expressed over the United Nations embarking on such an untried path. Some said that time was too short to prepare adequately for a Youth Assembly. Others told us that it was premature for the United Nations to sponsor an assembly of youth when there is not even a generally accepted definition of the term. In the end, the General Assembly of the United Nations unanimously accepted a resolution, by which it decided to convene the World Youth Assembly within the framework described in the report of the Committee over which I had the honour to preside.

Preparations for the World Youth Assembly

The process of preparation of the Youth Assembly was itself an innovation. In order to reflect as much as possible the views of youth on the organization of the Assembly, the United Nations invited a number of international youth organizations

to constitute an advisory body to make recommendations. This advisory Committee has met on a monthly basis since January and made a very useful contribution to giving a framework to the Youth Assembly, while refraining from dictating the substance of its proceedings. There were gracious and statesmanlike gestures of compromise by all parties concerned in the preparations for the Assembly. For instance, after a series of vigorous discussions, a reasonable solution was found for the question of universal participation in the Assembly.

Since the General Assembly's decision to convene the Youth Assembly was conditional on finding the means of its financing outside the regular budget of the United Nations, efforts had to be made to solicit funds from government as well as from private sources. Until as late as mid-May it seemed somewhat doubtful whether we could raise sufficient funds to convene this Youth Assembly. In this connexion, I should like to commend the strenuous efforts which the Secretary-General and his colleagues in the Secretariat made to appeal for funds to enable the Assembly to be held. Let me also express my gratitude to all Governments and voluntary contributors, both individuals and institutions, through whose generosity this Assembly has been able to convene today. Their faith in the intrinsic merits of the Youth Assembly was such that even in the midst of a major financial crisis they were unwavering in their optimism that funds would eventually be found. Their faith has now been vindicated. A cursory look at the source of the finances shows that the Youth Assembly has no parallel with any of the United Nations conferences which have preceded it.

New world before us

A contemporary thinker, Michael Harrington, has pointed out that one of the characteristics of past revolutions, including the American Revolution of 1776, the French Revolution of 1789 as well as the Russian Revolution of 1917 was that they were attempts to raise reality to the level of prophetic visions and philosophies which had correctly analysed and foreseen the nature of the emerging society. He says that in comparison with these previous changes, in this last half of the twentieth century we are witnessing a world-wide revolution taking place without prophet or master. Reality itself is undergoing transformation at an unprecedented speed. Therefore ideas and philosophies simply seem unable to analyse the full purport of the contemporary revolution.

All traditional values and ideas are on trial. This is so in the international as well as national spheres. One may legitimately question the validity of such concepts as the "nation-State" or "State sovereignty" in the age of hydrogen bombs, inter-continental ballistic missiles, supersonic planes and travel to the moon. Are we not witnessing the birth of a truly global community, superimposed on the structure of the nation-State, without being able to recognize fully the implications of the transformation in our society? As it took several decades for statesmen of the seventeenth and eighteenth centuries to realize the transformation of feudal societies into modern nation-States and espouse the concept of Grotius and Bodin, we appear unable to adjust our thinking and behaviour to the new world evolving before our eyes.

Diversity of youth thinking

It is platitudinous to say that we live on a shrinking planet sharing common problems. The preoccupations of various parts of the world, though not identical may overlap in many ways, however identical. In Africa the compelling preoccupation is how to end the lingering remnants of colonialism and racism in southern Africa and assure fundamental human rights and higher standards of living for the peoples of the entire continent. In Asia and Latin America the primary task is still that of eradicating outmoded means of production and distribution and establishing modern methods of government and economy. There is a crying need for the solution of problems of hunger, disease, ignorance and poverty. In short, the problem in these regions is ensuring freedom and independence and the material conditions for happiness.

The preoccupation of more industrialized societies, however, is turning toward the question of quality rather than quantity, namely the place of the individual in an increasingly well-organized, mass-consumption society. There is vigorous protest against insensitivity of the authorities towards social justice. Frustration prevails, especially among the youth, over the inability of individuals to influence institutions in order to make them more humane and responsive to new social values. Side by side with impatient protest against the establishment and the vested interests, one also observes signs of nihilism and indifference. The affluent society seems to be torn by a virtual civil war between the generation

which has worked hard to bring about its material welfare and economic security, and the generation for which affluence is a given factor and which sees in it rather emptiness and callousness towards true spontaneity and democracy.

In such a diversity of attitudes and preoccupations, I realize that it would be a difficult task to arrive at a common strategy for the world. A simple solution packaged in attractive slogans and eloquent rhetoric may be emotionally satisfying, but is no substitute for hard thinking. Protesting a specific wrong is easier than formulating a detailed, realizable alternative. The task before us today is all the more overwhelming since it may amount to the creation of a new cosmology - a new theory of social structure going beyond the ethnocentric mythology and charismatic leadership of yesterday to something which is workable and understandable, responsive to scientific and technological reality and yet in harmony with the individual's basic aspirations, his sense of fulfilment of justice and participation.

What the United Nations is about

Since most of you were born after the United Nations was created twenty-five years ago, it is natural for you to ask the question "What is this Organization all about?" The United Nations was the embodiment of the hopes and prayers of an age which had undergone the tragic devastation of two world wars in its lifetime. Like its predecessor, the League of Nations, it is a bold attempt to civilize the relationships between the nations by harmonizing conflicting national interests. The United Nations in the last twenty-five years has contributed significantly to the liberation of dependent peoples from colonial yokes, to preventing and limiting warfare and other international conflicts. It has been working hard to mobilize world public opinion and pool resources in order to help countries in the arduous process of development. It serves as the only world forum where statesmen can learn about the problems of different countries and strive for common action. In addition, in the halls and corridors of the United Nations diplomatic contacts and negotiations are taking place daily with a view to achieving agreements between Governments.

Despite its record, which is creditable, it has to be frankly admitted that the performance of the United Nations has fallen short of the expectations of the framers of the Charter. This is due to the inevitable fact that as an

intergovernmental organization it was bound to be primarily an instrument in the hands of Governments. It was an effective instrument for settlement of disputes and conflicts only when Governments were able to overcome their differences and come together in support of the purposes and principles of the Charter. The United Nations is therefore not, and cannot be, independent of the will of Member Governments.

In my view it is a fundamental mistake to consider the United Nations as a static and fixed institution. The Organization is a dynamic organism constantly changing and redefining itself. It can be more or less than the letter of its Charter, depending upon the determination of Governments and peoples to make maximum use of it. It has even a potential to develop into a trans-national organization if it ceases to be merely a sum total of the transient, short-sighted national interests of its constituent members and evolves into a focal point of emerging global interest and a pace-setter of priorities for a new age, based on a new allegiance, allegiance to humanity.

Youth and the United Nations

The question of youth has come to occupy increasing interest at the United Nations. This Youth Assembly is a step - an important step - in that direction. Last year the General Assembly asked the Secretary-General to consider the measures to be taken to establish channels of communication with youth and international youth organizations and to report them to the Assembly as early as possible. I am sure that Member States would be watching most attentively all the views and suggestions you might make regarding this question of establishing a strong link between youth and the United Nations.

The Secretary-General furthermore pointed out last year the need to create a truly international university. The Assembly unanimously invited him to prepare an expert study on the feasibility of an institution of this nature. You might say that such a university would be, in a sense, a continuing Youth Assembly at which young students would get together with senior scholars to solve their common problems.

Some of you may also be aware that at present the Economic and Social Council of the United Nations is considering a study on the creation of an international corps of volunteers for development. While this would not be exclusively a youth

corps, it is probable that the majority of participants in any such scheme would be young people from all over the world. You may wish to examine the possible contribution of such a volunteer service to the basic development needs of the countries and regions in many parts of the world.

Furthermore, there is an increasing interest in involving youth in the Second Development Decade, which will be ushered in next year. I know the disappointment which the First Development Decade engendered among young people. I myself share their disappointment. If the Second Development Decade is to bring about a better result than the first, the active participation of young people at all levels of development will be indispensable. I am happy to note that the question of youth participation in the Second Development Decade will be dealt with at an international meeting to be held in Geneva next year.

Just a few weeks ago a seminar was held in Yugoslavia, under United Nations sponsorship, on the question of youth and human rights. Basing yourselves on that discussion, you may want to continue the debate on the rights and responsibilities of youth on both the national and international levels. I have no doubt that human rights constitute a subject of great interest to young people, since young people today are more sensitive than ever to violations of basic human rights wherever they occur and it is often they who become the first victims of such violations of human rights.

Historic significance of the World Youth Assembly

The United Nations is nothing but a stage in the eternal struggle of humanity for a better world. From this point of view your constructive criticisms of the Organization will be very much welcomed. After twenty-five years of its existence, the United Nations has admittedly become rather stale and somewhat tired. It is timely and beneficial, therefore for the Organization to be confronted with fresh ideas and uninhibited views, particularly views of young men and women who have not yet fallen into the rut of custom and convention. I do not think that we differ very much among ourselves as to what needs to be done about the world and about the United Nations. We are, however, often puzzled as to how to bring about necessary changes. Here ardent enthusiasm and high idealism are obviously not enough. They have to be combined with a most thorough review and analysis of the situation and the means to achieve the results hoped for.

In the immediate post-war period the United Nations strove to become a bridge between the cold war blocs, between the East and the West. In subsequent years it has attempted to concert the policies of nations in order to reduce the gap between the affluent and impoverished halves of the world - North and South. This Youth Assembly will be an historic milestone, for the curtain is now rising on the third act as the United Nations embarks on a dialogue between generations, a dialogue which is necessary, since no generation is the exclusive repository of wisdom, and which is made indispensable by the unique features of the contemporary world situation. Let the older generation heed the voice of concerned youth, for while it is given to youth to see visions, it is also their nature to question all fundamentals and reach for obvious solutions. This will doubtless be an assembly of youth, by youth and for youth, since you yourselves will be masters of your agenda and procedures. May your conclusions be such, however, as to compel the attention of the world.

In closing my statement may I wish you all the very best for your deliberations in the coming days, for your task is indeed immense.

Thank you.

STATEMENT BY FRANCOIS POUILLIOT, CHAIRMAN OF THE PLANNING
COMMITTEE ON THE WORLD YOUTH ASSEMBLY

It is indeed a privilege and an honour for me to be able to address you today in my capacity as Chairman of the Planning Committee on the World Youth Assembly. At the same time, it is difficult for me to try to summarize for you in a few minutes, on behalf of thirteen non-governmental organizations representing students and youth, the different stages through which our work has progressed since our first meeting in January of this year. Nevertheless, we feel that if you are to understand the way in which the work of this Assembly is going to be conducted it is essential that you should know what are the principles by which we in the Planning Committee have been guided, the difficulties we have encountered and the hopes we have placed in this gathering.

The Committee for the Twenty-Fifth Anniversary of the United Nations, in defining our task, said that we should make specific proposals concerning the agenda of the World Youth Assembly, its structure, its procedures and methods of work, the cultural and social activities which were to take place during the Assembly, and any other topic of like importance. This did not make our position any less ambiguous, for we had no means of enforcing compliance with our recommendations and no recourse when some of those recommendations were not implemented by the United Nations Secretariat. We always felt that a joint meeting with the Committee for the Twenty-Fifth Anniversary might help to solve the difficulty, but that privilege was never accorded us.

The principal concern of the members of the Planning Committee was that the Assembly should be genuinely representative of world youth, and to that end we insisted that the principle of universality should be recognized as the basis of the Assembly's work. Accordingly, we sought to ensure not only complete geographical participation but also representation of all the viewpoints of world youth. We were firmly convinced that an Assembly of this nature could not be called a "World Assembly" if a large number of young people were to be excluded because their Governments were not Members of the United Nations or because they did not share the views of their Governments. Similarly, in order to ensure genuine representation of youth, the Planning Committee recommended that the participants

should not be more than twenty-five years of age and that their selection should be made by a group of youth organizations in each country. We also expressed the view that each country's youth, organized and unorganized, should be as broadly represented as possible: students, young workers, young women, young farmers and young people participating in political movements.

Another concern of ours was that the young participants in this Assembly, wherever they come from, should all enjoy equal rights and equal responsibilities. In order to guarantee this principle of equality, we avoided suggesting any procedure or structure for the Assembly which might be an obstacle to the full participation of each young person.

We also wanted the direction of this Assembly to be entirely the responsibility of the participants themselves. For example, although everyone had differing views on the way in which the agenda should be formulated, our final suggestion reflects our desire to introduce general themes representing the concerns of today's youth.

Over the past seven months the Planning Committee has had to face a number of difficulties. The task of preparing for a Youth Assembly within the framework of an institution twenty-five years old quickly showed us that the latter perhaps did not in every instance have the requisite flexibility to accommodate our purposes. For example, the principle of universality, although accepted by all, was subject to many interpretations. That was why the Planning Committee was obliged to send invitations to countries which were not Members of the United Nations and to certain other categories of participants, the United Nations not having been disposed to do so.

We had very little time in which to give adequate consideration to certain questions relating to the preparation of the Assembly, such as travel arrangements, documentation and technical aspects. I should make it clear that the working papers prepared by each of the committees of this Assembly do not by any means represent the views of the Planning Committee.

We had requested that the supplementary personnel placed at the disposal of each committee should not be drawn exclusively from the staff of the United Nations; we find it regrettable in the extreme that this recommendation was not followed.

The Planning Committee learned with regret that certain Governments did not allow the selection of participants to be made in accordance with our recommendations and intervened directly to impose their own choices. When this had been noted, one organization represented in the Planning Committee, the Young Christian Workers, decided to withdraw.

I am also obliged to state that at times we encountered difficulties within the Planning Committee itself. The thirteen members naturally represented difficult trends and viewpoints and while we are proud to be able to say today that we always succeeded in reaching some area of understanding, divisions remain with regard to certain subjects. While all the members of the Committee were keenly disappointed at the failure of certain countries, both Members and non-members of the United Nations, to respond to the invitation to send participants, some observed that the presence of participants from the Republic of Viet-Nam and the Republic of Korea coupled with the absence of participants from the Democratic Republic of Viet-Nam and the Democratic People's Republic of Korea called into question the principle of universality. The fact that Chinese youth was represented solely by participants from Taiwan likewise caused us some concern.

The difficulties which I have outlined should not prevent us from acknowledging that the Planning Committee has actually accomplished an important task on behalf of youth. It may be that you will not agree with all our suggestions but they are the result of work done over a long period of time by thirteen organizations called upon for the first time to engage positively in making joint preparations for an event as important as the World Youth Assembly. We hope that the constructive atmosphere which has inspired our work will likewise prevail throughout your meetings and it is our earnest hope that, despite your differences of opinion, you will succeed in drawing the attention of the United Nations and of the world in general to the opinions of youth concerning problems which are, after all, the concern of every one of us.

We also hope that the precedent set by the United Nations in forming a Planning Committee to participate in the preparation of this Assembly will serve as an example for future co-operation between the United Nations and youth and will result in greater participation by young people themselves in the programmes of the United Nations family. Thanks to the communications media, millions of people will be watching you. Before concluding its last meeting on Monday evening, the Planning Committee asked me to convey to you our best wishes for a successful Assembly - an Assembly which will be both provocative and creative.

TEXT OF STATEMENT BY SECRETARY-GENERAL, U THANT,
TO WORLD YOUTH ASSEMBLY ON 17 JULY 1970

As this first World Youth Assembly is drawing to a close, I would like to compliment all of you on your hard work. I know it was for you all a race against time, since you were given a very limited period in which to produce your reports and recommendations. Many of us feel that the participants in this Assembly, in their nine-day deliberations, have been as productive as the diplomats who meet here each year for the General Assembly.

Generally there has prevailed throughout the Assembly a friendly atmosphere. You have all participated with a sense of purpose in meetings. Many of you have also enjoyed with equal zest the non-conference, extra-curricular activities prepared for you. By your behaviour and your spirit of co-operation, you have belied the predictions of some people that this gathering would end in utter chaos and disorder.

I would like to commend you in particular for your freedom from insular attitudes towards problems discussed in the plenary, as well as in the commissions. I am told that while there were groups which took a special interest in a certain number of problems, they were not necessarily along strict national or regional lines. Such an approach is a prerequisite for constructive action at the international level.

Many of you expressed your deep individual convictions without regard for the position taken by your respective Governments. If a genuine international community is to be established, it is my belief that it can only be on the basis of very deeply-held convictions of individuals rather than on the basis of attitudes taken by Governments along traditional lines. The opinions you have expressed and the proposals you have made may not always have been in the polished language of diplomats, and many of them may not represent new or fresh ideas. It was rather the vigour and frankness with which you expressed

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these views that made your deliberations so valuable. You have made full use of this international forum, which is an increasingly important factor in the formation of world public opinion.

The debates at the Youth Assembly have made it clear that youth are to be treated not as an isolated element in society but as an integral part of it. As such, the ideological, political and other preoccupations of the world were bound to reflect themselves in the attitude of youth, sometimes in a way even sharper than the opinions expressed by the older generation. This is natural and should serve to caution those who tend to segregate youth and idealize youth. Youth are very much a part of our world. They are the inheritors of the earth and as such they not only have the right to be heard, but also the duty to contribute in a concrete manner to the creation of a better world.

This Youth Assembly was an entirely unprecedented undertaking on the part of the United Nations. However, we greatly benefited from the advice of certain international youth organizations, and our attitude was from the outset not to impose on you any pattern or preconceived framework. Thus, you were left with a large degree of freedom and initiative in devising the organization, rules of procedure and other activities. Under the circumstances, some confusion was perhaps inevitable regarding the conduct of meetings, voting, the status of participants, alternates and advisers, the way in which credentials should be handled, etc. With the help of the Steering Committee, however, you overcame many of these difficulties in time to enable the Assembly to tackle its substantive task. In this regard, I would like to pay special tribute to the officers you elected to the Steering Committee and to the four commissions for the way in which they guided this entirely new and difficult conference.

The United Nations will probably never be the same after the World Youth Assembly. Your informal manners, the practice of certain commissions to limit the statements to five minutes or even less, the recognition of speakers by number rather than by country, and most of all the principle of individual participation rather than governmental representation -- all of these may affect in some way the practice of United Nations organs in the long run.

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Before closing, I would like to ask you most sincerely to persevere in your deep concern over the state of the world today. We need the positive contribution and active co-operation of youth in assuring international peace, in achieving the goals of the Second United Nations Development Decade and in the First Disarmament Decade, in safeguarding human rights, and above all in bringing the present world situation closer to the ideals of the Charter of the United Nations.

I should like to close by thanking all the participants for gathering here a brief but most intensive period of discussion across national boundaries. I would also like to thank the numerous staff members and volunteers who unstintingly contributed their talents and energy, and who often worked late into the night or even into the small hours of the morning.

I wish you all a safe return to your homes, and every success in your future endeavours.

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ANNEX 1

The Steering Committee
elected by the World Youth Assembly

AFRICA:

*Mr. Mohamed M. MAKHLOUF		U.A.R.
*Miss Margaret TAYLOR		Nigeria
Mr. Camara IBRAHIM		Guinea
Mr. Armando GUEBUZA	FRELIMC	(Mozambique)

ASIA:

Mr. Hironobu SHIDUYA	Experiment in International Living	(Japan)
Miss N. Prochie AKCLAWALA		India
*Mr. Fawaz NAJIA	General Union of Palestine Students	
Mr. Ramon A.P. PATERNC		Philippines

EUROPE:

Mr. Alexandre LEBEDEV		USSR
(Mr. Andrei GRATCHEV), alternate		
Mr. Vasile NICOLCIOIU		Romania
*Mr. Lars THALEN		Sweden
*Miss Estelle FELDMAN		Ireland

LATIN AMERICA:

**Mr. Pedro HENRIQUEZ		Chile
Mr. Alfonse CHASE		Costa Rica
Mr. Wilton JOHN		Trinidad and Tobago
Mr. Ricardo GERARDI	World Federation of Catholic Youth	(Argentina)

NORTH AMERICA:

Mr. Gordon CLEVELAND		Canada
Miss June CUFFLEY		Jamaica

CHAIRMAN, Steering Committee and
Plenary Meetings:

CHAIRMAN, Commission I:	Mr. Lars THALEN
CHAIRMAN, Commission II:	Mr. Fawaz NAJIA
CHAIRMAN, Commission III:	Mr. Mohamed M. MAKHLOUF
CHAIRMAN, Commission IV:	Miss Margaret TAYLOR
	Miss Estelle FELDMAN

* Indicates Chairmen.

** Mr. Pedro Henriquez chaired the Plenary Session and Steering Committee Meetings of 9 July.

ANNEX 2

The Planning Committee for the World Youth Assembly

Boy Scouts World Bureau
Coordinating Committee for International Voluntary Service
International Movement of Catholic, Agricultural and Rural Youth
International Student Movement for the United Nations
International Union of Students
League of Red Cross Societies
World Alliance of Young Men's Christian Associations
World Assembly of Youth
World Association of Girl Guides and Girl Scouts
World Federation of Democratic Youth
World University Service
World Young Women's Christian Association
Young Christian Workers International Council (withdrew in June 1970)
