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ANNUAL REPORTS ON RACIAL DISCRIMINATION SUBMITTED BY THE ILO AND
UNESCO IN ACCORDANCE WITH ECONOMIC AND SOCIAL COUNCIL
RESOLUTION 1588 (L) AND GENERAL ASSEMBLY
RESOLUTION 2785 (XXVI)

Note by the Secretary-General

Addendum

The Secretary-General has the honour to transmit herewith to the Commission on Human Rights the eighth annual report of the United Nations Educational, Scientific and Cultural Organization, submitted in accordance with Economic and Social Council resolution 1588 (L) and General Assembly resolution 2785 (XXVI).

Eighth annual report of UNESCO on action to combat racial discrimination, especially in southern Africa, in UNESCO's sphere of competence

1. In the conclusion to the seventh report, we expressed the view that UNESCO's contribution to action to combat racism and racial discrimination in 1977 was far from negligible. The same applies even more forcibly to the year 1978, which could be decisive in UNESCO's struggle against racism and racial discrimination. In this respect, five points deserve particular attention:

- I. Normative activities;
- II. Operational activities;
- III. UNESCO's participation in international meetings and conferences;
- IV. Studies and research;
- V. UNESCO's contribution to the International Anti-Apartheid year.

I. Normative activities

2. For the period under consideration, UNESCO's normative work in regard to action to combat racism and racial discrimination concerned implementation of the Convention against Discrimination in Education and the Protocol thereto, and the recent adoption by the General conference of UNESCO at its twentieth session of two Declarations, the first on race and racial prejudice and the second on fundamental principles governing the use of the mass media in strengthening peace and international understanding and in combating war propaganda, racism and apartheid.

A. Implementation of the Convention against Discrimination in Education

3. UNESCO is continuing its efforts to secure implementation of this instrument, which was adopted by the General Conference on 14 December 1960 at its eleventh session, and entered into force on 22 May 1962 in accordance with the provisions of article 14. By 1 January 1979, 67 States members of UNESCO had deposited their instruments of ratification or acceptance of the Convention. 1/

1/ Albania, Algeria, Argentina, Australia, Barbados, Benin, Byelorussian Soviet Socialist Republic, Brazil, Bulgaria, Central African Empire, Chile, China, 2/ Congo, Costa Rica, Cuba, Cyprus, Czechoslovakia, Denmark, Dominican Republic, Egypt, Finland, France, German Democratic Republic, Germany, Federal Republic of, Guinea, Hungary, Indonesia, Iraq, Iran, Israel, Italy, Jordan, Kuwait, Lebanon, Liberia, Libyan Arab Jamahiriya, Luxembourg, Madagascar, Malta, Mauritius, Morocco, Mongolia, Netherlands, New Zealand, Niger, Nigeria, Norway, Panama, Peru, Philippines, Poland, Romania, Saudi Arabia, Senegal, Spain, Swaziland, Sweden, Tunisia, Uganda, Ukrainian Soviet Socialist Republic, Union of Soviet Socialist Republics, United Kingdom of Great Britain and Northern Ireland, United Republic of Tanzania, Venezuela, Viet Nam, 3/ Yugoslavia.

2/ Instrument of ratification deposited with UNESCO by the authorities representing China at the time of deposit (12 February 1965).

3/ The name of the member State at the time of deposit of the instrument was the Republic of Viet Nam, it has since become the Socialist Republic of Viet Nam.

4. The Committee on Conventions and Recommendations, formerly the "Special Committee on Conventions and Recommendations in Education" met at UNESCO Headquarters in Paris on 20, 21 and 28 April 1978 to study the reports which the 54 member States had submitted for the third consultation on the implementation of the Convention and the Recommendation concerning the struggle against discrimination in education. The Committee established that in the States which took part in one or other of the three consultations, as the reports received showed, de jure discrimination did not exist. On the other hand, it indicated that unequal educational opportunities persisted in many countries, particularly in rural areas or geographically isolated regions.
5. The Committee noted the various kinds of aid offered by most States to children of modest social and economic origin or from rural zones, to nomads, orphans, urban-fringe groups or those regarded as the most disadvantaged, and also to children who are physically or mentally deficient or socially maladjusted. This aid designed to provide the children with schooling, may come from public sources but also from welfare agencies or international bodies.
6. The report prepared by the Executive Board's Committee on Conventions and Recommendations also contains a digest of all the information received as well as summaries of the reports from member States. It was submitted to the General Conference under symbol 20C/40 in October/November 1978, together with the comments made on it at its 104th session by the Executive Board, which felt that the next questionnaire to member States should also stress the injustices resulting from such forms of de facto discrimination as those arising from social, economic and geographic circumstances (104 EX/Dec.5.2.1.).
7. It should also be noted that the number of ratifications of the Protocol instituting a Conciliation and Good Offices Commission to be responsible for seeking the settlement of any disputes which may arise between States parties to the Convention against Discrimination in Education, which was adopted by the UNESCO General Conference on 10 December 1962 and entered into force on 24 October 1968, reached 23 on 1 January 1979. 1/

B. UNESCO Declaration on Race and Racial Prejudice

8. There are four UNESCO declarations dealing with race and racial prejudice, but they were prepared and adopted by experts acting in their personal capacity.

1/ Argentina, Australia, Costa Rica, Cyprus, Denmark, Egypt, France, Germany, Federal Republic of, Israel, Italy, Libyan Arab Jamahiriya, Madagascar, Malta, Morocco, Niger, Norway, Panama, Netherlands, Philippines, Senegal, Uganda, United Kingdom of Great Britain and Northern Ireland, Viet Nam (the name of the Member State at the time of deposit of the instrument was the Republic of Viet Nam; it is now the Socialist Republic of Viet Nam).

9. Accordingly, in 1972, the UNESCO General Conference decided that a more solemn text, which would be the work of member States and not that of experts expressing personal views, should be prepared. To that end, a preliminary draft declaration was drawn up by the Director-General, following consultations with a group of eminent specialists in human rights, at a meeting held at UNESCO Headquarters from 13 to 16 April 1977.

10. In accordance with resolution 3.173 of the nineteenth session of the General Conference, this preliminary draft was submitted to a meeting of government experts representing 100 member States, held at UNESCO Headquarters from 13 to 20 March 1978. The draft Declaration on Race and Racial Prejudice prepared by this meeting was submitted to the General Conference at its twentieth session and adopted by consensus and acclamation.

11. The instrument, consisting of a preamble and 10 articles, offers the international community, for the first time in the history of mankind's long efforts to banish the scourge of racism and racial prejudice, a text which while not legally binding represents a moral and ethical commitment covering all aspects of the problem: biological, sociological, cultural, economic and political. Three novel aspects of the declaration particularly deserve to be highlighted.

12. The initial point is that this is the first time that the right has been affirmed at the international level for all individuals and groups to be different, that is, to be themselves, since every man is a unique entity in himself and therefore irreplaceable. Thus, article 1, paragraph 2 states as follows:

"All individuals and groups have the right to be different, to consider themselves as different and to be regarded as such. However, the diversity of life styles and the right to be different may not, in any circumstances, serve as a pretext for racial prejudice; they may not justify either in law or in fact any discriminatory practice whatsoever, nor provide a ground for the policy of apartheid, which is the extreme form of racism."

13. Next, the right to development is reaffirmed as the consequence of the requirements of a just international order. Thus, article 3 states:

"Any distinction, exclusion, restriction or preference based on race, colour, ethnic or national origin or religious intolerance motivated by racist considerations, which destroys or compromises the sovereign equality of States and the right of peoples to self-determination, or which limits in an arbitrary or discriminatory manner the right of every human being and group to full development is incompatible with the requirements of an international order which is just and guarantees respect for human rights; the right to full development implies equal access to the means of personal and collective advancement and fulfilment in a climate of respect for the values of civilizations and cultures, both national and world-wide."

14. Finally, the principle of international responsibility of States for all forms of racial discrimination is asserted for the first time. Thus, article 9, paragraph 1 states:

"The principle of the equality in dignity and rights of all human beings and all peoples, irrespective of race, colour and origin, is a generally accepted and recognized principle of international law. Consequently any form of racial discrimination practised by a State constitutes a violation of international law giving rise to its international responsibility."

15. In view of these various statements, it does not seem too much to forecast that the Declaration on Race and Racial Prejudice will in all likelihood prove to be one of UNESCO's most important contributions to the Decade for Action to Combat Racism and Racial Discrimination and one of the highlights of the International Anti-Apartheid Year.

16. Attention should also be drawn to the resolution implementing the Declaration on Race and Racial Prejudice, which will to a large extent determine its effectiveness.

17. The resolution calls on member States to consider the possibility of ratifying, if they have not yet done so, the international instruments designed to help to combat and eliminate racial discrimination, and requests them to take appropriate measures, in the spirit of the provisions of articles 4 and 6 of the International Convention on the Elimination of All Forms of Racial Discrimination, particularly with a view to preventing and suppressing acts of racial discrimination and making just and adequate compensation to the victims of racial discrimination.

18. It further asks the Director-General to prepare, on the basis of information provided by member States and any other information gathered by him, a comprehensive report on the world situation with respect to areas covered in the Declaration, and to present his report to the General Conference and submit for its decision, on the basis of that report and the debate devoted to it, any general observations and recommendations deemed necessary to promote the implementation of the Declaration.

C. Declaration on Fundamental Principle Concerning the Contribution of the Media in Strengthening Peace and International Understanding, in Promoting Human Rights and in Combating Racism, Apartheid, and Incitation to War

19. This Declaration, originating in a resolution of the seventeenth session of the General Conference, which in 1972 asked for it to be drafted, has just been adopted by the General Conference at its twentieth session by consensus and acclamation. The text, although no more than a simple declaration, will nonetheless constitute a serious attempt to eliminate racism and apartheid from the media and to define new values in that sphere.

20. Article 1, for example, says that the strengthening of peace and international understanding, the promotion of human rights, and the struggle against racism, apartheid and incitation to war, require a free flow and wider and more balanced dissemination of information, while article III states that the media have an important contribution to make to strengthening peace and international understanding and combating racism, apartheid and incitement to war.

II. Operational activities relating to education in southern Africa

A. Regular programme

21. UNESCO's regular educational assistance programme for liberation movements continues to be broken down - as indicated in the preceding reports, particularly the seventh- into assistance financed and executed by UNESCO for:

Payment of the salaries of some teachers in schools established by the liberation movements in Zambia and Angola;

Purchase of certain school equipment, materials and supplies for the benefit of the liberation movement schools;

University fellowships abroad and educational expenses in secondary and elementary schools of liberation movement host countries for candidates chosen by the liberation movements.

The sums appropriated by UNESCO to this assistance during the biennium 1977-1978 amount to approximately \$220,000.

22. It should also be noted that in another connexion UNESCO organized, from 17 to 24 May 1978, at Lusaka (Zambia), a literacy campaign seminar for SWAPO to study the strategies, techniques, methods and content of a national literacy programme geared to the needs of Namibia after it has achieved independence. In the same spirit, an intersectoral mission of members of the secretariat visited Lusaka to participate in the work of the seminar on inter-institutional planning (22-26 May 1978) organized by the United Nations Council for Namibia in order to implement the Nationhood Programme for Namibia in accordance with General Assembly resolution 31/153 (XXXI) of 20 December 1976.

23. Also, as part of the measures approved by the General Assembly on behalf of student refugees from South Africa, the co-ordinator of aid projects for national liberation movements went on mission to Swaziland at the end of July 1978 in order to assess the needs of this category of refugees and their placement in various educational establishments.

B. Programme financed by UNDP and executed by UNESCO

24. In 1978 three new projects relating to the various expenditure items for personnel, supplies, equipment and fellowships were added to the previous educational projects for the benefit of southern Africa national liberation movements launched in 1977 and discussed in the previous report. The breakdown of the projects is as follows:

Project SWP/78/002: for the benefit of SWAPO (Namibia); the cost is \$410,300 and it is being executed in Zambia;

Project PAC/78/001: concerns PAC (South Africa). A contribution of \$10,000 for assistance preparatory to the establishment of a training institute;

Project PAF/78/001: for the Patriotic Front of Zimbabwe. It is being executed in Mozambique, at a cost of \$1,684,000.

III. Participation by UNESCO in various international meetings and conferences

25. Three meetings may be cited in this connexion as a contribution to combating racism:

(a) The meeting of experts on "the slave trade"

26. The meeting, convened by the Director-General of UNESCO, in pursuance of resolution 4.LII C/19, at Port au Prince, Haiti, from 21 January to 4 February 1978, took an historical approach and attempted to pinpoint the phenomenon of the slave trade more precisely. The agenda included five items:

(i) Numbers involved in the slave trade

The experts pointed in this connexion to a great deal of uncertainty regarding the estimated number of slaves, which varies from 15 to 30 million, even to 210 million. The meeting finally agreed that perhaps 30 million or more black Africans had been snatched from the continent and transported to more or less distant host countries.

(ii) The effects of the slave trade, which were studied under the following headings:

- (a) The demographic effects on Africa;
- (b) The impact on political, economic and social structures and on the cultural life of Africa;
- (c) The economic consequences in the beneficiary countries;
- (d) The socio-cultural consequences in the host countries, particularly in the Americas.

The study of these points made it clear first of all that no one today defends the notion that the slave trade played a positive role by sparing Africa from a population explosion, and secondly that no expert questioned the notion that the slave trade was responsible for Africa's economic backwardness. The meeting also agreed that it was very difficult with currently available methods of analysis to determine exactly what proportion of the accumulation of capital during the period was due to the slave trade. It emerged quite clearly, however, that the simple fact of raising the question of the role played by the slave trade in the development of pre-industrial capitalist Europe was in itself a novelty. In this connexion, the Director-General of UNESCO in his opening statement made it a point to observe that the slave trade played a fundamental role for Europe because the beginnings of the industrial revolution cannot be separated from the initial capital accumulation resulting from three-way trade and the system of monopoly.

(iii) Ideological positions on the problem of the slave trade

It was the task of the experts to examine the philosophical, religious or political positions underlying the problem of the slave trade.

(iv) The abolition of slave trade in the Atlantic as well as the Indian Ocean

The problem was to shed some light on the role played by the slave revolts in the actual process of abolishing the slave trade, and to stress the situation most neglected in every respect, namely that of the Indian Ocean.

(v) New lines of research

The experts also submitted some proposals regarding follow-up action to the meeting. The first recommendation was to arrange for all the archives concerning the slave trade to be opened up for consultation by scholars, with no restrictions and nothing removed. The second recommendation was that the African heritage and influence outside of Africa should be recorded, and the third was that a system of exchange of information should be established by researchers, professors and possibly students, between the universities of the Caribbean region, America and Africa.

(b) The meeting of experts held at Montreal (Canada) from 10 to 14 July 1978 (at the invitation of the Canadian Commissioner for UNESCO) on the concept of race in history

27. This meeting of experts provided the setting for an interdisciplinary approach to the question of the origins of racism and racial discrimination. It presented the following three basic formulations:

1. The problem of race as viewed by linguists, which produced two papers. The first, "the term race in contemporary French texts", from Mr. Gerald Antoine, gave occasion to consult many dictionaries to examine words like race (racism, racist), Arab, Jew, Negro are defined in them. It also gave an opportunity for an in-depth look at theories and dogmas showing that the biologists and zoologists, as later the ethnologists and anthropologists, started out without the scientific apparatus they would have needed for adequate observations. They moved from one belief to another, whether religious, scientific or political. The second communication, "Some thoughts on race and language", by Mr. Tadanobu Tsunoda, claims to be a study of the human brain in its relationship to language, especially with respect to the Japanese population.

2. The problem of race in its historical perspective. This topic was the occasion for several reports, including:

(i) "Race and social classes in history" by Sheikh Anta Diop, which points out that palaeontologists and anthropologists are now agreed in locating the cradle of mankind in Africa five and a half million years ago. It also notes that races are born of an adaptation to new geographical conditions and is of the opinion that the phenomenon likely to affect history is the perception of differences between ethnic groups.

(ii) "The birth and development of the concept of race in non-European cultural consciousness", by Mr. Kifle Selassie Beseat, which emphasizes inter alia that "the concept of race exists equally in the non-European and the European cultural consciousness. There is, nevertheless, a basic difference in the content of this concept in the two societies. In the first case the concept of differentiation does not always exclude the existence of racial prejudices. In the second case, reference is made to a notion of hierarchy which will nearly always lead to "racism", and this ipso facto may in its turn engender an "inverted racism" in the first case where it did not exist in so doctrinaire a form at the outset.

(iii) Also to be noted are the paper by Mrs. I.M. Zolotareva entitled "The development of the concept of race in the history of anthropology", the paper by Mrs. Bermudez de Viera: "Racism", and finally, the paper by His Excellency Sheikh Muhammad Al Mobarak on "The position of Islam regarding the concept of race".

3. The problem of race from the vantage-point of international relations was examined in the light of the paper by Mr. Jorge Campinos entitled: "Evolution of the notion of race in the history of political ideas and in international relations in the twentieth century." In it the author examines the high point in the development of race as a discriminatory concept (the guiding principles and major implications of the doctrines) and "the advent of the egalitarian concept of race" (the characteristics of the egalitarian concept and its consequences).

28. The meeting gave the experts an opportunity to formulate various suggestions regarding the identification of methods of combating racial discrimination; and four recommendations were made to institutionalize meetings dealing with racial questions, such as the one held at Montreal, on a multidisciplinary and interdisciplinary basis.

(c) World Conference to Combat Racism and Racial Discrimination held at Geneva, 14-25 August 1978

29. This Conference, at which UNESCO presented a detailed report (A/CONF.92/29) on its work to combat racism, provided the occasion for the Director-General to reaffirm UNESCO's basic opposition to all racism, and particularly apartheid, which in spite of countless resolutions from all institutions of the United Nations system, continues to thrive thanks particularly to the connivance, not to say widespread collusion enjoyed by its supporters.

IV. Studies and research work

The record of UNESCO's studies and research work on racism for 1978 is as follows:

Works published since the previous report

30. Namibia: The Effects of Apartheid on Culture and Education, by Marion O'Callaghan, UNESCO, 1977, pp.169.
31. Raza y clase en la sociedad post colonial, un estudio sobre las relaciones entre los grupos étnicos en el Caribe de lengua inglesa, Bolivia, Chile y México, UNESCO 1978, pp.455.

This is the Spanish version of the work which appeared in English in 1977 under the title: Race and class in post-colonial society: A study of ethnic group relations in the English speaking Caribbean, Bolivia, Chile and Mexico.

Works to be published

32. The press in southern Africa: This study, which was prepared by the Mass Media Research Centre of the University of Leicester in Great Britain, is in the process of publication. Its purpose is to analyse the press of various countries in terms of the importance it gives to racial questions and to discrimination in South Africa. It will also analyse the role played in this area by the most important Western press agencies.

33. It should also be noted that, in accordance with the resolution adopted by the World Conference on the International Women's Year, a study is being prepared, in co-operation with the University of Dar-es-Salaam, on the impact of apartheid on African women in the Republic of South Africa and in Namibia. This study deals with the job pyramid, the effects of apartheid laws on family structures, the status of women in urbanized areas, the impact of migratory work on women in the "bantustans" and the problem of domestic servants. The situation of African women subject to the Rhodesian discriminatory policy will also be examined, and a chapter will be devoted to the role of women in the liberation movements. Publication of these two works, initially scheduled for the end of 1979, has been brought forward as one of UNESCO's contributions to the International Anti-Apartheid Year.

V. UNESCO's contribution to the International Anti-Apartheid Year

34. UNESCO is firmly committed to the International Anti-Apartheid year proclaimed on 14 December 1977 by the United Nations General Assembly (resolution 32/105 B). Accordingly, it was scheduled to inaugurate the year formally on the morning of 21 March 1978 by organizing a round table on apartheid with a view to devising ways and means of identifying apartheid, denouncing and suppressing it, or repairing the damage done by it.

35. The evening of 21 March was the occasion of an important public event, which might seem like a start on mobilizing public opinion, without which nothing can be effective, with the appearance of two notable South Africans, Mrs. Myriam Makoba, who gave a recital and the journalist Mr. Donald Woods.

36. The International Year, begun under such favourable and resolute auspices, was bound to be followed up by a number of energetic measures. Accordingly, as already indicated, two works will appear ahead of time - one on the impact of apartheid on the situation of women in South Africa and the other on the press in southern Africa.

37. Among the other UNESCO projects or activities in progress are:

The publication of a million copies of a brochure entitled "Facts and Figures" on apartheid, in French, English and Spanish;

Examination of the methods used by South Africa to establish and support a pressure group in various countries;

The third edition of Apartheid: its impact on education, science, culture and information;

A study on the way in which the ideology of apartheid is presented in school textbooks for the white population in South African schools;

Comparison of the principles proclaimed in the Universal Declaration of Human Rights with the hard facts of the situation in South Africa;

A research project on the problems of social science, research and theory in South Africa.

38. It should also be mentioned that the proceedings of the above-mentioned round table, which will be published in a bilingual French/English edition, afforded participants an opportunity to formulate precise suggestions on how to wage an effective struggle against apartheid.

39. Five specific proposals may be singled out:

Preparation under the auspices of the United Nations of a convention for the protection of the natural resources of countries ruled by the racist régimes of southern Africa;

Preparation of a convention to grant the quasi-automatic right of asylum to any member of a national liberation movement of southern Africa recognized by OAU;

The construction under the aegis of the United Nations of a radio station to broadcast news in the African languages to the countries of southern Africa on a round-the-clock basis;

The establishment, on the model of the Institute for Namibia, of other management training institutes from which these southern African liberation movements could benefit;

Effective rupture of diplomatic, economic, commercial and financial relations with the racist régimes of southern Africa.

These proposals were submitted to the Chairman of the United Nations Special Committee against Apartheid, and they were also brought by the Secretary-General of the United Nations to the attention of the World Conference to Combat Racism and Racial Discrimination.

40. Finally, referring particularly to resolution 32/105 B adopted on 14 December 1977, in which the General Assembly proclaimed the International Anti-Apartheid year, and to resolution 19C/12.1, part III and decision 104 EX/7.1.2 of the Executive Board, the Director-General on 8 July 1978 sent a letter to the national committees for UNESCO with a list of the UNESCO activities planned for the International Year and urged them to take part in celebrating it.

CONCLUSION

41. At the conclusion of this report, it would seem that an important threshold has been crossed in the struggle against racism and racial discrimination. In this year of 1978, which marks the thirtieth anniversary of the Universal Declaration of Human Rights, UNESCO will have succeeded in arming itself with two basic instruments which it is to be hoped will help significantly to check the scourge of racism.