



*Chairman: Miss Maria GROZA (Romania).*

**AGENDA ITEM 55**

**Youth, its education in the respect for human rights and fundamental freedoms, its problems and needs, and its participation in national development: report of the Secretary-General (continued) (A/7921 and Add.1, A/8003, chap. IX, sect. K; A/C.3/L.1764, A/C.3/L.1766)**

GENERAL DEBATE (*concluded*)

1. Mr. JANSSON (Director, Social Development Division), replying to the question asked at the previous meeting by the representative of Italy concerning plans for the next study relative to youth and for the Conference on the Participation of Youth in the Second United Nations Development Decade, pointed out that the study was being prepared in accordance with General Assembly resolution 2497 (XXIV) and that it was expected to be completed in time for the twenty-seventh session of the General Assembly. The study would be prepared on the basis of the material collected directly by consultants who had carried out investigations in the field and had held meetings with the young people of some twenty-four countries with a view to ascertaining their opinions, needs and aspirations. That was a new method which, it was hoped, would yield positive results.

2. The study would consist of an introduction, which would set out the objectives and methods, and of five parts: the first would comprise a brief study of demographic factors such as health, education and employment; the second would contain an evaluation of the views and aspirations of the youth of the industrialized and developing countries; the third would refer to the instruments and services required to achieve the objectives established in the second part; the fourth would consist of an analysis of national situations relating to youth, and the fifth would refer to youth in the international community. At the end of the document, conclusions and suggestions would be formulated.

3. Naturally, the study would be carried out in consultation with the specialized agencies.

4. He explained that the Conference on the Participation of Youth in the Second United Nations Development Decade, which was to be held in 1971, would not be a conference of youth similar to the World Youth Assembly held in July, but an intergovernmental meeting to which all States Members of the United Nations and the members of the specialized agencies would be invited. They would be asked to send two representatives, one of which would have

to be a young person. The Conference would discuss questions relating to the participation of youth in local, national and international development. Material from the World Youth Assembly would be used in preparing it as well as the services of between seven and ten young consultants and an advisory commission which would revise the plans for the Conference in January 1971.

5. It should be noted that there was broad co-ordination between the Social Development Division and the Division of Human Rights in activities related to youth and that it extended to various spheres. There was a working group which met once a year and also included representatives of UNICEF, UNDP, UNIDO, the ILO, UNESCO, FAO, WHO and the World Food Programme. That working group was soon to be dissolved and its functions would be taken over by the Sub-Committee on Human Resources, Education and Training of the Administrative Committee on Co-ordination.

6. Mr. SCHREIBER (Director, Division of Human Rights), replying to a question asked at the previous meeting by the representative of Italy with respect to the holding of seminars under the programme of advisory services in the field of human rights, indicated that invitations had been received from countries of Latin America, Africa and Europe to hold meetings in their territories dealing with the role of youth in the sphere of human rights. Those invitations would be considered, as appropriate, in the context of the programme as a whole, bearing in mind that it was not possible to hold more than three or four seminars at most each year. The year 1971 had been proclaimed the International Year for Action to Combat Racism and Racial Discrimination and, as the General Assembly had decided, a seminar would then be held on that topic; there would also be another seminar on questions related to aspects of racial discrimination which were of particular interest to youth. In subsequent years some of the above-mentioned invitations might be accepted in connexion with problems which referred particularly to youth.

7. In accordance with established procedure, the organization and programming of the seminars would be the subject of consultations between the inviting Governments and the Secretary-General. Undoubtedly, as indicated in General Assembly resolutions 2497 (XXIV) and 2585 (XXIV), some of the future seminars on youth and human rights should be organized at the regional level. Lastly, he emphasized that the programmes for the seminars would be prepared with full regard for the concerns of Member States, as stated in the Third Committee and in the Commission on Human Rights.

8. Mr. TORM (Denmark) said that in some statements made during the debate on the education of youth in the

respect for human rights, he had noticed a somewhat traditional undertone. It was not possible to adopt the same attitude toward youth problems as that of a doctor towards a patient. Nor could all those problems be blamed on the new generation; they were the result of the tremendous social changes and the great technological progress of the present era. The rising generation was not to be blamed for the political unrest, the misery and the distress existing in the world over. Youth was often an innocent victim of unfortunate circumstances brought about by its predecessors. Youth, with its ideas and lack of experience and at the same time its energy, imagination and enthusiasm, constituted an essential part of society, and it was up to the adults to let youth assume its rightful share of responsibility.

9. He did not think that the problems differed much depending on geographical area or the degree of development of countries, since the youth of the whole world knew what human rights stood for and demanded that those rights be observed in the spirit and the letter.

10. It was preferable not to stress the evils and injustices which young people could dedicate themselves to correcting but, instead, to concentrate on the positive elements which youth could be given the opportunity to stand for. He was convinced that if some of the aspirations of youth could be satisfied, many of the problems surrounding youth at present would disappear and young people would acquire a keener sense of responsibility. Recognizing that fact, Denmark had included a representative of the youth organizations in its official delegation to the Commemorative Session for the twenty-fifth anniversary of the United Nations. Young people needed to participate more actively in social life, and all States should aim at providing them with an education which took into account the requirements of the modern complex society. The Government of Denmark endorsed the idea of establishing an international university which would promote international understanding and contacts among youth in various parts of the world. It would also be expedient for all countries to include in their educational programmes courses and seminars on the activities of the United Nations, particularly with respect to human rights and fundamental freedoms. Furthermore, Denmark recommended that youth should be offered the opportunity of active participation in the efforts to speed up the progress of the developing countries, particularly through the establishment of a United Nations volunteer service and that the United Nations devise special programmes for assisting national groups of volunteers. It would also be worth considering the possibility of organizing youth seminars under the auspices of the United Nations. In that connexion he supported the statements of the representative of India concerning regional seminars.

11. In conclusion, he felt that it would be a mistake to believe that the young people of today would allow themselves to be forced into a particular pattern of life or uncritically to submit to a particular ideology. Therefore it was necessary to try to understand the concern of youth to settle conflicts, build a lasting peace and improve the living conditions of all peoples. The resolution to be adopted on the item should be based on those simple basic principles.

12. Mr. FZERI (Algeria) said that the problems of youth varied, of course, according to country or region, but that had not prevented, at the World Youth Assembly, young people of different races, cultures and ideologies, united by a feeling of solidarity, from expressing their common aspirations founded on principles of justice, liberty and progress.

13. The danger of a third world war inherent in the situations in the Middle East and Palestine and in Viet-Nam, and in colonialism, neo-colonialism, *apartheid* and racism, loomed ever larger with the passage of time. Added to that danger was the fact that the wealthy countries were becoming wealthier and the poor ones poorer. It was not surprising, therefore, that the Youth Assembly had given precedence to the maintenance of international peace and security over all other questions.

14. In spite of the lofty resolutions and the dedicated efforts of the United Nations over a quarter of a century, no solution had been found for most of the major problems facing mankind. There was a great difference between the ideals and the reality of a rapidly changing world. It was therefore necessary to concentrate on viable solutions and practical measures. Of the various proposals made, the Algerian delegation considered that the establishment of a high commissioner for youth was both inappropriate and useless. On the other hand, it firmly supported the establishment of an international university and the organization of a corps of United Nations volunteers. Furthermore, it would welcome periodic regional seminars, such as that held at Belgrade. During the Second Development Decade, the United Nations should promote the most active participation of those who, in the words of the Secretary-General, were the inheritors of the earth and who therefore not only had the right to be heard, but also the duty to contribute to the building of a better world. His delegation was prepared to support the draft resolution which would be submitted by the Yugoslav delegation.

15. In Algeria, young people had played a decisive role in the war of liberation. With the attainment of independence, a genuine policy for youth had been instituted, and a Ministry for Youth and Sports had been created. Four youth organizations were linking forces in order to participate in all the tasks and responsibilities connected with the construction of a modern country. Up to 1969, the educational budget had represented about 20 per cent of the national budget and had helped to correct the unbalanced situation in that field which Algeria had inherited after 130 years of colonial domination. In that same year, 1969, the Government had established the National Service, which enabled all the young people of the country to work together in the performance of civil tasks.

16. The four-year plan for 1970-1973 provided for an investment of \$5,400 million of which \$660 million, or 12 per cent, was earmarked for national education and training. Referring specifically to education, he said that in the period 1970-1973 Algeria would build 16,000 classrooms and 8,000 housing units for primary education, 125,000 classrooms for secondary education and 30 technological institutes for intermediate and advanced training. Those figures clearly showed the importance which the Algerian Government attached to the question of educa-

tion. At the end of the period in question, enrolment in the primary schools would have increased from 1,550,000 to 2,620,000 and by 1978 all Algerian children would be attending school.

17. With regard to secondary education, the annual rate of increase would be 22 per cent and at the advanced level the number of students would rise from 9,700 to 27,000. It was also hoped that, at the end of the period covered by the plan, there would be 135,000 qualified workers and employees, 27,000 intermediate-level workers and 20,000 highly-skilled workers. The plan provided for the inauguration or modernization of 500 cultural centres, in addition to those which already existed in almost all the communes of Algeria. In that connexion, he stressed the importance of the role played by UNESCO, the ILO and other specialized agencies, as well as bilateral co-operation with other countries.

18. With regard to political responsibility, young people of both sexes had the right to vote upon reaching 19 years of age. Any citizen of 21 years of age could be elected, except to the highest State positions, for which a minimum age of 35 years was required.

19. The data given showed that Algeria was a young country, with a young population, in which the political, economic, social and cultural responsibilities naturally lay with young people. Under the terms of his country's socialist-oriented system the young people of Algeria were guaranteed education in a spirit of respect for human rights and fundamental freedoms and were being prepared to meet the realities of life. It was therefore not surprising that the anti-colonialist and anti-imperialist struggles throughout the world were firmly supported by the Algerian people.

20. BEGUM HAMIDULLAH (Pakistan) drew attention to the references to youth contained in the draft strategy for the Second United Nations Development Decade<sup>1</sup> and in General Assembly resolution 2497 (XXIV), which expressed the desire to devise new methods for the involvement of youth and a solution to their problems.

21. There was at times a tendency among the members of the older generation to isolate the problems of youth from their context, i.e. from the society in which young people lived. The impact of two world wars, the unprecedented development of science and technology and the emergence of new independent nations had radically transformed the world in the past fifty years. The impossibility of coping with that rapid economic, political, social and cultural change created contradictions within the various societies. The first contradiction arose from the realization among young people that in each society the power of decision was exercised by a small minority. Secondly, young people realized that the wealth of the world was distributed in such unequal fashion that it perpetuated poverty in most of the world. Young people rebelled against that situation and rejected it; they refused to accept the established order, which they felt was unjust. That unwillingness to compromise with injustice should be used as a catalyst for peaceful change: young people should participate actively in the development effort and the new generation should be given a positive role in the decision-making process.

22. However, many difficulties were encountered in achieving that objective. In the developed countries there was generally a strong resistance to the egalitarian ideals of youth as a threat to the established order and therefore to the wealth and power of those countries. The revolt of youth was aimed not at achieving material benefits but was an attempt to channel the power and wealth of those countries towards a more rational order of national and international priorities.

23. In the developing countries, the limitations placed on the participation of young persons in national development were a result of the economic and social infrastructure, and the availability of adequate education, employment opportunities and sufficient resources was a prerequisite for the full participation of youth in those countries. Unfortunately, the majority of the youth in the poorer countries did not possess the knowledge and skill required to contribute towards national development; it was therefore essential to achieve the economic advance necessary to meet the aspirations of youth and to utilize their energies for a more constructive development and evolution of their societies. Furthermore, the importance of rural youth in the development of those countries should not be underestimated. Rural youth was the most significant and under-utilized human resource and young people in those areas must therefore receive an adequate functional and technical education.

24. In Pakistan, in spite of economic and social limitations, young people had demonstrated their awareness of the issues of concern to society. The Government of Pakistan had responded actively to the aspirations of young people and, in the fourth five-year plan, launched during the current year, efforts were made to meet the needs of social justice, even at the cost of slightly retarding the over-all rate of economic growth. Additional funds had been allocated to education, and particular importance had been given to the vocational and technical training which was necessary to utilize fully the energies and enthusiasm of young people. A national conference on the needs of children and youth had been held under the auspices of UNICEF in August 1969 and had adopted several recommendations which were now being followed up.

25. In her country, concern for the ideals and aspirations of young people was reflected in the programme of every political party. It was that concern which had prompted the Minister for Home and Kashmir Affairs to state in the General Assembly at its twenty-fourth session (1770th plenary meeting) that the older generation had not found the answers to the age-old problems of war, racism and poverty, and that the younger generation found itself in a world which was living in fear of nuclear and ecological disaster. If the United Nations was to be the answer to youth's insistence on a better world order, the concepts of peace, justice and progress must be translated into imperative principles of action.

26. In that connexion, the recommendations formulated by young people themselves in the reports of the World Youth Assembly and the Belgrade seminar had already provided important guidelines. In spite of superficial differences of views, the participants in the Youth Assembly had unanimously agreed on the need to achieve economic

<sup>1</sup> Document A/L.2/L.1104 and Corr.1.

justice, international development, the self-determination and liberation of all peoples, disarmament, environmental control, and better education for all. The United Nations should attach due importance to such unanimity and renew its efforts to attain those goals.

27. More immediately, the United Nations should ensure that the participation of youth on the Conference to be held at Geneva in 1971, would bear fruit and spur the wealthy nations to commit themselves to the implementation of the policy measures forming part of the strategy for the Decade. In addition, the United Nations must welcome the Iranian suggestion to create international volunteer groups, approve the proposal for the establishment of an international university, and encourage the convening of international youth assemblies, thus establishing a channel of communication between youth and the Organization. Lastly, it must recommend that youth problems be considered periodically by the various functional organs and specialized agencies, which should submit reports biennially to the General Assembly through the Economic and Social Council. Such measures would institutionalize channels of communication between young people and the United Nations; the beneficial effects of youth participation and the harnessing of the progressive forces of world youth would thus be ensured. Only when they believed in the sincerity of the United Nations would young people be able to believe in the possibility of reform by rational means.

28. Mr. CHARURAT (Thailand) said that, in his country, the task of educating youth in respect for human rights and fundamental freedoms was primarily the responsibility of the Ministry of Education and the National Education Council, since, under the Constitution, organization and supervision of the educational system was exclusively a duty of the State. To that end, recognition of the value of human rights and freedoms was an integral part of school curricula at all levels and students were taught to respect and safeguard the rights and dignity of every individual, regardless of race, sex, language, religion or social or economic status. Furthermore, in close association with the economic development plan, a five-year plan for the development of education had been drawn up with the aim of training a considerable number of young people of school age in various skills required to bring about national development.

29. His delegation welcomed any attempt to mobilize the energies and resources of institutions of higher education with a view to inculcating moral and civic values in young people, for they would tomorrow be responsible for the destiny of mankind. At the same time, he wished to express his appreciation of the steps taken so successfully by the United Nations and its specialized agencies to promote respect for human rights in young people and, in particular, to thank UNESCO for the valuable co-operation it had extended to Thailand in that field.

30. M<sup>s</sup>. DE LA MAZA (Dominican Republic) said that the question of youth's role in today's anguished and divided world was of overwhelming importance, for youth had always been, by biological law, the living energy and creative force behind the continuing progress of mankind towards higher goals. Naturally, the part played by youth

was not the same in all countries, since its activities were the result of different factors and influences. In her country, it was the young people, restless and vital, who had forged national independence and had kept alive an awareness of nationhood. After thirty troubled and arid years of vicious tyranny, during which hundreds of young people and adolescents had paid for their love of freedom with their lives, the country was reclaiming the wasted years through untiring efforts in which the beliefs and action of young people also played their part.

31. In the view of her delegation, the subject under consideration posed a cultural rather than a political and economic problem. It was pointless to assign young people a specific role at any given moment in history, since they wanted to determine that role freely, endeavouring to live in accordance with their own ideals rather than with values which they considered to be prejudicial to the continuous improvement of the human species. They knew that experience could not cast light on the future and were prepared to fulfil their own obligations to history, as preceding generations had fulfilled theirs. Consequently, any attempt to impose restrictions on the freedom young people longed for was condemned to utter and complete failure; it was therefore a matter of urgency to inspire young people with the highest cultural values, by making education available to all, so that they could contribute effectively and decisively to the great enterprise of creating a better world in which men and peoples lived and worked together, sharing the same ideals. In conclusion, she expressed the hope that, in the momentous events the world was to live through in the near future, young people and their creative energy, regardless of race or nationality, would hold a place of honour.

32. Miss WEEKES (Barbados) said that, as the United Nations celebrated its twenty-fifth anniversary—for which the motto Peace, Justice and Progress had been chosen—many young people were unhappy and disenchanted to see injustice and strife around them and to realize that progress towards making the world a better place was painfully slow. It was thus not surprising that young people had been forceful in their denunciation of the false standards set by their elders and were demanding an active role in the development of their respective countries.

33. Firmly believing that education was a basic human right and should be available free to young people at all levels, her Government allocated approximately one fifth of its budget to free elementary, secondary and higher education. An educational television network had recently been established to improve the world process of learning and to provide each young person with the type of education best suited to his circumstances, and a team of UNESCO experts had been called upon to carry out a survey of education in Barbados. Aware that limitation in career and employment opportunities could lead to much frustration among young people, her Government had taken a number of measures to overcome that problem, calling for technical assistance from the ILO and UNDP to develop programmes in vocational guidance, training and employment. As the country became less dependent on agriculture and turned increasingly towards industrialization and tourism, young people were being trained for gainful employment in those economic sectors. Many youth

organizations were, with Government help and encouragement, developing and executing training programmes to complement formal schooling. At the same time, they were promoting friendly contacts among groups of young people at the national, regional and international levels.

34. Young people in her country became involved in national political life from the age of eighteen years and their contribution to the development of the country was already being felt. In that connexion, her delegation would like to see the Committee recommend, in any resolution on the question under consideration, that Governments should grant to young persons from the age of eighteen their full rights of citizenship, including the right to vote and the right to marry without parental consent. It was difficult to accept that at the age of eighteen young men and women should be asked to fight and die for their country and at the same time should be denied those rights.

35. She drew attention to the role which handicapped young people, who were not able to make themselves heard, could play in the development of their society; they too had rights which must be protected and respected, as provided in the Declaration on Social Progress and Development adopted during the General Assembly's twenty-fourth session (resolution 2542 (XXIV)). Any resolution on the item should include specific provisions concerning the training of handicapped young people for constructive work in society.

36. While recognizing the importance of the World Youth Assembly as an occasion for the exchange of ideas among young people from all over the world, her delegation was not sure that such meetings were the best answer to the problems of youth. It seemed more urgent to establish lines of communication by which young people could engage in a dialogue with their elders. To that end, she suggested that consideration should be given to inviting representatives of some world association of youth organizations to attend meetings of the Third Committee when the subject of youth was discussed; they might have interesting proposals to make. As to the idea of including young persons in delegations to the General Assembly, she said that once they formed part of a government delegation such young people, unlike members of independent youth organizations, might not be completely free to express their own views. Since many people became aware of the existence of the United Nations only when there was a political crisis and never learned of the Organization's valuable work in the protection of human rights, it was of paramount importance that information should be disseminated among young people, preferably in schools, concerning their rights and the steps taken at the international level to safeguard them.

37. While deploring the violence and extreme tactics resorted to by many young people to draw attention to their discontent, she recognized that in many cases such tactics were the only effective means of ensuring that the problems of youth were remedied. She therefore hoped that, at the time when an economic development strategy for the coming decade was being worked out, Governments would commit themselves to involving their young people more and more in the building of their nations and that the Conference on the Participation of Youth in the Second

United Nations Development Decade, to be held in 1971, would produce concrete suggestions to assist Governments in doing so.

38. Mrs. ITRIAGO (Venezuela) said that, since its foundation, the United Nations had struck a positive balance in its efforts to promote respect for human rights and to safeguard the dignity of the individual. In particular, it had succeeded in keeping alive the struggle for the realization of each individual's full potential as a human being and had consolidated its strength through a dynamic policy of constant renewal, which had enabled it at every turn to confront the issues of the moment. In that spirit the United Nations, on the occasion of its twenty-fifth anniversary, was turning its attention towards youth, which was clamouring for peace, equality, justice and respect for human rights and was becoming impatient because it had not yet been possible to put an end to war, to eliminate totalitarian or colonial régimes or to eradicate the physical, intellectual and spiritual hunger which had the effect of denying to mankind the potential contribution of millions of human beings. In doing so the United Nations was recognizing the vital necessity both of dealing with the problems of those young people—who felt themselves alienated from the prevailing systems and were moved by an ideal of universal solidarity precisely because they had heeded the message which the older generation had bequeathed to them twenty-five years earlier when founding the Organization—and of involving them in the great task of development.

39. Hitherto the concept of development had revolved around production and economic considerations, and it had been felt that social advancement would be an inevitable consequence of economic progress and the establishment of infrastructures and services. In other words, investment had been made for rather than in human beings, with scant regard for those factors—responsibility and participation—which gave dignity to the human condition and inspired the individual as a force for development. The result had been that, despite all efforts and investments, marginal populations were increasing and young people in various parts of the world were displaying their dissatisfaction with social, educational and labour structures. That situation showed that development must be given a more human orientation in which the paramount consideration would be the fulfilment of each individual as a human being and in which more importance would be attached to being than to having.

40. The contemporary phenomenon of youth showed well-defined quantitative and qualitative characteristics: its numerical superiority, energy, devotion to lofty ideals, generosity, spontaneity, and readiness for change, new trends, and the search for new forms of action. Youth was the most important resource from the standpoint of both the development process and the pursuit of high ideals. Therefore, it was necessary to incorporate that potential into the dynamics of society, define the role of young people as serious and responsible human beings, and consult them in the entire decision-making process.

41. The paternalistic attitude of the older generation had had its day. The role of that generation should be confined to channelling the energies of young people so that they

would not undo the positive achievements of the past and would be able to find formulas and structures for a new society without arresting its development. Of the practical formulas which had been proposed, her delegation supported the idea of establishing an international corps of volunteers for development, which would constitute a means of channelling the energy of young people and securing their participation. Furthermore, voluntary action stimulated creativity, aroused the feeling of solidarity, and strengthened the sense of responsibility and understanding.

42. It was also essential to redouble the effort to encourage a continuing dialogue between young people and adults and between young people themselves at all levels, by means of forums, seminars and so forth. Similarly, the importance of the proper use of media of social communication to inculcate ideas and define new and positive values should be borne in mind. Due attention must be paid to the co-ordination of institutions if the efforts made were to be effective and positive results were to be achieved.

43. In Venezuela, young people were participating actively in the life of the nation in all its aspects and had established themselves in the various sectors of public administration, banking, trade and industry. Most of the members of the Executive Cabinet and many senior public servants were young people who were outstandingly active in the social, political or economic fields. For some time, young people had been exercising voting rights from the age of eighteen, without distinction as to sex or educational level. Young people's political organizations were free to express their views within the framework of the democratic system. Moreover, young people were included in the staff of the Permanent Mission of Venezuela to the United Nations. In the social field, youth had contributed to changing a social welfare policy into a policy of participation and integration. A national committee for planning matters concerning youth had been formed to lay down guidelines for a national youth policy. The dialogue between the population and the country's institutions, and between the young people and adults, was being facilitated by people's centres. Furthermore, encouragement was being given to the establishment of youth organizations of every kind.

44. Such were the efforts being made by a young country, Venezuela, which was heeding the demands of an entire generation and was conscious of its responsibilities at the present period of history. Venezuela was prepared to co-operate in any action to further the attainment of common ideals for the benefit of youth.

45. Mr. DRISS (Tunisia) observed that Sir Francis Bacon had written in the sixteenth century that "young men were fitter to invent than to judge, fitter for execution than for counsel, and fitter for new projects than for settled business". That judgement was highly relevant to modern youth. The spontaneity of youth was nothing new; as Thomas Mann had said, youth had always been characterized by its spontaneity and its closeness to the sources of life.

46. Youth had always played a fundamental role in the development of society. Young people had struggled against

tyranny, had rebelled against repression, and had fought fascism and nazism. At the present time, young people felt that they were victims of society and the established order, particularly in developing countries, where they saw their ideals shattered by the reality of the existence of immense masses of miserable and indigent persons whose human rights were constantly being disregarded and violated. The youth of developing and developed countries were united in their ideals of progress, peace and justice. The struggle of youth should be channelled and organized constructively to build a world in which the human rights and fundamental freedoms proclaimed in the Charter of the United Nations and the Universal Declaration of Human Rights would be fully respected.

47. In that connexion, he observed that the Belgrade seminar and the World Youth Assembly were welcome initiatives which should be repeated and broadened. It would accordingly be useful to set up a committee on youth in which young people could exchange views and suggestions and submit draft resolutions to the Economic and Social Council or to the General Assembly of the United Nations. That should in no way be allowed to prejudice the organization of seminars and conferences on youth.

48. Positive efforts should be made to find solutions to the urgent problems affecting the world so that young people would be able to devote themselves freely to the arts, culture, education and sport. It was to be noted that the World Youth Assembly had paid very little attention to questions relating to education and culture, which was understandable in view of the serious problems confronting the world, problems of which young people were keenly aware. There was no doubt that political problems were the most crucial ones, since they determined the future. Accordingly, it was essential to understand the youth of the whole world who were struggling against racism, colonialism and foreign domination, and it was the duty of the United Nations to help these young people attain their ideals, to which many members of the Committee had devoted the best years of their lives.

49. Tunisia ascribed great importance to the education of youth and allocated a considerable proportion of the national budget to teaching and training the younger generation. Respect for generally acknowledged human rights and fundamental freedoms was taught in all the schools and universities in the country. The Government was always ready to consider suggestions and projects put forward by young people and to help them realize their full potential. In conclusion, he quoted verses on youth by Ronsard and reiterated the hope that the United Nations would reflect the great movement of youth throughout the world.

50. The CHAIRMAN said that the general debate on item 55 was concluded and she asked those delegations which intended to submit resolutions to do so before 5 p.m. on that day.

*The meeting rose at 1.15 p.m.*