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PROMOTION, PROTECTION AND RESTORATION OF HUMAN RIGHTS
AT NATIONAL, REGIONAL AND INTERNATIONAL LEVELS
PREVENTION OF DISCRIMINATION AND PROTECTION OF CHILDREN:
HUMAN RIGHTS AND YOUTH

Report on Human Rights and Youth prepared by
Mr. Dumitru Mazilu, Special Rapporteur

Introductory Note by the Secretary-General

The Commission on Human Rights, in its resolution 1985/13 of 11 March 1985, emphasized the necessity to ensure full enjoyment by youth of the rights stipulated in all relevant international instruments as indispensable for human dignity and the free development of the human personality, and requested the Sub-Commission on Prevention of Discrimination and Protection of Minorities to pay due attention to the role of youth in the field of human rights, particularly in achieving the objectives of the International Youth Year. At its thirty-eighth session, the Sub-Commission, in resolution 1985/12, referring *inter alia* to Commission resolution 1985/13, requested Mr. Dumitru Mazilu to prepare a report on human rights and youth analysing the efforts and measures for securing the implementation and enjoyment by youth of human rights, particularly the right to life, education and work, in order to facilitate the Sub-Commission's discussion on the topic. The Sub-Commission requested the Secretary-General to provide all the necessary assistance to Mr. Dumitru Mazilu for the completion of his task.

The Commission on Human Rights at its forty-third session adopted resolution 1987/44 in which it took note with appreciation of Sub-Commission resolution 1985/12 requesting one of its members to prepare the report on human rights and youth and requested the Secretary-General to provide all necessary assistance to the Special Rapporteur.

The report on Human Rights and Youth by Mr. Mazilu was to be presented to the thirty-ninth session of the Sub-Commission originally scheduled for August 1986. Pursuant to General Assembly decision 40/472 of 9 May 1986 and due to the financial crisis the thirty-ninth session was postponed until 1987. The Secretary-General, following a discussion with Mr. Mazilu on obtaining information relevant to his study addressed, on 9 January 1987, note verbales to Governments and letters to specialized agencies and non-governmental organizations in consultative status requesting information on Mr. Mazilu's behalf. That information was dispatched regularly to him as it was received. Mr. Mazilu did not submit his report to the thirty-ninth session of the Sub-Commission and the Sub-Commission by its decision 1987/112 postponed consideration of the agenda item under which the report on human rights and youth was to be considered to its fortieth session.

The Secretary-General, with a view to assisting Mr. Mazilu in the preparation of his report for the fortieth session of the Sub-Commission, contacted Mr. Mazilu with regard to a visit to Geneva for consultation with the staff of the Centre for Human Rights and the finalization of his report. The Secretary-General also contacted the Permanent Mission of Romania in Geneva with a view to facilitating Mr. Mazilu's visit to Geneva. Unfortunately, Mr. Mazilu informed the Secretary-General of the failure of competent authorities in his country to authorize his visit.

In April 1988, the Secretary-General received from Mr. Mazilu five chapters of his report partly in English and partly in Romanian and sought unsuccessfully to contact him in order to discuss with him matters relating to the presentation and editing of the report. The Secretary-General requested the assistance of the Romanian authorities in this regard but was still unable to contact Mr. Mazilu. In May 1989 the Secretary-General received from Mr. Mazilu the introduction, two further chapters including the conclusion and recommendations, a bibliography and a separate text containing a "special view

on the Romanian case". The text received in May 1989 was both in English and Romanian. The Secretary-General again sought unsuccessfully to contact Mr. Mazilu with regard to the presentation and editing of his report. Not being able to discuss with him these matters, the present report is published as received; the part on Human Rights and Youth - "a special view of the Romanian case", will appear as an addendum to the present document due to its length, and in order to facilitate publication of the present document which required only partial translation from Romanian into English.

For information on steps taken by the Sub-Commission, the Commission on Human Rights and the Economic and Social Council on this matter reference may be made to the Secretary-General's report to the Commission on Human Rights at its forty-fifth session (E/CN.4/1989/69), Commission resolution 1989/37 (E/CN.4/1989/20, Chapter IA) and Economic and Social Council resolution 1989/75 of 24 May 1989 by which an advisory opinion on the matter was requested from the International Court of Justice.

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Introduction

"The young people of the world can hold up their heads with pride, conquer unimagined heights of culture and universal civilization and develop harmoniously in full physical and intellectual health only if they live in freedom and dignity"

1. Petrarch and Boccaccio, Rabelais and Montaigne, Sir Thomas More and Francis Bacon, Miron Costin and Dimitri Kantemir, Lev Tolstoy, Anatole France, Rabindranath Tagore, Thomas Mann, Jean-Paul Sartre, Bertrand Russell; all the great thinkers of the world have demonstrated that man represents the supreme value, that the human being has limitless possibilities of development, that the human personality is harmonious and victorious. René Cassin points out that freedom and equality are the greatest conquests of human society, while André Malraux notes that slavery and repression are the products of barbarism, whereas freedom is the fruit of human civilization. All the enlightened minds of the world, the great universal writers, have made of their works a hymn to the glory of man, his freedom and his dignity.

2. Renowned political leaders have made a creed of protecting and guaranteeing human rights and freedoms and have subordinated their programmes of government to the attainment of these noble objectives. Nicolae Balcescu declares that the liberation of man is the most important aim of a democratic government. Winston Churchill observes that the structures of a society must ensure for people the full realization of their personality, while Charles de Gaulle notes that a political system takes hold and endures only if it offers the necessary guarantees of respect for people's fundamental rights and freedoms. Thus thinkers and politicians, the most enlightened personalities of all times, have given expression to a similar vision of the human being and of his rights and freedoms.

3. But if such a vision of man, of the place and role that are fitting for him in society, prevails both in thought and in practice, why ever should there be any need for a study, a report on human rights and youth? How is the importance of such a topic to be explained and why has the United Nations decided to address it?

4. In spite of humanist judgements of universal validity and national and international standards in force today, human rights and freedoms, including those of the younger generations, continue to be ignored and brutally violated. Entire peoples - as in the tragic case of the Romanian people - are still held in slavery by tyrannical political régimes, by dictators who have crept into power by lying and hypocrisy and who hold on by dint of barbarous oppression, disposing of people's lives and freedom as they see fit. In Romania, for example, anachronistic economic and political structures stifle people's initiative and deprive them of the enjoyment of a free and dignified life, they rob young people of faith in a better future.

5. Experience shows that nothing causes deeper traumas than the humiliation of a person, the violation of his rights and freedoms, placing and keeping him in a state of dependence, subordination, slavery. Lack of respect for a person for his preoccupations and worries, has grave effects not only on those concerned but also on those round about, setting its seal in particular on the psychology of the younger generations.

6. It is deeply alarming that a few tyrants keep down hundreds of thousands of people and destroy their personality in the name of "care for man", for his "happiness". Stalin declared that "man is the most precious capital" while sending hundreds of thousands of people to forced labour camps, to prison and to death for their critical opinions regarding the way the country was governed. Other dictators have subjected tens of thousands of people to savage terror - as is happening in Romania - because they have had the courage to draw the attention to the fact that the dogmas they try to impose on them run counter to the natural requirements of development, of life.

7. Terrifying psychological effects are being wrought on millions of people in Romania, and especially on the younger generations, by the destruction of historic monuments, including places of worship; the tearing out of the roots of a past rich in tradition; the annihilation of the microclimate of urban and rural culture and civilization for thousands upon thousands of people; the profanation of the graves of our forefathers and ancestors.

8. Veritable human tragedies are taking place!

9. Who would have imagined that it would come to turning our forefathers and ancestors out of their eternal resting-places?

10. Of course, progress and development require efforts and sometimes even sacrifices! But nothing justifies the profanation of ancestral graves or the destruction of places of worship!

11. There are peoples who have inherited from generation to generation a veritable cult of those who have passed into non-existence.

12. There are traditional religious practices which, along with many other ancestral customs, have led to the preservation of the spiritual unity of the peoples concerned!

13. The pain of those who have proved to be the founders of a country, on being turned out of the graves in which they are taking their eternal sleep and their bones thrown somewhere else, is shattering!

14. A human being needs his life to be guaranteed and at the same time needs that his sufferings on account of those who have passed into non-existence should be piously respected!

15. Rulers who try to found government on the humiliation of man and on destruction of the spiritual traditions of wide human communities must be made to answer to their peoples for their barbarous acts!

16. Only respect for the traditional values of the nation contributes to the spiritual perpetuation of peoples, from generation to generation!

17. The destruction of those values causes immense damage, irreparable losses!

18. Therefore, no one has the right to break it! Nothing can justify it!

19. We find to our stupefaction that to this day skin colour continues to afford grounds for discrimination; that some races are still classified as superior and others as inferior; that ethnic origin is the source of certain inequalities; and that sex is still a criterion for differential treatment. Some dictators have unleashed, in the course of the years, veritable racial persecution; they have undertaken abusive measures against national minorities, which have sooner or later generated ethnic conflicts accompanied by loss of life. In some countries a veritable cultural genocide has been set in train against the minorities, in an attempt to destroy their spiritual traditions and assimilate them by force.

20. Monolithic political structures and arbitrary exercise of options have led to catastrophic developments in the economic field. There are countries in which, as a result of wrong-headed decision-making, veritable economic disasters have been caused, as has happened in Romania. Millions of people are purely and simply starved and are subjected to cruel sufferings in their frozen homes, being denied the heating which is so necessary in frosty winters. Tens of thousands of children and old people have succumbed to a violent death.

21. These men have robbed them of their natural, fundamental inalienable right: the right to life!

22. What gloom and anxiety have built up in the hearts of young people who, after studying for years and years, cannot find a secure job. According to studies made by the International Labour Office, there are more than 10 million young people without jobs, and the prospect for the 1990s is that their numbers will exceed 15 million unless urgent measures are taken at the national and international level.

23. These young people have been robbed of their right to work! The forced labour of young people in assigned jobs at ridiculous pay, which does not help them to become integrated or encourage them to undergo training, produces indifference and even a blasé attitude among the majority of them; although they never cease to show revolt, acting in accordance with the well-known popular adage: "For such payment, such return". Many say openly that "when the rulers pretend to pay, the young people pretend to work". In Romania, for example, the ossified structures block the initiative of the young people, their enthusiasm and their capacity for self-sacrifice, which is frittered away to the detriment of society. In these cases the form is devoid of content, the work being irremediably marked by subjective structural formalism.

24. How many people are spiritually mutilated before they have completed their studies, finding that the very values that form the foundations of a civilized society - honesty, truth and sincerity - have been abandoned in the face of the violent onslaught of falsehood and hypocrisy.

25. In Romania, for example, the brave ones have their wings clipped; they are immediately reduced to silence, and to the common denominator of the mediocre and the weak. The annihilation talents and the process of levelling, carried on to the tune of a few political or "moral" slogans, are depriving society of the strengths which it needs as vitally as air and water in order to progress and develop. The individual's effort is dissolved in that of

large groups of people, and those who make up such a group lose sight of the conclusions drawn by all the great sociologists of the world, who draw attention to the fact that every human community has its peaks and only by providing incentives do you determine others to try to reach them. This is a natural prerequisite for progress.

26. Profoundly anachronistic outlooks are denying young people access to knowledge of the discoveries of modern science and technology!

27. The movement of people and ideas is blocked in Romania. Pure political motives underlie the dictators' decisions to keep the young in isolation, depriving them of one of their fundamental rights: the right to know the world, to enrich their own horizon, together with the wealth of ideas of the country they belong to. From that of an everyday document found on the bearer in all civilized countries of the world, the issue of a passport has been transformed here and there into an occasion of endless humiliations. Instead of the authorities placing themselves at the individual's disposal in the exercise of one of his fundamental rights as defined and recognized by international law, he is harassed and persecuted in all sorts of ways, by officials who are encouraged in the abuse and illegalities they commit against him, and by administrative bodies that delight in a kind of feudal despotism long abandoned by history.

28. Repressive barbarity on account of political convictions has attained proportions that the most pitiless despots known to history would envy. For a young person who enlightens his spirit by reading Voltaire, Jean-Jacques Rousseau, Montesquieu, Sartre or René Cassin and who takes cognizance of the content of the Universal Declaration of Human Rights, it is incredible that in our times the barbaric repression fostered by a few tyrants can sow such tragedies in people's lives!

29. Millions of lives snatched away by the machinery of repression that relentlessly kneads people to pulp; other millions; other millions uprooted and displaced; hundreds of thousands murdered, many of them basely, by docile executioners to whom law, right and truth are unknown!

30. The younger generations are shaken to find that men called upon to watch that justice is done on the basis of truth and right have sent hundreds of thousands of human beings to their deaths, knowing that they had done nothing wrong! That in camps and prisons people are murdered without trial by butchers appointed to keep watch on them! That, during the torture to which they are subjected to on being questioned, thousands of detainees are horribly mutilated, while many prisoners of conscience lose their lives!

31. It is true that, after the death of tyrants, people have been rehabilitated and butchers have been convicted!

32. To be sure, we can rejoice that right has eventually triumphed! But at what price? The effects of this act of posthumous fairness are, as we know, limited. The severed thread of the life of a person basely done to death can never be retied!

33. The younger generations are calling more and more insistently for guarantees that these odious deeds will never again be repeated, that human beings will never more be detained, tortured and killed for their political convictions, and that repressive barbarity will be eliminated forever from the political system of society.
34. That at the top of the social pyramid will be placed persons who have respect for the rights and freedoms of the human being!
35. The young people of the world can hold up their heads with pride, conquer unimagined heights of culture and universal civilization and develop harmoniously in full physical and intellectual freedom only if they live in freedom and dignity!
36. Humiliation breaks a man down; it destroys his personality!
37. Freedom and dignity give him wings; they raise him to the creative stature that history has conferred on him!
38. Freedom draws together people from everywhere, generates trust and understanding between human communities, and guarantees peace!
39. To assure and guarantee to the young people of the world their fundamental rights and freedoms is not a gift but an act of good will, an elementary duty of all rulers!
40. Repressive barbarity and feudal despotism are grave anachronisms of our societies!
41. The leap into the realm of freedom presupposes an understanding of the need for progress and development. But progress and development are pursued successfully only with free people!

I. Young people in today's world

42. The world population of young people in 1987 was approximately 988 million. Of this number approximately 80 per cent came from the less developed countries of the world.

43. This population is projected to approach the 1,050 million mark by the year 2000. The number of young people from less developed countries is estimated to increase to approximately 885 million by the year 2000. This situation is in direct contrast to the projected change in the population of young people in the more developed countries, which is expected to decline in absolute terms.

44. On the basis of ILO study, although the socio-economic situation of young people differs widely from country to country, at the same time, there are important similarities. One common characteristic among youth is the drive to become integrated into society, and an important measure of that integration is the world of work. It is well known that this world has come under increasing strain as the global economic fabric has come tightened under the pressure of recession, industrial restructuring and, especially in developing countries, deteriorating terms of trade, balance-of-payment problems and external debt.

45. The full participation of youth in the life of a nation is important for the achievement of social justice and the attainment of objectives of national development. In spite of that, it has become increasingly evident that far too many young people have been left at the margin of society. In many countries, young people are on the periphery of the major political, economic and social structures of society. Of course, the degree of marginalization differs according to the national context, but its severity would appear to be greatest in developing countries where many young people live in extremely precarious conditions. Whereas some young people continue to have serious difficulties to find a job, especially in the more developed countries.

46. Experience has shown that young people who are marginalized are poor, have had little exposure to education and training, often lack access to productive employment and may be socially and economically unassimilated. Many young people are facing the grave political, economic, social and cultural problems. Because of some forms of social and racial discrimination, in some countries youth cannot participate actively in the decision-making process.

47. Social problems such as alcohol and drug abuse and juvenile delinquency are linked to marginalization although the cause and effect is not easily determined. Any effort directed at integrating young people into society must take into account these and similar problems. There is no doubt, that the enjoyment of economic and social rights of young people continue to live in poverty, suffer from squalor, disease and illiteracy and thus leads a subhuman existence, constituting in itself a denial of human dignity.

48. There is an ever widening gap between the standards of living of young people in the economically developed and developing countries. It recognized that universal enjoyment of rights and fundamental freedoms by young people would remain a pious hope unless the international community succeeds in narrowing this gap.

49. We have to recognize the collective responsibility of the international community to ensure the attainment of the minimum standard of living necessary for the enjoyment of the rights and fundamental freedoms by young people throughout the world.

50. The universal enjoyment of the economic, social and cultural rights by young people depends to a very large degree on the rapid economic and social development of developing countries which are inhabited by approximately 755 million of the world's population of young people, whose lot continues to deteriorate as a result of tendencies which characterize international economic relations.

51. Analysis has shown that 40 years after the adoption of the Universal Declaration of Human Rights, life, liberty and security of young people in many countries, including my own, continue to be in danger.

52. Young people, like all human beings, have an inherent right to life. The safeguarding of this cardinal right is an essential condition for the enjoyment of the entire range of economic, social and cultural, as well as civil and political rights, by the world's population of young people.

53. The international community has to condemn the practice of summary or arbitrary executions and of enforced or involuntary disappearances of young people and must deplore strongly the increasing number of these gross violations of human rights. We have noted with deep concern the occurrence of executions and disappearances that were widely regarded as being politically motivated. Hundreds of thousands of young people were executed or disappeared in this way, because they were in opposition to, or were perceived or imagined to have been in opposition to, those who wielded political or economic power in the State or Government, or were perceived to be in opposition to certain aspects of their political, economic, social and cultural policies.

54. Summary or arbitrary executions, enforced or involuntary disappearances involve plain and fundamental breaches of the most elementary human rights.

55. The life of young people is in danger in those countries in which their right to adequate food and standard of living adequate for the health and their well being is not observed. We have noted with deep concern that some political leaders are using the food and medical care as an instrument of political pressure.

56. In some countries, including my own, we are witnesses of a continuous deterioration of living conditions. The basic foods: milk, butter, meat and even bread are missing for years. The foetus has nothing or almost nothing to eat; the mothers have no milk to suckle their babies, because of their malnutrition for many years.

57. This chronic absence of basic food put in danger the biological existence of young people, of everyone in the society. Many young people are enduring hunger, sickness, homelessness and cold.

58. The Universal Declaration of Human Rights was adopted in winter time. On 10 December every year, on the anniversary of this crucial document on human rights, we have to remember that hundreds of thousands of young people are in a desperate situation dying from cold.

59. Thousands of babies are born in the cold. Their life and the life of their mothers are in real danger. Their heart cannot endure the existing cold in their homes, in hospitals, in factories and offices, as an immediate consequence of very wrong management of the economy by political leaders, such as is the case in my country. The chronic absence of medicine or extremely important drugs for medical treatment has determined the increasing number of stillborn and of infant mortality. In some countries, including my own, the medical care and medical services are in a very critical situation.

60. The chronic absence of lighting in homes, in schools and universities, in factories and offices, in streets of cities and villages put in danger the health and life of millions of young people.

61. As a father and professor, I cannot be indifferent when around me thousands and thousands of children are in a desperate situation dying of hunger and from cold, when some political leaders deliberately continue for years to refuse them the necessary space, heating and lighting in maternity wards, in homes, schools and universities and the minimum milk to survive!

62. Many young people are victims of war or other military conflicts. Analysis has shown the urgent need for the international community to continue its efforts to strengthen peace and to remove the threat of war and to settle all conflicts between States only by peaceful means.

63. Young people are facing serious difficulties in the exercise of their fundamental rights to education and work. In some countries continue to exist the administrative practices, which involve discrimination in education. The public authorities allow differences of treatment between young nationals. In spite of the fact that the overall illiteracy rate among those of 15 years and over dropped from 32.4 per cent in 1970 to 28.9 per cent in 1980, the absolute number of illiterate people has been steadily increasing. For this reason the international community has to take all the necessary steps for the extension of effective assistance for the eradication of illiteracy and for the promotion of education of all kinds to the developing countries, both bilaterally and through the United Nations system of organizations.

64. Young people in rural areas, refugees, national liberation movements, migrant young people, the mentally and physically handicapped have not always the possibility to enjoy fully their right to education. At least 34 per cent of existing schools and universities have poor facilities especially in developing countries.

65. It is necessary to ensure everywhere full implementation of the right to universal education through, inter alia, free and compulsory primary education, universal and gradually free-of-charge secondary education, equal access to all educational facilities and the access of the younger generation to science and culture.

66. In many countries there is a large proportion of youth unemployment. Young people are by definition in a period of change, as they move from the end of childhood towards entry into the world of work. There are, at the same time, other forms of change, resulting particularly from migration and assimilation into new sectors. Young migrants and refugees, the rural and urban poor, disabled youth and young women are, very often, marginalized. The most of them live and work in unregulated employment conditions. Their situation is closely linked to the problems of extending social protection to workers in this sector, which is a significant grey area in most developing countries.

67. For young people, the problems of full implementation of the right to universal education through free and compulsory primary education, universal and gradually free-of-charge secondary education, equal access to all educational facilities and the access of the younger generation to science and culture.

68. In different countries there is a large proportion of youth unemployment.

69. Young people are by definition in a period of change, as they move from the end of childhood towards entry into the world of work. There are, at the same time, other forms of change, resulting particularly from migration and assimilation into new sectors. Young migrants and refugees, the rural and urban poor, disabled youth and young women are, very often, marginalized. The most of them live and work in unregulated employment conditions. Their situation is closely linked to the problems of extending social protection to workers in this sector, in most developing countries.

70. For young people, the problems encountered in the unregulated sector tend to be those of underemployment, poverty and lack of social protection. Policy-makers are faced with the need to reduce the hardships and frequently exploitative conditions suffered by unprotected workers, particularly youth and children, while recognizing the positive contribution of this sector to employment creation.

71. At least 150 million young people are required to perform forced or compulsory labour. More than 300 million young people are underpaid or unpaid.

72. Any policy in this field has to take due account of the stage and level of economic development and the mutual relationships between employment objectives and other economic and social objectives, and has to be pursued by methods that are appropriate to national condition and practices.

73. In our days, there is a real danger that, even in Europe, a whole patrimony of culture and civilization may disappear. Some political leaders have decided to destroy thousands of villages and to displace large populations from their traditional life, to deprive arbitrarily thousands and thousands of peasants of their own property and to eliminate, in this way, the last individual liberties.

74. To destroy traditional life of thousands and thousands of people, to destroy their churches and to displace our grandfathers and forefathers from their graveyards are a sacrilege!

75. This means to destroy even the soul of the people, with a terrible impact on the life of the younger generations.

76. Taking into account its profound human implications, on the basis of the existing laws and regulations, this action, now taking place in Romania, it is comparable with genocide.

77. Young people should grow up with respect for their past, for their national values!

78. It is a shame that 40 years after the adoption of the Universal Declaration of Human Rights, the elementary rights of everyone to freedom of opinion and expression, to freedom of thought, conscience and religion, to freedom of association continue to be persistently violated in some countries, including my own.

79. Our analysis has shown that at least 40 million young people have no possibility to enjoy their right to freedom of opinion and expression; at least 30 million young people are facing serious difficulties in the exercise of their right to freedom of thought, conscience and religion and at least 90 million young people have no possibility to enjoy their right to freedom of association.

80. At least 70 million young people are confronted with extraordinary obstacles and difficulties in the exercise of their right to leave and to return to their country.

81. I express my deep concern at the increasing number of activities which propagate totalitarian forms of ideology and practices based on racial intolerance, hatred and terror.

82. We cannot remain silent witnesses of the policy of discrimination of minorities and their forced assimilation. It is our duty to condemn the minorities' members trade.

83. This trade is repugnant to the principles of justice and humanity!

84. In some countries, young people continue to be confronted with many obstacles in the administration of a fair justice. Many tribunals are not independent and impartial. In other countries, including my own, at least 14 million young people are subject to arbitrary interference with their privacy, family, home, correspondence and telephone.

85. Taking into account the existing situation, it is imperiously necessary to take urgent measures for the protection of the life of young people everywhere in the world. It is a duty of the international community and of all national bodies to guarantee them a decent present living and a bright future.

86. Life, liberty and dignity of everyone are universal values, which should be protected by all national and international means.

87. At the end of their days, tyrants, dictators and despots have invoked very often the principal of non-interference in internal affairs, with the hope of obtaining a free hand to repress their people, to establish and to maintain a police terror against population, to put in permanent and real danger the life of every member of that society.

88. The principle of non-interference in internal affairs cannot be invoked when in question are the life, liberty and dignity of human beings. The protection of human rights is one of the most important duties of the United Nations, and of the international community as a whole!
89. The rights and fundamental freedoms of young people can be guaranteed only if every tyranny and dictatorship, the oppression and police terror are eliminated forever, and will be restructured, where it is necessary, political and economic systems and will be established everywhere in the world a real justice, respect for human person, without distinction of any kind.
90. The economic and political pluralism and the separation of legislative, judicial and executive powers in a society, the free election of political leaders and the limitation of their mandate for a precise term are the most important components of a real democracy and the preconditions of the promotion of and respect for human rights, for the normal development of our children - the future of mankind!
91. Young people constitute a readily identifiable group with a distinctive perspective, a discernible culture, and an important contribution to the progress and development of society. Young people have common needs and common interests.
92. Many of their attitudes and values derive from problems which they encounter, their membership in other social groupings, groupings based on social class, gender, ethnicity, religion and culture. To this extent, their experiences and their interests diverge. Youth policy should endeavour to ensure equal opportunity and accommodate these twin perspectives.
93. In any community, in different degrees, young people encounter difficult problems, which derive not from their own inadequacies, nor in many cases from those of their education, but from changing economic situations, rapid technological change, the application of inefficient economic theories, rapid growth of armaments, etc.
94. Young people find themselves living in a society which does not make enough effort to resolve the problems with which they are confronted.
95. Many young people have difficulties in finding satisfying, productive and gainful employment. They have a sense of frustration and alienation and feel themselves undervalued and powerless.
96. Young people should demonstrate their competence and make their positive contribution to the development of society.
97. The responsibility for assisting young people to establish independence and to make their positive contribution should be shared by the whole community.
98. One of the most important aims of development is the constant improvement of the well-being of all the world's young people on the basis of their full participation in the development process and a fair distribution of its benefits.

99. Education and training should help young people to enjoy the right to free choice of profession and employment, the right to promotion, job security and all benefits and conditions of service.

100. Everywhere equality of opportunity and treatment in respect of employment and occupation of young people should be promoted by methods appropriate to national conditions and practice with a view to eliminating any discrimination.

101. States have to enact such legislation to promote such educational programmes as may be calculated to secure the acceptance and observance of this policy in order to ensure the right to vocational training, the right to equal remuneration, the right to social security, and the right to protection of health and to safety in working conditions.

102. Solutions to education and employment problems of young people should be relevant to situations in different countries and regions, taking into account all significant factors.

103. The responsibility for the normal development of young people should be shared by the whole community. In accordance with the principles proclaimed in the Charter of the United Nations, and in the Universal Declaration of Human Rights, every young man and young woman has the right to enjoy civil and political freedom and freedom from fear and want. Everyone may enjoy his civil and political rights, as well as his economic, social and cultural rights.

104. All States have the obligation, under the Charter of the United Nations, to promote universal respect for, and observance of, human rights and freedoms.

105. The inherent dignity and the equal and inalienable rights of young people, as members of the human family, are recognized by the Charter of the United Nations, by the Universal Declaration of Human Rights, by many other important international documents and by the Constitution of States!

106. They should be fully observed!

107. Unfortunately, in different countries they are very often violated. Why? For which reasons?

108. In the next chapters of this Report, on the basis of information and observations received from Governments, the United Nations organs, specialized agencies, regional and other intergovernmental organizations, and non-governmental organizations in consultative status with the Economic and Social Council, we will try to answer these fundamental questions.

II. A concise analysis of the state of human rights in the world

109. Immediately after World War II, the peoples of the United Nations expressed their firm determination to maintain international peace and security and to achieve international co-operation in promoting and encouraging respect for human rights and fundamental freedoms for all, without distinction as to race, sex, language or religion.

110. There was general agreement that the United Nations would be a Centre for harmonizing the actions of nations in the attainment of these common ends. After 43 years, the United Nations have succeeded in some of their activities directed to the maintenance of international peace and security and to the achievement of international co-operation in promoting and encouraging respect for human rights and fundamental freedoms.

111. An albeit cursory examination of the state of Human Rights in the world today enables us to make the following remarks:

- (a) The lives of people, including the younger generation, are in jeopardy in a number of areas of the world. The aspirations to world domination in some quarters, attempts to impose by force of arms a given political régime and economic structure, lies, slander, hindrances to the free flow of information, the rivalry between some political leaders along with their attempts to denigrate a given political system and economic structure - all these and other factors have spawned conflicts in various regions of the globe, causing hundreds of thousands of human lives to be sacrificed and endangering hundreds of thousands more.
- (b) Democracy and liberty were still trampled underfoot even after the end of the Second World War; dictatorships were set up in some countries, spurning all popular control. As a result, criticism became a political crime, and those who had the courage to have their say fell victim to the tyrants' cruel repression. It is a sobering thought that more than three million people perished in this way.
- (c) The inefficient economic structures that were imposed led to the stifling of freedom and initiative, thus blocking economic and social progress and increasing shortfalls, poverty and destitution. Some rulers, vain enough to consider themselves experts in the most complex and sensitive problems of economic activity, imposed mistaken economic structures and orientations, causing veritable economic disasters in some countries and at the same time depriving millions of people of the benefits of a decent existence.
- (d) The unprecedented concentration of power without any limit in time in the hands of certain families as a result of the serious degradation of the political system has dealt human dignity a heavy blow, in many cases negating it completely. Absolute power in the hands of the few, a total lack of public control, and - in the name of the principle of non-interference in domestic affairs - the rejection of any outside criticism have generated phenomena that are the shame of the century: in an astonishing inversion of values, we see rulers being deified, leaders venerated, we witness the spread of bootlicking and base flattery, of lies and hypocrisy.

- (e) Hemming in those who are competent and promoting the inept to the very top of the social pyramid in some countries has done harm to their economy and culture. A reign of ignorance and stupidity has led to the negation of human values and to discouraging talent and creativity. Those who were unable to stand the onslaught of mediocrity have left and are continuing to leave their countries, seeking other, more clement latitudes for their self-fulfilment. Among the younger generation especially, the advancement granted to nonentities has caused disorientation and a feeling of despair often ending in real human tragedies.
- (f) Historically unverified and unconfirmed dogmas and the violation of the freedoms of thought and conscience have led to spiritual stagnation. Millions of believers in various countries have suffered humiliation and persecution for their religious convictions; in bitterness, entire communities have responded by drawing closer together in their faith and in their spiritual communion. Proof of this is that precisely in those countries where anti-religious measures were multiplied, the number of believers has grown not only among older people but also among the young. Millions of young people nowadays take part in great religious processions, seeking answers to the many complex problems for which society has failed to give them a credible explanation.
- (g) Criteria of race, sex, language and religion are still the basis for a variety of inequitable and unfair measures. Similarly, ethnic considerations still constitute the motivation for deliberate acts of repression. The discrimination and measures of isolation directed against whole communities have caused indignation, rebellion and social conflicts.
- (h) The disillusionment felt in certain sectors of society, in particular by the younger generation, has led to a growing use of narcotics. Drug consumption continues to take its toll of thousands of human lives. In the absence of any real happiness, young people take refuge in an unreal world thus almost irreversibly destroying their own physical and moral health.
- (i) Keeping people cordoned off within their national borders and the various ploys used to prevent human contacts across frontiers and continents do human civilization a great disservice. The age-old spiritual values of humanity are officially discredited, while those who hold them are subjected to unimaginable acts of repression in some countries. Instead of allowing the free circulation of ideas, of values and traditions, there is an attempt to impose dogmatic patterns of thought in a situation of national isolation; this leads to backwardness and even regression, depriving millions of people of the joys of progress and civilization.
- (j) Young people find the loud bombardment of lies and hypocrisy in some countries shocking. Invoking liberty and democracy, dictators oppress hundreds of thousands of people; compulsory labour is instituted through a declaration on the freedom to work; at a time when poverty and destitution are assuming growing proportions, statistics are manipulated and resounding claims to prosperity are sounded. The most astounding and grave inequities are perpetrated in the name of justice.

III. The rights and freedoms of youth as an important component of human rights in the world

112. Undoubtedly, no assessment of the state of human rights in the world would be complete if it did not take account of the younger generation.

113. Political leaders, we note, take great pains to include in their major declarations of intent a reference to their "special concern for the younger generation". Even tyrants and dictators try to convince us that their grandiose plans for self-aggrandizement are intended to achieve "happiness for the coming generations". The young are entitled to enjoy the rights and freedoms that are the prerogative of all humanity. Young people have the right to have full information about the past and about their own history and traditions, they have a right to a hope-filled present and to a brighter and better future.

114. In some countries, arbitrary decisions running counter to the wishes of the people have resulted in the infringement of one of the most important rights of youth, that to a knowledge of history, to a sense of continuity: the right to their past. Imposing their will by coercive measures, ignorant leaders have ordered historic monuments, places of worship, religious monuments, and numerous structures built in the traditional style of the place to be demolished; to replace them, they try to foist a vulgar style of architecture, devoid of any quality, even that of being functional.

115. A wealth of material and spiritual values is doomed to vanish, leading to the impoverishment of the culture and civilization of the peoples concerned and depriving their youth of their elementary right to be acquainted with the material vestiges of their past and with their spiritual heritage.

116. Millions of young people are deprived of the right to the enjoyment of their youth. Subjected to compulsory labour, to mistaken educational trends, to the absence of amusements, of dancing and music, young people tend to become spiritless robots, their only prospect being that of swelling the ranks of salaried slaves.

117. In some other countries, persistent joblessness has swelled the ranks of the disillusioned and the disoriented. Dissolute pastimes, the haphazard structuring and content of leisure activities have increased vice and immorality among the young who frequently seek refuge in narcotic drugs.

118. Under both sets of circumstances, many young people today have been robbed of the joys of youth, a time of life for fulfilment and achievements of which no adolescent should be deprived.

119. Gradually they have become indifferent and listless. Feeling that they are being manipulated to ends that do not reflect their aspirations, many have become weary. They realize that what they are being told to do is not useful now, nor is it useful for the future. Without the joy of creativity, the young have lost their characteristic enthusiasm; a freely-chosen occupation, the source of the greatest social achievements, has been replaced by compulsory work.

120. But the cruellest blow to thousands upon thousands of young people has been that of being robbed of their right to a bright future. Economic structures that impede progress, institutional systems that spawn poverty and discourage efforts to improve one's lot, the savage and irrational exploitation of natural resources, severe environmental pollution, especially of air and water - all these deprive young people of prospects for a better future. Many do not see how any change for the better could take place: the chaos caused by incompetence in various branches of the economy in some countries, the refusal to even envisage reforms, render any immediate change or reform of the basic structures impossible. Robbed of their right to a better future, young people feel profoundly disillusioned, confused, discouraged and de-motivated; they are amputated of that which should be their most precious possession: a joyful expectation of the future.

121. The feeling of dissatisfaction and revolt among the young is all the greater as certain rulers impose their erroneous decisions, their faulty solutions and their inefficient economic organization precisely in the name of a better future for the younger generation.

122. In the formulation of development programmes and in the identification and implementation of ways to achieve progress the ability of young people to contribute has been underestimated and neglected; the younger generation has been left out of the mainstream, thus depriving society at large of an inestimable resource of creative thought and intelligence.

IV. To deprive the younger generations and people in general
of their right to freedom of thought and expression in a
barbarous crime

123. Of all the conquests of the human spirit through its age-long and stormy history none is as indispensable, as spectacular and luminous as the attainment of freedom. The jump from the dominion of necessity to that of liberty was a giant step in the development of human society.

124. In spite of a wide diversity of views in other respects, the greatest thinkers of the world were unanimous in holding that liberty is the expression par excellence of human civilization as well as the foundation for establishing a democratic society; and that its repression characterizes tyrants, dictators and societies based on autocracy.

125. Voltaire remarked that freedom of thought was a prerequisite for social progress while its repression hinders it and stultifies human beings. Similarly, the great Romanian thinker and patriot Nicolae Balcescu said that "the history of mankind is nothing but an unceasing struggle of righteousness against tyranny" and that "this is a never-ending struggle; it is going on today and will go on until every vestige of tyranny has been wiped from the face of the earth, until the peoples of the world have come into the full enjoyment of their rights, with equality prevailing universally".

126. How much woe and suffering has been caused by the denial of liberty! And how many have been the victims who fell on the battleground of the struggle for freedom!

127. Freedom holds forth the promise of joy and happiness to Man; it is the reason for the success of rulers who believe in democracy. Tyrants, dictators and autocratic rulers fear it like the plague. Freedom of thought and freedom of speech are a mortal threat to tyrants and dictators. From their dictatorial point of view, this threat must be obviated by eliminating those who dare to freely voice their thoughts!

128. Giordano Bruno was burnt at the stake for daring to think unconventionally and to speak out in defence of his concepts; Galileo Galilei fell victim to repression without repudiating his scientific convictions and affirming until the very end "eppur si muove!"

129. Montesquieu, Voltaire, Rousseau, Locke, Smith, Ricardo defended their theories with passion, having arrived at them through a thoroughgoing analysis of the mechanisms at work in the evolution of society.

130. Marx and Engels revealed the negative aspects of the capitalist system and formulated a programme for the emancipation of workers everywhere.

131. But not one of the great thinkers ever affirmed that he alone holds the Truth nor did any of them resort to outside intervention in order to make their ideas prevail.

1. The theories which do not foster human happiness must be thrown into history's refuse-bin

132. Mankind undergoes constant changes and mutations. Ideas and concepts are not immutable, they are not dogmas, which block development, but rather guides for practical action by which people can achieve their goals of progress and well-being.

133. Back in 1759, François-Marie Arouet who used the pen-name Voltaire, of whom Victor Hugo said "he was more than a man - he was a century", said that tyrants need dogmas in order to justify their lawlessness.

134. A century later, Karl Marx, elaborating upon some earlier theories and ideas, propounded his theory of socialism which some dictators like Stalin turned into an instrument of repression and cruelty difficult for a civilized society to imagine. Yet the author of "Das Kapital" repeatedly pointed out that "theory is not dogma but a guide to action!".

135. Lacking the necessary understanding of the mechanisms of development, dictators and tyrants have imposed by force theories and concepts which run counter to the interests of the people. No wonder that in an attempt to justify their misdeeds these dictators have forged the thesis of "the need and advisability of replacing one dictatorship by another", theirs turning out to be far more cruel and repressive than any previous one.

136. Even after taking power and physically liquidating the opposition, dictators have continued to resort to repression in order to keep themselves in power at all costs: they turned it against anyone who might dare to think on his own or hold personal opinions, be they even members of the new ruling circle. Thus, time and time again, dictators have made heads roll, killing hundreds of thousands of people in repeated waves of blood-letting, all for the sake of a theory of which their understanding might have been only approximate but which they made into an immutable dogma.

137. It is in the name of such immutable dogmas that millions of people are robbed of their earnings, acquired through hard work, and, by the same token, of their age-old belief: that honesty and unstinting labour, the fruit of one's skill and intelligence, is the only road to a better life.

138. Old forms of labour exploitation have been replaced by new ones, dominated by the element of oppression; but the slogans and concepts launching them are picked up and repeated with great complacency by loafers and shirkers. People have been robbed of the joy of working to improve their standard of living: a better life can no longer be attained through diligence.

139. A person's qualities have ceased to be the criterion for advancement; personal connections and the ties of consanguinity have become the warp and woof of the social fabric. A well-placed person's intervention in one's favour, or just being related to such a person, immediately opens all doors and gives one undreamed-of prestige.

140. The peasants, who were always known to have great attachment for their land, have lost all interest in planting and harvesting crops, having had every right taken away from them ... except that of being slaves.

141. Whole areas, famed for their fertility, have been transformed from oases of prosperity into places of poverty and want; so much so, that grain farmers are without their "daily bread", having to go into the towns to buy it, cattle growers have no meat or milk, while farm animals starve to death, together with their keepers.

142. The dogma of forced industrialization has wrenched millions of peasants from their traditional life; drawn to the cities by false promises, they have become slaves in grossly underpaid jobs. This type of industrialization, carried out through voluntarist methods by a number of dictators with discretionary powers has brought untold grief to millions of people.

143. The economy was restructured, mostly in a haphazard way, and whole sectors have proved unprofitable due to bad planning. Millions of people are thus forced to work in a vacuum of purpose and are robbed of the joy of tangible results.

144. All that the land produces has been taken away from the mouths of the people and sold in order to bring in the funds necessary to maintain some industrial giants which produce nothing but losses. Bread, meat and other foodstuffs are sent abroad in exchange for raw materials for the mammoth steel, petrochemical and other undertakings which have been made to proliferate like mushrooms in order to show the world how much the dictators are doing, and to back up the claims to expertise advanced by members of their families.

145. The natural resources of these countries have been mercilessly exploited and wasted to no purpose. The crystal waters of their rivers have been unconscionably polluted and the quality of the air over large areas makes breathing difficult. Forests have been over-exploited in an irrational and irresponsible manner.

146. "Cosmopolitanism" was turned into an accusation and levelled at intellectuals who sought to introduce into their own countries the useful findings discovered elsewhere. An intellectual family background is looked upon as a blemish or, at any rate, as a major reason for preventing the advancement of people of real value.

147. The absurd cult of the Leader (even when he is someone who can hardly read) has produced a climate which renders almost impossible the self-affirmation and rise of the best people in science, culture, literature and the arts. In fact, any attempt to make a name for oneself is considered an effrontery; those who had the temerity to stand out above the crowd were silenced with methods of unheard-of brutality.

148. The rules governing a normal society have been reversed; instead of the rulers being subordinated to the will of the people and acting in its behalf, whole nations are forced to bow to the decisions and to do the bidding of the tyrants, with wholly absurd results: even in the most practical and technical matters, the attempt is made to bend economic mechanisms to the dictator's decisions - though he may totally lack an understanding of the issue.

149. The absence of economic and political pluralism has blocked progress and caused stagnation, multiplying the numbers of the poor and the destitute. Moreover, newly-fabricated principles censure those who, despite enormous difficulties, manage by dint of effort and intelligence to earn what they need to improve their living standard; they are dragged before the courts and their property is confiscated. No one is allowed to raise his head, to step out of the ranks or to rise above the state of want conferred upon all by the tyrant.

150. The Leader and his family alone are allowed to have anything they want, but no one has the right to question how they got it. Countless thousands are at his service: some are kept busy finding the finest food products, preparing and serving them; others are occupied with the maintenance of the many homes and villas used for rest and recreation; while a host is deployed for his protection along the streets and roads he travels lest his subjects' "loving enthusiasm" end with his assassination or that of members of his family.

151. The Leader's merest pronouncement, though all may see it for the nonsense it is, gets repeated, learned by heart, is used as the motto in books, magazines and newspapers and ultimately becomes official dogma.

152. The most despotic feudal lord of the past is but a pale shadow compared to the all-powerful dictator of today, who holds absolute sway over the entire territory of his country; all its material goods and all that lives and breathes are his property. He can dispose at will of every single thing and every living creature. The inhabitants of the country are his chattel, he holds the right of life or death over them. Those who cross his path are at the entire mercy of his moods; a word, a mere gesture from him are enough to seal their fate, and he can turn a person's life into a veritable nightmare. Those of the dictator's inner circle then vie with enviable zeal to outdo each other in executing his intentions regarding the individual who has fallen into disfavour, putting that person through torments that people in a civilized society can hardly believe possible.

153. Civil rights and liberties have been voided. Repression holds sway. Every citizen becomes a suspect: those closest to the Leader are under suspicion because they might be thinking of taking his place; thus, they are constantly rotated, transferred, replaced, until they are finally made to disappear; those who have contacts with foreigners, because they might talk and say the truth about the material and spiritual desolation the Leader has wrought in his country; they must therefore ask for permission before they talk to a foreigner and, having done that, must present a written report within 24 hours describing what was said.

154. As a matter of fact, all the inhabitants of the country are suspects, city-dwellers and villagers alike, because it might occur to them that by putting an end to the dictator's life, they might be able to put an end to their own plight.

155. Everybody's life is a nightmare, and the nightmare endures through fear.

156. An extravagant secret police organization was put into place on the Stalinist model. Hundreds of thousands of agents were recruited from every walk of life, from every social and political sector. A disquieting atmosphere of suspicion prevails in the villages as well as in factories, plants and institutions of every sort. Everybody is afraid of everybody else, and no one knows who is doing the spying and denouncing.

157. People have shut themselves up in their homes; they avoid contacts with acquaintances and colleagues for they have been robbed of their trustingness. They've even forgotten how to smile and so the question arises whether a doctrine can be tolerated if it goes against people's interests, causes them a world of woe and turns their life into a nightmare!

158. People and nations cannot be made into the slaves of doctrines, political theories or concepts; their life must not be placed at the mercy of political leaders. On the contrary: theories, doctrines and concepts, not to mention the leaders themselves, must be at the service of the human being, of the nation. This is the foremost requirement in any civilized society. Theories which do not promote human happiness and well-being must be thrown away into history's dustbins! And even if the price to be paid in human blood is high, they will be wiped away!

2. To be creative, thinking requires freedom!

159. Civilization's foremost achievements are the fruit of Man's creative mind, a mind unfettered, free of dogma, of stereotypes, free of fear and of any other restraints.

160. The unprecedented advances of science and technology, the development of economic structures and their adjustment to the requirements of modern society, the extraordinary flourishing of literature and the arts as well as of spiritual life in general, demonstrate the inexhaustible resources of the human mind, the boundless ability of human intelligence to find ways to achieve happiness and well-being.

161. Mankind is justly proud of such examples of unhampered, creative thinking as are the theory of the evolution of species, formulated by Darwin; Kant's materialist-evolutionist theory of the origins of the universe, later elaborated upon by Laplace; and Einstein's theory of relativity.

162. Applying his thinking faculties without constraints, Man has managed to conquer space and to explore other planets in our solar system, to conceive and perfect his means of transportation so that he can now travel at incredible speeds to the farthest ends of the earth, to create new means of communication, and more prosaically, to find the means to create better dwellings which make his life easier, more pleasant and more comfortable.

163. The history of civilization shows that progress and development are possible only in conditions of democracy and freedom. To that enlightened mind that was Voltaire, it was clear that Man needs liberty in order to realize his most ambitious dreams of prosperity and progress. He remarked that a government may be said to be democratic only to the extent that it rests on the citizens' freedom of thought and action, and is tyrannical if it oppresses these freedoms. Rousseau, for his part, stated that the major component of the "social contract" is the guarantee of freedom; while Montesquieu considered that freedom of speech and opinion must be guaranteed through legislative provisions ...

164. In his famous book Common Sense, Thomas Paine said that "it is within our grasp to create the world anew ... a world of liberty"; while Thomas Jefferson pointed out that nobody abandons freedom of his own will. "Freedom of thought and speech, said Raymond Aron, are the highest attainments of human civilization"; and René Cassin argued that restraints on human thought and action are the hallmark of tyrants and despots, who do not understand that these are the real well-spring of social progress.

165. Anyone even slightly familiar with the objective tendencies apparent in the historical development of human societies can only be dismayed by the anachronism of certain leaders' attempt to impose their thinking through repression, and to turn dogmatic theses into a strait-jacket governing the behaviour of entire nations. A civilized person cannot help but be shocked at the fact that in the last decade of the 20th century, there are still tyrants in power - tyrants who put people in prison for having dared to speak their mind, to say the truth, to criticize what is wrong and to suggest ways to make life better for everyone!

166. The Leader's ideas and conclusions, no matter how obviously faulty and prejudicial, are pronounced sacred and inviolable. Teachers have to teach them in school or be punished, schoolchildren and students may ridicule them in private but are obliged to recite them in class, people in offices and institutions of every kind have to learn them by heart, as do the farmers in their villages. Everyone plays along, fully aware of their own dishonesty; the teachers, in order to keep their posts, students and schoolchildren in order to be promoted, the population at large in order not to incur the fury of those who have the power to oppress them, and these, in turn, in order to avoid being removed from their positions by the all-mighty tyrant.

167. The Leader thrives on applause and slogans; the more slogans, the louder the applause, the greater is his satisfaction! Those who are paid to provide these stage-effects are happy too, for nothing else is required of them than to clap and to shout slogans: they don't have to worry their heads over finding the right solutions to the prevailing political, economic and social problems because the Leader does the thinking for them! Or, at least, voices ideas and dogmas even if he does not think.

168. Be that as it may, the important thing is that (in his own, untutored way) the Leader has made a pronouncement and that this becomes "more binding on everyone than law"; laws, after all, are also made and unmade at will by the dictator!

169. The only thing everybody else has to do is to comply, but not merely comply: they must manifest their enthusiasm over the Leader's "bold thinking", praise it and applaud. If one did not - woe to him and to his family, for that would open a breach in the proclaimed "Unity of purpose and action of the Party and the People". For in such thoroughly undemocratic systems, leaders tend to confuse their own will and wishes with the will and wishes of the people.

170. What could be less democratic than the ritual invented by Stalin, who showed diabolical cleverness in maintaining his tyranny: propose a single candidate, that candidate is bound to be elected. The total votes in favour must be not less than 99.99%, but total unanimity is required in the case of the Leader. Who would dare to question the count of the votes? Anyone foolhardy enough to do so would not live to tell it.

171. How shameful for our century, a century of great transformations, of attainments and accomplishments never before achieved by mankind and what a tragedy, that the right of people to freedom of opinion and speech is repressed, that people exercising these rights are accused of committing a political crime! No effort is too great to put an end to this shame, to this tragedy!

3. To deprive the younger generation and people in general of their right to freedom of thought and expression is a barbarous crime

172. In several countries governed by tyrannic dictatorial political régimes the officially promoted thesis is that anyone who dares to have his own opinions and to express them commits a political crime, deserving severe punishment.

173. In these countries, a new provision has been introduced into the penal code, the offence of anti-revolutionary agitation and propaganda. Whoever has the courage to have opinions of his own and the temerity to express them to boot, risks a long prison sentence. Any departure from the Leader's views is deemed to be counter-revolutionary; any attempt to criticize his basic political, social or economic guidelines is considered a political crime!

174. Even when everybody realizes that a given guideline in one of these areas is obviously faulty and detrimental, no one may express criticism. Instead, official scribes are paid to reveal its "merits" and to try to prove that the dictator is a genius.

175. This perversion of natural processes and the attempt to twist people's minds has wrought havoc in the life and in the psyche of the peoples concerned, particularly of the young. It is intolerable that people in our day and age should be so crudely misled!

176. How is it possible to equate free thought and free speech, universally recognized to be the finest achievements of mankind, with a criminal offence, when all the international instruments in this domain solemnly proclaim everybody's right to hold opinions and to freely express them?

177. The criminals are not those who think and speak as they wish but those who take it upon themselves to oppress and persecute them for exercising their basic human rights!

178. Contrary to other living creatures, Man is the only one to be endowed with the power of reason, able to comprehend the objective world and to express judgements. Since conscious reflection is what sets him apart from the rest of the animal kingdom, to deny a human being the right to think and to express his thoughts means to negate his rightful historic role and to put him on a par with animals. Those who do this commit the iniquity of iniquities!

179. Many young people are astonished and bewildered by the fact that entire nations have been deprived for so long of freedom of thought; how was it, how is it still possible, they ask, that dogma which deserves only derision is enshrined in bound volumes, exhibited in places of honour on the shelves of large official libraries, and that thousands of people are obliged to learn it by heart?

180. How was it, and how is it still possible that thousands upon thousands of people sing the praises of mistaken and deeply detrimental ideas and conclusions? What can justify calling those who try to speak the truth criminals or mentally disturbed and isolating them behind bars from the rest of the world? How has it come about that millions of people think one thing but say something altogether different? What has produced this duplicity that throws discredit upon the human race?

181. These unbelievable developments were and, alas, are still possible under certain deeply undemocratic régimes which cancelled at one stroke all the attainments of human civilization and distorted arbitrarily all human relationships, placing them under the dominion of suspicion and repression.

182. Whole nations were reduced to a state of slavery, their only preoccupation being their physical survival.

183. When, after seven decades of ordeals the issue of recognizing human rights was raised to enable people to freely express their opinions and thus to put the Stalinist nightmare behind them, this was considered to be a great step forward. Unfortunately, the idea took root only in some of the countries with dictatorial régimes but was rudely rejected in others!

184. However, people - primarily young people - manifest their firm determination to put an end to the nightmare produced by the rejection and the brutal violation of freedom and democratic rights. They demand that the right of the human species conferred upon it by its very development, to think and to speak freely, be respected!

185. They will never accept the violence of tyrants and dictators, their capricious attempts to keep people in slavery and to relegate them to the role of animals.

4. People must be taught anew to think and to speak freely

186. Decades of oppression and tyrannical repression have made people unaccustomed to using their own minds to think for themselves. The Leader did the thinking for them. He knew what must or must not be done, and his judgement, good or bad, was to be considered infallible.

187. Seeing what happened to those who dared to have their own opinions and to express them, seeing them called enemies of the people and subjected to heavy punishment together with their families, many people opted for survival, even if that meant giving up their integrity, giving up truth and justice.

188. This explains why many people, including young people, are no longer accustomed to using their own heads, but instead swallow wholesale the conclusions and decisions imposed by the tyrannical rulers.

189. Many people in prominent positions make believe that they don't see what is happening because they don't want to jeopardize their own comfortable positions, and join in the game of lies and hypocrisy.

190. The effort - an enormous effort - must be made to teach people anew, including the younger generation, to think on their own, to express their views, and to seek by every effort to promote and defend them.

191. However, in order for this reversal of the situation to become possible, in order to achieve a lasting return to civilized life, the retrograde structures established by force and maintained by brutal repression by despotic régimes must be abandoned. Every inhabitant of this Planet has the right to live in freedom and democracy!

192. Pluralism in the economic and political fields is an assurance of diversity, a propitious soil for people of value to develop and to get recognition; it offers a climate which fosters talent and ability and eliminates stupidity, deception and hypocrisy. Only liberty enables people to think and act freely! No one has the right to maintain people in slavery by manipulating the human mind!

5. In lieu of conclusions

193. How much accumulated pain resides in people's hearts to make them wish for a tyrant's death as their only hope for improving their lot; how much bitterness they must feel at having had a ruler imposed on them who proved to be not only incompetent but also tyrannical and with an unquenchable hatred towards his own people!

194. Will nations wait for ever for the blessing of having an enlightened ruler at the helm, will they continue to endure everlastingly the suffering inflicted upon them by tyrants saddled around their necks, who have taken the joy out of their lives and robbed them of freedom?

195. The younger generations as well as their elders are determined to put an end, once and for all, to tyranny and dictatorships and to erect a really democratic form of government under which those who govern are at the service of the people, under their control and answerable to them!

196. No ruler has the right to hold the reins of power for life; society is not made up of masters and slaves, of those who would remain a whole lifetime in power and others who will spend their whole lifetime as their subjects! All men are equal in rights and duties! All are entitled to enjoy the benefits of civilization and progress!

197. It is our duty to wrest back our rights and freedoms and to pass them on, untarnished, to the younger generation: the future of mankind!

V. Ensuring the enjoyment by youth of the right to life, education and work is of paramount importance

198. The Commission on Human Rights has stressed the necessity of securing the full implementation and enjoyment by youth of the rights recognized by all important international instruments and to give due consideration to the role of youth in the field of human rights. In fact, these instruments provide guidelines and objective parameters not conditioned by local situations, thus making it possible to assess whether the fundamental rights of young people are safeguarded.

199. The answers, information and observations received from Governments, United Nations organs, specialized agencies, regional and other intergovernmental organizations in consultative status with the Economic and Social Council have stressed the grave political, economic, social and cultural problems facing youth in today's world, and the need to ensure the full exercise of youth's fundamental rights to life, education, vocational training, work, social assistance to a standard of living adequate for health and well-being.

200. It has been indicated that youth is the sole component of society which is deprived of any direct representation of its own interests. A social policy for youth is necessarily a "filtered" policy, an asymmetric one, in which there is no dialectical confrontation between the concerned parties. Deep concern has been expressed about the increasing number of violations of human rights of youth in some important sectors.

201. The life, liberty and the security of young people, in many parts of the world, are in danger. Child abuse, the sale of children for adoption, the utilization of youth on behalf of adult offenders, the utilization of youth for pornographic films seem to be progressively increasing.

202. Deep concern has been expressed about the increasing number of summary executions as well as the continued incidence of arbitrary executions of young people in different parts of the world. A factor common to all the victims is that they were in opposition to, or were perceived or imagined to have been in opposition to, those who wielded political or economic power in the State or government, or were perceived to be in opposition to certain aspects of their political, economic, social and cultural policies. Many young people have been arbitrarily executed during events such as demonstrations, strikes or other forms of protest. Summary or arbitrary executions of young people are most prevalent in areas where internal disturbances exist. Such executions have been carried out after a violent change of government resulting from wars, internal armed conflicts, revolutions or coups d'état, or after attempts to change the government by constitutional means had failed.

203. Another flagrant violation of human rights of youth is that of enforced or involuntary disappearances. It has been indicated that this reprehensible violation of the human rights of youth is a result of excesses on the part of law enforcement or security authorities or similar organizations and the resultant difficulty or impossibility of obtaining reliable information from competent authorities. Summary or arbitrary

executions and enforced or involuntary disappearances, which involve plain and fundamental breaches of the most elementary human rights, have been generally regarded as being politically motivated. Disappearances have always been convenient for a powerful government to silence its opponents by removing them. Disappearances directly affect the right of parents to know the fate of their children, the right of relatives to be informed of the whereabouts and fate of missing family members. For those who wield political or economic power in the State or government, the repercussions are minimized if political opponents can be erased, without statements, trial or martyrdom.

204. On the basis of information collected from different governmental and non-governmental sources, in the 20 years preceding 1988, summary or arbitrary executions and enforced or involuntary disappearances had occurred in many countries. The number of young victims of such flagrant violations of human rights could be at least 950,000. The real number might be even greater, since not all cases were reported.

205. Why so many young victims? The analysis of this situation has shown that young people are very courageous and much more decided to fight for liberty. For young people, liberty means everything. Liberty is their life, their future.

206. Any dictatorship understands this fact very well. That is why it is ready to take every repressive measure to neutralize young people fighting for liberty. For any tyrant, any dictator, summary or arbitrary executions, enforced or involuntary disappearances are most convenient. A tragic solution!

207. Since summary or arbitrary executions and enforced or involuntary disappearances are the most reprehensible and flagrant violations of the right to life of young people, we consider it necessary to collect further information focusing on these and other matters concerning youth. The question of summary or arbitrary executions and enforced or involuntary disappearances of young people is a matter of high priority, bearing in mind that deprivation of life is irrevocable.

208. The life of young people is in danger in those countries where their right to adequate food and to a standard of living adequate for their health and well-being is not observed. Many young people, particularly in developing countries, suffer from hunger and malnutrition. On the estimation of FAO, in the 10 years preceding 1988 at least 49.5 million young people died of hunger, most of them in Africa and in the least developed countries. We have noted with deep concern that in some countries political leaders have used food and medical care as an instrument of political pressure.

209. Given the differences in economic growth between more developed and less developed countries, it is necessary to restructure economic, monetary and social policies at the national and international levels in order to reduce disparities between developed and developing countries, and to use in a better way resources for youth development.

210. The serious tensions on the international scene and the unprecedented and immensely costly acceleration of the arms race limit the opportunities to resolve certain acute economic and social problems facing many young people today.

211. The life of many young people is in danger in different countries because of the continuing increase in the use of illicit drugs. Young people are frequently engaged or used in different aspects of the illicit drug business, including the production, possession, trafficking, demand and consumption of illicit drugs. The immediate consequences are massive social and human problems and harmful effects on the physical and moral health of the young population. On the basis of information received, at least 11 million young people are victims of the abuse of narcotic drugs and psychotropic substances and more than 3 million are engaged or used in different aspects of the illicit drug business, while about 14.5 million are victims of alcoholism. The extent and occurrence of the abuse of narcotic drugs or alcoholism during the 20 years preceding 1988 may have been even more widespread, since not all cases were reported.

212. Taking into account the extremely grave consequences for the physical and moral health of young people, and for every human being, many national and international organizations consider it necessary to recognize the illicit drug business, including the production, possession, trafficking, demand, consumption and financing of illicit drugs, as a crime against humanity.

213. The administration of justice in the case of young offenders is very important for the full enjoyment by youth of the right to life. In the view of some members of the Board of the International Society of Social Defence (ISSD), a penal sanction affecting juveniles is meaningless if it does not aim at the social reintegration, education, professional training and rehabilitation of the offender, the sanction as such being secondary. Recourse to detention for an indefinite period, sometimes adopted even for unusual behaviour not involving any breach of the penal law, is today considered contrary to human rights.

214. Juvenile justice may well play a very important role in the protection of human rights if it recognizes that the minor has his own rights and if it succeeds in combining the need for protection and the need for guarantees. Present trends aim to restrict the detention of minors to the most severe cases and to consider detention as the ultima ratio, developing instead alternative measures which, while reacting to the offence, do not deprive the person of his liberty. The penal law and the penal system for young people aim at overcoming any form of paternalistic intervention, keeping however the peculiarity of a system which, with legal guarantees, pursues above all an educational and social action and places the interests of juveniles in the forefront.

215. Many Governments have adopted measures which provide for the protection and care of young persons who are victims of abuse, abandonment and exploitation. In some countries, rules, regulations and procedures have been adopted which provide stiff punishment for cruelty to young persons. For instance, if a person who has the custody, charge or care of a young person wilfully assaults, ill-treats, neglects, abandons or exposes such young person or causes or procures or permits such young person to be assaulted, ill-treated, neglected, abandoned or exposed in a manner likely to cause such young person unnecessary suffering or injury to his health, that person shall be deemed guilty of an offence punishable by imprisonment of up to several years or to a fine, or to both imprisonment and fine.

216. In a vast majority of countries, all complaints of abuse and neglect are investigated. Where wilful cruelty and neglect are evident, those guilty are prosecuted. Young persons who are victims of sexual abuse and assault are offered protection in welfare homes or are given substitute care arrangements.

217. In many countries, supervisory programmes are provided for orphans and for young persons with behavioural problems. Where necessary, families are counselled on the management of such young persons. At the same time, volunteers are recruited and trained to assist and give support to the families and to provide guidance and emotional support to the young persons themselves.

218. Provision is made for the management of homes for young persons in need for care, protection or corrective training in a residential setting. Homes for young persons who do not have proper parental or family care are separated from those for delinquents and juvenile offenders. In many countries, there are approved special schools for such young persons. Adequate hostels for boys and girls cater to young probationers who are committed by the juvenile courts, and hostels for those with family conflicts have been organized in different countries. In these institutions, the focus is on developmental, recreational, educational and vocational activities planned by the staff and volunteers. A very important element is basic education for skills training.

219. In some countries, there is an efficient system which includes the evaluation of each resident's progress. After-care officers and residential care officers jointly evaluate each resident's progress, counsel residents and their families and help them find jobs, as well as follow up on their adjustment problems after discharge. There are programmes to correct problematic behaviour in the homes. These are for the educationally subnormal, to impart basic self-care, social and vocational skills, and to help young persons with bedwetting problems.

220. In many countries, there are probation and after-care services which aim to provide corrective treatment for offenders outside the institutional setting. Special regulations permit the release of an offender to the supervision and personal care of a probation officer for a specified period, ranging from one to three years. This system is very effective. The continuous high success rate during the period of probation, about 80 per cent in many countries, has shown probation to be an effective method in dealing with young offenders. In some countries, the probation services provide an opportunity for concerned citizens to participate in the rehabilitation and after-care of offenders on probation and help to increase community awareness of the problems, needs and potential of probationers, parolees and discharged prisoners.

221. In many countries, school welfare services have been organized which are responsible for the after-care of juvenile offenders detained in, or released on parole licence from approved schools or approved homes. It is necessary to start after-care from the day of the offender's detention in the institution until his eventual reintegration into the community.

222. In answers, information and observations received, it has been stressed again that, to ensure the enjoyment by youth of the right to life, the international community must make every effort to strengthen peace, remove the growing threat of war, particularly nuclear war, to halt the arms race, to achieve general and complete disarmament under effective international control, and to prevent violations of the principles of the United Nations Charter regarding the sovereignty and territorial integrity of States and self-determination of peoples. In the last period, the number of young victims of wars or other military conflicts, on conservative estimates, would be at least 3 million.

223. The answers, information and observations received from Governments, United Nations organs, specialized agencies, regional and other intergovernmental organizations, and non-governmental organizations in consultative status with the Economic and Social Council, have stressed some important problems regarding the ensuring of the exercise of youth's fundamental right to education.

224. According to this information, in many countries elementary education is free and compulsory. Technical and professional education is already available in most parts of the world, and higher education has become more accessible to young people on the basis of merit. Although secondary and higher education are not free of charge, in many countries fee exemption and scholarships are available to needy students.

225. In different countries, serious efforts have been made to establish a flexible education system to help young people develop their potential to the fullest and to instil in them sound moral values. This system streams young people into different classes. The system aims to monitor the progress of young persons in school so that their abilities and special aptitudes can be spotted at an early age. By channelling each young person into an appropriate stream, there is a real hope that everyone will be able to leave school confident and ready to carve a niche for himself in society. Adopting these methods, some countries have succeeded in reducing the number of dropouts threefold in secondary schools. As a result, more students have qualified to study at tertiary institutions.

226. To ensure a better studying environment, some Governments have taken steps to build new schools with adequate educational facilities. Already many schools and universities have independent study areas, computer training facilities and sophisticated audio-visual aid equipment. Many schools and university libraries have been expanded and better equipped. There are many schools and universities with a fully equipped language laboratory which allow young people to do their language practice at their own pace.

227. Whereas educational facilities are improving and becoming more sophisticated in developed countries, in many developing countries these facilities are extremely precarious. In spite of the fact that some Governments have taken steps to improve the situation, it is estimated that at the present time at least 34 per cent of existing schools and universities have poor facilities in developing countries. This problem appears to be even more difficult in view of the fact that the number of young people in less developed countries is forecast to increase to approximately 881 million by the year 2000. This means that by the year 2000 approximately 84 per cent of the world's young people will come from the less developed countries, whereas the population of young people in the more developed countries is expected to decline in absolute terms.

228. Taking into account this situation, many Governments in developing countries have worked out and adopted a detailed plan of action for the progressive development and implementation of the necessary educational facilities within a reasonable number of years.

229. At the same time, various measures have been taken to improve the quality of teaching. New efforts have been made to staff secondary schools, junior colleges and universities with trained and experienced graduate teachers and professors who have qualifications to match the subject they teach. In less developed countries, these efforts include the raising of salaries and status of teachers, the offer of scholarships and bursaries to attract better qualified and talented school-leavers to enter the teaching profession and the recruitment of expatriate lecturers and teachers from various countries.

230. In the view of the World Confederation of the Teaching Profession, in many countries the selective school system, which persists for various reasons, causes a large number of young people to leave school too soon. They thus lack the necessary qualifications and skills to enter the labour market and to support themselves in a changing environment. Boys and girls are deprived of the opportunity and motivation which would allow them not only to preserve the knowledge obtained, but also to use it.

231. UNESCO has come to similar conclusions. In order to identify innovative experiments and to define, on the one hand, medium and long-term strategies for reducing employment and, on the other hand, forms of co-ordination, at the local and national levels, that could result in the harmonious development of policies for the training and employment of young people, UNESCO held informal consultations aimed at gleaning the advice of specialists on the relevant issues and on research strategy. One of the most important conclusions of the final report of UNESCO on this matter was that the policy in this field must aim at ensuring the fullest possible opportunity for each young person to qualify for, and to use his/her skills and endowments in a job for which he/she is well suited. Young people should benefit from a balanced education, that is, humane, professional, cultural and political and, at the same time, be able to do a job which has a certain social value.

232. In particular, in less developed countries, schooling has often been insufficient in content and quality, with overcrowded classrooms, teachers insufficiently trained and overworked, insufficient equipment and without the help of essential support services.

233. In their answers, information and observations, some intergovernmental and non-governmental organizations have stressed that it is necessary to increase investment and assistance to create efficient school systems and support services in order to endow schools with qualified personnel. Some regional organizations have adopted plans of action in order to assist their member States in this field. In these plans, important measures have been stipulated for securing the exercise by youth of the right to education.

234. In spite of the plans of action adopted at the national and international levels, the eradication of illiteracy has not been possible. It is estimated that at the present time some 818 million people can neither read

nor write, as against 742 million in 1970. If current trends continue, the situation will be even more difficult in 1990. In some countries, particularly the less developed, one young person in four is illiterate. There is no doubt that the extension of effective assistance for the eradication of illiteracy and for the promotion of education of all kinds to the developing countries, both bilaterally and through the United Nations system of organizations, has become the most important and urgent action. Many Governments of developing countries have assigned prime importance in their programmes of social development to eradicating illiteracy.

235. In spite of the fact that many actions and measures have been taken against discrimination in education, it persists in some countries in the admission of boys and girls to educational institutions, in the treatment by the public authorities as between nationals, in the matter of school fees and the grant of scholarships and other forms of assistance to young people and the necessary permits and facilities for the pursuit of studies in foreign countries.

236. Since 1960, many efforts have been made to eliminate any statutory provisions and any administrative instructions and practices which involve discrimination in education. Regional conferences have had an important role in educational planning at the ministerial level, encouraging the elaboration and implementation of educational policies and plans with a view to ensuring equality of opportunity and treatment in education and relating education to economic and social development.

237. Important conferences have been organized in Africa, Asia, Latin America and the Caribbean, in Arab States and in Europe. All these regional conferences have particularly emphasized the need to ensure to all young people, without any discrimination whatsoever, the enjoyment of the right to education, and reaffirmed both the right of all young people to education and the objective of democratization; they have also emphasized the need to assess achievements and difficulties and to study trends, problems, solutions and prospects for the development of education. There is a very strong trend to eliminate any practices which involve discrimination in education, to ensure that there is no discrimination in the admission of young people to educational institutions, that there are no differences in treatment as between nationals, except on the basis of merit or need, in the matter of school fees and the grant of assistance. Many Governments have adopted effective measures to eliminate any restrictions or preferences based solely on the ground that young people belong to a particular group, and to give foreign nationals resident within their territory the same access to education as that given to their own nationals.

238. A number of activities have been undertaken to ensure the enjoyment of the right to education by young migrants. The Groupe de Recherche de l'Immigration et de Réintégration (Greece) and the Schweizerische Koordinationsstelle für Bildungsforschung (Switzerland) undertook in 1984-1985, under contract with UNESCO, interdisciplinary studies to analyse the causes of educational retardation and failure among young migrants and the educational and cultural factors limiting the access of young migrants to education and vocational training. For these studies, UNESCO prepared guidelines, explored more thoroughly the socio-cultural and educational aspects of integration in the host country or reintegration in the country of

origin of young migrant workers and their families. The Education, Science and Culture Workers Union of Yugoslavia and the Ministère de l'Education Nationale, de la Jeunesse et des Sports (Turkey) organized in 1985, with financial assistance from UNESCO, under contract training activities in their countries for teachers responsible for the education of migrant workers both in the host country and the country of origin, in order to introduce young migrants to the culture and school system of their countries. In 1985, UNESCO offered contracts to the National Commissions of Luxembourg and Switzerland to support, in the context of school curricula, information and awareness activities on the problems and difficulties encountered by young migrants and their families. In 1984-1985, the City of Bradford Metropolitan Council (United Kingdom) and the Belgian National Commission for UNESCO undertook training activities for teachers responsible for multicultural classes, with financial assistance from UNESCO, in order to expand education for young migrants in both the language of the host country and the language of the country of origin, thus affording them effective means of choosing freely between temporary or definitive integration in the host country. The National Council for Primary Education in Norway conducted in 1985, under contract, with financial assistance from UNESCO, research and experimentation in teaching methods to help young migrant workers overcome their difficulties at school, and preparation of teaching materials. UNESCO has also organized exchange programmes between different countries with a view to familiarizing young migrants with each other's cultural and social backgrounds.

239. According to a study prepared by ILO, there are important links between education and training and employment in all countries. In spite of the fact that many developing countries have invested heavily in their education and training infrastructures in order to increase educational opportunities and provide more training for young people, in some of the less developed countries a large percentage of young people still have little or no access to education. Far too many young people, particularly women and the poor, have inadequate access to education and training. Frequently, a mismatch exists between the skills taught and the skills needed for work. In some countries, the training systems have not succeeded in adapting their teaching methodology or curricula to the requirements of the labour market.

240. The youth in high-risk categories in industrialized countries tend to be educationally disadvantaged and socially stratified and to have limited access to educational training and employment programmes and schemes that are designed to facilitate the integration of young people into working life.

241. Many countries have recognized the need to introduce flexibility into their education systems in order to impart new technical skills and to bridge the existing gap between school and productive activity. In most industrialized countries, the traditional separation between academic and vocational education persists. But at the same time, in the past few years, there appears to have been a growing recognition that some minimum vocational education is needed to facilitate the integration of young people into working life. There is a trend to apply general measures to ensure the overall quality of skills training and job preparation, to improve basic job readiness and to strengthen training programmes in institutions and enterprises and apprenticeship programmes.

242. In a number of market economy countries, schools are beginning to defer the time at which a choice must be made between predominantly academic and predominantly vocational pursuits, thus maintaining flexibility and promoting the general education that is necessary for all forms of work.

243. In some planned economy countries, in response to a need to adapt to technological changes, reforms have been introduced to raise the quality of education and vocational guidance at school. In these countries, there is a concern to combine academic instruction with preparation for practical work, so that even at the primary school level students will be taught basic vocational skills.

244. In many countries, important steps have been taken to promote the teaching of human rights, a major component of education of youth, of everyone. In a vast majority of States, the principles of the Universal Declaration of Human Rights, the International Convention on the Elimination of All Forms of Racial Discrimination, the International Covenant on Economic, Social and Cultural Rights and the International Covenant on Civil and Political Rights have become an integral part of the developing personality of each young person through the application of these principles in the daily conduct of education at each level and in all its forms. Ways and means of further promoting the teaching of human rights were considered at a meeting of experts on the teaching of human rights held at Paris, at a regional seminar held at Geneva, at European regional seminars held at Sofia, Bulgaria and at Espoo, Finland, at the International Seminar for the Education of the Young Generation in the Spirit of Peace held at Warsaw, Poland, at the International Symposium on the Teaching of Human Rights held at Hamburg, Federal Republic of Germany, at the International Congress on the Teaching of Human Rights held at Vienna, Austria. A handbook for classroom teachers was prepared by a panel of 10 co-authors. At these and many other meetings, in handbooks and in many other reference books, it has been stressed that the education of young people must be so conceived as to promote an international dimension and a global perspective in education at all levels and in all its forms; understanding and respect for all peoples, their cultures, civilizations, values and ways of life, including domestic ethnic cultures and the cultures of other nations; awareness of the increasing global interdependence between peoples and nations; an understanding of the inadmissibility of recourse to war for purposes of expansion, oppression or domination, or to the use of force or violence for the purpose of repression. These major components of education have been adopted by the UNESCO General Conference in a recommendation concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms, and have been included in many other international documents.

245. It is of paramount importance to educate every boy and every girl in the spirit of respect for every human being. It is essential to ensure the understanding by every young person that all individuals have an inherent right to life, and that the safeguarding of this cardinal right is an elementary condition for the enjoyment of the entire range of economic, social and cultural, as well as civil and political rights. It is very important to inform young people of their rights and consequently of their duties. In this respect, we have to recall the experiments carried out in Belgium through the Infor-Jeunes centres, which collect relevant documents and provide youth with

information and assistance to enable them to have their own rights protected. Recommendation No. 3 (85) of 7 May 1985 of the Council of Europe on teaching and learning human rights at school states, inter alia that "concepts connected with human rights may and should be absorbed since the youngest age". The International Society of Social Defence considers that an early education in human rights may actually play an important role, increasing among young people their awareness and sense of responsibility.

246. Taking into account these requirements, many Governments encourage the teaching of human rights in schools and institutions of higher learning. UNESCO has endeavoured continuously, since its establishment, to promote teaching and research in the field of human rights. The Final Document of the International Congress on the Teaching of Human Rights, held in Vienna, enumerated certain principles and considerations which should guide the teaching of human rights: among others, the establishment of a plan for human rights education and the setting up of a voluntary fund for the development of knowledge of human rights through education and information. The United Nations General Assembly urged UNESCO, in co-operation with Governments, to undertake vigorous efforts to spread the teaching of human rights in all educational institutions, particularly primary and secondary schools, as well as in the training of relevant professional youth groups.

247. Many Governments, intergovernmental and non-governmental organizations have taken measures for the promotion among youth of the ideals of peace, mutual respect and understanding between peoples. In 1965, the General Assembly adopted the Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples. It has been stressed that the promotion among youth of the ideals of peace, justice, freedom, mutual respect and understanding is a major component of education.

248. An area of constructive impact of the International Youth Year: Participation, Development, Peace (1985) has been the growth of a wider conception of peace, particularly as it concerns young people. Peace has come to be understood as more than just an absence of military conflict or the threat thereof. It is seen as a generic notion encompassing social and economic justice, human rights and fundamental freedoms, mutual respect and understanding, international co-operation.

249. The education of youth for peace was one of the most important common ideas of all regional meetings devoted to the IYY. Each regional meeting endorsed a plan of action stressing the importance and necessity of education for peace. The African Plan, in referring to this idea, states: "The promotion of the ideals of peace and mutual understanding among young people should be an essential element of the national youth policy." The Asian and Pacific Plan of Action on Youth suggests that both Governments and non-governmental organizations and youth organizations should promote peace education. The Latin American Plan of Action on Youth states: "Awareness of the value of peace and human rights should be disseminated among young people, particularly through educational processes, both formal and informal." The Western Asia Plan of Action on Youth stresses that, at the national level, Governments can provide easy access for youth to information on problems related to peace both in the region as well as in the world as a whole.

250. The eradication of racism and racial discrimination is another major component of education of youth. In the Programme of Action adopted by the Second World Conference to Combat Racism and Racial Discrimination in August 1983, and endorsed by the United Nations General Assembly, States were called upon to use effectively education, teaching and training to create a favourable atmosphere for the eradication of racism and racial discrimination. To this end, States were invited to examine textbooks with a view to correcting any erroneous assessment of historical and social data, or their unbalanced presentation, which could give rise to racial prejudice; to ensure that teachers were made conscious of how much they might be reflecting the prejudices of their society and were instructed to avoid such prejudices; to provide adequate opportunities in schools and institutions of higher learning for the study of United Nations activities to combat racism, racial discrimination and apartheid; to provide students at all levels with access to literature and documentation on racism, racial discrimination and apartheid.

251. The regional plans of action on youth stress the need to encourage the effective contribution of youth in the struggle against racism, racial discrimination and apartheid. The African Plan of Action on Youth states: "The focus should be on the eradication of all forms of prejudices and discrimination, whether racial, ethnic, cultural, religious or other which manifest themselves in society, through concrete information and education programmes and through actions of solidarity towards those who are victims of prejudice." The Asia and Pacific Plan of Action states: "A prerequisite for promoting peace between nations is the effort to combat racism and racial prejudice." The European Plan of Action called for international organizations to assist Governments in promoting public action by youth and youth organizations at the international level to combat colonialism, racism and apartheid.

252. The issue of racial discrimination, racism and apartheid is of particular interest to many international non-governmental youth organizations. Through education methods, through dialogue between young persons belonging to various groups of society, they make an important contribution to the struggle against racism and racial discrimination.

253. The answers, information and observations received from Governments, United Nations organs, specialized agencies, regional and other intergovernmental organizations and non-governmental organizations have emphasized some special problems in ensuring the enjoyment by youth of the right to work.

254. Some Governments have reported that they have taken steps to ensure the realization of the rights of youth through technical and vocational guidance and training programmes, and through policies and techniques designed to achieve economic, social and cultural development and productive employment under conditions safeguarding fundamental political and other freedoms for youth. These States have taken appropriate measures to eliminate discrimination against youth in order to ensure, on the basis of equality of all workers, the right to the same employment opportunities, the right to free choice of profession and employment, the right to promotion, job security and all the benefits and conditions of service, the right to vocational training, the right to equal remuneration, the right to social security and the right to protection of health and of safety in working conditions.

255. Many Governments have promoted, by methods appropriate to national conditions and practice, equality of opportunity and treatment in respect of employment and occupation, with a view to eliminating any discrimination in respect thereof. In some countries, the Government co-operates effectively with employers and workers' youth organizations and other appropriate bodies in promoting the acceptance and observance of this policy. They promote such educational programmes as may secure the acceptance and observance of this policy. In some countries, experience shows that it is sufficient for the policy in this field to be conducted under the direction of a national authority to observe the right orientation in the activities of vocational guidance, vocational training and placement services for young people.

256. Some Governments have been seriously concerned to stimulate economic growth and development, raise levels of living, meet manpower requirements and overcome unemployment and underemployment. Efforts have been made to ensure that there is work for all young persons who are available for or seeking work; that such work is as productive as possible and that there is freedom of choice of employment and the fullest possible opportunity for each young worker to qualify for, and to use his skills and endowments in a job for which he is well suited, irrespective of race, colour, sex, religion, political opinion, national extraction and social origin.

257. In spite of these serious preoccupations in some countries, in many parts of the world there remain open numerous problems with regard to ensuring the enjoyment by youth of the right to work. Some young people are required to perform forced or compulsory labour, whereas others have no employment. In different countries there is a very large proportion of underemployment or a very low or inadequate income or even exploitation of youth labour.

258. The existing systems of forced or compulsory labour in some developed, and in particular in different developing countries, seriously threatens fundamental human rights and jeopardizes the freedom and status of young workers in contravention of the obligations and provisions of the United Nations Charter, the International Covenant on Civil and Political Rights and other international instruments. In many cases, forced or compulsory labour is used as a means of political coercion or punishment for holding or expressing political views or views ideologically opposed to the established political, social or economic system. In some countries, forced or compulsory labour is used as a method of mobilizing and using labour for economic purposes or as a means of labour discipline, as punishment for having participated in strikes and as a means of racial, social, national or religious discrimination. Unfortunately, in large areas of the world young people are exploited under horrible conditions. In different developing countries, extreme poverty forces many young people into the labour market at a very early age, depriving them not only of the joys of childhood but also of any possibility of realizing their full potential as adults. There are many types of such youth labour, among others have been mentioned family farming, family craftwork, craft piecework, small tasks carried out by young people on their own account, small tasks carried out for third parties, seasonal work in agriculture, apprenticeship, the sweatshop system, maid-of-all-work labour in a situation of virtual bondage, youth prostitution, bond service. Many young people are unpaid family workers in household enterprises. A vast majority of youth work long hours and receive a low income, particularly in rural

economies, where many young people are engaged in subsistence activities and unpaid family labour, such as repairing and maintaining dwellings and farm buildings, growing vegetables and fruit not for their own consumption, carrying water over long distances, etc. Most of these activities take up a considerable amount of time and contribute to the output and welfare of the household enterprises. Even when a boundary is drawn between the two, for young workers the practical problems of qualification remain, since these activities tend to escape the conventional measurement tools. There are many contemporary manifestations of slavery-like practices, including apartheid, colonialism, traffic in and exploitation of youth labour, debt bondage, illicit traffic in young migrant workers and exploitation of hard drug addicts. Conservative estimates would put the number of known victims of forced or compulsory labour in the 20 years preceding 1988 at at least 10 million young people. The extent and occurrence of such labour during this period may have been even more widespread, since not all cases were reported or known.

259. Some international organizations have expressed their concern about incidents involving the illegal transportation of young workers from different developing countries to some developed ones in conditions akin to slavery and forced labour, which had been organized or undertaken by criminal elements. This raises the problem of the exploitation of youth labour through illicit and clandestine trafficking. The suggestions and recommendations made on this important matter by the United Nations Special Rapporteur, Mrs. Halima Warzazi, should be taken into account.

260. In some developed countries, there is discriminatory treatment of young migrant workers, despite the legislative and other efforts exerted to prevent and punish mistreatment. In many cases, young migrant workers have no regular status and are denied a treatment equal to that enjoyed by the nationals of the country with regard to the enjoyment of fundamental human rights, with particular reference to equality of opportunity and treatment in respect of employment and occupation, social security, trade union and cultural rights, and individual and collective freedoms. In different places, the illicit traffic in young alien workers continues to be organized. Some host countries do not have enough efficient co-operation with the countries of origin to provide young migrant workers and their families with the necessary facilities in the fields of education and information for safeguarding their cultural identity. Many young migrant workers are denied the conditions needed to receive education in their mother tongue and on different aspects of their cultural achievements with a view to preserving their national identity. There is also not enough and efficient co-operation between the State of origin and the State of employment to help to create new job opportunities for young migrant workers returning to the State of origin.

261. Many serious and very difficult problems are related to youth unemployment and underemployment. Since the end of the 1970s, youth unemployment in the industrialized market economies has become a much greater problem for all categories and not just for the high-risk groups at the margin of society, such as educationally disadvantaged migrants, racial minorities, disabled youth and young women. Unemployment has increased and the periods of unemployment have become much longer. The beginnings of the current youth unemployment problems in the industrialized market economies can be traced to the general slowdown of demand and economic activity in the mid-1970s, aggravated by the 1979 oil shock, followed by a global recession and by demographic factors combined with the effect of rapid structural change caused by technology and other factors and the displacement of certain industries.

262. In developing and particularly in less developed countries, youth employment problems are part and parcel of the overall problem of poverty, unemployment and underemployment.

Economically active youth ^{a/} as a percentage of total
economically active population, by major area

Major area	1950	1975	1985	2000	2025
World	27.0	27.1	26.8	22.0	19.5
More developed regions <u>b/</u>	26.0	21.8	19.6	16.4	16.4
Less developed regions <u>c/</u>	27.5	29.2	29.4	23.5	20.2
Africa	28.3	28.4	28.7	29.5	27.9
Latin America	30.1	29.9	29.1	25.3	20.3
North America	19.2	24.6	21.7	17.0	17.6
Asia	27.3	28.5	28.8	21.7	17.5
China	27.1	31.3	31.8	19.9	17.4
India	26.7	25.3	25.2	22.5	15.7
Japan	29.5	16.3	12.9	12.0	12.8
Arab countries	29.0	27.0	26.8	26.5	22.5
Other countries	27.8	29.2	29.3	25.4	19.1
Europe	25.2	21.7	20.2	16.6	16.2
Eastern	25.0	21.1	16.7	17.2	15.6
Western	25.3	21.9	21.4	16.4	16.4
Oceania	26.3	27.1	25.7	21.3	19.7
USSR	31.2	21.8	19.1	17.3	16.7

a/ Aged 15-24 years.

b/ Japan, Europe, North America, Australia, New Zealand, USSR.

c/ Africa, Asia (excluding Japan), Latin America, Melanesia, Polynesia, Micronesia.

Source: International Labour Conference, 72nd Session, 1986, Report V: Youth (ILO, Geneva, 1986), p. 10.

263. This table prepared by ILO gives an idea of trends in economically active youth vis-à-vis total economically active population.

264. Youth unemployment statistics, in developing countries relate mainly to educated youth in urban areas and cannot be said to represent the situation of the majority of young people, who fall outside this category. According to the study made by ILO, it can be readily understood, for these reasons, why in unemployment rates for youth in developing countries, unpaid labour, mostly provided by young women, is omitted from labour statistics. Also, the economic activities of other marginalized categories of young people are often not collected.

265. ILO has stressed that of particular concern is the pattern developing in those countries where the employment prospects of young people, and particularly disadvantaged youth, moving into their early twenties, are not improving, thus raising the spectre of a generation of young people, born in the late 1950s to mid-1960s, facing a prolonged period of adult unemployment. In more developed countries, economic recovery began in 1983, but youth employment has responded very slowly to this important event. The improvement in OECD countries in 1984 was accounted for almost entirely by a 2.7 per cent increase in youth employment in the United States. In the industrialized market and planned economies, a common phenomenon is a clearly discernible decline in population growth since 1950s. There is a connection between this phenomenon and the future size of youth employment. It would appear that in the 1990s the teenage labour force will be smaller in most countries than in the 1960s and 1970s. Young women entering the labour force will partially offset this decline.

266. The ILO study shows that in the centrally planned economies, in the context of shortages of manpower in some countries and the need to make efficient use of available manpower, young people are faced with certain problems of job placement. In some of these countries, effective measures for restructuring the economy have been taken. In these countries, there is concern to settle such problems of job placement, as well as the selection of an occupation that takes into account individuals' interests as well as the requirements of society.

267. Underemployment is another phenomenon facing young people in many countries. In different places, young people are involuntarily working a shorter period of time than is normally associated with a particular activity and are available for or seeking additional work. These are visibly underemployed young people. In some countries, a very large proportion of underemployment is "invisible", which reflects a misallocation of labour resources or a fundamental imbalance as between labour and other factors of production. Young people face such difficult problems as very low or inadequate incomes, underutilization of their skills or capacities and low productivity.

268. Some Governments have recognized that young people, particularly in their formative years, require clearly determined and defined hours and conditions, taking into account the need to limit working time in order to allow for sufficient time for education, rest and leisure activities. The 72nd International Labour Conference (1986) stressed that part-time work

represents one of the opportunities available to youth employment in many countries. Such work can provide possibilities to pursue further education and training. At the same time, the Conference pointed out that one of the basic aspirations of the vast majority of young people is to improve their access to full-time employment opportunities with fair conditions of work, career prospects and job satisfaction. It has been emphasized that meeting these important aspirations in many countries is dependent on higher and sustained rates of global economic growth so as to achieve a significant expansion in labour demand generally, taking into account that both the quantity and quality of employment opportunities for every young boy and girl, and for everyone, are closely associated with the functioning of the overall economy in every country and in general in the world. There is no doubt that co-ordinated economic and social policies, both at the national and at the international level, which facilitate the achievement of more stable and fair commodity and financial markets and an expansion of international trade, including freer access to international markets and based on the principles of equality and mutual advantage, are essential macro-economic preconditions for the solution of existing youth unemployment problems. The social and economic cost of the problems confronting young people in today's world impose heavy burdens on both individuals and society as a whole. However, the cost of not overcoming those problems will be much higher in the long run should effective solutions not be found.

269. The most important prerequisites for the meaningful realization of the rights of youth are independence, territorial integrity and national sovereignty, without which no effort towards economic or social development can lead to a more just society. To ensure full enjoyment by youth of the right to life, to education and to work in different countries, particularly in the less developed ones, would require necessarily peaceful but radical social changes, which would allow all the human and material resources of a nation full and dynamic participation in the process of development. Young people are an important component of every society. To stimulate their effective participation in the process of development, urgent measures of radical reforms are required, which must be based on social justice, national consolidation and solidarity, the equitable distribution of income, wealth and services, the bringing of rural and urban income levels closer together, an increased respect for work, the removal of any kind of discrimination in fact as well as in law and the decentralization of decision-making and the system of government within the framework of an effective democratic structure. There is no doubt that rapid modernization requires that institutions make youth participation more effective.

270. In many countries, particularly in the less developed ones, a radical change is urgent in the educational system, implying not only an increase in the quantity of schooling but also an improvement in its content and in its very spirit. The creation, expansion and consolidation of links between labour and ownership in industry and the training of skilled young workers, are important components of this change. To ensure that human resources are mobilized and that the most needy elements benefit from technical co-operation projects, it is necessary to orient projects to the special requirements of university students and out-of-school youth, in order to integrate young people both as productive agents and as beneficiaries of industrial development, as well as participants in the decision-making process.

271. There are various tools and strategies to develop human resources, e.g. behavioural-science techniques, organization development, performance engineering, which are being used in ad hoc and piecemeal ways, mainly through short-term formal training courses. It is important to develop corporate environments and networks of supportive structures that help to facilitate the application of newly acquired or enhanced knowledge and capacities. Diverse and marketable skills should be developed through youth training and apprenticeships. The dramatic effects of new technologies in the workplace must be examined, so that they can operate effectively in the changing work environment. Through these actions, it is important to ensure that younger generations will be able to compete for meaningful jobs and serve as a well-trained, dependable labour force in different sectors.

272. A radical change in the educational system can be realized by ensuring the relevance and effectiveness of education through regular, ongoing curriculum development. Language, customs and traditions should be everywhere an integral part of the basic learning. Youth must have an adequate input in the educational decision-making process. Education should assist young people to develop individual autonomy and to participate in shaping their own reality.

273. To ensure full enjoyment by youth of the right to work, public leaders must create a sound employment policy, leading to a better transition from school to work and recognizing the importance of social and human considerations as well as economic goals. The stamping out of corruption and the creation of more social discipline throughout society are essential for faster economic and social development. It is necessary to stress that, without a sufficient core of well-qualified, dedicated and honest administrators, the realization of the right to work of young people will be delayed. The exercise of social discipline and the participation of young people in all walks of life are very important in implementing economic and social programmes aimed at speeding up the enjoyment by youth of the right to work.

274. During training and during the time when earnings are low because of the necessity to continue studies or to work part-time, subsidies should be given to young people for room and board and, if necessary, for child care and other expenses. A sound employment policy aims to support the effective integration of young people in the economic process. This policy will enable young people, within institutional infrastructures, to become and remain responsive to organizational goals, innovative and desirable changes. Young people should have better access to financial resources and other institutional facilities for the improvement of their participation in economic operations. Motivation seminars, behavioural modification workshops and workshops intended to enhance skills need to be followed up by well-designed action plans and support systems. These measures should be co-ordinated to ensure quality in initial youth training, access to paid employment, and the possibility for proficiency courses during employment.

275. It is necessary to consider the needs of young people as a group in society with full rights; the rights and specific needs of each member of the group must be taken into consideration by public administrators and the community. Bold efforts have to be made to convert mentalities and thus to mobilize new energies to ensure expansion of the individual and of the community.

276. The education, training and employment of young people require the efforts not only of teachers and administrators but of the entire community; this requires an approach designed to give young people confidence and a sense of responsibility.

VI. Measures which Governments should take to ensure and promote the rights and freedoms of the younger generation

277. Taking the existing situation into account, Governments should adopt the necessary measures to ensure the full enjoyment by youth of the rights stipulated in the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights and the International Covenant on Civil and Political Rights, with special regard to the right to life, education and employment. Governments have the duty to make every effort to protect the life of the younger generation.

278. The irresponsible attitude of some rulers who are intent on exporting at any cost their nation's most valuable products, including the consumer goods that are badly needed by the population, who indulge in making donations and gifts with a view to their own personal aggrandizement, has aggravated the state of poverty of the peoples concerned, creating untold hardships in their daily life and placing the physical and mental development of the young at risk.

279. The life of many young people, in Europe and elsewhere, is in danger. There are countries in which the difficulties of providing the basic foodstuffs needed by the younger generation are of an objective nature: the soil is poor, large areas lie in arid zones, population density is very high. These countries must be given the appropriate types of assistance by the international community so that people can be assured of survival and the young can develop normally.

280. However, there are countries where the impoverishment of the population and the threat to the life of the young are due exclusively to the irresponsible attitude of certain rulers, whose voluntarist methods have led the economy to the brink of disaster. The acute shortage of basic foodstuffs has placed the genetically determined development of those to be born at risk, thus threatening the human race with degeneration.

281. Those Governments or rulers who, having wrought havoc in their national economy, still send abroad the basic foodstuffs essential for the population's own needs, and especially for the normal development of the younger generation, make themselves guilty of the crime of genocide, for which they should be brought to justice and severely punished. Governments hold no greater responsibility than that of providing the means of subsistence necessary to maintain and to perpetuate life.

282. Governments are duty-bound to make every effort to provide adequate medical care for all children and adolescents. The ban placed on imports of essential medicines and drugs, with the resultant risk to the lives of the new-born, of growing children, of young people and their parents is a measure that can only be qualified as criminal.

283. Placing on sale to the population of drugs and medicines whose date of validity has expired for the sole purpose of disposing of accumulated stocks is outrageous from both the moral and the legal point of view. The premeditated nature of this illegality is demonstrated by the fact that in some countries the administrators of the health services have taken steps to stop stamping an expiry date on the wrappings of medicinal products.

284. When some political leaders reject, in addition, the food and medical assistance offered by humanitarian organizations for the young and the elderly who need it, their inhumanity and irresponsibility becomes strikingly clear.

285. Political leaders must give every consideration to the education of the younger generation. The primary aim of education must be to train competent people and to enable them to fulfil their country's development objectives.

286. Burdening curricula with unnecessary courses, especially propagandistic fields of study which distract students from substantive subjects, meant to provide the groundwork for their later life and employment, leads to the most deplorable consequences.

287. Prolonging studies to the age of 20 or 23 has proved to be counter-productive. After spending so many years on the school bench, many young people find that they are not able to tackle something practical, while others feel that they need to take time out to rest. Thus many years are wasted, years these young people could have used to put their initiative and creativity into practice.

288. Schools and the entire educational system, should be geared to developing qualities of honesty, sincerity and decency - moral values that are a prerequisite for a healthy society. However, when human values are distorted throughout the school years; when curricula include social studies which proclaim dogmas that are disproved in real life; when youngsters are given passing grades because of their participation in organizations which teach them to support false concepts, incompetent people and corrupt politicians - those ready to do anything for the sake of staying in power - then the moral consequences for the societies in question are disastrous.

289. Similarly, the leniency shown in schools towards the children of the ruling families and their promotion, after graduation, to key positions in the economic and other sectors produce immense moral and material harm.

290. On the basis of family ties, veritable ruling castes have sprung up which maintain themselves in power by police methods; this is a grave deterrent to thousands of young people whose talents and abilities are thus lost to society and "buried" at the hands of the despotic families.

291. Governments must place special emphasis on putting to good use the abilities and the spirit of initiative of the younger generation in productive activities.

292. While the right to work must be universally respected, jobs do not have to be created at any price; promises in this area are hard to keep, for it is normal for techniques and technology to evolve and for human labour to be gradually replaced by increasingly perfected machines.

293. In view of the fact that there is a labour surplus in some areas of the world and an acute labour shortage in others, a balanced redistribution of manpower would make it possible to utilize better the know-how of millions of young people who are anxious for a chance to apply what they know in some

productive occupation. There are no easy solutions; only if it is approached with realism and with the utmost honesty can this thorny problem be resolved in a manner that is acceptable to all.

294. Young people must be allowed to take their rightful place in the economic and social sectors of activity. The tendency to keep them at arm's length on the pretext of a lack of maturity has led to an under-utilization of the real abilities of the young in many sectors.

295. Rivalry and in some cases violent confrontation between generations must be replaced by continuous and unflagging co-operation between young and old, enabling each generation to make its specific contribution to the cause of general progress. Human society cannot afford to do without the enthusiasm of the younger generation any more than without the experience of the elderly.

296. Enacting democratic criteria for appointments and promotions and eliminating certain anachronistic structures would lead to a natural rejuvenation within the ruling ranks. No one should hold a post for life: mankind is not divided once and for all into rulers and subjects, with some predestined to live and die in positions of power while others must live and die as underlings. Consequently, setting equitable time periods for remaining in office would be especially helpful in the attempt to eliminate a number of negative phenomena and to help really able people, the young and sound forces which exist in every human society, to come to the fore.

297. Governments must guarantee normal conditions for the development of national minorities. The right of every ethnic community to use its own mother tongue and to follow its religious practices and traditions must be respected, as it is of the greatest importance for the spiritual advancement of society as a whole.

298. National unity cannot be arbitrarily imposed by a Government, let alone by a dictator. National unity is based on a diversity of age-old traditions and religious practices; the more freedom there is, the stronger it becomes.

299. Governments must guarantee the free circulation of ideas. Real advances in economic and social development can be made only in those countries which allow their young people to have unhampered access to the most advanced achievements of human intelligence.

300. Society must welcome everything that is advanced and progressive, and reject whatever is retrograde. Care must be taken, however, to see to it that those who are called upon to make this weighty choice are not themselves retrograde. If that is not done, there is a danger that the most forward-looking ideas would be systematically blocked - which is what we see happening in some parts of the world today.

301. Governments must show maximum openness as regards reforms, a readiness to seek and identify the most appropriate ways to foster the normal development of society and the harmonious development of the younger generation. Obstinate to maintain economic, social and political structures which defeat changes for the better is proof of the ignorance or irresponsibility of rulers who adopt such a policy.

302. The refusal to institute reforms in the face of developments which are unmistakable harbingers of economic disaster, and which not only cause indescribable hardships to the population but actually threaten to take a toll of millions of lives and to lead to the degeneracy of the human race, is evidence of the utter disregard in which the rulers and despotic castes hold the most essential needs of the people.

303. When the evils of a situation are visible to the point of becoming notorious, while the population, including the young, are deprived of basic foodstuffs, of heat and lighting in their homes, and even of the most indispensable medicines, one might well wonder what motivates the refusal to institute reforms if not contempt and hatred for human beings.

304. Individuals who use totalitarian methods to deny the right of the people, including the young, freely to decide on the best ways of bringing about improvements and casting off the impediments to progress, have no business being at the very top of the government pyramid.

305. Having lived through so many harrowing and tragic events and witnessed the assassination of millions at the hands of despots and tyrants, our generation is no longer willing to accept dictatorial systems. Everyone, but especially the younger generation, is firmly determined to achieve reforms in the structures of society and to enact the guarantees needed to ensure people's material security and personal safety.

306. Can we allow people to be denied a better life in the name of some anachronistic precept? Has anyone been given the right to impose his own will, and, when this leads to the spread of evil, poverty and destitution with all their cruel consequences, to reject arrangements that would ensure progress and well-being for all, and open up the prospects for a bright future that the younger generation deserves? What is a doctrine worth if its application not only prevents changes towards well-being but actually increases people's poverty and their moral and material distress?

307. Does anyone have the right to impose on people a life of want and privations such as can hardly be imagined in a civilized world for the sake of a political doctrine? And what is to be said of a doctrine which constitutes a threat to the lives of millions of people by grossly violating their most basic rights and freedoms and by placing them totally at the mercy of some tyrant's whims?

308. There are no words to qualify a political system which gives free rein to a leader who, by a wave of the hand, can cause the disappearance from the face of the earth of historic monuments of the greatest value for the nation concerned and for civilization in general; a leader who can arbitrarily order the razing of churches where untold generations have honoured their faith; and with barbaric cruelty decree the demolition of the very homes that thousands upon thousands of people have built for themselves at the cost of many years of hard work and sacrifice, leading many to commit suicide.

309. How do we characterize political leaders who, on the basis of historically unproven doctrinaire tenets, arbitrarily dispose of people's earnings, laboriously accumulated through hard work, and place them in the hands of inefficient administrations which bring only losses to society?

310. Arbitrariness such as this, backed by the most ruthless repression history has known, have encouraged laziness, discouraging people of integrity and demoralizing the young, whose ideals of progress and well-being achieved through honest endeavours have been completely destroyed.

311. Young people who acquaint themselves with the advanced ideas of modern civilization, overcoming unbelievable obstacles to do so, cannot accept doctrines and political systems which place all the attributes of power in the hands of a single individual who holds the right of life or death over large numbers of people thanks to a repressive apparatus of incredible dimensions.

312. Political systems and doctrines that do not serve human happiness must be thrown into the refuse-bin of history. People cannot be made slaves to doctrines and political systems, they must not be sacrificed on the altar of dogmas. If dogmas prove incapable of serving human needs, making life easier and leading to a better existence, they must be firmly repudiated; theories and lines of action leading to reform must then be followed in order to bring the light of hope to all and to open up prospects of joy, happiness and satisfaction to the young - the future of mankind.

313. Consequently, no Government has the right to refuse reforms. Political leaders must bend their intelligence and turn all their ability and efforts to the establishment of such economic, political and social structures as would bring this bright future into view.

314. The ensuring of the rights and freedoms of the younger generation rests also on intergovernmental co-operation. For such co-operation to be effective, a new attitude is required, without the mistrust which prevails at present. Only an awareness that rights and duties are held in common across boundaries, together with a common desire to build a human society upon positive values and competence rather than on lies and hypocrisy, can prepare a lasting groundwork for the kind of international co-operation that would enable the younger generation to play its proper role in today's world and in the future.

VII. Charter of the rights and freedoms of youth

315. All human beings are born free and equal in dignity and rights. Everyone has an inherent right to life, liberty, and the security of his person. No one shall be arbitrarily deprived of his life.

316. In countries which have not abolished the death penalty, sentence of death may be imposed only for the most serious crimes, in accordance with the law in force at the time of the commission of the crime, and not contrary to the provisions of the International Covenant on Civil and Political Rights and to the Convention on the Prevention and Punishment of the Crime of Genocide.

317. Sentence of death shall not be imposed for crimes committed by persons below 18 years of age and shall not be carried out on pregnant women.

318. No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

319. Everyone has a right to the enjoyment of the highest attainable standard of physical and mental health.

320. Every State shall take the necessary steps for the reduction of the stillbirth rate and of infant mortality and for the healthy development of the child, and of young people in general. All necessary conditions shall be ensured that the foetus is born alive and survives.

321. No one has the right to deprive the mother and the new-born of the minimum space heating necessary to their survival. Maternity wards, hospitals and homes shall have the necessary level of space heating for the preservation and perpetuation of life.

322. Every child shall have, without discrimination, the right to such measures of protection as are required by his status as a minor on the part of his family, society and the State. To this end, all children and young people in general have the right to adequate lighting in their homes, schools, libraries or other educational facilities, and in the streets of their cities, to ensure the preservation of their health and eyesight and to guarantee their normal development. No one has the right to deprive young people of the necessary amount of lighting and thereby to put in danger their health, intellectual development and security of person.

323. Young people, and all people, have the right to adequate means of subsistence. Absence of the basic means of subsistence has grave consequences for the young; it may affect their normal physical and mental development and bring about the degenerescence of the human race.

324. Every State, recognizing the fundamental right of everyone to be free from hunger, shall take, individually and through international co-operation, the necessary measures, including specific programmes, to improve methods of production, conservation and distribution of food by making full use of technical and scientific knowledge, by disseminating knowledge of the principles of nutrition and by developing or reforming agrarian systems in such a way as to achieve the most efficient development and utilization of natural resources.

325. In no case may a person be deprived of his own means of subsistence. No one has the right to send abroad basic foodstuffs and nutrients through export transactions or other form of trade, transfer or donation, before the elementary means of subsistence are ensured for the normal development of children, young people and all citizens of one's own country.

326. All States shall recognize the right of everyone to an adequate standard of living for himself and his family, including adequate food, clothing and housing, and to the continuous improvement of living conditions. All States shall take appropriate steps to ensure the realization of this right.

327. Young people have the right to education. The education of young people shall be directed to the full development of the human personality and the sense of personal dignity, and shall strengthen respect for human rights and fundamental freedoms.

328. Aware of the fact that insufficient education and unemployment limit the ability of young people to participate in the development process, all Governments should take the necessary steps to ensure access to secondary and higher education for young people, as well as to appropriate technical and vocational guidance and training programmes.

329. Education shall enable all persons, including young people, to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace.

330. Parents have the right a priori to choose the kind of education that shall be given to their children.

331. The development of an educational system at all levels shall be actively pursued, an adequate fellowship system shall be established, and the material conditions of teaching staff shall be continuously improved.

332. Young people have the right to work, which implies the right of everyone to gain his living by work which he freely chooses or accepts. Every State shall take appropriate steps to safeguard this right.

333. Everyone has the right to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

334. Young people, without any discrimination, have the right to equal pay for equal work. Every young man and young woman has the right to just and favourable remuneration ensuring for himself or herself and his/her family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

335. No one shall be required to perform forced or compulsory labour. Children and young persons should be protected from economic and social exploitation. Their employment in occupations dangerous to morals, health or life, or likely to hamper their normal development, should be punishable by law. All States should set age limits below which the paid employment of child labour should be prohibited and punishable by law.

336. Young people have the right to form and to join trade unions for the protection of their interests.
337. Everyone has the right to rest and leisure, including reasonable limitations of working hours and periodic holidays with pay.
338. Everyone has the right to own property individually as well as in association with others. Social and individual forms of property for young people shall be guaranteed. No one shall be arbitrarily deprived of his property. No one can dispose at will of the social and private property of the citizens of a country.
339. All young people have the right to freedom of thought, conscience and religion.
340. Young people have the right to fair and comprehensive knowledge of the history of their nation. For the younger generations, accurate information concerning their country's history is a guarantee of continuity and further development.
341. To this end, the protection and preservation of historical monuments and relics, including religious ones, is a sacred duty of the authorities and of all citizens. The destruction of a country's spiritual heritage, including religious monuments, is a sacrilege, a profanation, and those guilty of such destruction shall be severely punished.
342. Young people have a right to real democracy. No one has the right to falsify existing democratic forms and to use them for personal advantage, for political or other reasons, thus projecting a distorted picture of democracy in the minds of young people.
343. Everyone has the right to freedom of opinion and expression. This right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.
344. No restrictions may be placed on the exercise of these rights other than those imposed in conformity with the law and which are necessary to ensure respect for the rights or reputations of others and the protection of public health or morals.
345. Young people have the right to freedom of peaceful assembly and association, including the right to form and join trade unions for the protection of their interests. No restrictions may be placed on the exercise of this right other than those imposed in conformity with the law and which are necessary in a democratic society.
346. No one shall be compelled to belong to an association.
347. Every young man and woman has the right to liberty and security of his/her person. No one shall be subjected to arbitrary arrest or detention. No one shall be deprived of liberty except on such grounds and in accordance with such procedure as are established by law.

348. All persons deprived of their liberty shall be treated with humanity and with respect for the inherent dignity of the human person.

349. Anyone who has been the victim of unlawful arrest or detention shall have an enforceable right to compensation.

350. Young people have the right to the free movement of ideas and to free contacts, without any restrictions, with other young people throughout the world.

351. Everyone has the right to leave any country, including his own, and to return to it.

352. Whoever opposes these fundamental freedoms is opposed to the generous ideas of understanding among peoples, the only lasting guarantee of peace.

353. Young people have the right to free access, without any restrictions, to the fundamental assets of universal science, art and culture, past and present. Young people have the right to take part in cultural life, to enjoy the benefits of scientific progress and the protection of the moral and material interests resulting from any scientific, literary or artistic production of which they are the authors.

354. All States shall undertake to respect the freedom indispensable for scientific research and the creative activity of youth.

355. All States recognize the benefits to be derived from the encouragement and development of free international contacts and co-operation in the scientific and cultural fields.

356. Young people have the right, and should have the opportunity, without any distinction of any kind, to have access, on general terms of equality, to public service in their country.

357. Every young man and woman shall have the right to take part in the government of his/her country, directly or through freely chosen representatives. The will of the young people shall be taken into account.

358. The authority of every Government shall be based only on the will of the people. This will shall be expressed in periodic and genuine elections by universal suffrage and secret ballot or by equivalent free voting procedures.

359. All persons, including young people, shall enjoy full equality in rights, without discrimination of any kind, such as race, colour, sex, language, religion, political and other opinion, national and social origin, property, birth or other status.

360. All persons are equal before the law and are entitled without any discrimination to the equal protection of the law.

361. Everyone shall have the right to recognition everywhere as a person before the law. No one shall be subjected to arbitrary or unlawful interference with his privacy, family, home or correspondence, nor to unlawful attacks on his honour or reputation.

362. The law shall prohibit any discrimination and guarantee to all persons equal and effective protection against discrimination on any ground.

363. In those States in which ethnic, religious or linguistic minorities exist, persons belonging to such minorities shall have the right to enjoy their own culture, to profess and practise their own religion, and to use their own language.

364. Young people have the right to have or to adopt a religion or belief of their choice, and to the freedom, either individually or in community with others and in public or private, to manifest their religion or belief in worship, observance, practice and teaching. No one shall be subjected to coercion which would impair his freedom to have or to adopt a religion or belief of his choice.

365. All States shall undertake to respect the liberty of parents and, when applicable, legal guardians to ensure the religious and moral education of their children in conformity with their own convictions.

366. Every child has the right to acquire a nationality. Every child shall be registered immediately after birth and shall have a name.

367. Young people have the right to a happy future. The younger generations have the right to fight for a society of equality in wealth, not in misery. The full realization of this right shall include technical and vocational guidance and training programmes, policies and techniques to achieve steady economic, social and cultural development and full and productive employment under conditions safeguarding fundamental political and economic freedom to every young man and woman.

368. When the economic policy in a country is not efficient, young people have the right and the duty to demand appropriate economic reforms.

369. Young people have the right to justice, achieved with fairness, on the basis of the truth and only the truth. In each case of juvenile delinquency, the procedure shall be such as will take account of the young person's age and the desirability of promoting his rehabilitation. No one has the right to defy the noble principles of truth and fairness in the achievement of justice.

370. For the younger generations, to lose trust in the fairness of justice means to lose trust in such sacred values as life in freedom and dignity, friendship and understanding among the peoples of the world.

VIII. Conclusions and recommendations

A. Conclusions

371. Developments in the contemporary world convincingly demonstrate that young people have a more and more important role to play in attaining the objectives of progress and development set by all peoples. Their right to life, to education and to work and their freedoms are of particular importance and significance.

372. Consideration of these rights and freedoms in a special report is a mark of the real interest taken by the United Nations in alerting Governments and world public opinion and in giving impetus to concern already felt in this respect.

373. Millions of young people continue to be exposed to great sufferings caused by lack of the resources needed for their normal physical and intellectual development, as is happening in Romania. In some countries, governed by tyrannical régimes, young people endure unimagined forms of coercion, a veritable aggression against their rights and freedoms. Through starvation, terror and cold, the rulers of those countries strive to reduce them to silence, to prevent them from concerning themselves with the major problems of their respective societies, and to transform them into an amorphous, easily manipulated mass. Many young people gain an education by great efforts, and when the teaching process is over they are disappointed not to find jobs in which to apply their knowledge, talent and characteristic enthusiasm. In other countries, the process of instruction and education is passing through an especially critical period owing to the absence of professionalism and the presence of a superfluity of doctrinaire, politicizing elements of no practical utility. The jobs young people get in those countries do not allow their skills to be encouraged or use to be made of their intelligence and characteristic energy, so that they lapse into indifference and uniformity.

374. Again, there are countries - including Romania - in which the lives of millions of young people are in jeopardy. The absence of the most elementary rights and freedoms, their arrest, conviction and execution on political grounds, bring to mind the darkest years of the oppression practised by maniacal despotic régimes. Threats of every kind, daily dangers directed against young people who have the courage to express critical opinions, maintain an atmosphere of tension and terror that is hard to bear.

375. The positive changes of recent years have rekindled the torch of freedom and dignity. The hopes of millions upon millions of young people for the elimination of repressive anachronisms and the possibility of a real restructuring of society on the principles of democracy and freedom have been reborn.

376. "No" is being said, with increasing determination, to policies of economic and cultural stagnation, of oppression and repression of ethnic and religious discrimination. There is a demand for the institution of political and economic structures which are consistently democratic and which preclude

the monopoly of power of life and the imposition of maniacal despots. The fixing of precise terms of office in all public posts and election by secret ballot of all those who are to occupy them are major guarantees of democracy and freedom. The separation of powers in a State is the surest way to the normal conduct of legislative, judicial and executive business and to the elimination of abuses of power. The closing down of the concentration camps and the final elimination of ethnic and social genocide are priority objectives of the reinstatement of right and justice in human society.

377. The experiences of the past few decades have furnished compelling proof of the importance that attaches to economic and political pluralism and to diversity of opinion as prerequisites for effective progress in all spheres and as the expression of the level of culture and civilization attained in the development of human communities.

378. The young people of the world, including the young people of Romania, regard the refusal of reforms, the rejection of the process of democratic restructuring of society, as a reactionary attitude, as confirmation of the contempt for the human being, the disdain for human rights and freedoms, shown by some dictatorial cliques that have difficulty in parting with the regal privileges conferred by doctrinaire ideas and structures of government which have long since fallen into disuse and been roundly condemned by the entire civilized world.

379. The young generation insistently demands the abandonment of out-of-date doctrines, the elimination of dogmas that run counter to human progress and to the happiness and well-being of man, and the removal of the oppressors, of the dictators who in the name of a few reactionary slogans oppose the increasingly powerful trend towards democracy and freedom. The voice of reason must carry the day. "Peoples are not herds of subjects that despots can drive where they choose with a whip!" "The people is the true sovereign and the maker of its own history!" "Any leader must subordinate himself to the will and interests of the people!" "The peoples are not in the service of the rulers; the rulers are the servants of human communities, which must be given an accounting of their actions and must be asked for approval regarding all government measures!" "Truth and right sometimes come tardily, but they come surely!"

380. Youth is the fiercest fighter for the rebuilding of the world on criteria of progress, well-being, democracy and freedom.

381. Orders based on terror, dictatorship and tyranny are repudiated and condemned by history.

382. The dark age of terror, dictatorship and tyranny is gradually passing away. A new age of freedom and human dignity can be glimpsed on the horizon. We are drawing closer as quickly as possible to giving back to young people the confidence they need in order to build a future of enlightenment and freedom.

B. Recommendations

383. Recognizing that young people have an important role in the life of society for the achievement of social justice and the attainment of the objectives of economic and social progress and the maintenance of international peace and security, and mindful of the grave political, economic, social and cultural problems facing youth and the need to ensure the full exercise of youth's fundamental rights to life, education, vocational training, work, social assistance, the elimination of all forms of social and racial discrimination, so that youth can participate actively in the decision-making process, we consider the following necessary:

- (a) At the national and international levels, effective measures should be taken to put an immediate end to the flagrant violations of the fundamental right to life of young people. The right to life is sacrosanct. Deprivation of life is irrevocable. Respect for the right to life transcends all social, national, racial, political, religious, ethnic and other differences. Summary or arbitrary executions of young people opposed to, or perceived or imagined to be opposed to those who wield political or economic power in the State or government, or perceived to be opposed to certain aspects of their political, economic, social and cultural policies, as well as enforced or involuntary disappearances, torture and mistreatment of prisoners and detainees, are continuing on a large scale throughout the international community. These flagrant violations of the fundamental right to life of young people show a serious erosion in the level of acknowledgement of and respect for the right to life of young people.
- (b) The international community must, as a matter of extreme urgency, act collectively to halt this erosion by adopting effective measures and means through which to react speedily to threatened or imminent summary or arbitrary executions, enforced or involuntary disappearances.
- (c) All States should adopt effective measures for a healthier environment of young people and the containment and reduction of such afflictions as disease, famine, war, corruption, criminality and social breakdown.
- (d) All States should attack on a priority basis every aspect of the illicit drug business, including the production, possession, trafficking, demand, consumption, and financing of illicit drugs, which must be recognized as a crime against humanity, and launch objective informational, educational and orientation programmes to make young people aware of the risks to health, security and other implications of illicit drug use, thus eliminating the demand for illicit drugs.
- (e) At the national and international levels, effective measures should be taken for the elimination of illiteracy and for the promotion of education and vocational training for youth based upon both formal and informal learning and designed to link theoretical learning and practical training, on the one hand, with productive and creative work, on the other.

- (f) Young people shall be brought up in a spirit of peace, justice, freedom, mutual respect and understanding in order to promote equal rights for all human beings and all nations, economic and social progress, and the maintenance of international peace and security. All means of education, including as of major importance the guidance given by parents or family, instruction and information intended for young people should foster the ideals of peace, humanity, liberty and international solidarity and all other ideals which help to bring peoples closer together, and acquaint young people with the role entrusted to the United Nations as a means of preserving and maintaining peace and promoting international understanding and co-operation.
- (g) Young people should be brought up in the knowledge of the dignity and equality of all men, without distinction as to race, colour, ethnic origins or beliefs, and in respect for fundamental rights and for the right of peoples to self-determination. All States shall take the necessary measures, including legislative measures, to ensure that the utilization of scientific and technological achievements promotes the fullest realization of rights and fundamental freedoms of young people without any discrimination whatsoever on grounds of race, sex, language or religious beliefs.
- (h) All States should take the necessary measures to implement large-scale national employment programmes, in conformity with the actual situation and priorities of every country, which would include legislative, educational, economic and social measures designed to eliminate all forms of discrimination, guarantee that young people participate actively in economic and social development and in the process of drawing up and taking decisions, and encourage adequate representation of youth in Parliament, in government, and in other decision-making bodies. All Governments shall take every possible step to ensure appropriate education and employment opportunities for children of refugees, foreign nationals and peoples displaced from their country of origin.
- (i) All States should take the necessary measures to ensure that, in the pursuit of balanced economic growth, industrialization and highest productivity, the application of new technologies will enhance the situation of young people in order to provide them with a productive, satisfying and secure future. All Governments shall give special attention to the problem of rapid demographic growth, especially in developing countries, and give high priority to achieving an appropriate relationship between resources, productivity, population levels and population distribution.
- (j) Taking into account the fact that the relatively weak position of young workers in the labour market may at times render them vulnerable to exploitation and may oblige them to accept substandard wages and jobs, Governments, employers and workers should take action when necessary to prevent these situations from arising. Working conditions should be such as not to discriminate between various categories of workers. It should be recognized, at the same time,

that young people in their formative years require clearly determined and defined hours and conditions, taking into account the need to limit working time in order to allow for sufficient time for education, rest and leisure activities. This policy is to aim at ensuring the fullest possible opportunity for each young worker to qualify for, and to use his skills and endowments in, a job for which he is well suited.

- (k) At the national and international levels, encouragement and facilities should be given for exchanges, travel, tourism, meetings, the study of foreign languages, the twinning of towns and universities without discrimination and similar activities, to be organized for young people of all countries in order to bring them together in educational, cultural and sporting activities in a spirit of mutual respect, understanding and co-operation.
- (l) All States, the United Nations, the specialized agencies, international intergovernmental and non-governmental organizations, as well as youth organizations, shall stimulate debates and convene seminars and conferences which could serve to mobilize efforts to promote the best educational, professional and living conditions for young people, to ensure their active participation in the overall development of society and to encourage the preparation of new local, national and international programmes in accordance with the ideals of peace, security, justice and dignity of human person.

384. Taking into account the fact that massive and flagrant violations of the rights and fundamental freedoms of young people and, in general, of every human being are continuing on a large scale throughout the international community, on the grounds that the individuals concerned are in opposition to, or are perceived or imagined to be in opposition to, those who wield political, economic, or social power in the State or government, or to certain aspects of their political, economic, social or cultural policies, and because life, liberty, justice, well-being and the dignity of the human person, human rights and fundamental freedoms, are universally recognized values transcending all social, national, racial, political, religious, ethnic and other differences, the international community must, as a matter of extreme urgency, act collectively to halt such massive and flagrant violations of the rights and fundamental freedoms of young people and, in general, of every human being, by adopting effective means such as setting up a mechanism that will react speedily to threatened or imminent flagrant violations of human rights. This mechanism should monitor this phenomenon and suggest ways and means of eliminating it altogether. High priority shall be given to the preventive measures and the involvement of Governments in this process.

385. Words of deploration and condemnation are by far not enough. Young people have asked us to give them real guarantees that massive and flagrant violations of human rights will be eliminated forever.

386. There are no international rules or principles that could be invoked by those who are violating human rights and fundamental freedoms. No one who really respects life, liberty and the dignity of human beings could ever oppose such urgent measures.

387. Taking into account the tragic experience of Romania and of other countries, I strongly suggest the setting up of a special body of the United Nations with full powers to supervise the situation of human rights in every country and to adopt recommendations and efficient measures in order to restore the liberty and dignity of man, where and when they are violated.

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