



General Assembly

Distr.
GENERAL

A/37/177/Add.2
1 July 1982

ORIGINAL: ENGLISH/FRENCH

thirty-seventh session
Item 99 of the preliminary list*

IMPLEMENTATION OF THE DECLARATION ON THE GRANTING OF INDEPENDENCE
TO COLONIAL COUNTRIES AND PEOPLES BY THE SPECIALIZED AGENCIES AND
THE INTERNATIONAL INSTITUTIONS ASSOCIATED WITH THE UNITED NATIONS

Report of the Secretary-General

Addendum

CONTENTS

	<u>Page</u>
REPLIES FROM THE SPECIALIZED AGENCIES AND INTERNATIONAL INSTITUTIONS ASSOCIATED WITH THE UNITED NATIONS	2
United Nations Educational, Scientific and Cultural Organization	2
World Health Organization	7
United Nations Children's Fund	9

* A/37/50/Rev.1.

REPLIES FROM THE SPECIALIZED AGENCIES AND INTERNATIONAL
INSTITUTIONS ASSOCIATED WITH THE UNITED NATIONS

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION

[Original: English/French]

[20 April and 27 May 1982]

1. The activities of the United Nations Educational, Scientific and Cultural Organization (UNESCO) relating to the implementation of General Assembly resolution 36/52 of 24 November 1981 consist mainly of the following: (a) standard-setting activities; (b) operational activities; (c) participation in meetings, seminars and round tables; and (d) studies and research.

A. Standard-setting activities

2. During the period under consideration, UNESCO's standard-setting activities centred primarily on efforts to promote the implementation of the Convention and Recommendation against Discrimination in Education, adopted by the General Conference at its eleventh session, Paris, 14 December 1960.

3. It will be recalled that, in 1980, UNESCO was concerned mainly with completing the third consultation with Member States, begun in 1975, on the implementation of the above-mentioned Convention. The results of the consultation were set out in a report of the Committee on Conventions and Recommendations that was submitted to the General Conference of UNESCO at its twenty-first session (doc. 21 C/47).

4. Since that time, UNESCO has been making preparations for the fourth consultation with Member States on the implementation of the above-mentioned Convention and Recommendation.

5. In that connexion, the Committee on Conventions and Recommendations drew up a questionnaire, which was approved by the Executive Board at its one hundred and thirteenth session (decision 5.2.7., doc. 113 EX/37 and annex) and transmitted to Member States on 18 January 1982.

B. Operational activities: assistance to African liberation movements in the field of education

6. In pursuance of the resolutions of the Economic and Social Council and the General Assembly of the United Nations and the resolutions of its General Conference, UNESCO is continuing its activities to assist African national liberation movements. As a result of developments in the political situation in southern Africa with the attainment of independence by Zimbabwe, its efforts are now focused primarily on Namibia and South Africa.

7. Zimbabwe became independent on 18 April 1980 and, with funds available under the regular programme, UNESCO has been able to make various contributions in areas within its sphere of competence. In addition, UNESCO is continuing to execute project PAF/78/001, financed by the United Nations Development Programme (UNDP), designed to enable Zimbabwean students studying abroad to complete their education.

Nationhood Programme for Namibia

8. In 1978, UNESCO attended a conference sponsored by the United Nations on Namibian nationhood, and put forward programmes relating to training, the teaching of English as the national language, communications and the participation of women in development. It will be noted that during the sixth plenary meeting held on 21 October 1974, the General Conference at its eighteenth session decided to admit Namibia as an associate member. Similarly, by its resolution 19.32 adopted at its nineteenth session in 1976, it decided to cancel the assessments of Namibia for 1975 and 1976 and to offset the assessment for 1974 already brought to account against the miscellaneous income of the organization for the financial period 1977-1978 and to suspend the assessment of Namibia from 1977 until such time as it acceded to independence. Lastly, on 30 October 1978, the General Conference at its twentieth session adopted resolution 0.71, by which it decided to admit Namibia as a member of UNESCO, it being agreed that the United Nations Council for Namibia, established by the United Nations as the legal Administering Authority for Namibia, would, as far as the rights and obligations flowing from Namibia's membership of the organization was concerned, be regarded as the Government of Namibia until the present illegal occupation of that country was terminated.

9. Two projects on educational planning (NAM/018) and the training of educational personnel (NAM/019) are now under review in co-operation with the United Nations Institute for Namibia, the South West Africa People's Organization (SWAPO) and UNESCO in order to start the activities foreseen.

Assistance to SWAPO

10. In November 1970, SWAPO advised UNESCO, through the intermediary of the Executive Secretary of the Organization of African Unity (OAU), Co-ordinating Committee for the Liberation of Africa, of the kind of assistance that the organization might make available (university scholarships and grants for secondary education). Under a regional UNDP-financed project (RAE/71/297), pupils selected by SWAPO were accordingly admitted to secondary educational establishments in Zambia. Together with vocational and agricultural training courses, the pupils also followed compensatory courses in the English language. Additionally, a special, intensive English course was organized in the United Republic of Tanzania for 40 members of SWAPO as part of projects NLM/74/001 and FRE/75/001.

11. Again, in co-operation with OAU, UNESCO increased its aid to SWAPO to enable it to cope with the material organization of the Namibian Health and Education Centre, by paying the salaries of certain teachers and support staff, by making study grants available to 60 pupils chosen by SWAPO, and by dispatching school equipment and supplies (project SWP/75/001, to a total value of \$US 151,500). This assistance was continued to support the Centres in Zambia (project SWP/78/002,

value \$US 410,704) and was extended to the SWAPO Centre in Angola (project SWP/77/004, value \$US 375,610). SWAPO has requested that these two projects be extended in order to strengthen the training of manpower by providing English language courses and teacher training.

12. Three new project documents were recently submitted to UNDP for consideration following the interagency meeting on UNDP assistance to national liberation movements, held at Dar es Salaam from 8 to 11 December 1981. The documents contain proposals for two projects of assistance to SWAPO centres in Angola and Zambia and a project on the participation of women in development. These projects, when approved, will become operational by July 1982. UNESCO recently participated in an interagency mission to the Congo which considered arrangements for the establishment of a technical secondary school for SWAPO in that country.

13. Apart from the UNDP-financed projects which UNESCO administers, the organization has assisted SWAPO under its regular programme by paying the salaries of three SWAPO teachers, offering a scholarship for a 12-month course in the French language, supplying material and equipment, and defraying the travel and hotel expenses of SWAPO representatives attending conferences organized by UNESCO or training seminars likewise organized for the liberation movements on the following topics: the methodology of agricultural training in primary schools, the drafting of school textbooks and the planning and administration of education. Further, a UNESCO specialist assisted SWAPO in 1978 by managing a national literacy seminar for which UNESCO had provided financial assistance. Moreover, the representatives of SWAPO have been invited to all sessions of the General Conference held since 1974, and to various conferences organized by UNESCO.

Assistance to other liberation movements

14. The African National Congress of South Africa (ANC) and the Pan Africanist Congress of Azania (PAC) continue to receive assistance from UNESCO and UNDP in the field of training (teachers' salaries, fellowships, educational supplies and equipment, payment of travel and subsistence expenses of representatives of these movements who attend conferences and meetings organized by UNESCO).

15. UNESCO is continuing to execute UNDP-financed activities (projects ANC/77/001, ANC/79/001 and PAC/77/001); following the interagency meeting referred to above, three projects of assistance to those two liberation movements were submitted to UNDP for approval.

C. UNESCO participation in meetings, seminars and round tables

16. In this connexion, reference can be made to the following meetings, which constitute contributions to the implementation of General Assembly resolution 36/52.

Seminar on effective measures to prevent transnational corporations and other established interests from collaborating with the racist régime of South Africa, Geneva, 29 June to 3 July 1981

17. Following the International Conference on Sanctions against South Africa, which was held at UNESCO headquarters from 20 to 27 May 1981, the representative of UNESCO, at the seminar in question, again denounced the perniciousness of collaboration by transnational corporations with the racist régime of South Africa. He emphasized the fundamental role which the mass communication media should play in sensitizing world public opinion to the struggle against the apartheid régime.

Round table on the role of the communication media in combating racism, racial discrimination and apartheid, Dakar, 7 to 11 December 1981

18. UNESCO organized, in co-operation with the Centre for Studies in Information Science and Techniques of the University of Dakar (CESTI), a round table on the role of the communication media in combating racism, racial discrimination and apartheid.

19. The discussions dealt with two central themes: the communication media and the manifestation of racism, racial discrimination and apartheid; and the contribution of the communication media to combating racism, racial discrimination and apartheid. It should be noted that various proposals were formulated by the participants regarding ways of combating racism, racial discrimination and apartheid.

Meeting of experts on ethno-development and ethnocide in Latin America, San José, Costa Rica, 7 to 12 December 1981

20. This meeting, organized by the Latin American Social Science Faculty (FLACSO) in co-operation with UNESCO, brought together experts on the problems of minorities, in particular Indian minorities, jurists, anthropologists, ethnologists, sociologists and the representatives of American Indian organizations.

21. The discussions dealt with the following questions: policies concerning the indigenous people and Indian claims over the past 40 years; the role and action of international organizations in the protection of minorities and indigenous populations, the legal, political and organizational aspects of ethno-development; the limits of and scope for development of Indian ethnic groups within the framework of the national State; education as a means of ethno-development and cultural promotion; and the question of information and communication.

United Nations seminar on recourse and procedures related to racial discrimination, Managua, Nicaragua, 14 to 22 December 1981

22. This seminar, the third in a series, organized by the United Nations as part of the Programme for the Decade for Action to Combat Racism and Racial Discrimination, brought together experts, acting in their personal capacity, from the United Nations Economic Commission for Latin America (ECLA). The

representative of UNESCO made a statement on the principal standard-setting instruments of UNESCO aimed primarily or secondarily at countering racism, racial discrimination and apartheid and at protecting disadvantaged ethnic groups, in particular, the Declaration on Race and Racial Prejudices.

D. Studies and research

23. In 1981, UNESCO undertook the following studies and research on combating apartheid:

(a) Anti-Development: South Africa and its Bantustans (by Donald Moerdijk, the UNESCO Press, 1981, 194 pp.). Native Reserves? Bantustans? Independent States? This book outlines the process by which the Government of South Africa implements the policy of apartheid through the fiction of "independence" for its Bantustans. This "independence" of territories, which are closely integrated into the economic structure of the country, ensures that they are politically and culturally dominated from Pretoria. In this way, the Bantustans continue to guarantee a flow of low-paid mobile migrant labour to the capital, while the costs of education, health and services have to be met by the Africans themselves. UNESCO commissioned this book as part of its contribution to the International Year against Apartheid (1978).

(b) Reporting Southern Africa (by Phil Harris, Western news agencies, reporting from southern Africa, UNESCO, 1981). The mass media, which constitute a powerful instrument in the struggle against racism and racial discrimination, can also be used to transmit and perpetuate pernicious racial stereotypes and even racial prejudice. Reporting Southern Africa studies the complex part played by the mass media with respect to apartheid in South Africa and Namibia and apartheid-like policies in Rhodesia. It explores the traditional role of the international news agencies, government control of the news and harassment of journalists, and also the advantages to Governments of "tolerating" occasional adverse reporting and comment, domestically and abroad. The press analysis presented in this work provides some answers for those who wonder why a political, economic and cultural system which has so often been condemned continues to survive in a world where justice, human rights and the right of peoples to self-determination are recognized and proclaimed by the most authoritative institutions, both national and international.

(c) Les travailleurs immigrés en Europe: quel statut? (comparative study of the status of immigrant workers in Europe edited by Eric-Jean Thomas, UNESCO Press, 1981, 249 pp.). For many years, UNESCO has been devoting a large part of its activities to the promotion of human rights, particularly to action to combat all forms of discrimination with respect to race, sex, language or religion. It was therefore natural that immigration claimed UNESCO's attention, since it is increasingly the source of a culture shock between individuals, or even societies, belonging to different worlds. This clash of cultures and systems is based on unequal economic relations between the rich countries, which need cheap labour, and the poor countries which sell their labour to them.

(d) Apartheid: A Teacher's Guide (by Godfrey N. Brown, the UNESCO Press, 1981, 105 pp.). Since its establishment, UNESCO has implemented a programme for the promotion of education for international understanding, co-operation and peace, in which increasing emphasis is placed on teaching in relation to contemporary world issues, including apartheid. The present work, comprising six main chapters, furnishes 17 "Apartheid Exercises" presenting essential facts concerning apartheid and its effects and concerning international and national efforts to eliminate it. Suggestions are offered for teaching about the subject through curricula studies and extra-curricular programmes in primary and secondary schools. While the work is primarily intended to help classroom teachers and to acquaint young people more fully with the dangers and basic inequities of apartheid, it should also prove to be of interest and value to curriculum planners, school inspectors and those responsible for the preparation of textbooks and other teaching materials.

(e) Apartheid and Social Research (edited and introduced by John Rex, the UNESCO Press, 1981, 199 pp.). This book was undertaken for UNESCO by the Research Committee for Ethnic Minorities of the International Sociological Association. It is a series of articles written by social scientists within the Republic of South Africa. It seeks to analyse the effects of apartheid in social science training and research. Written from the standpoint of different social science disciplines, and from the experience of the two major groups within the Republic - blacks and whites - this book gives an excellent account of the problems of the social scientist under the apartheid régime. Separate development is, as in other areas, a euphemism, under which white superiority is enforced, access to knowledge and power is regulated and the slant of research determined. In addition, the social scientist suffers from the repressive nature of the South African State through bannings, the fear of imprisonment and the seizure of research notes.

24. Future publications include the following:

(a) A review of methods used by South Africa to create and support pressure groups;

(b) Apartheid: its effects on education, science, culture and information (third edition);

(c) Comparison of the principles proclaimed in the Universal Declaration of Human Rights and the actual situation in South Africa;

(d) The right to resist violations of human rights;

(e) Science, racism and pseudo-science.

WORLD HEALTH ORGANIZATION

[Original: English]

[25 May 1982]

1. Action taken by the World Health Organization (WHO) in the implementation of General Assembly resolution 36/52 focuses mainly on assistance given to national

/...

liberation movements recognized by the Organization of African Unity (OAU), to Namibia and to refugees in Africa, as well as to the front-line States.

2. WHO has collaborated closely with the countries concerned, the United Nations agencies and institutions, OAU and other agencies:

(a) To provide an acceptable level of health for refugees;

(b) To assist the countries to settle or resettle refugees, in particular by setting up health structures for them;

(c) To assist the health authorities to evaluate and control the epidemiological situation in the refugee communities;

(d) To organize the training of staff to provide care in these refugee communities, particularly in areas affected by hostilities;

(e) To assist the national liberation movements recognized by OAU which are struggling against racism and racial discrimination.

3. WHO has continued to lend its support to the national liberation movements recognized by OAU - namely, ANC, PAC and SWAPO. It has collaborated closely with the national authorities of the front-line States, Lesotho and Swaziland, to assist in improving the health conditions of the countries' populations as well as those of the refugees coming from South Africa and Namibia.

4. During the period under review, funds from the WHO regular budget as well as from extrabudgetary sources were allocated for health projects and fellowships in Angola, Botswana, Lesotho, Mozambique, Swaziland, the United Republic of Tanzania, Zambia and Zimbabwe.

5. WHO continued to co-operate with the three national liberation movements recognized by OAU: ANC, PAC and SWAPO. The three national liberation movements continue to play an active role in meetings of the organization - i.e., the World Health Assembly, working groups on technical co-operation for developing countries, and the Regional Committee for Africa. WHO continues to support the Multi-National Liberation Movement Training Centre at Morogoro, United Republic of Tanzania, which receives students from southern Africa, including Namibia.

6. Assistance was provided to SWAPO for its health programme and fellowships, as well as the for the continuation of the intercountry training project for health personnel. WHO also supplied SWAPO with emergency medical supplies following the bombing of Namibian refugee settlements in southern Angola. The organization is currently co-operating with the health department of SWAPO in Angola concerning the health sector of a UNDP project executed by the ILO for the establishment of a pilot vocational training centre.

7. WHO co-operation with PAC and ANC continued through intercountry project activities. WHO awarded fellowships for ANC and PAC and provided emergency assistance (vaccines, supplies and medicaments) to refugees of national liberation movements based in Angola, Mozambique, the United Republic of Tanzania and Zambia.

UNITED NATIONS CHILDREN'S FUND

[Original: English]

[8 June 1982]

A. General

1. UNICEF is fully committed to assisting the African liberation movements recognized by OAU. This assistance takes the form of humanitarian aid to women and children under the auspices of liberation movements residing outside their national countries.
2. As at 31 December 1981, UNICEF assistance to SWAPO and PAC amounted to \$US 666,000 from general resources for activities in the fields of health, nutrition, primary and nonformal education and training of women. By 30 April 1982, the total amount of assistance from general resources had risen to \$US 673,500 for activities in the same fields.
3. Contributions totalling \$US 1,196,500 were received from several donors and approved by the Executive Board of UNICEF in 1979 for humanitarian activities in the fields of health, nutrition and formal and nonformal education. Of that amount \$US 826,000 has been provided to the liberation movements in the form of supplies, equipment and training grants for these activities.
4. In October 1981, SWAPO requested further special UNICEF assistance to Namibian mothers and children in the Angola camps which had to take in unexpectedly large numbers of refugees fleeing from areas in Angola under military attacks by South Africa. In order to alleviate the deteriorating conditions in these camps, the Executive Director released immediately an amount of \$51,500 from the Emergency Reserve Fund for the provision of medicines, vaccines, bandages and vitamins for children and expectant mothers in several camps located in Kwanza Sul and Kwanza Norte.
5. Thus, the total amount of UNICEF assistance from all the above-mentioned sources to the liberation movements to date is \$US 1,551,000.
6. UNICEF remains unflinchingly committed to continuing, within the limits of its available resources, its humanitarian assistance to the liberation movements.

B. East Timor

7. Within the framework of the co-operation agreement between the Government of Indonesia and UNICEF, special attention is directed to the needs of children in three critically disadvantaged areas - East Nusa Tenggara, Irian Jaya and East Timor.

8. According to reports from the UNICEF office in Jakarta, the situation in East Timor has been greatly improved as far as the basic food and health needs of the population are concerned. Some very close observers of the scene have reported that the dramatic conditions prevailing two years ago no longer exist. The UNICEF representative in Jakarta has visited East Timor twice over the past seven months, accompanied by representatives of the Indonesian Red Cross and the International Committee of the Red Cross (ICRC). They had the opportunity to observe the general condition of the people and the children. The UNICEF representative has confirmed that there does not appear to be any famine at the present time in East Timor, nor are the conditions such in that one can expect famine to occur. The people they observed were generally healthy.

9. The office in Jakarta has developed a plan of action in the field of nutrition which will cover seven areas of East Timor. The initial objective of the project is to weigh all children from birth to 5 years of age and treat immediately those who are malnourished with the emergency supplementary feeding supplies that are available from the Indonesian Red Cross and ICRC. The plan, worked out in co-operation with the Indonesian Government, will be implemented by the Indonesian Red Cross.

10. A fund-in-trust will be set up in Jakarta to finance immediate requirements for the project. The UNICEF office is initiating fund-raising efforts among possible donors in Jakarta. In addition, the Executive Director has approved an amount of \$US 500,000 for this project. If the project gains momentum and requires additional funding, a recommendation will be prepared for the Executive Board in 1983.
