



UNITED NATIONS
GENERAL
ASSEMBLY



Distr.
GENERAL

A/7666/Add.2
2 December 1969
ENGLISH
ORIGINAL: SPANISH

Twenty-fourth session
Agenda item 59

INTERNATIONAL YEAR FOR HUMAN RIGHTS

MEASURES AND ACTIVITIES UNDERTAKEN IN CONNEXION WITH
THE INTERNATIONAL YEAR FOR HUMAN RIGHTS

Report of the Secretary-General

Addendum

CONTENTS

	<u>Page</u>
MEASURES AND ACTIVITIES UNDERTAKEN BY MEMBER STATES	
Argentina	2
Spain	3

ARGENTINA

Original: Spanish
3 November 1969

Government participation: By Decree 8560/67 the Argentine Government undertook to participate in celebrating the International Year for Human Rights.

Education: A National Committee on Education for International Understanding was appointed to prepare a plan of action, which was carried out in 1968, consisting of a programme of classes relating to the subject in history, democratic education and civic education courses on the topics of "International friendship and solidarity", "The United Nations and its Charter", "The Universal Declaration of Human Rights" and "The brotherhood of the American peoples".

Poster competition: Under the sponsorship of the Ministry of Foreign Affairs and Public Worship, the Argentine Society of Champions of Human Rights organized a poster competition in connexion with the celebration of the International Year for Human Rights, in which eighty posters were submitted. The posters were exhibited in an art gallery in the city of Buenos Aires on 27, 28 and 29 November and four prizes were awarded at the closure.

Postage stamps: The Ministry of Communications ordered the issue of a stamp to commemorate The International Year for Human Rights.

Non-governmental organizations: Various non-governmental organizations, among them the Argentine Association for the United Nations, organized commemorative activities in celebration of the International Year for Human Rights.

Signing and ratification of multilateral treaties concerning human rights: In the course of 1968, the Argentine Republic signed the International Covenant on Economic, Social and Cultural Rights and the International Covenant on Civil and Political Rights and deposited its instrument of ratification of the International Convention on the Elimination of All Forms of Racial Discrimination.

/...

SPAIN

[Original: Spanish]
27 November 1969

During 1968, the Spanish Government made extensive arrangements to celebrate the International Year for Human Rights in accordance with a programme of activities.

In connexion with item 2 of the programme, concerning the continuation and acceleration of the process of Spain's ratification of and accession to the conventions on human rights, as from 1 January 1968, Spain has ratified the following conventions on human rights prepared under the auspices of the United Nations:

1. The International Convention on the Elimination of All Forms of Racial Discrimination, of which the instrument of ratification was deposited on 13 September 1968.
2. The Convention on Consent to Marriage, Minimum Age for Marriage and Registration of Marriages; the deposit of the relevant instrument of ratification is pending.
3. The Convention against Discrimination in Education, which has already been ratified and awaits only the approval of the appropriate Committee of the Cortes.

In addition to the programme of official activities described in the annex, the Spanish Government decided to adopt a series of measures through which the entire Spanish public was informed of the importance of the International Year for Human Rights. There were radio and television programmes devoted to the purpose, a competition with a prize of 100,000 pesetas and studies and newspaper articles designed to publicize the need to eliminate all forms of racial discrimination. There were also instructional activities carried out at centres of primary and secondary education in accordance with the attached programme, and 15 million commemorative stamps were issued.

/...

ANNEX I

The Government of Spain, in support of the initiative taken by the United Nations to commemorate the twentieth anniversary of the Universal Declaration of Human Rights, has taken the following action:

1. It has officially proclaimed 1968 the International Year for Human Rights;
2. It has continued and accelerated the process of ratifying and acceding to the conventions on human rights concluded under the auspices of the United Nations;
3. It has set up a special Commission to prepare, formulate and carry out a programme of measures and activities in connexion with the International Year for Human Rights, and to co-ordinate the activities of the societies, associations and non-governmental organizations whose work is related to human rights, by making them part of the Commission;

The Commission has formulated and is carrying out the following:

PROGRAMME OF ACTIVITIES FOR COMMEMORATING THE INTERNATIONAL YEAR FOR HUMAN RIGHTS.

1. Information activities.
 - A. Publicizing the decision of the United Nations, supported by the Government of Spain, to proclaim 1968 as the International Year for Human Rights.

Requesting the Postal Administration to issue a special commemorative stamp. (The Postal Administration has agreed to issue a special stamp, bearing the emblem adopted by the United Nations, in the second half of 1968.) The Postal Administration has also agreed to use special cancellations during the year, particularly on 21 March, the International Day for the Elimination of Racial Discrimination, and 10 December, the twentieth anniversary of the Universal Declaration of Human Rights.

The Commission is using the emblem adopted by the United Nations on its documents and correspondence.

- B. Disseminating information on the declarations and covenants of human rights, especially those to which the United Nations has given priority, by means of:

Press articles, notices and interviews and reviews

Radio and television programmes

Publication of booklets

Posters and similar publicity material

Giving a standard lesson on a given day in all schools, trade schools and schools for social workers and assistants throughout the country.

Holding competitions among pupils at these schools, with prizes for the best entries.

2. Studies.

- A. Establishing an Information Commission, made up of members of the National Council and the Cortes, to study the covenants of human rights in relation to Spanish legislation.

- B. Holding conferences and seminars on the following themes, with the collaboration of non-governmental organizations and bodies studying the subjects in question:

(a) Elimination of all forms of discrimination against women

(b) Elimination of all forms of discrimination in education

(c) Elimination of all forms of racial discrimination

(d) Elimination of all forms of discrimination in employment

(e) Access of farmers to the means of production

(f) The guarantees of the administered vis-à-vis the administration

(g) Jurisdictional guarantees of human rights

(h) Decolonization as a basis for world peace

(i) Protection of the family and children

(j) Equality in the administration of justice

- C. Awarding a prize for the best paper submitted on the topics enumerated in B above.
- D. The Cortes will hold a ceremony to commemorate the International Year for Human Rights.

ANNEX II

A. Lesson for primary school children

Aims of this lesson

- (a) To show man's progress in the field of human rights.
- (b) To disseminate some of the articles of the Universal Declaration of most interest to children.
- (c) To ensure that children understand why human beings are worthy of the highest respect and consideration.
- (d) To make children respect human rights in their relationships with their schoolmates, relatives and friends.
- (e) To make them talk about human rights in their homes.

Exposition

It is now twenty years since the United Nations proclaimed the Universal Declaration of Human Rights.

The Universal Declaration is the first of the many steps necessary for establishing standards and goals to serve all mankind in the field of human rights and fundamental freedoms.

In prehistoric times all quarrels were settled by force. The strongest man imposed his will on the others around him. Men fought each other constantly, and the loser, simply because he was defeated, forfeited all consideration and rights in the tyrannical hands of the victor.

Slaves were common in ancient and mediaeval times, and some even existed more recently. The master exercised all kinds of rights over them and they could only be silent, obey and work for him. Slavery has now disappeared and is condemned in Article 4 of the Universal Declaration.

"No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms."

God created man to be free and no other man can hold him in bondage for to do so would be to violate one of his natural rights.

Man's freedom has always been acknowledged and proclaimed in Spain. Remember the "Laws on the Indians" which our Catholic Kings promulgated to safeguard the rights of the Indians.

The French Revolution witnessed the first attempt to proclaim human rights. However, it was not until 10 December 1948 that they were really formulated, approved and promulgated. As this year is the twentieth anniversary, it has been called "International Year for Human Rights", and it provides a fine opportunity for us to familiarize ourselves with them and think about them.

The Declaration consists of 30 articles, enumerating the thirty rights which every man possesses. Some of these rights are personal, some are rights which affect our relationships with other people, and some are cultural, educational, economic or political rights.

Of the 30 articles, here are the most important ones for children:

ARTICLE 1. All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

ARTICLE 2. Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

ARTICLE 3. Everyone has the right to life, liberty and security of person.

ARTICLE 4. No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

ARTICLE 5. No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

ARTICLE 23. (1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

(2) Everyone, without any discrimination, has the right to equal pay for equal work.

(3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

/...

ARTICLE 24. Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

ARTICLE 26. (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

ARTICLE 27. (1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

ARTICLE 29. Everyone has duties to the community in which alone the free and full development of his personality is possible.

As you will have noticed, all these rights which have been read out to you are inspired by respect for the dignity of the human person. That is completely logical and is clearly proved in the idea of human nature which distinguishes us from animals and which gives us all, without distinction as to race, religion or country, a fundamental and well-established identity. We are all equal in the eyes of God and we should all be equal before men; otherwise, the laws of nature itself would be broken. This natural identity is what gives the rights their power and what, sooner or later, will ensure that all men understand, accept and respect them.

But do not forget that these rights, which every man can and ought to claim for himself, also exist for every other human being in the world; that is to say, they become our duties towards those around us and their duties towards us. Let us take an example: according to article 17, you have the right to own property: that is, no one may arbitrarily deprive you of your property. But this right means that you must also respect the property of others, because

other people have this right, too. In this way, through the mutual respect of each other's rights, a true understanding can be reached between friends, fellow-countrymen and men of different nations. It is true that we must all try to enrich our native land and to defend it when necessary, but that does not mean we should store up hatred, set up barriers and widen distances between nations. Each of us lives in a nation and has duties towards it, and it, in return, guarantees us our rights. However, we are also citizens of the world and nothing which happens in the world can be a matter of indifference to us. Patriotism and internationalism are complementary ideas and each begets its own kind of loyalty.

We must ponder the fact that, in spite of the proclamation of the Universal Declaration of Human Rights and in spite of mankind's high degree of development, war has not disappeared from the earth. Man still settles some matters by force, like a savage. The dream of peace and justice still seems far away. But in our country we have had peace for the past thirty years. You, children, must do your best to ensure that this peace continues and brings a progressively better life and greater unity to all Spaniards. That will be the best way to set an example to the world. This principle has been proclaimed to all mankind by U Thant, Secretary-General of the United Nations.

Among all the rights we have mentioned, we should single out one directly related to your situation while you remain children, or even after you become young adults: the right of every one of you to a good education. You are passing through a stage of life in which you must concentrate all your efforts on preparing for the work you will do tomorrow. Do not let this opportunity go to waste; use every means in your power to obtain a real education which, in the not very distant future, will help to build a good life for the society to which you belong and for yourselves.

Even at this early stage, the unquenchable feeling of respect for these rights should be taking root deeply in your hearts. Your games, your various associations and organizations, your life here in your own school can serve as

/...

the fields in which you can put into practice your desire to accept these rights, which, as you have seen, are not the sole property of one group or social class but the heritage of every human being. This will be your best way of co-operating effectively in achieving the purpose that prompted the United Nations to formulate and proclaim these rights.

This occasion has not passed unnoticed by Pope Paul VI, who congratulated the United Nations and instituted a "Universal Day of Peace" to be celebrated on the first day of the year.

Activities to be carried by pupils under the teacher's direction

1. Analysis, under the teacher's direction, of specific situations (suggested, wherever possible, by the pupils themselves) which show respect for or disregard of human rights.
2. Analysis of relations within the class itself from the point of view of respect for human rights.
3. Study of those Spanish and international bodies or institutions which safeguard respect for human rights (social security, trade unions, PIO, UNESCO, etc.).
4. Construction of a mural using news items and original compositions on the subject.

B. Lesson for secondary school children

Aims:

- (a) To disseminate information on human rights.
- (b) To show human rights as a common ideal for all nations.
- (c) To develop a mental attitude of support for human rights on the part of young people.
- (d) To make young people understand that the human person is worthy of complete respect and consideration.
- (e) To ask them to judge to what extent human rights are implemented in our country.
- (f) To induce them to try to disseminate information on human rights among their friends.
- (g) To inspire them to respect human rights in relation to the people they meet in everyday life.

Exposition

On 10 December 1948, the General Assembly of the United Nations unanimously adopted the Universal Declaration of Human Rights and proclaimed it as "a common standard of achievement for all peoples and all nations". This important document has been translated into almost every language in the world. It has had great influence and may be called the first step in the process of establishing international standards and objectives in the field of human rights and fundamental freedoms, for which everyone should feel concern and responsibility.

Since its adoption on that date, the Declaration has been incorporated in many international conventions, culminating in the International Covenants on Human Rights adopted by the General Assembly on 16 December 1966. In this way, the moral imperatives of the Declaration are being recognized as binding obligations, since Member States are ratifying them in accordance with their constitutional processes or the rights in question are being incorporated in national constitutions and laws. This is part of the continuing endeavour of the United Nations to create a periodic system entailing legal obligations, nationally and internationally, as an essential part of the efforts to achieve the Charter objectives of peace and economic and social well-being.

This year, 1968, has been designated as the "International Year for Human Rights" and we shall do well, therefore, to reflect on some of the articles of the Declaration, to consider the efforts that have been made to ensure that they are faithfully put into practice and, lastly, to make a thoughtful survey of national, international and personal achievements in this sphere.

The Declaration consists of thirty articles concerning the following fields:

- (1) Personal rights;
- (2) Civil rights;
- (3) Political rights;
- (4) Economic rights;
- (5) Cultural rights;
- (6) The enjoyment of these rights in the international field.

/...

Of the thirty articles, here are the most important ones for young people:

ARTICLE 1. All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

ARTICLE 2. Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

ARTICLE 3. Everyone has the right to life, liberty and security of person.

ARTICLE 15. (1) Everyone has the right to a nationality.

(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

ARTICLE 17. (1) Everyone has the right to own property alone as well as in association with others.

(2) No one shall be arbitrarily deprived of his property.

ARTICLE 21. (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

(2) Everyone has the right of equal access to public service in his country.

ARTICLE 22. Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

ARTICLE 23. (1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

(2) Everyone, without any discrimination, has the right to equal pay for equal work.

(3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

/...

ARTICLE 24. Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

ARTICLE 26. (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

ARTICLE 27. (1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

ARTICLE 29. (1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

When Spain discovered America it took steps to ensure that its inhabitants, the Indians, were respected. It is only necessary to read Father Vitoria's De Indiis to understand the Spanish attitude towards these demi-savages. To Vitoria, the Indian is a rational being and must be treated as such. Consequently, he has the right to education and culture, and Spain's efforts in

* * *

/...

that direction were admirable. Schools were established, colleges were opened and the first universities were founded. The Indian was an uneducated being, but the Spaniards understood that this did not mean that he must work as a slave but, on the contrary, created for them the obligation to change his condition.

The laws of the Indies are the best indication of how Spain regarded the peoples it had discovered. These laws guaranteed the freedom of the Indian and respect for his person.

Lope de Vega, in his Dragontea, focuses the problem of the Indian by comparing him in dignity to those of most noble lineage: "The only difference between those who are born such and well-born and well-bred hidalgos is that the sun shone down on them more strongly on the common path towards death".

If many countries had understood the message contained in these verses, the acute problem of racism would not exist today.

* * *

/...

All the rights set forth in the Declaration are based on respect for the dignity of the human person. This is completely logical and clearly derives from the concept of human nature which distinguishes us from the animals and imparts to all men, without distinction of race or country, a basic and profound identity. It is this identity which gives strength to the rights proclaimed and which will, sooner or later, ensure that all men understand, accept and respect them.

Moreover, if we are to achieve true international understanding, the basis for this will be our realizing what we all have in common, rather than drawing attention to the differences arising from inflamed nationalism and unsound prejudice. It is true that each country is a cultural and political entity in itself, individual and unlike any other. But this should not form an obstacle for harbouring hatred, erecting barriers and enlarging distances with other nations. Patriotism and internationalism are complementary ideas and each begets its own kind of loyalty. When loyalty to one's own country is lacking, the bases for an international outlook become insecure; in turn, narrow patriotism falsifies or diminishes the loyalty which we owe to mankind as a whole, and this is precisely what the General Assembly of the United Nations has been emphasizing in 1968. In a message to youth throughout the world, U Thant, the Secretary-General of the United Nations, deplored the sombre and ominous events with which this year began. War reappeared in various parts of the world. Old rancours and antagonisms revived. The dream of peace and justice seemed to be far away. However, when conditions appeared discouraging, young people must reaffirm even more strongly their belief in those objectives which the United Nations had formulated with the best of intentions in its desire to bring about well-being, unity and peace among all nations. And so - U Thant tells you - it would be asking too much of you that you should stop wars or change the policies of nations, because you are not yet in a position to exercise authority. You can, and perhaps will, criticize your elders, but it is unlikely that you will make them change. Nevertheless, as the ones who have the most to gain or to lose in the future, you have a right to express your views on the course of that future. You also have an obligation to prepare yourselves for the future as best you can. No less important, you have a duty not only to commit yourselves intellectually and emotionally to human rights, but also to live in conformity with them.

/...

Of all the rights that have been set forth, we must lay stress on one which is directly relevant to your present situation. We are referring to the right of every human being to education - to an education touching every facet of his personality. This is the means which will enable you, the young people who are now growing up, to play your part effectively, in the not very distant future, in the proper functioning and government of society. Do not waste this opportunity which is offered to you; use all the means at your disposal; take an active part, in collaboration with teachers and other people who are directly or indirectly involved, in the process of your education, which will be the keystone of a better society guided by the principles which are expressed in the Declaration of Human Rights. At the same time, you must from now on imbue your consciences ever more deeply with an unshakable feeling of respect for those rights. In your games, in your various associations and organizations, in your daily life at school, you can and must prove your willingness to accept those rights which, as you have seen, are not the privilege of one group or social class, but the heritage of every human being. This will be your best way of co-operating effectively in achieving the purpose that prompted the United Nations to formulate those rights.

This occasion has not passed unnoticed by Pope Paul VI, who congratulated the United Nations and instituted "Universal Day of Peace" to be celebrated on the first day of the year.

Suggested work subjects for pupils

- (1) Commentary and group discussion on each of the articles of the Declaration.
- (2) History and study of the major Spanish and international institutions which, in any way, safeguard the implementation of human rights.
- (3) Construction of murals to disseminate information about those rights.
- (4) Surveys carried out by the pupils in their own surroundings with a view to gauging the attitude towards human rights of those around them.
- (5) Compositions by pupils on the theme of human rights. A contest for the best work may be arranged.
- (6) Composition on the support given to human rights by the Christian philosophy.