Thirty-sixth session
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REVIEW OF THE IMPLEMENTATION OF THE
DECLARATION ON THE STRENGTHENING OF
INTERNATIONAL SECURITY

Implementation of the Declaration on the Preparation of
Societies for Life in Peace

Report of the Secretary-General

CONTENTS

| I. INTRODUCTION | 2 |
| II. REPLIES RECEIVED FROM GOVERNMENTS | 4 |
| Cuba | 4 |
| German Democratic Republic | 5 |
| Hungary | 8 |
| Kuwait | 12 |
| Mexico | 13 |
| Poland | 13 |
| Rwanda | 13 |
| Senegal | 14 |
| Ukrainian Soviet Socialist Republic | 15 |
| III. REPLIES RECEIVED FROM SPECIALIZED AGENCIES | 18 |
| UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION | 18 |

* A/36/150.
I. INTRODUCTION

1. At its 85th plenary meeting, on 15 December 1978, the General Assembly adopted resolution 33/73 entitled "Declaration on the Preparation of Societies for Life in Peace", the operative part of which reads as follows:

"The General Assembly,

...

I

"Solemnly invites all States to guide themselves in their activities by the recognition of the supreme importance and necessity of establishing, maintaining and strengthening a just and durable peace for present and future generations and, in particular, to observe the following principles:

"1. Every nation and every human being, regardless of race, conscience, language or sex, has the inherent right to life in peace. Respect for that right, as well as for the other human rights, is in the common interest of all mankind and an indispensable condition of advancement of all nations, large and small, in all fields.

"2. A war of aggression, its planning, preparation or initiation are crimes against peace and are prohibited by international law.

"3. In accordance with the purposes and principles of the United Nations, States have the duty to refrain from propaganda for wars of aggression.

"4. Every State, acting in the spirit of friendship and good-neighbourly relations, has the duty to promote all-round, mutually advantageous and equitable political, economic, social and cultural co-operation with other States, notwithstanding their socio-economic systems, with a view to securing their common existence and co-operation in peace, in conditions of mutual understanding of and respect for the identity and diversity of all peoples, and the duty to take up actions conducive to the furtherance of the ideals of peace, humanism and freedom.

"5. Every State has the duty to respect the right of all peoples to self-determination, independence, equality, sovereignty, the territorial integrity of States and the inviolability of their frontiers, including the right to determine the road of their development, without interference or intervention in their internal affairs.

"6. A basic instrument of the maintenance of peace is the elimination of the threat inherent in the arms race, as well as efforts towards general and complete disarmament, under effective international control, including partial measures with that end in view, in accordance with the principles agreed upon within the United Nations and relevant international agreements.

/...
"7. Every State has the duty to discourage all manifestations and practices of colonialism, as well as racism, racial discrimination and apartheid, as contrary to the right of peoples to self-determination and to other human rights and fundamental freedoms.

"8. Every State has the duty to discourage advocacy of hatred and prejudice against other peoples as contrary to the principles of peaceful coexistence and friendly co-operation.

II

"Calls upon all States, in order to implement the above principles:

"(a) To act perseveringly and consistently, with due regard for the constitutional rights and the role of the family, the institutions and the organizations concerned:

(i) To ensure that their policies relevant to the implementation of the present Declaration, including educational processes and teaching methods as well as media information activities, incorporate contents compatible with the task of the preparation for life in peace of entire societies and, in particular, the young generations;

(ii) Therefore, to discourage and eliminate incitement to racial hatred, national or other discrimination, injustice or advocacy of violence and war;

"(b) To develop various forms of bilateral and multilateral co-operation, also in international, governmental and non-governmental organizations, with a view to enhancing preparation of societies to live in peace and, in particular, exchanging experiences on projects pursued with that end in view;

III

"1. Recommends that the governmental and non-governmental organizations concerned should initiate appropriate action towards the implementation of the Present Declaration;

"2. States that a full implementation of the principles enshrined in the present Declaration calls for concerted actions on the part of Governments, the United Nations and the specialized agencies, in particular the United Nations Educational, Scientific and Cultural Organization, as well as other interested international and national organizations, both governmental and non-governmental;

"3. Requests the Secretary-General to follow the progress made in the implementation of the present Declaration and to submit periodic reports thereon to the General Assembly, the first such report to be submitted not later than at its thirty-sixth session."
2. Pursuant to that resolution, the Secretary-General, on 13 February 1981, addressed a note to the Governments of States Members of the United Nations or members of specialized agencies, requesting information about steps which had been taken or intended to be taken by them to promote the implementation of the provision of the Declaration on the Preparation of Societies for Life in Peace. Acting on the basis of the same resolution, the Under-Secretary-General for Political and Security Council Affairs addressed, on 30 January 1981, a letter to the Director-General of the United Nations Educational, Scientific and Cultural Organization asking for information on any actions taken by that organization to promote the education of people in the spirit of peace, peaceful coexistence and friendly co-operation.

3. As at 31 August 1981, replies containing such information had been received from nine States. The substantive parts of these replies are reproduced in section II below. Replies which may be received later will be published as addenda to the present report.

II. REPLIES RECEIVED FROM GOVERNMENTS

CUBA

[Original: Spanish]
[12 May 1981]

1. In the view of the Government of the Republic of Cuba, the adoption of the aforesaid Declaration by the overwhelming majority of the international community—only the United States and Israel abstaining—provided strong support for protests in various international forums against war propaganda and for calls for the consolidation of the principles of good-neighbourly relations between States and for the strengthening of international peace and security.

2. The adoption of the Declaration also represented strong condemnation of the policy of the imperialist Powers and their allies, which are striving to impede the economic development of the developing countries by interfering in their internal affairs and adopting and pursuing hostile and aggressive measures that jeopardize the developing countries' sovereignty and independence.

3. As far as the Republic of Cuba is concerned, the application of the principles set forth in the Declaration is fully guaranteed by its Fundamental Law. The Constitution of the Republic of Cuba states that the Republic shall strive for honourable and lasting peace based on respect for the independence and sovereignty of peoples and their right to self-determination.

4. The Constitution proclaims, moreover, that the Republic shall found its international relations on the principles of equality of rights, the sovereignty and independence of States and mutual interest.
5. In accordance with these tenets, the Republic of Cuba is working to bring about, maintain and consolidate a just and lasting peace for present and future generations and is striving in its relations with other States to promote mutual co-operation in all spheres in an atmosphere of understanding and respect.

6. In its foreign policy, the Republic of Cuba opposes every manifestation and practice of colonialism, neo-colonialism and racism, including zionism and apartheid, and is fighting the aggressive and hegemonist policy of imperialism, all of which are inconsistent with the right of peoples to self-determination and independence and the maintenance of peace.

7. Within the country, it is the Government's practice to publicize and encourage the work of non-governmental organizations in the form of seminars, symposia and research concerning disarmament and peace, with a view to assisting in the education of the populace and the full application of the principles set forth in the Declaration.

8. As the third anniversary of the adoption of the Declaration approaches, however, the Government of the Republic of Cuba cannot but condemn the activities of those whose response in recent months to the policy of détente has used the language of the cold war. We feel bound to condemn those who are helping to exacerbate conflict in various regions of the world and fostering new conflicts, those who are strengthening their military bases abroad and building new ones, those who are organizing what they call "rapid deployment", interventionist forces, and those who are using military manoeuvres as a form of intimidation and taking economic and political action against other States in violation of international norms and laws.

9. Far from contributing to the objectives of the Declaration, the continuation of this policy, fostered by the United States of America, is hampering the progress of international relations, is adversely affecting peaceful coexistence between States and is impeding progress in disarmament negotiations and the maintenance and strengthening of peace.

GERMAN DEMOCRATIC REPUBLIC

[Original: English]

[11 August 1981]

1. The German Democratic Republic is actively working towards the promotion of peace, international understanding and mutually advantageous co-operation. Its policy aims, as was underscored by Erich Honecker, General Secretary of the Central Committee of of the Socialist Unity Party of Germany and Chairman of the Council of State of the German Democratic Republic, at the Socialist Unity Party's tenth congress this year, at ensuring that peace finally should become the normal way of life of peoples. Also in the future, the German Democratic Republic will unwaveringly continue to help strengthen peace, to promote the international dialogue with a view to improving the international climate, to consolidate the process of détente and to complement that process by measures conducive to halting
and reversing the armaments race. Only in this way can people fully enjoy their right to live in peace and can the danger of war be averted. In this quest, the German Democratic Republic is acting fully in keeping with the purposes and principles enshrined in the United Nations Charter and in the Declaration on the Preparation of Societies for Life in Peace.

2. Peace is the most precious good of mankind. It is only under conditions of peace that the human race can prosper and achieve progress. Precisely in the current situation where powerful, imperialist circles are intent upon generating a shift from détente to confrontation, attended by blatant preparations for war, everything must be done in order for international peace to be preserved and ensured.

3. Increasing tension on the international scale calls for resolute efforts also within the United Nations system so as to keep alive the process of détente, to check armaments and to reinforce the edifice of international peace and security.

4. In terms of international politics, what is required is an atmosphere of rapprochement and level-headed dialogue, a matter which the German Democratic Republic is standing up for energetically. It secures, therefore, the constructive and realistic proposals put forward by the Soviet Union with regard to arms limitation, disarmament and confidence-building measures, as well as to the removal of international conflicts. It would serve the security interests of all peoples if those proposals were implemented. They show the way towards ensuring a life in peace, not only for today's generation but also for generations to come.

5. Besides those practical steps that are aimed to safeguard people's right to life in peace, the German Democratic Republic attaches great importance to the intellectual side of preparing peoples for life in peace.

6. It is one of the linchpins of the German Democratic Republic's educational policy to promote the cause of international understanding and respect for other peoples and their cultures, as well as to render international solidarity towards the struggle against colonialism and neo-colonialism, racism, racial discrimination, apartheid and fascism. It is both a fundamental principle and a major objective of that policy to impart to the young generation knowledge on the causes of wars, to inform young people about the devastating consequences of modern-day nuclear warfare and, based on this knowledge, to induce youth to be ready and willing to bear its share of responsibility in the pursuit of peace and to work actively for the elimination of national oppression, colonialism, racism, racial discrimination and apartheid, as well as for the guarantee of human rights. Along these lines, the German Democratic Republic's educational policy is in harmony with the general educational objectives set forth in the United Nations Charter, the Constitution of the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Universal Declaration of Human Rights. At the same time, it serves the implementation of the Declaration on the Preparation of Societies for Life in Peace.

7. Through manifold methods and means applied in the educational process, the respect for other peoples and their cultures and accomplishments, as well as for
the endeavours undertaken by the United Nations with a view to safeguarding peace and enhancing international co-operation, has become a matter close to the hearts of all citizens in the German Democratic Republic. This humanistic approach is reflected in the multifaceted activities which people in the German Democratic Republic and in particular the young generation, are undertaking so as to support the struggle against the arms race, and it is borne out specifically in an all-embracing national solidarity campaign in support of the peoples struggling for their freedom and independence.

8. Consonant with this basic position, the German Democratic Republic is pursuing a policy of peace and is working actively on the international level to ensure that its people, as well as all people on earth, may live under conditions of a stable and lasting peace. It emphatically pleads for progress to be achieved in the field of arms limitation and disarmament and for the process of détente to be furthered. The German Democratic Republic comes out rigorously against any preparation of war - both conceptionally and materially - and against ideological subversion, be it confrontation, a policy of cold war or Nazi, fascist and neo-Nazi activities.

9. Particular significance must be attached to the role of the mass media for the preparation of peoples for a life in peace. It is only too often that they have been, and still are, abused for designs to spread hatred and war hysteria. In the German Democratic Republic, the national information and communications systems serve exclusively societal interests. Their work helps foster people's active and unwavering stand for the ideals of peace, détente and disarmament as well as of international understanding and solidarity.

10. A contribution of utmost importance for the co-ordination of activities relating to education for peace comes from UNESCO. The German Democratic Republic seconds such weighty decisions as those it had made on education for international understanding, co-operation and peace, and on UNESCO's role in generating a climate of public opinion conducive to the halting of the arms race and the transition to disarmament. The German Democratic Republic has been unflinchingly working for those decisions to be translated into practice by concrete measures and has actively contributed to their implementation. The German Democratic Republic has participated, inter alia, in various projects and seminars in the framework of UNESCO concerning the production of textbooks in the spirit of education for peace and the contribution of the mass media to strengthening peace, as well as to the implementation of the recommendation of UNESCO concerning education for international understanding, co-operation and peace. Also, the German Democratic Republic has participated in a constructive spirit in the World Congress on Disarmament Education, which was convened pursuant to a recommendation adopted at the tenth special session of the United Nations General Assembly devoted to disarmament.

11. Also in future, the German Democratic Republic will come out in favour of implementing the Declaration on the Preparation of Societies for Life in Peace. It will continue to plead that the United Nations, firmly relying on its Charter, adds its share so that people may live in peace and resolve, all by themselves and free from external threats, the problems arising in the wake of their country's economic and social development.
1. The Declaration on the Preparation of Societies for Life in Peace occupies an outstanding place among the documents adopted by the United Nations General Assembly at its thirty-third session. Its significance lies in its objective of establishing, maintaining and strengthening peace, just and durable peace. Its importance is increased by the fact that it calls upon not only all States but also all nations of the world and all human beings who have the inherent right to life in peace. Its practical value derives in particular from the long-term action-oriented programme it offers in several fields of life.

2. The Hungarian People's Republic sincerely welcomed the initiative for the Declaration and was a sponsor of the relevant draft resolution. In so doing, it was motivated by a feeling of responsibility for bringing about peace in the world, guaranteeing the right of peoples and individuals to life in peace and prosperity and promoting favourable conditions of peaceful development. It was further motivated by a sense of duty to give active support to any such initiative and step, for the defence of peace and the consolidation of conditions in peace and security are fundamental features of the socialist order of society in Hungary.

3. The Hungarian delegation to the thirty-third session of the General Assembly became a sponsor of the draft Declaration in the awareness that the purposes and principles contained therein are fully in accord with the domestic law of the Hungarian People's Republic. While not exhaustive, the following facts go to show eloquently that the current national legislation of Hungary provides appropriate guarantees for the implementation of the Declaration.

4. Dealing with the social system of the Hungarian People's Republic, the Constitution of 1949, as amended in 1972, provides that "the Hungarian People's Republic, as part of the socialist world system, develops and strengthens its friendship with socialist countries; in the interest of peace and human progress it strives for co-operation with all peoples and countries of the world" (art. 5, para. 2);

5. Chapter VII of the Constitution enumerates the fundamental rights and duties of citizens, ensuring their full equality of rights. Special mention should be made of article 61, paragraph 2, which stipulates that "the law severely punishes any prejudicial discrimination of citizens by sex, religious affiliation or nationality".

6. This is the constitutional basis of all legislation which is of closer concern to the thrust of the Declaration, in particular:

   (a) Act III of 1952 on the Code of Civil Procedure;

   (b) Act IV of 1977 on the Civil Code;
(c) Act I of 1973 on the Code of Criminal Procedure;

(d) Act V of 1978 on the Criminal Code;

(e) Law Decree No. 1 of 1974 on Marriage, the Family and Guardianship;


7. The equality of citizens before the law is guaranteed by both the substantive and the procedural rules of law. In addition, the criminal law provides the legal basis for strict action against instigation to war, racial hatred, etc.

8. Since the Declaration attaches particular importance to the task of the preparation for life in peace of the young generations, it is necessary to refer in this connexion to two legislative acts which concern the education of the entire people, particularly youth, namely:

(a) Act IV of 1971 on Youth; and

(b) Act V of 1976 on Public Education.

9. It will be recalled further that the Hungarian People's Republic is a party to numerous international treaties directly related to the Declaration, in particular:

(a) The International Covenant on Civil and Political Rights, 1966;

(b) The International Covenant on Economic, Social and Cultural Rights, 1966;

(c) The International Convention on the Elimination of All Forms of Racial Discrimination, 1966;

(d) The Convention against Discrimination in Education, 1960; and


10. The preparation of children and young generations for life in peace and for international understanding and peaceful co-operation is, by its very nature, of exceptional importance to the preparation of societies for life in peace. As is clearly indicated by the facts set out above, the record of results achieved by the Hungarian State over a period of more than 30 years speaks for itself. The peace-loving foreign policy of the Hungarian Government and its pursuit of co-operation are likewise of common knowledge and - it can be stated without pretensions - are recognized by the United Nations as well.

11. Peace, friendship, internationalism and co-operation are corner-stones not only of the foreign policy of the Hungarian Government. These same lofty pursuits underlie also the domestic policy of the Hungarian People's Republic, its construction of socialism and its broad range of activities, including the education of children and young people, directed towards shaping the mentality and attitude of the Hungarian people.

/.../
12. At all levels of public education, from kindergartens through vocational training schools to higher educational establishments, the plans of education and instruction for all types of school offer ample opportunities and sufficient material for education in the spirit of the said principles and purposes, for education in peace. The educational authorities take great care to ensure the constant improvement of syllabuses, curricula and teaching methods and facilities.

13. A special area of friendship and co-operation where progress is happily being made is the regular exchange and co-ordination of textbooks and teaching materials on an ever-widening basis, for which there is a great need especially in the teaching of history and geography. The aims of better acquaintance of people with one another and rapid exchange of educational and teaching methods are being served by way of receiving foreign scholarship holders and sending abroad Hungarians on scholarship.

14. However, the education of youth for peace can in no way be confined to State organs. A great role in this field is fulfilled by the social and youth organizations in Hungary. Much credit in the work of preparation for life in peace is deserved by the National Peace Council, the Working Group on Education for Peace within the framework of the Council's Committee on Science, as well as the Communist Youth League. Following their suit, a number of other institutions and organizations, such as the Hungarian National Commission for UNESCO, the Hungarian National Commission for UNICEF, the Pioneer Association, the Hungarian Union of Teachers and the National Pedagogical Institute, have in recent years been actively engaged in research and practical work relating to the subject of education and instruction for peace.

15. Among the concrete actions initiated and co-ordinated by the Working Group of the National Peace Council, the following deserve note:

(a) A teachers' manual, discussing questions of education for peace to assist the teaching staffs of educational establishments at different levels, will soon be published under the joint auspices of the organs and institutions concerned.

(b) In common with the Ministry of Education, youth organizations and teachers' organizations, the National Peace Council is conducting a competition for the personnel of educational establishments at different levels on the subject of "The way I implement education for peace and international understanding?" The papers are required to deal with practical experience and results, the processes and means applied in instruction. A jury of experts will announce the results of the competition before the end of this year and will offer high rewards for the best works,

(c) Also organized by the National Peace Council, in co-operation with the said organizations, a scientific seminar will take place in September to discuss topical issues of education for peace.

(d) The Society for the Dissemination of Knowledge and the Working Group of the National Peace Council are jointly examining the possibility of including, as of 1982, certain topics of education for peace in the programmes of the summer universities, which have great a tradition in Hungary.
(e) Members of the Working Group of the National Peace Council maintain close contact with their counterparts in several countries and take part in international conferences on the subject, such as the one to be held at Vienna in late September to deal with the topic entitled "the role of mass communication in education for peace and disarmament".

16. The Hungarian People's Republic is a consistent proponent of co-operation through bilateral and multilateral channels as well as within the framework of international organizations. It is convinced that the promotion of political, economic, social, cultural and scientific-technical co-operation among States is a contributory factor to reinforcing the foundations of international peace. As is known, the Hungarian People's Republic has taken and will continue to take an active part in the process of strengthening international security and co-operation, especially in Europe. Through the Budapest Appeal of 1969, it was one of the initiators of this process, actively participated in the elaboration of the Final Act of Helsinki, committed itself to the implementation of the principles embodied in that instrument and is working to ensure that these principles will become norms of interstate relations and that international co-operation will develop and widen in keeping with them.

17. At talks with other countries and in making proposals for the development of bilateral relations, Hungary is consistently guided by the principles and recommendations contained in the Declaration on the Preparation of Societies for Life in Peace. It has presented several concrete proposals to other countries and, as a result of their realization, is in a position to report gains in the development of relations and promising prospects for further progress.

18. At the Madrid meeting, the Hungarian delegation put forward several proposals concerning the expansion of economic contacts and the need to place them on an equal footing. Realization of those proposals would reinforce the foundations of political relations and would create an interest in building long-term political and economic co-operation.

19. Cultural relations play a significant role in promoting better acquaintance of peoples with one another and greater understanding among them. This is a particularly important factor in shaping the mentality and attitude of the young generations. The Hungarian delegation to the Madrid meeting proposed that the mass communications media should be used to this end. The same pursuit is served by the proposals concerning the teaching of less widely spoken languages, arrangements for youth festivals and improvement of conditions for youth tourism. These proposals were sponsored by the Hungarian delegation.

20. The greatest obstacle to the establishment, maintenance and strengthening of peace, just and durable peace, to peaceful coexistence and co-operation and to the education of societies for life in peace, is raised by those imperialist and other anti-people circles which go out of their way to impose a new wave of the arms race on the nations of the world. In the present situation, therefore, the key to peace lies in halting the arms race and in disarmament.
21. At international forums and in its bilateral relations, the Government of the Hungarian People's Republic comes out consistently for lowering the level of military confrontation, reducing the balance of armed forces and armaments to ever lower levels, elaborating and carrying out concrete disarmament measures and upholding détente and extending it to the military field. With this end in view it is in support of any proposal likely to move towards these goals, and puts forward such proposals itself, in order that the present and future generations may be saved from the scourge of war.

KUWAIT

ACHIEVEMENTS AND ACTIVITIES OF THE MINISTRY OF EDUCATION FOR THE PREPARATION OF SOCIETIES FOR LIFE IN PEACE

[Original: Arabic]

[9 July 1981]

1. In implementation of the Ministry of Education's policy for the creation of peace-loving generations, which is set forth in the Booklet on the General Goals of Education (March 1976), which reads as follows:

"Openness to the world and co-operation with all peace-loving peoples;

Belief in peace based on justice and in support for the life of the peoples and an endeavour to accomplish that through Arab and international organizations."

2. The Ministry carries out the following activities:

(a) Provision of educational opportunities in Kuwait to citizens and residents, old and young, which should create an atmosphere of love and peace and increase the number of educated persons;

(b) Attention in the preparation of school curricula to ensuring that they are free from any element of racism and that they enshrine the principles of justice, fairness, peace and support for human rights;

(c) Consolidation of Kuwait's cultural relations with sister Arab States and other friendly States in the field of education through student trips to Arab and foreign countries; the award of scholarships to students of both sexes in those countries; and participation in international student contests, which strengthens relations between the youth of Kuwait and that of other nations;
(d) Observance of international occasions which promote the principle of peace, for example:

World Peace Day;
World Health Day;
Family Day;
World Food Day;
World Environment Day;
Red Crescent Day.

MEXICO

[Original: Spanish]
[27 March 1981]

Mexico believes that the Societies for Life in Peace expresses the political will of Member States to comply with a number of principles laid down in the Declaration. Mexico's agreement with those principles was duly recorded in the relevant vote. It therefore seems unnecessary to make any further comment at this stage.

POLAND

[Original: English]
[20 February 1981]

The reply of the Government of the Polish People's Republic has been circulated in document A/36/119 of 5 March 1981.

RWANDA

[Original: French]
[27 July 1981]

1. The birth of the Second Republic on 5 July 1973 brought with it a climate of peace and harmony not only within the country, but also in Rwanda's foreign relations. Since 5 July 1973, the pursuit of peace and co-operation among nations has become one of the mainstays of the foreign policy of the Rwandese Government. The preamble to the manifesto of the Mouvement Révolutionnaire National pour le Développement, the sole political grouping, bringing together the entire Rwandese population under the motto "Unity, peace and development", states that "in order to stave off the dangers of war, bring about the reign of peace and freedom, strengthen fraternity and human solidarity, and ensure and improve the welfare of all human beings, our foreign policy will be geared to peaceful coexistence among nations, growing co-operation among peoples and liberation of the oppressed".

/...
2. The manifesto is even more explicit when it outlines the foreign policy programme to be followed. Thus "the Mouvement considers peaceful coexistence and co-operation in conditions of respect for the sovereignty of all nations to be a fundamental rule in relations among nations. It supports a policy of openness, good-neighbourliness, non-alignment and positive neutrality. It advocates the settlement of international conflicts through negotiation. Our country must avoid being swept along by alliances or pacts into either of the camps dividing the world. Our Mouvement will encourage the development of effective co-operation in the field of trade, cultural exchanges, science and technology".

3. Similarly, the preamble to the new Constitution of the Rwandese Republic, adopted by referendum and in force since 20 December 1978, declares that the people of Rwanda are "resolved to contribute to peaceful coexistence between nations, to strengthened co-operation between peoples, and to the construction of African unity".

4. These texts give eloquent and unambiguous expression to the fundamental option underlying the foreign policy adopted by the Rwandese Government. One specific example of this policy was the conclusion on 26 August 1966 of an agreement on co-operation in security matters with the Democratic Republic of the Congo (now the Republic of Zaire) and the Kingdom of Burundi (now the Republic of Burundi), which was followed on 21 June 1975 by a supplementary agreement on the same subject.

5. These two security agreements have been strengthened by the Convention establishing the Economic Community of the Great Lake Countries, concluded on 20 September 1976 by the Republic of Burundi, the Rwandese Republic and the Republic of Zaire. An agreement establishing the Organization for the Development of the Akagera River Basin was concluded on 24 August 1977 by the Republic of Burundi, the Rwandese Republic and the United Republic of Tanzania. On 19 May 1981, the Republic of Uganda joined in this development programme by becoming the fourth member of the Organization.

6. Thus Rwanda's will to live in peace and to co-operate with other nations for the welfare of all human beings has not remained a mere declaration of intent, but has been translated into very concrete action.

SENEGAL

[Original: French]

[14 July 1981]

1. Since its accession to international sovereignty, Senegal has constantly expressed, at the continental and the world levels, its deep concern and alarm at the growing peril which the frantic arms race represents for mankind. Not only does the arms race create and foster mounting insecurity and embody the constant threat of a third world war which will result in the destruction of human civilization: it is also the cause of tremendous squandering of non-renewable resources.
2. Senegal, which is deeply attached to the ideals of peace and security, which are a sine qua non for economic and social development, has always endorsed any proposals aimed at the strengthening of international security and the deepening and consolidation of international détente, in accordance with the United Nations Charter.

3. In this spirit, the Government of Senegal has signed the Treaty on the Non-Proliferation of Nuclear Weapons and is sparing no effort, together with the other States members of the Organization of African Unity, to bring to fruition the draft Convention on the Denuclearization of Africa.

4. Furthermore, faithful to the principle of good-neighbourly relations, Senegal is not plotting any frontier dispute with its immediate neighbours.

5. It is linked by treaties of peace and co-operation with most African States. It also has a firm network of friendships and good relations throughout the world and is not involved, directly or indirectly, in any conflict.

6. With a view to using these strengths in the service of others, His Excellency Mr. Abdou Diouf, President of the Republic of Senegal, recently declared that Senegal was prepared to offer its mediation in the many conflicts which are still raging on the African continent.

7. Its political system, based on democracy and freedom, rules out any form of totalitarianism or dogmatism as a principle of government. In this spirit, Senegal has deliberately opted for the supreme dignity of the human person and the primacy of ideas.

8. These are the reasons why Senegal, which voted in favour of the adoption of resolution 33/73, has no special comments to make on the text of the Declaration on the Preparation of Societies for Life in Peace.

UKRAINIAN SOVIET SOCIALIST REPUBLIC

[Original: Russian]
[7 July 1981]

1. At the thirty-third session of the United Nations General Assembly, the Ukrainian SSR supported the proposal of the Polish People's Republic for the adoption of a United Nations Declaration on the Preparation of Societies for Life in Peace, and urged its approval by the General Assembly (resolution 33/73 of 15 December 1978).

2. The situation which has developed in the world confirms the relevance of the Declaration and the importance of implementing all its provisions. Events in the international arena ever more urgently remind us that peace is not the sort of blessing conferred automatically. Peace is threatened by the imperialist circles of NATO, headed by the United States. They have proclaimed a policy of unrestrained competition in arms, the heightening of tension and confrontation in
international relations. As justification for this policy, a false propaganda campaign has been unleashed in the NATO countries about a mythical "Soviet threat" to peace. Meanwhile, at the government level, the United States is announcing that "there are things more important than peace", and the admissibility, even the advisability, of a "limited" nuclear war is argued. As Leonid Ilich Brezhnev emphasized in Kiev on 9 May 1981, "Fear and prejudice, lies and hatred are the worst enemies of peace". Under these circumstances, even more resolute efforts are required of peace-loving forces throughout the world in order to expose lies and overcome prejudices. Measures to prepare societies for life in peace are especially important in this connexion.

3. In the opinion of the Ukrainian SSR, pride of place among such measures belongs to the advancement by States of specific proposals and initiatives aimed at eliminating the crises created by the imperialists and hot-beds of military conflict, and at putting an end to wars, declared and undeclared.

4. Precisely such proposals and initiatives were put forward at the Twenty-sixth Congress of the CPSU, and the Ukrainian SSR supports them entirely. They relate to both nuclear missiles and conventional types of weapons as well as to ground, naval and air forces. They concern the situation in Europe as well as in the Near, Middle and Far East. They involve both political and military measures. The implementation of these measures would certainly promote the preparation of societies for life in peace, since it would strengthen their faith in the possibility of averting war and would lead to the consolidation of peace.

5. Of direct relevance to the implementation of the goals of the United Nations Declaration is the proposal made at the Twenty-sixth Congress of the CPSU that an authoritative international committee should be established to demonstrate the vital necessity of averting a nuclear catastrophe. The most prominent scholars from various countries could be members of the committee, and the entire world should be informed of their conclusions.

6. In the Ukrainian SSR, measures are constantly being taken to prepare the country's workers for life in peace. Article 67 of the Constitution of the Ukrainian Soviet Socialist Republic reads: "It is the international duty of citizens of the Ukrainian SSR to promote the development of friendship and co-operation with peoples of other countries and the maintenance and strengthening of universal peace". Article 28 of the Constitution reads: "In the Ukrainian SSR, war propaganda is banned".

7. These constitutional provisions shape the contents of the educational process in the secondary, vocational and technical, specialized secondary and higher educational system. The activities of all information organs in the Ukrainian SSR are subordinated to them and the country's cultural and artistic works reflect their spirit.

8. In the education process in the Ukrainian SSR, young people are brought up in a spirit of friendship with the peoples of other countries and respect for their lifestyles, history and interests. The activities of the international clubs formed in schools and other educational institutions and the "Sputnik" camps where
the Soviet youth spend their leisure time with young people from other countries are also dedicated to these goals. Travel by young people from the Ukrainian SSR to other countries is quite common.

9. The significant work carried out in the Ukrainian SSR in terms of broadening its ties with foreign countries in the educational field is devoted to the goal of preparation for life in peace. Every year, more than 200 specialists in people's education in the Ukrainian SSR travel to European countries and the United States alone for pedagogical work and language training. From 2 to 5 September 1980, representatives of the Ukrainian education system took part in a European seminar held in Finland on the question of implementing UNESCO recommendations on preparation of teachers in the spirit of international understanding. Over the past five years (1976-1980), the Ukrainian SSR has welcomed French lycée students, to cite one example. About 200 French students study and improve their linguistic knowledge for a period of 10 to 12 days in the secondary schools of Kiev, Lvov, Zaporozhye and Odessa. Every year, the number of students taking foreign language courses in school increases, which greatly facilitates understanding among peoples. There are 3.7 million students studying English, French, German and Spanish in the Ukrainian SSR.

10. Adults attend lectures organized by the "Znanie" society at which the Soviet State's peace-loving foreign policy, the international situation, the situation in other countries of the world and the tasks of strengthening peace and international security are explained.

11. The Ukrainian Republican Council of Trade Unions, the Committee for the Defense of Peace, the Committee on Sports and the Ukrainian League of Friendship and Cultural Ties with Foreign Countries have extensive international connexions. The League, inter alia, currently has permanent ties with 650 organizations in 100 countries of the world and its activities attract broad strata of the country's workers. Sixteen republican, over 400 regional, city and district departments and over 5,000 collective members of leagues of friendship at enterprises, collective farms, educational facilities and scientific and cultural institutions are currently members of the League. All the League's activities facilitate the preparation of societies of the population for life in peace and friendship among peoples.

12. In its foreign policy, including policy at the United Nations and other international organizations, in accordance with article 28 of its Constitution, the Ukrainian SSR is guided by the following principles: sovereign equality, mutual abstention from the use or the threat of force, inviolability of frontiers, territorial integrity of States, peaceful settlement of disputes, non-interference in internal affairs, respect for human rights and fundamental freedoms, equality and the right of peoples to determine their fate, co-operation among States, and the conscientious fulfilment of obligations arising from generally accepted principles and norms of international law and from international treaties that have been concluded.
13. A world without weapons, a world without war - these are the ideals of the new society which the Soviet people is building. In this connexion, a resolution of the Twenty-sixth Congress of the Communist Party of the Ukrainian SSR sets out the specific task of making fuller use of the possibilities of mass information media for the preparation of the new man and his devotion to the ideals of peace and friendship among peoples.

14. The Ukrainian SSR will in future take all necessary measures to prepare its people in the spirit of these ideals.

III. REPLIES RECEIVED FROM SPECIALIZED AGENCIES

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION

[Original: English]  
[17 July 1981]

A. Education

1. The activities of the United Nations Educational, Scientific and Cultural Organization (UNESCO) in the field of education to implement General Assembly resolution 33/73 include normative action, conferences and seminars of educators, the production of handbooks for classroom teachers, the Associated Schools Project in Education for International Co-operation and Peace and the UNESCO Prize for Peace Education.

1. Normative action

2. The Recommendations concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms, which was adopted by the General Conference at its eighteenth session in 1974, is directly relevant to the spirit and letter of the Declaration referred to above, proving itself to be an ever-inspiring instrument par excellence. Article 6 of this recommendation states:

"Education should stress the inadmissibility of recourse to war for purposes of expansion, aggression and domination, or to the use of force and violence for purposes of repression, and should bring every person to understand and assume his or her responsibilities for the maintenance of peace. It should contribute to international understanding and strengthening of world peace ...".

Article 18 states:

"Education should be directed both towards the eradication of conditions which perpetuate and aggravate major problems affecting human survival and well-being - inequality, injustice, international relations based on the use of force - and towards measures of international co-operation likely to help solve them."
3. For the implementation of this recommendation, a series of four international meetings were held during 1979 and 1980 (Sofia, 1979; Helsinki, 1980; Warsaw, 1980; and Hamburg, 1980). One of these meetings, the International Seminar for the Education of the Young Generation in the Spirit of Peace, organized by the Polish National Commission for UNESCO under the Participation Programme, at Warsaw, from 31 August to 3 September 1980, was attended by 108 participants representing 51 youth and students' organizations in 24 Member States.

4. The Recommendation concerning the Status of Teachers, which was adopted by the Special Intergovernmental Conference on the Status of Teachers in Paris on 5 October 1966, also lays a strong emphasis on the role of teachers in promoting education for peace. For example, its article 3 states that:

"Education from the earliest school years should be directed to the all-round development of the human personality and to the spiritual, moral, social, cultural and economic progress of the community, as well as to the inculcation of deep respect for human rights and fundamental freedoms ... the utmost importance should be attached to the contribution to be made by education to peace and to understanding, tolerance and friendship among all nations and among racial or religious groups."

5. The Recommendation on the Development of Adult Education, adopted by the General Conference at its nineteenth session in 1976, lists as one of the aims of adult education "to contribute to promoting work for peace, international understanding and co-operation (para. 2 (a)). The recommendation has met with a wide response amongst Member States and non-governmental organizations.

6. The International Charter of Physical Education and Sport, which was adopted by the General Conference at its twentieth session in November 1978, also stresses "the importance for peace and friendship among peoples of co-operation between the international governmental and non-governmental organizations responsible for physical education and sport".

2. Conferences and seminars of educators

7. The Regional Conference of Ministers of Education and those Responsible for Economic Planning of Member States in Latin America and the Caribbean (Mexico City, 4-13 December 1979) placed a particular emphasis on the contribution of education to peace and human rights. The Mexico Declaration resulting from this Conference states that "international, interregional and bilateral co-operation should be instrumental in developing a renewed respect for the national goals and interest of all peoples and in ensuring that progress is made towards a new international economic order ... with a view to the strengthening of co-operation among the States of the region ...".

8. The Third Conference of Ministers of Education of Member States of the Europe Region (Sofia, 12-21 June 1980) considered the topic of regional and international co-operation in the 1980s and made a specific reference to the Declaration on the Preparation of Societies for Life in Peace. The Conference recommended that support should be given to the continuing action carried out by UNESCO in furthering education for peace, international understanding and disarmament, that
all possible measures should be taken to implement the resolutions and recommendations of the Conference and that the results of the World Congress on Disarmament Education should be evaluated thoroughly. Special mention was made at this conference of the provisions of the Final Act of the Conference on Security and Co-operation in Europe which was signed in Helsinki in 1975.

9. The Intergovernmental Conference on Environmental Education (Tbilisi, 1977) considered that environmental education can become one of the factors for improving mutual understanding and strengthening trust between nations, and can contribute to the development of friendly relations between States and to the maintenance of peace and international security (recommendations 2, 3, 22 and 23).

10. The Symposium on Improving the Contribution of the Mass Media in Adult Education (Ottawa, 1979) concentrated on the need to develop a critical understanding of major contemporary world problems and social changes which have a direct bearing on education for peace. UNESCO organized the International Congress on Disarmament Education (Paris, 9-12 June 1980) following a preparatory meeting held at Prague in 1979. The Final Document of this Congress was widely diffused.

3. Production of handbooks for classroom teachers

11. The Handbook for Classroom Teachers on the Implementation of the Recommendation concerning Education for International Understanding was prepared by a panel of 12 authors for publication in 1981 and the handbook entitled Apartheid: A Guide for Teachers has been delivered for publication. The publication entitled Peace on Earth – A Peace Anthology, prepared with funds from the John XXIII Peace Prize to UNESCO, has been issued in French and English, and the handbook entitled Disarmament: A Guide for Teachers was prepared for publication in 1981.

4. Associated Schools Project in Education for International Co-operation and Peace

12. This project, which was launched in 1953, comprises at present over 1,400 primary and secondary schools and teacher-training institutions in 74 Member States and has achieved a remarkable record of helping teachers and students to promote education for international understanding. The international meeting of experts on the evaluation and development of the project, held in Paris from 8 to 12 September 1980, after examining the report of an over-all evaluation conducted by two external evaluators, reaffirmed the value and pedagogical usefulness of the four main themes of the experimental projects and special programmes being carried out in the participating institutions: (a) world problems and the role of the United Nations system in solving them; (b) human rights; (c) other countries and cultures; and (d) man and his environment.

13. The Declaration on the Preparation of Societies for Life in Peace was brought to the attention of all the participating institutions by way of a circular entitled "International Understanding at School", which is issued twice a year. The project approaches its fourth decade of service to the international community as a major innovative force for building the defences of peace in the minds and hearts of all peoples and for the evolution of a new world order based on justice, humanity and harmony with the environment.
5. **UNESCO Prize for Peace Education**

14. UNESCO established this prize in 1980 with a gift of $US 1 million donated by the Japan Ship Building Industry Foundation. The annual prize of approximately $US 60,000 is awarded to an individual, a group of individuals or an organization who distinguish themselves through outstanding action in the field of peace education.

15. An international jury consisting of 9 members meet every year and propose the name of the prize-winner to the Director-General. Appointed by the Director-General for a period of three years, the members of the jury also serve as the International Commission for Peace in the Minds of Men and may undertake any other form of activity in the way of study, research and the promotion of public awareness within the field of peace education.

B. **Social sciences**


17. For example, during the biennium 1979-80, two multidisciplinary research projects were launched, one dealing with military research and development, the other dealing with strategic doctrines and their effects on disarmament prospects. Moreover, the World Congress on Disarmament Education, convened by UNESCO in June, 1980, offered a special occasion to stress the principles of the Declaration, the text of which was distributed during the Congress as one of the information documents. The Declaration was expressly referred to in the fourth preambular paragraph of the final document of the Congress.

18. In paragraph 2 of resolution 21 C/10.2, the General Conference invited the Director-General to study the possibility of initiating preparatory work on an interdisciplinary study on the preparation of societies for life in peace, based on research and exchanges of experience among Member States, and to take into account, in the implementation of the programme for 1981-1983, the appeal made to UNESCO by the United Nations General Assembly in its Declaration on the Preparation of Societies for Life in Peace. UNESCO's peace research programme is particularly relevant to the preparation of the study referred to in paragraph 2 (a) of the resolution while, more generally, the programme actions under the objectives of human rights and peace in the approved programme and budget for 1981-1983 (paras. 3170-3237 in document 21 C/5) respond to paragraph 2 (b) of the same resolution.

19. Within the framework of research, studies and publications on disarmament, new research will be undertaken on the role of scientists in the arms race. To this end, and in co-operation with the Pugwash Movement, an expert meeting will be organized by UNESCO in 1982 to assess this role and to draw up concrete proposals.