UNESCO ARCHIVES

PART. I

General Conference
Twenty-third Session, Sofia 1985

23 C

23 C/72
August 1985
Original: English

Item 5.3 of the provisional agenda

FOURTH CONSULTATION OF MEMBER STATES ON THE IMPLEMENTATION OF THE CONVENTION AND RECOMMENDATION AGAINST DISCRIMINATION IN EDUCATION: REPORT OF THE COMMITTEE ON CONVENTIONS AND RECOMMENDATIONS

SUMMARY

This document contains the report of the Committee on Conventions and Recommendations regarding the Fourth Consultation of Member States on the implementation of the Convention and Recommendation against Discrimination in Education. It is submitted pursuant to resolution 1/1.1/2 adopted by the General Conference at its twentieth session in 1978. The report consists of (i) the Committee's analytic summary based on the reports presented by 84 Member States (out of the 155 when the consultation was launched), of which 49 are parties to the Convention; (ii) the Committee's conclusions and recommendations, including a proposed timetable for the Fifth Consultation; and (iii) four annexes. Annex D contains a summary of each of the 84 country reports received by 18 October 1984.

16 SEP 1985

CONTENTS

Page

PART ONE 3

Introduction 3

PART TWO 6

I. Discrimination 6

II. Equality of educational opportunity and treatment 15

PART THREE 63

A. Conclusions 63

B. Recommendations 69

ANNEX A - Questionnaire

ANNEX B - List of Member States which participated in the Fourth Consultation

ANNEX C - List of Member States having ratified the Convention against Discrimination in Education adopted by the General Conference at its eleventh session, Paris, 14 December 1960

ANNEX D - I. Summaries of replies of States parties to the Convention

II. Summaries of replies on the implementation of the Recommendation

PART ONE

INTRODUCTION

1. The procedure to be adopted for the fourth consultation of Member States on the implementation of the Convention and Recommendation against Discrimination in Education, including the timetable for the preparation of a new questionnaire by the Committee on Conventions and Recommendations and the approval of the questionnaire by the Executive Board, was recommended by that Committee in its third report on the implementation by Member States of the two 1960 instruments (document 20 C/40, para. 326 (i)-(v)). The General Conference subsequently adopted the Committee's recommendations, including the timetable proposed for the fourth consultation of Member States, the findings of which will be submitted to the General Conference at its twenty-third session (20 C/Resolution 1/1.1/2, third operative paragraph).

2. In the same resolution, however, the General Conference invited 'Member States which have not submitted a report in the course of the third consultation to do so as soon as possible' and decided 'that the report of the Committee on these reports and the comments of the Executive Board thereon shall be transmitted to the General Conference at its twenty-first session (1980)'.

3. The decision to continue the third consultation made it necessary to change the timetable drawn up for the fourth consultation and in particular the preparation, adoption and dispatch of the new questionnaire to Member States. The General Conference took this into account in its examination of the Committee's report on the action taken on the third consultation of Member States, and of the comments of the Executive Board (documents 21 C/27 and Add.), '(considering) ... that the Committee could submit the new questionnaire for approval to the Executive Board only during its 114th session (1982)' (21 C/Resolution 1/03, third operative paragraph).

4. However, the draft questionnaire prepared by the Committee - assisted by the Secretariat(1) - was approved by the Board at its 113th instead of its 114th session, so that it was possible to begin the fourth consultation on 18 January 1982 with the dispatch of the questionnaire(2) to the 155 States which were members of Unesco at that date. In the circular letter accompanying the questionnaire, the Director-General requested Member States to send him their replies within a period of twelve months, or by 18 January 1983 at the latest.

5. In drawing up its timetable for this fourth consultation of Member States on the implementation of the Convention and Recommendation, the Secretariat followed the same procedure as had been adopted for the previous consultation on the implementation of the two 1960 instruments.

6. The procedure to be adopted for the third consultation was recommended by the Committee in its second report on the implementation of the Convention and the Recommendation (document 17 C/15, para. 208) and the General Conference subsequently adopted the Committee's recommendations at its seventeenth session (17 C/Resolution 31.1).

---

(1) See 20 C/Resolution 1/1.1/2, fifth operative paragraph.

(2) 'Questionnaire' should be taken as referring both to the version that relates to the Convention and to the version relating to the Recommendation.

7. In the course of the fourth consultation, the Committee on Conventions and Recommendations met on three occasions in conjunction with the 117th, 120th and 121st sessions of the Executive Board. On 14 September and 10 October 1983, it considered 54 of the 56 reports from Member States received as of 31 May 1983: the report of the United Kingdom contained eight reports relating to dependent territories. On 21 September and 9 October 1984, the Committee considered 21 more reports (19 received by 30 April 1984 and two reports (Mongolia and Peru) which had not been translated and summarized in time for the Committee's first meeting). Nine additional reports received by 18 October 1984 were considered by the Committee on 23 April 1985.

8. Thus, altogether, the Committee examined 84 reports, of which 49 were presented by States party to the Convention and 35 by States reporting on their implementation of the Recommendation. Summaries of these 84 reports will appear in Annex D of the Report of the Committee concerning the fourth consultation of Member States. After the 18 October 1984 extended deadline, reports were received from El Salvador and Hungary, but these were not taken into consideration by the Committee in preparing this report to the General Conference on the fourth consultation.

9. A number of reports did not keep to the order of the questions in the new questionnaire. The Secretariat has none the less attempted to present summaries in the order in which the questions were asked, so as to make it easier to examine the replies provided. This uniform presentation was also adopted for the second and third reports of Member States set out in Annexes C and D of document 17 C/15 and in Annex C of document 20 C/40. The questionnaire for the fourth consultation of Member States on the implementation of the Convention is annexed to this document. The version concerning implementation of the recommendation, which contains similar questions, has not been reproduced. In summarizing Member States' reports the Secretariat has taken account of the indications in certain reports to the effect that the information supplied for the previous consultation is still valid.

10. The present report was drawn up and adopted by the Committee at its second meeting organized in connection with the fourth consultation and slightly amended at its third meeting to take account of the nine additional responses to the questionnaire.

11. For the 117th session of the Executive Board, the Chairman of the Committee on Conventions and Recommendation was Mr Guillermo Putzeys Alvarez (Guatemala); for the 120th and 121st sessions, the Chairman of the Committee was Mr Hubert de Ronceray (Haiti) and the Chairmen ad hoc were respectively Mr José Israel Vargas (Brazil) and Mr Ben Kufakunesu Jambga (Zimbabwe). The members of the Committee were as follows during the 117th session of the Executive Board: Mr Mario de Andrade (Guinea-Bissau), Mr Daniel Arango (Colombia), Mr Paulo E. de Berrêdo Carneiro (Brazil), Mr Dafalla El Hag Yousif (Sudan), Mr Salvador Garcia de Pruneda (Spain), Mr Alfredo Guevara (Cuba), Mr Erdal Inönü (Turkey), Mr Barnabé Karorero (Burundi), Mr Mamadi Keita (Guinea), Mr Donald J. Kirkness (United Kingdom of Great Britain and Northern Ireland), Mr Jean-Félix Loung (United Republic of Cameroon), Mr Karl Moersch (Federal Republic of Germany), Mrs Barbara W. Newell (United States of America), Mr A. Bola Olaniyan (Nigeria), Mr Masami Ota (Japan), Mr Demodetdo K. Pendje (Zaire), Mr Abdellatif Rahal (Algeria), Mr Hubert de Ronceray (Haiti), Mr Nikolaï I. Smirnov (Union of Soviet Socialist Republics), Mrs Hanne Søndergaard (Denmark), Mr Iba Der Thiam (Senegal), Mr Gleb N. Tsvetkov (Ukrainian Soviet Socialist Republic); Mr Fred Turnovsky (New Zealand), Mr François Valéry (France); and during the 120th and 121st sessions of the Executive Board: Mr Alphonse Blagué (Central African Republic), Mrs Estrella Z. de Carazo (Costa Rica), Mr Dimitri Cosmadopoulos (Greece), Mr Jean-Pierre Cot (France), Mr Buyant Dashtseren (Mongolia), Mr William A. Dodd (United Kingdom of Great Britain and Northern Ireland) Mr Dmitri V. Ermolenko (Union of Soviet Socialist Republics), Mrs Jean Broward Shevlin Gerard (United States of

America),[1] Mr Alfredo Guevara (Cuba), Mr Andri Isaksson (Iceland), Mr Ben Kufakunesu Jambga (Zimbabwe), Mr Takaaki Kagawa (Japan), Mr Mamadi Keita (Guinea), Mr Jean-Félix Loung (United Republic of Cameroon), Mr Edward Victor Luckhoo (Guyana), Mr Mahmoud Messadi (Tunisia), Mr Karl Moersch (Federal Republic of Germany), Mr A. Bola Olaniyan (Nigeria), Mr Gian Franco Pompei (Italy), Mr Guy A. Rajaonson (Madagascar), Mr Jesús Reyes Heroles (Mexico), Mr Saeed Abddullah Salman (United Arab Emirates), Mr Gleb N. Tsetkov (Ukrainian Soviet Socialist Republic), Mr José Israel Vargas (Brazil).

12. The present report was submitted by the Committee to the Executive Board at its 121st session. The comments of the Board on the report are contained in document 23 C/72 Add.

1. During the 120th session only, since the United States of America left the Organization on 31 December 1984, before the 121st session of the Executive Board.

PART TWO

I. DISCRIMINATION

13. The questionnaire on the implementation of the Convention contains the following questions for this section:

1. Please indicate whether there are any legal provisions, regulations, practices or situations in your country which constitute discrimination in the field of education or which could lead to discrimination as defined in Article I of the Convention.

2. If the reply is affirmative, please give examples and indicate the steps taken by the government in order to deal with the problem.

3. If there are separate educational systems or establishments for students of the two sexes, to what extent are these consistent with the principles set forth in this respect in the Convention?(1)

4. If there are any private and/or denominational education establishments in your country, to what extent are these consistent with the principles set forth in this respect in the Convention?(2)

14. The questionnaire on the implementation of the Recommendation contains similar questions.

Questions 1.-2.

15. The 84 States - 49 of which were parties to the Convention - which submitted reports, replied to the questions relating to the existence of legal provisions or regulations which could lead to discrimination in the field of education and discriminatory practices or situations. In addition, four States (Barbados, Kenya, Malta, Pakistan) confined themselves to a negative answer while Singapore declared in a letter: 'We will not be completing the questionnaire (for the fourth periodic report on the implementation of the Recommendation against discrimination in education) as all Singaporeans have an equal right to education, and we do not have any problem of discrimination'.

---

(1) According to Article 2 (a) of the Convention, the establishment or maintenance of separate educational systems or institutions does not constitute discrimination if they 'offer equivalent access to education, provide a teaching staff with qualifications of the same standard as well as school premises and equipment of the same quality, and afford the opportunity to take the same or equivalent courses of study'.

(2) According to Article 2 (b) and (c) of the Convention: 'When permitted in a State, the following situations shall not be deemed to constitute discrimination, within the meaning of Article 1 of this Convention: The establishment or maintenance for religious or linguistic reasons, of separate educational systems or institutions offering an education which is in keeping with the wishes of the pupils' parents or legal guardians, if participation in such systems or attendance at such institutions is optional and if the education provided conforms to such standards as may be laid down or approved by the competent authorities, in particular for education of the same level; the establishment or maintenance of private education institutions, if the object of the institutions is not to secure the exclusion of any group but to provide educational facilities in addition to those provided by the public authorities, if the institutions are conducted in accordance with that object, and if the education provided conforms with such standards as may be laid down or approved by the competent authorities, in particular for education of the same level'.

16. Only one report - which was drawn up for Namibia - indicates that 'contrary to claims by the illegal South African administration, discriminatory laws and practices continue to govern education and all other aspects of the daily life of Namibians'. The information supplied mentions amongst other points that segregation in the schools is total, that 'since the development based on apartheid of separate educational facilities the amount 'spent on each white child' represents 'seven times more than the allocation for a black or "coloured" child', that 'black children often have no school at all or only some inferior level' and that 'only 16 per cent of them were able to accede to secondary education, due to strong pressure on blacks to leave school and forego high school training'.

17. The reports of 78 States indicate that no legal provision or regulation of a discriminatory nature exists in their country. Some reports state that the Constitution and/or legislation in the field of education exclude the maintenance or the adoption of such measures (Algeria, Bulgaria), that 'the adoption of legislative or regulatory acts that produce discrimination in education are incompatible with the policy of the Communist Party and the Soviet State'. (Byelorussian SSR), or that 'the legislation in force prevents the adoption and implementation of rules and regulations which could lead to discrimination in education' (Poland). Austria, referring to information supplied during the third consultation, recalls that 'the Federal Constitution and Federal legislation contain provisions prohibiting any form of discrimination'. The report prepared by the German Democratic Republic stresses that legislation in the field of education is in accordance with the principles set forth in the Constitution of the State, which guarantees all citizens equal rights to education and guarantees their implementation. The United States of America replies that 'the United States does not have any laws or regulations that deny anyone access to any level of education, limit anyone to education of an inferior standard, or maintain separate schools for any person or group of persons, or conditions which are incompatible with the dignity of man' and recalls the decision of the Supreme Court in 1954, which considered the doctrine of 'separate, but equal' (school systems) to be 'inherently discriminatory' and ordered the desegregation of the schools. Any kind of discrimination was condemned as anachronistic by Jordan. France declares that 'there are no legal provisions, regulations or practices constituting discrimination in the field of education'. Australia, Central African Republic, Cyprus, Gambia, Iran, New Zealand, Senegal, Sri Lanka and Turkey give similar replies, and Australia mentions its experience and the legislation being prepared, providing for positive discrimination in favour of certain groups in the population. The same applies to New Zealand. Finland indicates that there are no discriminatory activities or elements in the Finnish educational system and Guyana reports that its educational system precludes discrimination. Cyprus observes that the 'conditions in Cyprus and the liberal tradition of education prevent discrimination from arising'. The report by Peru indicates that the wearing of a uniform is compulsory as it avoids differences in dress between children from different social backgrounds. Two States (Cape Verde and Honduras) declare that the subject of the recommendation is adequately covered by national legislation and educational policies. Canada reports that the 'principles of the recommendation are reflected in policy and practice of the education systems in all the provinces of Canada', although the Education Act of Nova Scotia does contain an explicit reference to 'the principles of Christian morality', which might be considered as discriminatory by persons of another faith.

18. Twenty-seven States declare that the Constitution of their countries grant equal rights to all citizens, in particular the right to education or equal opportunity of access to education without distinction of race, sex, language, religion, social origin, etc. (Austria, Benin, Brazil, Bulgaria, Colombia, Congo, Chile, Cuba, Czechoslovakia, Egypt, Federal Republic of Germany, German Democratic Republic, Guinea, Indonesia, Iraq, Italy, Libyan Arab Jamahiriya, Mongolia, Nicaragua, Poland, Portugal, San Marino, Spain, Sri Lanka, Sudan, Ukrainian SSR, United States). The report by Mongolia adds that the new Mongolian law on national education guarantees equality in education to resident foreigners and stateless persons and the reports prepared by the Byelorussian SSR and Bulgaria state that all citizens have the right to be educated in their own languages.

19. According to the reply sent by Lesotho, legislation stipulates that every child shall be provided with opportunities and facilities to enable him/her to develop in a healthy and normal manner. In Ghana, 'all children have equal access to educational institutions', and in the Seychelles all children are provided with the same facilities up to secondary-school level. In its report, the Congo mentions Law No. 20 of 11 September 1980 whereby the people's school provides everyone with the same rights and the same opportunities regarding education. Cuba - which refers to its previous report - indicates that since the Revolution (1959), education has been democratic. The report by Guinea indicates that since independence (1958) 'legal provisions and regulations have been adopted to counter all forms of discrimination prevailing under the old system of education and to make schooling really democratic'.

20. As in the previous periodic reports, a distinction should be made between deliberate, active discrimination and the absence of equal opportunity, which is frequently the product not so much of conscious intent as of a series of financial, socio-economic, historical or geographical factors. Therefore, several points mentioned by States in their reports in reply to the questions in the section on 'Discrimination' actually relate to section II: 'Equality of Educational Opportunity and Treatment'. In its reply relating to the territory of Anguilla, the United Kingdom declares that there is no discrimination in the field of education 'except that imposed by limited resources'. The Republic of Korea considers that a certain degree of inequality in educational opportunity was not considered as being discriminatory, as such inequalities resulted inter alia from financial limitations. In the report prepared by the Maldives, it is stated that the three different types of school (traditional schools at which the Koran is taught, establishments offering basic education in the framework of a broader programme, and English-language schools) do not constitute discrimination as they reflect different educational needs and are not intended to exclude any particular group. The report by Nepal indicates that, though increasing every year, the participation of girls represented only 25 per cent of primary-school enrolments because of various socio-economic factors. In this connection Canada reports, with reference to Quebec, that there are certain situations which may influence girls in their choice of fields and careers.

21. The reports of eight States, including one referring, in particular, to a dependent territory, provide detailed information about discriminatory situations which persist, although all citizens are equal before the law (Colombia, Italy, Lesotho, Nigeria, Spain, Switzerland, United Kingdom (Northern Ireland, Anguilla, Turks and Caicos Islands), United States).

21bis Certain discriminatory situations are reported by Colombia owing to inequality of opportunities for access to education arising out of economic, nutritional or family factors, difficulties of communication or the lack of infrastructures. In Spain, 'the period of compulsory free education does not cover pre-school education and in cases where no places exist in State schools, children from low-income families are unable to receive this education. Furthermore, one quarter of adolescents in the 15-16 year age-group do not attend school. As compulsory education ends at 14 years of age and employment is not allowed to start before 16 years of age, these young people, usually from rural areas and the more modest social sectors of the population, feel at loss in society'. The report by the United States indicates that 'a few segregated private schools where discriminatory enrolment policies may prevent minority pupils from attending still exist in 1983, but legislation prohibits such schools from receiving any federal assistance or benefit'. In Italy, the teacher-training colleges for girls are the only type of institution where discrimination exists. The Constitutional Court has been consulted on the legitimacy of this situation, but has not yet given a ruling. In Gambia, the financial status of parents determines access to a particular private school.

22. The report by Lesotho stresses that discrimination as defined in section I.1 (a) of the Recommendation is connected with the existence of

incomplete primary schools (three classes instead of seven, in particular in mountain areas), with insufficient facilities for mentally and physically handicapped children; with a shortage of teachers in village schools, which are often far away from the home of the pupils; with the extreme difficulty of school attendance, in particular during the rainy season and in winter. This report adds that these children who abandon school are pushed out of the education system by circumstances beyond their control.

23. According to the information supplied by Nigeria, no discriminatory legal provisions or regulations exist, but some practices may constitute discrimination. The quota system which governs admission to the Federal Government institutions is aimed at reflecting the federal character in these institutions. It is further indicated in the report that certain State polytechnics sometimes discriminate in favour of students from States that fund them in the matter of boarding and equipment fees.

24. The reply from the United Kingdom relating to Northern Ireland indicates that higher education students from countries outside the European Community are required to pay higher tuition fees, as the government subsidies granted in respect of these students have been withdrawn. Similarly, Malta replies to questions 1 and 2 that foreign students are charged fees in State schools, which provide free education for Maltese citizens.

25. According to the reply by Switzerland, any discriminatory differences which may still exist as between the education of girls and boys are about to disappear. The report referring to the Turks and Caicos Islands (dependent territory of the United Kingdom) states that 'there may be some discrimination on political and national grounds. Haitian nationals may have difficulties in gaining admission to schools and entry to secondary education may also be subject to political influences'. The report adds that no steps have been taken to overcome this problem.

26. As the majority of States submitting a report have said that there are no discriminatory legal provisions or regulations in their country, question I.2 concerning steps taken by the competent authorities to deal with the problem is irrelevant for these countries. The information furnished is as follows: Guinea and Sao Tome and Principe state, without going into detail, that steps have been taken since independence to abolish or combat discrimination inherited from previous regimes. In Colombia, the measures taken by the government include a Food Plan, a School Zoning Project, an Integrated Rural Development Programme and the establishment of Neighbourhood Centres designed to provide wider access to pre-school, primary and secondary education for children in rural areas and deprived urban areas. The report adds that a large number of legal provisions were adopted between 1971 and 1977 with a view to ensuring equality of rights and duties between the sexes. An annual increase in the education budget is being used for the building and equipment of classrooms with a view to providing primary edcuation for all, especially in the poorest population groups. At the time of writing the report (1979), the Colombian Government was considering ways of decentralizing administration that would involve the regions in developing a form of education in line with their needs.

Question 3.

27. States were asked under I.3 (Discrimination) to provide information on the conditions governing the education of girls, in cases where there are separate educational systems or establishments for the two sexes.

28. Thirteen States (Barbados, Botswana, Cape Verde, Chile, Cuba, Finland, Namibia, Pakistan, Peru, Republic of Korea, Libyan Arab Jamahiriya, Sweden,

Tunisia) and one territory for which another State is responsible (Anguilla) did not reply.

29. However, five of these countries (Chile, Cuba, Finland, Sweden, Tunisia) had provided the requisite information in their previous periodical report.

30. Of the sixty-six States commenting on this point, two supplemented their information with general observations indicating either that equality of educational opportunity and treatment existed for the two sexes (Iraq) or that such equality was ensured by the fact that the same diplomas and certificates were awarded to students of the two sexes on completion of their studies and that persons with such qualifications received the same remuneration, in accordance with the principle of 'equal pay for equal qualifications' (Benin). Algeria states in its reply that the introduction of a single education system for children of both sexes is now almost complete. In Guyana, co-education was one of the measures introduced by the Government in 1976 to eradicate the discrimination and elitism that characterized the colonial education system.

31. The replies concerning the separation or co-education of students indicate either that co-education is the general rule at all levels (Angola, Austria, Byelorussian SSR, Brazil, Bulgaria, Cuba, Canada (Quebec), Cyprus, Czechoslovakia, German Democratic Republic, Guinea, Kenya, Mongolia, Nicaragua, Norway, Poland, San Marino, Sao Tome and Principe, Ukrainian SSR, USSR and the following territories for which the United Kingdom is responsible: Cayman Islands, Montserrat, St. Helena, Turks and Caicos Islands) or that there are both co-educational and separate educational establishments (Burundi, Colombia, Egypt, Finland, Ireland, Senegal, Sri Lanka, Trinidad and Tobago, United Kingdom (England and Wales, Scotland, Northern Ireland, Bermuda, Guernsey, Jersey, Gibraltar, Hong Kong], Zimbabwe), the three external territories of Australia (Norfolk Island, Cocos (Keeling) Islands and Christmas Island) each having co-educational schools.

32. In Australia, most public primary schools are co-educational. According to the replies from Lesotho and the United Republic of Cameroon, all primary schools cater for both girls and boys. In France, Portugal, the United States and - since 1981 - in Seychelles, all public schools are co-educational.

33. Burundi states that the new education policy aims at making secondary schools co-educational. In Spain the public educational establishments 'Institutos de Bachillerato' have been co-educational since 1970.

34. Although in some countries with private denominational schools students may still be grouped by sex (Brazil, Gambia, Nicaragua, Portugal, Spain, United Kingdom (England and Wales, Isle of Man), United States), co-education - already common practice in higher education - seems to be spreading throughout public education. Some reports, however, mention obstacles to its introduction. Referring to Gibraltar, the United Kingdom says that the territory's community is not yet ready for co-education at the secondary level. Australia's report refers to investigations whose findings might be in favour of maintaining separate schools, and which indicate that 'girls perform better in single-sex schools'.

35. The Syrian Arab Republic reports the existence of two separate educational systems for the primary and secondary levels and the United Kingdom report also mentions that in Jersey there are 'separate educational systems for students of the two sexes'. According to the replies from Bahrain, Jordan and Kuwait, all schools are separate for students of the two sexes. Kuwait notes that the same or equivalent curricula are available to all students.

36. Other replies state that separation is maintained out of respect for traditions that are in some cases opposed to co-education, especially at the secondary level (Malta, Sierra Leone, Sudan), for religious reasons (Indonesia,

Israel, Saudi Arabia) or when the type of instruction given makes separation necessary (Federal Republic of Germany, Poland). Bahrain, Central African Republic, Kuwait, Lesotho, Mauritius and Turkey state that cookery, sewing and domestic science courses and 'feminine education' are reserved for girls. Mechanics and woodwork courses are reserved for boys (Kuwait, Mauritius). Iran reports that co-education in primary and secondary schools has been abolished and indicates that the subjects taught should correspond to the particular needs of girls and boys, but that girls may pursue studies in any field they wish.

37. India states that where separate schools exist for girls, they are designed to meet 'local needs'. In Algeria, boarding schools for girls (less than 5 per cent of the school network) exist in regions where the population is widely dispersed.

38. Replies from nine States (Belgium, Denmark, Ghana, Japan, Nigeria, Spain, Sri Lanka, Switzerland, United Kingdom) indicate that separate schools for students of the two sexes are run in accordance with the principles set forth in the Convention and the Recommendation.

39. In general, it seems from the replies that where separation of students of the two sexes is maintained, the competent authorities try to ensure that they have the same ease of access, the same or equivalent curricula, subject to the above-mentioned exceptions, and the same level of studies and of teacher qualification.

40. In Congo, however, the 'Ecole préparatoire des cadets de la Révolution' is not yet open to girls and, as mentioned above, primary teacher training in Italy is reserved for girls.

41. The report of the Ukrainian SSR states that women are guaranteed rights of access to education and vocational training equal to those of men. Information has also been provided on efforts by two other States (Australia, Federal Republic of Germany) to ensure equal access for girls to vocational education. These are pilot projects in the use of career guidance material with a view to surmounting the obstacles created, inter alia, by the attitudes of girls, their families and sometimes teachers, and to exploring employment opportunities for women outside traditionally selected occupations ('sex-stereotyped subject choice'). In this connection, Australia's report notes that in the State of Victoria - the only one with a significant number of technical schools - two-thirds of such schools became co-educational in 1983, girls having been barred from attending them in the past.

42. The report drawn up by Malta says that in 1983 only some technical, trade or vocational courses were open to girls, but that the government intended 'to extend technical, trade and vocational courses to girls at the opportune time'.

Question 4.

43. The questions on private and/or denominational education establishments, where such establishment exist, concern conditions of access and prescribed or approved standards for the education they impart.

44. A number of detailed replies went beyond this framework, providing additional information regarding the legal status, funding arrangements and educational level of the institutions concerned.

45. Nine States did not reply to these questions (Cape Verde, Guyana, Honduras, Namibia, Pakistan, Sao Tome and Principe, Saudi Arabia, Seychelles, Libyan Arab Jamahiriya). Another State (Barbados) considers that the questions are irrelevant, while reporting the existence of private State-subsidized secondary schools in another part of its report.

46. Five other States that did not reply to the questions had supplied the requisite information in previous reports (Austria, Cuba, Finland, German Democratic Republic, Nepal).

47. According to the information then given, private schools are subject to the authority of public bodies (Finland) and must, in order to be approved, meet the requirements of the public education system (Austria). There are no private education establishments in fifteen other States, two external territories of one of these States and a territory for which another State is responsible (Algeria, Angola, Australia (Cocos (Keeling) Islands. Christmas Island), Bulgaria, Byelorussian SSR, Czechoslovakia, German Democratic Republic, Iran, Iraq, Mongolia, Nepal, San Marino, Ukrainian SSR, USSR, United Kingdom (St. Helena)). In Cuba all private schools have been nationalized since 1961.

48. These States report either that private and/or denominational establishments have been abolished or become part of the public sector under the sole authority of the State, or that the education system is public and secular and that the separation of church and State is incompatible with the existence of private denominational schools.

49. Fifty-one States, and external territory of one of these States and six territories for which another of these States is responsible say that there are private and/or denominational education establishments in their country: Argentina, Australia (Norfolk Island), Bahrain,(1) Belgium, Benin, Brazil, Burundi, Canada, Central African Republic, Chile, Colombia, Congo, Denmark, Egypt, France, Federal Republic of Germany, Ghana, India, Indonesia, Ireland, Israel, Italy, Japan, Jordan, Kenya, Kuwait, Lesotho, Maldives, Malta, Mauritius, New Zealand, Nicaragua, Nigeria, Norway, Peru, Poland, Portugal, Republic of Korea, Sierra Leone, Spain, Sri Lanka, Sudan, Sweden, Switzerland, Syrian Arab Republic, Trinidad and Tobago, Tunisia, United Kingdom (England and Wales, Scotland, Northern Ireland, Isle of Man, Guernsey, Jersey, Bermuda, Cayman Islands, Gibraltar, Hong Kong, Montserrat, Turks and Caicos Islands), United Republic of Cameroon, United States, Zimbabwe.

50. A number of States refer to their country's Constitution or to legislation on education authorizing the establishment of private schools, sometimes even by foreigners, provided that such establishments comply with the regulations in force or with official standards (Argentina, Austria, Brazil, Chile, Israel, Jordan, Spain, United Kingdom).

51. Other States and territories say that existing private educational establishments comply with or are not in conflict with the principles set forth in that connection in the Convention and Recommendation: Australia (Norfolk Island), Canada(Quebec), India, Ireland, Nigeria, Portugal, Switzerland, Tunisia, United Kingdom (Jersey, Cayman Islands, Gibraltar, Turks and Caicos Islands). Brazil states in its reply that private schools are required under the Constitution to comply with the standards laid down by the Education Boards of the various States. These schools respect the principles of Article 2 of the Convention.

51bis. Gambia, reports that one particular private institution is not in keeping with the principles of the recommendation.

52. The reports by Benin, Egypt, Italy and Nicaragua state that private schools are required to refrain from practising or allowing any form of discrimination; in Zimbabwe, both private and public schools are run in conformity with the government philosophy of non-racialism which rejects apartheid and discrimination.

(1) Editor's note: At the time of transmission of its report (August 1982), Bahrain noted that the Education Commission was reviewing the Decree on private education.

53. It emerges from most replies, whether from States parties or not parties to the Convention, that private schools recognized by the competent authorities and usually subject to control or inspection because they receive subsidies, are obliged to comply with prescribed standards for teacher qualifications, equipment, premises and the level of instruction provided. They must also follow the official curricula so that their examinations and certificates are recognized by the State. Kenya says in its reply that private schools enter their students for the examinations of the public education establishments, which ensures uniform standards. In its report on Hong Kong, the United Kingdom also notes that school inspection is designed to ensure uniform standards for public and private schools. In Colombia, the fact that curricula at the various levels of public and private schools are identical means that students can move from the private to the public sector and vice versa. According to the United Kingdom reply on Bermuda, private schools follow the programmes for the Bermuda Secondary School Certificate, which ensures an identical level of education for private and public secondary schools. Similarly, the administration and curricula of religious and special schools in Turkey conform to the regulations and programmes approved for educational institutions of the same level.

54. Replies from many States where there are private education establishments - at the pre-primary, primary, secondary and/or higher level - indicate that the object of the latter is to supplement the facilities offered by the public authorities and not to exclude any group. Thus, in Senegal, private schools receive subventions from the State and serve to increase educational opportunities beyond what is offered directly by the public authorities.

55. According to Colombia's report, private schools provide almost 40 per cent of national education and thus play a substantial role in the extension of educational facilities.

56. Some reports provide additional information on State financial assistance for private education establishments. Brazil, Chile, Indonesia, Spain and the United Kingdom (Northern Ireland) say in their replies that the State may give assistance of this kind to encourage the setting up of educational establishments, thus providing wider access to education. Spain's report states that 'grants were made to schools indiscriminately, thus giving funds to areas where educational requirements were already catered for and whose social importance was therefore relative. In other areas with no private initiative, insufficient numbers of State schools were built... Moreover, numerous pupils are forced to receive ideologically biased instruction because State education is not available in their area'. According to Peru's report, private (primary and secondary) schools take in children from wealthy families and the reports from the Maldives and Mauritius note that such schools charge fees. Malta makes a similar comment and considers that fee-charging private education tends to introduce a form of discrimination.

57. Other information on private education refers to government financial assistance for private institutions enabling them to reduce admission fees or waive them entirely for certain students (Denmark). Similarly, scholarships and grants-in-aid are provided by the public authorities or charitable organizations to fee-charging private schools to help children from less well-off families to have access to them (Brazil, United Kingdom (England and Wales, Scotland, Northern Ireland)). According to Kuwait's report, the payment of school fees in private schools is optional. Private educational establishments in Nicaragua are entitled to charge minimal admission fees to cover building maintenance while the State pays most or all of the staff costs. The same applies to New Zealand, where 'integrated private schools can charge fees, depending on ministerial approval, to cover costs for upgrading facilities to acceptable State levels'.

58. In a number of States and territories the two sexes are sometimes separated in private schools: the French report, for example, notes that co-education is not compulsory for private schools. Such establishments may reflect the aspirations of cultural or above all religious groups (Austria, Australia (Norfolk

Island), Belgium, Congo, Ghana, Ireland, Jordan, Lesotho, New Zealand, Nigeria, Poland, Portugal, Spain, Trinidad and Tobago, United Kingdom (England and Wales, Scotland, Isle of Man, Guernsey, Bermuda, Cayman Islands, Hong Kong, Turks and Caicos Islands), United Republic of Cameroon, United States, Zimbabwe).

59. Some reports say that private education responds to parents' wishes (Australia, Denmark, New Zealand, Spain, United Kingdom (Isle of Man)), that the freedom of parents to choose an educational establishment for their children is respected (Poland, United Kingdom (England and Wales)) or that private schools meet the varied needs of the country (Maldives). In Lesotho, all private schools, which are open to everybody, are run by the churches (that is to say, the churches are responsible for carrying out day-to-day administrative tasks), while the government remunerates teachers, who are trained in the national institutions, and finances an ever-increasing proportion of equipment and teaching aids. According to the information provided by the United States, 77 per cent of all private primary and secondary schools were church affiliated in 1980/1981.

60. In Poland, private schools run by various organizations, institutions or religious associations can enjoy the same rights as public schools - which predominate in the country - subject to the prescribed guarantees in respect of qualitative standards and results achieved; the diplomas and certificates awarded by these schools must be equivalent to those issued by corresponding State establishments. The Polish report also notes that although the church and State are separate, religious instruction has been provided since 1981 in catechism centres in churches or on private premises. Since 1981 it may also be provided in specialized educational establishments for the handicapped and for foster children. According to the Congo's reply, private and denominational schools cater only for handicapped children and children of pre-school age.

61. The separation of secular State and church referred to by Poland is also mentioned in the report from the German Democratic Republic, where religious communities may, according to the Constitution, provide religious instruction on a voluntary basis.

62. According to New Zealand's reply, 'the Private Schools Integration Act of 1975 allows schools which advocate a particular religious or philosophical belief to be part of the State education system. Such integrated schools are authorized to give preference of enrolment to children who share the schools' particular belief, the number of "non-preference" pupils is limited to about 5 per cent of the total roll'. In the United Kingdom (Scotland, Cayman Islands, Turks and Caicos Islands), the many private religious schools are obliged to accept students of other religions and they do not discriminate between students belonging to different denominations.

63. Japan's report states that none of its many private schools is strictly denominational but that such schools are authorized to provide religious instruction for a limited number of hours.

64. Reports by one State and by a territory for which another State is responsible (Austria (for the third consultation) and the United Kingdom (Hong Kong)) refer to the fact that private schools are given the option of providing instruction in their students' mother tongue. Another State (Maldives) notes the existence of private schools providing instruction in English and preparing students for higher education.

65. Mauritius states in its report that access to the few private schools depends on performance in an entrance examination; according to the Republic of Korea, the government encourages the establishment of private kindergartens in urban areas.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT(1)

66. One of the objectives of the Convention and the Recommendation being, by methods appropriate to the circumstances and to national usage, to achieve equality of eduational opportunity and treatment, the purpose of the following questions is to enable Member States to review the situation, enumerate results already achieved in this area and identify obstacles to the full achievement of equality of educational opportunity and treatment that still exist in their countries.(2)

It should nevertheless be remembered that this equality depends not only on universal access to education, but also on equal opportunities for students to continue and make a success of their school life.

67. The questionnaire on the application of the Convention contains five groups of questions under this section, the first of which reads as follows:

> 5. (i) During the last five years has any policy, at national, sub-national or provincial level, been drawn up and adopted for the gradual achievement of equality of educational opportunity?
>
> (a) If the reply is affirmative, please enumerate any existing provisions or decrees which correspond in this respect to any of the principles laid down in Article 4 of the Convention.(3)

---

(1) This section covers the whole question of equality of access to education with the exception of its negative aspect - discrimination - which has already been dealt with. Although measures designed gradually to achieve equality of opportunity and treatment can only be studied on the basis of the situations obtaining in each individual country, it would nevertheless be helpful, in view of the importance of the subject, not only to give very detailed answers to the various questions, but also, as far as possible, to supply statistical data on the following points: relationship between the enrolment ratio and the total school-age population, by sex and level of education; socio-economic situation of the pupils and students at the various levels of education; grants or other forms of assistance for pupils and students.

(2) It would seem that progress towards the achievement of equality of opportunity is to a large extent dependent upon giving preferential treatment to traditionally underprivileged population groups and regions.

(3) Article 4

'The States parties to this Convention undertake furthermore to formulate, develop and apply a national policy which, by methods appropriate to the circumstances and to national usage, will tend to promote equality of opportunity and of treatment in the matter of education and in particular:

(a) to make primary education free and compulsory; make secondary education in its different forms generally available and accessible to all; make higher education equally accessible to all on the basis of individual capacity; assure compliance by all with the obligation to attend school prescribed by law;

(b) to ensure that the standards of education are equivalent in all public educational institutions of the same level, and that the conditions relating to the quality of the education provided are also equivalent;

(c) to encourage and intensify by appropriate methods the education of persons who have not received any primary education or who have not completed the entire primary education course and the continuation of their education on the basis of individual capacity;

(d) to provide training for the teaching profession without discrimination.'

(b) If the answer is negative, explain the reasons for the absence of such a policy. Please indicate any measure either taken or planned with a view to formulating, developing and implementing a policy of this sort, designed to achieve equality of educational opportunity for all.

68. The questionnaire on the application of the Recommendation contains similar questions.

69. In their replies to question 5 (i) on the existence of national policies to encourage equality of educational opportunity and treatment, many States gave very detailed answers, several of which anticipated the following questions on, inter alia, compulsory and free primary education and the assistance given to certain underprivileged population groups. In any case, in view of the fact that the questionnaire points out in an introductory note to section II that 'It would seem that progress towards the achievement of equality of opportunity is to a large extent dependent upon giving preferential treatment to traditionally underprivileged population groups and regions' (see footnote 2 on page 14), this part of the present draft report sums up the replies regarding plans and reforms devised for that purpose that are in progress or scheduled, statements explaining the absence of such plans, and measures taken on behalf of underprivileged groups, on the grounds that such plans and measures can be considered to be integral parts of plans for the development of the educational system as a whole.

70. The descriptions of the different levels and types of education and the measures taken to increase school attendance have been taken into account in the summary of the information submitted on these subjects which appears in the following sections of this document.

Question 5.(i)

71. All eighty-four States which sent in a report answered this question; in the case of two States (Austria and the Federal Republic of Germany), however, reference must be made to the reports they submitted to the third consultation of Member States on the application of the 1960 instruments.

72. It was considered in some answers that 'The question does not arise, since there is no inequality of educational opportunity (United Kingdom (Bermuda)). According to the reply of San Marino, 'every person enjoys the same educational advantages'. 'There has always been equality of educational opportunity' (United Kingdom (Cayman Islands)). In Saint Helena, another dependent territory of the United Kingdom, 'Equality of educational opportunity is maintained at all levels'. Similarly the reports on two external territories of another State contend, respectively, that 'Equality of education already exists' and that it 'is available to all' (Australia - Norfolk Island and Christmas Island). Barbados also reports that 'Equality of educational opportunity exists' and Singapore states that 'All Singaporeans have an equal right to education'. Similarly, primary and secondary education are generally accessible to all in Cyprus.

73. Other replies point out that it is unnecessary to consider or undertake reform or change of educational policy 'As education is freely available to all residents' (United Kingdom (Jersey)), or because the educational system respects the principles set forth in the Convention and the Recommendation (Austria, Cape Verde, Federal Republic of Germany, United Kingdom (Scotland, Northern Ireland, Gibraltar and Hong Kong)).

74. Zimbabwe states in its reply that 'The educational policy is not outlined in any document and derives from statements made by the Prime Minister and other Ministers'. Botswana reports that 'Some very remote communities might still be

out of reach of schools but these lacunae are being quickly eliminated', and a dependent territory of the United Kingdom explains that 'No policy has been adopted with a view to achieving equality of educational opportunity because of the lack of financial resources' (Turks and Caicos Islands).

75. Other States explain the absence of recent reform plans by the fact that the equality of educational opportunity which prevails is ensured or - in many cases - guaranteed by the Constitution or by education laws: Algeria, Angola, Belgium, Benin, Burundi, Chile, Cuba, German Democratic Republic, Federal Republic of Germany, Ghana, Jordan, Kuwait, Libyan Arab Jamahiriya, Mongolia, Norway, Saudi Arabia, Sri Lanka, Syrian Arab Republic, Turkey, Union of Soviet Socialist Republics, United Kingdom (Scotland, Northern Ireland, Guernsey and Gibraltar) and United States of America.

76. Two other States replied in more general terms: 'Based on the principles of national policies, the educational policy of the country is aimed at eliminating inequalities and social injustice' (Congo). Guinea states that 'based on the Constitution, the reform of the education system' aims 'to make a reality of the right to education bestowed on every citizen' by the law, 'to introduce a national education system adapted to the country's needs' and 'to restore and renew African cultural values'.

77. Nineteen States reported that they have a plan or policy to ensure equality of educational opportunity or that the formulation of such a plan or policy is under way: Algeria, Australia, Brazil, Byelorussian SSR, Chile, Gambia, India, Indonesia, Iraq, Israel, Malta, Nicaragua, Nigeria, Pakistan, Senegal, Seychelles, Sierra Leone, Tunisia and the United Kingdom (Montserrat). Four States (Belgium, Denmark, Norway and the United Kingdom (Scotland)) indicate in their reports that between 1978 and 1980 official bodies were established for the purpose of ensuring social equality between men and women, particularly at all levels of education.

78. The highly detailed information contained in the reports would seem to indicate that most of the States which replied to the questionnaire considered the achievement of equality of educational opportunity and treatment to be a priority objective. The measures which have been taken or which are under consideration can be divided into ones which concern one or more levels of the educational system (Algeria, Argentina, Finland, France, Iraq, Jordan, Maldives, Malta, Nigeria, Pakistan, Peru, Republic of Korea, Sierra Leone, Seychelles, Spain, Sudan, Trinidad and Tobago and the United States of America) and ones which concern the educational system as a whole (Angola, Australia, Bahrain, Brazil, Byelorussian SSR, Chile, Colombia, Czechoslovakia, Ghana, India, Iraq, Israel, Jordan, Lesotho, Mongolia, Nepal, Nicaragua, Nigeria, Pakistan, Seychelles, Libyan Arab Jamahiriya, Ukrainian SSR and Zimbabwe).

79. The replies mention a wide range of measures which have been taken for this purpose. These include the construction and furnishing of schools; the adoption of national policies concerning the language of instruction or the designation of an official language in which education is dispensed during the first years of study; modification of the structures of formal education; improved co-ordination between the systems of formal and non-formal education; automatic promotion; arrangements to simplify transfer from one type of education to another; more even distribution of qualified teaching staff between the different regions of a country; strengthening the practical relevance of schools and improving vocational training; alternating periods of study with periods of manual work (Algeria, Argentina, Australia, Bahrain, Byelorussian SSR, Canada, Colombia, France, Guyana, India, Indonesia, Jordan, Lesotho, Malta, Mongolia, Nicaragua, Nigeria, Republic of Korea, Seychelles, Libyan Arab Jamahiriya, Sudan and Ukrainian SSR.

79bis. In this connection, Iran reports: 'Following the victory of the Islamic Revolution, all the private schools were abolished and the government now supplies the budget for all the nation's schools'.

80. Four States indicated in their reports either that their educational laws and policies aimed at the democratization of education (Angola, Central African Republic, Seychelles) or that considerable progress had been made in this direction in the past five years (Ukrainian SSR). Colombia said that the aim of educational policy was to democratize access to pre-school and primary education, particularly in rural areas, while in Brazil many programmes had been prepared for the different cultures of the various regions of the country in order to make access to education and to culture more widely available, especially for underprivileged population groups.

81. The need to promote community participation in education as a whole and to integrate educational services into the economic, social and cultural life of society is stressed in the reports of the following States: Chile, Colombia, France, Israel, Jordan, Maldives, Mongolia, Portugal and Sao Tome and Principe.

82. As was stated above, many reports indicate that efforts have been made during the past five years on behalf of certain underprivileged population groups. These groups have included girls and women, the more underprivileged socio-economic, cultural and geographic groups and physically or mentally handicapped persons (Argentina, Australia, Bulgaria, Chile, Colombia, Cuba, France, Federal Republic of Germany, Ghana, India, Indonesia, Italy, Japan, Jordan, Kenya, Lesotho, Malta, Mauritius, New Zealand, Nicaragua, Norway, Pakistan, Poland, Portugal, Saudi Arabia, Seychelles, Libyan Arab Jamahiriya, Spain, Sweden, Switzerland, United Kingdom (Scotland, Isle of Man, Guernsey, Gibraltar and Saint Helena) and the United States of America). Three of these States (Bulgaria, Federal Republic of Germany and Saudi Arabia) add that gifted children are assisted and encouraged. Czechoslovakia also reports that exceptionally gifted children are enrolled in special schools or classes, but this was in its answer to a later question (see question 5 (iii) (c)).

83. Measures taken on behalf of different groups, including ethnic groups and migrants, have involved the formulation and adoption of additional or more specific laws providing, inter alia, for the identification of priority educational areas or groups who are entitled to preferential treatment, such as greater financial aid; the financing and implementation of health education and nutrition projects, particularly in underprivileged areas; improving the relevance of the components of the school system, including its curricula, and, in some cases, even adapting the school calendar to the needs of certain regions or communities; teaching mother tongues and teaching in mother tongues; the organization of mobile or itinerant classes for nomadic populations; establishing non-formal educational services, which are considered to be less rigid than institutional education; the development and strengthening of special education so as, inter alia, to integrate disabled persons into the regular educational system and normal social life, thereby securing for them an independent status.

84. The questionnaire relating to the implementation of the Convention contains the following questions under II.5.(ii).

Is primary/elementary/fundamental/basic education compulsory?

(a) If the answer is affirmative, please supply information on measures taken to ensure that this provision is enforced. It would be useful to know of any difficulties met with in ensuring the enforcement of this provision, such as:

- inadequacy of school services in the country, in particular the distance between a student's home and the educational establishment;

- parents' socio-economic and cultural status and lack of financial resources to meet the school attendance costs of their children, parents' inability to help their children in the learning process, constraints arising from religion, tradition or custom;

- children's condition, particularly their standard of nutrition, physical health, psychological handicaps, mental health;

- inappropriateness of teaching and syllabuses to the students' background and the aspirations of their parents, teaching given in a language other than the student's mother tongue, school timetable incompatibility with seasonal work, particularly in rural areas;

- other difficulties.

(b) If school attendance is not compulsory, it would be useful to be informed of the grounds for this and of any measures that the competent authorities in your country intend to take in this respect.

85. The questionnaire relating to the implementation of the Recommendation contains similar questions.

Question 5.(ii)

86. Three of the States submitting reports give no reply to the question which asks whether primary, elementary or basic education is compulsory (Cape Verde, Sao Tome and Principe, Singapore), while Austria refers back to its previous report in which it stated that schooling was compulsory from 5 to 15 years. Schooling is indeed compulsory in most of the States which drew up a report for this fourth consultation.

87. However, according to the information supplied by India and Nigeria not all the States in these countries have yet introduced this compulsory requirement, while in Namibia, schooling is compulsory for whites only. In Barbados, the 1981 law establishing compulsory schooling has not yet been promulgated.

88. Nineteen States: Australia (Christmas Island), Bahrain, Botswana, Burundi, Gambia, Indonesia, Iran, Kenya, Lesotho, Maldives, Mauritius, Pakistan, Saudi Arabia, Senegal, Sierra Leone, Sudan, Tunisia, United Republic of Cameroon and Zimbabwe either gave a negative reply or an explanation of the reasons why education is not yet compulsory. In addition to these countries Nepal pointed out in its previous report that schooling was not compulsory.

89. In Iran and Saudia Arabia there are no legal provisions making education compulsory, although parents are obliged by custom to send their children to school, since education is one of the basic principles of Islam. According to the reply from Bahrain, where no legal definition is given of compulsory school age, equal opportunities are offered to all for access to the various levels of education.

90. A similar reply is given by Kenya, where 'primary education is not compulsory but generally available', and by Tunisia, which indicates that 'all children of school age, whether in towns or in the country, are enrolled at school if they ask to be'. Zimbabwe points out that even without compulsory schooling, 'universal primary education is almost achieved'.

91. Information is supplied by Mauritius to the effect that 95 per cent of the population of school age attends school, and in the Maldives the literacy rate is approximately 82 per cent for boys and girls alike over the age of 15, mainly as a result of family education and the fact that schools provide education in local languages.

92. Botswana, Burundi, Indonesia, Lesotho, Maldives and Nepal either state that universal primary education is still a target to be attained or that the government is giving or intends to give priority to the development of primary education. Nepal points out that the primary-school enrolment ratio of 65 per cent in 1983 should reach 75 per cent by the end of 1985, with a target of 90 per cent to be attained in 1990. In Sudan, an increase of 9.4 per cent in school numbers was observed between 1976 and 1978; the annual rise in the number of children enrolled at school is 4 per cent in the United Republic of Cameroon, while in Burundi, 32 per cent of the school-age population, of which some two-thirds were girls, were enrolled in primary school during the 1981/1982 school year.

93. From the indications given by eight States (Burundi, Lesotho, Pakistan, Sierra Leone, Senegal, Sudan, United Republic of Cameroon and Zimbabwe) it appears that the main reasons why compulsory schooling has not yet been introduced are: lack of financial resources, shortage of teaching staff, inadequacies in school services and distance between pupils' homes and the nearest school, particularly in rural areas.

94. Other difficulties may arise as a result of the socio-economic or cultural status of families, an unsatisfactory standard of nutrition in children, or constraints arising from religion or custom which prevent proper schooling for the children. In the United Republic of Cameroon, certain ethnic groups, as a result of their customs, have had difficulty in accepting the principle of a Western-type education. In Kenya, 'parents are educated about the need to send their children to school without compulsion', while Sudan points out in its report that 'the State has been encouraging the population for many years to take part in the establishment of schools'. In Sierra Leone, absence from school may be penalized, even though schooling is not compulsory.

94bis. Primary education in the Central African Republic is obligatory for children enrolled in school and for children living in certain communities where the capacity of the schools is adequate for full attendance.

95. In those States where schooling is compulsory there is usually provision for penalties in the case of failure to comply with this requirement, and a regular check on pupils' attendance.

96. However, some reports indicate that the enforcement of compulsory schooling requirements still encounters a number of difficulties which may often be comparable to, if not identical with, those preventing other States from introducing compulsory schooling.

97. The report from Angola stresses that the war makes implementation of compulsory schooling difficult, if not impossible. Inadequacies as regards school buildings, teaching material and equipment, the shortage of qualified teachers and the lack of financial resources are all making it difficult to maintain compulsory schooling and generalized primary education in Congo, Ghana, Nicaragua, Nigeria, and the United Kingdom (Turks and Caicos Islands). Many more States refer to thinly scattered populations; to nutritional deficiencies often encountered in the children of poor parents or those living in underprivileged areas; to the socio-economic and cultural status of the family, to traditions and customs, and to the needs of certain groups or regions which make regular attendance at school difficult: Algeria, Argentina, Brazil, Chile, Colombia, Kuwait, Mauritius, Nigeria, Portugal, Syrian Arab Republic. Two of these States indicate that in rural areas the use of child labour is quite common (Argentina, Colombia), one other (Portugal) that parents often oppose compulsory schooling,

particularly after four years of study, because they need their children's help either in the home or in the fields. Three States (Algeria, Nigeria, Syrian Arab Republic) note that the continuance of traditional attitudes, particularly regarding schooling for girls, prevents compliance with compulsory schooling for all. India stated elsewhere in its report that 71 per cent of children of school age belonging to 'Scheduled Castes and Tribes' and not attending school were girls.

98. The obligation to have one's children educated may be fulfilled outside the school context, either at home or by other means (United Kingdom (England and Wales, Scotland, Northern Ireland)), 'provided that the local authorities are satisfied that the child is given an education of a standard comparable to that of municipal schools' (Denmark), or when children live in very isolated areas (Portugal).

99. Other States and territories point out that inability to attend school due to the distance between the school and the pupil's home, lack of transport, illness or severe physical or mental handicap may be the cause of failure to comply with compulsory schooling (Australia, Kuwait, Norway, Syrian Arab Republic, United Kingdom (Gibraltar, Turks and Caicos Islands)). In four States, moreover (Australia, Kuwait, Poland, United States of America), the above reasons may be grounds for exemption from compulsory attendance, although in the case of Kuwait permission not to attend school regularly is only valid while the reason for its being granted obtains. In the United States, a child may be exempted from compulsory schooling 'if the child's presence at school would endanger or place undue hardship on the pupil's family members'.

99bis. The report from Finland points out that in 1980, 0.2 per cent of the population of school age was granted an exemption, but that the new school law due to take effect in 1984 no longer permits such exemptions from compulsory schooling.

100. Some reports (Bulgaria, Cuba, Denmark, Finland, German Democratic Republic, Italy, Japan, Malta, Norway, Portugal, United Kingdom (Guernsey, Gibraltar, Saint Helena) and the United States of America) point out that compulsory schooling also applies to physically or mentally handicapped children, who are not only enrolled where possible in ordinary schools, but also provided with special education services, at times in hospital schools or boarding schools (Bulgaria). In France, compulsory schooling applies to foreigners as well as to nomads and gypsies. The report from this State points out that the special situation of these population groups makes schooling for their children difficult, although all schools are bound to admit them during their stay in their catchment area.

100bis. Canada reports an increase in the provision of special education facilities for the handicapped and special programmes for disadvantaged groups. As an illustration, the Novia Scotia department of education has created a joint human rights and education committee to advise the Minister on the educational needs of minorities, girls and poor students.

101. Finland, in its report, also refers to gypsies, among whom enrolment is inadequate, as well as to the Lapps, who, like other ethnic groups mentioned in other reports require on account of their living conditions and cultural traditions education adapted to their needs if school attendance by their children is to be improved. According to the reply from Finland, gypsy families may consider that the official schools represent the values of the majority and threaten their own culture. Moreover, Finnish teachers often have limited knowledge of gypsy culture, which is practically not mentioned in textbooks.

102. Other States also mention in their reports the existence of ethnic groups that are disadvantaged on account of their socio-cultural conditions and their traditions, which make it difficult to exercise the right to education, especially for their children. The groups in question are the native peoples of Canada, the Maoris and the Pacific Islanders in New Zealand and the Aborigines and many immigrants in Australia. Immigrants are also mentioned by the Federal Republic of Germany,

France and Sweden; Portugal expresses concern over the education of the children of its emigrant workers.

103. Some States where schooling is compulsory have submitted information on the enrolment ratio, though in certain cases the statement made is of a general nature. The Libyan Arab Jamahiriya and Cyprus, for example, report that all primary school-age children are enrolled. In Christmas Island, an external territory of Australia, and also in Malta and in Czechoslovakia, 100 per cent school attendance is ensured. As for Nigeria, universal primary education has been introduced with the goal of enrolling all children at the age of 6. Cuba reports attendance by 98.8 per cent of the children concerned, and the Congo and the Republic of Korea both report an enrolment ratio of 98 per cent. In Chile, in 1983, 90 per cent of children in the relevant age-group were attending primary schools, while in Egypt 'the enrolment rate rose to 88.3 per cent in 1982/1983'. A British dependent territory (Montserrat) reports that in 1980-1981 primary-school enrolments represented 68 per cent of the school-age population. According to the information provided by Argentina and another British dependent territory (Saint Helena), the enrolment ratio for girls aged 6 to 11 was higher than that for boys (between 1980 and 1982), whereas in Ireland and Poland girls accounted for about 50 per cent of total primary-school enrolments. In Guyana, the net enrolment ratio in 1979-1980 was over 92 per cent and the ratio for girls actually exceeded that for boys.

104. While stressing that the national enrolment ratio is very high, Argentina states in its report that the drop-out and repetition rates are also very high. In Nepal, the drop-out rate during the first year of primary education is 50 per cent, while 20-25 per cent of pupils have to repeat the grade.

105. The duration of compulsory schooling varies according to the country and ranges from four to twelve years. However, it is generally of six to ten years duration, covering at least part and usually all of the primary cycle and frequently part of the secondary cycle.

106. Most of the States that made a report - including some where schooling is not compulsory - provided very detailed information about measures taken in their countries to ensure effective school attendance by reducing wastage rates and by increasing the number of children enrolled in the schools - especially children belonging to disadvantaged population groups - by developing and diversifying available educational services and by improving the quality and relevance of the education provided in rural schools and schools in depressed urban zones (Algeria, Argentina, Australia, Brazil, Burundi, Canada (Novia Scotia), Chile, Colombia, Congo, Czechoslovakia, Egypt, Finland, Federal Republic of Germany, Ghana, Guinea, India, Iraq, Italy, Japan, Jordan, Kenya, Kuwait, Lesotho, Maldives, Mauritius, New Zealand, Nicaragua, Pakistan, Poland, Portugal, Republic of Korea, Sierra Leone, Spain, Sri Lanka, Turkey, Ukrainian SSR, United Kingdom (Isle of Man, Guernsey, Saint Helena), United Republic of Cameroon and the United States of America).

107. Guinea reports that in order to ensure compulsory schooling the families of children regularly enrolled in a school are exempt from all taxes and social insurance contributions.

108. As for the other States listed above, efforts may take the form of financial support granted to local authorities by the federal authorities; decentralization of certain educational services; the establishment of school mapping; the opening - in remote regions - of small or one-teacher schools; the establishment of boarding facilities; subsidized transportation to school; more systematic registration of births, sometimes by the village chief, in order to draw up a list of school-age children; the relaxing of admission requirements for children living in under-enrolled regions; prohibition by the State of employment in the civil service of anyone who has not completed compulsory education; financial grants to needy families; the setting up of a food programme; the upgrading of incomplete schools into full secondary schools; improvement of

teachers' living conditions through more attractive salaries, especially for those assigned to isolated regions; increasing the number of teaching-training institutions; providing universal in-service teacher training and better preparation of teachers to adapt them to the cultural differences that may exist from one region to another in a country; assignment of particularly well-qualified teachers to schools where scholastic performance is below the norm; the provision to pupils of remedial courses and complementary activities, correspondence courses and courses broadcast by the mass media; the establishment of automatic progress and/or adaptation of school syllabuses to take into account the children's knowledge level when they start school.

109. Mention should also be made of campaigns to bring home to the population and to families the desirability of sending their children to school and measures taken to demonstrate the usefulness of studies by assigning the élite of the country to their regions of origin; also the generally recognized importance of education provided in the mother tongue of the pupils.

110. In Finland, an action programme was launched in 1979 to encourage the gypsy population to show an interest in the education system, to trust it and to send their children to school. Moreover, the drafting of a grammar and of reading books in the Romany language, together with a history of the gypsy population, were started in 1980-1981. As for the Lapps, teaching in and of their language has developed considerably since 1975. The teaching of Lapp for two hours per week was introduced in all ordinary classes in 1983; under another decision, this language is taught to all Finnish-speaking pupils, thus fostering mutual understanding.

111. The report from Australia states that 'programmes for children of aboriginals are modified, more suited for the needs of these children by acknowledging the value of a local culture, language and experience. Teaching in English and in the mother tongue (some fifty languages) is progressively introduced'. In the Cocos Islands (Keeling), an external territory of Australia, 'instruction in Cocos Malay language skills has been integrated into the curriculum'.

112. Moreover, the large number of immigrants requires a special effort to be made in adapting school syllabuses, use of the mother tongue and the teaching of their own culture. In Australia again, 'a multicultural education programme has been created since 1978, which comprises the teaching of the languages of the various ethnic minorities'. The United States of America reports the establishment of a 'central national computer bank on migrant children which enables transmittal of school and health records as migrant workers change localities'.

113. The report from France states that introductory and remedial classes have been set up for non-French-speaking immigrant children. Moreover, initial teacher training includes optional courses aimed at making future teachers aware of the linguistic, cultural and social problems encountered by these children. Measures have been taken to ensure that the language and culture of their countries are taught, the lessons being given by regular teachers recruited and paid by the governments of the countries of emigration.

114. Portugal reports that it is striving to ensure that the children of Portuguese emigrants are taught the mother tongue and culture of their country.

114bis. Several provinces in Canada have adopted policies to provide more extensive education services to their English and French-speaking minorities.

115. In Spain, the mother tongue is taught 'in response to a long-standing wish of some of the self-governing communities'.

116. It is reported by Sweden that the study of a mother tongue other than Swedish has been compulsory since 1977-1978, thus allowing many children to become bilingual.

117. The report on a United Kingdom dependent territory (Gibraltar) states that promotion of the two languages in this bilingual community receives the constant attention of the relevant authorities.

118. The questionnaire relating to the application of the Convention contains under this heading of section II the following questions:

5.(iii) Is primary/elementary/fundamental/basic education free?

(a) If the reply is affirmative, please supply detailed information on the scope of this provision. The following, for example, may be covered:

- school fees;
- school textbooks and supplies;
- additional classes;
- meals at school canteens, if any;
- school transport;
- school uniforms or any other items of clothing and footwear;
- medical expenses;
- boarding fees, where applicable.

(b) To what extent is the community called upon to provide labour or any other form of help in the building, equipping and running of schools?

(c) If certain members of the population do not have the means to benefit from primary/elementary/fundamental/basic education, please identify the most underprivileged, for example:

- girls;
- orphans, abandoned children and the disabled;
- nomads;
- migrants settled on the outskirts of cities;
- scattered populations in relatively inaccessible regions.

5.(iv) If education - certain components of which are listed in paragraph (iii) (a) above - is not yet completely free of charge, do the competent authorities in your country grant financial or other forms of assistance to underprivileged students in order to achieve universality of primary/elementary/fundamental/basic education?

(a) If the reply is affirmative, please state the nature of this assistance and the criteria by which access to education is so assisted.

(b) By what means is the existence of public financial assistance brought to the knowledge of families likely to benefit from it?

(c) If assistance is granted from other than public funds, it would be useful to know on the basis of what criteria such assistance is distributed, it being perhaps even reserved for families and students belonging to particular sections of the population.

(v) Reforms have been introduced in the education systems of many countries, designed to integrate primary education and the lower secondary level into a common core defined either as 'basic education' or as 'fundamental education'. If a reform of this kind has been implemented in your country, please indicate, inter alia:

- the policy underlying this reform;
- the goals of the reform;
- the procedure chosen for its implementation;
- the methods adopted for providing basic education.

119. The questionnaire relating to the application of the Recommendation contains similar questions.

Question 5.(iii)(a)

120. The questions as to whether primary education is free were not answered by four States (Cape Verde, Namibia, Sao Tome and Principe, Singapore). Two other States mentioned that it is not free (Lesotho), or is only partially free, 'although the government intends to achieve universal free primary education' (Sierra Leone). Similarly, it appears from reports relating to two dependencies of the United Kingdom that in the Cayman Islands primary education is partially free for nationals or persons with resident status and that in Gibraltar primary education is free for children whose parents are residents.

121. It would appear that in Sudan primary education is not yet generally free; the report says that the State is endeavouring to give the greatest number of Sudanese the right to free education at all levels.

122. On the other hand, primary education is free in all the other States that answered the questionnaire, two of them (Austria and Belgium) having already mentioned this fact in their preceding report.

123. According to information supplied by Canada, Central African Republic, Colombia, India, Iran, Syrian Arab Republic and Turkey, it is stipulated in their Constitution or in legislation on education that education shall be free. India's reply explains that 'States' governments are engaged in realizing this goal (free education for all up to 14 years) by 1989/1990'. In Colombia, Decree Law No. 008 of 1976 stipulates that primary education shall be free in State schools and institutions financed by the State'. As to the Syrian Arab Republic, the Constitution provides that primary education shall be free, this covering the cost of tuition, textbooks and school supplies and also preventive medical services. According to article 30 of Iran's Constitution, education, including physical education, must be provided free, and Turkey's Constitution specifies that primary education 'shall be provided free of charge in State schools'.

124. Eleven States mention that State educational institutions are free (Argentina, Australia, Jordan, Maldives, Malta, New Zealand, Nicaragua, Portugal, United Kingdom (Hong Kong, Scotland), United Republic of Cameroon and the United States of America), one of these States (Portugal) and two other States (Chile and Spain) mentioning that private education is free for certain pupils or that private schools subsidized by the State are free.

125. In most cases free primary education means that there are no school or enrolment fees, that textbooks and school supplies are provided and that remedial teaching and additional classes are free, as also transport, medical and dental care, sometimes school uniforms and shoes, often midday meals and sometimes accommodation in boarding schools.

126. However, it is apparent from a number of reports that one or other of the different services may be intended for particular sections of the school population, namely socio-economically or geographically underprivileged, destitute,

needy or handicapped children, who are given free meals in the following States: Bahrain, Byelorussian SSR, India, Jordan, Senegal, Tunisia, Ukrainian SSR, United Kingdom, (England and Wales, Ireland, Isle of Man, Montserrat, Scotland), United States of America. Other States mention that meals are served to pupils at reduced prices or that a minimum financial contribution is asked of the parents (Algeria, Australia, Czechoslovakia, German Democratic Republic, Ghana, New Zealand, San Marino, Ukrainian SSR, USSR). According to Bulgaria's reply, this minimum financial contribution is necessary only when the meals are not partly or wholly paid for by enterprises. A daily distribution of free milk is mentioned in the reports of Canada (Quebec), Kenya and Malta and that of the United Kingdom (Gibraltar). Sri Lanka reports that free biscuits are provided for children during the first four years of primary school.

127. Denmark mentions in its reply that 'some municipalities offer free lunch'; Iraq reports the distribution of free meals in some schools, and the Republic of Korea also reports free meals in some rural schools and schools situated on islands. In Sudan the pupils in some schools receive a free breakfast donated by the World Food Program, which also meets the cost of the distribution of meals in Lesotho, where a small fee is charged for transport of food. The World Food Programme also supports the school feeding programme in Gambia. 'School feeding programmes have been launched' in Trinidad and Tobago 'to promote the provision of meals to all schoolchildren'. It is emphasized in Portugal's report that one of the goals to be achieved by the Education Ministry is the provision of free meals and other things to all pupils.

128. As to school transport, this is provided free for children living in rural or remote areas (Byelorussian SSR, Cyprus, Denmark, German Democratic Republic, Saudi Arabia, United Kingdom (Northern Ireland) and the USSR). Saudi Arabia also provides free school transport for girls and handicapped children, while it emerges from Sudan's report that the government subsidizes school transport for girl pupils. Ireland, on the other hand, mentions that since 1982-1983, school transport for pupils under 10 has ceased to be free.

129. Other States mention that transport is made available to pupils free of charge in cases of need (Israel, Mongolia, Republic of Korea, Ukrainian SSR) or made available at reduced fares or subsidized by the appropriate authorities or by private bodies (Brazil, Chile, Czechoslovakia, Pakistan, Poland, United Kingdom (Gibraltar, Hong Kong)). Argentina mentions that transport and meals may be free in some cases, without further explanation.

130. As to textbooks, supplies, clothing, shoes, uniforms where appropriate and accommodation in boarding schools, one or other of these items, or all of them, are offered free to underprivileged, needy or handicapped children or orphans in the following States: Bahrain, Chile, Cuba, Ghana, India, Iran, Ireland, Nigeria, Portugal, Sweden, Turkey, United Kingdom (Guernsey and Northern Ireland) and the United Republic of Cameroon. The report of the Ukrainian SSR mentions the organization of free remedial teaching for children who are retarded at school for justifiable reasons. In Chile remedial teaching is provided for children who have difficulty in learning. According to the reply of the Federal Republic of Germany the cost of accommodation in boarding schools is partly covered by the State for people who are constantly on the move. In cases of need, financial assistance is given to families for the purchase of clothing and uniforms (United Kingdom (England and Wales, Northern Ireland)), allowances are granted to needy families for textbooks and supplies (United Kingdom (Hong Kong)) and school meals are subsidized by the State in Montserrat, another dependency of the United Kingdom. It is mentioned in Nepal's report that the special advantages granted to underprivileged groups of the population are limited by the amount of money available. In Czechoslovakia grants are allocated, and boarding-school fees are not very high.

131. Even where primary education is free, in some States school attendance involves the family in expenditure, which may range from a token financial

contribution, reduced prices or cost price for textbooks and supplies (Algeria, Angola, Australia, Egypt, Israel, Mauritius, Pakistan, United States of America) to payment for additional classes (Egypt, Ghana), or payment for transport, meals, prescribed uniforms and/or clothing (Mauritius, New Zealand, Nigeria, Pakistan, Sri Lanka, Turkey, United Kingdom (Bermuda)). In Japan and Zimbabwe only textbooks are free (even in private schools, in Japan), while the other expenses entailed by school attendance are the responsibility of the parents. In Maldives, the enrolment fees required are to contribute to the financing of education.

Question 5.(iii)(b)

132. The question concerning the participation of the community in the building, equipping and running of schools was answered by fifty States. Among them were Bahrain, Bulgaria, Byelorussian SSR, Canada, Cuba, Kuwait, Libyan Arab Jamahiriya and the USSR, where the State assumes sole responsibility for the building, equipping and running of schools. In Quebec (Canada), the 2,567 elementary and secondary schools are administered by 248 local school boards composed of trustees elected by the communities involved. Bulgaria is less categorical in its reply, stating that it is in fact the society as a whole which contributes to the development of forms and methods of education through departmental, communal and local public education councils. Similarly, in Cuba there are grass-roots organizations enabling the community to participate in the management and running of schools.

133. Other States refer to co-operation between the State and the local communities/authorities in this connection (Algeria, Congo, Finland, Federal Republic of Germany, Ghana, Japan, Norway, Spain, Sweden, United Kingdom (Gibraltar)). Others again mention that the community is not called on to help (Iraq, Malta, Trinidad and Tobago, United Kingdom (Bermuda, Hong Kong, Scotland)), while San Marino reports that the law on the reform of the educational system stipulates that the community shall participate in the running of schools. It emerges from the reports concerning the United Kingdom (England, Wales and the Isle of Man) that the community may contribute to the running of schools by participating in the provision of additional materials. In Burundi the community is mobilized if need be to help in the building, repairing or equipping of schools, either through contributions in kind or through subscriptions.

134. In Chile decentralization encourages the participation of the communities in the setting up and development of educational services, even in the most remote areas. In Saudi Arabia community participation in this connection consists in drawing the attention of the appropriate authorities to needs, while in Belgium school fees are paid by the community through direct taxation.

135. Seventeen States refer to the participation - often on a large scale - of the community in the construction of school buildings, in their maintenance and in the purchase of equipment, either through contributions in kind - building sites or materials - or financial contributions, or through the making available of the human resources required to found educational institutions (Angolo, Central African Republic, Congo, Egypt, Ghana, Guyana, Iran, Maldives, Nigeria, Pakistan, Senegal, Sri Lanka, Syrian Arab Republic, Tunisia, Turkey, United Republic of Cameroon and the Ukrainian SSR).

136. As regards Maldives, it is mentioned in their report that community participation is considerable, particularly in the raising of funds - to which are added the financial contributions received through bilateral and international co-operation, the Colombo Plan in particular. According to Nigeria's reply, parents and local communities may offer assistance for construction of classrooms, equipment, funds for school buses, but not for running of schools which is the responsibility of Local or State Governments. Guyana reports that the building and repair of schools in some communities has been achieved through self-help activities, and farmers have assisted schools to launch agricultural programmes.

137. In addition to the funds allocated in the State budget of the Ukrainian SSR for school repairs and maintenance work, considerable material aid is provided by factories, collective farms and State farms, whose students help in the work of repairing school buildings and in installation work. In Turkey, school protection societies and foundations play an important role in establishing and maintaining schools and boarding facilities and in providing food, clothes and school supplies to pupils.

138. Other States refer in their reports to the existence of parents' and teachers' associations or of other bodies that encourage individual and collective initiatives in this field and seek voluntary contributions for the establishment and maintenance of educational institutions (Argentina, Australia (Cocos (Keeling) Islands), Brazil, Burundi, Canada, Chile, Cyprus, Guyana, Indonesia, Iran, Malta, Mauritius, Republic of Korea, Senegal, United Kingdom (Guernsey, Cayman Islands, Turks and Caicos Islands, Montserrat, Saint Helena), United Republic of Cameroon and the United States of America.

139. In the case of Argentina, this includes school co-operatives, which encourage the community to make the largest possible contribution to the building, equipping and running of schools, while in Chile it is the Schools for Parents, founded in 1978, that help to make families, particularly in rural areas, aware of the importance of their role in the education of their children and to improve the social and cultural level of the parents.

Question 5.(iii)(c)

140. With regard to the most underprivileged groups(1) in society that do not have the means to benefit from primary education, forty-five States have provided information on this subject, of which nine stated that such groups did not exist in their country or that no group was unable to provide for the education of its children (Australia (Cocos (Keeling) Islands), Bahrain, Bulgaria, Libyan Arab Jamahiriya, San Marino, Sri Lanka, Turkey, United Kingdom (Northern Ireland, Bermuda, Cayman Islands) and the USSR). According to the United Kingdom's reply for England and Wales, it is impossible to evaluate these groups objectively, although the government has taken steps to reduce the inequalities; with regard to Scotland the reply states that there is no discrimination among the different groups in society, and in the report concerning a dependent territory of the United Kingdom (Turks and Caicos Islands) it is stated that the most underprivileged are 'probably foreign nationals'. Burundi mentions the underprivileged situation of some children that may result from the unequal distribution of schools.

141. According to the information provided by the other States, the most underprivileged groups are mentally or physically handicapped children, the maladjusted, nomads, children belonging to scattered populations or living in rural areas, migrants, orphans, abandoned children and people living in depressed inner-city areas. The underprivileged situation of girls is often mentioned. Other groups mentioned are gypsies (Czechoslovakia), refugees (Syrian Arab Republic) and boys who have to leave school in order to look after the cattle (Lesotho).

142. The situation of handicapped children is mentioned by the following States: Argentina, Belgium, Byelorussian SSR, Canada, Gambia, German Democratic Republic, Ghana, Guyana, Malta, Mauritius, Pakistan, Syrian Arab Republic, Ukrainian SSR and the United Kingdom (Isle of Man, Gibraltar, Hong Kong). In very many cases, as has already

(1) Several States provided information concerning certain disadvantaged groups of the population and the measures taken on their behalf in response to the questions relating to the formulation and adoption of a policy for the gradual achievement of equality of educational opportunity (see section II, question 5.(i), paragraphs 77-83).

been indicated, such children are cared for in special schools or in boarding schools, which are sometimes free and come under the responsibility of the State. It emerges from the report drawn up by Malta that severely handicapped children are looked after in institutions of special education in the United Kingdom, in return for a parental contribution assessed in relation to their income. In Mauritius, 'a school psychological service started operating with a view to diagnosing and detecting mentally and other handicapped children to be provided with special education'.

143. Nomads, itinerants, people whose occupations obliges them to travel and migrants (the latter often living in depressed urban areas where the poorest sections of society are often to be found) are a subject of concern to a number of States since the lack of opportunities to gain access to education or the continued existence of particular obstacles prevent children from these groups of society from receiving primary education (Belgium, Colombia, Gambia, India, Iraq, Ireland, Kuwait, Nigeria, Nicaragua, Norway, Saudi Arabia, Senegal and the Syrian Arab Republic).

144. Likewise, the children of those living in isolated rural areas or belonging to scattered populations are regarded as the most underprivileged by Angola, Argentina, Central African Republic, India, Iran, Kuwait, Lesotho, Republic of Korea, Saudi Arabia and Senegal while the Congo, Egypt, India, Nepal, Nicaragua, Nigera and Pakistan lay the blame on the long-standing traditions that still place obstacles in the way of the education of girls. In India, it is the children of the 'Scheduled Castes and Tribes ... and other historically disadvantaged groups of the population', in particular their daughters, 'who do not fully benefit from primary education'.

145. Abandoned children and/or orphans are mentioned in the replies from Czechoslovakia, Gambia, Ghana, Malta, Nicaragua, Poland, Saudi Arabia, Ukrainian SSR and the United Kingdom (Isle of Man and Hong Kong), although it is stated in the report from Ghana that 'the situation of underprivileged children is not a serious problem, as normally orphans and abandoned children are looked after by relatives. If such persons do not exist, the Central Government takes care of those children'. Similarly, in Poland abandoned children are placed in appropriate establishments under the protection of the State, and orphans are provided with scholarships, while in Malta orphans are admitted free to boarding schools.

Question 5.(iv)(a)

146. It emerges from most of the reports submitted that financial or other forms of assistance are provided by the competent authorities for needy or underprivileged students even in the case of certain countries where education is generally free of charge (Angola, Australia, Austria, Bahrain, Barbados, Brazil, Byelorussian SSR, Finland, Federal Republic of Germany, Ghana, India, Iran, Iraq, Italy, Japan, Malta, Nigeria, Norway, Pakistan, Portugal, Republic of Korea, Saudi Arabia, Spain, Sweden, Syrian Arab Republic, United Kingdom (England and Wales, Scotland, Northern Ireland, Bermuda, Cayman Islands) and Zimbabwe.

147. In most cases such aid is granted by government departments or by local or welfare services, although it may be provided by educational establishments themselves that have special funds available for these purposes (Byelorussian SSR, Syrian Arab Republic). According to the reply from Angola, special funds are set aside in the State budget so as to provide financial assistance to schools in order to cover the expenses that should otherwise be borne by the pupils. The assistance provided may also consist of the provision of places in accommodation centres in order to ensure that students from poor socio-cultural backgrounds may gain access to education and attend classes on a regular basis (Portugal). Financial or other forms of assistance may even be provided for by

legislation, as in the Syrian Arab Republic, where the Law of 1978 on compulsory education states that financial assistance shall be granted to certain categories of pupils in primary education. Malta and Sweden state that family allowances, which all parents receive, are paid until their children reach the age of 16.

148. It is stated in three reports that financial assistance is intended to cover all or part of the cost of schooling, including food, clothing, places in boarding schools, school supplies, transport and medical services in some cases and even - for poor families - accommodation (India, Republic of Korea and the United Kingdom (England and Wales, Scotland, Northern Ireland, Bermuda and the Cayman Islands)). According to the reply from Austria, preparatory courses are provided for children of school-age who have not yet obtained a sufficient level of maturity to enter primary school. In Scotland and Northern Ireland the competent authorities pay a (sometimes substantial) proportion of the cost, thereby enabling underprivileged children to attend private schools.

149. The granting of financial assistance in the form of scholarships and/or loans is mentioned by the following States: Algeria, Angola, Brazil, Byelorussian SSR, Colombia, Nigeria (in the southern States), Pakistan, Poland, Senegal, and Spain. Angola reports that the scholarships are intended for orphans, handicapped children and children who have been transferred from one region of the country to another on account of the war. In the other States mentioned above scholarships are provided mainly for underprivileged pupils, for those with financial problems and for those who are obliged to study a long way from home. It would seem from the reply submitted by Pakistan that scholarships for underprivileged pupils are awarded on the basis of results obtained in official examinations. In Poland scholarships may be awarded to pupils other than those from large or low-income families if they have obtained good school results and have a record of good behaviour at school. On the other hand, in Sierra Leone 'children of modest socio-economic background or belonging to racial, linguistic, religious or other minorities do not benefit from State assistance to facilitate their access to primary education', and this is also the situation in Trinidad and Tobago, where 'no special financial or other forms of assistance are made available to underprivileged pupils'. The same situation is described in the reports relating to two of the external territories of Australia (Cocos (Keeling) Islands and Norfolk Islands), while the report concerning the third such territory (Christmas Island) states: 'with no formal system to provide assistance, parents in difficulty may have the total of school fees waived'. Finally, Burundi states 'the provision of free education as mentioned above' (covering school fees, textbooks, supplies and medical expenses) 'is the most that the government can do for pupils in primary education'.

Question 5.(iv)(b)

150. Concerning the means by which families are informed of the existence of public financial assistance, it emerges from the reports of fifteen States that it is mainly the schools, the headmasters and staff of educational establishments, the municipal officials or the village headmen who are responsible for the dissemination of the necessary information (Algeria, Argentina, Australia, Brazil, Chile, Finland, India, Iran, Japan, Norway, Pakistan, Saudi Arabia, Senegal, Syrian Arab Republic, United Kingdom (England and Wales, Scotland, Isle of Man, Guernsey), United States of America and Zimbabwe). Some of these States and others also make use of the various means of mass communication, posters and pamphlets in order to publicize information about the assistance available (Australia, Brazil, Federal Republic of Germany, India, Kenya, Nicaragua, Nigeria, Saudi Arabia, Senegal, Spain, United Kingdom (Scotland, Bermuda) and the United States of America). In Barbados, Ghana, Kenya and the United Kingdom (Bermuda) such information must be obtained from the social welfare services while in

Bahrain and Australia it is the parents' clubs or associations that disseminate it. In addition, mention is made of 'door-to-door campaigns' by Nigeria and of 'political rallies' by Zimbabwe.

151. The information supplied on the existence of pre-primary education - requested in a footnote since this level of education is not mentioned in the instruments of 1960 - constitutes by far the most substantial information received in reply to the questions in section 5 (iv).

152. Thirty States indicated that pre-primary education exists in their country: Algeria, Angola, Australia, Bahrain, Brazil, Byelorussian SSR, Canada (Quebec), Central African Republic, Chile, Cuba, Denmark, Finland, German Democratic Republic, Guyana, Ireland, Israel, Kenya, Lesotho, Maldives, Malta, New Zealand, Poland, Portugal, Republic of Korea, Seychelles, Spain, Ukrainian SSR, United Kingdom (England and Wales, Northern Ireland, Isle of Man, Guernsey, Gibraltar, Hong Kong, Turks and Caicos Islands), United States of America and Zimbabwe.

153. According to the report received from the German Democratic Republic, pre-primary education forms an integral part of the unified socialist educational system, while Finland states that 'Committees are of the opinion that pre-primary education for 6-year olds should be integrated into the school educational system'. Pre-primary education in Finland continued - in 1982-1983 - to be the subject of experimental projects at the muncipal level, while a number of day nurseries for 6-year old children have also been organized by the social welfare services. In Brazil, it is the Programme for the Basic Education that plans the development of pre-primary education. Measures have also been taken in this field in Algeria, particularly for the benefit of the children of workers. Other replies received emphasized that the main aim of founding establishments of pre-primary education is to ease the burden of working mothers (Cuba, Ireland, Lesotho, Portugal, Ukrainian SSR and the United Kingdom (Gibraltar)).

154. Wholly or partly free pre-primary education is reported by twelve States (Australia, Bahrain, Canada (Quebec), Central African Republic, Denmark, Guyana, Israel, Malta, New Zealand, Portugal, United Kingdom (England and Wales, Northern Ireland, Isle of Man, Guernsey, Gibraltar, Hong Kong) and the United States). In some of these replies fuller information has been provided. Thus, Australia states: 'In government pre-schools attendance fees are generally not charged', and the United States of America mentions the fact that 'some States provide free public education at age 5 with a public kindergarten program, while other States begin free schooling at age 6 ...'. The reports from Denmark and Israel also refer to a year of free pre-primary education: for 5-year olds in Israel and for 6-year olds in Denmark. Where this level of education is not provided free the fees may vary according to the parents' income or may be reduced by financial or other forms of assistance.

155. It is stated in the report on a United Kingdom dependent territory (Hong Kong) that the enrolment fees for pre-school education may be partially borne by the government; information for the Isle of Man contains the statement that fee-paying private play-groups are made accessible to certain children through a family allowance paid by the appropriate authorities.

156. Some of the replies mention either a pre-school education policy or certain pre-school education objectives that governments have set themselves. The report from Australia, for instance, states that 'all States except one have adopted a policy of making pre-school education universal for all children at about four years'; in Spain, 'the government concentrates its efforts on achieving the enrolment of all 4- to 5-year old children in pre-school education'. In Malta, where pre-school education is free for 4-year old children, the government intends to extend access to kindergartens as soon as possible to 3-year old children, who are now (1983) forced to attend private fee-paying

establishments; in Chile, the government hopes to give as large a number of 2- to 5-year old children as possible, especially the poorest, the benefit of this type of education.

157. In Portugal, the 1979 statute stipulates that 'pre-school education is the beginning of a process of lifelong education imparted through joint action by the family, the community and the state'. According to the reply from Angola, where pre-school education is compulsory, experiments are in three-year pre-school education under way. In the Seychelles, the pre-school education policy laid down in 1978 provides for two types of institutions: day nurseries for children aged 1 to 4 and nursery schools for children aged 5 to 6. In 1981, 93 per cent of the children concerned attended nursery schools.

158. Preparation for and adaptation to school life - and even the success of schooling through pre-school education - are the goals pursued by the competent authorities, as indicated in the reports from Cuba, New Zealand, Poland and the Ukrainian SSR.

159. With regard to the development of pre-school education services, public funds are made available to rural areas in the Republic of Korea, where the setting up of private kindergartens in urban centres is encouraged. In Lesotho, where pre-school education is provided mainly by private institutions, a department is to be set up in the Ministry of Education to supervise pre-school education and prepare certain directives concerning teaching, staff and syllabuses.

160. Lastly, according to the reply from Zimbabwe, 'the Ministry of Community Development and Women's Affairs is encouraging local communities to provide pre-primary education services in rural areas, the few facilities of this kind that already exist being mostly in urban areas'. Similarly, Mauritius declares: '... economic problems facing the government make it difficult to promote pre-school education at State level ... the government supports private organizations to develop modern pre-primary schools throughout the country'.

Question 5.(iv)(c)

161. The existence of sources of assistance other than public funds was mentioned in the reports submitted by fifteen States (Angola, Argentina, Federal Republic of Germany, Ghana, India, Kenya, Lesotho, New Zealand, Nicaragua, Nigeria, Spain, Sri Lanka, Turkey, United Kingdom (Isle of Man, Bermuda) and the United States of America), while another State (Iraq) declared that such assistance was non-existent. Kenya stated that 'there is no objection to granting of assistance from other than public funds'; in most of the above-mentioned States it is private or religious organizations (Argentina, Federal Republic of Germany, India, Lesotho, Nigeria, Spain, Sri Lanka, Turkey, United Kingdom (Bermuda) and the United States of America) that grant financial assistance, in cases of need, in accordance with their own selection criteria. Three States (Angola, Ghana and India) mention assistance obtained through international organizations or programmes. In the case of Angola, these were Oxfam and SIDA, whose aid has helped to set up 'provisional schools' intended for pupils who are too old for the regular education system. The report from Ghana refers to assistance from Unesco and UNICEF, while India refers to assistance from CARE.

Question 5.(v)

162. The question concerning certain reforms aimed at integrating primary education and the first level of secondary education into a common core, prompted a large number of replies referring to related but distinct concepts: the integration of primary and secondary education; the common core; basic or fundamental education; and compulsory schooling of eight to ten years, which may or

may not correspond to basic or fundamental education. Affirmative replies to this question were received from twenty States (Algeria, Angola, Australia - for one territory (Christmas Island), Byelorussian SSR, Colombia, Congo, Cuba, Denmark, Egypt, Finland, Federal Republic of Germany, Ghana, Italy, Jordan, New Zealand, Nigeria, Norway, Seychelles, Spain, Syrian Arab Republic). Moreover, one State (Chile) declares that such reform is under way, and another (Switzerland) that it is implemented in one part of its territory (French-speaking Switzerland). Fifteen States gave a negative reply to this question: Argentina, Australia, Barbados, Burundi, India, Iran, Iraq, Japan, Kuwait, Lesotho, Malta, Nicaragua, Saudi Arabia, Trinidad and Tobago, United Kingdom (Northern Ireland, Jersey, Bermuda, Gibraltar, Turks and Caicos Islands). Thirty-four States did not reply directly to this question: Austria, Belgium, Benin, Botswana, Brazil, Bulgaria, Cape Verde, Central African Republic, France, German Democratic Republic, Guinea, Indonesia, Israel, Kenya, Maldives, Mauritius, Mongolia, Namibia, Nepal, Peru, Poland, Portugal, San Marino, Sao Tome and Principe, Sierra Leone, Singapore, Sudan, Sweden, Turkey, Ukrainian SSR, USSR, United Kingdom (England, Scotland, Wales, Isle of Man), United Republic of Cameroon and the United States of America. There is however reason to believe that in certain States where a common core has been instituted in unified polytechnic education of eight to ten years the integration of primary education with the first level of secondary education has actually been achieved. Chile states that reforms integrating primary education and secondary education have been started. Eight other States (Bahrain, Canada (Quebec), Lesotho, Republic of Korea, Senegal, Sri Lanka, Tunisia and Zimbabwe) are considering such reforms, making provisions for them, or hoping that they will be possible. Nicaragua states that a common core defined as 'general basic education' has not yet been brought into being 'although the authorities consider it to be urgently needed'. The Syrian Arab Republic is doing its utmost to achieve the integration of primary and secondary education enshrined in the Constitution; the United Kingdom (Saint Helena) is steadily working towards it; and the education policy of Hong Kong aims at providing free, compulsory, universal education of nine years (six years of primary and three years of secondary education).

163. Certain States explain their replies with comments on the meaning or nature of the reforms undertaken or planned and give reasons why they have not effected the integration covered by question 5 (v).

164. Two States gave general replies: Indonesia, which states without further explanation that 'measures are being taken to implement educational reforms', and Kenya, whose educational goals are: '... equality of educational opportunity for all and an integrated society'. According to the report submitted by Israel, 'the aims of the "reform" in the educational structure were also to bring about a direct transition from primary to secondary education'. The Government of the Central African Republic decided in 1982 to implement a global reform of its formal and non-formal education systems, but the report does not mention specific changes in the structure of those systems.

165. In Zimbabwe, 'plans are under way to integrate primary education and the lower secondary level into a common core ... by providing each pupil with probably two years of secondary education'. According to the reply from Bahrain, 'a basic nine-year education system could be set up when the new education bill is adopted'. Similarly, the Republic of Korea plans to extend, by 1989, the length of compulsory education from six to nine years, thus covering the first level of secondary education without providing for the institution of a common core. Senegal has plans to combine first level education with second level, lower stage education, so as to form a common core of 'fundamental education' with special courses for the handicapped. A similar proposal in Sri Lanka has been accepted to combine the five primary grades with three junior secondary grades to form an 'elementary school' of eight grades.

166. The general-education schools operating in the Federal Republic of Germany are also intended to provide pupils with a greater equality of opportunities, as is the case in Denmark, Finland and Norway, where these schools must also - as in Italy - facilitate pupil guidance and defer the making of a final choice regarding the pursuit of studies or entry into working life. The combination of education and productive work, the opening up of the schools and the preparation of young people for life are goals mentioned by eleven States: (Algeria, Benin, Brazil, Bulgaria, Congo, Egypt, Federal Republic of Germany, Italy, Nigeria,

Ukrainian SSR and Zimbabwe). According to the reply from Benin, whose educational strategy is based on the integration of the school with its environment, legislation provides for production-related theoretical training; in Brazil, Law No. 7,044 of 18 October 1982 declares that compulsory preparation for work is an integral part of the training of pupils; while in Congo productive work is the mainspring of school and university reform, syllabuses being designed to train producers.

167. The reply from Egypt indicates the reasons for the reform that extended compulsory education from six to nine years as of 1981-1982: '... initial six years of compulsory education were no longer adequate to prepare citizens for integration into the world of work and active life'. In the Ukrainian SSR, general polytechnic education gives the pupils concrete working experience at the same time, in keeping with social, scientific and technological progress. Similarly, in Bulgaria ongoing reform provides for the merging of general and vocational education and the adaptation of vocational training to the requirements and the experience of scientific and technological progress. Pupils simultaneously acquire scientific, general and ideologically and politically oriented knowledge and professional and technical habits and skills. With regard to Nigeria, the new national educational policy seeks to introduce vocational and technical disciplines into the syllabuses for primary and the first level of secondary education in order to provide basic education to all and to allow those who do not wish to continue their studies to enter working life on the strength of a certificate attesting to the completion of the first level of secondary education.

168. As for India, it explains the absence of reform on this point as follows: 'According to the Constitution, education at the elementary stage in classes I-VIII is considered as "basic" education. As all efforts since independence had to concentrate on the generalization for all children aged 6-14 of this education, there was no question of any reform in this regard'.

169. Some States provided information on the procedures chosen to implement educational reform. In addition to the integration of the two levels (primary and the first level of secondary/preparatory/intermediate) mention can be made of the integration, since 1975, 'of pre-school, primary and secondary level into the Christmas Island Area School' (Australia (Christmas Island)); the establishment of 'composite and area schools which combine primary and secondary education and have been established particularly in regions of low population density' (New Zealand); the conversion of the higher classes of traditional primary education into secondary-level classes (classes 5-9) in the Federal Republic of Germany: 'the conversion of existing middle schools into junior secondary schools providing six years of primary and three years' junior secondary education - basic education - to all' (Ghana); the establishment of middle schools (United States of America and United Kingdom (Cayman Islands)); 'the opening of community schools to provide three years of general and practical education for those who failed the Primary School Leaving Certificate, in order to prepare them for work' (Mauritius); the reform of all the internal structures of the educational system as a whole instead of reforms of given educational levels (Cuba); co-ordination or merging of syllabuses for the two levels (primary and secondary); the design of new syllabuses (Angola, Central African Republic, Finland, Ghana, Israel, United Kingdom (Northern Ireland), Seychelles, Sweden); revision of syllabuses, organization of courses and distribution of teachers in line with a continuous education system (Malta); the establishment of teacher-training colleges and in-service teacher training courses, 'in order to enable [teachers] to cope with the new education system' (Angola and Spain); the setting up of co-operatives to initiate pupils to production, management and respect for public property (Benin); the establishment of special student-guidance centres (Italy); reduction of numbers of pupils in overcrowded classes (Republic of Korea); a

literacy drive for children over the age of 14 (Angola) and the conclusion of an agreement between the Government of the Congo and Unesco in 1977, extended beyond 1980, to translate the political reform project into a plan for progressive development.

170. With regard to the methods adopted to provide basic education, five States refer to the use of active methods permitting linkages between theoretical teaching and practical training (Algeria, Angola, Central African Republic, Congo and Spain). Without referring to active methods, the report from Egypt emphasizes that: 'Basic education, while stressing the importance of applied studies, combines the practical and theoretical aspects of training ...'. According to the reply from Sweden, a new educational programme was to come into force during the school year 1982-1983. However, school work had to conform as of 1980-1981 to the new guidelines on methods giving priority to the acquisition of basic knowledge. Ghana provides similar information: 'new contents of education ... have been devised with the aim to providing the individual with [useful] skills ... but also relevant to the development needs of the country'. In the United States, 'team teaching is used, as well as individual courses given by different teachers', whereas in Portugal the methods are contingent on the new conception of the school as being an agent of change rather than a means of transmitting knowledge. In Algeria, the first stage of the new type of education allows the learning of reading, writing and arithmetic as well as initiating the pupil to polytechnic education; the second develops the knowledge acquired in the preceding stage and sets the child in its environment; and the third consolidates knowledge and integrates intellectual with manual work.

171. The questionnaire on the implementation of the Convention contains, in section II, the following questions:

6. (i) What progress has already been made towards the generalization of secondary education, which - in the terms of the Article 4 (a) of the Convention(1) - should be made accessible to all in its different forms (including technical and vocational education)?(2)

For example:

modification of structures through the creation of a common core leading to various branches of general, technical and vocational secondary education;

extension of compulsory schooling to cover three or four years or the entire duration of secondary education;

financial or other forms of assistance made available to families.

(ii) How do pupils accede to secondary education?

automatic promotion, examination or other means.

(iii) Are compensatory measures provided (e.g. remedial classes, informal tutoring, special language classes, evening classes, correspondence courses, etc.) for those who need them?

(1) See note 3, page 14.

(2) Please give statistics, as far as possible, on enrolment figures for primary and secondary education, as compared with the total school-age population, and broken down by sex.

(iv) What major difficulties have been encountered in the provision of secondary education, and what attempts, if any, have been undertaken to overcome such difficulties?

172. The questionnaire on the implementation of the Recommendation contains similar questions.

Question 6.(i)

173. With regard to the group of questions concerning the generalization of secondary education, five States made no reply (Cape Verde, Honduras, Sao Tome and Principe, Singapore, Tunisia), while ten other States provided general or merely implicit information. The report drawn up by Benin quotes Article 131 of the Constitution, which stipulates that 'the State shall gradually set up new schools ..., it shall develop different forms of complementary, general, technical and vocational education ... both in the cities and in the countryside'; in Bahrain 'secondary education is geared to the needs of society and the aptitudes of individual students'. The report from Indonesia states that all those who are capable of it may pursue secondary studies, whereas in Israel 'post-primary education is developing from four to three years' study at the intermediate level'. In Egypt, 'secondary education is in the process of expansion'; in Kenya 'secondary education is generally available but not compulsory'. Peru indicates that 'secondary schools are open to all, even though they are insufficient in number and are totally lacking in isolated areas'. Gambia reports its hope to double secondary school enrolments during its 1981-1986 five-year plan. The report of Senegal refers to the conclusions of a national conference on education and training held in 1981. Lastly, the report on a United Kingdom dependent territory (Bermuda) states that 'there are no obstacles impeding the generalization of secondary education'.

174. On the other hand, the report drawn up for Namibia stresses that 'in 1981, 83 per cent of black children of primary school-age were in schools, but that figure dropped to only 16 per cent for black children of secondary school-age (...) indicating strong pressures on black Namibians to leave school and forgo high-school training'.

175. The progress already made towards the generalization of secondary education varies, depending among other things, on the stage of secondary education in question.

176. As many States have merged into a common core the last stage of primary education and the first stage of secondary education (see 5.(v) above), the generalization of secondary education is linked both to the length and to the extent of compulsory schooling.

177. Compulsory schooling, frequently of nine years duration, extends in the twenty-six States that replied to the questionnaire beyond primary education and covers the first stage (two or three years) of secondary education. The school-leaving age is only 14 in certain countries but most frequently 16 or 17 (Algeria, Australia and Christmas Island, Belgium, Byelorussian SSR, Cuba, Congo, Czechoslovakia, Denmark, France, German Democratic Republic, Federal Republic of Germany, Guinea, Ireland, Japan, Jordan, Malta, Mongolia, New Zealand, Nicaragua, Poland, San Marino, Spain, Sweden, Switzerland, Ukrainian SSR, United Kingdom (England and Wales, Scotland, Isle of Man, Jersey, Gibraltar, Hong Kong and Monserrat)). According to the reply from Angola, the competent authorities hope to make the first stage of secondary education compulsory, like the Republic of Korea, whose government aims at making it compulsory in 1989. The Government of Botswana hopes to make access to this type of education universal in the early 1990s.

178. The generalization of education is, naturally, greatly helped by the fact that it is widely free of charge, either for the first stage of secondary education or even throughout secondary education (Angola, Barbados, Bulgaria,

Byelorussian SSR, Congo, Cuba, Cyprus, Egypt, German Democratic Republic, Federal Republic of Germany, India, Iraq, Ireland, Japan, Jordan, Kuwait, Malta, Mauritius, Mongolia, New Zealand, Nigeria, Nicaragua, Peru, Portugal, San Marino, Saudi Arabia, Seychelles, Libyan Arab Jamahiriya, Sudan, Sweden, Switzerland, Ukrainian SSR, USSR, United Kingdom (England and Wales, Scotland, Northern Ireland, Isle of Man, Guernsey, Gibraltar, Hong Kong, Monserrat)), United States. This list should be supplemented by adding those Member States that indicated in previous reports that secondary education was free: Austria, Belgium, Chile, Czechoslovakia, Denmark, Finland, France, Norway, Poland, Syrian Arab Republic.

179. The Government of the Republic of Korea plans, as of 1984, to make the first level of secondary education gradually free for pupils from low-income families. Pakistan is striving to provide free secondary education.

180. Efforts undertaken to increase opportunities of access to secondary education can vary in nature from one country to another; for example, in Argentina, the government relies heavily on participation by private schools; in Trinidad and Tobago 'a special unit has been created to promote the provision of universal free secondary education'. In France, 'bridging classes' have been set up between technical education and general education. Iran considers that the abolition of tuition and the closing of private schools were major steps towards the generalization of secondary education.

181. Many States have striven to promote the generalization of secondary education by increasing the number of general, technical and vocational secondary education establishments as well as through improved school mapping with the setting up of new establishments (Bahrain, Burundi, Cameroon, Central African Republic, Congo, Cuba, Ireland, Republic of Korea, Nepal, Norway, Pakistan, Libyan Arab Jamahiriya, Switzerland, Trinidad and Tobago); by creating new types of teaching and training (Malta, Nepal, Nicaragua, Nigeria); by converting traditional schools into common-core general education schools, especially for the second level of secondary education where the first level is compulsory; by unifying different types of secondary establishments and/or by harmonizing traditional curricula with those that seek to initiate pupils to technical and vocational training (Austria, Czechoslovakia, Denmark, Finland, France, Iraq, Italy, Jordan, New Zealand, Portugal, San Marino, Seychelles, Spain, Sweden, United Kingdom (Monserrat), United States of America, Zimbabwe).

182. Certain States report structural reforms: a new school in San Marino brings together the teaching of traditional subjects, the sciences and technical subjects, in order to overcome the dichotomy between intellectual and manual work. Similarly, the report from the Byelorussian SSR states that access by all to secondary education 'helps to abolish the main differences between physical and intellectual work'. The reports of Canada (Quebec) and Turkey mention the introduction of comprehensive secondary education.

183. This concern to strike a real balance between general secondary education and technical and vocational training is reflected in other reports. According to the reply from Denmark 'practical subjects have been introduced at some Gymnasia, and some more general subjects integrated into different types of vocational (apprenticeship) training'. In Finland, the 1978 Act on the development of secondary education contains 'provisions for vocational education which should be part of the overall educational process for every citizen'. In this same regard, the two parallel secondary school programmes in Guyana both have a three-year common core comprising academic and pre-vocational subjects. The goal pursued by many States seems to be fulfilment of the human personality and the development of aptitudes on the basis of interests, by providing all particularly children and adolescents, with a better preparation for productive working life'.

184. According to the report from Lesotho, 'it is the government's policy that every secondary school should teach at least one practical subject ... The intention is to link development of high schools to the manpower requirements of

the economy'. In Brazil, 'experiments are being conducted in order to meet the needs of people who are underprivileged as regards vocational training so as to enable them to complete the training earlier, but after providing them with specific qualifications geared to the labour market in the region'. The report submitted by Nepal states that the curricula of both levels of secondary education provide for vocational instruction. Furthermore trade schools have been set up in various rural parts of this country for the training of school drop-outs who thus might become useful participants in local development projects. Sri Lanka reports that the common curriculum for secondary education includes a compulsory pre-vocational subject. In Cuba 14 year-old pupils can be trained as skilled workers in vocational and technical education centres, and any pupil who so desires can, after finishing sixth grade, go on to secondary and university education.

185. The Syrian Arab Republic is of the view that considerable progress has been made in the generalization of secondary education since the abolition of the competitive examination for the first level. Generalization of secondary education has been achieved in the Byelorussian SSR where 'universal secondary education is one of the most important social achievements of the mature socialist society'. In Bulgaria, where the report states that 'conditions for the general provision of secondary education already exist, in particular as a result of the introduction, beginning in the 1981-1982 academic year, of the three-level comprehensive multidisciplinary secondary school'; in Poland, where the general provision of education has been ensured by extending compulsory schooling to 17 years of age and in the USSR which has 'for a long time had a large system of compulsory general, technical and vocational secondary education'.

186. In Sri Lanka, technical and vocational education is totally free, while other forms of secondary education are free for the first four years. Although free secondary education and in particular free vocational training is provided quite frequently, and this often involves providing textbooks, supplies, meals, board, uniforms and transport free of charge, many States also provide pupils or their families with financial assistance.

187. Two States (Iraq and Peru) announce that secondary education is free in the press and other mass communication media; free secondary education is also provided in Angola, covering school fees, meals, medical expenses and boarding fees. This State declares however 'that it is always prepared to come to the assistance of pupils from needy families who are unable to cover other costs'.

188. In fact, financial assistance is in most cases intended for deprived children or children from low-income families so that, if required, they would be able to pay other fees entailed in the pursuit of their children's studies.

189. Financial assistance can be granted by the State, by local authorities or by private organizations in the form of scholarships, loans, subsidies or allowances, and the latter can, in certain cases, be awarded to students up to the age of 21 (Argentina, Australia and Christmas Island, Barbados, Belgium, Bulgaria, Byelorussian SSR, Chile, Denmark, Finland, France, Federal Republic of Germany, Japan, Republic of Korea, Mongolia, New Zealand, Norway, Pakistan, Poland, Sierra Leone, Spain, Sri Lanka, Sudan, Sweden, Switzerland, Syrian Arab Republic, United Kingdom (Anguilla, Turks and Caicos Islands)).

190. In the German Democratic Republic, pupils enrolled in the second level of secondary education receive monthly allowances. Financial assistance encourages enrolments in technical schools in the Syrian Arab Republic.

191. In Nigeria financial assistance in the form of remission of boarding fees, bursaries or loans is provided by all States. Some States provide some additional assistance. India also reports measures on behalf of girls: 'full secondary education has been made free for girls in the majority of those States where the two stages of secondary education have not yet become free'. Moreover, it appears from the

reply of this State that pupils belonging to 'Scheduled Casts and Tribes' receive free secondary education.

192. In Australia, a 'Specific Secondary Grants Scheme' for aboriginals was set up in 1970. In New Zealand, 'scholarships have been created for able Maori and Polynesian pupils'.

193. Belgium stresses that grants are awarded 'subject to certain conditions'; needs and/or ability are generally taken into account in granting financial assistance.

194. In Colombia, scholarships are awarded to pupils who have achieved good results at primary school and who are compelled 'by the inadequacy of the public education services' to enter a private school.

195. According to the reply from Spain, 'grants have not been awarded in sufficient numbers and the system does not confer equality with higher income students, in so far as it demands certain standards of academic performance from those in receipt of grants'.

Question 6.(ii)

196. Six States gave no reply to the question on conditions of access to secondary education (Cape Verde, Honduras, Nepal, Sao Tome and Principe, Singapore, Tunisia). According to the report drawn up for Namibia, 'the South African regime prefers to leave educational establishments empty rather than authorize attendance by Black Namibians'. One State (Botswana) plans to make access to this level of education universal in the early 1990s, as is the intention of the Syrian Arab Republic whose government plans to extend compulsory education from the primary to other levels of education, while Ghana is of the view that following structural reforms, 'all pupils should accede to three years junior secondary school after completion of six years primary education'.

197. In Jordan, guidance and selective admission, of pupils to the different branches of secondary education is governed by the 1964 Law and special regulations issued every year by the Ministry of Education.

198. In the Congo, legislation has instituted selective admission of pupils in order to rationalize entry to the schools. This is also the case in the Syrian Arab Republic, where pupil numbers are distributed among general, technical and vocational secondary establishments; the number of pupils admitted each year to each of these categories of schools is set by the Ministry of Education.

199. According to information provided by Nigeria, the quota system is practised in order to encourage fairly even development among the States and also within the individual State.

200. Other reports point out the variety of regulations governing admission requirements for secondary education. In the USSR, this level of education is compulsory throughout, and Canada's ten provinces provide free and compulsory secondary education with 100 per cent enrolment usually up to age 16. Lower secondary education is compulsory in the German Democratic Republic, the Federal Republic of Germany, Italy and Congo. A primary school-leaving certificate is required for admission to secondary education in the following countries: Angola, Belgium, Brazil, Chile, Denmark, Egypt, Finland, Guinea, Kenya, Malta, Mauritius, Nicaragua, San Marino, Libyan Arab Jamahiriya, Spain, Syrian Arab Republic and the Ukrainian SSR. The Syrian Arab Republic states that the required certificate gives access to lower secondary education. In Japan and a dependant territory of the United Kingdom (Montserrat), access to secondary education is by automatic promotion; this system also obtains in Argentina, Australia and one of its external territories (Cocos (Keeling) Islands); France, Ireland and Nigeria - in certain of its States; New

Zealand, Pakistan and Peru - provided that there is a certificate showing that primary education has been completed; the Republic of Korea, the United States of America and the United Kingdom (England and Wales, Scotland, Northern Ireland, Isle of Man, Jersey, Bermuda, Gibraltar, Cayman Islands). Sri Lanka states that 'there is no bar for any pupil to proceed from the primary cycle to the secondary cycle', and Turkey reports that transition from basic education to general secondary education 'is according to the students' interest'. In Argentina, there are isolated areas where there is a draw by lot for the available places; in other areas, the student population is distributed according to the material resources available to the education services.

201. The requirement to pass an entrance examination to gain admission to secondary education is mentioned by many States: one external territory of Australia (Norfolk Island), Austria, Bahrain, Barbados, Burundi, Central African Republic, Gambia, Guyana, India, Indonesia, Iran, Kuwait, Lesotho, Malta, Mongolia, Nigeria, Poland, Portugal, Libyan Arab Jamahiriya, Senegal, Trinidad and Tobago, United Kingdom (Turks and Caicos Islands), United Republic of Cameroon and Zimbabwe. In Burundi, Nigeria and the United Republic of Cameroon, admission to secondary education is by national or regional competitive examinations; in Poland, examinations in Polish and mathematics have been compulsory since 1982.

202. In Norway admission to secondary education is governed by ministerial regulations, and in Sweden access depends on a system of marks which, from the academic year 1983-1984 onwards, was to be applied also to access to higher secondary education. Admission to higher secondary education is dependent on an entrance examination in the following States: Angola, Congo, Czechoslovakia, Ghana, Italy, Japan, Maldives, Republic of Korea, Syrian Arab Republic and the United Kingdom (Montserrat). Czechoslovakia reports that headmasters of schools are entitled to exempt gifted candidates from the examination; Malta reports that access to higher secondary education depends on an application and is subject to certain unspecified conditions. Angola reports that in the absence of any vocational guidance service the entrance examination is supplemented by a selection made by a National Board set up for the purpose. The Republic of Korea reports that the national entrance examination for higher secondary education was replaced in 1973 by a regional qualification examination with a success rate of 90 per cent of the candidates. Lastly, one country (Bulgaria) states that there are different forms of entry, depending on the type of school; Switzerland states that procedures differ from one canton to another.

203. Cuba reports that everyone has access to upper secondary education for, at the end of the ninth grade, all pupils are entitled to choose between pre-university education, a course of intermediate education in preparation for primary teacher training, and employment as a middle-level technician in industry or agriculture or in the economic, health or cultural sectors. Once the choices are known, and with due regard for the requests made, the pupils are classified at municipal or provincial level on the basis of the marks they have obtained in basic secondary education.

204. In Israel, 'access to secondary education' (lower level) 'is determined by discussions between teachers and principals from both primary and intermediate level institutions; access from the intermediate to the upper level of secondary education is based on the recommendations of teachers; there are no entrance examinations'.

205. As regards admission to technical and vocational education, this depends in some countries on passing an examination and/or the number of places available (Congo, Denmark, Finland, Malta, Mongolia, Turkey and the USSR).

206. The limited information provided on enrolment in secondary education reveals differences, occasionally substantial, from one country to another. The figures from Australia concern the Aboriginals who, since 1970, have benefited

under the Secondary Grants Scheme. 'Prior to the existence (of the Scheme), there were fewer than 3,000 Aboriginal children enrolled in secondary schools. By 1981, their number had increased to 15,689 pupils'.

207. Enrolment in technical and vocational education rose by 12 per cent per year between 1977 and 1982 in the Seychelles; in Benin, it increased sevenfold between 1972 and 1982, a period which saw a decrease of approximately 50 per cent in enrolment in general secondary education.

208. In Finland, in 1980, some 77 per cent of all comprehensive school graduates were eligible for secondary education (84 per cent of the girls were eligible, and 69 per cent of the boys). Between 1979 and 1981, secondary school enrolment in Ireland increased by 23.7 per cent. Zimbabwe states that 'although not all pupils having completed seven grades of primary education can at present proceed to the secondary level, the transition rate rose from 20 per cent to over 70 per cent of the total school population during the last three years'.

209. Whereas from 1980 to 1982 enrolment rates ranged between 92 per cent and 99 per cent in Cuba, Cyprus, Czechoslovakia, Japan, Maldives and the United States of America, for the same period enrolment in secondary education in Burundi represented 2.4 per cent of the corresponding age-group; the figure for Sierra Leone was 15 per cent.

210. The possibility of transfer from one type of secondary school to another is mentioned in the reports of Argentina, Austria, Ireland, Maldives - where the transfer may take place between schools or any type, whether State or private - and the Sudan.

Question 6.(iii)

211. With regard to compensatory measures for those in need of them, eight States gave no reply (Barbados, Botswana, Cape Verde, Denmark, Honduras, Sao Tome and Principe, Saudi Arabia and Singapore); Kenya replied that such measures did exist. Three other States (Congo, France and Senegal) have no remedial system. In France, however, additional tuition is provided for pupils in difficulty, and the establishment of priority education zones and of a national centre for correspondence courses may mitigate certain difficulties arising here and there. In Nicaragua there is no official tuition for backward pupils but a failed pupil may take the examination a second time. Kuwait, which is not in favour of private lessons, reports that the Ministry of Education has just devised a system of remedial courses in different subjects for those who need them.

212. Similar measures apply in all the other States that have sent in a report. In this connection, three States provide general information: Belgium reports that compensatory measures are planned under the reformed secondary education system, the Central African Republic states that such measures are foreseen, and Chile reports that compensatory measures form part of the normal education system.

213. Occasionally it is indicated that various measures have been taken or systems devised for this purpose (Bulgaria, Federal Republic of Germany and the United Kingdom (England and Wales, Scotland, Jersey, Isle of Man, Gibraltar, Hong Kong and Saint Helena)) but in most cases, mention is simply made of remedial instruction, additional tuition, evening classes or correspondence courses, ad hoc tutoring, remedial courses broadcast on television, or revision courses, sometimes in the form of radio broadcasts.

214. Some reports point out that one or other of the various categories of courses may be organized in large schools or only in a limited number of schools (Cyprus, Mauritius, New Zealand, Nigeria and Pakistan) or in private schools or in private homes (Burundi, Nigeria, Sudan, Syria Arab Republic and Zimbabwe); fees are charged for private courses in Burundi and Zimbabwe. Payment for evening classes or correspondence courses is also mentioned in the reports of Ghana, Iran and Sierra Leone, while such courses are provided for a small charge in Bahrain.

215. Compensatory measures or arrangements are in most cases intended for students who are backward or who have reading problems or difficulty in learning a foreign language, for students enrolled in vocational training schools, for young workers, and sometimes also for the handicapped (Angola, Argentina, Australia, Brazil, Bulgaria, Byelorussian SSR, Canada (Nova Scotia), Chile, Egypt, Finland, Federal Republic of Germany, Guinea, India, Indonesia, Iraq, Ireland, Japan, Jordan, Lesotho, Malta, Mongolia, Peru, Portugal, Libyan Arab Jamahiriya, Sweden, Switzerland, Turkey, Ukrainian SSR, USSR, United Kingdom (Bermuda, Cayman Islands, Turks and Caicos Islands, Montserrat) and the United Republic of Cameroon). Three of these States and two dependent territories of another State specify either that remedial courses are available on condition that the student has not failed in more than three subjects in the normal end-of-year examinations (Peru); or that remedial courses are provided, in particular for the children of immigrants (Switzerland); or that part-time courses or correspondence courses are provided for those who have successfully completed lower secondary education, but who for family, financial or other reasons, cannot attend normal courses (Japan); or that compensatory measures exist because of the low educational level (Turks and Caicos Islands); or for the benefit of those for whom no place is available at school because of insufficient classroom space (Anguilla).

216. In Lesotho and Spain correspondence courses are provided for students who, for reasons connected with work or geographical distance, or because of a shortage of places or lack of financial resources, cannot attend school; Trinidad and Tobago states that 'one-year courses (evening classes) are offered at the Senior Comprehensive Schools for pupils preparing for exams'.

217. One State mentions that class councils may organize remedial courses, but that this provision is not applied, for lack of demand (San Marino).

218. In Norway, in order to achieve the goal of integrating all pupils in a comprehensive common upper secondary school, every local authority is required to reserve 3 per cent of all available places for pupils to be enrolled on special pedagogical - psychological advice.

219. The report of the Republic of Korea, where remedial classes are provided for low academic achievement, points out that most schools lack sufficient resources to meet this need and that they are not encouraged by the State to meet all demands for remedial classes. 'It is felt that such compensatory classes should be used as informal tutoring by schools for preparing their best pupils for the university entrance examination.'

220. In Lesotho, remedial courses are offered 'after successful completion of secondary school ... these cover mathematics, science and English', in order to encourage students to take science subjects at post-secondary or higher education institutions.

221. Some of the reports mention financial or other assistance, usually granted to students from deprived families. In Australia, 'increased financial assistance to low-income families is provided to help keep children in school beyond compulsory school age'; in the Republic of Korea, children from low-income families may be exempted from payment of school fees, and small scholarships are awarded to a large number of students. Ireland and Burundi note that secondary education is free of charge; in Burundi this covers school fees, textbooks, school supplies and medical treatment. In New Zealand, 'transport and bursaries are available for those who have to live away from home to undertake their studies'. Nicaragua mentions scholarships provided by friendly countries. In Jordan, one free meal a day is provided for children of deprived families; additional paid leave and other benefits are available for young workers in Mongolia, where up to 90 per cent of the children of pastoralists in rural areas attend boarding schools.

222. A number of States provided information concerning recent decisions relating to the creation of new structures to promote either the generalization of secondary education or the learning of a trade.

223. Czechoslovakia reports that candidates of gypsy origin who have failed the entrance examination for secondary education are admitted to this level after consideration of their talent, interest and ability. In Norway, allowance is made for age and eventual work experience after completion of compulsory education. Integrated Rural Education Centres have been set up in the Sudan to help those who could proceed beyond primary schooling. In India, 'the Open School of the Central Board of Secondary Education is an innovation to extend secondary education to those who are unable to attend a formal school'. In Belgium, young people who have failed to complete primary education by the age of 13 may be admitted to vocational education. In Chile, in 1981, the foundations were laid for an alternative education system to enable such children to obtain a vocational qualification.

224. Two other States have maintained or created vocational training structures, either through courses for school drop-outs leading to a qualification as a skilled worker (Cuba), or through the recent creation of 'Educational Centres for pupils of lower achievement levels with emphasis on vocational studies only' (Israel). The Seychelles reports that the establishment in 1981 of the National Youth Service, which provides combined theoretical and practical instruction, resulted in a spectacular increase in enrolment figures in the first year of secondary education. In Poland, information on career opportunities is widely disseminated in order to make it easier for students to choose a vocation; in Sweden, massive guidance and information services for girls will be made available in order to broaden their range of vocational choices which, being more traditional and limited than that of boys, jeopardizes their employment prospects.

Question 6.(iv)

225. The questions concerning the major difficulties encountered in the provision of secondary education, and what attempts, if any, have been undertaken to overcome such difficulties were not answered by the following States: Algeria, Austria, Barbados, Belgium, Botswana, Bulgaria, Cape Verde, Cyprus, Czechoslovakia, Denmark, Finland, Guinea, Honduras, Ireland, Israel, Malta, Mongolia, New Zealand, Poland, San Marino, Sao Tome and Principe, Singapore, Switzerland and the USSR. The reports of some of these States do indicate that secondary education is available to all.

226. In reply to a previous question (6.(ii)), the German Democratic Republic states that extended secondary school and vocational training institutions immediately follow the ten-year period of compulsory education.

227. One United Kingdom territory (Guernsey) considers this question to be inapplicable; others state that no particular difficulties have been encountered in this respect (Northern Ireland, Isle of Man and Jersey); Bermuda and Saint Helena (two dependent territories of the United Kingdom) report the provision of universal secondary education (Bermuda) and of four years of compulsory secondary education (Saint Helena). The report of Canada also does not mention any particular difficulties.

228. Iraq states that no information is available on this question.

229. The factors that hinder the generalization of secondary education may arise from the dispersion of the population in some regions of a country (Argentina, Saudi Arabia and the Syrian Arab Republic) or result, in particular, from financial problems such as those described in the report by the Federal Republic of Germany, where it is becoming increasingly difficult to finance this level of education due to unpredictable enrolment numbers and the corresponding

demand for teachers and facilities. The United States of America also points to financial difficulties: 'As the cost of providing secondary education is increasing at the same time as sources of revenues are decreasing, many high schools are having difficulty maintaining the number of supplementary course offerings and extra-curricular activities'. Likewise in Mauritius rising costs of equipment and books make the provision of adequate facilities difficult in many schools.

230. The lack of financial resources, sometimes even for teachers' salaries, and also of land for construction, the inadequacy of school buildings and educational materials and equipment, particularly for scientific, technical and vocational education, the dearth of qualified teachers, the lack of training and further training facilities for teachers, and the inadequacy of medical and health services are factors which, taken together or individually, hinder the generalization of secondary education in the following countries: Argentina, Angola, Benin, Burundi, Central African Republic, Congo, Colombia ('the shortage of premises and teaching materials, especially in rural areas and deprived urban areas'), Egypt, Gambia, Ghana (which adds the 'shortage of essential food items for roughly 77 per cent of all pupils living in boarding schools'), Guyana, India, Indonesia, Iran, Kuwait ('most experienced teachers become administrators owing to the shortage of key personnel ...'), Lesotho, Maldives, Nigeria, Nepal, Norway, Nicaragua, Pakistan, Peru (which ascribes the shortage of teachers and equipment to lack of co-ordination with the world of work), Portugal, Senegal, Turkey, United Kingdom (Hong Kong, Montserrat), United Republic of Cameroon, Sierra Leone, Libyan Arab Jamahiriya, Sudan, Trinidad and Tobago, Syrian Arab Republic and Zimbabwe.

231. In addition, mismanagement and poor administration of schools are mentioned by Benin and Lesotho; the need to adapt the content of curricula to reflect scientific and technological progress and a country's actual socio-economic situation is mentioned by Brazil, Burundi, Byelorussian SSR, Japan, Ukrainian SSR, United Kingdom (England and Wales) and the United Republic of Cameroon.

232. While proposing to improve the quality of teaching and pupils' preparation for socially useful work, the Ukrainian SSR emphasizes in its report that one of the tasks to be accomplished is 'the development of less complicated curricula and textbooks, thus reducing the unwarranted amount of work for the children'. In France, the competent authorities note that the introduction of universal secondary education encounters 'the difficulty of setting a minimum level common to all students'. According to Japan's reply, the fact that 94 per cent of all pupils are enrolled in the upper (second) cycle of secondary education has led to a great variety of pupils in terms of interests and abilities, which makes it difficult to provide appropriate education for them all. In Australia's external territories 'the small size of the schools makes the provision of a diversified curriculum difficult' (Norfolk Island, Christmas Island); in the Cocos (Keeling) Islands 'the secondary school was established only in 1980 and is still developing its programmes'.

233. Some of the reports indicate particular difficulties of concern to the competent authorities, including the insufficient preparation for working life of young people who drop out of secondary education. In the Federal Republic of Germany, the percentage of pupils who leave school without a diploma rose from 32.8 per cent in 1975 to 41.4 per cent in 1981. In Australia, 'only 35 per cent are retained of initial enrolment'. In Nepal drop-outs represent 15 to 20 per cent of the school population in secondary education; in Argentina the drop-out rate between primary and secondary education is estimated at 50 per cent. Angola, Chile, Sri Lanka and the United Republic of Cameroon report high rates of drop-outs and repeaters, without providing figures. In Portugal, in addition to the lack of funds there is the problem of economic and social selection which makes

itself felt at the end of the period of unified education that is, the ninth year of compulsory schooling. 'The additional classes (at secondary level) are no longer free; and the variety of curricula, without taking sufficiently into account the interests of the pupils ... social selection ... and the lack of any specific training for young people who leave formal education at the age of 14 or 17 leave them without any appropriate vocational training.'

234. Sweden, where responsibility for young people under 18 years of age lies with schools, has developed programmes of educational alternatives and vocational training courses for young people who have completed compulsory education without finding a job or who intend to continue their education at the upper secondary level. The United States of America indicates the phenomenon of 'population shift from State to State or region to region which makes it difficult to provide instructional consistency to pupils that move from school to school within some 16,000 school districts, each determining programs and courses for each secondary school'.

235. The report by France mentions two difficulties hindering the introduction of universal secondary education: that of setting a minimum level common to all students, and the risk of unduly early vocational specialization. To cope with those difficulties, two preparatory grades (fourth and third) were established for pupils anxious to specialize. These provide a minimum level of instruction jointly with pupils continuing in the general education stream. The increase in the number of unemployed holders of secondary education diplomas has led the Government of the Republic of Korea to strengthen guidance and career education programme. Likewise in Lesotho, where 'the present education system tends to separate general secondary education from technical, commercial and agricultural education ... the National Teacher-Training College will provide for more students to be trained in practical subjects'.

236. Angola mentions the drafting of a bill setting out selection and placement criteria for entry into lower secondary school.

237. Angola also emphasizes the need to reinforce the enterprise-school partnership system. Colombia stresses the need for co-ordination of activities in the education sector with those in other sectors participating in the country's economic and social development.

238. Colombia, Japan, Republic of Korea and Sudan have all announced their intention of carrying out an evaluation of the various branches of secondary and vocational secondary education. In 1978, Japan started an overall modification of the programme content for the second cycle of secondary education. In Sudan, the six-year plan for 1977/1978-1982/1983 'includes a diversification of secondary education through the introduction of comprehensive schools'. Lastly, in the Cayman Islands, difficulties were encountered in the amalgamation of a small grammar school and a secondary modern school, an objective which has now been attained, according to the reply concerning this dependent territory of the United Kingdom.

239. In the Republic of Korea, the rapid growth in enrolment figures, overcrowded classes and the low-quality learning environment give rise to a number of problems. Despite the efforts made to reduce the differences in learning abilities of pupils attending different schools, differences in pupils' attainments have increased within each school, as teachers prefer class grouping by ability, whereas the government calls for mixed grouping in line with the equalization policy.

240. The Republic of Korea also considers that the very nature, role and function of secondary education, particularly the upper school, are in question,

since the fact of its generalization has led to rising expectations among its graduates, although there are practically no meaningful jobs for these young people.

241. For Nepal, it is a question of promoting a scientific outlook and thinking by means of the sound teaching of science in schools.

242. Measures taken by States to overcome the above-mentioned difficulties often correspond to priorities established each year by the competent authorities, as stated in the report by Nicaragua. However, it can be noted that comparable measures have been adopted in different countries to offset similar shortcomings and inadequacies.

243. Thus for example the creation of rural development groups, community or neighbourhood schools, the speeding up of school construction, the repair and remodelling of existing premises have been reported by the following States: Bahrain, Burundi, Central African Republic, Colombia, Cuba, Ghana, United Republic of Cameroon and Zimbabwe; Ghana also states the government's intention 'to convert boarding schools into day-schools to obtain more places'. Gambia is gradually implementing day and evening shifts to make fuller use of existing facilities. The difficulty in obtaining adequate building sites for schools is not confined to Gibraltar (a dependent territory of the United Kingdom); Gibraltar has however been able to solve the problem through the use of reclaimed land ceded by the Ministry of Defence.

244. The need to adapt the content of secondary education to correspond with achievements in science and technology led the Byelorussian SSR in 1980 to introduce new subjects in its curricula and to prepare new textbooks. This State reports that it intends to update the content of teacher-training and to revise educational methods. Sri Lanka also reports that 'action has been taken to make the curriculum more relevant to the needs of the community'.

245. Improvement of teachers' qualifications is one of the priority objectives for Cuba (which favours the combination of theoretical studies with periods of practical work in rural secondary schools), Indonesia (the creation of a teacher-training diploma programme) and the United Republic of Cameroon. Enhancement of the status of teachers is considered important by Angola, Colombia and Nigeria, with Colombia offering bonuses and opportunities of quicker promotion, while in Nigeria, the Federal and State Governments have tried to recruit young graduates, particularly science graduates, by making their starting salary slightly higher than that of their colleagues teaching other subjects. Nigeria also mentions the deployment of members of the National Youth Service Corps to teach in schools and the establishment of training colleges; Burundi points out that the Ecole normale supérieure (higher teacher-training college) was set up in 1965-1966 with Unesco's assistance; Lesotho is to seek funds to provide housing for teachers, which is at present inadequate. The report of the Central African Republic refers to the 'formation massive des professeurs nationaux du 1er cycle secondaire' to overcome the lack of nationals trained to teach. Similarly, Senegal has decided to train its own teachers at the 'Ecole normale supérieure'.

246. The shortage of specialized teachers has been overcome in the Libyan Arab Jamahiriya by recruiting secondary-school teachers from sister Arab States or other countries; foreign teachers are also recruited in some of the States of Nigeria, and in Zimbabwe and the Turks and Caicos Islands (dependent territory of the United Kingdom); Maldives hopes to replace foreign teachers by Maldivian teachers. In Jordan, in the event of a shortage of qualified teachers for a specific subject, teachers from other schools are requested to teach on a part-time basis. In Guyana, a special unit helps to recruit and train staff to teach mathematics and science.

247. The role of research in the development of education is emphasized by Burundi, which mentions the establishment of research institutions and educational programmes, by the United Republic of Cameroon, which mentions additional research on curricula, and by Japan, where the programme content for upper secondary education has been redefined in general terms and diversified to adapt it to the actual situations of different schools, pupils and communities.

248. Burundi, Nicaragua, Lesotho and Sudan rely on external assistance for the complete generalization of secondary education. Nicaragua relies on international loans; Burundi is endeavouring to acquire (by purchase or donation) school textbooks, laboratory equipment and libraries. Lesotho hopes to acquire this type of equipment through the World Bank; part-time in-service courses for those responsible for secondary-school administration are already being conducted with the help of externally funded projects. Sudan indicates that its above-mentioned six-year plan includes the use of foreign aid obtained from different international organizations.

249. The questionnaire concerning the implementation of the Convention contains the following questions under II.7:

7. (i) What measures have been taken to make higher education accessible to all, on a completely equal footing and on the basis of individual capacity, in public and private institutions and in university and non-university institutions, for full-time or part-time studies?

(ii) What criteria for admission are formulated and practised?

(iii) What measures in terms of financial and other assistance are provided to facilitate access for those interested in and apt for higher studies?

250. The questionnaire concerning the implementation of the Recommendation contains similar questions.

251. Seventy-five States provided answers or partial answers to the group of questions concerning higher education, eleven States (Algeria, Austria, Cape Verde, Honduras, Maldives, Mongolia, Namibia, Nigeria, Sao Tome and Principe, Singapore and Tunisia) leaving these questions unanswered. As already noted, Austria considers that the information contained in its 1975 report is still valid. Some States simply supplied some general information on higher education in their country; others answered only one or two of the three questions asked. In a large number of reports (Belgium, Botswana, Burundi, Canada (Nova Scotia), Congo, Czechoslovakia, Egypt, Ireland, Italy, Kenya, Malta, Mauritius, Mongolia, New Zealand, Sweden, Ukrainian SSR and the United Kingdom - except for the replies concerning Gibraltar and Hong Kong - questions (i) and (ii) or (i) and (iii) were dealt with together. A number of respondents provide information on scholarships and other forms of financial assistance - which fall under question (iii) - in response to question (i), considering that such assistance is aimed at making higher education accessible to all.

Question 7.(i)

252. In their replies to question 7.(i), sixty-six States describe the efforts made to increase enrolments in higher education and give figures to indicate the effects they have had; they provide information about ways in which equal access to higher education is ensured and the current situation as regards the free provision of education at this level; they describe the difficulties standing in the way of real equality of access or mention various types of measures that have recently been taken to come closer in practice to achieving the objective of making higher education accessible to all on a completely equal footing and on the basis of individual ability. Many reports give affirmative replies as regards equal access to higher education on the basis of individual ability, including some that consider that such equality has been achieved. Saudi Arabia indicates that the seven universities in that country ensure equal opportunities of access to higher education; the Libyan Arab Jamahiriya notes that institutions of higher education 'can accept all those who wish to pursue higher education'. Bahrain reports that 'no obstacles impede access to the universities'.

In the report of the Syrian Arab Republic, equal opportunity of access to higher education is regarded as having been achieved. Benin, India, Iraq, Mauritius and the United Kingdom (England and Wales, Isle of Man, Jersey, Hong Kong) reply in very much the same words that higher education is open to all, depending on the individual's abilities, aptitudes and merits. Similarly, Japan reports that higher education is accessible to all on the basis of individual interest. Czechoslovakia says that everyone has access to higher education. In very much the same way the Ukrainian SSR and the USSR reply that all pupils who have obtained a school-leaving certificate are eligible for admission to an institution of higher education. Belgium, in its reply, notes that higher education is open to pupils who have successfully completed secondary general and technical education. In France, any pupil who has obtained the baccalauréat has access to higher education except that there are some institutions that have introduced a system of selective admission. Israel points out, in its reply, that 'in the admission of students and the appointment of academic staff, no institutions of higher education shall discriminate between candidates on the basis of race, sex, religion, nationality or social status unless the institution has been approved, by both the Ministry of Education and Culture and the Council, as an institution intended for students of a particular sex, religion or nationality'. Italy notes that 'in view of the fact that there is no "numerus clausus" in Italy, there are no specific limitations on access to the university', such access being 'accorded to graduates of five-year institutes of secondary education'. Kuwait indicates that the government's policy 'is aimed at offering everyone equal opportunities of access to higher education in either public or private university and non-university institutions, on the basis of individual capacity'. In the Federal Republic of Germany, 'despite the strain on public funds, access to higher education institutions is to be kept as open as possible'. In Finland, the measures taken to ensure equal access to higher education focus on regional and social (economic) equality, equal eligibility, equality between the sexes and language groups. Some replies (Jordan, as regards foreign residents; USSR) indicate that foreigners are admitted to institutions of higher education on an equal footing.

253. The report of the Federal Republic of Germany notes, in addition, that between 1975 and 1981 university enrolments increased from 840,000 to 1,121,600. In Benin, there were 5,575 students in 1982 as against 580 in 1972. Other reports also contain figures on the results achieved in ensuring access to higher education. In Argentina, in 1980, 9.6 per cent of the population between the ages of 20 and 24 were enrolled in universities. Brazil reports a 'marked increase' in enrolments, Switzerland - a 'considerable increase', the Republic of Korea - 'rapid growth'. Norway, which is trying to provide 'a sufficient number of student places' in higher education, witness a 55 per cent increase in student enrolments between 1970 and 1982. In the United States, student enrolments reached the figure of 12,000,000 in 1981; the report also noted that since 1979, the number of girls and women enrolled has exceeded the number of men and that 'the number of minorities enrolled in higher education is also increasing. In Fall 1980 minorities constituted 17.1 per cent of the total enrolment in higher education as compared to 9.9 per cent as around 1996. The increase both in number of women and minorities reflects the decrease in policies and practices of discrimination at the elementary, secondary and higher level(s) of education'. Poland notes that there were nearly as many female as male students in 1983.

254. Other States mention the difficulties they are experiencing in ensuring equal access to higher education. For Nicaragua, such equality remains a 'goal that has yet to be achieved'; the report concerning the Turks and Caicos Islands, a dependent territory of the United Kingdom, mentions that 'it is not possible to make higher education accessible to all' since 'no higher education facilities exist'. Colombia, in its reply, mentions the obstacles constituted by 'the high cost of university studies ... the shortage of facilities to meet the

increased demand ... the difficulty of providing each unit with a modern laboratory ... and the shortage of qualified teachers, for whom training is just beginning to be provided'. Mauritius notes that 'the development of higher education is restricted, due to inadequate resources and limited manpower needs'. Similarly, in Lesotho, access to higher education is 'subject to' manpower requirements. Sierra Leone observes that the 'obstacles impeding the generalization of higher education stem from shortage of premises, scarcity of material resources and lack of teaching staff'. The report of Trinidad and Tobago mentions the 'limited space of the University of the West Indies'. Sudan notes that the shortage of premises impedes the generalization of higher education.

255. In a number of reports, the States concerned mention that higher education is free of charge: this is the case of Czechoslovakia, Denmark, Egypt, Ghana, Guyana, Kenya, Mauritius (which, however, notes that 'moderate fees are charged'), Peru, Poland, Saudi Arabia, Sri Lanka, Sudan and Tunisia; the same also holds true for the Federal Republic of Germany and Sweden, which refer to their previous reports in which this information was supplied. Other States, moreover, mentioned in previous reports that higher education is free or practically free (Algeria, Argentina, Australia, Austria, Benin, Bulgaria, Byelorussian SSR, Chile, Cuba, Finland, France, German Democratic Republic (for full-time students), Greece, Hungary, Iraq, Norway, Panama, Syrian Arab Republic, Ukrainian SSR, USSR, Yugoslavia and three external territories. The report of Canada (Nova Scotia) mentions that some universities provide free courses for elderly students.

256. Some reports, on the other hand, indicate that higher education is not provided free of charge. This is the case in Ireland, which reports that 'the highest fees are charged for university colleges', and in Colombia, which attributes the limited number of students to the high cost of university studies. The United States reports that 'the average tuition cost has increased markedly'. The United Kingdom in its report concerning Anguilla states that courses of studies at the University of the West Indies are 'extremely expensive' and that the university is accessible only to a relatively small number of students.

257. The practice of numerus clausus is mentioned in the reports submitted by the following countries: Cyprus (for the training of kindergarten and primary-school teachers); Federal Republic of Germany (for some disciplines); Finland (for almost all disciplines); Nigeria, which reports the existence of a 'quota system'; Ireland (for some faculties); Denmark; and Portugal.

258. Most reports mention measures that have been taken to ensure broader access to higher education.

259. Some States mention, apart from additional financial allocations, the establishments of new institutions of higher education: this is the case of Bahrain, Cuba, Iran, Nicaragua, the Republic of Korea and Sri Lanka. Several reports say there is a need for improved criteria for the establishment of new universities and other university-level institutions as an important factor in making higher education more widely accessible. Colombia singles out, as one reason for the limited number of students, the location of the universities, which are situated in the four most densely populated cities, and notes the importance of laying down principles to govern the establishment and operations of new institutions within the framework of higher education planning and its major purpose, decentralization. The report of Japan also mentions a project for improving the planning of higher educational institutions. Saudi Arabia reports that the seven universities that are located in the eastern, western and central districts with subbranches in the large cities ensure equal access. In Indonesia, 'in order to make higher education accessible to all, one public university or higher education institution has been established in each province'. In its reply,

Finland notes that higher education institutions are now more evenly distributed throughout the country. Argentina, Canada and Chile mention the existence of regional universities. Canada (Nova Scotia) reports that many universities offer extension courses in geographical areas not directly served by universities.

260. A large number of countries stress the measures taken to develop a diversified network of institutions offering higher post-secondary courses commensurate with the needs of different groups, thereby contributing to ensuring wider access to education at this level.

261. Australia possesses a range of institutions divided into three sectors - 'universities, colleges of advanced education, TAFE institutions' - which offer opportunities for full-time or part-time studies; many replies also mention the existence of university and non-university institutions. In its reply, the Byelorussian SSR indicates that students can choose from among 250 specialities. Many sports cite the existence or the establishment of intermediate-level vocational, technological or technical institutions or courses as a factor favouring broader access to higher education: intermediate specialized and pre-university institutes in Angola; professional institutes and technical training centres in Chile; specialized 'intermediate-level' institutions now being developed in Colombia; 'vocational education programmes' in the United States.

262. Several reports note that where there are different types of post-secondary institutions, equal access to higher education can be ensured only if there is a concomitant effort of co-ordination and concern for maintaining equal quality or equal standards between institutions at the same level. Thus, 'the Kenya National Council of Higher Education will ensure that standards of education are equivalent in all educational institutions at the same level. Norway notes, in its reply, that the new concept of education which implies an effort to link and co-ordinate the various functions of upper secondary and higher education makes it necessary 'to redefine educational objectives which provide for variety within the various types of education which is made available, also at the tertiary level'. Cuba indicates that equality is ensured by the interlink between the educational system and the different subsystems, to wit general polytechnic and practical education, technical and vocational education, teacher-training and adult education, which all afford access, by way of equivalences, to higher education. Chile indicates that the standard of education is the same in institutions at the same level.

263. Many replies reveal a desire to facilitate access to higher education for students who are gainfully employed through the organization of part-time studies (Australia ('sandwich' courses), Bermuda, India, Mauritius, Norway, Pakistan, the Libyan Arab Jamahiriya, the United Kingdom (England and Wales, Scotland, Isle of Man, Guernsey) and the United States) and evening courses (Brazil, Bulgaria and Colombia (where 20 per cent of all students are enrolled in such courses), France (evening courses and tutorials), Indonesia, Mongolia, Sweden, USSR, United Kingdom) and correspondence courses (Bulgaria, Cuba, India, Mongolia, USSR) and distance teaching (Angola (project), Republic of Korea (Open University)). In Malta, working students are given preference for admission, are exempted from tuition fees and continue to receive their salaries. In Norway, extension courses are organized for them. In Argentina, course schedules are adjusted to the needs of working students. Guyana has a number of provisions for study leave to enable employees, particularly public employees, to attend courses at public institutions 'External courses' are also offered (Australia), there are provisions for unregistered students (Libyan Arab Jamahiriya) or associate students (Saudi Arabia).

264. Several reports refer to various admission procedures, which are either in force or in the process of preparation, to ensure greater equality of access to higher education: in the Republic of Korea, the selective 'national preliminary examination' has been replaced by the 'national high school achievement test'. In Sweden, new rules regarding prerequisites and aptitudes were adopted in 1977

to expand access to higher education; persons of age 25 with four years' work experience are eligible for admission if they meet the required conditions; and preferential treatment is given to students who enrol on the completion of their secondary education.

265. Iraq expects that access to higher education will be improved by the computerized admissions department which has been set up and is based on data sheets completed by the students themselves. Kenya considers that 'equal access to higher education will be improved by the setting up of specialized admission bodies'. Various complementary measures are mentioned in some reports. In its reply, New Zealand indicates that some institutions have 'a quota... reserved for the Maori and Pacific islanders'; 'job interview techniques and work preparation skills are offered [to them] in courses within the Young People Training Programme' to increase their job prospects in an increasingly competitive labour market. In Norway, a 10 per cent quota is reserved for foreign students while in the Federal Republic of Germany they are admitted on the basis of reciprocity.

266. Many countries mention the provision of financial assistance, in particular scholarships, as a means of promoting equality of access to higher education, the awarding of scholarships and according other types of financial assistance, which are the subject of question 7 (iii), being regarded as one of the factors promoting equal access to higher education. Some replies (Congo, Gibraltar (for all students meeting the admission requirements for studying in the United Kingdom), Lesotho, Mongolia, Sudan, United Republic of Cameroon) indicate that scholarships are awarded to all students of the country or at least to all full-time students. In Ghana, all expenses related to higher studies are borne by the government. In Bahrain, civil servants who are sent on to study missions are kept on full pay. A large number of replies to question 7 (i) indicate that even when access to higher education is supposedly accessible to all on the basis of individual capacity, selection is practised in some disciplines, in some training programmes or in some types of institutions. This problem is dealt with in the summary of replies to question 7.(ii).

Question 7.(ii)

267. Sixty-five reports provide an answer or partial answer to question 7.(ii) in most cases it seems that the first prerequisite for access to institutions of higher education is attendance at secondary courses. Brazil and Mongolia indicate that the student must have completed his/her secondary studies, Finland requires completion of upper secondary education and Japan twelve years of schooling; Bahrain requires completion of only the second year of secondary studies. Belgium requires that candidates shall have successfully completed secondary general and technical education and other States insist that candidates be graduates of secondary schools and possess a school-leaving certificate (Australia, Bulgaria, Byelorussian SSR, Canada (Quebec), Chile, Congo, Egypt, France, Ghana, Guinea, Mongolia, Nicaragua, Norway, Poland, San Marino, Saudi Arabia, Libyan Arab Jamahiriya, Trinidad and Tobago, the United States of America) or the equivalent (Egypt). Similar answers to these are made by other States in reply to question 7 (i) or in replies to the previous questionnaire.

268. However, as was indicated in several replies to question 7 (i) and to question 7 (ii), the 'numerus clausus' or quota system has been set up in a number of countries, either because of the high number of candidates and limited number of places available, or because of increasingly uncertain job prospects (Cyprus - with respect to one institution, Denmark, Finland, Federal Republic of Germany, Ireland, Nigeria, Portugal); 'numerus clausus' or quota systems, or 'restrictions' have been established either in all disciplines or in certain faculities. In France, admission to particular types of university training as well as to the 'grandes écoles' is selective. So most replies refer to criteria other than the requirement of completed secondary education or secondary education examination certificates and mention other criteria, one or more than one of which may be combined with the

previous criterion in order to determine conditions of access to higher education. In various countries, allowance is made for marks or results obtained during secondary education (Bahrain, Chile, Kuwait, Republic of Korea), or results in the secondary school-leaving examination (Sweden), or an average of both (Bulgaria). India refers to marks obtained in the 'eligibility examinations' for general higher education. Many countries draw attention to the existence of entrance examinations or competitive entrance procedures for admission to higher education (Brazil, Byelorussian SSR, Central African Republic, Chile, Cyprus, Czechoslovakia, Guyana, Iran, Mongolia, New Zealand, Nicaragua, Pakistan, Peru, Poland, Republic of Korea, Seychelles, Sweden, Ukrainian SSR, USSR, United Kingdom (Hong Kong)). In most cases, this is a nationwide examination held for all higher education institutions. The entrance examination requirement regarding higher education may be waived for: prize-winners at the 'Olympiads' (Poland), students engaged in professional activities or who were unable to sit the examinations (Finland), provisional entry (New Zealand). In Guyana, teachers with four years of service may be admitted to teacher training institutions without taking the competitive examination.

268bis. For the open university in Iran, with campuses throughout the country, no secondary-school diploma nor other certification is required for admission.

269. In several countries, preparatory classes - often free - are organized to help gain access to higher education when this is conditional upon the sitting of an examination (Argentina, Bulgaria, Byelorussian SSR). In France preparatory classes are held for technical baccalaureate holders. A major university in Canada (Nova Scotia) offers a transitional one-year programme to facilitate access of blacks and native peoples to university education.

270. The replies show firstly that in most States a wide range of other criteria is used in addition to the results of secondary education and competitive entrance examinations for higher education and, secondly, that the criteria adopted, and the way they are applied, vary - even in countries where access to higher education is granted on the basis of an entrance examination or competition - from one type of higher education, or establishment, to another.

271. Criteria coming into play for selection include: candidates' age (Australia, Bulgaria, Norway, Sweden, USSR), working experience (Congo, Nicaragua, Norway, Ukrainian SSR, United Kingdom), consideration of the socio-professional group to which the candidate belongs (Poland), district of residence (Sri Lanka), the status of paid worker (Malta), of resident (United Kingdom (Gibraltar)), the application of various tests of aptitude and knowledge (Burundi (for the Polytechnic Institute)), India, Spain, United States (for vocational training), Israel, Japan and Turkey), interviews (India, United States), letters of recommendation (United States), the examination of application files by a university board or the recommendations of a board (Byelorussian SSR, Poland), the number of available places (Argentina, United Kingdom (England and Wales)), or national or development requirements (Lesotho, Seychelles). Several replies indicate that the criteria used differ from one type of establishment to another; in Chile, entrance examinations are set by universities only. In Ireland, the 'numerus clausus' does not apply to non-university establishments. In the United States, there are 'specific credentials for degree programs'. In Spain, the pre-university course (curso de orientación universitaria) that has to be taken by candidates for the long-term university courses may be replaced, for those applying for the short-term course, by the intermediate stage of the vocational training course. In Burundi, India and Israel, tests are only used for vocational training. Moreover, in many replies, it appears that it is left to the establishments themselves to set admission criteria and take decisions in matters of selection and admission. In Barbados, higher education is open to all those who meet the admission requirements set by the establishment in which they are interested. In Pakistan, the selection criteria vary from one university to another. In Malta, students must have the required qualifications and go before a Selection Board consisting of representatives of parents, unions, employers, the university and the education authorities. In the United Kingdom, admission is conditional upon the authorities' agreement in accordance with students' abilities, available places, and minimum qualifications. In Scotland, in order to be admitted, students must be considered to have a reasonable chance of completing the course

successfully by the relevant institutions. In Northern Ireland, admission is decided upon by the institutions concerned. In Chile, the requirements vary from one institution to another.

271bis. In Gambia, which does not have a university, the selection of students for scholarships for undergraduate study abroad is based on academic achievement; for postgraduate study, work experience is taken into account.

272. Many reports highlight the fact that the competent authorities strive to give every possible consideration to candidates' choices and preferences: in Denmark, where a 'system of co-ordinate application' has been set up to avoid multiple applications blocking up places, each application consists of a list of types of courses or establishments in order of preference. The replies from Australia, where 'alternative courses' are proposed when access cannot be gained to courses for which the competition is intense, and from Burundi, Cuba, Egypt, Republic of Korea and the United Kingdom, reveal the same desire to take the candidate's own choices into consideration.

Question 7.(iii)

273. Sixty-one reports contain answers to question 7 (iii). The replies refer to assistance, particularly financial, from the governments concerned, the universities and certain non-governmental organizations and private companies in the form of free education or total or partial exemption from enrolment and tuition fees, together with scholarships, fellowships or grants which either cover all expenses entailed by higher education or some of them (enrolment fees, board and lodging, transport, medical care, books, clothing, etc.), social services and assistance in kind (free or low-cost provision of accommodation and meals, or even clothing, medical expenses, maternity leave, repayable State loans or bank loans, sometimes guaranteed by the State, etc. Generally speaking aid to students in any country involves several of the above schemes. Several reports indicate that tuition fees are not charged or have recently been abolished (Australia, Denmark, Malta, Nicaragua, Republic of Korea). Canada (Quebec) states that tuition fees have been kept to a minimum for the past ten years. India points out that tuition fees are lower than the real cost, and Japan refers to partial exemption. Australia's report notes that 'tuition fees at tertiary education institutions have been discontinued since 1974 for all courses leading to formal qualifications', which it is hoped will increase the number of students from low-income families. Replies to a survey of students carried out in 1976 showed that around 20 per cent of the students concerned 'might defer studies or not enrol if fees were reintroduced'. The report continues: 'however, to date, there is no conclusive evidence as to whether participation from this group has been significantly increased as a result of the decision to abolish tuition fees', since a number of other factors can have more impact than financial considerations. On the other hand, the report from the United States underlines the importance of the cost of studying: 'the one significant barrier to completing the college program may be the cost' and notes that the veiled average rise in 'tuition fees' partly explains why 'the percentage number of students seeking financial aid for higher education has increased'. 'Today, almost three-fourths of all college students receive assistance.'

274. The reports indicate that in forty-five States (Angola, Argentina, Australia, Bahrain, Barbados, Brazil, Bulgaria, Burundi, Canada (Quebec), Central African Republic, Chile, Colombia, Congo, Cuba, Czechoslovakia, Finland, German Democratic Republic, Federal Republic of Germany, India, Indonesia, Iran, Ireland, Israel, Japan, Lesotho, Mauritius, Mongolia, Nepal, New Zealand, Nicaragua, Norway, Pakistan, Poland, Republic of Korea, Saudi Arabia, Sierra Leone, Libyan Arab Jamahiriya, Spain, Sri Lanka, Sudan, Switzerland, Syrian Arab Republic, Trinidad and Tobago, Tunisia, Ukrainian SSR, United Kingdom, United Republic of Cameroon, United States of America, Zimbabwe) measures - particularly financial aid - have been taken to help students gain access to higher education, without giving any details. France merely refers to 'financial assistance'. Ghana states that all students admitted 'are sponsored by the government'. These grants may be design to cover students' enrolment and living expenses (United Kingdom (England and Wales)) or just enrolment (United

Kingdom (Gibraltar)), or lodging and food, with an additional allowance for personal expenses (Cuba), or free accommodation in halls of residence (Sudan). Finland awards study grants and maintenance allowances, and Barbados provides training course grants. The Libyan Arab Jamahiriya and Tunisia indicate that these grants are paid monthly. Saudi Arabia refers to 'monthly allocations'. These grants may be given by the State (Australia, Bulgaria, Byelorussian SSR, Chile, Czechoslovakia, Guinea, Indonesia, Israel, Mauritius, Ukrainian SSR, United States of America), by public bodies (National Institute of Educational Loans in Argentina), universities or educational establishments (Argentina, Ireland, New Zealand, Sudan), employers or companies (Australia, Bulgaria, Mauritius), private foundations or non-governmental organizations, local communities or private bodies (Guinea, Japan, United States of America) or private individuals (Australia), and lastly by funding schemes from abroad (Nepal). Israel mentions 'private' grants. Some reports state that all students are entitled to grants (Congo, Lesotho, United Republic of Cameroon), the Sudan says that all students with the necessary qualifications are entitled to receive grants, Sierra Leone that 95 per cent of the student population receives these allocations, Colombia that students at State educational establishments benefit (50.7 per cent of enrolled students) Poland and Sri Lanka that half their students receive grants. Switzerland indicates that the sums allocated for grants have doubled in ten years. These grants, as indicated in certain reports, may be attributed for study abroad (Chile, Nicaragua, Syrian Arab Republic, Zimbabwe). Bahrain refers to 'study missions'. In Norway, the amount of the grant has been adjusted in order to improve the relative situation of students. Financial assistance may often take the form of allowances or subsidies which often closely resemble grants or supplement them in order to cover tuition fees, living expenses, accommodation, the purchase of clothing, books and supplies (Australia, Bahrain, Barbados, Chile, Ireland, Saudi Arabia, Syrian Arab Republic, Tunisia, Ukrainian SSR, United Kingdom (Gibraltar, Hong Kong)). The report from Denmark refers to financial aid for students aged 20-22 for accommodation, food, clothing and transport. The Syrian Arab Republic provides financial assistance for students from other Arab countries and foreign nations. Students are entitled to full or partial exemption from enrolment and/or tuition fees in a number of countries (Australia, Denmark, Republic of Korea (tuition fees), Japan ('able students'), Malta, Nicaragua (tuition and examination fees abolished) and Poland (preparatory courses). They are often, in most cases through State subsidies, provided with free accommodation and meals in halls of residence or university hostels, and free meals in university restaurants (Byelorussian SSR, Poland (lodging), Sudan), or are charged reduced rates (Burundi, Egypt, France, Israel, Poland (meals), Czechoslovakia (halls of residence)). They may also be provided with free transport and medical care (Byelorussian SSR) or pay reduced rates for transport and cultural events (Israel). In Norway, students are entitled to a number of social services. In Poland, maternity leave is provided for students. In Malta, working students are paid a salary and in Guyana, employees released to pursue studies continue to receive their full salary. Part-time work during vacations is offered to students in Denmark. In Israel, students benefit from tax reductions. Egypt allows students to purchase duty-free clothing. Iraq provides assistance for the publication of theses.

275. A number of reports stress that students are entitled to loans (Barbados, Finland, Federal Republic of Germany, where loans used to supplement grants are to be replaced by a new lending system, Kenya, United Kingdom (notably Hong Kong)). These loans may be made by the universities (Cuba), or banks (Pakistan and Sri Lanka be State-guaranteed (Denmark, Guinea), or repayable (Japan ('loan scholarships'), Norway (where they are interest-free), Zimbabwe (where the student may work for the government for a certain period of time instead of repaying the loan)).

276. Many reports give details on the criteria governing the allocation of financial assistance. This is more often than not attributed on candidates'

merits (Burundi (one repeat year only), Chile (allocations to the 20,000 best university students), Japan, Pakistan (which is setting up a new system of financial assistance), Syrian Arab Republic, Ukrainian SSR), the student's own or his family's status (Angola, Belgium (taxable income), Chile (for Indian students and particular underprivileged groups), Denmark (where allowance is also made for students living away from home), Egypt, India (help to particular groups), Norway, Tunisia, United Kingdom (Isle of Man, Guernsey, Gibraltar, Hong Kong)). In some cases a combination of the criterion of merit and school results with that of the status of the student or his family is applied (France, India, Israel, New Zealand (Maoris and Pacific Islanders), Sierra Leone).

277. Certain reports mention other criteria: distance from home (Saudi Arabia), completion of a period of work prior to study (Angola), development requirements as these affect labour needs in certain fields (Barbados, Lesotho). In Senegal, scholarships are awarded to the more needy students, with priority given to those studying scientific and technical subjects.

278. The questionnaire relating to the implementation of the Convention contains the following questions under II.8:

(i) What educational action has been taken to encourage and strengthen education for persons who either have not received primary education or have not completed it?

(ii) What methods are used for adult education, including literacy courses?(1)

For example:

- radio or television broadcasts, special programmes and institutions, courses or programmes for adults in educational institutions at different levels;
- correspondence courses;
- self-directed learning programmes;
- use of mobile units;
- use of voluntary teachers, students or other members of the community.

(iii) What measures have been taken for the continuation of education for adults on the basis of individual capacity?

(iv) If the reply is negative, please indicate any plans which may exist for the purpose.

279. The questionnaire relating to the implementation of the Recommendation contains similar questions.

280. Seventy-two States provided a reply in full or in part to the question set out under 8; some States provided a brief overall reply dealing with selected

(1) Please state, where applicable, if literacy courses are given in the mother tongue, and if the reply is affirmative, how persons belonging to different language groups are integrated into the local or national community.

aspects of the questions posed; many reports dealt simultaneously with questions (i) and (ii), (i) and (iii) or (ii) and (iii). Question (iv) received only five replies (Barbados, Burundi, Japan, Kenya and the United Kingdom (for four dependent territories), and one report (Japan) considered it to be inapplicable.

Question 8.(i)

281. Question (i) produced seventy-seven replies. The USSR indicates in reply to question 8 as a whole that 'everyone in the country has received a primary education'. A number of replies reveal the existence of frequently recent legislation intended to encourage and strengthen education for persons who either have not received primary education or have not completed it. Thus, in Denmark, 'An Act passed in 1977 made it compulsory for the local authorities to establish courses leading to the leaving examinations of the Folkeskole and to the HF-examinations,(1) as well as a number of other courses, for a period of two to four years, during daytime or through evening courses'. In 1977, Sweden also passed a law recognizing the right to education of those who either could not read, write and count or could not do so efficiently. New Zealand indicates that 'The Education Act of 1964 ensures the freedom of access to continuing education'. Sierra Leone emphasizes that 'steps taken to promote equality of educational opportunity and treatment are enshrined in the Educational Act No. 63 of 1964'. Norway refers to the 'Adult Education Act' which 'shall contribute to providing adult persons with equal opportunities to acquire knowledge, understanding and skill'. In the Congo, a law has been passed which makes literacy compulsory and in Kuwait a 'Universal Literacy Law' has been passed. In Portugal, a law aiming at the eradication of illiteracy was passed in 1979 to ensure the basic education of adults. The United States reports that 'in the Educational Amendments of 1976, the US Congress modified legislation related to vocational and adult education'.

282. These legislative texts are inspired by a policy and targets in the field of adult and literacy education and the reports demonstrate that such policies and targets may influence more or less explicitly the action undertaken in this area by other States which have not always adopted legal provisions in this respect. Without referring to any law the report by Spain indicates that 'the aim of national policy is to foster and strengthen the education of persons over 14 years of age who either have not received primary education or have not completed it' and also that the current reorganization 'of the whole programme of lifelong education for adults' aims to 'ensure the co-ordination of all actions in the area by public and private institutions, and dispel the idea that adult education is a marginal activity in the educational system'. Colombia is pursuing a policy of extending non-formal education and adult education. In Ghana, the objective of the policy pursued is to organize 'free adult literacy programmes, subject to availability of resources'. The Libyan Arab Jamahiriya considers the problem of adult education and literacy to be a national one. In Peru, 'the authorities have always been concerned with the education of young people and marginal adults' in order to integrate them into society and raise the level of education of the family and the community. In Israel, the education of adults 'aims to narrow educational gaps, to encourage parents to promote their offsprings' advancement ... and to give a second and equal opportunity to adults who ... were deprived of elementary education during childhood'. According to Argentina's report, the Federal Council for Culture and Education has adopted various measures aimed at preparing a uniform adult education policy. In New Zealand, 'continuing education has priority in government policy'. In France, 'in-service training is one of the priorities of the education system'. In Bulgaria, Chile and Cuba, adult education is considered as a subsystem of the education system. In the United States, 'American citizens who have not completed primary education are encouraged to participate in a variety of

(1) Upper Secondary Education.

programmes designed to provide enough education to enable them to function in the highly technological US society'. In the United Kingdom, where there is no primary-school certificate, adult education cannot be formally organized so as to lead to a level attested by such a certificate; it comes within the 'provisions for the educationally disadvantaged', who have received constant support from the government.

283. The concern of governments to develop adult education, including literacy education, is reflected, in particular, in the establishment of services or administrative departments with responsibility in this area. The Syrian Arab Republic has established a Council for Literacy and Adult Education. The United Kingdom established an 'Adult Literacy Unit' and later, in 1980, an 'Adult Literacy and Basic Skills Unit'. A Department of Out-of-School Education has been established in Burundi. In Zimbabwe, a 'Non-Formal Education Section of the Ministry of Education and Culture' is responsible for literacy action, in collaboration with the other Ministries concerned. In Portugal, this is the responsibility of the National Adult Education Board. In India, there is a 'Directorate of Adult Education' within the Ministry of Education. In Kenya, the education of adults is the responsibility of a department of the Ministry of Education and Science. In Angola, a National Literacy Commission has been established: its executive body is a National Literacy Centre. In addition to the 'Service d'alphabétisation fonctionnelle et d'éducation permanente', several public and private institutions in the Central African Republic organize educational activities for youth, women and adults in general. Senegal has two ministerial directorates active in this regard. Sri Lanka's Non-formal Education Branch organizes literacy centres mainly in urban slums and deprived rural areas and also conducts adult education programmes. A number of public and private agencies provide non-formal educational opportunities in Guyana, which also has two institutions which cater particularly for youth who have not completed primary education. In various countries, the responsible services or departments are frequently supported by an infrastructure comprising, in particular, national centres which are frequently supported by regional, provincial or local centres (Spain - National Centre for Distance Education by Television, Lesotho, Pakistan, India).

284. The reports reveal the range and variety of the activities undertaken and the educational services provided to young people and adults.

285. National literacy campaigns have been conducted in Zimbabwe (National Literacy Campaign), Angola, Turkey, Nicaragua ('National Crusade against Literacy') and in Congo where it is supplemented by regional campaigns. The reports mention literacy programmes in Canada, Cyprus, India, Iran, Israel, Jordan, Lesotho, Maldives and Nepal. There are literacy courses (in the national language) in Indonesia, in Iraq where they are supplemented by people's schools, in Saudi Arabia where they take the form of evening classes, in Egypt ('literacy and adult education classes are in the process of being opened'), in Nepal (in schools with the participation of teachers), in the Seychelles, in Barbados (with support from the University of the West Indies), in Brazil, in Guinea, through the impetus of the National Distance Education and Literacy Education Services, and in Ghana ('adult and literacy classes'). The goal of literacy action is not only to dispense basic knowledge but also 'to improve functional skills' (India), and provide special training related to students' employment (Turkey), to provide basic education (Indonesia), to provide knowledge corresponding to the level of primary education (Kuwait) and to prepare for integration into the school system (Nepal). Functional literacy is practised in the Congo where incentive is provided by the awarding of a certificate; certain measures have also been taken in Egypt, Nigeria and in the Syrian Arab Republic to strengthen attendance at these classes. Literacy classes are also organized for adults in the United Kingdom (England and Wales) where 70,000 pupils attend, in Northern Ireland and in Ireland (radio and television broadcasts, mobile units, volunteers).

286. Many activities have been established to cater for adults who have had no access to primary education, who did not complete their studies at that level or who wish to continue beyond that level. Community centres and training centres

or civic service centres have been established in the United Republic of Cameroon. Denmark's report describes the wide range of adult education activities, including institutions (Folkeskole) which correspond to the establishments providing compulsory schooling up to the age of 16 and offer on a non-fee-paying basis the opportunity to study a discipline leading to an examination at the same level; there are also institutions corresponding to upper secondary education and widely spread 'evening schools' with varied programmes, 'more advanced non-vocational and practical courses, study circles, special education for handicapped, vocational courses, arts and crafts, subsidized lecture series, extra-mural departments of universities, voluntary education' in addition to private and local activities and 'vocational adult education' for the in-service training and retraining of semi-skilled or skilled workers. The United Kingdom (England and Wales) provides opportunities for 'second chance education ranging from basic literacy and numeracy to undergraduate level (e.g. provision by adult education institutes, colleges of further education, community schools, polytechnics, university extramural departments, long-term residential colleges, Open University, Workers' Education Association)'. The report on Northern Ireland reveals a similar range of educational opportunities for adults. In Bulgaria, adult education covers all levels of in-school and out-of-school education: compulsory basic education for young people and adults who did not receive such education or complete their studies (evening classes or basic schools), opportunity to follow general, technical or vocational secondary classes in secondary schools or 'technicums' or classes in firms and factories or to follow evening classes and correspondence courses. According to the report, 'in-service education does not differ in its objectives, volume and subject-matter from education provided by ordinary schools'. In Poland, where literacy courses are no longer necessary, primary education is organized for young people and adults who did not complete this level of education. Studies may be continued at different levels and in different types of institution: evening classes, extramural and correspondence courses with the same programmes as are provided to children but employing different methods. In Czechoslovakia, those who do not successfuly complete primary education may continue at this level in a primary school or by apprenticeship training provided by the State with an individually modified curriculcum. Adult education, which is integrated into the educational system, is organized in States schools, through various organizations and out-of-school education.

287. After recalling the efforts 'to educate US citizens by enacting compulsory attendance law ...' the report by the United States indicates that 'there are two major classifications of programs designed to provide basic education to adults lacking primary schooling: vocational and adult education. Through these programs citizens can gain literacy in reading, writing and mathematics and at the same time learn skills necessary for employment'. The report points out that 'the number and distribution of course offerings is adequate enough to allow easy accessibility for most citizens desiring to participate', and that 'there are programs to provide adult education at any age' for those who have not completed the twelfth grade at the age of 18, most programs being intended for the 'many racial and ethnic minority adult citizens, especially refugees' who 'did not attain a primary education'. In the Federal Republic of Germany, evening classes and courses at adult education institutions (Volkshochschulen) are provided in the various states to all those who were unable to acquire the knowledge and certificates available at the compulsory educational level. There are special classes for the children of foreign workers with no command of German in order to prepare them for the normal educational system. The German Democratic Republic provides various kinds of adult education to satisfy the different educational, cultural and vocational training needs of working people: evening classes and correspondence courses at universities and technical colleges, State and social establishments, vocational training courses organized at adult education centres attached to industrial and agricultural enterprises and further training courses for new tasks or the acquisition of new skills. In Argentina, primary education for adults is provided in three stages by education centres, in co-operation with firms, trade unions and other local bodies. There are also centres for primary education which provide elementary technical training. There

are also education centres for indigenous population groups to promote their social integration, primary level evening classes or night schools for persons who are illiterate or not completely literate and mobile education centres to promote social advancement.

288. A number of reports provide figures for the results obtained in adult education and literacy. Nepal reports that, between 1971 and 1981, the literacy rate almost doubled, reducing the illiteracy rate to 76 per cent. The report from Turkey states that 3 million adults have become literate during the past two years, thus increasing the literacy rate from 67 to 73 per cent. Nicaragua mentions 406,056 pupils who received literacy training during the national crusade for literacy, bringing the rate of illiteracy down from 50.3 per cent to 12.4 per cent. Pakistan estimated that during 1982-1983 the literacy rate was expected to rise from 24 per cent to 34 per cent. Jordan indicated that between 1961 and 1976 the illiteracy rate dropped among men from 67.35 per cent to 32.4 per cent and amongst women from 84.8 per cent to 45.76 per cent. Colombia pointed out that this rate had fallen from 27 per cent to 19 per cent between 1973 and 1978. The United Kingdom reported that literacy courses were attended by 70,000 adults. Denmark estimated the enrolment of the Folkeskole to be 74,000 in 1980-1981, with 700,000 adults taking advantage of voluntary activities. The United States pointed out that less than 28 per cent of the population received less than twelve years' education and under 2 per cent did not receive a six-year primary education. Peru reported a reduction of enrolments in basic education courses for workers between 1975 and 1980 which it ascribed to the inadequate qualifications of the educators, the poor motivation of the pupils and the inappropriateness of the infrastructures.

Question 8.(ii)

289. Replies to the preceding question, many of which also contained answers to question 8 (ii), already indicated the variety of methods used. The reply of the United Kingdom (England and Wales) is a significant case in point: 'The scope of adult education is immense and provision varies greatly in its extent and method from place to place. All kinds of institutions, both statutory and voluntary, are associated with adult education, using a very wide variety of methods, including those listed in the questionnaire'.

290. The replies from States indicate that adult education may take the following forms: direct instruction in day, evening or night classes in normal schools and university-level institutions; instruction at boarding and non-boarding institutions established especially for adult education; correspondence courses or distance education, using radio and television; information courses and training sessions organized at the work place; education activities organized by countless institutions, associations and professional groups (museums, libraries, trades unions, etc.); education at home, or courses provided by mobile units; and a number of less formal activities (lectures, meetings, radio and television programmes and press articles for the general public.

291. Many reports refer to the growing use of the mass media, particularly radio and television, both in distance education and in direct education, whether in schools or in non-formal adult education.

292. The reports from Argentina, Belgium, Brazil, Byelorussian SSR, Central African Republic, Congo, Finland, Ghana, Guinea, Iran, Iraq, Ireland, Kenya, Malta, Mauritius, Norway, Pakistan, Senegal, Sri Lanka, Turkey and the Ukrainian SSR state the wide use of radio and television in adult education, and Argentina, the Byelorussian SSR and Peru also mention films, while Chile mentions video. Colombia (Radio-Sutatenza), India, Kenya, Nicaragua (teacher education), United Kingdom (Cayman Islands and Hong Kong) report frequent use of radio programmes; Cuba, Czechoslovakia and the Libyan Arab Jamahiriya report frequent use of television programmes.

293. Radio and television are, of course, widely used in the activities of open universities (Republic of Korea and United Kingdom). In addition to all the campaigns, programmes and literacy courses mentioned in the replies to question 8 (i) and the many community education activities already noted, the replies to this question and the replies directed specifically to question 8 (ii) indicate the number and variety of adult education activities and programmes organized at institutions of all levels, in establishments set up especially for adult education or in normal schools. While it is not possible to give an exhaustive list here the following are examples: primary school for those who have not completed their studies (Poland); 'Folkeskole' and secondary schools (Denmark); 'Volkshochschulen' (Federal Republic of Germany); secondary education centres (Argentina); primary schools, colleges of secondary education which are open in the evening, and basic education for workers, both academic and non-academic, covering nine years of study divided into three levels (Peru); night-schools providing general secondary or technical education (Saudi Arabia, Bulgaria, Byelorussian SSR, Finland, New Zealand, Poland, San Marino and the United States of America); folk high schools (Denmark and Finland); adult education comprising four levels, starting from illiteracy (Israel); basic education with a first year of literacy courses (Peru); basic education facilities for adults (Nicaragua); adult education centres as such, and other centres which cater alternately for adults and the school population (Spain); vocational training centres (Angola and Canada); in-service training courses for workers and peasants (Bulgaria); evening and week-end social advancement courses (Belgium); practical training courses and guidance for young people in the 16 to 18 age-group (France); continuing education at the primary, secondary and higher levels (Republic of Korea); special courses for adults provided by private institutions (Kuwait); rural development centres (Maldives); the workers' and peasants' university (Cuba); evening classes or higher education courses (German Democratic Republic); 'Open Universities' (Republic of Korea and the United Kingdom).

294. Many replies report the availability of correspondence courses at different levels, most frequently the secondary and higher levels (Argentina, Belgium, Bulgaria, Byelorussian SSR, Chile, Finland, India, Norway, Peru, Ukrainian SSR and Zimbabwe).

295. Indonesia, Lesotho and Spain speak of efforts to develop self-directed learning programmes. Formal home tutor programmes have been set up in New Zealand.

296. Mobile units are used in adult education in the following countries: Argentina (mobile people's education centres), Spain (education at home), Canada (Quebec), Guinea, Iraq, Ireland, Sri Lanka and the United Republic of Cameroon.

297. Several reports indicate that volunteers or voluntary organizations participate in adult education (Australia, Brazil, Canada (Quebec), Guinea, Indonesia, Ireland, Libyan Arab Jamahiriya, Mauritius, Nicaragua, Sri Lanka, Syrian Arab Republic, Turkey, United Kingdom (England and Wales and the Isle of Man) and Zimbabwe).

298. Volunteers may be newly literates, students, teachers or members of various professions and groups of society. Various replies mention activities undertaken by university extension services (Denmark, Guyana, Poland, Czechoslovakia and Malta (an in-service education programme)).

299. Many reports refer to a role played by various social and cultural institutions, libraries and so on (Kenya).

Question 8.(iii)

300. Several replies to question 8 (ii) also include answers to question 8 (iii). This is particularly true as regards information concerning measures to enable adults who have not received or completed formal education to acquire a certificate or diploma attesting their studies or to sit an examination under conditions that take account of their circumstances (Argentina, Belgium, Congo, Cuba, Denmark, Finland, Federal Republic of Germany, Guinea, Iran, Saudi Arabia and the Ukrainian SSR). Guinea reports measures taken for the in-service training of teachers. Most of the replies to question 8 (iii) relate to measures to meet the specific needs of adults by giving them the opportunity to raise their level of general knowledge or to acquire or improve vocational qualifications. In this regard, the United Kingdom reply stresses that 'The concept of continuing education is becoming increasingly recognized as valid, especially in the vocational context. Government policy has been to adapt individual training to the requirements of the labour market and to enable individuals to develop their abilities by making it possible for them to re-enter education at any time in their lives'. It also notes that 'The Open University (OU) ... provides university-level education ... enabling adults to set their own pace of study'. Sri Lanka reports that a proposal is under consideration to establish 'open schools' to offer various types of adult and non-formal education programmes. Brazil, Italy, New Zealand, Peru, Portugal and Spain also refer to the context of lifelong education. Portugal considers that continuing education ensures the effective right of every citizen to lifelong education, and states that Portugal has a diversified structure of adult education programmes. Spain's reply, like those mentioned previously, notes that the co-ordination of all education activities 'will offer an extended range of cultural and educational possibilities' and stresses that 'the range of open self-directed systems is being extended in the form of individual programmes which will foster the development of every adult on the basis of individual aptitudes, initial level of instruction, of time available for study, etc.'. The reply of the United States of America, already cited, points out that the programmes offered under the two categories of 'vocational and adult education' deal respectively with general knowledge and the skills required for employment. Moreover, for citizens who have not completed their studies between the ages of 12-18 years 'there are programs to provide education, free of cost, at any age'. Finland reports that 'adult education is available to all those who wish to improve or renew their basic education with a view to further studies'. Cuba indicates that a wide range of choices is available in workers' and peasants' education to adults who start work after the basic level of adult education. Czechoslovakia offers a wide range of adult education programmes, provided in State schools, through out-of-school education and through various scientific and cultural bodies, including the mass media. Poland has various kinds of additional learning, in the form of courses in different subjects and extra courses. 'Every third Pole studies or pursues further training in a given field'.

301. Many reports mention action taken to devise and provide a type of education which will help adults to meet the conditions of the labour market and to obtain vocational retraining or in-service training. To this end the United Republic of Cameroon reports the accent placed on functional literacy and the introduction of courses of study in fields such as craftwork, agriculture, hygiene and cookery. Similarly, Guyana reports that non-formal education activities have been instrumental in developing new skills and crafts and thereby helping to expand self-employment opportunities, particularly in rural areas. In Turkey, courses for adults are organized to meet personal interests and career concerns. Colombia refers to its National Apprenticeship Service, which provides vocational training, retraining, further training and specialized training, particularly in agriculture and commerce. The Syrian Arab Republic reports functional education programmes for adults and Angola reports the organization of vocational training

schools and centres for adults. Indonesia reports that public and private courses in technical and vocational education are organized for the community. More specific measures help adults to continue their education on the basis of individual capacity. The Federal Republic of Germany reports that foreign workers' children have an opportunity to learn German and to sit for a school-leaving certificate.

302. The same concern has led countries to adapt their methods and programmes (replies to question 8 (ii)) to make them more responsive to the needs of different groups of adults, and even individuals, to develop self-directed learning programmes, to encourage reading and access to correspondence courses (Gambia), to conduct experiments in education at home (Saudi Arabia and Spain) and to introduce teaching in mother tongues (Argentina, Finland (Lapps and Roms), Ghana, Indonesia, New Zealand, Norway and Peru). Lastly, various forms of financial assistance help adults to continue education on the basis of individual capacity. In the Ukrainian SSR, full-time adult students receive grants; those enrolled in evening or correspondence courses are granted paid leave to sit their examinations.

303. Four States replied to question (iv). Barbados reports that no special measures are taken for the continuation of adult education. Those who are capable can attend a trade school, or even the University of the West Indies. Burundi states that it is planning to establish a National Council for Out-of-School Education which will draw up a programme to be monitored by the African Institute for Economic and Social Development (INADES). Japan considers that the question is not applicable, but states elsewhere in its report that the establishment of a University of the Air was decided in 1983 and that enrolment would begin in 1985, the purpose being to provide higher education to a wide range of listeners. The United Kingdom provides information regarding three dependent territories. It states that in the Turks and Caicos Islands the principles of the Convention are respected; that in Montserrat, 'the establishment of a Unit within the Ministry of Education, Health and Community Services, to guide and co-ordinate adult and further education is being studied by the government'; and that the question does not apply to Saint Helena.

PART THREE

A. CONCLUSIONS

304. The first general observation which the Committee would like to make concerns the number of reports received. As of 18 October 1984, eighty-four Member States, of which forty-nine are parties to the Convention, had sent the Secretariat their replies to the fourth questionnaire. Two more replies were received later.

305. If we compare these figures with the number of replies submitted in the case of previous questionnaires (seventy-one for the first, fifty-four for the second and sixty-six for the third) we see that the number of replies received as a result of the present consultation is the highest.

306. The increase in the number of replies is even more striking in view of the fact that, as a result of decisions by the General Conference, the first and third consultations extended over much longer periods.

307. It should be borne in mind, however, that the number of Member States has steadily increased since the first consultation and that it stood at 155 when the fourth consultation began. This means that sixty-nine Member States, of which twenty-five are parties to the Convention have not replied to the fourth questionnaire.

308. The Committee feels duty bound to point out that Article VIII of the Constitution obliges Member States to submit to the Organization, at such times and in such manner as shall be determined by it, reports on the action taken upon the Recommendations and Conventions adopted by the General Conference. Furthermore, the States parties to the Convention have formally committed themselves, by Article 7, to give information in these reports on the legislative and administrative provisions which they have adopted and other action which they have taken for the application of the Convention.

309. The Committee is convinced of the importance attaching to the procedure for the submission and examination of periodic reports on the application of the Convention and of the Recommendation and can therefore only deplore the fact that many Member States have failed to fulfil their constitutional obligations and, in the case of the States parties to the Convention, to carry out their commitments under the Convention.

310. The Committee observed in its previous reports that while most of the Member States in the Europe region responded regularly to the various consultations undertaken (thirty-one in 1968, twenty-seven in 1972 and twenty-nine in the third consultation) the proportion of States belonging to the Africa, Latin America and the Caribbean and Asia and the Pacific regions which replied to the first three questionnaires was less than satisfactory. Since many of these are developing States which, for the most part, do not possess the resources necessary to combat discrimination and achieve equality of opportunity, the Committee regretted being thereby deprived of extremely important information on the difficulties encountered by these States in their efforts to apply the Convention or the Recommendation.

311. The Committee is pleased to observe on this occasion, however, that the geographical distribution of the replies to the fourth questionnaire is much better balanced, since a much greater number of Third World States has responded to it. The present figures include twenty-three Member States belonging to the Africa region, eleven Member States of the Latin America and Caribbean region and thirteen Member States of the Asia and Pacific region. (Only eight African States, three States in Latin America and the Caribbean and four States of the Asia and

Pacific region had responded to the third consultation by the time the Committee's report was drawn up.)

312. The Committee has therefore been provided with considerably more useful information than ever before on the difficulties encountered in the application of the Convention and of the Recommendation in the above-mentioned regions.

313. Thirteen of the eighty-four replies to the fourth questionnaire are from Member States which did not take part in previous consultations. The number of Member States which have participated in at least one consultation has thus risen to 103, and this has increased the documentation available to the Committee.

314. This documentation is, however, of very uneven quality. Five of the eighty-four reports examined limit themselves, in effect, to stating that no discrimination exists in the country concerned and do not answer the detailed questions asked in the questionnaire.

315. However, most of the other seventy-nine reports contain detailed replies to a questionnaire which, more than previous questionnaires, puts the emphasis on specific, practical problems.

Application by Member States of the provisions of the Convention and of the Recommendation covered in the two parts of the questionnaire

316. In this section the Committee wishes to draw the clearest possible conclusions as to the extent to which the provisions of the Convention and of the Recommendation have been applied and as to the progress achieved since the last consultation. However, it needs to be borne in mind that its judgements are based on the information provided by a minority of Member States which, moreover, did not all participate in the previous consultations.

317. Moreover, the Committee has not been in a position to compare the various items of information which have been provided, nor to request the States concerned for more details when such information has appeared to be of too general a nature.

318. The following conclusions can therefore do no more than reflect general views and judgements on the situation and conditions of education as they are described in the reports examined by the Committee.

Discrimination

319. The Committee notes that with the sole exception of the report drawn up by the United Nations body responsible for Namibia all the replies received contain the assertion that there are no legal provisions or regulations providing for discrimination in education.

320. The Committee has, however, observed that certain situations described in some of the reports are of a discriminatory nature, although it has not always been possible to determine whether such situations result from a deficiency in the law or from specific infringements of it.

321. Furthermore, the Committee has noted that preferential measures have been taken for the benefit of underprivileged groups in some countries. As it has already indicated in its previous reports, it considers that the differences introduced for the purposes of protection and consisting, for example, in according preferential treatment to children from culturally underprivileged backgrounds are not discriminatory in the sense in which this term is used in

the Convention and Recommendation, but on the contrary are some of the legitimate means of promoting equality of opportunity, in the spirit of the relevant provisions of the Internal Convention on the Elimination of all Forms of Racial Discrimination adopted by the United Nations General Assembly at its twentieth session.

Separate educational systems or establishments for students of the two sexes

322. The Committee was already of the opinion in its third report that it was possible to detect a gradual expansion of coeducation, especially at the primary and higher levels.

It would seem clear from the fourth consultation that this tendency has increased and that coeducation has been introduced in some countries where, for traditional or pedagogical reasons, separate education was the rule. In these countries coeducational institutions have appeared alongside single sex establishments, which have continued in existence mainly at the secondary level.

323. The Committee has also noted with satisfaction the efforts made by some developing States to achieve not only equal opportunity of access to education for both sexes and an improvement in the enrolment ratio of girls (which nevertheless still remains considerably lower than that of boys), but also equality as regards the courses of study available, the equipment and the qualifications of the staff when education is provided in separate establishments.

324. The Committee has also noted that in Italy the training of teachers for nursery schools is reserved for women. As it has already indicated in its third report, the Committee is inclined to think that the fact that nursery-school teaching is limited to women does not of itself constitute discrimination in the sense of the Convention and of the Recommendation.

Private or denominational establishments

325. The Committee noted that there are private or denominational education establishments in most (55) of the States (74) which answered this question.

326. In many cases the replies from Member States point out that the existence of private schools helps to compensate for the insufficient number of public educational institutions and that government subsidies are awarded to them in order to encourage their establishment and maintenance. A number of countries point out that the aim of private or denominational schools established on their territories is to provide additional educational facilities and not to exclude any particular group, and that their existence allows parents to exercise as a matter of priority their right to choose the kind of education they wish to give their children. However, one report says that the tuition fees charged in private education may be a factor of discrimination; another notes that some private schools practise segregation and a third indicates that where there is no State school available, a number of pupils are led to attend private schools which provide an ideologically oriented education.

327. The Committee also noted that where private or denominational establishments do exist they respect the principles set forth in the Convention and the Recommendation.

Equality of educational opportunity and treatment

328. The Committee was pleased to observe that all the replies received on this subject emphasized the unanimous wish of governments or of the relevant authorities to achieve equality of opportunity and treatment in education.

329. It noted that in many countries this objective is contained in the Constitution or in legislation or has even already been achieved, and thus there would be no point in reformulating or altering the policy to be followed for democratizing education.

330. The Committee also welcomed the very detailed information contained in most of the replies, describing the measures already taken or planned by the governments concerned to achieve equality of opportunity and treatment at the different levels of education.

Compulsory and free primary education

331. Despite improvements in the enrolment ratios in the vast majority of the countries, primary education has not been made compulsory and provided free of charge in a number of Member States on account of a number of difficulties, which include not only the lack of financial resources, the shortage of teachers, shortages of educational equipment and facilities and the geographically scattered nature of the population, but also in some cases restrictions of a religious or traditional nature and even the opposition of parents who require the assistance of their children for agricultural or domestic work.

331bis. The Committee considers it useful to recall that it was on Unesco's initiative that the following provision was introduced into the International Covenant on Economic, Social and Cultural Rights: 'Each State Party to the present Covenant which, at the time of becoming a Party, has not been able to secure in its metropolitan territory or other territories under its jurisdiction compulsory primary education, free of charge, undertakes, within two years, to work out and adopt a detailed plan of action for the progressive implementation, within a reasonable number of years, to be fixed in the plan, of the principle of compulsory education free of charge for all'.

This provision, which is only binding on those States which are parties to the International Covenant on Economic, Social and Cultural Rights, nevertheless contains the definition of an effective method for the implementation of a principle and the achievement of an objective which are contained in the Convention and the Recommendation. The Committee considers that this method might usefully be followed by those Member States which have not yet been able to provide compulsory education free of charge in their territories.

Generalization of secondary education

332. The Committee is pleased to note the progress which has been achieved by many Member States towards the generalization of secondary education. The extension of compulsory schooling to cover the first phase or all the various phases of such education has been achieved in several countries; such schooling has been provided free of charge and this principle has often been extended to cover textbooks, meals, clothing and even the provision of accommodation for pupils in some States. The considerable increase achieved over ten years in enrolment ratios for the child population as a whole in the case of Benin or for the culturally underprivileged aboriginal groups in the case of Australia reveal the success of the efforts undertaken by the governments concerned.

333. The Committee also noted with interest the attention given by many Member States to achieving a fair balance between general secondary education and vocational and professional training in order to create a better preparation for working life and take into account socio-economic conditions and the needs of the labour market.

334. The reports of several States mention the difficulties which they have encountered in their efforts to generalize secondary education: inadequacy of financial resources, shortages of teachers, lack of premises and equipment and the scattered nature of the population.

However, the generalization of secondary education is itself often a source of difficulties.

335. The considerable increase in the number of pupils, their diversity, and the resultant cultural differences, call for special attention to the need to specify a minimum educational level for all. There is also a problem with regard to conditions of access - automatic promotion or examination.

336. The Committee is fully aware of the importance and complexity of the various ethical, political and also social and economic aspects of the problem with which governments must cope in this field, and which it is their responsibility to solve in full independence.

337. Be that as it may, the Committee noted with great interest the remedial measures undertaken by several governments for pupils who need them, as well as the setting up of special education centres for children who have problems in attending courses in an ordinary school.

338. It would have liked to obtain more comprehensive information about these centres.

Access to higher education

339. The Committee noted in its previous report 'that higher education is going through a period of remarkable development in most countries, reflected both in the creation of new universities and in the spectacular influx of higher education candidates'. Most of the replies received indicate that this growth has further increased during the past decade. For example, in only ten years university enrolments in Benin have increased tenfold and they have increased considerably or notably in Brazil, Federal Republic of Germany, Norway, Republic of Korea and Switzerland, among other countries. New higher education establishments have been set up in several countries and a decentralization effort is under way in certain States with a view to making access to higher education easier for population groups far away from the metropolitan countries and major cities, through improved geographical distribution.

340. The Committee noted with satisfaction that this growth in higher education is accompanied in several countries by better access to this level of education for hitherto disadvantaged population categories. It noted the information contained in certain reports stressing that the proportion of minorities in the student population has improved considerably, or that the number of female students is about to reach, as in Poland, or even overtake, as in the United States, that of male students.

341. The Committee further noted that several governments which had answered this part of the questionnaire were of the view that equality of access to higher education based on the abilities of each person had been achieved in their territories. Certain reports specify that higher education is in fact open to all according to individual abilities, merits and aptitudes.

342. The Committee must however observe that the concept of equality of opportunities and treatment is much wider and more complex than that of mere legal equality in the right of access: it also covers the differences existing between de facto situations and the resultant material difficulties, which national

policies seeking to establish equality of opportunities, which the 1960 instruments require States to develop and implement, must strive to overcome.

343. Free education is an important factor in equality of opportunity and the Committee noted with satisfaction that it had been extended to higher education in many countries. It also noted, however, that the cost of registration and tuition fees in several States was too high and that it hampered access by many candidates to this level of education.

344. The granting of fellowships and loans to students offsets these difficulties to a certain extent and the Committee noted with interest information providing details, in the reports received, of financial assistance and other facilities granted to students in order to meet both their registration and tuition fees and their maintenance expenses.

345. The Committee had underlined in its previous report the desire expressed by several industrialized States to gear the development and lines of emphasis of higher education to the needs of their economies. This concern is now expressed in the reports of three developing countries and is reflected by the need to restrict the flow of candidates in order to take into account the constraints of the labour market.

346. These considerations, as well as material difficulties due to insufficient financial resources, premises or qualified teaching staff, have led several governments to introduce a numerus clausus or quota for higher education as a whole or for certain disciplines.

347. The Committee feels that it must recall in this connection, as it did in its previous report, that although the 1960 instruments do not prohibit the setting of quotas for the number of students in higher education, any selection of candidates for available places based on criteria or factors other than ability or merit or even the concern to promote the advancement of certain disadvantaged population categories would be contrary to the provisions of these instruments.

Adult education and continuing education

348. The Committee was happy to note the interest shown by all the fifty-eight governments who replied to this part of the questionnaire in the struggle against illiteracy. During the past twelve years, and particularly since the last consultation of Member States, major strides have been made in this field and the illiteracy rate has fallen markedly in many countries.

349. The Committee was interested to note the information contained in reports received providing details on the variety of methods used in adult education by the different countries concerned. It noted the information provided concerning literacy classes taught in the mother tongue but it regretted that no reply was received to the question on how, in these cases, persons belonging to different language groups are integrated into the local or national community.

350. The Committee further noted that the efforts of the governments concerned were not limited merely to providing literacy training for persons who had not received any primary education and that craft or vocational training taking employment needs into account had been organized in most cases.

In any case, adult education is not restricted to the primary level. Continuing education leading to or even including higher education has been organized in many countries.

B. RECOMMENDATIONS OF THE COMMITTEE

351. The general conclusion drawn by the Committee from the reports received is encouraging. Greater participation by Member States in this fourth consultation, the number and quality of replies from countries in regions that took virtually no part in previous consultations, are clear signs of the interest taken by Member States, particularly developing States, in the implementation of the 1960 Convention and Recommendation.

352. The reports received also bear witness to the efforts States have made to combat discrimination and to bring about equality of educational opportunity and treatment. The Committee was pleased to record the progress achieved since the last consultation, particularly with regard to the provision of free primary education for all and the improvement of school attendance among girls despite the difficulties encountered by certain countries. It was also pleased to note that the efforts made by States with a view to generalizing secondary education and achieving equal opportunity of access to higher education have been reflected in the last decade in a substantial increase in enrolments at these two levels. Lastly, the Committee noted with satisfaction the drop in the illiteracy rate in many countries.

353. The Committee has already stressed in its preceding reports the value of the procedure for submission by Member States and consideration by the General Conference of reports on the implementation of conventions and recommendations adopted by the Organization. Its value is twofold. It enables the Organization, as pointed out by the General Conference itself, to note the extent to which its Member States give effect to these instruments. But besides this, it constitutes a frequently efficacious reminder, addressed to the authorities in every country, of the aims and principles that are the subject of the consultation and the commitments undertaken by the governments concerned to achieve them.

354. The fact that Member States are requested periodically to supply information on their implementation of the 1960 instruments, that the information is analysed by the Committee in the reports it submits to the General Conference and that the latter makes recommendations, establishes a dialogue between the Organization and its Member States.

355. The Committee is convinced that by encouraging governments in their efforts this dialogue is an important factor in the struggle against discrimination.

356. It considers that this dialogue should be intensified and adapted where appropriate to the particular circumstances described in the replies received.

357. In previous reports the Committee recommended making the services of national or foreign consultants available to countries desirous of receiving suggestions as to ways of solving the problems they encounter. It reiterates this proposal. However, it also wishes to draw attention to the fact that at the time of the third consultation the Secretariat, acting on the formal authorization of the Committee, asked ten Member States for additional information.

358. In this way the Committee was able to obtain information concerning questions dealt with in insufficient detail in the replies received. It considers that eventual requests for further information after the receipt and initial consideration of the reports would make it possible to take into account the circumstances peculiar to each of the countries concerned, and as it were individualize the dialogue established between the Organization and its Member States in a way which would not be possible merely with the dispatch of the same questionnaire to all States and the preparation of a report drawing general conclusions from the examination of the replies received.

359. Recourse to such requests, which was discontinued, should be resumed for the fifth consultation. If the Committee were more fully informed as to the special circumstances of certain countries, it would be in a better position to make any particular comments it might think fit in individual cases.

360. The Committee therefore recommends that the next consultation of Member States and the examination of their reports by the General Conference should be held in accordance with the following timetable and methods:

361. (i) The General Conference would remind Member States that the submission of periodic reports on the implementation of the 1960 instruments is a constitutional obligation; it would also remind States parties to the Convention that they are legally bound by the terms of Article 7 of that instrument to submit such periodic reports to the General Conference;

(ii) A draft questionnaire would be drawn up and submitted to the Executive Board for approval in the Spring of 1987. In the draft questionnaire an attempt would be made to identify the problems specific to the different Member States, as was done for the present consultation. The questionnaire should include a section concerning the aims set for action by Member States by the 1960 instruments;

(iii) The questionnaire approved by the Executive Board would be sent in 1987 to Member States, who would be asked to reply within ten months in detail, since statements of a general nature denying the existence of discrimination, if unaccompanied by the requisite information, do not enable the Organization to have an adequate idea of the conditions obtaining in the country concerned;

(iv) The Committee would meet some time in 1989 to examine the reports received. It would decide what additional information should be requested of States whose first reports appeared inadequate or contradictory and would give the Secretariat the necessary instructions for the continuation of the consultation;

(v) The Committee would meet again towards the end of 1990 or early in 1991 to study all the documentation received and to draft its report;

(vi) The Executive Board would make its comments on that report in the Spring of 1991; comments and reports would then be submitted to the General Conference at its twenty-sixth session.

ANNEX A

QUESTIONNAIRE

for the fourth consultation of Member States
on the implementation of the Convention
against Discrimination in Education

I. DISCRIMINATION

Article 1 of the Convention defines discrimination in education thus:

"1. For the purposes of this Convention, the term 'discrimination' includes any distinction, exclusion, limitation or preference[1] which, being based on race, colour, sex, language, religion, political or other opinion, national or social origin, economic condition or birth, has the purpose or effect of nullifying or impairing equality of treatment in education, and in particular:

(a) of depriving any person or group of persons of access to education of any type or at any level;

(b) of limiting any person or group of persons to education of an inferior standard;

(c) subject to the provisions of Article 2 of this Convention, of establishing or maintaining separate educational systems or institutions for persons or groups of persons; or

(d) of inflicting on any person or group of persons conditions which are incompatible with the dignity of man.

2. For the purposes of this Convention, the term 'education' refers to all types and levels of education, and includes access to education, the standard and quality of education, and the conditions under which it is given".

1. Please indicate whether there are any legal provisions, regulations, practices or situations in your country which constitute discrimination in the field of education or which could lead to discrimination as defined in the above-quoted article.

2. If the reply is affirmative, please give examples and indicate the steps taken by the government in order to deal with the problem.

---

(1) It should be noted that the report of 10 December 1960 concerning the Draft Convention and Recommendation against Discrimination in Education which were submitted to the General Conference which adopted them on 14 December 1960 "considered that there is no unjustified 'preference' when the state takes measures to meet the special requirements of persons in particular circumstances, such as backward children, the blind, populations to whose illiteracy it is desired to put an end by suitable teaching methods, imigrants, etc." (11 C/PRG/36, paragraph 13). This qualification was reaffirmed by the Committee (of the Executive Board) on Conventions and Recommendations in its third report on the implementation of the Convention and Recommendation against Discrimination in Education (see document 20 C/40, Unesco, Paris, August 1978, paragraph 271).

3. If there are separate educational systems or establishments for students of the two sexes, to what extent are these consistent with the principles set forth in this respect in the Convention?(1)

4. If there are any private and/or denominational education establishments in your country, to what extent are these consistent with the principles set forth in this respect in the Convention?(2)

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT(3)

One of the objectives of the Convention being, by methods appropriate to the circumstances and to national usage, to achieve equality of educational opportunity and treatment, the purpose of the following questions is to enable Member States to review the situation, enumerate results already achieved in this area and identify obstacles to the full achievement of equality of educational opportunity and treatment that still exist in their countries.(4)

---

(1) According to Article 2 (a) of the Convention, the establishment or maintenance of separate educational systems or institutions does not constitute discrimination if they "offer equivalent access to education, provide a teaching staff with qualifications of the same standard as well as school premises and equipment of the same quality, and afford the opportunity to take the same or equivalent courses of study".

(2) According to Article 2 (b) and (c) of the Convention: "When permitted in a state, the following situations shall not be deemed to constitute discrimination, within the meaning of Article 1 of this Convention: The establishment or maintenance, for religious or linguistic reasons, of separate educational systems or institutions offering an education which is in keeping with the wishes of the pupil's parents or legal guardians, if participation in such systems or attendance at such institutions is optional and if the education provided conforms to such standards as may be laid down or approved by the competent authorities, in particular for education of the same level; the establishment or maintenance of private educational institutions, if the object of the institutions is not to secure the exclusion of any group but to provide educational facilities in addition to those provided by the public authorities, if the institutions are conducted in accordance with that object, and if the education provided conforms with such standards as may be laid down or approved by the competent authorities, in particular for education of the same level".

(3) This section covers the whole question of equality of access to education with the exception of its negative aspect - discrimination - which has already been dealt with. Although measures designed gradually to achieve equality of opportunity and treatment can only be studied on the basis of the situations obtaining in each individual country, it would nevertheless be helpful, in view of the importance of the subject, not only to give very detailed answers to the various questions, but also, as far as possible, to supply statistical data on the following points: relationship between the enrolment ratio and the total school-age population, by sex and level of education; socio-economic situation of the pupils and students at the various levels of education; grants or other forms of assistance for pupils and students.

(4) It would seem that progress towards the achievement of equality of opportunity is to a large extent dependent upon giving preferential treatment to traditionally underprivileged population groups and regions.

It should nevertheless be remembered that this equality depends not only on universal access to education, but also on equal opportunities for students to continue and make a success of their school life.

5. (i) During the last five years has any policy, at national, subnational or provincial level, been drawn up and adopted for the grandual achievement of equality of educational opportunity?

(a) If the reply is affirmative, please enumerate any existing provisions or decrees which correspond in this respect to any of the principles laid down in Aritcle 4 of the Convention.(1)

(b) If the answer is negative, explain the reasons for the absence of such a policy. Please indicate any measure either taken or planned with a view to formulating, developing and implementing a policy of this sort, designed to achieve equality of educational opportunity for all.

(ii) Is primary/elementary/fundamental/basic education compulsory?

(a) If the answer is affirmative, please supply information on measures taken to ensure that this provision is enforced. It would be useful to know of any difficulties met with in ensuring the enforcement of this provision, such as:

inadequacy of school services in the country, in particular the distance between a student's home and the educational establishment;

parents' socio-economic and cultural status and lack of financial resources to meet the school attendance costs of their children, parents' inability to help their children in the learning process, constraints arising from religion, tradition or custom;

children's condition, particularly their standard of nutrition, physical health, psychological handicaps, mental health;

---

(1) Article 4:

"The States parties to this Convention undertake furthermore to formulate, develop and apply a national policy which, by methods appropriate to the circumstances and to national usage, will tend to promote equality of opportunity and of treatment in the matter of education and in particular:

(a) to make primary education free and compulsory; make secondary education in its different forms generally available and accessible to all; make higher education equally accessible to all on the basis of individual capacity; assure compliance by all with the obligation to attend school prescribed by-law;

(b) to ensure that the standards of educaiton are equivalent in all public educational institutions of the same level, and that the conditions relating to the quality of the education provided are also equivalent;

(c) to encourage and intensify by appropriate methods the education of persons who have not received any primary education or who have not completed the entire primary education course and the continuation of their education on the basis of individual capacity;

(d) to provide training for the teaching profession without discrimination."

inappropriateness of teaching and syllabuses to the students' background and the aspirations of their parents, teaching given in a language other than the student's mother tongue, school timetable incompatibility with seasonal work, particularly in rural areas;

other difficulties.

(b) If school attendance is not compulsory, it would be useful to be informed of the grounds for this and of any measures that the competent authorities in your country intend to take in this respect.

(iii) Is primary/elementary/fundamental/basic education free?

(a) If the reply is affirmative, please supply detailed information on the scope of this provision. The following, for example, may be covered:

school fees;
school textbooks and supplies;
additional classes;
meals at school canteens, if any;
school transport;
school uniforms or any other items of clothing and footwear;
medical expenses;
boarding fees, where applicable.

(b) To what extent is the community called upon to provide labour or any other form of help in the building, equipping and running of schools?

(c) If certain members of the population do not have the means to benefit from primary/elementary/fundamental/basic education, please identify the most underprivileged, for example:

girls;
orphans, abandoned children and the disabled;
nomads;
migrants settled on the outskirts of cities;
scattered populations in relatively inaccessible regions.

(iv) If education - certain components of which are listed in paragraph (iii)(a) above - is not yet completely free of charge, do the competent authorities in your country grant financial or other forms of assistance to underprivileged students in order to achieve universality of primary/elementary/fundamental/basic education?

(a) If the reply is affirmative, please state the nature of this assistance and the criteria by which access to education is so assisted

(b) By what means is the existence of public financial assistance brought to the knowledge of families likely to benefit from it?(1)

(1) Although it is not a principle set forth in the Convention, it is generally acknowledged that pre-primary education plays an important role in achieving equality of opportunity for access to education and for success at school, particularly for children from modest socio-cultural backgrounds. You are therefore asked to supply information on the existence of pre-primary educational services and whether or not they are free, or on any plans to provide such services, particularly in rural areas, which would represent an additional form of assistance for the families concerned.

(c) If assistance is granted from other than public funds, it would be useful to know on the basis of what criteria such assistance is distributed, it being perhaps even reserved for families and students belonging to particular sections of the population.

(v) Reforms have been introduced in the education systems of many countries, designed to integrate primary education and the lower secondary level into a common core defined either as "basic education" or as "fundamental education". If a reform of this kind has been implemented in your country, please indicate, inter alia:

the policy underlying this reform;
the goals of the reform;
the procedure chosen for its implementation;
the methods adopted for providing basic education.

6. (i) What progress has already been made towards the generalization of secondary education, which - in the terms of the Article 4 (a) of the Convention(1) - should be made accessible to all in its different forms (including technical and vocational education)?(2)

For example:

modification of structures through the creation of a common core leading to various branches of general, technical and vocational secondary education;

extension of compulsory schooling to cover three or four years or the entire duration of secondary education;

financial or other forms of assistance made available to families.

(ii) How do pupils accede to secondary education?

automatic promotion, examination or other means.

(iii) Are compensatory measures provided (e.g. remedial classes, informal tutoring, special language classes, evening classes, correspondence courses, etc.) for those who need them?

(iv) What major difficulties have been encountered in the provision of secondary education, and what attempts, if any, have been undertaken to overcome such difficulties?

7. (i) What measures have been taken to make higher education accessible to all, on a completely equal footing and on the basis of individual capacity, in public and private institutions and in university and non-university institutions, for full-time or part-time studies?

(ii) What criteria for admission are formulated and practised?

(iii) What measures in terms of financial and other assistance are provided to facilitate access for those interested in and apt for higher studies?

---

(1) See note 1, page 3.

(2) Please give statistics, as far as possible, on enrolment figures for primary and secondary education, as compared with the total school-age population, and broken down by sex.

8. (i) What educational action has been taken to encourage and strengthen education for persons who either have not recieved primary education or have not completed it?

(ii) What methods are used for adult education, including literacy courses?(1)

For example:

radio or television broadcasts, special programmes and institutions, courses or programmes for adults in educational institutions at different levels;

correspondence courses;

self-directed learning programmes;

use of mobile units;

use of voluntary teachers, students or other members of the community.

(iii) What measures have been taken for the continuation of education for adults on the basis of individual capacity?

(iv) If the reply is negative, please indicate any plans which may exist for the purpose.

(1) Please state, where applicable, if literacy courses are given in the mother tongue, and if the reply is affirmative, how persons belonging different language groups are integrated into the local or national community.

ANNEX B

List of Member States which participated in the Fourth Consultation

(C) Algeria[1]

Angola

(C) Argentina

Austria

(C) Australia

External Territories:

Norfolk Island
Cocos Islands
Christmas Island

Bahrain

(C) Barbados

Belgium

(C) Benin

Botswana

(C) Brazil

(C) Bulgaria

Burundi

(C) Byelorussian Soviet Socialist Republic

Cameroon

Canada

Nova Scotia
Quebec

Cape Verde

(C) Central African Republic

(C) Chile

Colombia

(C) Congo

(C) Cuba

(C) Cyprus

(C) Czechoslovakia

(C) Denmark

(C) Egypt

El Salvador[2]

(C) Finland

(C) France

1. Member State having ratified the Convention

2. Report received after 18 October 1984 and therefore not summarized nor included in the synthesis.

Gambia
Ghana
(C) German Democratic Republic
(C) Germany, Federal Republic of
(C) Guinea
Guyana
Honduras
(C) Hungary [2]
India
(C) Indonesia
(C) Iran, Islamic Republic of
(C) Iraq
Ireland
(C) Israel
(C) Italy
Japan
(C) Jordan
Kenya
(C) Kuwait
Lesotho
Maldives
(C) Malta
(C) Mauritius
(C) Mongolia
Namibia
Nepal
(C) New Zealand
(C) Nicaragua
(C) Nigeria
(C) Norway
Pakistan
(C) Peru
(C) Poland
(C) Portugal
Republic of Korea
San Marino
Sao Tome and Principe
(C) Saudi Arabia

2. Report received after 18 October 1984 and therefore not summarized nor included in the synthesis.

(C) Senegal

Seychelles

(C) Sierra Leone

Singapore

(C) Socialist People's Libyan Arab Jamahiriya

(C) Spain

(C) Sri Lanka

Sudan

(C) Sweden

Switzerland

Syrian Arab Republic

Trinidad and Tobago

(C) Tunisia

Turkey

(C) Ukrainian Soviet Socialist Republic

(C) Union Soviet Socialist Republics

(C) United Kingdom of Great Britain and Northern Ireland

- England and Wales
- Scotland
- Northern Ireland
- Isle of Man
- Guernesey
- Jersey
- Dependent Territories:
  - Anguilla
  - Bermuda
  - Gibraltar
  - Hong Kong
  - Cayman Islands
  - Turks and Caicos Islands
  - Montserrat
  - Saint Helena

United States of America [1]

Zimbabwe

---

1. Member State until 31 December 1984

ANNEX C

List of States Parties to the Convention against Discrimination in Education

The Convention entered into force on 22 May 1962. As at 15 April 1985, the 75 following Member States, together with Brunei and the Solomon Islands which are not members of Unesco, had deposited instruments of ratification or acceptance of the Convention against Discrimination in Education.

Albania
Democratic and Popular Republic of Algeria
Argentina
Australia
Barbados
Belize
People's Republic of Benin
Brazil
Bulgaria
Byelorussian Soviet Socialist Republic
Central African Republic
Chile
China(1)
Congo
Costa Rica
Cuba
Cyprus
Czechoslovakia
Denmark
Dominica
Dominican Republic
Ecuador
Arab Republic of Egypt
Finland
France
German Democratic Republic
Germany, Federal Republic of
Guatemala
Guinea
Hungary
Indonesia
Iran
Iraq
Israel
Italy
Jordan
Kuwait
Lebanon
Liberia
Luxembourg
Madagascar
Malta
Mauritius
Mongolia
Morocco
Netherlands
New Zealand
Nicaragua
Niger
Nigeria
Norway
Republic of Panama
Peru
Philippines
Poland
Portugal
Romania
Saint Vincent and the Grenadines
Saudi Arabia
Senegal
Sierra Leone
Socialist People's Libyan Arab Jamahiriya
Socialist Republic of Viet Nam
Spain
Sri Lanka
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
Yugoslavia

(1) Instruments of ratification deposited by the authorities representing China in its relations with Unesco at the time of the deposit (12 February 1965).

ANNEX D

ANNEX D

I. Summaries of replies from States Parties to the Convention against Discrimination in Education

	Page
Algeria	5
Argentina	8
Australia	12
External Territories:	
Norfolk Island	20
Cocos Islands	22
Christmas Island	24
Barbados	26
Benin	28
Brazil	30
Bulgaria	33
Byelorussian Soviet Socialist Republic	37
Central African Republic	41
Chile	44
Congo	49
Cuba	52
Cyprus	57
Czecholoslovakia	59
Denmark	62
Egypt	68
Finland	71
France	76
German Democratic Republic	79
Germany, Federal Republic of	82
Guinea	86
Indonesia	88
Iran, Islamic Republic of	90
Iraq	92
Israel	94
Italy	97
Jordan	99
Kuwait	102
Malta	106

Page

Mauritius 109
Mongolia 112
New Zealand 114
Nicaragua 119
Nigeria 125
Norway 128
Peru 131
Poland 135
Portugal 139
Saudi Arabia 144
Senegal 147
Sierra Leone 150
Socialist People's Libyan Arab Jamahiriya 152
Spain 154
Sri Lanka 160
Sweden 163
Tunisia 166
Ukrainian Soviet Socialist Republic 167
Union of Soviet Socialist Republics 171
United Kingdom of Great Britain and Northern Ireland 173

- England and Wales 173
- Scotland 176
- Northern Ireland 178
- Isle of Man 180
- Guernsey 182
- Jersey 184
- Dependent territories:
  - Anguilla 185
  - Bermuda 186
  - Gibraltar 188
  - Hong Kong 190
  - Cayman Islands 193
  - Turks and Caicos Islands 194
  - Montserrat 196
  - Saint Helena 197

II. Summaries of replies on the implementation of the Recommendation against Discrimination in Education

Page

Angola 199
Austria 204
Bahrain 205
Belgium 208
Botswana 210
Burundi 211
Cameroon 214
Canada 217
Nova Scotia 219
Quebec 221
Cape Verde 223
Colombia 224
Gambia 229
Ghana 231
Guyana 234
Honduras 237
India 238
Ireland 241
Japan 243
Kenya 246
Lesotho 248
Maldives 251
Namibia 254
Nepal 255
Pakistan 258
Republic of Korea 261
San Marino 265
Sao Tome and Principe 267
Seychelles 269
Singapore 272
Sudan 273
Switzerland 277
Syrian Arab Republic 279
Trinidad and Tobago 282
Turkey 284
United States of America/[1] 287
Zimbabwe 293

1. Member State until 31 December 1984

I . REPLIES FROM STATES PARTIES TO THE CONVENTION

ALGERIA

I. DISCRIMINATION

1.-2. No legal provisions, regulations or practices exist which constitute discrimination in the field of education. The National Charter and Constitution of the People's Democratic Republic of Algeria and the Order of 16 April 1976 exclude any possibility of maintaining or introducing such provisions.

3. A single system of education for children of both sexes has been introduced practically everywhere, the proportion of girls' schools being less than 5 per cent of the total. Separate institutions of this kind exist in regions where the population is scattered, and exist in the form of boarding schools.

4. In accordance with the Education Act of 16 April 1976, educational institutions fall under the sole authority of the state. Private or denominational schools have been transferred to the public sector, this change leading to the introduction of uniform curricula and integration of staff.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) The recommendations adopted at the second session of the Central Committee of the Party of the National Liberation Front (FLN) concern the general introduction of basic polytechnic education, intended to provide all Algerian children of 6 to 15/16 years of age with nine years of polytechnic education assuring them of access to employment or to post-basic education. This form of education aims to provide appropriate teaching which will develop abilities to the full and deal with individual handicaps.

Education and training are free of charge, including, at the primary level, the provision of textbooks, clothing, food and accommodation for the majority of pupils. This is done either directly by the state and/or local authorities or by means of grants.

It is indicated in the report that encouragement is being given to families to get them to agree to send their children to school. Efforts are being made to provide pre-school education, particularly for children and workers, and to provide remedial courses.

(ii) The period of compulsory schooling from 6 to 14 has been extended by decree to the age of 15/16 years and the same decree also guarantees the award of a school-leaving certificate at the end of the course. This decree refers in detail to the obligations of parents, guardians and in general all persons with dependent children of school age. There are some difficulties, however, on account of the sometimes difficult geographical and social conditions, the lack of teachers and the persistence of certain attitudes on the part of families to the schooling of girls beyond what is generally an early age.

(iii)(a) In accordance with Order 76.35 of 16 April 1976, 'education is free of charge at all levels, irrespective of the type of institution attended'. All forms of education are free of charge, and this includes, particularly in the case of basic education, teaching materials and sometimes even school supplies and social and cultural services which contribute to the efficient running of educational activities. Only a nominal contribution is required from families for textbooks, and for food when a school is equipped with canteen facilities.

(b) The state and local communities are responsible for financing the building and equipping of schools and for most of the running costs, with the exception of pre-school education which is financed by communities and national societies, responsibility for teaching remaining with the state.

(c) Certain handicaps referred to above (paragraph 5(ii)) and cases of severe handicaps which are not fully dealt with by the various sectors and specialized institutions serve to identify the sections of the population most underprivileged with regard to education.

(iv) (a) At present, 60 per cent of pupils in secondary education (future third stage of the nine-year period of compulsory basic education) receive grants covering part or all of their expenses. In addition, there are school buses for children living at a distance from schools, particularly at the upper stage of primary and lower secondary levels of education. It is pointed out in the report that the assistance provided is intended to ease the material or social difficulties encountered by people in receiving the education that is guaranteed to all.

(b) The criteria applied in granting state financial assistance take account of the family's level of income and the number of dependent children, parents being informed by the head of the establishment attended by the child receiving assistance.

(v) A new type of education considered as a form of basic education incorporating both the primary and lower secondary stages and covering an overall period of nine years, has been introduced to provide general education that is compulsory and common to all. This type of education comprises three successive stages of three years each:

> a basic stage for the teaching of the three Rs (reading, writing, arithmetic) and for introducing polytechnic education and civics;
>
> a development stage to reinforce the three Rs learned during the previous stage, to develop the role of the child within his environment, to broaden the bases of polytechnic education and to continue instruction in civics;
>
> a final stage to consolidate what has been learned in the two previous stages, to integrate intellectual and manual activities and to combine education and productive work. This third stage includes polytechnic education and aims to turn out 'responsible socialist citizens and promoters of development'. The importance of interdisciplinarity and the

linking of theory and practice using appropriate teaching methods is emphasized in the report, as well as continuous assessment and the systematic provision of remedial courses. A number of educational requirements are listed such as opening the school to the outside world and to life, undertaking productive work and group activities.

ARGENTINA

I. DISCRIMINATION

1.-2. No legal provisions, regulations, practices or situations exist which constitute discrimination in the field of education.

3. Although the majority of schools are coeducational, single-sex schools do exist. However, the schools provide the same opportunities as regards admission, teaching staff with similar qualifications, and premises, equipment and curricula of the same quality.

4. The establishment of denominational schools is authorized by the Constitution so that parents can choose the type of education given to their children. All the private schools add to the educational opportunities offered by the state. These schools have to observe official standards and come under the supervision of the state.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) In order to include children of school age, adolescents and adults in the education system, measures have been taken for the promotion of the frontier regions and for adapting schools to the educational and cultural requirements of these regions, in particular for the benefit of children of modest socio-economic background and underprivileged groups.

In this connection, it has been decided, for instance, to pay higher salaries to teachers assigned to underprivileged regions; to speed up the training and retraining of teaching staff; to broaden and improve educational services so that they offer equivalent conditions, in particular with regard to the quality of the education provided; and to improve special education services.

The report also mentions the provision of school canteens, allowances to parents for the education of their children up to 21 years of age, and the development, through concerted action, of the education system and cultural facilities in Patagonia, a vast and very isolated region. It is indicated elsewhere in the report that certain primary education services have been decentralized and now come under the education authorities of the various provinces. There is a national body responsible for laying down basic principles concerning primary education, while the national and provincial Ministries of Education lay down the minimum content of the curricula. The curricula are subsequently adapted to local requirements and to families' wants. Between the first and third year of primary education, pupils go up automatically to the next class, a procedure which has been introduced so that a better watch can be kept on the development of the children and repetition of classes avoided.

(ii) Primary education is compulsory for children of 6 to 14 years of age. Compliance with legislation is obtained by means of warnings to parents and by fines. According to a statistical table

for 1980 annexed to the report, the enrolment rate for girls of 6 to 11 years of age was higher than in the case of boys. A slight falling off in the enrolment of girls was noted in the case of pupils of 13 and 14 years of age, the enrolment rate for girls of 13 being 85.4 per cent as against 87.4 per cent for boys of the same age, and 73.2 per cent for girls of 14 as against 75.1 per cent for boys of the same age. It is pointed out in the report that the national enrolment rate is very high but that there is a considerable amount of wastage and dropping out.

According to the information provided by the report, the obstacles to compulsory schooling are above all of a socio-economic nature and are generally related to the fact that in rural and suburban areas children are involved in productive work at a very early age.

(iii)(a) Primary education is free of charge in state schools, and this includes fees for additional classes and accommodation in boarding schools, where such schools are available. In certain cases, meals, textbooks and transport to school may be free of charge.

(b) The community is asked to make the greatest possible contribution through the schools' general funds.

(c) The report states that the most underprivileged groups are people living scattered in remote areas, and abandoned or handicapped children.

(iv)(a)-(c) There is no state-managed system of assistance but community, professional, municipal and denominational institutions have set up schemes for providing assistance, the existence of which is brought to the notice of families by the municipal and school authorities. Each institution may give assistance at the local level in a spirit of social solidarity, particularly in order to meet the most urgent needs.

(v) There is no reform at present aiming to integrate primary education and the first stage of secondary education. The most recent experiment of this type dates from 1977 but its scope has remained limited.

6.(i) Secondary education, while not being compulsory, is provided free of charge in state schools and the enrolment rate for young people of 13 to 17 years of age increased considerably between 1970 and 1980. It is indicated in the report that the government is continuing its efforts to increase opportunities for access to secondary education. In this respect, the role played by private education, incorporated into the official education system, is very important. The majority of private schools are entirely subsidized by the state, which is determined to promote equality of opportunity with regard to secondary education.

(ii) All pupils who have completed primary education may enrol in secondary education. The large number of requests for admission have made it necessary in certain regions to adopt such measures as the drawing of pupils' names by lot and an entry examination. These measures are intended to distribute pupils without discrimination among them and appear to apply to schools in remote regions. In the other regions, pupils are distributed having regard to the

number of places the education services can offer, which in regions with a large number of schools is satisfactory, the number of places available being higher than the numbers seeking admission.

(iii) It is stated elsewhere in the report that secondary schools provide evening classes in order to facilitate access to this level of education. It is also pointed out that there are flexible procedures enabling transfer from one stream to another and that there are certain state secondary schools for persons of more than 18 years of age who have completed at least three years of study.

(iv) The size of the country and the irregular distribution of the population make it difficult to provide secondary education on a general scale. For the same reasons, and as a result of the lack of teaching materials and the difficulty experienced by teaching staff in having access to training facilities, the education provided is still not of identical quality in all state schools. The drop-out rate between primary and secondary education is estimated at about 50 per cent.

7.(i) It is said in the report that there is no obstacle to the general provision of higher education, which is provided, as stated elsewhere in the report, in twenty-five national universities, provincial and private universities and non-university institutions. According to the statistical tables annexed to the report, the enrolment rate in higher education in 1980 was 9.6 per cent of the population between 20 and 24 years of age, with women and men being equally represented. Among those aged 25 to 29, the enrolment rate was 4.4 per cent for men as compared with 3.1 per cent for women. Apart from dues of about two dollars per month, higher education is provided free of charge in the national universities. Higher education timetables are drawn up, so far as possible, in such a way as to ensure that students may, if necessary, engage in paid activity.

(ii) Admission quotas take account of the places available in and the equipment of each faculty. In non-university higher education, quotas are often higher than the number of candidates. Students are selected on the basis of examinations to test their abilities. Free preparatory courses for these examinations are organized by the state.

(iii) The National Educational Credit Institute (INCE) promotes equality of opportunity by awarding loans and grants, the latter being in certain cases also awarded by the universities. The report also refers to vocational guidance and information services.

8.(i) Between 1978 and 1980, the Federal Council for Culture and Education adopted various measures aimed at preparing a uniform adult education policy, laying down standards governing teacher training and retraining, and reorganizing adult primary education. There are education centres which provide primary education in three stages, in co-operation with firms, trade unions and other local bodies.

Community centres for primary education also provide elementary technical training, and there are education centres for indigenous population groups, which try to link the education

process with the life of these groups and to promote their development in the regions where they live. Primary evening classes and night schools provide instruction to persons who are illiterate or not completely literate, as do the army schools. Lastly, there are mobile education centres to promote social advancement, providing primary training for skilled and semi-skilled workers.

(ii) With regard to the methods used in adult education, the report refers to the Special Training Project for integrated rural development carried out using non-conventional means and techniques. A further project for integrated adult education provides literacy training by radio and by the use of primers, while correspondence courses provide programmed instruction for post-primary education and vocational training.

(iii) It is indicated elsewhere in the report that state university entrance certificates can be awarded to adults, and for these certificates, subjects are grouped together by branch. Secondary education centres provide adults with the chance of entrance to higher education. Other activities provide education on the spot or by correspondence for elderly persons who wish to make up for the inadequacy of their initial education or to undergo retraining. Lastly, it is indicated that the state intends to lay down legal standards for the inclusion of adult education in the activities of firms and trade unions, and to co-ordinate school and out-of-school adult education. Improving the quality of this type of education calls for activities to provide and promote instruction for those whose earlier education was inadequate but also calls for the provision of lifelong education.

AUSTRALIA(1)

I. DISCRIMINATION

1.-2 No practices or situations exist which are discriminatory within the terms of Article 1 of the Convention. It is indicated in the foreword to the present report that on 11 May 1983 the Australian Government announced its intention to introduce sex discrimination legislation in the present sitting of the Parliament.

Furthermore, it is said to be acknowledged (see pp. 5-6 of the report) that certain population groups experience relative social and economic inequalities; since the early seventies, considerable efforts have been made, both at national and at State levels to discriminate positively in the provision of educational services for such groups which include Aboriginals,(2) immigrants, refugees, handicapped, women and girls, people living in lower socio-economic, rural and/or isolated areas. A report elaborated in 1981 by the Commonwealth Schools Commission underlined the need to provide supplementary resources for the education of these groups which should focus primarily on the schooling process as a means of diminishing disparities, and modifications of the curricula in the interest of a particular type of school population.

3. All schools are subject to State and Federal laws which do not differentiate between educational provisions for boys and girls. The majority of Australian Government schools, in particular at primary level, are co-educational, as are most government secondary-schools. In Victoria, the only State with a significant number of secondary technical schools, girls in the past were denied access to this type of education. At present (1983) two-thirds of these schools became already mixed.

A declining proportion of non-governmental schools enrol pupils of one sex only, in particular for girls, for reasons of culture and tradition, but also justified in the report by educational research findings according to which girls perform better academically in single-sex schools, presumably because of generally more restrictive attitudes to what is appropriate behaviour for girls on the part of teachers and classmates.

---

1. The report - of a length of 106 pages - consists of a narrative part which follows more or less the order of the questionnaire (22 pages). Furthermore, there are provided ten very detailed appendices (pages 23-106) which again contain narrative parts leading sometimes to repetitions, but also tables. The last appendix (j) presents in ten pages the reports concerning three dependent territories of Australia: Norfolk Island, Cocos (Keeling) Islands and Christmas Island. In summarizing this report, an effort has been made to take into consideration the maximum of information provided therein.
2. In 1981, Aboriginals represented roughly 1 per cent of the population, according to the report.

However, several initiatives at State and national levels have been concerned with widening education and training opportunities for girls and women, the issue of co-education versus single-sex schools is considered to be less of an issue than that of sex-stereotyped subject choice by boys and girls.

A report on Girls, School and Society (November 1975) found, inter alia, that subject choices limited girls' opportunities for further education and employment, and that schools reinforced social expectations of sex differences in general ways such as curriculum materials, options and vocational guidance practices. Since the publication of the above-mentioned paper, all State Education Departments have adopted non-sexist education policies and programmes. Career guidance material was drawn up to explore employment opportunities for women beyond the traditional female occupations, and to assist in overcoming attitudinal barriers to training for a broader range of non-traditional occupations. Despite such efforts, differences between the sexes in subject choice are still apparent. Whilst industrial arts and technical drawing have been available to girls for some years, few girls take them. The reasons are complex and include traditional attitudes, limited facilities and timetable clashes. Four State governments, assisted by the Commonwealth Transition Education Program have set up special Introduction to Trade courses for girls in the past two years, and publicity programmes are intended to encourage girls to take up apprenticeships in the Commonwealth Public Service. Results are said to be modest but encouraging, particularly in geographic regions where there are shortages of skilled tradespeople.

4. In addition to government schools, a substantial number of schools, are established to serve particular sections of the community (such as religious denominations) to provide education in keeping with the parents' wishes. In 1981, a decision of the High Court of Australia confirmed the capacity of the government to assist with the cost of educating children in denominational schools which since the early 1970s have been provided with public funds. In order to ensure equivalent standards with government schools, non-government schools must be registered and undergo certification procedures which vary according to individual State legislation. Detailed syllabuses which come under the responsibility of the Education Department of the State government education systems are applicable to government and non-government schools.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5. (i) The ideal of equality of educational opportunity is strongly supported by Australia. Legislation and practice make no distinction in this regard to race, ethnicity or religion. Initially the centralized administration of State education systems was created in the belief that uniform procedures and central control would ensure such equality. However, there is now general acceptance that education for all must also take into account the differing needs, interest, talents and backgrounds of individual pupils. Since the 1970s trends for decentralization gave more responsibility to regional bodies for matters such as staffing, inspection, budgetary control as well as the conception of courses which correspond to local needs, particularly for primary and junior secondary grades.

In 1973, for the first time at national level, the needs of all Australian schools were reviewed in terms of objective criteria. A committee proposed to increase the resources in government and non-government schools to certain standards by 1979. With financial assistance from the Federal Government, these targets have been achieved in all States. As a result, the teacher/pupil ratios improved considerably across the States, and new or renovated buildings and equipments could be provided.

However, the wisdom of increasing funds for education has been questioned. Although education is seen as the key to equality of opportunity, the benefits to educational outcomes from improved resources went unrecognized by some sections of the community where rising youth unemployment could be observed.

In this respect it is questioned whether the quality of education is high enough, in government schools, in regard to literacy and numeracy skills and whether secondary education meets the needs of pupils intending to enter the work-force on completion of studies, as well as those seeking entry to higher education.

It is, nevertheless, increasingly recognized that it is the early school-leavers, the least educated, who are most at risk for unemployment in a society where technology is reducing opportunities for unskilled work. Those who do not achieve a basic standard of competence are effectively excluded from full participation in society. Thus equality of educational opportunity and treatment is a key factor in achieving equal opportunities for employment and democratic citizenship. During the last five years policies have been drawn up at both national and State levels which aim at widening opportunities for certain population groups who are proportionately under-represented in the field of education: Aboriginals, the handicapped, girls and women.

(ii) (a) School attendance is compulsory from the age of six years until fifteen or sixteen. Primary education begins with a preparatory or kindergarten year and provides a general elementary programme lasting seven or eight years, depending on individual State or territory requirements. Penalties are prescribed for parents who fail to ensure regular school attendance. Children may be exempted from compulsory attendance if they live too far away from a school or suffer a physical disability. Alternative provision is made for these pupils, by means of correspondence courses or other forms of distand teaching. Special schools cater for socially, physically and mentally handicapped children in cases where they cannot attend special classes in ordinary schools.

In general, parents' socio-economic and cultural status is not a major problem with regard to school attendance, though it is more likely to affect the continuation of studies beyond the compulsory years.

As to aboriginal communities living in the more remote areas, they may form a population group with significant cultural differences. Schools in these areas usually provide a modified programme more suited to the need of these children by

acknowledging the value of local culture, language and experience. Great numbers of aboriginal children in the Northern Territory, in Queensland, Western Australia and South Australia are taught in English and in their mother tongue in bilingual programmes which are progressively introduced in communities where children may speak little or no English but any one of more than fifty major Aboriginal languages. It is indicated in Appendix B of the report (pp. 35-41) that since the early 1970s the essential thrust of the Australian Government policy is self-management which implies participation, consultation and involvement in the planning development and delivery of education, health and employment services, in order to overcome the social and economic disadvantages experienced by the Aboriginals.

As to children's standard of health and nutrition, only some children from low income families suffer from inadequate diets. Most schools have parent-run canteens at which food can be purchased at minimum cost.

Inappropriateness of teaching and syllabuses at primary level is not generally considered a problem. In most States, school-based curriculum development within centrally produced guidelines enables schools to be responsive to local needs, while at the same time maintaining educational standards broadly comparable with the rest of the State system. Special programmes have been applied for children from non-English-speaking families. Since 1978, the Migrant Education Program aiming specifically at improving the English language competence has been expanded through the creation of a multicultural education programme, which comprises the teaching of the languages of the various ethnic communities, inter-cultural studies and other activities aimed at encouraging respect and sensitivity to different cultural backgrounds. In 1980, the Federal Government announced to support classes run by ethnic communities known as 'ethnic schools' which provide teaching of their particular language and culture, two subjects not easily available in regular schools. In order to benefit from a government grant, such schools have to meet certain criteria: to be open to any pupil regardless of ethnic background and being a non-profit-making body (see p. 42 of the report). It is also indicated in the report that some aboriginal groups or clans in the Northern Territory who have returned to their traditional lands have been provided with a 'homeland centre education program' and a basic curriculum, taught by a literate member of the community with support from a visiting teacher and special didactic materials.

(iii) Primary education is free in all government schools, but modest fees are charged for the use of certain school equipment, hire of books, transport costs for excursions, dependent on the State system. Food is available at a minimum cost from parent-run canteens. As to school transport, all States provide some type of free transport. School uniforms are not compulsory. Second-hand uniforms may be purchased at reduced cost in those schools which run uniform pools. As to medical services in school, they deal primarily with checking of development and early detection of disabilities. Medical treatment is given to children by family doctors, the expenses being covered through health insurances.

(iv) (a) Financial assistance and other forms of benefits may be granted to primary-school pupils from low-income families, with each State determining the nature of the benefits.

(b) Knowledge of these forms of assistance is made available through posters, pamphlets, media advertising, schools, community and parent organizations, or social workers.

As to pre-primary education, all States and Territories except one have a policy of making pre-school education universal for children at about four years of age.

In government pre-schools, attendance fees are generally not charged, while parents often contribute towards the running of such schools by assisting teachers on helping in the purchase of play material and other educational equipment. One Federal State introduced in 1974 a Pre-School Correspondence Program for families living in isolated areas.

(c) Only a limited amount of assistance is granted from other than public funds. Examples include scholarships and prizes offered by private schools or assistance provided by voluntary organizations which, however, use to confine their assistance to particular sections of the population on the basis of need or ability.

(v) The various State education systems have not introduced a reform to integrate primary education and the lower secondary level as a common core. However, in recent years a trend has been in several States towards the development of integrated curricula so that each subject or learning area is considered as part of a continuum from kindergarten through to year twelve.

6. (i) Secondary education is generally available and accessible to all in its different forms. According to individual State or Territory requirements, school attendance is compulsory until the age of 15 or 16. Of five or six years secondary education, only the two last years (eleven and twelve) fall outside the compulsory stage. At the end of year ten, pupils may opt to continue their studies in a vocationally oriented course, a non-government business college or seek to enter employment. For pupils who continue to the end of secondary education (year twelve), in addition to the courses leading to matriculation to higher education institutions, there exist a number of transition education courses for a duration of one to two years oriented to the skills required in the workplace. Financial and other assistance is provided by State governments for hire of textbooks, transport costs, boarding allowances, bursaries and scholarships. In addition, the Australian Government offers allowances based also on needs for senior secondary pupils and those living in remote areas, while a specific Secondary Grants Scheme has been introduced in 1970 for Aboriginals. These grants are non-competitive, do not require a means-test and are available to full-time Aboriginal pupils attending an approved secondary school. Such grants include compulsory school fees, a living allowance for pupils living at home and cover the purchase of books and clothing, boarding fees for those living away from home, provision of supplementary tuition for those who have learning difficulties or special interest or aptitude in a given subject.

It is further indicated on page 37 of the report that prior to the existence of the Grant Secondary Scheme there were fewer than 3,000 Aboriginal children enrolled in secondary schools. By 1981, their number had increased to 15,689 pupils.

(ii) Automatic promotion permits easy access to secondary education, provided pupils are deemed sufficiently mature.

(iii) While pupils' progress is continually assessed, children with learning difficulties receive remedial instruction from regular class-room teachers.

(iv) As the competent authorities expect educational standards and practices in this country to approximate levels pertaining in similar countries overseas, concern has been expressed at the comparatively low proportion of Australian pupils who complete secondary education, the retention rate during the final year being some 35 per cent only of all pupils enrolled in the first year of secondary schooling. According to tables annexed to the report, the retention rate for girls in secondary schools has remained stable - since 1976 - at a higher level than that for boys. It is said in the report that girls may in fact stay longer in school because of the absence of full-time job opportunities.

Furthermore only about one quarter of those who will leave school in 1983 will proceed to full-time higher education studies, while almost half of the female school-leavers will take no further part in the education system. Since 1979, the Federal Government has funded a comprehensive Transition from School to Work Program to assist 15 to 19 year-old pupils through pre-vocational and pre-employment courses and the extension of vocational guidance and counselling services. With a view to find solutions to the high level of youth unemployment, it is envisaged to incorporate appropriate knowledge and skills relevant to the workplace within existing subjects. It is indicated on page 14 of the report that increased financial assistance is being provided to low-income families to assist them to keep their children in school beyond the compulsory years.

7. (i) Higher education which is provided in universities, colleges of advanced education and institutions of technical and further education is available on a full-time, or part-time basis, even through 'sandwich' courses which alternate full-time study with a break of full-time work. Furthermore, correspondence and external courses exist, while pilot programmes have been established to cater for the needs of special groups, such as women or immigrants, in particular with regard to facilitate access to institutions of technical and further education (TAFE). As to Aboriginals, who have particular problems for access to higher education, special programmes have been designed which are offered within the framework of ordinary Diploma/Degree courses such as teacher training. In 1969, one such programme existed, by 1983, twenty programmes are in operation, participation in them accounted for 60 per cent of Aboriginal enrolments in 1980.

Furthermore, most tertiary education institutions have special provisions to assist disabled students.

Although all universities and other advanced education and technical institutions are open to both men and women, some non-government, post-secondary institutions, because of long standing traditions, may have only female students enrolled. In spite of the fact that over the last six years the participation rate of women in higher education has risen from 37.6 per cent to 41.8 per cent, enrolment statistics still show considerable concentration of women in fields of studies such as education, the humanities and social sciences.

(ii) Admission to higher education is usually based on academic achievements reflected in the Higher School Certificate which is awarded after completion of secondary education.

Though entry to certain courses such as medicine, law and veterinary science is highly competitive, qualified applicants find easily a place in an alternative course or at another tertiary institution. Thus preparatory, bridging and refresher courses have been extended by TAFE institutions in an attempt to make re-entry to formal educational programmes more flexible. Universities and colleges of advanced education have also introduced or extended the provision for entry of mature-age students who do not satisfy the normal matriculation requirements but are selected according to assessed aptitude for further study.

(iii) Tuition fees for higher education have been abolished since 1974 with the hope also to increase the enrolment of pupils coming from low-income families. To date (1983) there is no conclusive evidence to support this hypothesis. There continues to be discussion in the country about the extent to which fees have, in the past, constituted a barrier to access to this level. The re-introduction of fees has been considered and corresponding legislation introduced to Parliament without success.

Financial assistance (scholarships, fellowships and grants) is provided by the Federal Government as well as State governments educational institutions, business houses and individuals. Since 1975, the Aboriginal Overseas Study Awards Scheme has increased access of these groups to further and higher education.

8. (i) Basic education being compulsory for many years, the number of persons who have not received or completed primary education is comparatively low. According to the report, it is recognized, however, that not all adults have been able to take full advantage of the schools' provision of basic education; this has shown up in problems of adult literacy and numeracy. In 1980, more than 179 adult literacy schemes were in operation.

Furthermore, a nation-wide Adult Migrant Education Programme (AMEP) is in operation for non-English-speaking persons to facilitate their learning of this language, but also settlement and employment. As to Aboriginal adults and in particular those who were confined to reserves and therefore are tradition-oriented, their educational needs are of a different dimension to those of the rest of the Australian community, in particular with regard to learning styles which - based on oral traditions - may not have much regard for literacy. Efforts continue to be made to

improve educational services and to investigate the most appropriate means of providing programmes, as there is increasing demand from Aboriginal adults for access to general education programmes including literacy and numeracy. Aboriginals are also taught to read and write their own languages.

(ii) Adult education in Australia is a comprehensive range of services ranging from self-help local community education projects to highly organized post-professional, continuing education, programmes offering also vocational and professional subjects. Widespread use is made of school facilities, while higher education institutions may also conduct appropriate programmes to meet a variety of community needs.

Non-formal modes of adult education are provided by employeers, commercial, government departments which are not exclusively education authorities and voluntary organizations. They all make extensive use of volunteers for home-tutor schemes, full and part-time courses, evening classes or community day classes for women with child-care available. Except for some 'ethnic' radio and television programmes to teach English to immigrants and Aboriginals - for these latter ones courses in three of their own languages are also broadcasted - correspondence education and radio and television are utilized more within the formal education system than by adult education which tends to rely on face-to-face teaching in an informal setting.

(iii) Opportunities exist for people who left school before completing secondary education to return to formal studies. Recurrent education (viewed as a reform of the education system towards lifelong learning) has not been widely practised in the country, but the number of students is increasing if they combine or alternate education and work instead of moving directly from school to post-school education. In 1983, it is said that mature-age students are not uncommon in schools, and they form a significant proportion of enrolment at all levels of higher education. It is also indicated in the report that several States provide courses leading to qualifications equivalent to secondary schooling for adult Aboriginals.

AUSTRALIA

External Territories:
(a) Norfolk Island

I. DISCRIMINATION

1.-2 No legal provisions, regulations, practices or situations constitute discrimination in education or could lead to it.

3. The educational institutions are mixed.

4. A Seventh Day Adventist Primary School was established in January 1981. The curriculum of this school - which is inspected every year - follows that of the NSW Department of Education, and is entirely consistent with the principles set forth in the Convention.

II. EQUALITY OF EDUCATION OPPORTUNITY AND TREATMENT

5. (i) According to the report, equality of educational opportunity is available to all.

(ii) Education is compulsory between the ages of 6 and 15; no difficulties exist in the enforcement of this provision, as there is in addition to the above-mentioned private school only one government school with an enrolment of a total of 299 pupils at infants, primary and secondary levels.

Lessons are given in English, the native language of pupils, and the syllabus is the same as for NSW and thus meets the aspiration of parents. According to a table given with the reply there were, in June 1981, fifty-two boys and thirty-one girls enrolled at infant, seventy-one boys and fifty-nine girls at primary-school level.

(iii) (a) Compulsory education is free, even in the Seventh Day Adventist School; school transport, health and dental care are also free, while textbooks and supplies are bought from government funds. The Parents' and Citizens' Association raises money for additional supplies. Courses outside the normal curriculum - usually by correspondence where possible - and taken by pupils beyond compulsory school-age are not free.

(b) In addition to the fund-raising body referred to above, the community serves on the school board which decides on the management of the school.

(c) The small population of the island has no underprivileged group; all benefit from access to free education and no cultural or religious constraints hamper education.

(iv) No assistance is necessary since education is free.

(v) The system of compulsory 'core' education has existed since 1931; there was no need to introduce any reforms as foreseen by this question.

6. (i) Secondary education is generally available to all children, but the small population limits subject choice.

(ii) Pupils accede to secondary education by passing an exam at the end of year six. Pupils may be held back for another year if they did not succeed at this exam, but progress to secondary education is generally easy.

(iii) Special attention is paid to pupils with learning difficulties, although the small size of the schools makes special classes unnecessary.

(iv) The small size of the school makes a diversified curriculum difficult. However, the final secondary school class (year 10) makes usually an excursion visit to the mainland, paid for by public fund-raising activities.

While boys outnumbered girls, in 1981, at infant and primary-school level, there were forty-nine girls enrolled at the secondary level compared to thirty-seven boys according to the table provided with the report.

7. (i)-(ii) Higher education is accessible to all, following criteria for admission which are identical to those for the mainland: a recognized matriculation qualification, the School Certificate (year ten).

(iii) Islanders are entitled to the means tested Tertiary Education Assistance Scheme (TEAS) as other Australian citizens. Bursaries are provided by the Administration for pupils who wish to continue their studies beyond the School Certificate, as well as tertiary education scholarships for degree or diploma courses and vocational training scholarships, all undertaken on the mainland.

Awards are subject to the student's scholastic achievements and the period of attendance, they include a return fare to the island each year and cash benefits.

8. (i)-(ii) Since free and compulsory education exists since 1931, the provision of primary education for adults has not been considered, and no specific literacy courses exist for them. Some informal recreation classes are in operation.

(iii)-(iv) It is indicated in the report under point 7 (i) that there are no special facilities to encourage further education for adults. Such education is a matter for the individual, since correspondence classes exist.

AUSTRALIA

External Territories:
(b) Cocos (Keeling) Islands

I. DISCRIMINATION

1.-2 No legal provisions, regulations, practices or situations constitute discriminations in education or could lead to it.

3. The two schools are co-educational (Home Island School and West Island School).

4. No private or denominational schools exist on the islands.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5. (i) Many changes which greatly improved educational opportunities have taken place since 1978 when the Australian Government purchased the majority of Mr Clunies-Ross's property interests in the island, and a form of local government was established.

(ii) An ordinance of 1980 provides for compulsory education; 100 per cent school attendance is ensured on the small islands. English is the medium of instruction, as most inhabitants are now Australian citizens. However, instruction in Cocos Malay language skills has been integrated into the curriculum.

(iii) (a-b) Primary education is free while a Parents and Citizens' Association contributes equipment for arts and crafts, the library and sports.

(c) All members of the population benefit equally from free compulsory education.

(iv) There is no necessity for formal financial assistance.

(v) Free compulsory education was introduced to ensure full basic education for the population with a view to making pupils more aware of the world outside their island, while maintaining respect for their traditional values.

6. (i)-(ii) It is indicated in the report (item 5 (iii)) that junior secondary education is free. This level of education is generally available to all in the West Island School, to which pupils accede by automatic promotion. The small size of the school, however, limits the diversity of subjects which can be studied.

(iii) Since emphasis has been placed on the teaching of English, special classes exist for those who may benefit from such teaching of English as a second language. Correspondence classes exist at this level, according to a table contained in the report.

(iv) The secondary school was established in 1980 and still develops its programmes.

7. (i)-(ii) At present (1983) education beyond class 10 is not available on the Island. A bursary scheme is being developed to allow for

pupils to obtain higher education, including secondary education beyond year 10, on the mainland.

Criteria for benefiting from this scheme are academic and personal records of the student's school career.

8. (i) Adult education classes in literacy and conversational English exist since 1979, the teachers being three specially trained people from the islands.

Basic-level students learn to read and write in their own language, while at intermediate level basic English is taught; a course in practical English is given to advanced-level students.

(ii) Films and video cassettes from Australia are used, the radio broadcasts local news and interest features in both Cocos Malay and English.

(iii) The needs of adults are kept under review and programmes are still being developed and tested at various education levels.

AUSTRALIA

External Territories:
(c) Christmas Island

I. DISCRIMINATION

1.-2 No legal provisions, regulations, practices or situations constitute discrimination in education.

3. The education system is co-educational.

4. No private or denominational education establishments exist.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5. (i) According to the report, equality in education already exists.

(ii) (a-b) Education is not compulsory but social pressure ensures that all children aged 6 to 15 attend school. Teaching is geared towards providing suitable education for those who might wish to migrate to the mainland, while maintaining their own cultural heritage. As there has been, so far, no need to enforce regular school attendance, available resources to draft legislation have been devoted to matters requiring immediate attention.

(iii) (a-b) There is a fee of $A 15 per child per year, a sum which is reduced for families with more than one child attending school. School uniform and stationary are usually provided by the family, while textbooks are given by the school and a canteen offers cheap but nutritious meals. It is also indicated in the report that members of the community form part of the area school board which advises on educational needs of the community and considers the general education policy of the school.

(c) Since the employment rate is exceptionally high on the island and wages comparable to those paid on the mainland, it is rare that a family suffers from economic hardship.

According to the report, no pupils are more or less privileged than any others.

(iv) No formal system to provide assistance exists to ensure universal basic education, but parents in difficulties may have the total of their school fees waved.

(v) The new arrangements in the field of education which began in 1975 led to the integration of pre-school, primary and secondary level into the Christmas Island Area School, with a curriculum based on an Australian model and with staff provided by the Commonwealth Teaching Service.

6. (i) Although not enforced by law, in practice education is virtually compulsory up to the age of 15 or until the completion of four years of secondary schooling, which thus is generally available. It is indicated under item 7 (iii) of the report that provisions exist for assisting those of the community who need it to proceed to the final years of secondary education at the mainland.

Although there is limited subject choice due to the small size of the population, the Technical School which offers post-school courses (apprenticeship, secretariat and commercial subjects), also provides for secondary school subjects such as metalwork, woodwork and technical drawing.

(ii) Promotion of pupils is subject to their assessment by the teaching staff.

(iii) Compensatory education is provided for those who need it, mostly in the teaching of English as a second language.

(iv) The major difficulty in the provision of secondary education as in the other external territories - stems from the limited choice of subject options, as compared with the mainland. It is also indicated in the report that the four years of secondary schooling provided on the island do not extend to matriculation for which pupils have to leave the territory.

7. (i)-(ii) Access to higher education which is subject to academic qualification (matriculation) is available for all. Admission criteria are those applying on the mainland.

(iii) A number of schemes permit to assist the various sectors of the community to reach the final year of secondary schooling which leads to the entrance to higher education.

8. (i)-(ii) Post-school education is available through night classes, television and radio programmes, particularly for the teaching of English.

(iii) Voluntary tutoring began in 1982 with Europeans offering a structured programme completed with homework for non-English-speaking residents of the island.

Some continuing education for adults is available at the Technical Centre, with a view also to preparing the transitory populations for life on the mainland.

BARBADOS

I. DISCRIMINATION

1. The reply is negative.

2.-4. The questions are considered as not applicable, although reference is made under 6(i) to government-assisted private secondary schools.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) The reply is negative, and followed by the statement that equality of educational opportunity exists.

(ii) Although the Education Act 1981-25 makes education compulsory from 5-16 years of age, the law has not yet been promulgated.

(iii) Primary education is free in government schools.

(a) Barbadian nationals are exempted from school fees in government schools. Certain textbooks and school supplies are provided to government primary schools as well as free meals. Free medical care can be obtained in government hospitals and free dental treatment is provided by the Ministry of Health.

(iv) (a) Money and some clothing are provided by the Welfare Department.

(b) Through school and welfare personnel as well as the Government Information Office the existence of such public assistance is brought to the knowledge of families likely to benefit from it.

(v) The reply is negative.

6.(i) Secondary education is free for nationals. General secondary education lasts three years and includes technical and vocational education, although these courses do not prepare for work. As of the fourth year, pupils may select courses among a variety of twenty subject courses.

Training for trades and certain para-professional skills is provided at post-secondary level.

A uniform grant is given to pupils entering secondary school (at the age of 11) for the first time. A book scheme operates in government and government-assisted private secondary schools where pupils pay twenty dollars per year for the use of the books they need for a year. Other assistance for parents in need has to be sought from another government agency.

(ii) Performance in an entrance examination and parental decision determine the choice for a secondary school.

According to the report, within secondary schools, promotion is automatic in some cases even though annual examinations mostly determine the stream in which the student finds himself.

(iii) The reply is negative.

(iv) The problem of insufficient secondary-school places has been tackled by the government which awards bursaries to cover school fees to students who did not find a place in a secondary school or who prefer to attend a government-assisted private secondary school.

7.(i) Every national with required aptitude can obtain higher education through a variety of tertiary-level institutions, including teacher training and a wide range of technician and craftsman skills.

(ii) Free higher education is accessible to all who meet the entry requirements of the particular tertiary-level institution and who satisfy the conditions in Part IV of the Education Act 1981, and in particular are under 20 years of age at the end of the academic year in which they apply for the award.

(iii) Financial assistance may take the form of scholarships, bursaries, loans, grants or an award.

A National Development Scholarship is another source of funding for students who qualify for admission to university; bursaries are awarded to persons studying in high priority areas. It is furthermore indicated in the reply that private enterprises offer grants to eligible candidates for higher education as well.

8.(i) Until recently, this category of persons was considered negligible, and no special provision was made for them. Of late, however, there are significant traces of ineffective literacy which seemed to be linked to the increasing number of immigrants from neighbouring countries. The Extramural Department of the University of the West Indies offers a small literacy programme for these people. The problem of different languages does not arise as the course is given in English which is the mother tongue.

(ii) Adult education is provided in the standard classroom teacher-student variety, through lectures, demonstrations, discussion groups and symposia.

(iii)-(iv) No special measures are taken for the continuation of education for adults. Those who are capable can attend a trade school, and even the University of the West Indies.

PEOPLE'S REPUBLIC OF BENIN[1]

I. DISCRIMINATION

1.-2. The 1975 Education Act (Loi d'orientation de l'éducation nationale) states the right to education of all Beninese citizens and forbids any form of discrimination in education. All children, irrespective of origin, nationality and means, have access, according to their age, to all establishments in the country. Under the Act, women enjoy equality in law with men. The report makes several references to the concern of the country's authorities to adopt measures consistent with the principles set forth in the Convention.

3. The report gives no reply to this question, but it was stated in the third periodical report of the People's Republic of Benin that there were still (in 1975) two denominational schools attended only by girls (see document 20 C/40, Annex C, page 19, paragraph 4).

The report declares that there is equality of opportunity and treatment, particularly between the sexes. On page 3 of the report, mention is made of the principle of equal pay for equal qualifications, which means that specific studies lead to the same diplomas and that the holders of such qualifications receive the same remuneration regardless of sex and social or national origin.

4. On page 2 of the report it is made clear that the state does not allow the opening of any private establishment practising discrimination. Mention is made on page 3 of the report of private or semi-private institutions, without any further particulars of how they operate.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) Equality of opportunity and treatment is implicit in Chapter I of the above-mentioned Education Act.

(ii)-(iii) According to the legislation in force, schooling is democratic, popular and compulsory. Likewise, no age-limit is set on compulsory schooling, which is free of charge. As a result of schooling being free, enrolment in primary education more than doubled between 1972 and 1982.

(v) Article 8 of the Act stipulates that at all levels of education, theory must be allied to production. With this in mind, school co-operatives have been established which introduce young people to production and teach them the basics of democracy, management and respect for the public good. An educational strategy based on the environment was adopted in order to make the school truly part of its local setting. It has not been easy to implement the reform of education, which was set forth in outline in 1972 and provided for the establishment of an institutional framework and an education consistent in trend and substance with the requirements of independent economic and national development. The

1. This report does not take account of the questionnaire for the fourth consultation of Member States on the implementation of the 1960 instruments.

difficulties have resided in the inadequacy of financial resources and infrastructures, the shortage of teachers and teaching materials and the mismanagement of schools.

6. The only information on secondary education is to be found on page 2 of the report, where reference is made to Article 131 of the Constitution stipulating that the state shall gradually establish new schools and develop the various forms of complementary, general, technical and vocational education, in town and country alike. It is also stated that enrolment in secondary technical and vocational education rose from 1,056 in 1972 to 7,158 in 1982, while the number of pupils enrolled in general secondary education dropped by about 50 per cent in the same ten-year period. The obstacles to development of the education system have been listed in paragraph 5 (v) above. It is stated on page 4 of the report that the government, faced with these difficulties, carried out a nationwide evaluation after a five-year trial period. During a review seminar held in September 1981 '. . . criticisms and self-criticisms were made. Practical and constructive proposals were put forward to remedy the shortcomings'. However, these practical proposals are not specified in the report.

7. The report states that any citizen may, on the basis of ability, be admitted to higher education and that enrolment in the National University rose from 580 in 1972 to 5,575 in 1982.

BRAZIL

I. DISCRIMINATION

1.-3. The legislation in force is in no way discriminatory and the Constitution itself stipulates that everyone has a right to education and the state has a duty to provide it. The priority given to fundamental education is designed to promote equality of opportunity in accordance with the law, because such education benefits the most disadvantaged sections of the population, particularly in rural areas and built-up areas on the outskirts of large towns. In this connection, socio-educational and cultural activities are provided for in the current Third Sectoral Plan for education, culture and sport. The report states that the education system does not keep the sexes separate, and although some private denominational schools continue to do so, there is a trend for these schools also to be converted into coeducational establishments.

4. In conformity with the Constitution, private schools are required to observe the standards laid down by the state education boards, in order to ensure that entrance requirements are uniform. Equipment, courses of study and teachers' qualifications are consistent with the principles set forth in Article 2 of the Convention. The public authorities encourage the establishment of private schools by providing financial and technical assistance, while facilitating access to these schools by granting scholarships to pupils from families with restricted means.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) With effect from 1980, the Third Sectoral Plan for education, culture and sport aims at guaranteeing equality of opportunity and primary education for all, especially in rural areas and the outskirts of towns. The legislation in force emphasizes the need for mutual understanding and complementarity to prevail between educational establishments in order to ensure that the quality of education is equivalent, and lays down the criteria governing the training of teachers, who must adapt to the cultural differences between the various regions of the country. Courses of study reflecting these differences have recently been prepared by the Ministry of Education and Culture with a view to promoting the democratization of access to education and cultural property by the most disadvantaged sections of the population. It is also stated that the fundamental education programme provides for the quantitative and qualitative development of pre-school education.

(ii) Primary education is compulsory for children in the 7 to 14 age-group.

(a) The municipal authorities are required to take an annual census of the school-age population. In the individual states, the educational administration monitors compliance with the provision for compulsory school attendance. Other measures are being adopted to deal with obstacles to compulsory schooling such as a scattered population, socio-economic and cultural deficiencies in families,

inadequate physical and mental development of children due to malnutrition, and curricula which fail to take account of particular regional or local characteristics, especially in rural areas.

(iii)(a) Primary education is free in state schools; this provision covers school fees, school textbooks and supplies and school meals. It is stated elsewhere in the report that parent-teacher associations provide financial assistance to cover the cost of uniforms, transport, supplies and school meals for poorer children.

(b) Parent-teacher associations have been set up in state schools to seek voluntary financial contributions. The Ministry encourages community initiatives such as the establishment of rural education nuclei. It is stated elsewhere in the report that community manpower has been used to equip and improve pre-school educational establishments.

(iv) (a) Financial assistance is granted by the Ministry of Education to the various states on the basis of an annual agreement. The criteria governing the allocation of funds take into account the priorities set out in the national educational policy. The most underprivileged children receive grants for primary education, the basis of assessment for a family's income being the minimum wage.

(b) The existence of different forms of aid is publicized in schools and by the mass media.

(v) The first and second levels of primary education, lasting for eight years, consist of a common core and a part which can be varied to take account of local needs and opportunities and differences between individual pupils. According to the information provided in the report, Law No. 7,044 of 18 October 1982 states compulsory preparation for work to be one of the constituents of a child's overall education. It is also stated that various forms of training and education exist outside the institutional framework, such as distance education for example.

The report mentions that experiments are being conducted in order to meet the needs of people who are underprivileged as regards vocational training so as to enable them to complete the training earlier, but after providing them with specific qualifications geared to the labour market in the region.

6.(i) Compulsory schooling has not been extended to secondary education.

(ii) Admission to state secondary education is dependent on possession of a primary-school leaving certificate obtained either in the formal education system or through out-of-school education.

(iii) Remedial classes are organized concurrently with the regular courses and at the end of the school year for pupils who have failed to obtain the marks necessary to go up to a higher class.

(iv) The report notes that the democratization of primary education is increasing the demand for secondary education. In addition, vocational training at this level must not only meet the demand for qualified manpower but also take account of the need for appropriate materials and equipment. Ways of making secondary education more relevant to the facts of socio-economic and cultural life in Brazil are being considered.

7.(i) It is noted elsewhere in the report that families continue to view higher education as the passport to a successful career. Since the 1968 university reform, higher education has been constantly expanding (with a marked increase in the number of new institutions and courses) to meet the needs both of full-time students and of working people who can only attend evening courses.

(ii)(iii) Candidates for admission to higher education must have completed secondary education and pass an entrance examination. The report mentions the award of study grants.

8.(i) The Brazilian Literacy Movement and the Under-Secretariat for Supplementary Education have taken steps to compensate for inadequate schooling. Supplementary education makes it possible to complete a course of studies and is part of lifelong education.

(ii)(iii) Personalized tuition as well as television or radio lessons are mentioned as methods used for literacy education and adult education. Students can draw up a study programme themselves, under the guidance of their teachers.

BULGARIA

I. DISCRIMINATION

1.-2. The Constitution of the People's Republic of Bulgaria excludes any possibility of discrimination in education. According to Article 35 of the Constitution, all citizens are equal before the law, and there is no preference or restriction based on national or social origin, religion, sex, race, standard of education or social or material situation. People not of Bulgarian origin have the right to study their own language although they are bound to study Bulgarian at the same time.

3. Pupils attend mixed schools.

4. The social system in Bulgaria excludes the existence of private establishments.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) During the last five years, there has been no need, at national, subnational or provincial level, to draw up and adapt provisions for the gradual achievement of equality of educational opportunity.

(ii)(a) Basic education is compulsory and is an integral part of the comprehensive structure of the new school. There is no inadequacy in the education services that might be a hindrance to the children's schooling. All children are covered by the education system, and conditions have been established such that meals can be provided by public services. There are, in addition, special schools for mentally or physically handicapped or backward children, hospital-schools and boarding schools for the blind, the deaf and the hard of hearing.

The state encourages gifted children and those having particular interests by means of schools where the arts, music, dance, sport, languages and mathematics are taught, or by providing intensive instruction in natural sciences. Entrance to these schools is by way of an entrance examination, no account being taken of the sex, race or ethnic origin of the candidates.

(iii)-(iv)(a) In accordance with the Constitution, basic education is free. This includes school fees, supplies and textbooks up to the tenth year; extra classes for those wishing to take them (from the first to the eleventh year); public transport between a pupil's home and the school attended; medical services and care provided at home for all children at nursery school and pupils from the first to the eleventh year; and free places in boarding schools.

Most students have their meals in the school canteens.

(b) Parents pay for the meals at the cost price of the food. The students' food is often paid for, wholly or in part, by companies or agro-industrial complexes.

The report also refers to laying the foundations for the social and state management of education by which the whole of society contributes to the development of various types and methods of education through the departmental, communal and local councils for national education. There are also school councils. In these various bodies, social and political organizations, scientific and cultural institutions, companies, teachers, workers and representatives of the world of the arts play a part. The structure and operation of these bodies are governed by the Regulation of 23 December 1981, published in the Official Gazette, No. 13, of 1982.

(c) The report states that there are no educationally underprivileged sections of the population in Bulgaria, since there is an extensive network of schools over the whole country. The problem of distant or remote regions has been solved both by building preschool establishments and schools and by building new population centres.

5. Bulgaria is at present engaged in a major reform of education. It is planned to merge general education and vocational training and to adapt vocational training to the demands and advances of scientific and technological progress. Education policy aims to provide each pupil or student with a precise amount of scientific knowledge, general knowledge and ideological and political background, together with vocational and technical experience and skills, an inclination for practical, socially useful work, and the ability to be creative.

The basic unit in the education system is the comprehensive multidisciplinary secondary school which provides general education, training in a wide range of vocational skills and specialization in a particular field.

6.(i) The reply makes it clear that the conditions for the general provision of secondary education already exist, in particular as a result of the introduction, beginning in the 1981-1982 academic year, of the three-level comprehensive multidisciplinary secondary school. The basic structural unit of this school is the first level, which lasts ten years.[1] The second level of the same school enables pupils to choose a job and to learn the basic skills associated with it while already doing the work involved. The third level provides training in a special field, under real production conditions. With regard to financial or other forms of assistance to pupils' families, it is stated that the majority receive some assistance during their studies (free food, overalls, places in boarding schools, study grants, etc.). The report also states that education is free at all levels and in all categories of educational establishment, under the conditions laid down by the law.

1. Author's Note: this first level covers ten years of primary education. See study on the Democratization of Education in Bulgaria: Likelihood of success at school and social origin of pupils, by G. Mavrov; Paris, April 1982. Unesco (ED-82/WS/41).

(ii) There are different forms of entry to secondary education, depending on the type of school:

by entrance examinations in the case of special schools (for languages, mathematics, the arts, etc.) and in the case of various technical establishments (for radio, electronics, the internal combustion engine, etc.);

according to the average marks awarded for the basic education certificate in the case of all other schools such as high schools, comprehensive multidisciplinary secondary schools, secondary schools for technical and vocational education.

(iii) The report states that there are various types of remedial activity, such as individual counselling, language classes, clubs for scientific and technical creativity, and reading centres.

7.(i) Higher educational establishments belong to the state, which manages, controls and funds them with the direct and active participation of the whole of society. To extend the provision of higher education, regular evening and correspondence courses are also organized.

(ii) All Bulgarian citizens have the constitutional right to higher education, depending on their abilities and initial education. The criteria for admission are laid down, approved and controlled by the Ministry of Education which issues regulations each year to keep them up to date. Admission requirements for students are as follows:

the secondary-school leaving certificate;

maximum age of 35 (for the regular courses);

a minimum total of marks, consisting of the average of marks from the secondary-school leaving certificate and of the marks from the subjects in the entrance examination.

(iii) The report indicates that citizens have the right to free education at all levels, that the state encourages higher education and works to provide good facilities at educational establishments at this level. In addition, students displaying particular gifts are given inspiration and the others are encouraged through a system of vocational counselling, free classes and schools to prepare for the entrance examination. There are free preparatory courses lasting eight months for persons in employment, and state grants are awarded, as well as grants for particular studies, provided by industrial companies.

8.(i)-(iii) Illiteracy has long been eliminated. To improve the standard of education and to provide in-service training for peasants and workers, the government has taken many decisions which have led to the establishment of a comprehensive system that takes a variety of forms, e.g. evening classes (or shift classes), correspondence classes and education in classes in firms and factories. The length of education, the categories of school and the types of teaching are all very different. Workers

receive basic education (up to the 8th year) through evening classes or as private pupils enrolled in basic schools.

Secondary education for workers may be provided through evening classes or by correspondence, but workers may also be private students in general, technical or vocational secondary schools and attend classes in firms and factories.

The state's aim is to provide general secondary education for pupils up to the age of 18, but it has also undertaken to provide general secondary education for the whole active population up to the age of 40.

Under this system, all citizens have the right constantly to improve their education, culture and working skills, having regard to the needs of industry and to personal preferences. According to the report, in-service education does not differ in its objectives, volume and subject-matter from education provided by ordinary schools.

BYELORUSSIAN SOVIET
SOCIALIST REPUBLIC

I. DISCRIMINATION

1.-3. The adoption of legislative or regulatory acts that produce discrimination in education are incompatible with the policy of the Communist Party and the Soviet State. All citizens have the right to education, are free to choose the language of instruction, and pupils of both sexes are educated together.

4. Private and religious educational institutions do not exist, all educational institutions are public and run by the state.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) Between 1977 and 1981, the government considered a number of questions and adopted appropriate resolutions with regard, for example, to further improve the provision of pre-school institutions, the promotion of necessary conditions for the upbringing, the preparation for life and work and medical care of children enrolled in boarding schools; further improvement of living conditions for teachers in schools of general education and in the teaching of pupils in these schools and their preparation for work. Measures were also taken with a view to improving the effectiveness and quality of pupils' knowledge in Russian and Byelorussian, mathematics, physics and biology for preventing repetitions, facilitating job placement and further training for adolescents leaving day schools of general education; improving teacher training and in-service training; the production of standard textbooks or the promotion of extracurricular educational activities in schools and parallel institutions. It is indicated elsewhere in the report that efforts have been made to strengthen rural schools through the construction of more boarding houses. Furthermore, and in order to improve the standard of rural schools, 90 per cent of final-year students in teacher-training institutions are recommended every year for work in such schools. These measures not only raise the quality of rural schools but also contribute to attract young people to work in the field of agricultural production.

(ii) Ten years of schooling are compulsory. Primary education is provided in different schools which are established, depending on local conditions, with classes I-III (or IV) for children of 7 to 10 years of age, eight-year schools, classes I-VIII for the 7 to 15 year old children and schools with classes I-X, catering for pupils aged 7 to 17 years old.

(iii)(a) It is indicated in the report that all forms of education are free and that textbooks are provided free of charge. Access to education is ensured by the optimum distribution of schools all over the country, by free transport for pupils from rural areas and boarding houses attached to schools. Reference is made in the report to the existence of free meals for poor children.

(b) Elsewhere in the report is mentioned that all educational institutions are public and run by the state.

(c) Children or adolescents who may lack the necessary conditions for life or upbringing in the family, including orphans, are fully supported by the state in boarding schools, while educational activities are also organized in hospitals, even at home for children in need of long-term medical treatment. Physically or mentally deficient pupils benefit from special and boarding schools.

(iv) The report indicates that the exercise of the right to education is ensured by state scholarships, grants and other forms of aid for pupils and students. It is also mentioned in the report that general education schools have an education fund to provide pupils with material assistance, if necessary, and to finance health, cultural and other measures. Furthermore, the report refers to a resolution adopted in 1981 by the competent authorities on 'measures to increase state assistance to families with children'. As to pre-school education, more than half of all children concerned attend such institutions which prepare children for school by the introduction of a general education curriculum, adapted to the age of the children. The eleventh Five-Year Plan foresees thus to raise the level of physical, moral and aesthetic education and provide for the development of cognitive and creative faculties of the children.

(v) It is stated in the 'Introduction' to the report that the basic directions in which educational institutions are going to develop between 1983 and 1990 provide for continuity between all types of institutions, thus enabling pupils to progress from the lowest levels of education to the highest. The fact, indicated elsewhere in the report, that schools with classes I-VIII exist for the 7 to 15 year old children, seems to prove the integration of primary and lower secondary education.

6.(i)-(iii) Universal secondary education is one of the most important social achievements of the mature socialist society. Universal secondary education helps to abolish the main differences between physical and intellectual work. The unity of the secondary school is ensured by commonly approved syllabuses, curricula and pedagogical principles for the organization of the educational process. General education, labour and polytechnical training is carried out through instruction and socially useful work. As already mentioned, secondary education is compulsory. Furthermore, extended-day schools allow for a continuous educational influence over growing numbers of pupils who are provided with teaching and educational work during out-of-class hours. Textbooks will become free of charge during the school year 1982/1983 for pupils attending classes VIII and IX, while those enrolled in classes X and XI will benefit from free textbooks in 1983/1984. School equipment can be used by all pupils.

Meals are available for all pupils at reduced prices, while children from modest income families get free meals. School uniforms, clothing and footwear are bought by the parents, modest income families receive an allowance for this purpose. Preventive medical care for children is free in all educational institutions, including pre-school establishments.

In order to achieve universal compulsory secondary education, the network of eight-year and secondary schools has been extended and permits a better use of resources set aside for school constructions.

According to the report, the state system of vocational and technical education is the basic channel for preparing worker-cadres for the national economy. The number of pupils completing eight classes and entering secondary-level vocational schools increased tenfold between 1970 and 1980 and is expected to increase further thanks to the possibilities of attending vocational and technical schools and also technical colleges with shorter courses based on general secondary schools and labour training given in school education-cum-production combines or in plant workshops. The aim is to provide all pupils with secondary education and vocational training before they take up work. It is indicated in the report that the vocational and technical schools also provide general education courses during three years. After completion of their education and training in these schools pupils receive certificates enabling them to go on to higher education. As other categories of education, instruction is free in these institutions and pupils receive food, special clothing and accommodation in hostels.

Furthermore, there exist specialized secondary-level institutions which prepare students for a higher level of theoretical knowledge and greater practical skills; pupils will therefore in future be recruited among those who completed secondary education.

The content of education is laid down in accordance with a common compulsory curriculum for each type of secondary education. Thus, unity and continuity of education are ensured, as is the correlation between the students' general and their vocational education. Modified curricula are applied in specialized schools where a number of subjects are taught in a foreign language and where certain subjects such as mathematics, physics or literature and music are studied in greater depth in classes IX and X.

There are leaving examinations in classes VIII and X; in the other classes, pupils are promoted on the basis of annual assessments and the decision of the teachers' council of the school.

It is indicated in the report that extramural, correspondence and evening courses are being further developed, while reference is also made to 'cercles' run on a voluntary basis by teachers, with a view to developing interest in science, technology, sports, arts and cultural recreation, for example. In addition, reference is made to extra studies which are organized after class hours, on the initiative of teachers, for pupils who need help.

(iv) One of the main problems in connection with the generalization of secondary education was the need for improving the content of education to make it correspond with achievements mainly of science and technology. In 1980, new subjects and textbooks were introduced in schools in order to combine in the same educational process polytechnical, ideological, political, moral and labour education of the pupils, as well as knowledge about trends in economic and social development or the protection of the environment.

Great importance is being attached to the definition of criteria for assessing the scholastic achievements of pupils and the work of the teachers.

While the task remains for updating the content of teacher-training, for bringing methods of instruction into line with the requirements of the future development of schools in a developed socialist society, the problem of increasing the number of male teachers remains unsolved.

7.(i) Higher education is provided through day, evening and correspondence courses for students who can specialize in 205 subjects.

(ii) Citizens of the USSR having completed secondary education and been successful at a competitive entrance examination can accede to higher educational institutions. In deciding on the admission of school-leavers, and according to regulations laid down by the USSR Ministry of Higher and Specialized Secondary Education, account is taken of recommendations of the Academic Council, and the references given to them by the school. If necessary, institutions of higher education offer courses to prepare secondary school leavers for entry.

(iii) By law, students are provided with grants, accommodation in a hostel or boarding-house and medical care on the institute's premises, students also benefit from cheap travel and other forms of financial assistance.

8.(ii)-(iii) Secondary general education evening and correspondence schools are set up for people who did not benefit from this level of education. These schools offer three-year courses (classes IX, X, XI), while appropriate courses can be started for young workers who did not complete the eight-year education.

It is stressed in the report that evening and correspondence schools are free and provide education of the same level and following the same syllabus as in ordinary secondary schools. In order to raise continuously the knowledge and the educational level of workers, part-time study is organized in factories and various forms of extramural education exist. Students in schools for adults are released from work for one whole day without cuts in their salaries. The use of television, radio, film and other means constitutes an integral part of the methodology of teaching any subject.

CENTRAL AFRICAN REPUBLIC

I. DISCRIMINATION

1-2. There are no legal provisions, regulations, practices or situations which might constitute discrimination in education.

3. There are separate educational establishments for students of the two sexes based solely on the criterion of 'appropriate education'. E.g.: at primary level, girls are taught housekeeping; at technical college level (secondary education) girls receive training in domestic science.

4. There are private and denominational institutions. The Government approves the founding status of these institutions and watches over their conditions and working, together with the content of the teaching provided, which is in line with that provided in the State institutions.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) The gradual achievement of equality of educational opportunity is a permanent policy in Central Africa.

(a) Article I of Order No. 084/031 of 14 May 1984, concerning the organization of education in the Central African Republic, lays down that 'the education provided is free at all levels for the children of the Central African Republic'.

(ii) The report mentions that primary education is 'practically' compulsory: the child enrolled at a school is obliged to complete the level provided for by this institution (cf. Articles 8 and 9 of Order No. 084/031).

School attendance is not compulsory by law, as the report goes on to admit, because the State and the State institutions lack the means to cater for the country's needs in this area. Consequently, the infrastructure is inadequate, premises are in poor condition, and schools are closed for want of teachers or because there are not enough enrolments. Nevertheless, in order to widen the coverage of 'practically compulsory school attendance', steps have been taken: educational facilities have been extended through the creation of schools in some remote or underprivileged areas; scholarships are awarded to secondary school students; and teacher training institutions have been decentralized.

(iii)(a) By the terms of Order No. 084/031, primary education is free. This covers school fees, school textbooks and supplies, canteens and boarding schools (where they exist) and medical expenses.

(b) The communes provide help in the building of schools and (provisional) accommodation for teachers, from local materials.

(c) Only scattered populations in relatively inaccessible regions do not benefit from primary education.

(iv)(a) Education is completely free of charge.

(b) The report mentions that a department of pre-primary education operates within the Ministry of Education. Such education is in principle free of charge.

(c) No assistance is granted from other than public funds.

(v) In 1982, the Government decided to introduce an overall reform of the formal and non-formal education systems. The goals of this reform are:

- that it should be rooted in the national culture;
- diversification of streams to meet the needs of national development;
- the use of Sango (the national language) as a language of instruction;
- the training of middle-level teaching personnel;
- the promotion of manual work and technical training;
- the involvement of parents in the education of their children;
- enhanced status for the teaching profession combined with better teacher training.

6.(i) With regard to progress already made, the report mentions the setting up of several colleges of general education (collèges d'enseignement général - CEG), the promotion of certain CEGs to the status of secondary schools (collèges d'enseignement secondaire - CES) and that of some CES to the status of lycées, the plan of the government being to make secondary education accessible to all, states the report. Concurrently with this extension there has been an increase in enrolments, which have risen from 44,973 in 1981-82 to 48,700 in 1982-83.

(ii) Pupils accede to secondary education by competitive examination.

(iii) Compensatory measures are provided (e.g. remedial classes, informal tutoring sessions and special language classes which are broadcast.)

(iv) The major difficulties are:

- the inadequate infrastructure and shortage of State teachers. In order to overcome them, the following steps have been taken;
- increasing the capacity of existing school buildings; constructing of new buildings; large-scale training of State teachers at the first level of secondary education.

7.(i) With regard to making higher education accessible to all, the report mentions the measures that have been taken, such as:

(a) Equality of educational opportunity and treatment for all students;

(b) Counselling for students in accordance with their individual ability.

(ii) Higher education should be accessible to all students holding the secondary school leaving certificate (baccalauréat) and, in certain cases, to those who pass special entrance examinations.

(iii) As far as financial assistance is concerned, maintenance grants are provided for the students.

8.(i) Educational action is undertaken by the national department for functional literacy training and lifelong education and by other State institutions such as the Department of Community Development (direction du développement communautaire); the rural education and training centres (centres ruraux d'éducation et de formation - CREF); the high commission for public service for young people (le haut-commissariat chargé du service civique national de la promotion de la jeunesse); the department for the promotion of the status of women (direction de la promotion féminine), etc. and by private denominational bodies such as the association for rural development (association pour l'animation rurale).

(ii) Measures for the education of adults include radio and television broadcasts, and programmes and lessons for adults in the State institutions listed in point 8.1.

CHILE

I. DISCRIMINATION

1.-2. There are no discriminatory practices or situations in the field of education. Chile's political Constitution of 1980 guarantees equality for all before the law and equal protection for all in the exercise of their rights, including the right to education, which aims at the full development of the individual at the various stages of his existence.

4. Educational freedom, which is also guaranteed by the Constitution, includes the right to set up primary and secondary educational establishments, provided that they fulfil the conditions imposed by the moral code, accepted practice, public order and national security. It is noted elsewhere in the report that legislation concerning state-subsidized private educational establishments was enacted in 1980, in view of the fact that such establishments make education accessible to larger numbers. According to the information given on page 6 of the report, there are six private higher educational establishments in the country. Elsewhere it is stated that freedom of worship is respected in state schools, although the official religion is Catholicism.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) A policy aimed at the gradual achievement of equality of opportunity in education has been worked out over the past few years. The report makes various references to a number of decrees adopted in 1979-1980 concerning, inter alia:

> adoption of additional regulations governing the management and funding of educational projects dealing with health, nutrition and other matters, especially in deprived areas, where there are old people, children and adults who require special care;
>
> approval of arrangements to transfer responsibility for public sectors, for instance educational establishments, to the municipal authorities, so that the community may become more involved in education as a whole, while the Ministry of Education continues to supervise and maintain the standard and quality of the instruction provided in schools;
>
> planning of a 1982 curriculum for nursery, primary and secondary schools, in the light of each region's needs;
>
> approval of curricula for primary schools located in border areas, with a view to improving the social, economic, geographical and cultural situation of certain population groups, such as the Aymara and Mapuche ethnic minorities,
>
> approval of special curricula for children with speech impediments, for schools providing special education and for visually handicapped children in public and private educational establishments.

On page 2, the report states that one of the general objectives of the system of national supervision is to improve the quality of education by providing educational units (pupils/parents and the community) with psychological support by ensuring that the conditions in all educational establishments at the same level are broadly equivalent and that the quality of the education that they impart is similar.

(ii)-(iii) Primary education is compulsory and, to ensure that everyone has access to it, the state subsidizes a free education system. According to the information on page 11, 90 per cent of the school-age population were enrolled at primary schools in 1983. Primary education lasts for eight years, beginning for children at the age of 6 or 7 and lasting until 13 or 14, and is divided into two periods of equal length. Two kinds of course have been established: education for mentally or physically handicapped children, and general education; matching education to individual needs in this way has helped to reduce repeating and drop-out rates. In addition, a number of measures have been taken to improve child nutrition from birth, and similar programmes are to be introduced in nursery schools, kindergartens and primary schools; in some cases primary schools have kitchen gardens, which are also used to improve pupils' nutrition. In the regions inhabited by Indian minorities, the teachers learn a second language (Mapuche or Pascuense) so as to have less difficulty in teaching their pupils the country's official language.

(iii)(a) Primary education is free, even in state-subsidized private schools, which have to prove that they provide free education in order to receive the subsidy. Pupils are issued free of charge with the school textbooks and supplies used for learning Spanish, mathematics, history and social science.

All schools distribute refreshments in the morning and many also provide a midday meal. Schoolchildren may travel to school by public transport at a reduced fare or free of charge, provided that they can prove their official enrolment at an educational establishment. Children at primary level receive medical care and those from remote regions are accommodated in boarding-schools free of charge.

(iii)(b) Administrative regionalization and decentralization in education have enabled the community as a whole to become more involved in setting up and developing educational services, even in the most remote areas. Some local authorities have solved the problem of transport by providing vehicles to convey children from their homes to school, while the Ministry of Education urges parents to send their children to whichever school is nearest home. A scheme to establish as many schools as possible in rural areas farthest from urban areas is being implemented in 1983. The educational units set up under this scheme offer a complete eight-year course and the level attained by pupils at the end of the school year is the same as that of pupils in any other school. The schools for parents established in 1978 help to make the latter realize the importance of their role in the education of their children, and enrich them socially and culturally by bringing them into contact with other members of the school community.

(c) It is stated on page 12 of the report that additional courses are provided for children with learning problems; teachers give such courses as part of their professional duties.

(iv)(a)(b) With regard to the material needs of some children, each school's governing body supplies information concerning the assistance made available to the needy in this respect by parents' centres. Pre-school education, for children up to the age of six, has three stages: nursery, intermediate and transitional. The government plans to provide pre-school education for the largest possible number of children between the ages of 2 and 5 whose families are very poor (see page 11).

(v) The main objectives of social development policy are to achieve equality of opportunity for all Chileans and to eliminate extreme poverty. The objectives of education, specifically, are the physical, intellectual and psychological development of individuals, the enrichment and preservation of the nation's cultural heritage, greater equality of opportunity, the adaptation of the education system to meet the needs of the country and its citizens and the development of activities conducive to lifelong education. With these ends in view, action is already being taken to combine primary and lower secondary education in a common core which is intended to be a form of general education. It is planned to introduce a single general education course for the whole education system, dropping technical and vocational education from the lower secondary level.

6.(i) On page 5 of the report is the information that lower secondary education is intended for pupils aged between 14 and 17, and that it lasts for four years. As stated on page 14 of the report, lower secondary education must be subdivided again into two periods: the first, lasting for one to two years, consists of general education, and the second, lasting for three to four years, requires specialization in science, the humanities or technical and vocational education. In the case of some specialized subjects, this second period of schooling may last for up to five years. It is open to all pupils who have completed the eight years of primary education.

As far as financial assistance for families is concerned, allowances may be paid to the head of a household to finance his or her children's schooling; financial assistance is granted to families covered by the social security system who can furnish proof that their children are minors and still attending school. In addition, a Presidential Scholarship Programme was set up in 1981 to enable the most deprived children to continue their secondary education.

(ii) The only criterion for admission to secondary education is successful completion of the eight-year course of primary education, proof of which is issued in the form of a certificate of education and a school-leaving certificate.

(iii) Compensatory measures form part of the ordinary education system. In 1981, the foundations were laid for an alternative system to enable children who have not completed their primary schooling or who have not had access to secondary education to obtain a vocational qualification (see page 10 of the report).

designed to test methods for breaking the barriers which lead to educational choices complying with traditional sex roles.

In connection with the combating of youth unemployment, public funds have been given for the establishment of guidance courses for youth having special problems with their choice of education or occupation, including groups of young women. The purpose of these courses is to strengthen the motivation and self-confidence of the participants, a.i. by encouraging young women to make untraditional educational and occupational choices.

(ii) (a) Basic education is compulsory for all children from the ages of 7 to 16 residing in Denmark for more than six months. This requirement can be met by attendance in the local municipal school, in a private school or at home, provided that local education authorities are satisfied that the child in question is being given an education of a standard comparable to that of the local municipal school. A number of special provisions have been made to meet the needs of children with various handicaps.

Special legislation aims at meeting the needs of pupils having a mother tongue other than Danish.

Reception classes, intended to help pupils new to the Danish school system to learn the Danish language and become acclimatized to their new surroundings. Classes offering instruction in the mother tongue of non-Danish-speaking pupils are provided. The purpose of such teaching is to maintain and develop the pupil's knowledge of his or her mother tongue and of the conditions prevailing in his or her country of origin.

(iii) (a) Attendance in all public schools is free of charge and children living at distances from the school greater than those specified by law are provided with free transportation.

Textbooks and most supplies are free of charge. Additional classes, if needed for remedial purposes are also free. A number of Danish municipalities provide free lunch for all pupils who wish to receive it. School uniforms are not used and medical expenses are to a large extent covered by the free public medical insurance system.

(iv) (b) According to the report, pre-primary education for children aged 0-5 years, although fairly widespread, is not free. A pre-school class for 6-year old children, intended to give children a good start in school is free, but not compulsory.

Expenditures connected with construction and equipment of public schools are covered by public funds.

(v) Basic education for pupils aged 7-16 is offered at the public (municipal) primary and lower secondary school called the 'Folkeskole', which is a comprehensive school. The Act on the Folkeskole, which came into force in August 1976, aimed, inter alia, at avoiding the problems caused by an early streaming of pupils into either academic or practical groups.

6. (i)-(ii) Participation in lower secondary education, such as that offered in the municipal 'Folkeskole' is compulsory for pupils up to 16 years of age.

Upper secondary education is not compulsory, but the percentage of youth now attending some form of upper secondary education has increased dramatically during the past twenty years. Education at this level is divided into two types. General upper secondary education preparing pupils for higher education, and vocational education and training qualifying for work in trade and industries. Although gymnasium courses and apprenticeship training used to develop independently, practical subjects have been introduced at some gymnasia and more general subjects have been integrated into the different types of vocational education.

In the present circumstances, however, students do not seem to find the two types of education equally attractive, one reason being that it is much easier to be admitted to a gymnasium than to an EFG-course.

Admission to a gymnasium is open if a student has been declared qualified for study, at this level by his former school and if he has followed certain subjects and passed the required Folkeskole-leaving examinations, whereas admission to an EFG-course depends on the number of places available.

A so-called 'youth grant' paid by the State has been introduced for the 16 to 17 year-olds. It is the parents who have to apply for this grant through the local authorities who estimate the need in each case and fix the amount of the grant accordingly.

Another financial aid is travel allowance. Unless special circumstances prevail, pupils must attend the nearest school. The travel allowance covers the actual cost of a season ticket, clip card, etc. Pupils can also obtain a travel allowance during periods of trainee service in connection with their education or training.

7. (i) Institutions of higher education are almost without exception public institutions where attendance is free of charge.

(ii) Limited admission to a number of types of educational programmes (teacher-training or social work, for example) existed already at non-university institutions. Following restrictions for admission to the study of medicine in 1976, the numerus clausus came into effect - at the universities - from summer 1977 onwards.

The numerus clausus was adopted because of the increasingly poorer outlook for employment opportunities for graduates of higher education. Simultaneously a system of co-ordinated application for admission to higher education was introduced to avoid that one single candidate could apply to a number of institutions and obtain admission to several institutions, thus blocking the entrance for other candidates. Each applicant now submits only one application in which he or she must list the types of higher education to which admission is being sought in such a way that the most desired type is listed first.

Every year the Ministry of Education sets maximum numbers of admission for each type of studies. These numbers are determined also by cuts in public funds and job-possibilities for graduates.

Every institution or section of an institution has a quota for the number of new admissions which may be accepted in a given year. It appears from the report that in any case an entrance examination is required.

The report refers to three criteria applied by most institutions in order to respect the quota fixed for new admissions: in the case of too many applicants with the same average marks, the oldest of the candidates are admitted.

Similarly, although under certain conditions, candidates who have at least nine months of approved work experience; and finally, candidates who have succeeded in an entrance examination but have not been able so far to accede to higher education if their twenty-fifth birthday takes place before the 1st of September of the year in which they seek admission.

It is further stated in the report that Danish citizens with foreign entrance examinations found equivalent with Danish examinations, as well as foreigners with foreign entrance examinations found equivalent can also apply for higher education. In some of these last cases proof for connections with Denmark and proficiency in the Danish language must be presented.

The report also indicates that special teacher-training courses for immigrants have been established. One of these courses is open to candidates with qualifications equivalent to the Danish matriculation. The second one in a supplementary course for immigrants having a teaching certificate from their home country.

(iii) No fees are paid for tuition at most of the further educational courses offered by schools and colleges run by the State or the local authorities. However, students have to pay for textbooks and other educational material. State-guaranteed student loans help to cover the cost of living, textbooks, etc. Scholarships are available upon application if the income of the parents or of the student, lies below a certain limit.

But other expenses are involved in pursuing education or training - primarily for housing, food, clothing and transport. Since these expenses are so high that many might be prevented from pursuing the studies of their choice, the State provides financial support for students over 18 years old up to 22.

The conditions for obtaining support, and the amount involved usually change from one year to another. According to the current rules, the parents' income and assets determine the amount of such financial support. However, the parents' financial standing does not influence the granting of support from the same State sources to young people over 22 who benefit from a grant which is not to be repaid. Its amount depends on whether the student is living with his parents or not, and on his income from any work.

As a grant cannot cover all expenses for food, housing and other necessities during the period of study or training, all students over eighteen can obtain a State guarantee for a loan from commercial banks and savings banks. As this is the case for

grants, students' loans vary according to any income. Interest at the banks' ordinary lending rate is paid on these loans, both during the period of study or training and during the repayment period.

As stated in the report, it is common for students to have a job and if the job is performed during holidays, it can do no harm and may often have a favourable effect on the studies. It may provide an opportunity for practical application or skills requested; result in the student's experiencing completely different surroundings than those familiar to him. However, regular employment during the months of study can have an unfavourable effect, and because of the increased necessity for employment while studying due to the general economic crises, many students are forced to prolong their studies considerably.

8. (i)-(iii) In order to give those who have only received a limited general schooling an opportunity to supplement their education, an Act passed in 1977 made it compulsory for the local authorities to establish courses leading to the leaving examinations of the Folkeskole and to the HF-examinations, as well as a number of other courses, for a period of two to four years, during daytime or through evening courses. Tuition at these courses if free, apart from an inscription fee of D. kr. 200,- per participant.

According to the report the passing of the 1977 Act is an important innovation in adult education, as it makes it possible for anyone, who so wishes, to return to the education system and to take a qualifying examination at no cost.

The courses have already proved a great success and are attended by an increasing number of people every year.

Another aspect of adult education is the increasing use of radio and television, correspondence courses and evening schools - and combinations of these. In addition, an experimental scheme designed to reach parts of the population which do not normally participate in voluntary education and other leisure-time activities is being carried out, and a number of experimental models are being tested. As to Folk high schools, these were attended for many years almost exclusively by young people from rural areas. This situation has changed of late, not only because the population in these areas is diminishing, but also for the growing trend of young people from urban areas to apply for these courses.

Folk high schools are completely free to draw up their own curricula, and the sole condition for obtaining State recognition is that the education provided must be of a general, all-round character. There are no entrance or leaving examinations and no leaving certificates. The most common subjects are Danish (particularly Danish literature), history, social affairs, foreign affairs, foreign languages, psychology and musical appreciation.

Practical work is playing an increasingly large part in the courses. Several folk high schools have specialized in physical education and sport in close connection with voluntary youth movements. In recent years, special schools have been started for retired people.

(iii) Other types of general adult education such as evening schools which - functioning in the winter - continue to exist all over the country offering a wide range of subjects. The law permits evening classes to be arranged on any subject appealing to adults. The subjects may be cultural or social, practical or vocational, or general school subjects. Students attend classes once, sometimes twice a week and pay an enrolment fee, plus, in certain subjects, a sum amounting to about a third of the teacher's salary. Teachers at evening schools are, only to a limited extent, formally trained teachers, and anyone whose qualifications are approved by the municipalities may be accepted. Central and local government contributes two-thirds or all of the teacher's salary according to the subject, and municipalities are required to make premises available.

Besides these traditional evening schools, there are evening folk high schools which offer more advanced, non-vocational and non-practical courses. The subjects taught are restricted to the arts and social sciences. Other forms of leisure-time education are study circles, special education for handicapped, and vocational courses (where the need is not covered by other legislation). It is also possible to support interest groups, for instance, for people with special interests in arts and crafts.

Lecture series may likewise be subsidized from public funds and grants can be obtained for various cultural arrangements, lectures, arts shows, concerts, etc.

A special form of voluntary education is offered by the extra-mural departments of the universities, in which staff members of the universities co-operate with educational associations in the organization of courses.

Subsequent to the decentralization of the care of handicapped persons and to the transfer of special education from the Ministry of Social Affairs to the Ministry of Education as per 1 January 1980, the counties have, pursuant to a new Act on special education for adults from 1978, been given the task of establishing free compensatory special education for persons with physical or mental handicaps. The education may also be given by private initiators.

Special retraining courses for semi-skilled workers are provided in commercial or technical schools by the Ministry of Labour or the Ministry of Education.

As indicated on p. 3 of the report, the investigations carried out by the Committee on Sex Roles and Education will also deal with adult groups including those seeking employment and those who are at risk in the labour market because they have very little or no education.

It is finally stated that various forms of courses designed to improve the job possibilities of immigrant women can be established with government subsidies, including introductory courses about the labour market or other types of courses having general or specific content, including language courses designed to meet the needs of this special group.

EGYPT

I. DISCRIMINATION

1.-2 No legal provisions or regulations exist which constitute discrimination in education. Since 1923, the various Constitutions and laws provide for the right to education of all Egyptians who reach the age of six.

3. Some educational establishments have separate facilities for male and female pupils, but the same standards of quality of the education provided are maintained.

4. Private schools must conform to laws and regulations which apply to State schools. These rules prohibit discrimination based on race, sex, language or religion.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5. (i) Since 1923, the educational legislation provides for free and compulsory elementary education, the generalization of secondary education and access to higher education on the basis of individual capacity.

(ii) (a) According to the law, elementary education is compulsory for a period of nine years. Difficulties for implementing this legislation led to the opening of more one- and two-classroom schools in remote areas.

According to figures provided in the report, the enrolment ratio of children of compulsory school-age rose to 88.3 per cent which means an increase of 5 per cent between 1978/1979 and 1982/1983.

As to the inappropriateness of teaching and syllabuses to certain pupils' background, environmental studies as well as agricultural and manual training courses have been introduced into the basic education programme.

It is also indicated in the report that efforts are being undertaken to adapt school timetables with seasonal work in rural areas.

(iii) (a) Free primary education is provided by law. This provision covers tuition fees, books and school supplies. Lunches are offered by the government in primary schools where pupils also benefit from free medical treatment.

(b) Stimulated by local councils, associations and individuals participate financially and by other means in the construction, equipment and running of schools.

(c) Even though boys and girls have equal opportunity at all levels of education, long-established customs and tradition militate against girls continuing their studies.

Orphans and abandoned children attend school on the same basis as other children.

Special schools exist for the physically and mentally handicapped. As to the one-classroom schools referred to above (item 5 (ii) (a)), their purpose is to nip illiteracy in the bud, while providing fresh educational opportunities for elementary-school drop-outs.

(iv) According to the report, the initial six years of compulsory education and the corresponding curricula were no longer adequate to prepare citizens for integration into the world of work and active life in society. Moreover, pupils completed compulsory schooling before reaching the legal age of employment. Therefore, as of 1981/1982 and subsequent to research projects and field studies, compulsory education was extended to nine years, including both primary and intermediate levels, which constitute the 'basic education' stage. Basic education, while stressing the importance of applied studies, combines the practical and theoretical aspects of training, thus making it necessary to furnish schools with workshops and suitable equipment.

6. (i) Secondary education is not compulsory but in the process of expansion in all its forms, including 'basic education' in accordance with Law No. 139/1981, concerning pre-university education. Secondary education is provided as follows: three years of general secondary education, preparing for university; 3-5 years of technical education and teacher-training for the first stage of the basic education programme. It is indicated on page 4 of the report that no assistance is given to families because education is free. Furthermore, the report states that since 1979/1980, for the first time in Egypt's history, enrolment at technical secondary education has overtaken the corresponding figures in general secondary education. Therefore, ninety new fields of studies have been introduced into the three-year programmes, as well as thirty-eight new fields in the five-year technical training programmes. Efforts are being made to associate the technical education system with production and services establishments in order to provide skilled manpower to meet the needs of the employment market and the requirements of the country's social and economic development plan.

(ii) According to the report, a decision has been taken to set the target for enrolment in the general secondary education programme at 38 per cent of the total school population enrolled at this level. Access to secondary education is subject to the successful completion of the final examinations concerning basic education.

(iii) Some schools offer evening classes for backward pupils and similar services to the disabled.

(iv) Lack of premises to facilitate the construction of larger schools is referred to as one of the major difficulties encountered in the provision of secondary education. According to the report, some schools have only sixty rooms to accommodate more than 2,300 pupils. Classrooms are overcrowded, while space designed for technical education and home economics have to be used for ordinary teaching, making training in the before-mentioned subjects very difficult, as are the undertaking of laboratory experiments for which equipment is lacking. Although it is stated in the report that the Government is making every effort to solve

the problems in secondary schools, it is also indicated that the effort to provide more school premises has led to sacrifices in the quality of education.

7. (i)-(ii) Those who obtained a general secondary school certificate or its equivalent may apply for admission to university or an institute of advanced studies. No discrimination based on sex exists in this respect, and the admission procedure takes into consideration the grades pupils obtained in the general secondary school certificate and his or her own preferences, although limits of enrolment figures are prescribed.

Certain specialized colleges require in addition the passing of a selective screening process due to the nature of the programmes which call for special skills.

(iii) Higher education is free. Financial aid is given by universities to students in need; such assistance is granted through the social solidarity fund. As the Government attaches great importance to the provision of student services including health care, only nominal fees are charged for accommodation in student hostels, lunch is provided at below cost price, and students may obtain clothing free of customs duty.

8. (i) Literacy and adult education classes are in the process of being opened for those who have not received primary education, have not completed this level of education or have dropped out therefrom; for adolescents who are over compulsory school-age or illiterate adults working in government offices or private establishments.

Organized as evening classes, they permit the continuation of work during the morning. The school year for these classes is nine months, students are encouraged to attend regularly by a certain number of incentives: prizes for regular attendance and improvement; prizes for successful factory workers and literacy students; transport facilities; excursions to places related to the curriculum; restricting nomination to trade unions, political associations and management councils to literates.

(ii) While some factories or similar establishments run literacy classes for their own workers, literacy and adult education programmes are daily broadcasted by radio and television.

Students and teachers from local communities or from the public service scheme volunteer to teach literacy and adult education classes. Graduates also contribute to such teaching, women being required to take in charge these classes while their male counterparts are doing their military service.

(iii) Training courses held at public factories and private establishments are intended to prevent adults from lapsing into illiteracy. The more successful learners are given priority for promotion.

FINLAND

I. DISCRIMINATION

1.-2. The Finnish education system does not comprise activities or elements which constitute discrimination.

3.-4. No answer is given to these questions, but it was indicated in the second periodic report transmitted by Finland that, with few exceptions, all primary and secondary schools are mixed. In the same report, reference was made to private schools which are subject to the control of official bodies (see document 17 C/15, Annex C, p. 132-135).

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) The reform of primary education began in the early 1970s and was completed at the end of the decade.

(ii) Primary education is compulsory during nine years, starting for children aged seven. A small percentage of school age children leave school before completion of compulsory schooling. In 1980, the drop-out rate was 0.02 per cent. It is also indicated in the report that in 1980, 0.2 per cent of the total school age population were exempted from compulsory school attendance. A new School Act which will enter into force in 1984, no longer permits for such exemption. The municipalities are responsible for the provision of basic school education for all children concerned, including for hospitalized pupils. Associations of municipalities have to cater for handicapped children for whom compulsory school begins at the age of six. Pupils with severe visual, hearing or physical defects are enrolled in special schools. Pupils with language difficulties benefit from special instruction in connection with the regular teaching, and the emotionally disturbed receive part-time instruction either in special classes or in special schools. The attendance of all children of school age is supervised by the Municipal School Boards. Free transport or accommodation has to be provided by local authorities for pupils living far away from school, while parents may apply for financial aid from the Municipal School Board to secure their children's school attendance (clothing, or eye glasses, for ex.). Due to cultural traditions and living conditions, the school attendance of gypsy children is not entirely satisfactory. Their families, living dispersed among the population, may look upon the school as representative of the values of the majority and as a threat to their own culture. The report indicates that the teachers' knowledge about the gypsy culture is often limited and that the textbooks hardly discuss it at all. Although the knowledge of the Romany language is declining, the gypsies often do not fully master the Finnish language, which makes comprehension in school difficult for their children. The Action Programme for the Promotion of Gypsies' School Attendance of 1979 proposed: to accelerate the participation of gypsy children in pre-school education; to improve the knowledge

about Romany culture of day-care centres and school staff; to promote the interest and confidence of the gipsy population in the educational system and the school attendance of their children. The preparation of a grammar, an ABC book and readers in Romany, as well as a history of the gipsy population were undertaken between 1980 and 1981.

As to the Lapps (Saami), instruction in their own language and of this language has been developed considerably since 1975 at the lower level of the comprehensive school. Similar instruction will be introduced at the upper level, as of 1983. The Saami language is taught as a school subject two hours per week also to Finnish-speaking pupils, as this instruction takes place in the ordinary schools, thus promoting mutual understanding and strengthening the position of the Saami language.

The report enumerates several other language minority groups with children of compulsory school age who in 1980 were provided with teaching in their mother tongue.

(iii)(a) Basic education is free, including textbooks, stationery, material for handicraft courses, school meals and transport, health and dental care and dormitories.

(b) Primary schools are part of the municipal school system which is supported by state financial assistance which may vary between 50 per cent and 86 per cent of the total expenditure (construction and maintenance costs, teachers' salaries and operational costs per pupil).

(iv) (a) As already indicated, parents may apply for assistance from the Municipal School Board, the aid to be granted being calculated on the basis of the families' income.

(b) Information about such assistance is given to all pupils to whom application forms are distributed by the teachers. As to pre-primary education, experimental activities continue to be carried out in this field. During the 1982-1983 school year, such experimental projects, which are free of charge, were arranged in eight municipalities. In addition, part of the 6 year-olds attend day-care homes run by social welfare authorities, the prices in these homes varying according to the parents' income. It is further indicated that several committees have suggested that pre-primary education for 6 year-olds should become part of the formal education system.

(v) As already indicated under point II. 5(i), primary education was reformed in the 1970s. The system of parallel education was abolished and a unitary system was introduced, the comprehensive school, which offers the same basic education for all pupils of the corresponding age-group. The old parallel system was conceived with a view to permitting pupils either to go on to secondary school after four years of basic primary education or to continue studies in the same school. Due to developments in society, changes in the economic structure and production techniques, there was a need for more and better education which the old school system could not satisfy.

The aim of the nine-year comprehensive school is to provide equal opportunities for all school-age children, regardless of their place of residence or economic situation. This school combines the former elementary (six years) and the lower secondary school (three years). After gradual implementation of the corresponding legislation, the comprehensive school was functioning all over the country by 1977, and new curricula were introduced for all schools in 1981-1982.

6.(i) Secondary education is defined in Finland as education provided in upper secondary schools and vocational training institutions. The concept of secondary education covers not only the lower and upper levels of this education but also part of the third level, the first stage (not equivalent to a first university degree) of the Unesco ISCED classification.[1] Thus secondary education includes various categories of training which, in other countries, are provided at universities (for example training in engineering and for specialized nurses). The very detailed information provided by the report may be summarized as follows: upper secondary education lasts three years; about half of the comprehensive school graduates continue in the upper secondary school[2] which is not compulsory. This level of education is not completely free, although term fees are small, and reductions and grants exist for students in need. Some municipalities give financial support for school meals and transport. A draft Bill under discussion concerning social benefits for secondary-school pupils will enter into force in 1985 and will provide for the suppression of tuition fees and the fees charged for boarding schools.

It is indicated elsewhere in the report that the Act of 1978 on the development of secondary education also contains provisions for vocational education which should be part of the overall educational process for every citizen. Such training--although not compulsory--is offered to all graduates from comprehensive and (upper) secondary schools, even if it is not certain that every pupil who attends this training will immediately find employment. Nevertheless, enrolment in vocational education has considerably increased since 1950 where there were 50,000 pupils as compared to 140,000 in 1980. In 1981, 51 per cent of these pupils were girls. The distribution by sex in the various fields of training being still uneven, the secondary education reform aims at a better balance between the pupils of the two sexes. It is indicated in the report that the decision-makers refrained from taking measures such as introducing sex contingents for certain training subjects, as such arrangements would imply discrimination of the other sex. With a view to further promoting equal educational opportunities for all, the Act of 1978 foresees the possibility of transfer for pupils from one educational level to another, thus opening access from vocational to higher education.

The costs of vocational education vary according to the subject of training and the type of institution. Most of them offer one meal, often free of charge, and pupils may benefit from travel

1. Unesco International Standard Classification for Education.
2. See point 6.(ii) where a higher participation rate is indicated.

allowances, if necessary. A draft Bill concerning social benefits for pupils in vocational education institutions was submitted to Parliament in October 1982. This foresees in future financial assistance for pupils similar to that provided for in the draft Bill referred to above concerning aid for pupils enrolled in upper secondary education.

(ii) Selection for upper secondary school is based on scholastic achievement reflected in the comprehensive school-leaving certificate. In addition, pupils are required to take certain courses (foreign languages, mathematics) while still attending the comprehensive school. These additional courses will be abolished from 1984 onwards, as they restrict the eligibility for further studies.

According to the report, some 77 per cent of all comprehensive school graduates were eligible in 1980 for secondary-school education (69 per cent of them were boys, 84 per cent girls). As for the development of secondary education, the aim is to offer educational services of this level equally in all parts of the country and to preserve the present network of schools. As far as access to vocational education is concerned, the requirements have been revised in the same way as those for entrance into upper secondary education.

Selection criteria are determined by the National Board of Vocational Education, and the applicants are given 'points' for their school certificates or work experience. Some institutions organize separate entrance or aptitude tests.

(iii) The secondary-school curriculum includes supplementary courses in the mother tongue, mathematics and in the first and second foreign language. Remedial teaching is also provided for all subjects, if the need arises. Linked to the secondary education reform, remedial training will also be extended to pupils in vocational educational institutions, and in particular to the handicapped.

7.(i) Measures taken to promote equal access to higher education focus on: regional and social (economic) equality, equal eligibility, equality between the sexes and language groups. Higher education services are at present more evenly distributed in different parts of the country, as are the possibilities for access to upper secondary education for adolescents belonging to different social strata.

(ii) Completion of upper secondary school is required for entrance into higher education. As the number of eligible pupils is almost three times as high as the number of places available, a numerus clausus has been introduced for almost every subject. Selection is carried out on the basis of the matriculation examination and entrance tests. Since 1970, the intention has been to open higher education also for those who had not taken the above examination, by reserving 5-15 per cent of the available places for such candidates, who nevertheless represent only 3-4 per cent of the total enrolment.

It is also indicated in the report that new curricula for secondary education, introduced in 1982, include general education subjects preparing for higher education; if such courses are followed by supplementary studies, pupils will be able to enter

a university. It is mentioned elsewhere in the report that Finnish universities primarily provide traditional academic education.

As to equality between language groups, it is specified that the participation of Swedish-speaking students has been ensured by the determination of a minimum quota for enrolment of these students.

With regard to equality of educational opportunity between the sexes, equal possibilities of access to higher education exist, but due to attitudes and practices, there continue to exist considerable differences in the choice of the subjects of studies. The majority of female students take humanities and pedagogical studies, while men more often choose engineering, for example. Although it has not been felt necessary to decide on a certain percentage of women students in specific fields, the admission of male students to kindergarten and teacher training has been considered as very important, and a minimum for enrolment of male students has been fixed.

(iii) It is indicated elsewhere in the report that tuition is free at higher education and universities. Furthermore, the state offers study loans, study and accommodation grants. Recently, state support for student restaurants has been intensified.

8.(i) As all children of school age learn to read and write in the comprehensive school, only in exceptional cases specific training in this field has to be provided for ethnic minorities, migrants and their children, for example. Adult education is largely developed, and people can complete comprehensive school by obtaining the school-leaving certificate. Others, who did not terminate compulsory schooling may benefit from adult education. Since the educational level of gipsies is lower than of the rest of the population, special provision was made in the national budget for adult education for gipsies, primarily for the over 16 year-olds who did not complete compulsory education. In view of the needs of the Saami (Lapps) population, a Saami folk high school has been established.

(ii) Adult education is provided in evening schools, folk high schools, civic and workers' institutes and correspondence courses. The same education is also offered by radio and television programmes. All the above-mentioned institutions award certificates.

(iii) Adult education is available to all those who wish to improve or renew their basic education with a view to further studies. A decision adopted in 1978 by the Council of State emphasizes the need for educational equality as a starting-point in the development of adult education, thus requiring special attention for those who have received little education, in order to encourage their interest in studies and to improve their educational opportunities.

FRANCE

I. DISCRIMINATION

1.-2. There are no legal provisions, regulations or practices constituting discrimination in the field of education.

3.-4. All state schools are mixed. In private schools, mixed education is not compulsory and private schools may exist for either sex.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) Equality of opportunity is still the country's main educational objective.

(a) Among the measures taken with this end in view, the report mentions:

a reduction in specialization by doing away with streaming in the second phase of secondary education and teaching a common core of basic subjects together with additional subjects, some of which are compulsory and some optional;

extra tuition for pupils in difficulty;

since autumn 1981, identification of priority educational zones so as to improve educational action and counter local and social inequalities by making educational resources correspond more closely to the needs of underprivileged regions and environments, by bringing greater resources into play, by preparing special educational projects for the priority zones and by involving the public;

the experimental introduction of foreign language teaching (Arabic, Portuguese or Italian) into some vocational secondary schools which have a high proportion of immigrant children;

the introduction of 'link classes' between short and long courses in technical education and between technical education and general education in order to prevent premature specialization and to make it possible to change course if necessary;

making schools more outward-looking by introducing 'programmes of educational activities' and practical training in industry, giving pupils in vocational schools their first experience of the world of work.

5.(ii)(iii) Primary education lasts five years and is compulsory for French and foreign children in the 6 to 11/12 age-group. State primary education is free and includes school transport and meals services, supervised studies, textbooks and supplies. The report also mentions the existence of special tuition for mentally and physically handicapped children and introductory and compensatory classes for the children of non-French-speaking immigrants.

Teacher-training programmes include an optional course designed to make future teachers aware of the linguistic, cultural and social problems encountered by these children. Teachers can take in-service courses of further training in this field. It is noted in addition that measures have been taken for immigrant children to be given instruction in the language and culture of their country of origin by qualified teachers recruited and paid by the governments of those countries.

The report also mentions that the special situation of nomads and gipsies makes it difficult to provide education for their children. As they are also subject to compulsory education, all schools are obliged to take them in when they are in their areas.

6.(i) Compulsory education was extended in 1967 to the age of sixteen, and this is an important factor in the general provision of secondary education. Up to 1975, however, lower secondary education was not uniform because of the existence of different courses which called for early and frequently definitive specialization as soon as children had completed their primary education.

The educational reform introduced by the Law of 11 July 1975 was intended to provide all children with the same instruction at the secondary level and to increase equality of opportunity in the state education system, especially in lower secondary schools with unified teaching, administrative and financial arrangements. The classes are unstreamed, the pupils not being grouped in terms of performance, and numbers are kept down so that teachers can do their work more effectively. Elsewhere in the report it is noted that pupil guidance at lower secondary level (leading to the award of a 'brevet des collèges') must be organized in such a way that all trace of discrimination disappears and each pupil arrives at his own educational plan. Arrangements have been made for family consultation, discussion among teachers and a review of educational attitudes. In addition, new syllabuses and curricula have improved the balance between intellectual, artistic and manual subjects and sports. Extra tuition is provided for pupils with special difficulties, the unstreamed classes offering this possibility for French, mathematics and modern languages. As mentioned in connection with primary education, the priority education zones are to be a particularly effective means of combating inequality in secondary education. At the same time, pupils with special aptitudes can develop their gifts through activities such as research, exercises or reading which help them to learn how to work on their own.

For the poorest families, financial assistance exists in the form of scholarships, special grants and free school textbooks for the first four years of schooling.

(ii) Children proceed automatically from primary to secondary education.

(iii) No compensatory measures exist (apart from extra tuition). There is a national correspondence education centre which can help to overcome difficulties in specific circumstances (children injured in accidents, who contract diseases abroad, etc.).

(iv) The introduction of universal secondary education runs up against the difficulty of setting a minimum level common to all students and the risk of unduly early vocational specialization. This was why the fourth and third preparatory grades were established for pupils anxious to specialize sooner than the rest. In these two grades they are provided with a minimum level of instruction jointly with pupils continuing in the general education stream.

At present (December 1982), considerable improvements in enrolment rates in lower and upper secondary schools and vocational schools are expected as a result of the work of various commissions.

7.(i)(ii) Any student who has passed the 'baccalauréat' (of which there are eight different kinds) can go on to higher education, except in a few academic fields in which selection has been introduced (Institute of Political Studies, master's degree in science and technology, master's degree in management and in medicine).

(iii) Entry to higher education is facilitated by preparatory classes for holders of the 'baccalauréat' in technical subjects, while courses and supervised practical work are organized in the evenings for students in employment. Financial assistance is granted on the basis of the family's financial situation and the student's performance in examinations. Assistance in kind may be obtained in the form of accommodation in halls of residence and low-cost meals.

8.(ii)(iii) With a view to continuous in-service training, the Law of 16 July 1971 gave all wage and salary-earners the right to special leave either for vocational training or for retraining purposes. In addition, various measures were adopted on behalf of pupils leaving school without a qualification. A plan drawn up recently for young people in the 16 to 18 age-group offers them practical training courses and the guidance and data they need to make an informed choice of specialization after completing the course. It is mentioned in the report that in-service training is one of the priorities of the education system, together with democratization in order to make school a more equitable place from which everyone can draw the maximum benefit.

GERMAN DEMOCRATIC REPUBLIC

I. DISCRIMINATION

1.-2. With a view to the democratization of education and to the elimination of discrimination, the educational policy of the government excludes any form of discrimination, and the Constitution of the state guarantees all citizens equal rights to education. The 'Law on the Integrated Socialist Educational System' (Education Act) passed in 1965 is in accordance with the principles set forth in the Constitution and guarantees their implementation.

The report indicates that the development of the national education system led to the elimination of single-class village schools and the creation of central schools serving several villages, thus equalizing the quality of education provided in urban and rural areas (see pages 3-4 of the report).

3. According to the report, the principle of coeducation is fully implemented.

4. There is no explicit reply to this question, but it was indicated in the preceding periodic report transmitted by the German Democratic Republic that no private educational institutions exist (see document 20 C/40, Annex C, page 49, item I.5). The present report refers elsewhere to the separation of State and Church, and School and Church as well as to the Constitution according to which religious communities can organize religious instruction on a voluntary basis (pages 5-6).

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) In the socialist GDR, equal rights to education are fully implemented for all, irrespective of social position and origin, nationality, race, sex, ideological opinion or relgious confession. It is further indicated that the structure of the educational system ensures for every one the possibility to accede to all levels of education, up to university, as there are no tuition fees. It is indicated on page 25 of the report that no necessity is seen for an educational reform during the decade to come, the existing educational system being sufficiently progressive and flexible.

(ii) The detailed report does not provide a specific answer to this question, but it is mentioned that the ten-year general polytechnical secondary school is compulsory. It had been specified in the preceding report from the German Democratic Republic that this school starts for all children at the age of 7 (document 20 C/40, Annex C, page 49, item II.6.2.-3).

On page 7 of the present report, reference is made to a compulsory curriculum which ensures--for pupils attending grades 1-10 in the above-mentioned school--a uniform education, meeting the social demands and aiming at the full development of the personality. Pages 4-5 of the present report provide information on the promotion of cultural traditions and the preservation of the mother tongue for the Sorbian population who lives in bilingual areas of the country.

(iii)(a) As the report mentions in various places the abolition or absence of tuition fees, primary education which constitutes grades 1-6, the lower and the intermediate level of the general secondary school, is free. It is indicated on page 24 of the report that in 1980, over 78 per cent of schoolchildren benefited from midday meals, while 68 per cent received school milk, both services being made available against a small contribution made by parents. School transport appears to be free, at least in rural areas (see page 4 of the report).

(c) Whilst there exist specific schools for the gifted, special education and vocational training is also provided for the physically and mentally handicapped. New curricula and textbooks have been conceived recently which aim at reaching the standard of education of the general secondary ten-year school.

(iv) Pre-school education is a constituent part of the integrated socialist educational system. According to information provided on page 24, 93 per cent of children aged 3-6 attended kindergartens in 1981.

(v) The ten-year general polytechnical secondary school in the basic element of the integrated socialist educational system, leading to all categories of further education and vocational training, all adolescents, having the right and the duty to learn a vocation. According to information provided on page 6 of the report, the development of the advanced socialist society increases the needs for education as well as the educational opportunities. It is indicated on page 8 of the report that school education is combined with productive work, in order to prepare pupils for life and an active part in management, planning and development of society and production. All graduates of the ten-year school are guaranteed an apprenticeship according to their choice.

6.(i)-(iii) As already indicated, the compulsory ten-year general polytechnical secondary school provides, free of charge, from grades 7-10 secondary level education available to all pupils. Furthermore, the report enumerates on page 2 among different institutions leading to university entrance qualifications, the extended secondary school, as well as vocational training institutions with classes preparing for the baccalaureat (Abitur). These two categories of secondary schools follow immediately the ten-year school. It is indicated on page 12 of the report that there exist also institutions preparing handicapped for university entrance qualifications, some of these institutions being boarding schools.

On page 16, reference is made of the 'Decision on the Application for Apprenticeship' of 5 January 1982, which stresses the responsibility of state organs and enterprises to give the young handicapped special support for vocational training.

The report mentions also on page 16, that even pupils who have left the ten-year school for special reasons, without passing the school-leaving examination are enabled to complete their schooling within the framework of vocational training or further education of the working people.

All forms of vocational education are free; apprentices as well as pupils enrolled in grades 11-12 of the extended secondary school receive a monthly allowance, and one out of four apprentices lives in boarding houses (see pages 16-17 of the report).

7. The very detailed report does not contain explicit answers to the questions concerning higher education. It is indicated on page 2 of the report that entrance to higher education is subject to the passing of the baccalaureat (Abitur) and also possible for graduates from engineering and technical schools. On page 24, it is indicated that all full-time students at universities, colleges and technical schools benefit from a study grant, the amount of which can be increased for social reasons, or in recognition of high performances achieved by a student. According to information given on page 23 of the report, 2,202.7 million marks out of a total of 10,605.7 million marks were spent on higher education in 1981.

8. It is indicated on page 17 of the report that various kinds of adult education contribute to satisfy the different educational and cultural needs of the working people. Evening classes and correspondence courses exist at universities and technical colleges in addition to state and social establishments.

Enterprise--attached education centres provide vocational training for adults in industry and agriculture, while courses for acquiring further qualifications prepare for new tasks or improved skills.

FEDERAL REPUBLIC OF GERMANY

I. DISCRIMINATION

1.-2. The reply indicates that the statements made in the country's second and third reports are still valid. It was there indicated that no legal provisions exist which constitute discrimination in the field of education, and that the Basic Law proscribes any preference or discrimination based on sex, birth, race, language, national or social origin, religions or political opinions. (See documents 17 C/15, Annex C, page 30, item I.2, and 20 C/40, Annex C, page 52, items I.1.-2.) The present report indicates that measures continue with a view to promote equal opportunity for all social groups and assistance for the gifted.

3. Reference is made to the third periodic report where it was said that separate institutions exist for boys and girls when the teaching provided calls for such separation (see document 20 C/40, Annex C, page 52, item I.4). The present report provides further information on efforts to promote equal opportunity for boys and girls in vocational education. In various states (Länder), the Federal Government has carried out pilot projects for the training of girls in technical and industrial occupations. These pilot projects aim at broadening the narrow, one-sided choice of professions by women at altering their attitudes as well as those of the training organizers with a view to offering equal opportunities in employment. The number of female trainees in traditional 'male' occupations rose from 11,500 in 1977 to more than 41,500 in 1981. It is stated in the report that almost 30 out of 450 professions, mostly in the construction sector, are still closed for women, although fewer training opportunities exist in typically 'female' occupations, the latter ones being not particularly crisis-proof in terms of economic fluctuations, career possibilities and improvement of earnings.

4. The reply refers to the third periodic report where it was indicated that private schools have always pursued special educational aims without excluding any group from attendance. Private schools must be approved and supervised by the state if they wish to qualify for compulsory education requirements and the holding of recognized examinations (see document 20 C/40, Annex C, page 52, item I, 5(a) and (b)).

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) According to the reply, the official position on this question was given in the third periodic report where it was stated that the requirements of Article 4 (a) of the Convention have long ago already been set forth in legislation and implemented by the competent authorities (see document 20 C/40, Annex C, page 52, item II 6.1). Since this statement referred exclusively to Article 4 (a), the present report provides supplementary information on Articles 4 (b) and (d). Thus, equivalence of standards in public educational institutions of the same level is guaranteed by guidelines set by the states, and concern the syllabuses, the number of teaching hours, the qualification of teachers and the

equipment of the schools. The training of teachers is based on the requirements of the given institutions without any discriminatory restrictions. It is further indicated that the targets projected for the Education Plan of 1973 have been attained in varying degrees.

(ii) Nine years of full-time school attendance are compulsory. It is indicated elsewhere in the report that remedial measures start at the pre-school level for children coming from culturally deprived families. Such measures continue for school-age children who are not yet ready for primary school, those who have learning difficulties and for children of foreign workers whose mother tongue is not German.

(iii)(a) Primary education is free, as are textbooks, supplies, school transport and medical care. In order to enable pupils to comply with compulsory education, boarding fees are subsidized for children of working parents whose occupations require constant travel (boatmen on inland waterways, or circus employees).

(b) With the exception of private and state supported schools, most schools are supported by the respective community which is responsible for the financing of the building, equipment and maintenance, although the state government grants financial subsidies to the communities. As to state schools, these schools may provide a special curriculum, serve a national function or have an experimental status.

(c) This question is said to be not applicable.

(iv) (a) In addition to the information provided under point 5(iii)(a), opportunities for benefiting from financial assistance are publicized by the press, radio and television.

(b) Private foundations also offer financial assistance to needy or gifted pupils according to their own criteria.

(v) The report refers to the detailed reply given in the preceding report (document 20 C/40, Annex C, page 53, item II.7.2). It is indicated in the present report that, in some of the states, comprehensive schools have ceased to be considered experimental and have been declared regular schools within the educational system. In other states, however, the experimental stage of comprehensive schools continues.

6.(i) As it is mentioned elsewhere in the report, three years of part-time school attendance, alongside of vocational training are compulsory. All kinds of secondary education and vocational training are free. In some states, adolescents who after completion of nine years compulsory schooling neither continue in full-time secondary education nor begin vocational training or take a job, have to attend school for a tenth year. Enrolment at secondary schools is encouraged through the provision of transport, the elimination of school fees and a largely free provision of textbooks and supplies. Pupils who have to attend an institution far away from their home (such as vocational trainees enrolled in courses available only at national level) benefit from subsidies to cover their boarding fees. Based on personal income, public

financial assistance is made available to pupils and trainees for the duration of the period in which the course for which they have applied for subsidies can normally be completed. Elsewhere in the report, it is indicated that the Federal Parliament is planning to reduce the amount of assistance provided to secondary-school pupils in the coming years, and make it available, only to pupils studying away from home, those enrolled in night schools, and pupils who attend preparatory courses for entrance into university.

(ii) As already mentioned under item 6(i), every pupil is obliged to attend a secondary school after completion of primary education. Those who do not continue in full-time schooling must attend a part-time vocational school during three years. Depending on the regulations applied in the different states, the decision as to which type of secondary school a pupil is to attend is made either at the end of the fourth year of primary education, or at the end of the orientation stage, that is after six years of primary school. Similarly, in some states pupils are admitted on a trial basis, if the primary-school report leaves doubts as to whether or not the pupil will be able to succeed in the chosen school; other states permit admission of pupils, although it might be decided at a later stage, on the basis of the pupil's scholastic achievements whether or not he should remain at the school of his choice. In all cases, the wishes of the parents are taken into consideration, as well as the primary-school records. Such admission practices do not exist for comprehensive schools, as they integrate the various categories of secondary education, and pupils are placed in classes corresponding to their achievement level. Elsewhere in the report, reference is made to the increase in the number of 15 year old pupils who left secondary education with a diploma. Whilst they represented 32.8 per cent of their age-group in 1975, the figure rose to 41.4 per cent in 1981.

(iii) Various compensatory measures exist also at the secondary-education level, in particular with regard to vocational training.

(iv) The expansion of secondary education is slowed down as public financing becomes increasingly difficult, due to unpredictable enrolment numbers (dropping of birth rates, for example), the corresponding demand for teachers and facilities. Adolescents born in baby-boom years are now passing through upper secondary education. It is therefore of prime importance to provide them with a large number of job training opportunities, and to improve the pupil/teacher ratio in general and vocational education. Furthermore, steps are being taken with a view to providing educational opportunities in all regions even if the number of pupils drops again. This expected decrease in the school population will be used to improve the quality of secondary education, as far as possible.

7.(i)-(ii) The reply refers to the third periodic report where these questions were dealt with in detail (see document 20 C/40, Annex C, pages 54-55, item II.8-1-8.4). According to the information which was then provided, higher education is free for all citizens, while foreign nationals are treated on a basis of reciprocity. The overcrowding of universities led to the limitation of admissions (numerus clausus) to certain disciplines, and it was also stated in the third report that a new law on higher education came into force in 1976, containing new regulations for admission to universities.

According to the present report, despite the strain on public funds, access to higher education institutions is to be kept as open as possible. In fact, the number of students enrolled continued to grow, reaching a total of 1,121,000 in 1981, compared to 840,000 in 1975. It is indicated furthermore that the universities are public institutions. Improvement of existing and construction of new universities is the joint responsibility of the Federal and the State Governments, the first one assumes 50 per cent of the construction costs, the cost for maintenance is to be provided by the states.

(iii) Information on financial assistance to higher education students is given elsewhere in the report where it is stated that such assistance takes the form of a loan combined with a grant.

According to the report, however, the Federal Government is planning to convert such assistance into a system of loans. The financial assistance continues to be granted on the base of personal income of the student and of those persons who are legally obliged to provide financial support to students in higher education.

8.(i)-(ii) It is indicated in the report that opportunities for belated acquisition of knowledge and certificates at the compulsory education level are provided in all of the states by evening schools and the so-called adult education institutions (Volkschochschulen). Reference is further made to information which was provided with the third periodic report (see document 20 C/40, Annex C, page 55, item II.10). Complementary information is given in the present report where it is stated that children of foreign workers with no command of German and greatly varying levels of education are prepared in special classes for their transition to the educational system in the Federal Republic of Germany.

(iii) Working adults can attend night schools, and enrol in correspondence courses up to a degree course offered by an open university. Foreign workers' children who are no longer subject to compulsory education are provided with an opportunity to learn German and to obtain school-leaving certificates.

GUINEA

I. DISCRIMINATION

1.-2. Since the country became independent on 2 October 1958, legal provisions and regulations have been adopted to counter all forms of discrimination prevailing under the old system of education and to make schooling really democratic. The Constitution of the Republic further proclaims the equality and solidarity of all nationals, whatever their race, sex or religion.

3. According to the report, all levels and branches of the integrated school are open to both sexes.

4. Schooling is lay, integrated and public, all private education having been abolished in 1961.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i)(a) Based on the Constitution, the reform of the education system was given effect by Order No. 042/MEN of 5 August 1959, which sets forth the basic objectives of the new Guinean school, viz.:

> to make a reality of the right to education bestowed on every citizen by Article 44 (10) of the Constitution of 10 November 1958;
>
> to introduce a national education system adapted to the country's needs, preponderantly scientific and technological in character and directed to the achievement of progress and peace;
>
> to restore and renew African cultural values.

(ii) Schooling is compulsory for children of both sexes up to the twelfth grade. To make this feasible, families with children regularly attending school are exempt from all taxes and social contributions.

(iii) The state provides education and school supplies free, from primary school up to university. The report mentions elsewhere that the wearing of a school uniform is compulsory for both sexes but it does not state whether the uniform is supplied free of charge.

(iv)(v) These questions are not answered.

6.(i) Although it is not stated explicitly, it emerges from the reply that six years of secondary education are compulsory, since it is said elsewhere that the period of compulsory schooling is twelve years and that primary education lasts for six years.

(ii) Admission to secondary education depends on performance in the examination set at the end of primary education. It is stated elsewhere in the report that since 1961, conditions for admission to a higher grade or level of education are the same for all children.

(iii) Compensatory measures exist in the form of special courses, occasional individual coaching, evening courses or distance education.

7.(i) No direct answer was given to this question, but it is stated elsewhere in the report that young people of both sexes are directed into the various branches of education essentially on the basis of their performance at school, their aptitudes and the needs of the country.

In this connection, the report also mentions that the state guarantees to any young person who has successfully completed a vocational school course or has been awarded a university degree, employment corresponding to the training received.

(ii)(iii) The report states that students for higher education are selected from those who have passed the 'baccalauréat' at the end of the twelfth year of schooling, and that these students are awarded government scholarships.

8.(i) National distance education and literacy education services have existed since 1964 for persons who have not received primary education or have not completed it and for persons who have dropped out of school at other levels of education.

(ii) Radio and television programmes are used for adult education and special programmes are run by voluntary mobile units of students, other members of the community and teachers.

(iii) The in-service training of teachers is organized by the National Education Institute in the form of practical training courses, seminars, lectures and radio and television programmes. Legislation such as Decree No. 484 of 16 October 1971 and Decree No. 057 of 18 February 1980 authorizes workers, middle-ranking executives, adults and all categories of workers holding the 'baccalauréat' to continue their studies at the higher education level.

In addition, Decree No. 485 of 1 October 1980--by introducing the doctor's degree and Ph.D.--created suitable conditions for in-service training of academics.

INDONESIA

I. DISCRIMINATION

1.-2. There are no regulations or practices which constitute discrimination in education, as Article 31 of the Constitution of 1945 states that every citizen shall have the right to education.

3. Coeducation is practised both in public and in private schools. There exist, however, some schools which--for religious reasons--are separated for boys and girls.

4. It is indicated elsewhere in the report that the government supports private schools and universities through financial assistance, and the provision of teachers and school buildings, in order to increase enrolment figures.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) Since the first Five-Year Development Plan (1969-1974), the government, aiming at the achievement of equal educational opportunity, has taken measures to accelerate the provision of school buildings, teachers and educational facilities in order to receive the increasing number of pupils and students.

(ii) Efforts towards the implementation of compulsory primary education have been made, since 1969, by the establishment of school buildings, and Pamong schools, the training of numerous teachers as well as the provision of educational facilities for the disabled. According to the report, the government expects that compulsory education could be implemented at the beginning of the fourth Five-Year Development Plan (1984-1989). Difficulties might, however, arise for schools located in remote or isolated areas.

(iii)(a) According to present regulations, public primary education is free, including textbooks and school supplies. Furthermore, additional classes in public schools are free, and children from low-income families are assisted by Parent-Teacher Associations to buy the uniform. Meals in canteens and school transport are not provided, as schools are mostly easily accessible from the homes of pupils. Each school has a medical service. It is further indicated in the report that boarding houses where fees have to be paid exist mainly for special schools for the disabled and private religious schools.

(b) Parent-Teacher Associations exist for each school. They function as an advisory body and raise funds needed for educational facilities and out-of-school activities.

(c) All members of the population concerned benefit equally from primary education.

(v) The report indicates that measures are taken to implement a reform of education without specifying these measures.

6.(i) Each pupil who is capable can continue education at secondary level, either in general or technical and vocational schools. Some open secondary schools have been established by the government as a pilot project.

(ii) Access to secondary education is governed by examination.

(iii) Remedial classes and correspondence courses exist.

(iv) The lack of qualified teachers is mentioned as constituting the major difficulty in the provision of secondary education. Efforts to overcome this problem include the creation of a diploma programme for future secondary-school teachers with a view to improving their quality and increasing their number.

7.(i) In order to make higher education accessible to all, one public university or higher education institution has been established in each province; degree as well as non-degree courses diversify the opportunities to benefit from such education, which is also available in the form of distant learning and evening courses.

(ii) Access to higher education institutions is possible for those who obtained a secondary-school certificate and have successfully passed an entrance test.

(iii) It is indicated elsewhere in the report that government fellowships are available for students on the bases of merit. Furthermore, bank loans can be obtained through the government and private bodies which also provide various scholarships.

8.(i) Learning groups have been set up by the government for those who either have not received primary education or who have not completed it up to a certain level. Once the persons enrolled in these groups have achieved this level (study package A), they can sit for primary education examination.

Literacy courses are given in the national language. These courses aim at providing for literacy and numeracy, education in Bahasa Indonesia and basic education.

(ii) Methods used for adult education are radio broadcasts, self-directed learning programmes, use of voluntary teacher students and other members of the community.

(iii) Public and private courses in technical and vocational education are organized for the community. It is indicated elsewhere in the report that extension courses at secondary education level are organized in the evening to allow officials to continue their education.

ISLAMIC REPUBLIC OF IRAN

I. DISCRIMINATION

1-2. There is no discrimination in the field of education.

3. There are no separate educational systems for the sexes, but co-education in primary and secondary schools has been abolished. The report indicates that the subjects taught should correspond to the particular needs of girls and of boys. Girls may pursue studies in any field they wish.

4. There are no private or denominational education establishments.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) Following the Revolution, all private schools were abolished. The government now provides funding for all schools.

(ii) The education policy does not provide for compulsory schooling, but the government seeks to provide adequate educational opportunities.

(b) According to Islamic tradition, learning and teaching are considered a form of prayer and worship, so the public and religious authorities make efforts to encourage parents to send their children to school.

(iii) According to article 30 of the Constitution, education, including physical education, must be provided free.

(a) Accordingly, no tuition is charged; textbooks are provided free to primary pupils and at low cost to pupils at higher levels; pupils are insured against accidents during school hours; dental care and medical check-ups are provided free to primary pupils. Once a year, clothing and footwear are issued to pupils from poor families. Board and living expenses and books are provided free to student-teachers at two-year teacher training centres.

(b) A large number of schools have been built in rural areas through the co-operation of rural communities. Every school has a parents' association which supports the school financially.

(c) According to Islam, there are no restrictions on school attendance for any population group. However, some children in remote rural areas may not have adequate access to schooling.

(iv) Some assistance is provided.

(a) In the academic year 1983-1984, a government decree provided funds to the Ministry of Education to purchase and distribute school stationery to pupils in rural areas.

(b) Parents are informed of such assistance by the school authorities.

(c) Non-public assistance exists but is negligible.

(v) No such reforms have been implemented.

6.(i) The abolition of tuition and the closing of private schools can be considered major steps toward the generalization of secondary education.

(ii) Access to secondary education is through examination.

(iii) Remedial classes, as well as evening classes, are held throughout the country, but parents must pay for them.

(iv) The shortage of qualified teachers in small towns and rural areas is a major obstacle to generalizing secondary education.

7.(i) Since the Revolution, all former private higher education institutions are run and supported financially by the government, and an open 'Free Islamic University' has been established, with campuses throughout the country.

(ii) Admission to higher education institutions is determined by an entrance examination. No secondary school diploma nor other certificate is required for admission to the Free Islamic University.

(iii) The majority of university students are offered financial aid to cover part of their living expenses.

8.(i) Since the Revolution, a literacy movement has been established, headed by a high-level official.

(ii) A large number of literate young people have volunteered for literacy work. Traditional teaching methods are applied in literacy classes, and radio and television broadcasts are used for non-formal education.

(iii) Evening classes are held for adults who wish to continue their studies up to the secondary level.

IRAQ

I. DISCRIMINATION

1.-2. There is no legislation, regulation, practice or situation involving discrimination in education or giving rise to the possibility of such discrimination. This is stipulated in the Interim Constitution of the Republic of Iraq.

3. Equality of opportunity exists for children of both sexes without any kind of discrimination.

4. There are no private or denominational schools.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) A policy has been formulated for the gradual achievement of equality of educational opportunity.

(a) This policy includes: making education free at all levels and making primary education compulsory; making secondary education in its various forms available to all and higher education open to all having regard to individual ability. Furthermore, all educational institutions at the same level are required to apply the same standards. The report refers to the existence of people's schools offering free primary education, at which attendance is optional. Pupils at these schools are recruited from the ranks of those who have completed courses at literacy centres or who have left school early. Measures have also been taken to provide for the initial and further training of teachers.

(ii) Primary education is compulsory. Measures have been introduced to ensure the effective implementation of this provision. They include:

making available sufficient classrooms and adequate school facilities;

making education free and distributing the necessary materials to pupils;

offering monthly financial assistance to some children and a free meal in some schools;

training a sufficient number of teachers;

providing education in the pupils' mother tongue.

(iii)(a) Primary education is provided free of charge as regards tuition, textbooks and materials; a meal is distributed in some schools and financial assistance is given to some children, as stated above,

(b) The community is not called upon to contribute to the cost of education.

(c) Elsewhere in the report it is stated that mobile schools have been set up for nomads and that educational facilities exist for people whose occupation obliges them to travel, such as drivers.

(iv)(a)-(b) The competent authorities offer monthly financial assistance to disadvantaged pupils.

(c) No source of assistance other than public exists.

(v) Primary education and lower secondary education (intermediate education) are independent of each other.

6.(i) Secondary education, both academic and vocational, is expanding for boys and girls alike. Comprehensive secondary schools were recently established and have been evaluated by the Ministry of Education.

Although secondary education is not compulsory, the fact that it is free and is the subject of state-promoted publicity in the media and the press encourages pupils to stay on at school. They are allowed to repeat classes.

(ii) Entry to secondary education is by examination.

(iii) Remedial classes in the form of evening courses are available for those requiring them.

(iv) No data available.

7.(i) To make higher education available to all on an equal footing having regard to individual ability, a computerized clearing-house has been set up. The system is based on special data sheets completed by the students themselves. A student who considers he has been unfairly treated may lodge a protest with the competent authorities, who will rule on the matter and, if they reject his complaint, will inform him of the reasons for their decision.

(ii) Admission to higher education is decided on the basis of the marks obtained by students and their expressed preferences.

(iii) Students are given financial help towards the printing of their theses.

8.(i) Literacy centres have been opened for persons without primary education. In addition, the people's schools referred to in paragraph 5(i) enable such persons to pursue their studies, as they do those who have failed to complete their primary schooling.

(ii) Adult education methods, including literacy courses, include radio and television broadcasts, special curricula in educational institutions and the use of mobile units. A law has been promulgated which obliges men and women aged 45 or less to enrol in a literacy institute in their commune. The report also points out that adult education is provided free of charge.

Job-finding facilities help to encourage adults to complete their training, for which special curricula and special textbooks are used. Furthermore, training methods for teachers going on to specialize in literacy work differ from those used in the case of other teachers.

(iii) The people's schools enable newly literate adults to proceed further with their education.

ISRAEL

I. DISCRIMINATION

1.-2. As stated in the previous report and information submitted to Unesco, there are no legal provisions, regulations, practices or situations which constitute discrimination in education.

3. Legislation guarantees coeducation in the schools and classrooms. In some State religious schools there are separate classrooms for the two sexes in coeducational schools, because of the demand of parents. In orthodox religious schools which do not come within the jurisdiction of the State School Law, there are separate schools for boys and girls.

4. The School Inspection Law passed in 1969 specifies the criteria needed for the curricula, tuition fees, qualifications of teaching staff, school buildings, equipment, health and safety conditions as well as the financial basis for maintenance for schools outside the State education system. The schools which provide 'recognized' education are supported by the State.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5. (i) (a) The 'Reform' programme changed the educational structure by replacing one year kindergarten, eight years primary school and four years secondary school by one year kindergarten, six years primary school, and three years post-primary intermediate level and three years secondary school.

The aims of the Reform were, inter alia to foster social integration, to help pupils raise their achievement levels according to their potential, and to sever the relationship between socio-economic background and education possibilities.

It is the policy of the Ministry of Education to achieve maximum enrolment throughout the system.

According to figures given in the report almost 100 per cent of the 5-12 age-group attended educational institutions during the 1982/1983 school year. Enrolment rates are steadily rising also in schools where the language of instruction is Arabic. In the 1980/1981 school year, the rate of enrolment for the 6-13 age-group was 94.2 per cent, and for the 14-17 age-group 54 per cent (compared to 29.4 per cent during the 1969-1970 school year).

At the primary level - differences between boys and girls have diminished considerably.

5. (ii)-(iii) In accordance with corresponding legislation, education is compulsory during eleven years for the 5-17 age-group.

Compulsory education is free of charge. However, books and other equipment are purchased by the pupils. Some areas have adopted a system of 'additional services', wherein the local educational authorities charge a levy, at a rate approved by the

Minister, and the student receives services which include: books, notebooks, writing implements, arts and crafts materials, dental care, etc.

As most of the schools in Israel are neighbourhood schools, there is no need for transportation. In cases where children are bussed to regional schools or integrative schools, they are exempt from transportation fees. Some institutions provide meals to be paid for. The government subsidizes children from lower socio-economic background.

(iv) According to the reply, one year of kindergarten seems to be compulsory. An extensive network of nursery schools and day-care centres has been developed recently catering for the 2, 3 and 4-years old age-group.

For these children tuition fees are charged. However, in order to make it easier for parents whose socio-economic level so demands, the tuition fee is graded, and about half the children in this age-group are totally exempt from payment.

(v) The aims of the 'Reform' in the educational structure were also to bring about a direct transition from primary education to secondary education and to co-ordinate the curricula of these two educational levels.

6. (i) As already stated, post-primary education is developing from four years to three years study at the intermediate level.

Admission from primary school to the intermediate post-primary level is automatic.

(ii) Classes in the intermediate schools are heterogenous and include pupils from different primary schools with different levels of achievement. Pupils' placement is determined by discussions between the teachers and the principals from both the primary institution and the intermediate level.

The transition from the intermediate level to the three years upper level of secondary education is based on the recommendations of teachers. There are no entrance examinations to the upper level.

Recently, the methods of teaching and learning in the upper grades as well as the matriculation examinations have been modified.

Studies are based, inter alia, on the pupils' options according to his/her inclinations and interest; the scope of the courses to be taken; the pace of instruction, testing periods and the type of social and cultural activities in which he/she will participate; greater pedagogic autonomy granted to each school in the planning and execution of educational and cultural activities; curricula organized into instructional units (a unit of instruction consists of the material a pupil is expected to master in 90 hours of study over a course of three years). The pupils have to take each year a specified number of instructional units. Upon successful completion of the matriculation examinations, pupils obtain a certificate.

Secondary education is provided through academic, technological and agricultural courses. The academic track leads to university admission. The technological track is attended for vocational study which is provided at various levels. However, the various forms of vocational education devote between 50 to 60 per cent of the teaching to academic courses.

All tracks of technological education are open to both boys and girls. In 1980, pupils enrolled in these courses accounted for about 60 per cent of the entire secondary education population.

As to comprehensive schools which are also referred to in the report, their structure permits the combination of two or even three tracks (academic and technological and/or agricultural studies), and pupils may transfer from one to the other depending on aptitude and skills. Agricultural education is provided by a network of schools, which prepare pupils for matriculation examinations as well as for entrance at university.

(iii) According to the report, 'educational centres' have been established recently with a view to serve pupils of lower achievements levels, and who cannot benefit from study in one of the various technological tracks. The emphasis in these centres is on vocational studies only. The report refers to a trend towards development of 'industrial education centres' with a view to combine educational activities and work.

The report indicates that boarding schools are most popular and their enrolment ratio represents roughly 30 per cent of the total school population of this educational level. Various forms of assistance exist for needy pupils, particularly the disadvantaged. Help is extended either by the school or by community programmes.

7. (i) As quoted in the report, the Council for Higher Education Law - 1958, and the 'Criteria for the Accredition of Institutions of Higher Education', section 9, state explicitly that 'in the admission of students and the appointment of academic staff, no institution of higher education shall discriminate between candidates on the basis of race, sex, religion, nationality or social status unless the institution has been approved, by both the Ministry of Education and Culture and the Council, as an institution intended for students of a particular sex, religion or nationality'.

7. (ii) Students are admitted to universities on the basis of achievement in matriculation examinations and psychometric entrance tests. Some fields of study require candidates to meet certain criteria (such as qualifications in art or music in institutions specializing in these subjects, a knowledge of foreign languages in language departments, successful interviews by admission committees in various faculties, etc.).

7. (iii) Public and private funds provide loans and scholarships, which are awarded on the basis of the student's scholastic achievement and his socio-economic situation. Students also benefit from reductions in income tax and public transportation fares, as well as special rates in campus dormitories, restaurants, cultural events, etc.

ITALY

I. DISCRIMINATION

1.-2. There is no discrimination in the sense defined in the Convention. The Constitution provides for equality of educational opportunity for all, without regard to sex, race or socio-economic situation.

3. The only type of school in which there is discrimination between pupils is the primary teacher training school, reserved for women. The Constitutional Court has been consulted on the legality of this situation but has not yet given its reply.

4. Recognized non-State schools are required to comply with the same principles as State schools and to refrain from allowing any form of discrimination.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5. (i) During the last five years measures have been adopted which relate in particular to handicapped pupils. In this respect, the reply refers to Law No. 517 of 4 August 1977 and to ministerial circulars, the last of which was dated 11 April 1981 and aims at integrating handicapped pupils into pre-primary and elementary education, the latter now being compulsory for such pupils.

(ii) Five years' elementary schooling is compulsory. The report states that efforts have been made to reduce the educational problems arising for some pupils from their families' socio-economic and cultural situation, and from the physical and psychological disorders to which they may be liable, by providing opportunity or remedial classes, extra activities, extended classes and school canteens; schools also have medical units and teams of educational socio-psychologists.

(iii) Elementary education is free, and textbooks, school supplies and transport and medical care are provided free of charge in case of need.

(iv) The Ministry of National Education and regional bodies are responsible for financing compulsory education facilities. They defray teachers' salaries, school operating costs and recurrent expenditure on educational equipment.

Regional bodies are responsible for financing textbooks, the maintenance of school buildings, school transport, extra-curricular activities and all other forms of assistance to pupils.

(v) The reform law of 1962 introduced compulsory middle-school education. The reply to question 5 (ii) states that basic education is compulsory from 6 to 14 years of age and comprises five years of elementary school and the first three years of secondary education.

Thus all children of 14 years of age have the possibility of obtaining a certificate attesting the completion of lower secondary education - middle school - which enables them to enter the world of work or continue their studies. Lower secondary education is designed to provide pupils with the training and guidance which will make them aware of their abilities and help them to a better choice of career. Special guidance centres have been set up which arrange for pupils to make contact with the world of work through visits to firms and in other ways.

6. (i)-(ii) At the date of the report (April 1983) access to higher secondary education was dependent on a pass in an examination taken on completion of the lower level. The Italian Parliament is currently studying measures to reform secondary education by extending compulsory education to ten years and unifying the different types of higher secondary school. Higher secondary education lasts five years (four years in the case of primary teacher-training schools for women and art schools) and is provided in technical and vocational institutes, high schools (traditional, scientific and linguistic) and teacher-training establishments.

However, a diploma may be obtained after only three years from technical, vocational and art institutes, while different regions have instituted free vocational training courses leading to a qualification for the exercise of a number of occupations.

7. (i)-(ii) As in general there is no quota system, access to higher education is open to all those who obtain a certificate on completion of upper secondary education, in conformity with Law No. 910 of 11 December 1969. The report also indicates that the above-mentioned reform plans will include new regulations for university entrance.

(iii) The administrative functions exercised by the State in respect of assistance to students - provided for in the Constitution - were transferred to the regions as of November 1979.

8. (i)-(ii) In accordance with Law No. 616 of 1977, lifelong education is now the responsibility of the regions.

Since Law No. 270 of 20 May 1982 abolished instruction in people's schools, experimental courses are now available for workers wishing to obtain a diploma.

The timetables of these courses are adapted to working hours and facilities are made available to participants free of charge by the Ministry of National Education.

JORDAN

I. DISCRIMINATION

1.-2. Any kind of discrimination is condemned as anachronistic, and the Education Law of 1964 is intended to prevent such discrimination. Furthermore, no legal provisions, practices or situations exist which could lead to discrimination in education. It is indicated elsewhere in the report that access to education is a fundamental right for everyone.

3. Separate educational establishments exist for pupils of the two sexes, and these schools offer equivalent possibilities of access and afford the opportunity to take the same or equivalent courses of study. It is indicated in the report that no differences exist between secondary schools for girls and boys in respect of the quality of teaching and the preparation for third-level education.

4. There exist private and denominational schools in Jordan, in conformity with the Constitution of the Hashemite Kingdom. These institutions have to comply with legal regulations, and the curricula are subject to government supervision in order to achieve the aims of education of the country, and to prepare their pupils for the Public Secondary Examination.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) It is indicated elsewhere in the report that the Constitution guarantees everyone equal opportunities for education. It is also stated that the educational system was considerably developed during the period from 1976-1980 by the improvement of educational facilities for all members of the population, be it in urban, rural or bedouin areas. Efforts are now being directed towards the realization of basic universal education through the achievement of nine years compulsory schooling. Major efforts are furthermore made to improve the quality of education by raising the required qualifications of teachers and administrators, by revising the curricula for all the three levels of education, preparing and reproducing of textbooks, as well as the equipment of schools with science laboratories and modern teaching aids. The government intends to direct education towards practical ends which benefit the society, by integrating education into the overall socio-economic development of the country.

To this effect, new types of educational institutions such as comprehensive secondary schools, community colleges or rural development centres have been created with a view to providing pupils with vocational training in addition to general education.

Equality of educational opportunity is ensured by the fact that education is available to all school-age children (94.9 per cent boys and 92 per cent girls of the 6-12 years age-group) were enrolled in primary education in 1980/1981 irrespective of sex, race, colour or social origin, and access to the various levels of education depends only on individual ability.

(ii) Six years of primary education are compulsory, and a modified system of automatic promotion has been introduced. Pupils are permitted to repeat a grade twice in the upper 3 years, after which they are automatically promoted to a higher grade (the promotion rate from grade 6 to grade 7 was 93 per cent in 1977/1978. Grades 7, 8 and 9, which are also compulsory, constitute the three years preparatory school.

In order to retain pupils in school, remedial classes may be organized for pupils in need of further help, while the number of schools has been increased in order to accommodate the growing number of children of compulsory school age.

(iii) Compulsory primary and preparatory education are free in government schools.

(a) One meal a day, free of charge, is provided to children coming from disadvantaged families, and medical care is free for all. Textbooks are free for pupils at the compulsory education level, and boarding where provided, is equally free, but parents have to pay for school transport and uniforms.

(v) In accordance with the Education Law of 1964, primary education and the lower secondary level have been integrated into the common core of the 'compulsory education cycle'.

6.(i) With the establishment of nine years of compulsory education, education being compulsory up to 16 years of age, free secondary education, in its different forms (general, comprehensive and vocational) and of a duration of three years is accessible to all, on the condition that pupils pass their regular school examinations; male and female pupils may sit, without any discrimination, in the final year (12th grade) of secondary school for the Public Secondary Education Examination. Those who succeed are entitled to pursue their studies in institutions of higher education or universities in and outside of Jordan.

(ii) According to the Education Law of 1964, selection of students for different types of secondary education shall be determined in conformity with special regulations issued every year by the Ministry of Education with a view to achieving the objectives of the same law. Such selection takes into consideration the rank order of performance of the ninth grade pupils and, to the extent possible, their preferences for a specific type of secondary education. It is stated elsewhere in the report that access to various levels of education or exclusion from them depend solely on ability of pupils and needs of the society.

Pupils who could not find a place in a secondary school are expected to enter the labour market or vocational training centres controlled by the army.

All pupils in private schools who have successfully completed the third preparatory class are admitted to general academic secondary schools, regardless of their age and achievement records.

According to figures provided in the report, girls represented almost 40 per cent of the total enrolment in general secondary schools in the academic year 1976/1977, against 31 per cent only in 1971/1972.

In 1980/1981 the enrolment ratio constituted 67.3 per cent of the total pupils' age-group; out of these, 67.1 per cent were boys and 67.5 per cent girls.

(iii) In case of shortage of qualified teachers for a specific subject, a qualified teacher from another school is requested to teach on a part-time basis. As to remedial and enrichment classes, headmasters are entitled to organize them even during summer holidays for pupils in need of further learning opportunities or for pupils who wish to study certain subjects more in depth. The school thus gives due consideration to individual differences and ensures acceptable quality of education.

Furthermore, the report indicates that teachers in all schools, including secondary education establishments are expected to keep a record of the individual progress of their pupils. Such records are useful not only for the evaluation of the learning progress of pupils, but also to help school inspectors when discussing with teachers the best ways and means of improving the educational process. Finally, and in order to reduce any adverse effect of malnutrition, disadvantaged children are given one meal every day.

7. Higher education is provided by higher institutes of two years post-secondary education: community and other colleges controlled by certain governmental agencies. These colleges are expected to turn out trained manpower at technician level. These colleges are open to boys and girls who passed successfully the General Secondary Education Certificate Examination, and meet the admission requirements. Higher education is also provided at the two universities which were created in 1962 and 1975 respectively. It is indicated in the report that by 1982/1983 a third university will be established. Admission requirements are the same as those referred to for colleges.

8.(i) Functional literacy programmes have been launched since 1968, and they provide people with basic skills in reading, writing, counting and general education. Special programmes are carried out for workers, adolescents and adults in correction centres (former prisons). According to figures given in the report, the rate of illiterates dropped among people aged 15 and above from 67.35 per cent in 1961 to 32.4 per cent in 1976; amongst women from 84.8 per cent to 45.7 per cent respectively.

The report further indicates that the new Five-Year Education Plan (1981-1985) aims at expanding adult and functional literacy programmes, as well as achieving co-ordination and integration between school and out-of-school education.

KUWAIT

I. DISCRIMINATION

1.-2. There are no legal provisions, regulations, practices or situations constituting discrimination in any form, level or type of education, regardless of the circumstances in which it is provided.

3. There are separate schools for boys and for girls. The state endeavours to ensure equal opportunities of access to education for students of the two sexes. Both have the services of teachers with qualifications of the same standard, and school buildings and equipment of the same quality. All students can take the same or equivalent courses, with the exception of certain special courses for girls (subjects of particular interest to women) and special courses for boys (automobile engineering and wood-working).

4. There are private institutions in which the payment of school fees is optional. The education provided is in conformity with the standards laid down by the Ministry of Education; these schools are intended to supplement the educational services provided by the public authorities.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i)(a) The state endeavours to guarantee equality of opportunity in order to promote the personal fulfilment of individuals to the full extent of their aptitudes and abilities.

Equality of opportunity in regard to education is guaranteed by texts and regulations. Among the many measures designed to bring about such equality, the report mentions: a scheme now being worked out to help those experiencing educational difficulties at the various levels of general education by directing them into a new 'parallel' education system; the development of private schools covering all levels, including pre-primary education.

(b) It is made clear in the report that there is no objection to such a policy in regard to education.

(ii)(a) Primary and intermediate education is compulsory for pupils between the ages of 6 and 14, under the terms of Law No. 11 of 1965, by virtue of which the state undertakes to provide the school buildings and textbooks, teachers and all other facilities necessary for the success of compulsory education.

Among the measures designed to ensure compliance with compulsory school attendance, the following are mentioned: persons responsible for registering births are required to draw up annually for the Ministry of Education lists of children who will reach the statutory age for school attendance; anyone responsible for seeing that a child attends school must inform the Ministry of Education of any change in the child's place of residence, where the legal provisions are not properly observed, the child's legal guardian is liable to a fine of 10 Kuwaiti dinars or one week's imprisonment. If the offence is repeated, both penalties may be

applied. The Ministry of Education must be informed at least one week before the beginning of the school year if a child is enrolled in a private school.

The report refers to a number of difficulties which may be accepted as preventing compliance with compulsory school attendance: the child may be unable to attend school owing to illness, or to a mental or physical handicap sufficiently serious to preclude his attending a special school; the child's place of residence may be 2 km or more away from a school and the Ministry or the family may be unable to provide means of transport. It is further specified that the Minister of Education decides whether exemption from attendance can be granted and that such exemptions are valid only so long as the reasons for which they were granted subsist.

As a further means of enforcing school attendance, and to encourage pupils to pursue their studies, the state has made it illegal to employ anyone who has not taken a general secondary course.

According to the statistics given in the report the attendance ratios at the compulsory schooling levels (primary and intermediate), for the year 1981/1982, were 78.5 per cent (with 80.8 per cent of girls) at the primary level, and 76.1 per cent (with 70.7 per cent of girls) at the intermediate level.

(iii)(a)-(b) Primary education is entirely free, covering not only tuition but also textbooks and school supplies; additional classes; meals at school canteens where these exist; school transport; school uniforms or other items of clothing and footwear; medical expenses; boarding fees, where applicable. Everyone is entitled to free schooling and the government assumes responsibility for all expenses, without the slightest participation from any social group.

(c) Nevertheless, the children of nomads, of migrants settled on the outskirts of cities, and of scattered populations living in relatively inaccessible regions, are unable to benefit from primary education.

(iv) Education is entirely free for all members of the population.

(v) It is mentioned in the report that primary education and lower secondary education are not integrated, as the education system comprises--apart from the two-year pre-primary course, which is not compulsory--a four-year primary course, a four-year intermediate course, and a four-year secondary course.

6.(i) Secondary education is free and available to all. This level of education is at present under review and the curricula, in particular, are being applied on an experimental basis both in the three schools for boys and in the three schools for girls. Continuous revision and re-evaluation should facilitate the adoption of measures designed to extend this level of education.

(ii) Admission to secondary education depends on the results of the compulsory monthly tests and end-of-year examinations.

(iii) The Ministry of Education, which is not in favour of private lessons, has just devised a system of remedial courses in different subjects for groups of pupils requiring them.

(iv) Among the difficulties encountered in secondary education, the report mentions the shortage of teachers, which is aggravated by the fact that most experienced teachers become administrators owing to the shortage of key personnel in Kuwait. The state is endeavouring to train university graduates in different subjects as teachers in order to make good this deficiency.

7.(i) The government's education policy is aimed at offering everyone equal opportunities of access to higher education, in either public or private university or non-university institutions, on the basis of individual capacity, in accordance with the general objectives of education promulgated in March 1976. This policy takes due account of the nature of Kuwaiti society and its aspirations, and of the principles of Islam, the Arab heritage and present-day culture.

(ii) To qualify for admission to higher education, students must have completed the general secondary course and obtained at least a 60 per cent pass. Once admitted, students are assigned to the various faculties on the basis of their pass marks and the requirements of each faculty. Students who complete the general secondary course with marks lower than 60 per cent may be admitted to institutions of technical and vocational education.

(iii) The state sends many students abroad to complete their studies if their special subject is not taught at the University of Kuwait, and it makes them a monthly allowance in accordance with the provisions in force.

8.(i)-(ii) Measures suited to the various cases have been taken to see that children of compulsory school age go back to school if they have left it and to help those having difficulty with their studies. For the latter, a new system of 'parallel education' is being prepared.

The report mentions that a decree has been adopted (No. 4, 8 August 1981) concerning the application of the Law on the promotion of literacy.

The state is continuing to set up literacy centres and to provide them with all the necessary resources. These centres, which operate in the evening, offer courses corresponding to the general education dispensed in schools. The primary education course lasts two years.

Under the above-mentioned governmental decree, employers are required to communicate, within a specified time-limit, the names of those of their employees who are subject to compulsory education. This year, the application of these provisions relating to compulsory education has been limited to persons employed by the government, public bodies and institutions, and by undertakings in which the government participates.

(iii) Speciel courses for adults in typing, general education, languages, and data processing, for example, are provided by private institutions, while the University of Kuwait runs courses in languages, data processing and photography for social services.

MALTA

I. DISCRIMINATION

1.-2. The answer is negative with regard to the question about the existence of legal provisions permitting discrimination in education. It is indicated that foreign students are charged fees in state schools which are free for Maltese citizens.

3. Separate educational systems for both sexes exist only at secondary level (11-16 years old) because of traditional and economic reasons. Certain courses in technical, trade or vocational education are open either to boys or to girls only, but the intention of the government is to extend all of these courses also to girls at the opportune time.

4. Although private schools provide facilities in addition to those offered by the government, private education tends to be discriminatory because fees are charged. These schools have to be authorized by the Minister of Education and to comply with standards approved by the education authorities.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) The reply is affirmative and it is added that as from 1978, the extension of alternating systems of work and study periods first introduced into the university, have been extended to upper secondary level, in order to offer educational opportunities to pupils who for lack of financial means would not have participated in these forms of education.

(ii) Primary school which begins for children at the age of 5 is compulsory. The law is enforced by the Education Welfare Service of the Education Department, 100 per cent of enrolment (including special education for the handicapped) is obtainable as there is sufficient school space and teaching staff for this level of education.

(iii)(a) Education is free for Maltese children attending government schools. They also benefit from free tuition, free textbooks, stationery and transport, free milk, vitamins and medical care.

(b) The community is not called upon to provide labour or any help in the building, running and equipping of government schools. Parent-Teacher Associations which aim at interesting parents in school activities of their children are encouraged.

(c) Free residential and boarding facilities are offered to orphans or maladjusted children in a special school.

(iv) Social welfare services exist for disadvantaged families. All the others benefit from children's allowances (up to the age of 16), free medical services and national insurance schemes. Pre-primary education is offered free of charge for the 4 year olds; 70 per cent of the age-group attend public schools. Private fee-paying institutions cater for children even younger. The government therefore intends to extend kindergarten services to the 3 year olds as soon as possible.

(v) No formal integration of the primary and secondary levels into 'basic' or 'fundamental' education has been undertaken. However, measures to break down the barriers between primary (6-11 years) and secondary (11-16 years) education have been implemented more than 5 years ago. Schooling up to 16 years of age is compulsory, and curricula, syllabi, teacher deployment are thought of as one continuous cumulative period of educational experience with a basic (primary), 'orientation' (Form I-II secondary) and 'determinative' (Form III-V) periods of development within 'general education'.

6.(i) Free lower secondary education (a 5-year course) for pupils aged 11-14 years old is compulsory since 1974. During the first two years, pupils have a common curriculum, while the remaining three years are divided into three streams: an academic one, a non-academic one, and two to three years in trade and vocational schools. In 1981, four selective junior lyceums have been created to provide free education to high calibre pupils.

Upper secondary education is available in new lyceums where qualified pupils can prepare for advanced level examinations and entrance to university, as well as technical schools and other professional training institutions. Figures included in the report indicate that in 1981, girls outnumbered boys in lower secondary public schools. Furthermore, ninety-two girls and four boys were enrolled in secretarial courses, while boys alone attended technical institutions and extended skills training courses.

(ii) All pupils who completed six years of primary school can generally enter secondary education, except junior lyceums where entry depends on a selective examination. Promotion is based on scholastic achievement, results of nationally set examinations and teachers' assessment. The choice among the three above-mentioned streams (see 6(i)) is also based on results of an examination at the end of Form II and the advice of teachers. Entry into trade schools is in addition subject to the places available. Access to upper secondary education, after Form V (age 16 plus) depends on qualifications and application.

(iii) Streaming by ability ensures that pupils are grouped together for benefiting from the same pedagogical approaches. Remedial education is available. There exist also accelerated/revision evening courses to prepare for external 'O' and 'A' level examinations. No local correspondence courses exist, but pupils may participate in foreign (most English) ones.

7.(i)-(ii) The reform of 1978, reinforced by the 1980 Education (amendment) Act was introduced mainly to adapt the university to national needs, make courses more functional and provide worker students with adequate remuneration during their studies and therefore open higher education (one university and higher education establishment in Malta) to larger groups of students, independent of financial constraints or family background. The report quotes a number of articles from the 1980 Education Act, according to which preference for admission to university should be given to worker students, thus allowing for alternates of periods of work and periods of study. Candidates other than workers may be admitted

if places are available and against the payment of fees determined by the competent bodies. It is also stated in the report that, according to the 1980 Education Act, any candidate for higher education must have the required qualifications and be selected by a Selection Board, the latter one comprising representatives of parents, unions, employers, the university and education authorities. According to tables included in the report, as of October 1981, 100 per cent of the total enrolment in engineering, architecture, education degree, administration and accountancy courses were worker students, while 236 of them out of a total of 252 students were enrolled in medicine.

(iii) Worker students benefit of free tuition at university and the salary paid by the employer.

8.(i) Primary education has been compulsory since 1946. Literacy classes functioned until the 1960s. According to the report, the problem no longer occurs.

(ii) Evening classes are run by the government and private institutions. Most of the public courses lead to 'O' and 'A' level, the language of instruction being English and Maltese. Courses are offered in general education, commercial, technical, practical subjects, while a school of music, of art and an academy of dramatic art also exist. Private institutions run courses on social leadership, political economy and trade unionism. The University of Malta runs 'ad hoc' in service and recurrent education programmes. Local radio and television stations provide documentary features, debates and discussion programmes which can be classified as adult education.

MAURITIUS

I. DISCRIMINATION

1.-2. No legal provisions or regulations favour discrimination in education.

3. Although the trend is towards mixed schools, there are still numerous secondary schools for girls only and in spite of efforts to provide girls with the same curricula as boys, needlework and cookery is reserved for girls, wood and metalwork for boys.

4. Few private schools exist which require an entrance examination and the payment of fees. It is further indicated that private schools can admit pupils without being subject to government control.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5. (i) According to the reply, several measures have been taken during the last decade, with a view to eliminating inequalities of educational opportunities for the disadvantaged and between urban and rural schools.

(ii) (a) Primary schools have been opened throughout the country, and more than 95 per cent of the school-age population attend school although primary education is not compulsory.

In fact, the socio-economic situation of parents may influence the school attendance as pupils may have to help their family, in particular in rural and fishing settlements.

The standard of nutrition is somewhat low among children from low-income families. In order to improve those pupils' school performance, free distribution of milk, cheese and fruit tends to remedy such nutrition deficiency, thanks to donations of foreign countries.

(iii) (a) Primary education is free, but the families have to pay for textbooks, transport, meals and uniforms, except shoes which are provided free of charge. Occasionally, pupils might be freely examined by doctors or dentists. Treatment in hospitals is free.

(b) Although the local community is not requested to participate in building and running of schools, parent-teachers' associations offer school libraries, while the government provides all school facilities.

(c) All groups of the population, irrespective of social status, religion, race or colour have access to free education. Catholic private schools reserve a limited number of places for pupils of their own denomination. It is indicated on page 7 of the report that a school psychological service started operating with a view to diagnose and detect mentally and other handicapped children to be provided with special education.

(iv) Although this question is said to be not applicable, it is indicated on page 1 of the report that the government supports

private organizations to develop modern pre-primary schools throughout the country. Since 15 per cent of the national budget are allocated to education, economic problems facing the government make it difficult to promote pre-school education at State level.

(v) The reply indicates that community schools have been opened during the last decade in order to provide three years additional schooling (general and practical education) to pupils who failed at the Primary School Leaving Examination, in order to prepare them for work. According to the reply, it is envisaged to provide nine years schooling once a national examination system will screen the best pupils for academic studies, while the less able pupils will be oriented towards technical subjects.

6. (i) Secondary education is free, also in private schools, but not compulsory. The report indicates that considerable differences persist in the level of education provided and with regard to the facilities offered in the different schools, in particular the private ones. Due to the economic crisis, the government is unable to eliminate these differences.

(ii) Access to secondary education depends on obtaining the certificate of primary education.

(iii) Remedial education is offered only in a few schools.

It is proposed to improve the performance in primary schools by effective remedial programmes for those in need, thus to counter the negative effects of automatic promotion for all primary-school pupils. Private coaching is widespread to raise the level of slow learners, but available only to those who can pay for it. To supplement class lessons, secondary educational programmes are available also through radio and television, while the Mauritius College of the Air provides secondary formal and non-formal programmes, including correspondence courses for adolescents and others.

(iv) Provision of adequate facilities in many secondary schools is affected by the rising costs of equipment, books and the maintenance of schools. However, as indicated on page 1 of the report, modern State secondary schools have been opened up in all rural areas.

7. (i)-(ii) The development of higher education is restricted due to inadequate resources and limited manpower needs of a small country. The University of Mauritius is accessible to all on the basis of merit, irrespective of sex, race, religion or social status. Courses are free, but moderate fees are charged.

Both full-time and part-time courses exist, while training and in-service courses for teachers and employees are available at the Institute of Education.

(iii) A number of scholarships is available to the best students, and private firms as well as the government use to sponsor the full or part-time courses of their employees.

8. (i) It is indicated in the report, that illiteracy does practically not exist. Those who have not received adequate primary education can benefit from informational and educational programmes on various subjects accessible through radio and television. Mauritius being a small country, communication media reach even remote areas. Voluntary organizations, clubs and individuals are active in some kind of adult education, but no structured system exists for this purpose.

MONGOLIA

I. DISCRIMINATION

1.-2 Under the Constitution all Mongolian citizens enjoy equal educational rights; any limitation of such rights for reasons of sex, race, nationality, origin or social status is prohibited by law. The new Mongolian national education law guarantees foreign nationals and Stateless persons residing in Mongolia equal educational opportunities in accordance with the legislation in force.

3. All educational establishments are co-educational.

4. Since education is the sole responsibility of the State, there are no private or religious schools.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5. (i) As mentioned on page 1 of the report, the December 1982 session of the national Khural (parliament) paid particular attention, among other things, to the education of the rising generation and to the important role in this connection incumbent on the State, the family and social organizations.

During that session a new law was passed on national education. The proclamation of the Year of the Schoolchild (1983) is evidence of the considerable attention attached to the training and education of young people and adolescents.

The new national education law provides, inter alia, for: a unified system of national education and a sequence of courses in different types of schools making possible the smooth progression from the lowest to the highest level of education; the right to receive instruction in one's mother tongue; the close linkage of education with life and the practical work of building socialism; a humanistic, moral and scientific type of teaching based on the latest progress in technology, science and culture.

(ii) Compulsory primary education has existed since the 1960s.

(iii) Education is free of charge in all schools, including boarding facilities and medical care. Educational equipment and nationals, laboratories, gymnasiums, libraries and other educational facilities are also made available to pupils free of charge. Page 2 of the report states that school transportation is provided where necessary.

6. (i) Secondary education, a key component of the national education system, includes general, vocational, technical and specialized education. Compulsory education has been extended to eight years, which includes the lower course of secondary school. The first paragraph of the report states that there are plans for making the upper course of secondary school compulsory. At present, nearly one-half of the pupils continue their studies to the end of the upper secondary course (i.e. ten years of schooling), while the remainder enrol in vocational, technical or specialized schools. The report indicates that girls account for 65 per cent of all pupils in specialized secondary education.

According to the 1980 statistics, for every 10,000 inhabitants, there were some 3,000 pupils, 2,373 of whom attended one of the 885 schools of general education. The pupils in these schools receive a basic grounding in the various sciences and are also prepared for working life by means of practical classroom activities, an introduction to work and out-of-school activities. Curricula content and the level of instruction provided are the same throughout the country. For pupils wishing to complete their vocational training, optional courses are offered in a variety of disciplines. In addition to vocational, technical or specialized education, the pupils enrolled in the type of school in question receive a general secondary education and an ideological education based on patriotism and the strengthening of friendship and peace among peoples. Vocational, technical and specialized secondary schools train skilled workers and specialists in over 100 occupations and specialities. Education is free at all levels, and the report states that food and clothing are provided free of charge in the vocational technical schools while scholarships exist for pupils in specialized secondary schools.

(ii) With compulsory education lasting eight years the report makes it clear that all pupils have access to lower secondary education. In the eighth and tenth years of general education all pupils must take a State examination. Vocational technical and specialized schools have compulsory entrance and leaving examinations in specific subjects in addition to the regular tests.

(iii) Special schools, homes and boarding schools cater for mentally retarded or physically handicapped pupils; medical care and training for work are provided free of charge. Orphans are brought up and educated in orphanages which are financed in full by the State.

Supplementary general education courses are available to pupils in need of them outside school hours.

Boarding schools have been established in rural areas and accommodate 90 per cent of the children of pastoralists.

Evening courses and correspondence courses make it possible for young workers to receive a general secondary education; alternatively they can improve their vocational skills in training workshops. Pupils who work are entitled to additional holidays with pay, a reduced work schedule and other benefits as provided by law.

7. (i)-(ii) The law provides that Mongolian citizens who have completed secondary studies, i.e. ten years of school attested by the award of a secondary school certificate, can go on to higher education provided they pass a State competitive examination covering specific subjects. According to the 1980 statistics, 140 out of every 10,000 inhabitants were attending an institution of higher education. In 1983, there were seven such institutions with an enrolment of more than 23,200 students.

(iii) Students hold scholarships, and those who work can take evening or correspondence courses in the same way as secondary school pupils (see paragraph 6 (iii) above).

NEW ZEALAND

I. DISCRIMINATION

1. There are no legal provisions or regulations which constitute discrimination in the sense defined in Article 1 of the Convention. 'Positive discrimination' measures include the granting of extra financial means and staff to institutions with a high proportion of Polynesian pupils, and in the field of special education.

2. Situations of inequalities persist as the proportion of Maori and Pacific Island children terminating secondary school and continuing at the higher education level are well below the national norms. In order to overcome this problem, steps have been taken to motivate parents to make their children stay longer in school, pre-school programmes have been created for the teaching of the mother tongue; the establishment of Polynesian cultural activities in all schools has been encouraged and efforts have been made to heighten the children's own expectations of educational and occupational performance. Multicultural studies became compulsory at teacher-training institutions, while orientation and tutorial services have been increased.

As to persisting inequalities between men and women, it is stated in the report that a Cabinet Minister is in charge of 'Welfare of Women', and that advisory committees have been established to promote women's rights. Furthermore, women are often not represented at high decision-making levels in the private as well as public sector of employment. According to studies which were undertaken, women's own expectations together with the prejudices persisting in society are important obstacles. Steps have therefore been taken to encourage girls to avail themselves of the full range of secondary-school subjects, to choose the study of disciplines usually preferred by men, and to encourage women to apply for non-traditional types of occupations.

3. According to legislation in force, single sex as well as co-educational schools exist, but the law does not have the purpose or effect of nullifying or impairing equality of treatment in education.

4. The Private Schools Conditional Integration Act of 1975 now allows schools which advocate a particular religious or philosophical belief to be part of the State education system. These integrated schools are authorized to give preference of enrolment to children who share the school's particular belief. Although the integration agreement, signed when a school becomes part of the State system, limits the number of 'non-preference' pupils (about 5 per cent of the total roll), the integration ensures identical standards compared with State schools. It is indicated on page 6 of the report that State funding for such integrated schools has been increased and organizational structures improved, including the possibility for engaging a wider range of teachers because career and promotion rights have been safeguarded. According to information provided on page 7 of

the report, integrated schools are permitted to charge fees, depending on a ministerial approval, to cover costs for upgrading their facilities to an acceptable State level.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5. (i) For many years education has been based on a policy of equal educational opportunity, and this policy is evolving to meet the needs and improve these opportunities for all. While equal access to schools exist, it has been recognized that there are not always equal opportunities for children once in school. During the last five years, policy statements have emphasized the need for cross-cultural understanding,[1] and Maoris, Pacific islanders and children of recent immigrants are encouraged to take advantage of educational opportunities. To this effect, four primary schools have been designated bilingual schools which provide teaching in Maori, English being introduced after the first few years as a second language.

Furthermore, a one-year diploma course - Teaching English as a Secondary Language - was set up with a view to improve the education services offered to immigrant pupils, while a Pacific Island supplementary teacher-training course has been created to allow trained teachers from the island to gain a New Zealand certificate enabling them to teach in New Zealand schools.

Finally, special provisions have been made for recently arrived South East Asian immigrants by the appointment of specialized staff to assist in second-language learning and offer guidance to parents and pupils.

The detailed report refers also to the setting up of rural education activities programmes in thirteen districts, with ninety-three additional staff appointed to help implement the programmes which are intended to redress any educational disadvantage experienced by rural schools and communities. Finally, school management education programmes have been undertaken at national, regional district and local levels to ensure that those responsible for running educational institutions have the knowledge and skills necessary to manage the school to the benefit of all concerned, and to contribute to curriculum development and thus the effectiveness of the teaching-learning process.

(ii) (a) Education is compulsory for children aged 6 to 15 and regulations exist to ensure this obligation. Most children start their schooling at the age of 5 and leave when they are 16 or 17. School services are provided throughout the country and large numbers of small primary schools have been established in rural areas, as a minimum group of nine children permits the opening of a school.

Isolated communities benefit from correspondence courses and welfare services ensure the physical well-being of children. The

1. Reference is made on pages 3-4 in the report about the establishment of educational and multicultural resource centres to provide opportunities for Pacific islanders and migrants to learn more about living in New Zealand, but also for New Zealanders to learn more about the cultural background of the various ethnic groups.

Education Department, in consultation also with parent/teacher associations adapts the curriculum to the changing needs of society and to local needs. Teachers are entitled to modify the scheme in order to respond to individual needs of pupils.

(iii) (a) Primary education is free in State schools. Textbooks, audio-visual aids, science and physical education equipment, art and craft material are supplied through government grants. Additional classes of different kinds are available for children with special abilities (music or art, for example).

Some schools provide canteen facilities at nominal charges; school transport, medical and dental care are free, the provision of the school uniform being the responsibility of parents.

Pupils who are obliged to live away from home benefit from school-boarding bursaries the granting of which is governed by detailed rules. A table on page 9 of the report indicates that at the end of the second term in 1982, 106 pupils of primary education were awarded such a bursary.

(b) Close links between the school and its community are encouraged. Many parents serve in a voluntary capacity on councils and committees which assist in equipping and running of schools. It is also indicated (page 7) that parents help in fund-raising or collection of donations for the schools, thus providing additional equipment to those provided by the State.

(c) Special schools cater for severely handicapped children, but the educational policy aims at integrating as many disabled children as possible into ordinary schools.

(iv) A number of pre-primary education services have been developed particularly to promote such education for children from rural or remote areas. Thus, a pre-school section of the Correspondence School exists since 1976; ten mobile pre-school units have been established for the same purpose. Since 1978, an itinerant teacher service functions with a view to improve the quality of pre-school education in selected areas, while pre-school classes are functioning in thirty selected primary schools, mostly in rural areas, to enable disadvantaged children to adjust to school and benefit from the programme of the junior primary school at the age of 5.

All these different services are open to all and free of charge. Only the Correspondence School restricts access to children living in remote areas and those having serious health problems.

It is further indicated in the report (pages 2-3) that 4 per cent of all children attend private pre-school institutions, while almost 80 per cent of children benefiting from pre-primary services are enrolled in playcentres or kindergartens. Administered by voluntary organizations, these establishments are heavily subsidized and required to operate as public institutions.

Kindergartens which require a minimum enrolment of fifty children are open to all, but the demand usually exceeds the number of places available.

Attendance is free of charge, although most parents make a small donation to help meet the expenses not covered by the substantial government grants.

Playcentres are parent co-operatives established in particular communities. They depend for their existence on the willingness of members to contribute time and effort to the provision of this service. They are open to all, irrespective of creed, class or socio/economic status, insist on parent participation and charge fees which are usually very low. Such centres need a minimum of ten children, and they are therefore particularly suited to areas where the population is too small to sustain the numbers required for a kindergarten.

A community pre-school worker service was established in 1974 to identify children not receiving this education, and to encourage parents to make some provisions for pre-school education of their children.

(v) Composite and area schools which combine primary and secondary education have been established particularly in regions of low population density.

6. (i)-(ii) According to the report, the Education (secondary instruction) Regulations which govern the first three years of secondary schooling and the awards of school certificates set down a core curriculum for pupils in all schools.

It is indicated on page 10 of the report that compulsory secondary education ends for pupils at the age of 15. After completion of approximately eight years of primary schooling all pupils are automatically promoted into secondary education. Secondary education is free, a subsidized system of school transport is operating for secondary schoolchildren. Various categories of Secondary School Burseries are available for those who have to live away from home in order to undertake their studies. In addition, scholarships exist for able Maori and Polynesian pupils, unable to take an appropriate technical or academic course at a local secondary school. Parents receive a 'child allowance' for every enrolled pupil who is under the age of 18.

(iii) Secondary schools are expected to cater for the needs of all pupils in the classroom situation. Most classes are therefore of mixed ability, and - in large schools - it is common for a class to be established to cater specifically for the least able ones.

Remedial teaching in reading is possible because of appropriate staff provision and the possibilities for regional department officers to provide such assistance to pupils.

7. (i)-(ii) For entrance into the Otago Medical School and teachers' colleges a quota is reserved for Maoris and Pacific islanders, if necessary. The general criteria for access to higher education is the performance at examinations. In time of high unemployment this leads to credentialism, and increases competition for places. As according to the report Maori and Pacific islanders do not perform well when submitted to interviews, job interview techniques and work preparation skills are offered in courses

within the Young Peoples Training Programme. Maoris and Pacific islanders who participate in these programmes constitute 60 per cent of the total enrolment figures. It is indicated on page 12 of the report that any person aged 21 and over who does not meet the usual examination criteria for access to higher education is eligible to apply for provisional entry. Under prescribed conditions a financial grant is available to full-time students once entry is fully approved.

(iii) Full-time students in public universities or technical institutes may apply for a Government Tertiary Assistance Grant which contributes towards the cost of living and covers 75 per cent of tuition fees. Scholarships based on ability and need are intended to help Maoris and Pacific islanders.

8. (i)-(ii) Continuing education has priority in government policy, and educational services are available to those who did not complete basic education as well as to those who already obtained certain qualifications. The Education Act of 1964 ensures the freedom of access to continuing education. In 1982, some 3,000 adults returned to full-time secondary education courses leading to different certificates in approximately 190 schools. Preparatory courses exist also for this level of education, similar to Fresh Start Programmes at university. Day-school programmes are complemented by evening and correspondence courses at secondary-education level.

Learning exchanges are an informal system designed to help the community to utilize its own resources, it opens up a field of opportunity for people whose previous educational experience has made it too difficult to envisage further formal education, although it can provide extra tuition opportunities and back up, to conventional classes.

Technical continuing education with a vocational emphasis offers a range of options at different levels to those who have left secondary school; however, the respective institutions do not grant degrees.

Basic literacy programmes, in the mother tongue, are funded by the government. As to the teaching of English as a second language, mainly for refugees and immigrants, these courses are not given in the language of the particular population group. The courses operate within evening schools and as formal classes. The report indicates that formal home tutor programmes have been set up to cater for those who are prevented from attending formal classes. This home tutor work is largely operated on a voluntary basis.

The present government policy concerning the integration of persons belonging to different language groups into the local or national community is one of dispersement, i.e. settling one or two families within communities right throughout New Zealand with the communities being encouraged to facilitate social cohesion while allowing the immigrant or refugee group to maintain a cultural identity.

NICARAGUA

I. DISCRIMINATION

1.-2. There are no legal provisions or regulations that create any kind of discrimination in education. Article 7 of the 1979 Constitution of the Republic of Nicaragua establishes 'the unconditional equality of all Nicaraguans'. In addition, Title III, Article 41, paragraph 1, of the 1979 Constitution on the rights and guarantees of Nicaraguans, states: 'every person has the right to education'.

3. All public establishments, at all levels, are coeducational. With regard to private establishments there are still exceptions, in particular in certain primary and secondary denominational schools, but all must fulfil the conditions laid down by the Ministry of Education.

According to the reply, the single national system covers both public and private establishments.

4. The number of private establishments has fallen since the revolutionary government introduced free education and improved the supervision of education. Twenty-three of the 523 former private establishments were nationalized after having been abandoned by their owners, and thirteen of them operate under a system of joint administration, the Ministry being responsible for all or most of the staff costs and the establishments having the right to charge minimal enrolment fees for building maintenance. One hundred-and-eight schools are state-subsidized, and only 379 schools remain entirely private, but they are required to comply with the legal provisions and in particular those pertaining to non-discrimination.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) Since 1979, the National Plan of the Ministry of Education has pursued three fundamental objectives: the extension and improvement of education services and the reorganization of the national education service. A number of measures have been taken for these purposes: the introduction of new teaching posts at the pre-school, primary and secondary levels, the opening of new teacher-training colleges, the building and equipping of premises, the in-service training of teachers, the establishment of a faculty of education science at the Autonomous National University and, lastly, a reform of existing syllabuses to adapt them to the country's needs. In addition, priority has been given to the most underprivileged regions. The tables included in the report show some of the results obtained from 1977 to 1982. The number of educational establishments increased from 2,609 in 1977 to 5,566 in 1981-1982, including 497 pre-school establishments, 4,714 primary schools and 355 secondary schools. The number of teachers also rose during the same period, increasing from 11,561 to 19,277. The number of enrolments grew considerably, from 484,372 in 1977 to 713,487 in 1981-1982. The proportion of enrolled pupils among the school-age population also increased, from 5.20 per cent to 19.77 per cent in the case of pre-school education, from 67.24 per cent to 72.68 per cent at the primary level and from 17.53 per

cent to 21.27 per cent at the secondary level. It is indicated elsewhere in the report that the number of classrooms rose considerably as a result of co-operation by international institutions and local communities.

(ii) Primary education is compulsory and available to all in accordance with Title III, Article 40, paragraph 2, of the Constitution, on the rights and guarantees of Nicaraguans. A number of difficulties, however, continue to prevent the effective application of this principle, such as the shortage of educational establishments and of teachers and the cost of school attendance, in particular textbooks, school supplies, transport and uniforms. The country's difficult economic situation prevents the state from providing these services to pupils free of charge and from nationalizing all the private establishments. The authorities are attempting to reduce the number of cases of dropping out, repetition and slow progress and have set themselves the goal of providing all children with a basic general education of at least nine years' duration by the year 2000. Further difficulties are referred to in the report: the country is experiencing difficulty in obtaining the necessary textbooks, reference works for school libraries, teaching materials, school equipment and laboratories. Moreover, the socio-economic and cultural condition of the parents was deplorable in 1979, with an illiteracy rate of 50.3 per cent among the population of more than 10 years of age. A literacy campaign has reduced this rate to 12.9 per cent and, further, to 12 per cent as a result of literacy training in the vernacular languages. The standard of nutrition and physical health of the population, and in particular of the children, is low. A number of children were failing to attend classes as a result of nutritional problems, and many were arriving without having eaten; this resulted in a low level of achievement. The present government has accorded priority to health, followed by education, establishing an experimental 'nutritional complement' programme intended to provide a balanced diet to children of pre-school and primary-school age in the Departments of Estel and Masaya. Since 1980, 64,650 pupils in 361 schools have benefited from this programme, which is to be extended to cover the entire country in the coming three years. With regard to teacher training, curricula are currently being prepared for dietary and nutrition education at all levels of formal education, and intermediate-level nutrition technicians are being trained. In addition, the government is drawing up a community non-formal education strategy using the mass media and is helping to train people at various levels. A number of results have already been obtained, including:

an assessment of the standard of nutrition of the school-children in three departments;

the training of 500 teachers at the primary level, in the same departments, in techniques for collecting nutritional information, and the training of pre-primary school teachers at the central and regional levels;

increased awareness among the various sectors concerned of the country's nutritional problems.

It is underlined in the report that education and syllabuses are not yet well-adapted to needs, the alteration of socio-economic, political and cultural structures calling for a change in mentality and attitudes that will take a generation or more. The country is currently passing through a transitional phase, and education is provided on the basis of provisional syllabuses introduced by 'workshops' such as the educational evaluation, programming and training workshops (TEPCE).

Although significant progress has been made in this field, achievement at school is not as high as it should be, because of a lack of discipline at work, the shortage of school textbooks and supplies, pupils' lack of assiduity and the use of traditional teaching methods by the majority of teachers. A general educational reform is being carried out in Nicaragua on the basis of national consultations and is aimed, among other things, at redefining the objectives and purposes of education. It remains for the government to restructure the system, to draw up new curricula and, on the basis of these, to prepare appropriate syllabuses, textbooks and materials. In parallel, teachers in service and those undergoing training must be trained for the new type of education envisaged. Lastly, provision is to be made for teaching in the mother tongue for children who do not have a sufficient command of Spanish, and the school timetable is to be adapted to seasonal work.

(iii)(a) Primary education is free. This provision applies, however, only to enrolment fees and tuition fees in public establishments. In private establishments such fees are payable, but a study is being undertaken to relate the amount to the services provided. School textbooks and supplies, additional lessons, transport, uniforms and footwear have to be provided by parents. Where school canteens are available meals are free, as are boarding facilities. In order to reduce expenditure on school transport, which is already state-subsidized, a zoning system has been introduced so that pupils are within walking distance of their school.

(b) The community has responded well to calls for it to help in the building of school premises; as a result, 378 schools have been built with materials provided by the Ministry of Education, as well as sixty-six rural schools using manpower and materials provided by communities as part of a promotion campaign organized at municipal level. The latter arrangement has enabled building costs to be reduced by 47 per cent. There are additional school building programmes carried out by private enterprises.

(c) The children who are worst off educationally are the orphans, abandoned children and those with handicaps. One of the government's medium-term objectives is to extend to the whole country the work already being done for orphans by the Nicaraguan Social Security and Welfare Institute (INSSBI).

With regard to abandoned children, a law, which is not enforced to a sufficient degree, requires irresponsible parents to pay an allowance for the maintenance and education of their minor children, whether legitimate or not. A programme has been introduced in Managua and other departmental capitals to provide for children in employment. Such children may also follow accelerated primary-school courses for adults.

The Department of Special Education, established in 1979, provides for 1,587 handicapped children at twenty-six centres with the assistance of UNICEF and other bodies as well as friendly countries. The country's economic situation does not permit all needs in this area to be met. The government is endeavouring to provide a special programme enabling migrant children, in particular the children of circus performers, to attend school upon arrival in a locality and to have a school record which accompanies them. Peasants' children who leave school to help their family with the coffee, cotton or sugar-cane harvest and who thereby fall considerably behind at school are also treated as migrants. Lastly, there are isolated communities catered for mainly by the Cuba-Nicaragua Programme and the teacher-training college graduates' social service.

(iv) (a) There is no financial assistance other than that referred to above.

(b) A department responsible for grants, awarded for study in the country or abroad, works in co-ordination with other ministries and bodies. The existence of this assistance is brought to the knowledge of families by mail, telephone, radio, the press and television.

(c) The bodies which award grants make their own selection of candidates.

(v) The integration of primary education and the lower secondary level into a common core defined as 'basic general education' has not yet been carried out, although the authorities consider it to be an urgent need.

6.(i) It is indicated elsewhere in the report that secondary education is free and compulsory. In order to develop education at this level, certain measures have been adopted: a reduction of enrolments in purely literary courses which do not provide a preparation for practical life; the introduction in rural areas of basic production courses and rural vocational schools (ERET) providing education for pupils during the fifth and sixth years at primary level and the first three years at secondary level; an increase in enrolments at agricultural technical institutes, which rose from 412 pupils in 1977, to 1,607 in 1981-1982. In addition, particular attention has been paid to teacher training and to the professional training of teachers who do not have qualifications, by means of regular evening classes. Teacher-training colleges, of which there were five in 1977, are now twelve in number, with 3,007 students taking the primary level teaching specialization of the diversified course. Teacher training for the secondary level is provided by the Faculty of Educational Science at the Autonomous National University of Nicaragua.

(ii) A primary-school-leaving certificate, certified by the headmaster of the school and the director of the district concerned, is required for entry to secondary education.

(iii) While there is no official extra tuition for backward pupils, a failed pupil is given a second chance by being allowed to take an examination on dates laid down in the school timetable, for which he carries out his own preparation. In the event of failure, the pupil must repeat the class.

(iv) The major difficulties encountered in the development of secondary education are due to a shortage of qualified teachers, school buildings, equipment, laboratories, textbooks and library books. Priorities are established each year in order to overcome these difficulties by the allocation of funds from that part of the national budget which is assigned to secondary and technical education. Furthermore, international loans have been granted and fellowships offered by friendly countries, in addition to support given by educational groups and co-operation by other ministries, autonomous state bodies and people's organizations.

7.(i) Equality of opportunity for access to higher education is a goal that has yet to be achieved. A series of measures has been put in hand to that effect, particularly for the benefit of pupils from families of modest means, workers and peasants. Among these measures, the report mentions:

an increase in the state's financial contribution to the budget of the Autonomous National University of Nicaragua (UNAN);

a decrease in the cost of their studies for students in higher education in public establishments, with the abolition of school and examination fees, the only remaining charges being the enrolment fee and subscription to the student movement;

the establishment of a faculty to prepare students for the Autonomous National University of Nicaragua, which caters for 500 full-time students selected from among workers' and peasants' children and scholarship-holders. These students are channelled towards the sectors of agriculture, livestock rearing, health and education in accordance with the country's integrated development plan;

subsidies to the country's higher education centres and increased subsidies to those already receiving them, to enable them to improve the education they provide in terms of quality and quantity and to ask for as small a financial contribution as possible from their students;

study abroad for fellowship-holders.

(ii) Admission to higher education is subject to three requirements: a certificate testifying that the pupil has successfully completed the diversified stage of secondary education, participation in productive activities and a pass mark in the entrance examination.

(iii) The measures concerning financial assistance are those mentioned in paragraph 7.(i) above.

8.(i) A national literacy crusade has been organized under the title 'Heroes and Martyrs of the Liberation of Nicaragua' with the assistance of Nicaraguan supervisory and technical personnel and the co-operation of international experts. A number of measures have been taken in this connection: compilation of a record of the number of illiterates over the age of 10; preparation of a literacy handbook entitled 'Dawn of the People', an

education guide intended for the use of voluntary workers in the literacy brigades, a 'Manual of Sandinist Education for Practical Operations' and a teaching guide; the training of voluntary workers for the literacy brigades, advisers and ancillary technical staff; and testing of educational materials. The national literacy crusade was launched in March 1980 and continued until August of the same year. It is stated elsewhere in the report that the campaign was extended from August 1980 to March 1981 in order to keep the organization of Popular Education Collectives (CEP) (Colectivos de Educación Popular) in operation and prevent new literates from losing the habit of reading. In addition, the literacy campaign in vernacular languages carried out from February to September 1981 brought the illiteracy rate down from 12.96 per cent to 12.07 per cent. The crusade provided literacy training for 406,056 pupils aged 10 and over, including 47 per cent of men and 53 per cent of women in urban areas and 57 per cent of men and 43 per cent of women in rural areas, bringing the rate of illiteracy down from 50.3 per cent to 12.9 per cent. This campaign was recognized by the award of the 'Nadezhda K. Krupskaya' Prize on the unanimous decision of an international jury designated by Unesco.

(ii) It is stated elsewhere in the report that school textbooks and supplies are provided free of charge under the adult education programme. Adult education is dispensed at evening classes given by people's educators in the communities, usually in private homes. It is mentioned elsewhere in the report that the educators, selected for training from among new literates, are students or workers who devote their free time to teaching and are paid very little. Reading, writing and mathematics are taught, using materials specially designed for the purpose. In addition to these courses, there is the radio programme 'Raised Fist', which is broadcast for one hour a day and is aimed at training the people's educators and the pupils of the Popular Education Collectives, providing them with elementary instruction in the areas of health, production and defence. This adult education programme comprises four levels. The first, literacy training, places emphasis on basic subjects while the other three levels, each of one semester's duration, are concerned with broadening and deepening the basic knowledge acquired and with providing instruction in responsible citizenship.

These four levels should be followed by an intensive phase of polytechnic education, which would enable those who have completed their basic studies to acquire the learning tools and methods they need for technical training while continuing to broaden their culture; it might even enable them to obtain a university degree through studies geared to the country's needs. The report mentions elsewhere that the initial figures for 1982 could be broken down as follows: 51,501 pupils at the introductory literacy stage, 37,467 pupils at the first level, 29,195 at the second and 43,192 at the third, making a total of 163,355 pupils.

NIGERIA

I. DISCRIMINATION

1.-2. No legal provisions or regulations exist, but some practices constitute discrimination. Thus, a quota system which governs admission to the Federal Government Secondary Schools and Universities often prevents brilliant primary-school leavers, especially from the southern states to accede to these institutions. It is further indicated in the report that for a specific polytechnical institution students from southern states pay higher fees than those coming from northern states. It is further indicated that the Lagos State Government offers interested pupils from private primary schools to transfer to state public primary schools as a step towards securing automatic admission into state public secondary schools.

3. Separate schools for boys and girls are said to be in line with the principles set forth in the Convention.

4. As to private and/or denominational schools, they function according to the policy established by their respective state governments but these policies are not inconsistent with the norms contained in the Convention.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) It is indicated elsewhere in the report that many state governments recognize the need to invest heavily on education by providing infrastructure and personnel.

At the national level, the Federal Government is introducing a new National Policy on Education, aimed at increasing educational opportunities for all, including access to secondary education for at least 40 per cent of primary-school leavers.

(ii) According to the report, universal primary education was introduced to allow all children aged 6 years to benefit from it. In some states, compulsory primary education is enforced, and in one of these states parents can be prosecuted when they prevent their children from going to school.

(a) However, inadequate school services and teachers, socio-economic situations still hinder the enforcement of compulsory primary education. In some states, girls are usually discouraged from going to school through early marriage.

(iii) In 1979, free tuition was introduced at all levels which led to an enormous increase in the enrolment figures of primary education.

(a) In some states, free primary education includes medical facilities and treatment, textbooks and stationery. Parents have to pay for school meals, transport and uniforms.

(b) In many states, parents and communities are free to offer assistance in the form of the construction of classrooms, laboratories or furniture.

(c) Among the most underprivileged members of the population who cannot benefit from primary education, the report indicates girls and nomads, especially in the northern states, as well as migrants, settling on the outskirts of cities, and fishing villages in the southern states.

(iv) (a) Some state Governments provide free uniforms to students in teachers' colleges while most states provide financial aid in the form of scholarships and loans to students of their state of origin in higher institutions.

(b) The existence of such public assistance is brought to the attention of families by literary campaigns and publication in the daily papers.

(c) Philanthropists and religious organizations usually award fellowships; indigent students are requested to submit an application for such offers.

(v) The answer is positive, as the federal authorities are promoting the new National Policy on Education which provides for junior and senior secondary education and aims at introducing vocational and technical subjects in the curriculum of primary and junior secondary schools. This reform is intended to give a broad based education to pupils. Pupils may graduate from junior secondary education, if they are not inclined to continue their education in general secondary schools, prefer to establish a trade and proceed later on to technical colleges and vocational institutions.

6.(i) It is indicated elsewhere in the report that since the introduction, in 1979, of free tuition at all levels in five of the southern states, the 100 per cent transition from primary to secondary education and the creation of 'neighbourhood schools' made also secondary education accessible to all. In the same states secondary education is totally free.

(ii) (a) Access to Federal Government Institutions is through a competitive Common Entrance Examination conducted by the West African Examination Board. There is a further selective examination after which a quota system is applied for the final selection of pupils into them, in order to reflect the federal character. As already mentioned under point II 6.(i) admission to secondary schools can also be obtained through automatic promotion from the primary school level. In other States of the Federation, admission is also offered to pupils residing in the State through the Common Entrance Examination.

(iii) Some schools and state ministries run remedial and evening classes, which might also be organized by private institutions, these latter ones offering also corresponding courses.

(iv) The report indicates the following difficulties which have been encountered in the provision of secondary education:

scarcity of land for construction of additional classrooms, especially in cities;

inadequate laboratory equipment due to the growing number of secondary schools;

shortage of teachers especially for sciences, technical and vocational subjects.

In order to overcome these difficulties, the Federal Government has taken the following steps:

some state governments, especially in the north, recruit teachers from abroad;

members of the National Youth Service Corps are deployed to teach, mainly science subjects, in schools;

Federal and State Governments have tried to engage young graduates to take up teaching as a career by making their entry point a bit higher than their colleagues in other fields;

more colleges of education are being established in many states to train more teachers.

7. There is no reply concerning the access to higher education. It is indicated elsewhere in the report that a quota system is adopted for access to universities, and that free education at all levels has been introduced since 1979 in five of the southern states.

8. As regards the education for persons who either have not received primary education or have not completed it, the only relevant information refers to one of the states where illiterate adults, although they might be employed will have their appointment terminated.

NORWAY

I. DISCRIMINATION

1.-2. No legal provisions or regulations exist which permit discrimination.

3. Schools or educational establishments are not separated for the two sexes.

4. Private and denominational institutions have to comply with the legislation governing all forms of education.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) (a) A new law provides for equal opportunities for men and women. According to legislation, every child should be given an education related to the child's own conditions. Although separate educational provisions exist for mentally and physically handicapped as well as for foreign children, the legislation in force prescribes that all children should be integrated into the ordinary school and be provided with equal educational opportunities, a question of political and economic priority.

(ii) Primary and lower secondary education (from seven to sixteen years of age) are compulsory. None of the problems referred to under this item of the questionnaire exist, except for small problems concerning some groups of handicapped children and children with a foreign mother tongue.

(iii) (a) Primary education is free, and this provision covers school fees, textbooks and supplies, school transport, boarding fees and additional classes when necessary, as well as medical expenses. There is no use of school uniforms.

(b) Local authorities are responsible for the construction, equipment and ownership of schools. Some of the expenses in running schools are covered by the government.

(c) Migrants are faced with certain problems which the government is aware of and tries to solve.

(iv) (a)-(b) Although education is free, financial and other forms of public assistance are granted to certain groups of pupils. Families are informed about their rights and duties through their contact with the school.

(v) Basic education of nine years duration is a right for all pupils since many years.

(vi) (i) As already indicated in the report, lower secondary education is compulsory. All those who have completed compulsory education are entitled to choose three years of further training at the upper secondary level.

For the 1982-1983 school year, there are about 153,000 pupils enrolled in upper secondary schools. It is intended to increase their number up to 180,000 through the provision of additional

space. The hope has been expressed in the report that by 1990, the upper level of secondary education of various types has become accessible to all. It is indicated elsewhere in the report that public loans are made available to pupils enrolled in upper secondary educational institutions, and that a special committee has recently recommended to extend welfare services to these pupils.

(ii) Automatic promotion to upper secondary school does not exist, access to this level being governed by ministerial regulations. Local school committees have to evaluate each applicant's scholastic achievements, but may also consider the age or eventual work experience after completion of compulsory education.

(iii) It is indicated in the report that the efforts undertaken aim at the integration of all pupils in a comprehensive common upper secondary school. To achieve this goal, every local authority should dispose of 3 per cent of all available places for those pupils who will be enrolled on special pedagogical-psychological advice. As the creation of more places in upper secondary school is also the resposibility of each county, and as some of them have financial difficulties, the ministry decided to provide these counties with additional financial support.

(iv) Shortage of appropriate space and equipment for vocational, technical and industrial training are referred to as one of the main difficulties. Therefore, a more extensive use of existing rooms and equipment is under consideration.

7.(i) During the last twenty years, particular attention has been paid to providing a sufficient number of student places. From 1970-1982, the enrolment of higher education students increased about 55 per cent. New plans foresee the expansion of vocational education, colleges of technology and engineering. However, and with a view to meeting particular needs of the country at the tertiary level, the functions of upper secondary and higher education had to be better co-ordinated and educational objectives redefined, in order to ensure variety and equality within the various levels and types of education. It is further indicated in the report that in-service courses and part-time courses have been created for working students. These courses are mainly carried out at universities. As institutions of higher education are responsible for post-work education within their areas of competence, any subsidies can be granted from the budget of these institutions only. Public financial aid is in general provided for the arranging of full-time courses, although certain groups of part-time students might be included in the scheme.

(ii) Admission requirements vary from one type of study to another. In general, entrance to higher education is based on the passing of examinations at upper secondary level and eventual work experience. A table joined to the report indicates that for medical and para-medical studies, the number of women students was almost identical with men in 1980, while women exceeded the number of male students in teacher-training programmes and humanities. Men were more numerous in studies for business administration, social sciences, mathematics, natural sciences and engineering programmes.

(iii) Higher education is free, and students have to pay only a nominal sum to the Students' Welfare Association. Public financial aid and the development of social welfare measures for students began with the establishment of the State Educational Loan Fund in 1947. Loans are made available to Norwegian students enrolled in national or foreign universities. On certain conditions, loans may also be granted to foreigners, while applicants from developing countries can receive financial support once they have been offered a place at a Norwegian university and a residence permit. Loans are granted free of interest while the applicant is studying, the repayment limit is fixed at twenty years after completion of the studies. For applicants older than twenty years their income or other financial resources are taken into consideration, for younger ones it is the economic situation of the family.

The report describes in addition various types of grants which are also made available. The amount of loans and grants has been constantly adjusted in order also to improve progressively the financial situation of students as compared with workers. The average increase in the total sum allocated for loans amounts to 4.8 per cent per year. Welfare services for students may include the construction and running of hostels, canteens, kindergartens, health services, sports facilities and cultural programmes, for example. A special committee has recently proposed the elaboration and adoption of a new General Welfare Act covering all pupils and students who have completed compulsory education.

8.(i) The report quotes Articles 1 and 2 of the Norwegian Adult Education Act, according to which adult education should help the individual to lead a more satisfactory life by the provision of equal opportunities to acquire knowledge, skills and a sense for independence, achievement and social life through fundamental education at primary and secondary level as well as alternatives for fundamental education at all levels. According to Article 24 of the same Act, special government subsidies are foreseen to support the education of special groups (such as handicapped or those with low education attainments or foreign workers), as are further efforts to achieve the democratization of the society.

(ii) The Norwegian State Institute for Distance Education develops educational facilities leading to qualifying exams as well as other forms of instruction for adults with little opportunities of availing themselves of other forms of education offered by the state. This Institute will also produce educational material for those who, owing to a change in their working or domestic situation, need fresh training or instruction for a new trade or profession. As correspondence courses play an important role in adult education, they must be recognized by the ministry. Some literacy courses are given for refugees and migrant workers mostly in the mother tongue; 240 of these lessons are offered free of charge.

PERU

I. DISCRIMINATION

1.-2. There are no legal provisions or regulations that constitute discrimination in the field of education. The various educational institutions practise no form of discrimination; uniform is compulsory as it avoids differences in dress between children from different social backgrounds.

3. There is no reply to this question.

4. There are private primary schools and secondary schools (colleges) which cater for the children of the better-off. The majority of the school population is enrolled in State schools.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5. (i) Since Peru gained its independence (1821) succeeding governments have endeavoured to guarantee equality of educational opportunity for the whole population. At the present moment (1983), there are primary schools in the remotest parts of the country. It is pointed out on page 3 of the report that measures have been taken with a view to trying out a new type of diversified secondary education.

(ii) Legal provisions and regulations have made primary education compulsory.

(iii) Primary education is free, i.e. schooling and additional classes.

6. (i) Secondary education is free and these educational institutions are open to all those wishing to continue their studies. The number of such institutions, although it has increased since the 1960s, is not as large as that of primary schools. They are completely non-existent in isolated areas. Advertisements placed in the Official Gazette announce that there is financial aid for those in need.

(ii) Access to secondary education is by automatic promotion, providing that the pupil obtains a diploma certifying that he has satisfactorily completed his primary studies.

(iii) Pupils who have not failed any more than three subjects in the end-of-year examinations may be allowed to sit them again.

(iv) The lack of qualified teachers, equipment or co-ordination with the job market make it difficult to provide pupils with vocational guidance in addition to their instruction in the humanities and the science subjects.

7. (i)-(ii) State university institutions are free: candidates must take an entrance examination designed to select the best-qualified.

(iii) According to the report, some universities receive financial assistance from the State, and national or international, public and private bodies. The report answering the questions contained in item 8 is divided into three parts, the content of which might be summarized as follows:

8. (i)-(ii) The authorities have always been concerned to provide education for deprived teenagers and adults in order to integrate them into the socio-economic life of the country and raise the general educational level of the family and the community.

There are free primary schools and colleges of secondary education for teenagers and adults, which are open in the evening and cater for those who work during the day and those who were not able to attend primary schools. Basic education for workers includes both academic and non-academic courses covering nine years of study divided into three levels. These courses are mainly intended for adults of both sexes from backgrounds where the rate of illiteracy is high. Nevertheless, according to the information provided in the report, between 1975 and 1980 a considerable drop in the number of persons enrolled for these programmes, and of teachers, was recorded. It would appear that the teachers are not sufficiently well qualified, the 'students' not sufficiently motivated, and that the infrastructure of the centres where these programmes are provided are not suited to the requirements of adults, the furniture, workshops, audio-visual material and equipment having been designed for children.

Literacy courses correspond to the first year of basic education for workers, although they still retain the character of a special programme. Population groups using a vernacular language receive literacy courses in that language; the programmes make provision for subsequent introductory classes in Spanish.

These programmes involve the use of radio, television, films, the postal services, correspondence classes and work by mobile units.

(iii) Legislation provides for other types of adult education. Vocational training and qualification courses, together with out-of-school education are designed to promote lifelong education for the population as a means of encouraging full self-development. It is pointed out on page 4 of the report that adults who have completed their secondary studies may, depending on their abilities, go on to higher education. According to the information provided on page 13, it has been observed that all but a very few persons are prevented from proceeding to higher

education on completing basic education for workers by their precarious socio-economic circumstances and the over-rigid timetables of the institutions, which generally function during the day and are thus incompatible with the exercise of professional activity. It is also pointed out in the report that shortcomings persist, in particular in rural areas, where those concerned cannot complete or continue their studies even at lower levels, because there are no educational centres or courses for the second and third levels of basic education for workers. As a consequence, the newly literate often lose the skills they have acquired through lack of practice. This is why post-literacy courses are to be provided in 1982, funds having been unfrozen for this purpose.

POLAND

I. DISCRIMINATION

1.-2. The legislation in force prevents the adoption and implementation of rules and regulations which could lead to discrimination in education. The right of all citizens to education is enshrined in the Constitution, and ensured irrespective of nationality, race or religion.

3. Schools are mixed at all levels, with the exception of some vocational schools which have separate classes for boys and girls, due to specific courses of training for which one of the two sexes shows little or no interest or which are not advisable for girls for reasons of health.

4. Due to the secular character of education, state schools dominate in the educational system, but non-state schools and other educational institutions are managed by various organizations, public institutions or religious associations. The establishment and running of such schools, as well as their curricula and textbooks, must be authorized by the Minister of Education, and--depending on the standard of teaching and scholastic achievements--equal rights as state schools might be obtained by such institutions, rights which include the recognition of diplomas issued by non-state schools. The freedom of parents to choose the education for their children is observed and the same freedom, in this respect, is ensured for adolescents and adults. Religious instruction, in conformity with the wish of parents can be provided for children outside the school, in churches or private facilities. The teachers are clergymen or laymen, adequately prepared to conduct such classes. Although Church and State are separated, religious instruction can be provided, since 1981, in special education institutions which cater for handicapped and foster children.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) Education being the main factor for the development of a socialist society, the aim of Poland's education is to prepare qualified workers needed for the economy and culture of the country.

(ii) Compulsory primary education begins at the age of seven and lasts eight years. Children who do not complete primary education in the time foreseen, have to attend school up to seventeen years of age. The compliance with compulsory schooling is ensured by co-operation between the schools and citizens registery offices. Only in exceptional cases (illness, severe physical or mental handicaps) can children be exempted from regular school attendance or their enrolment might be postponed. Over the last five years (1978-1983), only 0.21 per cent of the total school age population did not fulfil the requirement of compulsory education. Primary education is based on a unified programme in order to provide equal chances to all children to procede to the post-primary education level. Figures given on page 11 of the report indicate that girls represent almost 50 per cent of the total primary school population.

During the last years, the reorganization of rural schools has been promoted with a view to equalize the standards of education fiven in urban and rural schools. To this effect, communal district schools have been established in small towns and district villages, and highly qualified teachers have been assigned to these new schools which function (in 1983) in almost 65 per cent of all rural areas.

Pupils with poor scholastic results but interested in a given subject may opt after completion of grade VI of primary school, to continue their education in vocational classes, the completion of which is equivalent to the finishing of primary school.

Special schools, based on the general education structure and programmes cater for mentally and physically handicapped, and chronically ill children. It is also indicated on page 3 of the report that 'function schools', at primary and secondary level, provide instruction in national languages for children of non-Polish origin.

(ii) (a) Primary education is free, and so are school transport, hospital treatment and textbooks for pupils enrolled in grades I-IV. Parents have to pay for textbooks and supplies for children attending the grades above IV, 50 per cent of the costs for school meals and clothing. School uniforms are not required. Where necessary, additional lessons are also free, while the use of public transport by pupils costs only half of the regular price.

(c) Abandoned children are placed in adequate institutions and protected by the state. Orphans, children from large or low-income families benefit from scholarships.

(iv) Scholarships granted to other pupils or primary education are subject to the material conditions, good scholastic achievements and good behaviour. At present, regulations allow for the gradual increase in the rates of scholarships, in proportion to the rising costs of living and the financial possibilities of the state. Parents obtain information about scholarships in school, in the offices of school administrators, through official journals and the press. Material assistance is also provided by social organizations.

As to pre-school education, it is indicated in the report (page 4) that, in order to ensure for all children equal opportunities at the start of compulsory primary education, a unified programme for teaching methods was introduced during the 1977-1978 school year for six-year old children in pre-school educational institutions. At the beginning of the 1981-1982 school year, it was decided to provide one year of universal pre-school education to all six-year old children, and thus allow them to acquire a certain facility to read and write, and to introduce them to mathematics. Between 1977/1978 and 1982/1983, the enrolment ratio of children attending pre-school educational institutions rose from 94.2 per cent to 99 per cent.

6.(i) Secondary education has been generalized, as compulsory schooling lasts until the age of seventeen. During the last year, 98 per cent of pupils leaving primary school acceded to secondary education which is provided in general secondary, vocational and technical schools. Material assistance takes the form of state scholarships, the granting of which is subject to a ministerial order of 2 January 1981, and applicable in particular to pupils from general and vocational schools. Boarding schools are maintained for this level of education. While the criteria applied for granting a scholarship are the same as those referred to with regard to primary education pupils, it is stated in the report (page 7), that pupils whose family disposes of more than the so called social minimum, but who nevertheless live under difficult material conditions are awarded grants or relief assistance. According to the report, in 1983, almost 11 per cent of the total of general secondary school enrolment, and 29 per cent of those attending vocational schools benefited from state scholarships.

(ii) Until 1981, admission to secondary education was subject to the primary school certificate. In 1982, compulsory examinations in the Polish language and mathematics were introduced. This entrance exam was designed to stimulate pupils for the choice of a vocation before finishing primary school, in order to avoid casual choices. To facilitate the choices of pupils, vocation orientated information is introduced from grades V-VIII in primary schools, and informative booklets are made available to secondary school candidates. Furthermore, film, television, radio, the press and specialized advice offices function to this effect throughout the country. In fact, all graduates of primary school are guaranteed admission to the next higher educational level. Figures given at the end of the report indicate that, in 1983, girls out-numbered boys in secondary schools.

7.(i)-(ii) University and other forms of higher education are free. The maturity exam, passed on completion of secondary education entitles to apply for access to higher education which furthermore requires an entrance examination. The only exception are candidates-winners of 'Olimpics' in various subjects, and winners of 'Tournaments of Young Technology Masters'. The exam-free access is provided only if the subject of studies is identical with the subject of the competition in which the candidate participated.

Entrance exams are conducted by a special faculty recruitment commission, and talents, knowledge and dispositions for the chosen subject are generally taken into consideration.

As applicants for higher education present, however, different levels of knowledge due to varying conditions under which such knowledge was acquired, additional points are given, through the entrance exam system, to candidates of worker's or peasant's origin. In cases where candidates who passed the exam are unable to take the course because places are short for certain subjects, they can apply for admission to departments still having vacancies.

(iii) In the course of 1983, a free preparatory course conducted by higher education institutions has been introduced for adolescents coming from rural areas or small towns. With a view to further equalizing opportunities for candidates for higher education, each participant in such a course is ensured a place in a student hostel, free of charge. Financial assistance to students takes the form also of meals offered in canteens at reduced prices and scholarships, these last being granted to about 50 per cent of the total student population. According to figures shown on page 11 of the report, there are in 1983 almost as many girls or women enrolled in higher education institutions as men.

8.(i)-(ii) It is indicated elsewhere in the report (page 6) that primary schools are organized for persons who, for justified reasons, did not complete this level of education. In these schools, separate classes are arranged for adolescents (over fifteen years) and adults. The percentage of young people attending these schools is minimal due to the well organized educational system. According to information provided on page 10, socialist Poland, since its coming into existence, allows everybody to benefit from different sorts of education and vocational training. Those who desire to undertake studies in different types of schools of different level can enrol in evening, extramural and correspondence courses leading from school certificates up to higher education diplomas. Content and scope of education programmes for adults do not differ from the education provided to children or young people, only the methods used vary.

Illiteracy having been eliminated soon after the Second World War, literacy courses do no longer exist.

(iii) It is stated at the end of the report that hundreds of thousands of citizens benefit from various kinds of additional learning, such as foreign language, vocational or other subject courses. Thus every third Pole studies or pursues further training in a given field.

PORTUGAL

I. DISCRIMINATION

1.-2. There are no legal provisions, regulations, practices or situations which constitute discrimination in the field of education or which could lead to it. The right to education and equality of opportunity are laid down in the Constitution of the Portuguese Republic in Articles 73 and 74.

3. All state educational institutions are coeducational. In private education, there are a limited number of single-sex schools. This does not, however, constitute discrimination, since conditions of education are identical and make it possible to follow the same or equivalent curricula.

4. There are private and/or denominational schools. They are authorized by the state and are not regarded as constituting discrimination within the meaning of Article 1 of the Convention since they provide facilities that complement those provided by the state. At pre-school, primary and secondary levels, these schools are governed by laws and regulations in keeping with the fundamental principles set out in the Convention. Private universities, for their part, meet the standards prescribed and approved by the appropriate authorities. It is further stated in the report (page 15) that pupils attending private schools in areas where there are few state schools, are entitled to free primary, preparatory and comprehensive secondary education, just like pupils attending state schools.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) Effective exercise of the right to education is a major priority of the government, which has undertaken to ensure equality of opportunity, paying special attention to the needs of the least privileged sections of the population. It is also stated that the state must integrate the schools into the communities they serve and co-ordinate education with economic, social and cultural activities; promote special education for the handicapped and provide the children of emigrants with instruction in the Portuguese language and culture.

(ii) (a)-(b) Basic education is compulsory for children from six to fourteen. It consists of four years at primary level and two years at the level preparatory to secondary education. Basic education can be given either in state or in private schools, at home, or in the form of individual tuition. The two years of preparatory education are also broadcast on school television and may be followed at the 'reception posts' set up in isolated regions where there are no schools and few teachers.

To make compulsory schooling possible, the Ministry of Education provides the necessary assistance for all pupils, whatever their socio-economic situation. Particular help is given to handicapped children by encouraging early diagnosis and by taking more extensive measures to develop special schools and

train specialized teaching staff. It is stated on page 9 of the report that an order of 8 August 1979 laid down details of remedial education for handicapped children who attend ordinary schools. As was pointed out above, it is the responsibility of the state, in application of Decree No. 538 of 31 December 1979, to promote the dissemination of basic education courses in the Portuguese language and culture. This particularly involves correspondence courses and audio-visual teaching in order to provide for the compulsory education of Portuguese children living abroad. The complete achievement of compulsory education is still hindered by certain problems such as lack of roads, inadequate transport to school and a shortage of accommodation for the children, who often have to travel long distances. It is also stated in the report that many parents are still opposed to compulsory education, especially beyond the first four years. These parents, who need their children to help them with their agricultural or domestic work, often do not realize how important a school leaving certificate can be for their children's future, despite the frequently high cost. To overcome some of these difficulties, the Ministry of Education has conducted publicity campaigns through the media, and arranged for direct contact between the school and parents, and meetings between delegates of education regions, representatives of the education authorities, social workers and heads of private schools, in order to decide what would be the most effective way of removing the obstacles to the education of children. With the same end in view, the relevant authorities are responsible for promoting an annual census of school-age children not attending school, and the school leaving certificate, awarded at the end of six years of compulsory education, is a requirement for a number of posts in the civil service and nationalized or private industries. (see pages 20-22).

(iii) Basic education is free in state schools and for certain pupils in private schools. School transport is also free, some food is provided for pupils in primary and preparatory education, and there are accommodation centres. Where necessary, the payment of stamp duty and other dues on documents certifying the completion of compulsory schooling is waived.

The aim of the Ministry of Education is to make school supplies, meals and accommodation completely free. Individual subsidies are already granted to the pupils from underprivileged families for the purchase, for example, of medically prescribed apparatus, or rainwear (see pages 5-7 of the report).

(iv) (a)-(b) In accordance with current legislation, the principal function of the Institute of Social Action for Education is to make social assistance available without discrimination. This assistance is intended to ensure entry to school and regular attendance at classes, especially in the case of pupils from families with a low socio-economic status who do not receive that family support which is essential if they are to continue with their education. These pupils are often housed in accommodation centres and a family is required to pay up to 40 per cent of the maintenance costs, the proportion depending on the family's economic situation (see pages 5-6 of the report).

According to the information provided from page 26 onwards, the establishment of a state system of pre-school education is intended to provide a better response to the specific problems of certain areas and, in particular, those where there is a high proportion of working women, such as rural areas and the outlying districts of urban centres. State nursery schools are set up at the suggestion and with the help of the local authorities. Thus most nursery schools have come into being through the initative of parents' associations and local groups. In general, pre-school education is regarded as a complement to the education system which aims to develop the child in a harmonious way and to eliminate the discriminatory consequences of unequal socio-cultural conditions. The integration of the school in its locality, community participation and the establishment of a link between educator and family take place at this level. Nursery schools are free and are designed for children from three years of age until the start of primary school, but they are not compulsory. They are governed by a statute dating from 1979 which states that 'pre-school education is the beginning of a process of life-long education, through the joint action of the family, the community and the state'. It is also stated in the report that pre-school education will be progressively extended through the joint action of public, private, private and co-operative sectors.

(v) As has already been mentioned in section 5 (ii), basic education consists of four years of primary education and two years of preparatory education (the fifth and sixth years of schooling). The preparatory phase was introduced in 1967 and called 'phase preparatory to secondary education'. This type of education is provided in regular classes, extra classes and evening classes (page 31), with the aim of unifying the curricula of the first stage of general education and of the stage leading up to technical education, as well as reflecting a new view of the school as an agent of change rather than a conveyor of knowledge.

6.(i) Only the first three of the six years of secondary education are free, without being compulsory. A modest fee is charged for the last three years. The seventh to ninth years of secondary education consist of a unified general course and are followed by complementary classes in the tenth to twelfth years. (see pages 11-14 and 32-34 of the report). The unified general course was progressively introduced into secondary education between 1975 and 1978 and represents a major innovation in the education system since pupils choose to specialize at the age of fifteen to sixteen, without the social discrimination implied in the two choices, so unequal in status, previously available (high school or technical school, see page 33). At present, there is one single path open without distinction both to pupils who are going to start work and to those continuing their studies, the curricula of the unified general course being almost entirely based on a common core of subjects. Only from the ninth and final year of the first level are vocational options available. It is stated on page 32 of the report that the aim of the unified general course is a balanced education, resulting from the combination of subjects from the various major fields of knowledge, technology and physical education, which will nevertheless make it possible, in the final year (ninth year), to choose areas of interest to develop individual and social attitudes, and to develop working methods and habits by increasing contact with the world of work.

The additional classes (tenth to twelfth years of schooling) were introduced between 1978 and 1980. The twelfth and last year includes an 'academic stream' and a 'vocational stream', the former leading to higher education, and the latter providing specific technical vocational training. It is stated on page 25 of the report that the school zoning map is organized in such a way as to attempt to meet the spontaneous demand for complete secondary education, particularly in regions where access to education is the responsibility of the Institute of Social Action for Education.

(ii)-(iii) Admission to secondary education depends on success in examinations at the end of the second year of preparatory education. Evening classes are organized for pupils over the age of fourteen, and additional evening classes provide general and technical education related to the work of pupils already in employment and unable to follow regular day classes. It is stated in the report that steps have been taken to confer a special status on the 'worker pupil' so that further study can be made compatible with the demands of working life--for example, by granting an entitlement of time off for study. Furthermore, the Institute of Social Action for Education grants subsidies for the purchase of school equipment and to cover food and transport costs. The scale of these subsidies varies according to the needs of the pupil and his family circumstances (see page 14 of the report). It is stated on page 34 of the report that there are no study grants at preparatory and secondary education levels, although social assistance may be granted by the Ministry of Education so that underprivileged pupils can go to school and attend classes regularly (see also page 25 of the report).

(iv) The effective introduction of secondary education is hindered chiefly by lack of funds. At the end of the period of unified education, that is, from the ninth school year, which is the last year of free schooling, the problem of economic and social selection makes itself felt. The additional classes (at secondary level) are no longer free, and the variety of curricula, without taking sufficiently into account the interests of the pupils, introduces an element of social selection. The report also mentions on page 36 the lack of any specific training for young people who leave formal education at the age of fourteen or seventeen and who, through lack of appropriate training can only find jobs requiring the minimum of qualifications, which are the least well-paid.

7.(i) The only information about higher education is on pages 34 and 36 of the report where it is stated that the twelfth school year is the last year of secondary education and prepares pupils either for entry to higher education or for starting work. The strict selection for entry to higher education (intensified by there being a fixed number of places) affects, above all, the least privileged pupils.

8.(i) On page 15 of the report, mention is made of the national plan for adult literacy and basic education, which aims at 'systematically and gradually eradicating illiteracy and progressively providing admission, for all adults who so wish, to the various levels of compulsory education'.

Responsibility for preparing this plan is shared by the National Adult Education Board (coming under the Ministry of National Education), the Ministry of Finance and Planning, the Ministry of Agriculture and Fisheries, the Ministry of Labour and the Ministry of Culture. According to the information supplied on page 37, there are non-state bodies active in this field, such as the people's education associations, which receive official subsidies. Education activities for adults are aimed not only at providing them with basic knowledge (reading, writing, arithmetic, understanding of natural and social phenomena) but also at 'facilitating access to employment, awareness of their own value, and an elementary knowledge of hygiene, health, family economics and the upbringing of children, while developing individual independence and participation in the life of the community'.

It is, however, stated on page 23 of the report that there are things which hinder the development of basic education for adults. Listed among these are the lack of suitable training for teaching staff, shortage of technical and financial resources, and no clear idea of the needs of the underprivileged. To overcome these obstacles, it has been suggested that a prospective study should be made of a given area of the country, to be followed up later by a publicity campaign and a programme for basic adult education within the context of lifelong education. The report contains detailed information on a large number of adult education programmes carried out since 1981. These involve, among other things, the setting up of an institutional framework adapted to adult education; the training of teaching personnel (organizers, monitors); support for literacy and basic education activities together with evaluation of these activities; the preparation of integrated experimental programmes at regional and local levels; and the production, purchase and distribution of books and audio-visual aids.

(ii) Literacy classes are the most widely used method of adult education. These are supplemented by a weekly radio broadcast and a regularly published newspaper.

(iii) According to the information given on page 13 of the report, the general secondary level evening classes are attended not only by 'worker pupils' but also by adults. This is why this education is organized in a diversified way, keeping in touch with work situations and including study plans and programmes suited to the socio-economic groups which attend the classes. It is stated on page 40 of the report that continuing education is based on making the best use of knowledge, flexibility and the alternation of work and study.

SAUDI ARABIA

I. DISCRIMINATION

1.-2. No legal provisions, regulations, practices or situations exist which might constitute discrimination in education.

3. There are separate educational institutions for girls in order to meet the requirements of Islam and of the social situation resulting from the adherence of the population to that religion. It is indicated in the reply that the girls' schools do not create any form of discrimination since they offer equivalent access to education, provide teaching staff with qualifications of the same standard and offer the same or equivalent courses of study.

4. There is no reply to this question.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

In accordance with the teaching of Islam, the government wishes to provide educational opportunities to all population groups, since education is a right for all members of the community.

5.(i) The report quotes a number of articles taken apparently from a legal text which is not identified. There are provisions for primary education which shall be open to every child of school age; for permanent or temporary special courses to meet the needs of backward children (while efforts should be undertaken to eliminate the causes of backwardness); special education for the physically and mentally handicapped, as well as identification and encouragement of gifted pupils through the provision of various opportunities to develop their abilities.

(ii) Legally, primary education is not compulsory, but parents are obliged by custom to send their children to school, education being considered as one of the principle activities emphasized by Islam. Furthermore, due to the economic situation Saudi Arabia Arabians usually do not have to start working at an early age.

(iii)(a) Primary education is free, and this provision includes school fees, textbooks, medical expenses, uniforms and meals at canteens where available. Transport is provided for girls, children in need of special education and pupils coming from a remote or small village with no school of its own. Boarding fees where applicable are also included in the scheme.

(b) Community participation in the building of schools is limited to directing the attention of the competent authorities to the need for schools.

(c) According to the report, Bedouin nomads, being difficult to keep track of, are perhaps the most underprivileged as far as educational services are concerned, although the government does not neglect their needs. Furthermore, the report indicates that special attention is being paid to provide integrated educational services for girls, orphans, abandoned children, as well as for scattered populations in remote areas and migrants settled on the outskirts of cities.

(iv) (a) The government grants monthly stipends to pupils from rural areas who have to travel to cities to pursue their studies.

(b) The various media, tribal sheikhs and headmen of villages publicize the existence of such financial assistance.

(v) There is no integration of primary education and the lower secondary level into a common core.

6.(i) It is stated elsewhere in the report that education is free at all levels and that free transport is provided for pupils coming from remote areas.

(ii) Access to secondary education is possible after completion of three years of schooling at the intermediate level. It furthermore implies an assessment of pupils' achievements, their behaviour and attitudes towards learning, the carrying out of tests, the evaluation of homework accomplished by the pupil and final examinations at the end of the school year.

(iv) The provision of secondary education is difficult in villages with small numbers of inhabitants which do not warrant the opening of a school. To overcome this difficulty, a secondary school is established at some central point for several villages, while transport for pupils is provided by the competent authority.

7.(i) It is indicated elsewhere in the report that tuition is free also at higher education level. Seven universities distributed over the eastern, western and central districts and branches located in cities throughout the country ensure equal opportunity for access to higher education. Each university comprises a large number of colleges providing instruction in the various fields of knowledge, while independent colleges such as those for women or military training also exist. Students can enrol on a full-time, part-time or associate basis.

(ii) Criteria for admission vary from one institution to another and from one field of specialization to another. According to the reply, there are no 'racial criteria' for admission to universities which are open to all holders of general secondary school certificates, and who are capable of undertaking higher education. Universities accept not only nationals but all residents who equally benefit from free tuition.

(iii) In order to facilitate access to higher education, monthly stipends are provided to both men and women students. In addition, board and lodging, as well as reduced air and rail fares are offered to those who have to leave their home to attend university.

8.(i) Night-schools for literacy training are spread all over the country. A certificate, equivalent to a primary-school certificate (after six years schooling) is awarded to persons who complete a literacy school and intend to enter an intermediate or a vocational school.

(ii) The literacy courses provided in night-schools cover at present a period of four years; as of 1984, the same course will be compressed into two years' duration. The report mentions in addition selective campaigns to foster education for adults, in particular in regions where Bedouins are gathering. Organized jointly by the Ministries of Education, Agriculture and Water, Health and Social Affairs, four such campaigns are undertaken each year with a view

to provide the people concerned with educational, agricultural, social and health services. Reference is also made in the report to the existence of educational radio and television programmes for adults.

(iii) To ensure the continuation of education for adults on the basis of individual capacity, it is indicated that the aforementioned night-schools offer education at intermediate and secondary-school level. Financial and material assistance is made available by the government to these and other educational institutions (language, teaching, training in secretarial and related skills), supervised by the Ministry of Education. The competent authorities allow men and women who wish to study at home to sit the regular school examinations at the end of the school year, so as to encourage them to continue their education. Associate and part-time enrolment at universities already referred to have been introduced for the benefit of those who are prevented from attendance on a full-time basis.

SENEGAL

I. DISCRIMINATION

1-2. There are no legal provisions, regulations, practices or situations which constitute discrimination in education.

3. Educational institutions are usually mixed. There is, nevertheless, an institution of secondary education called 'Maison d'Education de l'Ordre national du Lion', open only to the daughters of citizens upon whom this Senegalese national honour has been bestowed. The statutes of this institution will shortly be changed.

4. Apart from the free State education system, there is also private education (denominational and non-denominational), subsidized by the State, implementing the same curricula, content and timetables as the State education system; these private schools broaden the range of educational facilities provided by the authorities.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) (a) In 1981, the deliberating bodies in the field of education and training (the Etats généraux de l'éducation et de la formation) met to define the aims, objects and means of the new school system in Senegal and recommended:

- that access to education be generalized through literacy training in the national languages,
- that school attendance be made compulsory by law in due course.

These recommendations are still under examination.

(ii) (b) The rate of school enrolments (41.4 per cent) for 1983-1984 reveals that elementary education is not as yet compulsory. There are several reasons:

- inadequate resources;
- the shortage of school facilities in rural districts, leading to disparities in school enrolments between urban areas (72.4 per cent) and rural areas (20.7 per cent) in 1983-1984;
- low school attendance in certain districts because of the existence of competing Arabic Koranic schools in these districts; lack of motivation for school activities;
- constraining factors linked to the periodic movements of certain population groups (i.e. nomadism and transhumance);
- the cultural background of the parents; illiteracy;
- unsuitability of the education (in relation to the environment and language of the pupil; or to the aspirations of the parents).

(iii)(a-b) Elementary education is free as far as school fees are concerned and charges for school supplies are being gradually phased out; free school canteens have been set up in remote rural areas (there exists in the Minister's Executive Office a department for school grants and canteens); and medical

treatment is free. Nevertheless, given the magnitude of its financial obligations, the State is assisted by spontaneous contributions from organized entities (local authorities, parent associations, and rural communities) towards national educational action, through the building of 500 classrooms per year on average.

(c) The most disadvantaged groups are those scattered in relatively inaccessible regions and the nomads.

(iv)(a) The State assists the most underprivileged through the award of scholarships to provide financial support, awarded by a national commission which meets once a year.

(b) The candidates chosen are informed through the press or by circular letter.

(c) Apart from State subsidies, assistance from international bodies and non-governmental organizations is distributed to certain under-privileged groups looked after in national institutions - the 'SOS villages' schools for orphans; the national centre for the visually handicapped; the externat médico-psycho-pédagogique (EMPPI) for the hard-of-hearing; and the observation centres for maladjusted children - centres d'observation des mineurs inadaptés - (CAOMI).

(v) Following the deliberations of the Etats généraux de l'éducation (cf. 5.(i)(a)), it was proposed that primary education be integrated with middle-level education in a common core defined as fundamental education, with course structures reserved for the disabled. The report mentions that the reasons for this choice are set out in the final document of that body.

6.(i) With regard to the progress already made towards the generalization of secondary education, the report refers the reader to the final document of the Etats-généraux de l'Education.

(ii) Pupils accede to the higher level of secondary education by competitive examination; by a qualifying examination taken at the end of the fourth year or by obtaining the pass-mark of 10/20 in the end-of-term examination in the fourth year.

(iii) No measures of this type are provided owing to the lack of material and human resources.

(iv) The major difficulties are:

- inadequacy of infrastructure and equipment;
- the unsuitability of the latter, especially for the scientific and technical subjects.

In order to overcome these, Senegal has undertaken to:

- train its own teachers in Senegal in teacher-training colleges;
- promote the science subjects (by giving priority to awarding scholarships and other facilities);
- redress the balance between general education and technical education;
- build science sections and special classrooms;
- gradually to regionalize secondary institutions.

7.(i) The report refers the reader to the Loi d'orientation (Articles 4 and 7).

(ii) All pupils holding the second part of the baccalaureat of secondary education or a recognized equivalent diploma, may accede to higher education.

(iii) Scholarships are awarded to the most deprived pupils, the priority going to those undertaking scientific and technical studies.

8.(i) Educational action is taken by the national department for lifelong education or the literacy training department (Ministry of Social Action) to encourage and advance the education of those concerned.

(ii) The education of adults is carried out through:

- televised introductory lessons on the transcription of six national languages;
- functional literacy classes (225 centres and 335 monitors);
- broadcasts by the rural educational radio 'Radio-disso' dealing with the problems of the rural world (i.e. management of the harvests, the struggle against desertification, pollution and polluting agents; new agricultural techniques; first aid, nutrition, domestic science, etc.).

(iii) The report refers the reader back to point 8.1.

SIERRA LEONE

I. DISCRIMINATION

1.-2. There are no legal provisions, regulations, practices or situations which constitute discrimination in education or could lead to it.

3. Due to tradition, some educational institutions are separated for boys and girls, although they afford an opportunity for both sexes to take the same or equivalent courses of study. These schools have teachers with equal qualifications, as well as equipment and premises of the same quality.

4. Private schools which are subject to official standards do not exclude any group but aim at providing educational facilities in addition to those offered by the public authorities.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5. (i) Steps have been taken to formulate a national policy with a view to promote equal educational opportunity. To this effect, attempts have been made to diversify curricula of certain secondary schools, in particular in technical and vocational subjects.

(ii) (a-b) According to the report, obstacles impeding the introduction of compulsory education are mainly financial, but also cultural and lack of personnel. The increase in quantity and improvement of quality of schools and teachers is intended to encourage school attendance which is checked by registration, absentees are penalized by methods determined by the headmaster. It is further indicated in the report that the World Bank and IDA are funding education projects such as the training of rural teachers.

(iii) (a) At present, primary education is partially free, although the government intends to achieve universal free primary education.

(iv) It is stated in the report that children of modest socio-economic background, or belonging to racial, linguistic, religious or other minorities do not benefit from State assistance to facilitate their access to primary education.

6. (i)-(iii) Secondary education is neither compulsory nor free, and scholarships are granted by the government, private organizations or individuals to a limited number of deserving pupils. A few boarding schools exist as well as evening and correspondence courses, all of which have to be paid for.

(iv) Obstacles impeding the generalization of secondary education are the same as those hindering the implementation of universal primary schooling. According to the report, only 15 per cent of the total school population is enrolled at secondary-school level, and the government does not intend to make it compulsory.

7. (i) Higher education is not free. Obstacles impeding the generalization of higher education stem from the shortage of premises, scarcity of material resources and lack of teaching staff. It is also indicated in the report that training for the teaching profession is provided without discrimination.

(iii) Ninety-five per cent of the students' population (a total of 1,919) benefit from government scholarships granted on the basis of merit and need.

8. (i) According to the report, steps taken to promote equality of educational opportunity and treatment are enshrined in the Education Act No. 63 of 1964.

(iii) While referring to Article 5 paragraph 1 (a) of the Convention, it is stated that measures to ensure the implementation of the principles set forth there are spelt out in the Education Act of 1964 and the Government White Paper on Education of 1967.

SOCIALIST PEOPLE'S LIBYAN ARAB JAMAHIRIYA

I. DISCRIMINATION

1.-2. No distinction, exclusion, limitation or preference based on race, colour or sex exists. Education is a right and a duty of all Libyans according to Article 14 of the Constitution.

3. No reply is given to this question.

4. No reply is given to this question.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) Article 3 of the Education Law of 1970 provides for equal opportunity in education for all citizens, taking into consideration the needs of the country. A document on the philosophy of education stipulates that every boy and girl of compulsory school age should be given access to education, that the bases of compulsory education should be standardized in order to guarantee equal opportunities and to secure the cultural and intellectual unity of the coming generations. Some of the measures taken to this effect are: the extension of educational services to all parts of the country by building schools in settled areas; providing the semi-nomadic population with mobile classes in tents and, the nomads with boarding schools.

(ii) In accordance with the Compulsory Education Law 95/1975, primary and preparatory schooling shall be compulsory for boys and girls at the age of 6 years. Basic education being a right and a duty, its generalization has received considerable attention in development plans. It is stated in the report that the country has succeeded in enrolling all children of school age.

(iii)(a) Article 14 of the Constitution provides that education shall be free at all levels, the scope of this provision shall encompass school books and supplies, meals at school canteens, boarding fees, school transport and medical care.

(b) The state is responsible for building, equipping and operating schools.

(c) No population groups are deprived of education as educational services are extended to all parts of the country.

(v) Basic education includes primary and preparatory education which constitute the first and second stages of compulsory schooling.

6.(i) Secondary education has received considerable attention in development plans which provided for construction of educational institutions in all parts of the country. Furthermore, many technical and vocational schools have been opened with a view to meeting the needs for technical manpower. A committee was created for reviewing the structure of the educational system which is now well adapted to the process of economic and social change, and modern development, in particular in the field of science and technology.

It furthermore aims to adapt secondary education to the requirements of the labour market and of higher education, and to remove the barriers between the different levels of education. Scholarships are being made available to all pupils at technical and vocational institutes, and free board is given to all pupils attending both general and technical vocational schools at the secondary level.

(ii) Pupils having obtained the certificate after completion of the compulsory school stage enter secondary education, subsequent to an entrance examination.

(iii) Television offers remedial courses and school programmes in different subjects.

(iv) Shortage of specialized teachers--one of the major difficulties--has been overcome by recruiting secondary-school teachers from sister Arab states or other countries.

7.(i) There exist three universities each of which is divided into a number of scientific and literary colleges that offer all fields of specialization and meet all demands. These three institutions can accept all those who wish to pursue higher education, and some colleges enrol part-time students.

(ii) Admission depends on the candidate's obtaining the certificate for completion of general secondary education. Graduates who achieved good results from intermediate technical institutions can also be admitted to higher education, while some vocational colleges require specific grade-point averages.

(iii) University and higher education are normally free. Full-time students benefit from monthly scholarships, free room and board if they live in a boarding school.

8.(i) The problem of adult education and literacy being a national one, it needs the participation of all citizens, governmental and private bodies, the latter ones being also engaged in volunteer campaigns to this effect.

There exists an Adult and Literacy Section within the Secretariat for Education. In addition, industrial and other production establishments sponsor literacy programmes for their workers.

(ii) The methods pursued include adult education programmes offered at educational institutions, television broadcasts and volunteer campaigns launched by teachers, students and other qualified persons.

SPAIN(1)

I. DISCRIMINATION

1.-2. There are no legal provisions, regulations, practices or situations in Spain which constitute discrimination or could lead to discrimination, as defined in Article 1 of the Convention. The Constitution of 1978 which recognizes the right to education precludes all forms of discrimination and states that: 'Spaniards are equal before the law without any discrimination for reasons of birth, race, sex, religion, opinion or any other personal or social condition or circumstance'.

It is indicated in the report that in reality situations exist which could be termed discriminatory. The period of compulsory, free education does not cater for pre-school education and in cases where places do not exist in State schools, children from low-income families are unable to receive this education. According to statements made by the Ministry of Education and Science, one-fifth of the children in the 4-5 age-group are not in school attendance. Free education should therefore be provided for these children, albeit by voluntary means. For the same reason, one-quarter of adolescents in the 15-16 age-group are not in school. This means that there is a break between the end of compulsory schooling - 14 years - and the age at which employment begins (16 years). As a result these young people, usually from rural areas and the more modest social sectors feel at a loss in society.

3. Some separate establishments for pupils of the two sexes exist in both State and private education. Such establishments offer equivalent access to different levels and types of education, provide a teaching staff with qualifications of the same standard, as well as school premises and equipment of the same

(1) Contributions to the report transmitted by Spain have been provided by four different Departments or Offices depending from two Ministries: Department of Basic Education (Dirección General de Educación Básica); Ministry of Education (Ministerio de Educación); Department of Secondary Education (Dirección General de Enseñanzas Medias); Secretariat of State for Universities and Research (Secretaría de Estado de Universidades e Investigación); Office of Lifelong Education for Adults and Distance Education (Servicio de Educación Permanente de Adultos y Enseñanza a Distancia); Ministry of Education and Science (Ministerio de Educación y Ciencia).

The information obtained from the Department of Secondary Education is more detailed - in particular with regard to questions grouped under items I and II.5 - which are also covered by the corresponding part of the report prepared by the Department of Basic Education.

The same remark applies to answers provided on item II.8 by both the Department of Secondary Education and the Office of Lifelong Education for Adults and Distance Education.

In summarizing the different parts of this report, an effort has been made to integrate into a single text the various answers given to most of the questions.

quality. There is a common curriculum. In the public sector, all the 'Institutos de Bachillerato' introduced from 1970 onwards are coeducational. Only a certain number of such institutions which existed prior to 1970 continue as separate establishments for boys and girls at the wish of parents' associations.

4. There are private and denominational schools which are consistent with the principles defined in the Convention. These establishments offer education which is in keeping with the wishes of the pupil's parents or legal guardians; attendance at such institutions is optional and the education provided by them conforms to the standards laid down by the competent authorities. The report quotes articles from the Organic Law (Ley Orgánica) 5/1980 which governs educational establishments and enables every physical or juridical person, in the public or private sector, and of Spanish nationality to establish educational institutions based on their own ideology with due respect for legislation. The same Organic Law stipulates that 'the State, through the Law for the financing of compulsory education, shall guarantee the fundamental freedom of choice of educational establishment at the levels of education which are compulsory and consequently free'.

The report states that under the policy followed to date (1983), grants were made to schools indiscriminately, so that funds have been given to establishments in areas where educational requirements were already catered for, and whose social importance was, therefore, relative. In other areas, however, which did not attract private initiative, insufficient numbers of State schools were built and enrolment problems exist. Moreover, numerous pupils are constrained to receive ideologically weighted instruction because State education is not available in their area.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5. (i) In recent years, the State has sought to ensure equality of opportunity. It is indicated on the first page of the report prepared by the Department of Secondary Education, that the present socialist government - through its policy designed to promote justice, social welfare and the strengthening of democratic institutions - will concentrate on ensuring the full school enrolment of all children of 4-5 years. Similarly, it is studying a reform for the integration of all forms of secondary education, making such instruction free and compulsory until the age of 16. Furthermore, the report mentions that the State largely subsidizes the teaching of mother tongues in some of the self-governing communities (see page 10 of the report).

(ii)-(iii) (a) Basic education is compulsory and free in State and boarding schools; in private schools it may be provided completely free or - depending on the amount of State subsidies received - partial or full fees may be charged.

Meals at school canteens are provided free in district establishments to those pupils who need transport facilities which are also free. Medical care is free in State schools but not in private establishments, although only a moderate charge is made.

The cost of school textbooks and supplies is borne by the pupil's parents. Additional classes which have to be paid for may be organized by parents' associations when necessary.

(b) Local authorities provide the sites for the schools and are responsible for the maintenance of the buildings.

(iv) According to the report, scholarships and grants may be requested by pupils with economic difficulties.

(a) In some cases, assistance based on income is provided by the Ministry of Education and Science (INAPE), as well as by local authorities.

(b) Information on assistance is spread in the Official Gazette (Boletines Oficiales del Estado) and by the press.

(c) Religious establishments grant assistance in needy cases.

As already mentioned under item II.5 (i) above, the government concentrates its efforts on the enrolment of all children of 4-5 years, since at present (1983) free education does not exist for children of kindergarten age.

(v) In 1970, primary instruction and the lower secondary level were integrated and defined as Basic General Education. This education is compulsory and free for all pupils in the 6-14 age-group. The policy underlying this reform was based on the principle of equality of opportunity. Previously different certificates had been awarded to pupils at the age of 14, depending on whether they had completed the primary course or Bachillerato elemental studies. This meant that pupils were not placed on an equal footing as regards their future academic or working career.

The reform sought to ensure that all pupils had access to the same educational programme until the age of 14, improving the level of the least privileged - who formerly completed only primary studies - so that all might go on to Bachillerato studies (secondary school leaving certificate).

Curricula were drawn up, essentially based on active learning and teaching methods. Former primary-school teachers - now termed teachers of Basic General Education - are responsible for the application of the curricula, retraining having been provided to enable them to cope with the new educational system.

6. (i) It is indicated on pages 1, 8 and 10 of the report that a reform of the secondary education system will integrate all forms of secondary education, introduce a common core curriculum and make such education compulsory and free up to the age of 16. The aim is to ensure that there is no break between the end of compulsory schooling and the beginning of employment (the minimum working age being 16) and to provide instruction to one-quarter of the 15-16 year olds who at present (1983) are not in school.

After completion of Basic General Education, the Graduado Escolar certificate is awarded to those pupils who have obtained satisfactory marks, while the remaining pupils obtain a school-attendance certificate (certificado de escolaridad) which does

not guarantee that the minimum objectives have been attained by the pupil.

When young people finish compulsory, free education, they can obtain a grant from the Ministry of Education and Science which, depending on the distance from the educational establishment and the economic circumstances of the family, may cover: hall of residence or other accommodation, transport, tuition fees, books and other school supplies.

It is stressed in the report (page 9) that grants have not been awarded in sufficient numbers and that the system does not confer equality with higher income students, in so far as it demands certain standards of academic performance from those in receipt of grants.

(ii) Only holders of the Graduado Escolar certificate are admitted to the Bachillerato course (Bachillerato Unificado y Polivalente) (BUP) which is neither compulsory nor free.

(iii) The National Distance Education Centre for Basic Education (Centro Nacional de Enseñanza Básica a Distancia) (CENEBAD) and the National Distance Education Institute for the Bachillerato (Instituto Nacional de Bachillerato a Distancia) (INBAD) which are currently being strengthened and reorganized, enable students with special problems connected with work, timetables or geographical distance, to obtain the school-leaving certificate (Graduado Escolar) or to follow courses for the Bachillerato by distance education methods.

(iv) Vocational training (first stage) (Formación profesional de Primer Grado) is free but not compulsory. Candidates who hold the school-leaving certificate (Certificado de Escolaridad) and others who have not reached that level are admitted to the course. This has meant that vocational training at the first level is regarded as a second-rate kind of secondary education designed for failures, which marks the pupils' whole future. A decree is currently being drawn up which will modify vocational training (first stage) by giving it a greater cultural content and providing more career information, instead of trying to make 14-year olds specialized when they have no inkling as yet of their skills and abilities.

7. (i) Efforts are being made to ensure equality of opportunity in higher education by means of a general system of three kinds of grants: for accommodation, transport and books. They are awarded on the basis of academic achievement and financial status. No distinction is made in the award of grants as regards the type of establishment, which may be public or private.

Other assistance is available as in the case, for example, of grants for educational advancement, the amount in question corresponding to the minimum salary rate.

(ii) There are two branches of higher education: university and non-university. University education offers two alternatives: short-term and long-term courses. To be admitted to the long-term courses, students must have taken the pre-university course (Curso de Orientación Universitaria) and have passed the aptitude

tests for admission to the respective faculties, higher technical schools and university colleges.

To be admitted to the short-term courses, students must have successfully completed the pre-university course or the intermediate stage of the vocational training course in instances where a continuing system exists. Some university departments require the student to pass specific educational tests.

(iii) Provision is made in the general State budget for 1983; these funds will be used for various grants and scholarships awarded to higher education students.

8. (i)-(ii) The aim of national policy is to foster and strengthen the education of persons over 14 years of age who either have not received primary education or have not completed it.

Newly established authorities within the Ministry of Education and Science are studying the reorganization of the whole programme of lifelong education for adults, so as to ensure the co-ordination of all action in this area by public and private institutions, and dispel the idea that adult education is a marginal activity in the educational system.

Apart from studies being carried out in connection with the reorganization of adult education, the following action is being taken during the current academic year (1982/1983):

Extension of the network of establishments concerned exclusively with adults who are following courses equivalent to the basic level. These establishments operate on a full-time basis and are open throughout the day in order to cater for the needs of adults. These establishments also serve students who can attend classes, but at least one centre in every province furthermore co-ordinates distance education activities and collaborates with the National Distance Education Centre for Basic Education (CENEBAD). To date (May 1983) 100 such establishments have been created and another forty are in the process of being set up, a national network of teams of teachers will work in the Provincial Co-ordinating Centres for Lifelong Adult Education (Centros Coordinadores Provinciales de Educación Permanente de Adultos). Instruction is provided by means of correspondence courses, using printed materials, books and cassettes. Radio broadcasts (provided by the ECCA Centre) (Centro estatal en régimen de administración especial) cater for adults in fifteen Spanish provinces.

Furthermore, the report refers to experiments in education at home, provided by groups of teachers forming mobile units; to activities developed by various bodies whose members include a great number of volunteers (teachers, students, etc.). It is stressed in the report that the role of the socio-cultural co-ordinator becomes very important and that classes for adults are given also by teachers from the regular system outside school hours, in particular in isolated areas, with small population groups where the creation of centres for the exclusive provision of adult education is neither possible nor advisable.

The Ministry of Education works in collaboration with the Ministry of Defence (provision of technical advice, teachers and educational materials); the Ministry of Culture, the Ministry of Justice (special authorization for the education of prisoners, undertaken by the teaching staff of the prison) and the Ministry of Labour (joint organization of education for adult migrants).

The Ministry of Education subsidizes non-profit-making organizations co-operating with this Ministry in the provision of adult education. The report indicates that special assistance is granted to adults who regularly attend courses but who dispose of low incomes only. This aid is provided through the National Institute for the Assistance and Promotion of Students (Instituto Nacional de Ayuda y Promoción del Estudiante) (INAPE).

Finally, the report refers on page 5 to the development of a programme for the elimination of illiteracy in provinces with a high illiteracy rate. During the 1982-1983 academic year, this programme was carried out in Andalusia, the Canary Islands and Extremadura.

On pages 10-11 of the report it is indicated that there are approximately one million illiterates, chiefly adults, in the country. The problem is being tackled by means of literacy campaigns throughout the academic year, instruction being provided by basic general education teachers, by means of afternoon and evening training sessions organized in ordinary classrooms. Coverage is, however, insufficient, in view of the fact that the illiterate population is scattered. A Royal Decree 1174/1983, of 27 April 1983, on 'Educación Compensatoria' has been published in the Official Gazette of 11 May 1983. This consists of a programme, covered by the general State budget, which is designed to cater for the educational requirements of the least privileged sectors. It enables action to be taken in such fields as the provision of educational support services, investment in services and equipment, literacy campaigns, special courses for young people in the 14-15 age-group who are not in school attendance, study grants, etc.

8. (iii) The adoption of measures which will enable every adult to continue his or her education and cultural training on the basis of individual aptitudes and preferences is given considerable importance in the projected reorganization of the lifelong education system for adults. The implementation of this new national adult education plan will, through the co-ordination of the activities of all the organizations working in this field offer adults various cultural and educational possibilities including open, self-directed learning programmes which are sufficiently extensive to ensure that the stated objective is achieved.

SRI LANKA

I. DISCRIMINATION

1-2. There are no legal provisions, regulations, situations or practices which might constitute discrimination in the field of education.

3. There are a few schools for one or the other sex, but they do not constitute discrimination within the terms of Article 2(a).

4. There are a few private denominational schools, but they do not constitute discrimination within the terms of Article 2(b) and 2(c).

II. EQUALITY OF EDUCATIONAL OPPORTUNITIES AND TREATMENT

5.(i) The answer is affirmative.

(a) The principles of state policy and fundamental duties contained in the Constitution adopted in 1978 include as objectives the complete eradication of illiteracy and the guarantee to all persons of the right to universal and equal access to education at all levels. A number of specific programmes are being implemented to achieve these objectives.

(ii) Education is compulsory until age 14. Children may enter school at age 5.

(a) There are sufficient schools even in remote areas, and the enrolment at kindergarten level is around 93% (no year given). Since education is free from kindergarten through the university, parents have few educational expenses to bear. There are no constraints arising from religion, traditions or customs. There is some malnutrition in certain areas, so the state provides a midday meal to primary school children. During the past decade, educational reforms have aimed to make education more relevant and meaningful to children and children are taught in their mother tongue. Absenteeism is no longer a problem, but school administrators check pupil attendance.

(iii) Primary education is free.

(a) There are no school fees and textbooks are supplied free. Additional classes are sometimes held at no cost to pupils. Free biscuits are provided children during the first four years of primary school, but midday meals are not free or subsidized. Children using public transport to school are provided subsidized tickets. Free medical and dental examinations and care are available to all pupils. School uniforms are not supplied. Since all primary schools are within travelling distance of pupils' residences, no boarding facilities are provided by the state.

(b) Community-level school development societies are called upon to contribute to the building and equipment of schools and to supplement the midday meal.

(c) All members of the population have equal access to primary education.

(iv) No financial aid is granted by the state to primary pupils. Some assistance in the form of food and clothing is provided to needy children by voluntary societies.

(v) The primary cycle comprises six years, from kindergarten through grade five. The junior secondary cycle comprises grades 6 through 10. Most schools have both the primary and junior secondary cycles in the same premises, thus covering kindergarten through grade 10 or even grade 12. A proposal has been accepted to have an 'elementary school' comprising grades 1 through 8, which would then combine the five primary grades with three junior secondary grades.

6.(i) Secondary education has a common curriculum, which includes a compulsory pre-vocational subject. A pilot project is being carried out to introduce 'life skills' into the junior secondary curriculum. Bursaries are provided to deserving secondary pupils.

(ii) Any pupil may proceed from the primary cycle to the junior secondary cycle.

(iii) Remedial classes are organized in schools.

(iv) Although there is a wide network of schools throughout the country, dropout is a problem that has engaged the attention of the authorities. Action has been taken to make the curriculum more relevant to the needs of the community, and an in-service teacher training programme has been implemented to improve the quality of instruction.

7.(i) Higher education in all public institutions (universities, technical colleges, polytechnics and vocational schools) is free. There has been a progressive increase in the number of university places during the last two decades, and post-graduate institutes have been established for several disciplines. A private medical college has been established to provide additional opportunities for medical studies. The Open University provides distance education programmes for a large number of students unable to attend the regular universities. Several universities offer part-time extension courses, and the Institute of Workers' Education offers courses in subjects relevant to workers. Technical colleges offer day courses, as well as part-time and evening courses, to meet the needs of those seeking vocational and technical training. Several ministries (e.g. Agriculture, Labour, Health) also maintain technical and professional education programmes.

(ii) Admission to the universities is based on performance in the secondary terminal examination (General Certificate of Education 'A' level) for 30% of the places. The remainder are allocated to districts on the basis of population, with 15% of the places reserved for students coming from under-privileged districts lacking well established secondary schools.

(iii) Most students benefit from liberal bank loans and scholarships. One scheme implemented by the Ministry of Trade provides scholarships to nearly 50% of the university students; this scheme is expected to provide scholarships to all university students within a few years.

8.(i) A Non-Formal Education Branch has been established to provide educational opportunities for persons who have not acceded to or completed

primary education. A large number of private voluntary agencies conduct non-formal vocational education programmes for out-of-school youth and school leavers.

(ii) As Sri Lanka has a literacy rate of 85%, illiteracy is not a serious problem. However, the Non-Formal Education Branch runs literacy centres in urban slums and backward villages. When neo-literates reach a certain standard, they may be admitted to regular schools. Those over 14 years old are directed to vocational training centres. The Non-Formal Education Branch also organizes general adult education programmes. Adult education officers conduct mobile educational programmes to suit the needs of various groups of adults. Radio and television broadcasts are used for adult education.

(iii) A proposal is under consideration to establish 'open schools' to conduct various types of adult education programmes on a co-ordinated basis.

SWEDEN

I DISCRIMINATION

1.-3. As indicated in previous reports, no legal provisions exist which constitute discrimination, and conditions for studies are the same for all without exceptions.

4. Some private schools exist which, if they benefit from state grants, are subject to control by school authorities. According to an official paper joined to the reply, all private schools whether they are financially supported or not, must be approved by the government.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) No further steps have been taken in order to implement the objectives set forth in Article 4 of the Convention.

(ii) (a) Primary education is provided in the nine-year compulsory comprehensive school. Class-attendance is checked by the teacher, and in case of non-attendance, the pupil's home is informed. It is indicated that mother tongues other than Swedish were made a compulsory school subject since 1977/1978, when a special 'home languages' syllabus was introduced, and studies on such languages were promoted. Thus children are enabled to retain and develop their knowledge of the mother tongue while becoming bilingual. Municipal authorities are responsible for providing this instruction.

(iii)-(iv)(a) Primary education is free; instruction and teaching material are also free of cost. School transport and boarding house accommodation are free for pupils coming from remote areas. Free meals, health controls and dental care are provided, and family allowances for all children up to the age of sixteen. Auxiliary instruction in Swedish is provided in public schools to pupils belonging to minority groups.

(b) All schools are run by the municipalities.

(v) A new curriculum, based on resolutions passed by the Riksdag in 1976 and 1979 will come officially into effect in the school year 1982/1983 although--according to another paper joined to the report, school work during 1980/1981 was to respect new guidelines and time schedules concerning compulsory school working methods, which emphasize the development of basic skills.

6.(i) Lower secondary education is part of the nine-year compulsory school and therefore accessible through automatic promotion. Secondary education is free, and family allowances are paid for pupils up to the age of twenty. Upper secondary education is given in the integrated upper secondary school including general, technical and vocational education.

(ii) Access to upper secondary school is based on competition by marks; this level of education is not compulsory.

(iii) The reply is affirmative with regard to compensatory measures for those in need.

(iv) As to major difficulties encountered in the provision of secondary education, the report refers to a seven-page pamphlet on 'Measures for jobless youngsters in Sweden'. According to this paper, a 'Youth Bill' introduced in 1980 made schools responsible for adolescents under eighteen years of age.

In order to reduce the number of sixteen years old who have completed compulsory education without finding a job or intending to continue their education at the upper secondary level, two main instruments (four-weeks educational alternatives programmes and up to forty weeks vocational training) were placed at the disposal of schools to aid them in the discharge of their responsibility towards these young people.

Furthermore, legislation has been enacted whereby upper secondary school admissions from the 1983/1984 school year onwards will be based on marks awarded for the autumn term in grade 9 of compulsory school. Thus pupils will know earlier than before whether they were admitted to upper secondary school, and follow-up activities (including educational and vocational guidance) can start while the pupils are still in school. The paper refers specifically to girls who continue to choose their upper secondary school studies along traditional and more restricted lines than boys. In view of the changes which the labour market is expected to undergo during the 1980s it is vital for girls to broaden the range of vocational choices. Efforts undertaken by schools to this effect have remained fruitless. These traditional choices are an obstacle to sexual equality, but also jeopardize girls' employment prospects. Massive guidance and information services for girls will be required in coming years. In general, the National Swedish Board of Education advocates the organization of individual educational programmes in which contacts with working life are made to alternate with theoretical elements of instruction.

7.(i)-(iii) The reform of higher education which came into effect on 1 July 1977 set up new rules for qualifications and aptitudes with a view to widen access to this level for larger groups of the society. These rules include the completion of at least one two-year 'line' of upper secondary school, knowledge of Swedish and of English corresponding to a certain level of upper secondary school. Persons of twenty-five years of age or above, who have been employed for at least four years, should be considered qualified for higher education, subject, however, to the required command of English. At present (early 1983) access to all faculties is restricted, selection being based on marks from upper secondary school and on work experience. Foreign qualified applicants will be allotted 10 per cent of the places available. It is also indicated in the report that since 1982, preference is given to candidates who apply directly for admission to higher education after having completed upper secondary school. According to the report, such

'preferential treatment' of young people has demographic reasons: between 1962 and 1966 the birth rates were comparatively high which explains the great number of candidates for higher education from 1982 onwards to 1991. The intention of the competent authorities is to offer higher education to as large a proportion to this cohort as was the case for the preceding ones.

In its previous report, Sweden had indicated that higher education is free.

8.(i) Adults with insufficient knowledge or no knowledge at all of reading, writing and mathematics are legally entitled, since July 1977, to receive instruction, existing provisions have thus been considerably improved. Basic education for adults is available for Swedes and immigrants; the latter can also be taught in their mother tongue.

(ii) Municipalities are responsible for arranging basic education for adults as required. The same bodies have to organize information services to contact the persons in need of such instruction. A paper joined to the report specifies that special attention should be paid to under-educated persons and to those who are inexperienced in studying and to persons who are socially vulnerable. However, it is also indicated that certain difficulties arise out of shortage of qualified language teachers, the need to improve teaching materials and the lack of child care services in order to allow immigrant women to attend the courses.

TUNISIA

I. DISCRIMINATION

1.-2. There are no legal provisions, regulations, practices or situations which constitute discrimination in the field of education or which could lead to discrimination as defined in the Convention.

4. Private education establishments are consistent with the principles set forth in this respect in the Convention.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) (a) As early as 1958, a policy aimed at the gradual achievement of equality of educational opportunity was drawn up at the national level.

(ii) Primary education is not compulsory. However, all children of school age (6 years of age) living in towns or in rural areas are enrolled in schools upon request.

(iii) Primary education is free.

(a) This provision includes school fees and medical expenses for all pupils and, in the case of needy pupils, covers school textbooks and supplies, additional classes, meals at school canteens, clothing and boarding fees.

(b) The community provides considerable help in the building of school premises. The cost of such building is partly covered by funds collected by a citizens' committee and the state merely covers the difference.

(v) A reform is envisaged which will integrate primary education and the lower secondary level into a common core, defined as basic education. It is being discussed by regional committees, which are considering how it can be introduced.

7.(i) Higher education is public and free.

(ii) Anyone with a school-leaving certificate can go on to higher education. In addition, certain courses in higher education are open to pupils who have completed a special seventh year course of education in technical subjects, economics and administration. Students are directed towards the different types and levels of education in accordance with their abilities and the requirements of the country's economic and social development.

(iii) The government helps those interested to enter higher education by providing students with the sum of 50 Dt for stationery and supplies and by awarding them a grant of 30 Dt per month, depending on their parents' income and the number of dependants supported by the head of family.

UKRAINIAN SOVIET SOCIALIST REPUBLIC

I. DISCRIMINATION

1.-2. There are no legal provisions, regulations, practices or situations which constitute or could lead to discrimination in the field of education. The right to education is enshrined in numerous articles of the Constitution, and equal rights of all citizens to benefit from education without distinction as to race, nationality, sex, attitude towards religion, social or property status are stated in documents of the Communist Party and of the Soviet Government. It is also stressed in the report that women are guaranteed equal rights with men as far as access to education and vocational training is concerned.

3.-4. Coeducation and the public character of all educational institutions are two of the principles of Soviet state education which is secular and excludes the influence of religion.

II. EQUAL EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) During the last five years, important progress has been made in the democratization of education, as the Communist Party and the Soviet Government are concerned to improve constantly the uniform system of state education. This provides general education and vocational training, serves the cause of communist education and the overall development of the young which are trained for work and social activity. Furthermore, efforts are made to expand the network of educational, cultural and medical establishments in rural areas and to develop a broad system of child-care institutions. It is also indicated in the report that a number of resolutions adopted between 1977 and 1979 by the Communist Party of the Soviet Union and the Soviet Government aim, inter alia, at furthering the improvement of education in schools, at the training of pupils for work and the transition to the free use of textbooks in schools. In order to improve the educational function of the school, it is indicated that unity between the teaching and the education process will have to be achieved, the scientific outlook of students will have to be developed as well as high moral and political qualities combined with eagerness to study. The unity of the state education system and continuity between all types of educational institutions are also referred to in the report, as are the development of out-of-school activities, artistic creation and physical education and sport.

Important decisions concerning the further development and democratization of the country's state education system were taken at the 26th Congress of the Communist Party of the Ukrainian Soviet Socialist Republic (1981) and these decisions were concerned for example, with the increase of the effectiveness of all levels and forms of education, and of staff training. The report contains detailed information on the training of teachers which is provided without any discrimination.

5.(ii)(a)-(b) According to the Constitution, primary education is compulsory, and equality of opportunity is ensured to attend a school where teaching is in a mother tongue. In order to improve the educational services, the Schools Statute provides for the establishment, if local conditions permit, of separate primary schools (grades 1-3) eight year schools (grades 1-8) and full comprehensive schools (grades 1-10), and much is being done to improve the catchment areas of all types of schools. Education follows uniform curricula and syllabuses, approved by the Ministry of Education of the Union of Soviet Socialist Republics and adjusted by the competent authortiy to meet the specific requirements of the Ukrainian Soviet Socialist Republic. The timetable of schools follows the pattern of the educational process. Pupils do seasonal agricultural work at times specially set aside for it. Their work is an extension of their lessons and a form of active relaxation.

(iii) (a) All forms of education, including primary education is free. Pupils in grades 1-5 are provided with free textbooks, equipment and materials. Where necessary, free transport is available to and from school and pupils benefit from free medical service.

A small charge is made for meals in school canteens, children who require them are provided with free meals. While parents are responsible for school uniforms, other clothing and footwear, children in boarding schools receive these items free of charge or at a considerable reduction.

(b) In addition to the state budget which provides every school with a certain sum for repair and maintenance, considerable material assistance is provided by patrons (plants, factories, collective and state farms). Pupils also offer help in the repair and upkeeping of the schools, with maintenance and installation work. Amongst the principles of Soviet state education, reference is made in the report to the co-operation between the school, family and society in the education of children and young people.

(c) It is indicated in the report that the socio-economic situation and cultural level of the population is improving every year; welfare expenditure made during the tenth Five-Year Plan largely exceeded that made during the previous Plan.

Special schools for physically handicapped pupils offer suitable education and special training. In fact, all children are ensured of primary education, as boarding schools exist for orphans, abandoned children, those of nomads or those living in remote areas.

It is indicated elsewhere in the report that pupils who, for serious reason, drop behind in their work benefit from remedial classes which are organized on an experimental basis for grades 1-3.

(iv) Pre-school institutions provide for the harmonious development and education of children. They develop elementary practical skills, prepare the children for school and make it possible for mothers to enjoy the right to work. It is indicated elsewhere in the report, that the 26th Congress of the CPSU (1981) and the 26th Congress of the Communist Party of the Ukraine (1981) decided to lay the foundations for the gradual changeover to educating children in reception

classes in schools from the age of six. 50-70 per cent of children of pre-school age are enrolled in the respective institutions, particular attention being paid to their development in rural areas, and reference is made to the existence even of pre-school children's homes. Education is offered in the mother tongue, and the timetable of these institutions is synchronized with the working hours to be respected by the parents. In general, children attend pre-school institutions from nine to twelve in the morning, but in special cases, a child may stay on for twenty-four hours. Four meals a day are offered for kindergarten children. Pre-school institutions prepare children for school through preparatory programmes which include speech development, learning of the alphabet, elementary mathematical concepts, interest in learning, the development of logical thinking and exercises in design.

(v) The main element of the education system is the secondary school which provides polytechnical general secondary education with work experience in keeping with present-day social, scientific and technological progress.

6.(i) As already indicated, all types of education are free. Full comprehensive schools (grades 1-10), extended day schools, boarding schools, evening and correspondence schools, schools specializing in particular subjects as well as special schools for the handicapped and sanatorium schools provide education at the secondary level, which is generalized throughout the country.

(ii) After completion of the 8th grade, certificates entitle pupils either to enter grade 9 or to accede to a specialized secondary school or to a vocational and technical college.

(iii) Pupils who drop behind in several subjects are given additional instruction under the guidance of a teacher or a tutor.

(iv) The main tasks in the provision of universal compulsory secondary education include the improvement of the quality of teaching and of work and moral education; the strengthening of the links between education and life, and the improvement of pupils' preparation for socially useful work; the development of less complicated curricula and textbooks, thus reducing the unwarranted amount of work for the children.

7.(i)-(ii) All pupils having received a secondary school-leaving certificate are eligible for admission to higher education institutions. Access to this level of education is subject to an entrance examination and the grade of the school-leaving certificate. Work experience of candidates is also taken into consideration.

(iii) State scholarships and grants are available on the basis of merit.

8.(i) It is stated in the report that this question concerns incomplete or complete secondary education for adults, available in evening or correspondence schools, as defined in the Constitution and the resolution of the Central Committee of the Communist Party of the Ukrainian Soviet Socialist Republic and of the Council of Ministers of the same country on 'The general educational level of the working population of the Ukrainian Soviet Socialist Republic and measures for its further improvement' (1974).

(ii) Basically, the same methods are used for adult education as in ordinary schools, except for variations in the running of the courses due to the fact that adults have experience of life and or work, and that they are not children anymore. Radio, television and other educational media are widely used.

(iii) On successful completion of secondary courses, adults obtain a certificate which entitles them to continuing full-time study or to attend evening or correspondence departments at higher education level.

Full-time students receive grants; those enrolled in evening or correspondence departments benefit from paid leave to take examinations or from shorter working days.

UNION OF SOVIET SOCIALIST REPUBLICS

I. DISCRIMINATION

1.-2. No legal provisions, practices or situations exist which constitute discrimination in education.

3.-4. The reply indicates that there are neither separate schools for the two sexes nor any private educational establishments.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) As equality of educational opportunity is assured, there was no need to draw up a policy plan to this effect during the last five years.

(ii) Primary education is compulsory and enforced without any difficulty as educational services and facilities are entirely satisfactory.

(iii) (a) Primary education being free, this provision covers tuition fees, textbooks, out-of-school activities (for day pupils), medical care and boarding fees. It is indicated that some charge is made for meals, and that state allowances for food are available, as are transport facilities in rural areas.

(b) The cost of school buildings and equipment as well as running costs are fully borne by the state.

(c) No groups of the population exist which are unable to secure education for their children.

6.(i) It is stated in the report that for a long time already the country has developed a large system of general, technical and vocational secondary education. Secondary education is free (including tuition, textbooks, out-of-school activities (for day pupils), medical care, boarding fees and transport facilities).

(ii) Secondary education is compulsory. It is provided after eight years of studies in four types of schools: secondary schools offering general education, technical schools, vocational schools, evening schools and correspondence courses for young workers. Entrance examinations exist only for admission to technical secondary schools. Thus, the provision of the respective article of the Convention has been fully implemented.

(iii) Compensatory measures (informal tutoring, evening classes, correspondence courses), are provided for those who need them.

7.(i) According to existing regulations, Soviet citizens having completed secondary education are eligible for admission to higher education institutions.

(ii) Admission is governed by competitive selection among male and female students who have passed the entrance examinations. The age-limit for full-time students is 35, no age-limit exists for part-time students who take correspondence or evening courses. Foreigners residing in the Union of Soviet Socialist Republics are admitted to higher education institutions on an equal footing with Soviet citizens.

8. The report indicates that everyone in the country has received primary education.

UNITED KINGDOM OF GREAT BRITAIN
AND NORTHERN IRELAND

A. ENGLAND AND WALES

I. DISCRIMINATION

1.-2. There are no legal provisions, regulations, practices or situations which might constitute discrimination in education.

3. About 7.6 per cent of pupils in England and 2.3 per cent in Wales are enrolled in single-sex schools. The education in these schools, comparable in every respect with that provided in coeducational schools, is consistent with the principles set out in Article 2 (a) of the Convention.

4. Denominational and private schools would appear to be consistent with the provisions of the Convention.

Most schools established or funded by the state are run by the local (county) authorities.

About a third of these schools are denominational in character.

Running expenses are met by the local education authority, although these schools may receive government aid. They are required to provide an education similar to that provided in county schools and to conform with the requirements laid down by the government for maintained schools. Parents are free to choose between county and voluntary schools for their children and many prefer a voluntary school because its ethos reflects their particular faith. Under the Education Act of 1980, the local education authority is obliged to take account of parental wishes.

In addition to maintained schools, there are other categories of schools (independent schools), some of which provide for only one sex, for a particular religious denomination or for specific artistic subjects. The object of these schools is to provide educational facilities in addition to those provided by the public authorities.

The education provided in these schools caters for 5 per cent of all pupils and has to comply with certain standards regarding premises, staffing and the suitability of the curricula. Unlike maintained schools, independent schools charge tuition fees but many are charities and there are grants for less well-off pupils. The government also provides financial assistance to less well-off families to enable them to send their children to independent schools of high academic standing.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) The principles laid down in Article 4 of the Convention have prevailed in the education system as a whole for many years. The local authorities are responsible for ensuring that the needs of the population are met in this respect.

(ii) Education is compulsory between the ages of 5 and 16 and it is the parents' duty to see that their children are educated. The majority of parents send their children to state or maintained schools, which are free, whereas 5 per cent of parents prefer the fee-paying independent schools and a negligible number choose to educate their children otherwise than at school. The local education authorities seldom need to take measures to enforce school attendance.

(iii)(a) Primary education is free. This includes school books and equipment. In addition, local authorities are obliged to provide a meal free of charge for certain children from low-income families. Free transport is also available, depending on the age of the children and the distance between home and school, and the local authority also has the power to provide financial assistance to parents for the purchase of clothing, especially school uniforms. As a result of co-operation between the government and local authorities, there are also facilities for free medical and dental care.

(b) Although responsibility lies with the local authority, the community may contribute to the running of schools by assisting in the provision of extra equipment, and many parents are involved in teachers' associations or are members of school governing bodies.

(c) All children have the right to compulsory primary education. It is not possible to evaluate objectively which are the most underprivileged groups, but the government has taken a series of measures to reduce inequalities to the greatest possible extent.

(iv) (a) A number of measures have been taken to help low-income families by providing school meals and financial assistance, for instance to cover the cost of school clothing and transport.

(b) Local authorities are required to provide information on their arrangements for assisting families.

It is also pointed out in the report that local education authorities have the power to provide education free of charge for children aged between 3 and 4. In addition, they may admit 4-year old children to the infant classes of primary schools. In England 40 per cent and in Wales 68 per cent of 3- and 4-year olds attend nursery school or the infant classes of primary school. In providing financial assistance to local authorities, the government gives priority to facilities for handicapped children and those who are socially or economically disadvantaged.

(v) The report specifies that the question concerning the integration of primary education and the lower secondary level is not applicable.

6.(i) Secondary education is compulsory to the age of 16 and is available to all pupils free of charge.

(ii) Transfer from primary to secondary education is automatic and usually takes place at the age of 11.

(iii) Numerous compensatory measures are provided by local authorities and individual educational institutions in an attempt to meet the needs of deprived groups. Financial support, particularly for immigrants from the Commonwealth and deprived groups, is provided for in Section II of the Local Government Act and the Urban Programme. The central government contributes 75 per cent of the remuneration of staff employed in such programmes. There are schemes in Wales to promote the Welsh language.

(iv) With regard to the provision of universal secondary education, one difficulty is the need to solve the problem of falling secondary-school enrolments and a second problem is the need to adapt curricula to the changing demands made by the world outside the school.

7.(i) Higher education is open to all on an equal footing on the basis of individual ability.

(ii) Admission to higher education requires agreement by the institutions concerned, whose decisions take into account applicants' qualifications and the number of places available. However, certain minimum qualifications are required for tertiary education and work experience is frequently taken into consideration. There is a system of permanent education intended for students with some previous work experience and wishing to enter or re-enter higher education to follow part- and full-time courses.

(iii) All students attending full-time courses of higher education are, subject to certain conditions, eligible for grants covering tuition fees and maintenance.

8.(i) Since primary and secondary education up to the age of 16 are compulsory for all, including immigrants, there are very few persons who have not received such education.

Adults who have not completed their education have for many years been able to avail themselves of the opportunities that exist to obtain 'second chance' education at all levels ranging from basic literacy to the education provided by various institutions such as the Open University or the Workers Education Association.

An example of the development of provision for the educationally disadvantaged are the adult literacy courses attended by 70,000 students annually. The government provided the initial funds for these courses, establishing the Adult Literacy Unit and later, in 1980, the Adult Literacy and Basic Skills Unit.

The teaching of a second language to ethnic minorities has also been developed and assisted financially by the government in recent years. In addition, there are local initiatives using non-formal methods and providing funds to encourage participation by the persons concerned.

(ii) The scope of adult education is immense and provision varies greatly in its extent and method from place to place. All kinds of institutions, both statutory and voluntary, are associated with adult education, using a very wide variety of methods, including those listed in the questionnaire. There is provision for direct tuition as well as correspondence courses which may be arranged in various ways. The present trend is to combine the two systems, as do colleges of further education. At the higher education level, the Open University uses distance teaching techniques comprising all the audio-visual media and takes advantage of new technological developments such as the 'electronic blackboard' involving television and the telephone. Adult literacy courses are provided for small groups or take the form of individual tuition, often with the help of voluntary teachers.

In 1983, some 25,000 volunteers assisted with adult education. Courses are mainly provided at adult education institutions or at the tutors' or students' homes, but shops and mobile units are also used. Literacy teaching does not follow a set course and content and methods are centred on students' needs. Wide use is made of radio and television both for teaching and tutor training. Many innovations, including micro-computer programmes, are being introduced, supported financially by ALU and ALBSU. Although there is some provision for Welsh speakers, tuition is in English. There is provision for ethnic minority groups whose first language is not English. The teaching of English as a second language is designed to integrate them in the local and national community, the methods employed being comparable to those used for literacy work.

(iii) The concept of continuing education is becoming increasingly recognized as valid especially in the vocational context. Government policy has been to adapt individual training to the requirements of the labour market and to enable individuals to develop their abilities by making it possible for them to re-enter education at any time in their lives. The Open University (OU), for instance, provides university level education for all, irrespective of educational qualifications, enabling adults to set their own pace of study. In a recent report, the Advisory Council for Adult and Continuing Education (ACACE) identified some of the barriers to education on (structural, financial and geographical) which are currently being considered by the government and, in particular, by those responsible for adult education.

B. SCOTLAND

I. DISCRIMINATION

1.-2. The Sex Discrimination Act 1975 has educational aspects that were taken into account in departmental Circular No. 947.

3. Most schools are coeducational but pupils attending single-sex schools are in no way disadvantaged.

4. There are some Episcopalian schools and one Jewish school, but most denominational schools are Roman Catholic. All these schools are obliged to admit pupils of other denominations.

Private fee-paying schools exist alongside free state schools and, like the state schools, are required to provide efficient and suitable education. The government provides them with financial aid so that tuition fees and other expenses may be waived in certain cases. This is considered to be consistent with the provisions contained in the Convention.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) Scottish legislation has for many years provided for equality of educational opportunity.

In accordance with Article 4 (b) of the Convention, most initiatives have been aimed at improving the quality of education without distinction on grounds of sex. A report published in 1965 provided an evaluation of compulsory primary education concerning children from 5 to 12 years. Advisers in primary education curricula

are recruited by the education authorities. Attention should also be drawn to the considerable powers of the Consultative Committee on the Curriculum, whose responsibility extends to teachers' problems and teaching methods. Primary curricula all follow the same pattern.

5.(ii) Parents are under the obligation to ensure that their children are educated either at state schools or by other means. Education authorities on the other hand, have a duty to provide children of school age with adequate education of a high standard, under the supervision of the Secretary of State. Parents who do not send their children to school can be taken to court.

(a) There are few migrants in Scotland and language problems do not pose a major difficulty. Economic status is irrelevant since state education is provided free of charge.

(iii) State education, which caters for the great majority of children, is provided free of charge. This includes fees, textbooks, additional classes and medical services. School meals are either free of charge for the least well-off families, or are available at a price set by the authorities in accordance with the families' financial situation. Home-to-school transport is subject to legislation which provides that no child under 8 years of age will have to walk more than two miles from home to school or more than three miles if he is over that age. Lodgings are provided for children who live too far from school to be able to return home daily. The supply of school uniforms is also subject to regulations.

(b) There are no educational schemes involving the community.

(c) There is no discrimination among the various groups of the population.

(iv) (a) In the case of private fee-paying schools which admit boarders, the authorities may meet some or all of the costs, depending on parental means.

(b) Assisted places schemes are brought to the notice of the public by leaflets and other publicity material made available through schools and the media.

(v) The only middle school in Scotland is the one in Grangemouth in the Central Region.

6.(i) Since education is compulsory up to the age of approximately 16 years, children have to complete four years of secondary education. It is pointed out elsewhere in the report that the authorities contribute to curriculum development through the employment of advisers in a number of subjects at secondary level.

(ii) Transfer to secondary education occurs automatically for children of approximately 12 years of age who have attended primary school for seven years.

(iii) Compensatory measures are provided in accordance with individual pupils' needs.

7.(i)-(iii) Higher education, whether university or non-university, is accessible to all those who are accepted by relevant educational institutions as having a reasonable chance of completing the course successfully. Access to higher education is based on individual ability. Students who have been accepted have a variety of courses available to them, for instance part-time courses or sandwich training courses open up higher education opportunities for a large number of students of all ages. Special mention should be made of the Open University whose aim is to provide university-level education for all those who feel they are capable of it, regardless of age or qualification. A similar initiative has been taken in regard to vocational training.

8.(i) It is stated that this question is not applicable.

(ii) Local authorities, who bear responsibility for adult education, including literacy, take measures to suit local needs. All the methods referred to in the question may be used. The report states that since evening classes are on the decline, they have been replaced by alternative means such as distance learning, study groups and broadcasts.

Literacy courses are conducted in the mother tongue, while the Adult Basic Education Unit provides for the teaching of English as a second language.

(iii) Since the establishment of the Adult Basic Education Unit in 1980, emphasis has been placed on the skills required in a modern society, although literacy and numeracy courses continue to be provided. Teachers, many of whom work on a voluntary basis, use new forms of teaching suited to the needs of the various groups whose desire to improve their training is always taken into consideration.

C. NORTHERN IRELAND

I. DISCRIMINATION

1.-2. No legal provisions, regulations, practices or situations exist which constitute or could lead to discrimination in the field of education. However, higher education students from countries outside the European Community are now required to pay higher tuition fees than students from the Community. The government subsidies which were formerly granted to higher educational institutions in respect of students from countries other than those of the European Community have been withdrawn.

3. There are separate schools for boys and girls at primary and secondary levels as well as separate voluntary colleges of education. These institutions provide exactly the same services as coeducational institutions and enable students to follow the same or equivalent courses of study.

4. (a) The denominational educational establishments, including the voluntary colleges, receive substantial public assistance. They represent a valid alternative to state education and conform to the standards approved by the Department of Education, in particular with regard to the quality of the education provided in classes at the same level.

(b) There are a small number of private schools which receive no assistance from public funds. As elsewhere in the United Kingdom, their purpose, far from leading to the exclusion of any group, is to offer facilities in addition to those provided by the public authorities. The schools are of a high standard and are required to register with the Department of Education and to be inspected in order to ensure that the education provided is of an acceptable standard.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) Public education is governed by the Education and Libraries (Northern Ireland) Order 1972 as amended, which is in conformity with Article 4 of the Convention. A programme was to be introduced in September 1982 at the Ulster Polytechnic to assist teachers having in their classes children for whom English was not the first language.

(ii) Primary education is compulsory for children of 5 to 11 years of age. Their parents must ensure that they receive full-time education at school or elsewhere, failure to do so making them liable to prosecution. The enforcement of compulsory education does not give rise to any problems.

(a) State assistance is provided in respect of pre-school education, transport, meals, maintenance grants, textbooks and equipment. No difficulties are encountered with regard to respect for religion, tradition or customs. Physical education forms a part of the school curriculum. Children are under medical supervision and special education is provided for the handicapped.

(iii)(a) Primary education is free. This provision applies to school textbooks, supplies and transport within certain limits. A medical service is provided for pupils as well as a meals service, which is free of charge in certain cases. Families in need are entitled to assistance for the purchase of clothing. In certain instances, for example in the case of handicapped pupils, boarding fees are paid by the authorities. Pre-school education is also free and provided in eighty-two nursery schools and fifty-six nursery classes in primary schools. In August 1981, the enrolment in these institutions was 12.4 per cent of children of 3 to 4 years of age.

(b) Private funds are employed only in the case of the voluntary schools, where they cover 15 per cent of needs, while the government provides 85 per cent, as well as meeting the entire cost of building, equipping and running the state schools.

(c) Primary education is available to all.

(iv) (a) In cases of hardship, free school meals are provided to children as well as grants for the purchase of clothing and footwear.

(b) Families are informed about these provisions by widespread publicity.

(v) Although no formal integration of primary education and the lower secondary level has been undertaken, liaison between these two levels is strongly encouraged, in particular with regard to curricula.

6.(i) Secondary education is compulsory for all pupils under the age of 16 years, and is available to pupils under the age of 19 years who wish to pursue their studies further. Secondary schools are of two types--secondary intermediate and secondary grammar. Secondary intermediate schools offer a general curriculum and are free of charge. This includes school textbooks and supplies, subsidized meals, transport and maintenance allowances, in particular for uniforms. Secondary grammar schools, offering a more academic curriculum, are fee-paying schools, except in the case of pupils selected by examination. Further Education Colleges provide various types of vocational training corresponding to the different sectors of employment as well as training of a more general nature.

(ii) Admission to secondary education comes at the end of seven years of primary schooling. Pupils may opt for automatic transfer to secondary intermediate schools. Access to this category of school, however, may also be based on a selection procedure as in the case of secondary grammar schools.

(iii) Compensatory measures as required in individual cases are provided.

(iv) No particular difficulties have been encountered in the provision of secondary education.

7.(i)-(iii) Higher education is not free and admission to higher education is subject to the decisions of the institutions concerned.

8.(i) A very wide range of courses is provided for adults--from tuition in literacy to vocational training--including evening and correspondence courses. In addition, cultural bodies such as the Arts Council, museums and libraries make a considerable further contribution, particularly through the mass media and by using modern technology. Particular attention is given to disadvantaged adults in need of basic education and costs are substantially reduced for them. To promote adult education, local publicity campaigns are mounted throughout the year and there is an annual government campaign run by the Council for Continuing Education. Stress should be placed on the decisive role played by the media which also broadcast educational programmes, sometimes in co-ordination with educational bodies.

D. ISLE OF MAN

I. DISCRIMINATION

1.-2. There are no legal provisions, regulations, practices or situations which constitute discrimination.

3. There are two independent fee-paying schools, one for girls and the other for boys, both being consistent with the principles laid down in the Convention. The purpose of these institutions is to provide educational facilities in addition to those offered by the public authorities.

4. There are two state-aided Catholic primary schools and one Church of England primary school providing education in keeping with parents' wishes and with the standards approved by the education authorities.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) The authorities apply a policy of positive discrimination in areas where--for socio-economic reasons--educational results are lower than average. It is indicated in the report that a higher number of teachers have been assigned to these areas.

(ii) Education is compulsory for all children of 5 to 15 years of age, and in accordance with the 1949 Education Act parents are responsible for ensuring school attendance.

(iii) Primary education is free.

(a) School fees, school textbooks and supplies, additional classes, school transport for pupils living over three miles from school and the health service are free. Free meals are provided for children whose parents earn below a certain income level. Parents may also receive assistance for the purchase of clothing and boarding scholarships in certain cases.

(b) Although the state covers all expenditure relating to the equipping and running of schools, parents may nevertheless make a contribution if they so wish.

(c) The authorities are responsible for orphans, abandoned children and the disabled.

(iv) Although there are no pre-school facilities for infants, nursery schools are provided wherever this is justified on socio-economic grounds. In addition, there are fee-paying play groups and financial support is provided by the authorities to enable certain children to attend them.

6.(i) Secondary education is available to all, is compulsory up to the age of 15 years and is free. On completion of secondary education, pupils have the choice of staying on at school or transferring to a College of Further Education for technical or vocational studies.

(ii) Access to secondary education is automatic.

(iii) Remedial classes are provided whenever necessary.

(iv) No particular difficulty has been encountered in the case of secondary education.

7.(i)-(ii) Higher education is open to all, on the basis of individual ability, in university and non-university institutions, for full-time or part-time studies. As such institutions do not exist on the island, however, support is provided to students wishing to attend universities and institutions elsewhere.

(iii) The education authorities (Board of Education) have established a system of comprehensive financial assistance for all students under 26 years of age. Beyond that age, the decision to extend grants is at the discretion of the same authorities. Financial support covers the payment of tuition fees and includes a subsistence allowance which may be increased depending on family circumstances.

8.(i) It is stated in the report that this question is not applicable.

(ii) There is an adult education service which varies according to public demand. Adult literacy training is provided by voluntary teachers.

(iii) There is a college providing opportunities for continuing education for adults.

E. GUERNSEY

I. DISCRIMINATION

1.-2. There are no legal provisions, regulations, practices or situations which might constitute discrimination in the field of education.

3. Grammar schools have hitherto been separate for boys and girls but a new coeducational grammar school is currently being built and should be in use by the end of 1984 or the beginning of 1985.

4. There are private and voluntary aided denominational schools where the education provided is in keeping with the education provided by the state system. Teachers at these schools are appointed by the education authorities. It is stated elsewhere in the report that the authorities consider that no child is prevented on religious or cultural grounds from benefiting fully from all existing educational opportunities.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) The maintenance of equality of educational opportunity is a continuing policy of the State's Education Council, as demonstrated by Laws and Ordinances relating to all socio-economic and cultural groups of the island's community.

(ii) Education is compulsory for children of 5 to 15 years of age in accordance with the Education (Guernsey) Law, 1970. The Law makes it a duty for parents to fulfil this obligation. School attendance is checked on by a Council official. There are special schools for handicapped children. According to the information provided in the report, primary school syllabuses are suited to the limited range of backgrounds from which the children come. Similarly, there is no incompatibility between the school timetables and seasonal work. The language problems that might be encountered by the 200-strong ethnic minority will be overcome by the presence of a teacher with a knowledge of the minority's mother tongue.

(iii)(a) Primary education is free; tuition and teaching fees, school textbooks and supplies, libraries, transport for those who live far from school, medical care and sports activities are free. Clothing is also provided in cases of hardship as well as additional or remedial classes. There is no meals service but pupils coming from outside the island may be provided with accommodation and meals at reduced prices, or free of charge at boarding schools.

(b) Parent-Teachers Associations exist at every school and the funds they have raised have, for example, swimming pools to be installed in most schools.

(c) All the members of the island community have the means to benefit from primary education and there is no disadvantaged category.

(iv) Primary education is entirely free.

(b) Most children commence their education at about 4 years of age. In addition, there are 24 private pre-school play groups and nurseries recognized by the education authorities. Existing financial assistance is not publicized systematically but teachers are expected to identify cases where such assistance is necessary.

(c) Assistance is in general provided from public funds.

(v) The authorities have no plans at present for reform in this connection.

6.(i) Secondary education is compulsory up to the age of 15 years, is free and is available to all pupils up to the age of 19 years. During the final year at primary school, a number of tests are taken. The results of these tests together with continuous assessment are used to evaluate children's abilities and to guide them either towards secondary education of a more academic nature or towards a secondary-modern school. It is stated in the report that the wishes of the parents are taken into account and that about 25 per cent of pupils are selected for grammer-type schools each year.

(ii) All pupils enter secondary education; the selection procedure applies only to the type of establishment.

(iii) Specially qualified staff provide remedial teaching and language classes.

(iv) According to the report, the question concerning possible difficulties in secondary education is considered to be inapplicable.

7.(i)-(ii) As higher education establishments do not exist, students have to go to the United Kingdom. The qualifications required for entry to higher education vary and are laid down by the United Kingdom authorities.

(iii) Depending on parental means, the education authorities in Guernsey provide grants to meet tuition fees, boarding and travel costs, textbooks and subsistence. In addition, the same authorities have established a careers advice system which also provides guidance in choosing courses, assists young people of up to 18 years of age in finding employment and promotes work-experience courses. In addition, the State's Education Council is responsible for the College of Further Education on the island which offers courses in business studies, law, banking, catering, engineering and building which are free to full-time students up to the age of 19 years and part-time students who are released by their employers to attend part-time day and evening courses.

8.(i) Such measures do not apply as all persons receive complete primary education.

(ii)-(iii)(a) Literacy and numeracy courses are offered for those who have failed to acquire these basic skills during their school careers.

(b) The United Kingdom's Open University covers Guernsey and enables adults to follow a great variety of courses up to degree level, there being no particular conditions for admission.

(c) Under the auspices of the College of Further Education referred to above, evening courses ranging from recreational studies to purely academic subjects are offered to adults.

F. JERSEY

I. DISCRIMINATION

1.-2. There are no legal provisions, regulations, practices or situations which constitute discrimination in the field of education.

3. The education system is separate for both sexes but entirely equal.

4. Private educational establishments operate in conformity with Article 2 (b) and (c) of the Convention.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) There is no need for a change in educational policy as education is freely available to all residents.

(ii) Education is compulsory for all children of 5 to 15 years of age and parents are responsible by law for seeing that their children attend school.

(iii)-(iv) Education is free at all levels.

(v) No reform has been undertaken in this respect.

6.(i) Secondary education is compulsory up to the age of 15 years and available to all up to the age of 18 or 19 years.

(ii) Transfer to secondary education is automatic.

(iii)-(iv) Free remedial courses are available to any child requiring them. The reply to question 6 (iv) is: none.

7.(i) Any person with the necessary ability may enter higher education.

(ii) Students wishing for admission to higher education are required to show evidence that they can profit from it.

(iii) Financial assistance is granted, having regard to family income, to cover the costs of tuition fees, residence and travel.

8.(i) There is no need for such measures as all residents have completed primary and secondary education.

(ii) Professional or volunteer tutors provide literacy courses in the mother tongue. Classes are also available for those for whom English is a second language.

(iii) Several thousand students take various adult education courses every year.

G. DEPENDENT TERRITORIES

(a) ANGUILLA

The reply is provided in a cable transmitted by the National Commission for the United Kingdom on 24 March 1983.

The following is stated:

1. In this small territory, Ministry Social Services has only one administrative office, i.e. Permanent Secretary who has to cope with wide range of subjects and is overburdened.

2. Regret therefore because of need to concentrate on urgent local practical problems in educational, medical and community fields, not possible to complete such a comprehensive questionnaire in time.

3. There is no discrimination in education in Anguilla except that imposed by limited resources. See UN ECOSOC Report E/1982/3 Add. 16 of 30 March 1982.[1]

I. DISCRIMINATION

1.-2. As indicated in the above-mentioned cable, there is no discrimination except that imposed by limited resources.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) It is stated in the ECOSOC report (page 31) that, with a view to promoting the full realization of the right to education in its various aspects, educational facilities are being continuously improved, curricula developed and teachers recruited or trained. Education is compulsory between the ages of 5 and 14, in accordance with Education Ordinance No. 6 of 1964.

---

1. Since the cable refers in the last sentence to document UN-ECOSOC Report E/1982/3/Add. 16 of 30 March 1982: Implementation of the International Covenant on Economic, Social and Cultural Rights, the Secretariat has consulted this document where information on the implementation of Article 13 of the Covenant: Right to education has been provided by the competent authorities from Anguilla.

The summary of this information is presented in the same way as all the other summaries of reports from Member States received in reply to the Unesco questionnaire designed for the fourth consultation on the implementation of the Convention and Recommendation against Discrimination in Education, and contained in the present document.

(ii)-(iii) Primary school is compulsory, free and available to all children of the corresponding age-group.

6.(i)-(iii) Secondary education is free, but inevitably selective due to inadequate facilities. However, 50 per cent of all pupils of secondary school age receive education at this level. The curriculum of the one secondary school was to be expanded in 1982 in order to make a number of technical and vocational subjects also available. Pupils who are unable to enter this same school because of insufficient classroom space are given secondary education at the territory's Evening Institute. The introduction of junior secondary education during the next two years (1983-1984) is under consideration.

7.(i)-(iii) In Anguilla, higher and/or tertiary education are not provided, the University of the West Indies satisfies this need. Since this type of education is extremely expensive, it is available only to relatively few people. The cost of this training--which is directly related to Anguilla's manpower needs--is provided by the United Kingdom, and to a limited extent, by Canada and the Commonwealth Fund for Technical Co-operation.

8.(ii) It is indicated in the ECOSOC report that adults also can attend the Evening Institute in order to benefit from secondary education.

(b) BERMUDA

I. DISCRIMINATION

1.-2. There are no legal provisions, regulations or practices which constitute discrimination in the field of education.

3. In addition to fifty educational institutions, there are two single-sex schools for boys and two for girls, which are comparable in every way to the coeducational schools.

4. The same is true of the two private denominational schools and the other two private schools. These four schools participate in the Programmes for the Bermuda Secondary School Certificate, which ensures identical standards at the secondary level for both state and private schools.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) The question does not arise, since there is no inequality of educational opportunity.

(ii) Primary education is compulsory.

(a) Since Bermuda is small, the question of distance between pupils' homes and educational establishments does not arise. Parents' socio-economic status is never an obstacle to education.

(iii) Primary education is free.

(a) No fees are charged, and school textbooks and supplies are provided. Medical and dental services are also provided free of charge. Only meals and clothing must be provided by parents. Boarding schools do not exist.

(b) Schools are established either by the government or by private and/or denominational establishments. The community is not called upon to contribute financially.

(c) As stated in the report, there are no underprivileged children.

(iv) (a) Although the general situation is satisfactory, a few indigent families receive assistance from the Ministry of Health and Social Services in the form of housing, food and clothing, and, in some cases, free transport to and from school

(b) The possibility of obtaining financial assistance from the state is made known to families through the media and through house calls by welfare officers.

(c) Private charities assist families in need.

6.(i) The report states that there are no obstacles impeding the generalization of secondary education.

(ii) All pupils, except some in special education, transfer automatically to secondary schools after seven years of primary schooling.

(iii) Compensatory measures take the form of remedial reading classes.

(iv) Universal secondary education is provided.

7.(i) The Bermuda College, which grew out of existing post-secondary establishments, provides full-time and part-time courses in academic, commercial and technological subjects, and in tourism. It is a state-supported institution.

(ii) Each course has a limited number of places and admission is competitive. Preference is given to residents, non-Bermudian residents being offered any remaining places. Foreign students are admitted to diploma-level courses only.

(iii) Fees are $400 per session, but enough scholarships exist to ensure that no student is excluded for financial reasons. Financial assistance is also available for study abroad.

8.(i) Two schools, one in the west and one in the east of the island, offer community education courses. Evening classes are offered by other secondary schools.

(ii) Illiteracy is not a major problem.

(iii) Awards and interest-free loans are available for those who wish to pursue further education abroad.

(c) GIBRALTAR

I. DISCRIMINATION

1.-2. There are no legal provisions which constitute discrimination in the field of education.

3. Schooling is coeducational in First and Middle Schools, i.e. for children from 4 to 12 years of age. The only primary school is coeducational. Two secondary schools provide single-sex education.

The community is not always willing to accept coeducation at secondary level; however, single-sex educational establishments with equal access meet the same standards. The design of the school buildings, however, allows for their conversion into co-educational establishments at a later date.

4. Private education is wholly governed by Education Ordinance No. 110/1974, the principles of which are in keeping with those set forth in the Convention.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) The principles set forth in Article 4 of the Convention are embodied in Ordinance No. 110/1974.

(ii) Education is compulsory from the ages of 4+ to 15+.

(a) School attendance is the responsibility of an Education Welfare Officer who maintains liaison with all sectors concerned. He is assisted in his duties by the Schools Psychological Service. Parents whose children are repeatedly absent from school may be fined. As at 30 September 1981, the school population consisted of 2,621 pupils, 1,263 of whom were girls. Absenteeism in 1980-1982 stood at 7.8 per cent.

Although, generally speaking, the distance between pupils' homes and schools is not a problem, the government nevertheless pays 50 per cent of the travel expenses of primary-school children in certain areas.

Since a large percentage of the population is Catholic, state education includes religious instruction. Consequently, the authorities pay the fees of children who wish to attend the Anglican school. State primary education also exists for Jewish children. In cases where the limited number of pupils does not warrant the establishment of a separate institution, special provision is made within schools to provide religious instruction.

A special school that provides free transport and midday meals has been built for severely handicapped children. A special unit for the other handicapped children has been established in an ordinary primary school by arrangement with the Psychological Service. This unit became operational in September 1982. The main difficulty resides in the lack of experienced specialists in the local teaching force.

Since Gibraltar is a bilingual community, the teaching of both languages is a perennial concern of the authorities. In accordance with the wishes of the community, basic education is provided in English. Spanish is taught at all levels and Spanish courses are also organized by business firms. Most curriculum decisions are made by school principals with assistance from the education authorities through the Curriculum Adviser and through teacher-controlled professional curriculum development groups.

Ninety-one per cent of teachers were born in Gibralter. In 1981-1982, there were 282 employed full time, 157 of whom were working in primary schools. Further education is provided by the Teachers' Centre, which receives funds from both local and external scurces. In 1981-1982, five one-year scholarships were awarded for refresher courses in the United Kingdom.

(iii)(a) Primary education is free of charge for the children of resident parents and includes tuition, textbooks and supplies. Uniforms are not compulsory. Only handicapped pupils receive free midday meals. In certain cases a 50 per cent transport subsidy is granted. The report also states that children aged from 4 to 8 receive free milk daily, and that free medical and dental care is provided for all pupils during the years of compulsory school attendance.

(b) All school building, maintenance and repairs and equipment costs are defrayed by the government.

(c) Special education institutions in the United Kingdom take responsibility for severely handicapped children. Parental contributions are determined in accordance with their financial possibilities.

(iv) The government has established two day nurseries for pre-school age children. These institutions, which are staffed by qualified personnel, cater for forty-five and thirty children respectively. Enrolment at the free day nurseries is voluntary, and priority is given to working mothers and to social or medical cases. The government intends to set up similar establishments in each of the seven existing First Schools as soon as this is financially possible.

6.(i) Secondary education is compulsory and free for children aged from 12+ to 15+ and upwards. As at 30 September 1981, the total secondary school population amounted to 1,794 pupils, 916 of whom were girls. The rate of absenteeism was 8.2 per cent. Of the 125 teachers who are employed full time, 50 per cent hold diplomas. Students are encouraged to continue their education beyond the statutory school-leaving age. In 1981-1982, 35 per cent of all students continued their studies beyond the age of 16 and even until 18, while 75 per cent continued their full-time education beyond the age of 15, thereby enjoying the same rights and benefits as pupils of compulsory school age.

(ii) Access to secondary education is non-selective and automatic at the statutory age for this level.

(iii) The two secondary schools provide remedial classes taught by specialized instructors. Regular liaison is maintained with external support agencies, especially the School Psychological Service. The report also mentions a plan to establish special Middle and Secondary education units for the handicapped.

(iv) The major difficulty in secondary education is obtaining adequate building sites for the expansion of the two existing educational institutions. This problem has been solved through the use of reclaimed land and an area ceded by the Ministry of Defence.

7.(i) There are no higher educational establishments. However, a system of scholarships enables those fulfilling the requirements to travel to the United Kingdom for higher education.

(ii) The admission requirements are threefold: the candidate must reside in Gibraltar, must attend or have attended school in Gibraltar or in the United Kingdom, and must be accepted for a designated course of study.

(iii) Government scholarships cover tuition fees. Board and lodging allowances depend on parental income.

8.(i)-(ii) An adult education programme offers a wide variety of subjects to anyone wishing to enrol.

(d) HONG KONG

I. DISCRIMINATION

1.-2. There are no legal provisions, regulations, practices or situations which constitute discrimination in the field of education or which could lead to discrimination as defined in Article 1 of the Convention.

3. The education system comprises coeducational and separate-sex establishments. The latter offer equivalent access to education for boys and girls; have teaching staff with qualifications of the same standard, and premises and equipment of the same quality; and enable boys and girls to take the same or equivalent courses of study. Institutions of higher education are coeducational.

4. Private schools, which must be registered, provide educational facilities additional to those offered by the public authorities. The inspectorate services of the Education Department are responsible for ensuring uniformity of standards. It is stated elsewhere in the report that there are private schools for children whose first language is English. Furthermore, owing to Hong Kong's traditional role as a centre of trade and commerce, there are substantial groups of foreign residents, who are at liberty to establish private schools adapted to their needs, provided that the schools satisfy the statutory requirements (Education Ordinance, Education Regulations). Religious communities play an important part in sponsoring schools, which must be carried on in accordance with statutory requirements applicable to all schools equally.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) The educational system reflects the principles laid down in Article 4 of the Convention. A specific policy aimed at the achievement of equality of educational opportunity therefore seems unnecessary.

(ii) Primary education is compulsory for pupils between the ages of 6 and 14. If it appears that parents are withholding a child from attending school without any reasonable excuse, the competent authority may serve an attendance order on the parents. It is shown elsewhere in the report that 541,418 pupils were enrolled in primary school in March 1982, the number of girls being slightly lower than that of boys.

(iii)(a) Free primary education was introduced in 1971 in government and state-subsidized schools. These two categories of establishments at the primary and secondary levels constitute the public sector of education. A textbook and stationery grant is available to needy children attending public sector schools, but it is stated in the report that there are no additional classes outside the normal school curriculum. Primary schools do not have canteen facilities but food and drink may nevertheless be sold on school premises, subject to the approval of the school Director. All pupils are entitled to subsidized school transport. To protect parents against possible over-charging, sales of school uniforms and miscellaneous supplies are conducted under the terms of a Code of Practice applicable to all schools. In addition, all pupils are entitled to free medical treatment. On the other hand, the report remarks that there are no boarding facilities in primary schools.

(b) The community is not called upon to help in any way, the building, equipping and running of schools being carried out, in accordance with criteria appropriate to an advanced economy.

(c) The reply to this question refers to orphans and children in need of care, and to disabled children who attend either special schools or special classes in ordinary public schools.

Educational facilities are available in both the public and private sectors to all social groups in all localities. The report refers to the existence of public primary schools for children whose first language is English. Village public primary schools play an important part in the rural areas.

(iv) Pre-primary education is available throughout the territory in child-care centres and kindergartens, the fees for which may be partially covered by the government in the case of low-income families.

(v) It is stated in the report that the aim of the education policy is to provide free, compulsory and universal education for a period of nine years to all children in the 6 to 14 age-group, through the combined efforts of the public and private sectors. This nine-year course comprises six years at primary level and three years at secondary level.

6.(i) The public education sector provides three years of free secondary education for primary school-leavers. Education at this junior secondary level, is based on a common core curriculum and is provided through grammar, technical and pre-vocational schools. Secondary education is compulsory up to and including the age of 14 years. It is stated in the report that in March 1982, 281,573 pupils were enrolled at junior secondary level (Junior-Form I-III) and 176,315 at senior secondary level (Senior-Form IV-VI). In both cases, the number of girls is slightly lower than that of boys.

(ii) The Director of Education administers a Secondary School Places Allocation system which takes account of academic aptitude and parental wishes.

(iii) In public sector schools, provision is made for remedial teaching at the primary and junior secondary levels.

(iv) The major difficulties encountered in the provision of secondary education are those associated with the allocation of financial and other resources, including the shortage of space in a limited area. However, planning machinery exists within the framework of the Development Plan covering the entire range of services provided by the government, and is able to monitor new constructions in the Schools Building Programme.

7.(i) Higher education is accessible to all on the basis of individual capacity. The principal institutions of higher education are the University of Hong Kong, the Chinese University of Hong Kong and the Hong Kong Polytechnic. There are also three post-secondary colleges registered under the Post-Secondary Colleges Ordinance, they are supervised by the Director of Education and two of them receive assistance from public funds.

(ii) Admission to institutions of higher education is based on achievement in public examinations.

(iii) The government provides students with grants to cover tuition fees and loans to meet living expenses. Although three years of prior residence in Hong Kong are required, sex, race, nationality, religion, choice of university or choice of courses are not criteria considered for the award of grants or loans. Only the student's financial situation, established on the basis of declarations of family income, is taken into account. Under a system administered by the Education Department, financial assistance is also available to students at the three post-secondary colleges.

8.(i) The Adult Education Section of the Education Department provides evening courses of general education for those who received insufficient formal primary education. These courses are adapted so far as possible to adult interests and requirements, and are conducted in the mother tongue. A number of private voluntary organizations are also active in this field and a subvention scheme has been introduced for selected adult education courses operated by these bodies. The problem of integrating persons belonging to different language groups does not arise in view of the homogenous character of the local community.

(ii) Adult education, including literacy courses, is the responsibility of the Adult Education Section of the Education Department. The public education programme includes courses at the Evening School of Higher Chinese Studies, teacher training, English language courses, secondary school courses, Middle School Courses for Adults, Young Peoples' Courses, practical courses covering subjects of vocational or cultural interest, and general courses in the area of primary education. Private voluntary institutions provide a number of similar programmes. The extramural departments of the two univerisites also offer courses for adults.

(iii) The courses provided by the Education Department, the two universities, and the private voluntary institutions offer a wide range of opportunities for adults to pursue studies on the basis of individual capacity. In addition, the government is currently giving consideration to the use of television in this field and to the establishment of an institution offering courses of the 'Open University' type.

(e) CAYMAN ISLANDS

I. DISCRIMINATION

1.-2. There are no legal provisions, regulations or practices which constitute or could lead to discrimination in education.

3. The whole of the education system is coeducational.

4. There are private denominational establishments but they are consistent with the principles set forth in this respect in the Convention.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) There has always been equality of educational opportunity.

(ii) Primary education is compulsory, under Section 20 of the 1968 Education Law, for children between the ages of 4 years 9 months and 15 years.

(iii)(a) Primary education is partially free for Caymanians and children having Caymanian status. However, 'book rental fees' must be paid at the rate of $5-$10 per annum. The parents of children not possessing Caymanian status pay school fees amounting to $450 per annum in the case of primary schools.

(b) The contribution of the community to school projects meeting with its approval is made through parent-teacher associations.

(c) All members of the population enjoy the benefits of education, including the physically handicapped who are transported daily to an institution catering specifically for their needs.

(iv) If any parent is unable to meet the costs of school fees or book rentals, he may approach the Portfolio of Health, Education and Social Services for remission of fees.

(v) A recent innovation in education has been the introduction of a middle school system.

6.(i) All pupils who have reached the age of 13 years 4 months are eligible to enter the senior high school. Book rental fees are increased to the range of $12 to $22 per annum. At this level, as is noted elsewhere in the report, the school fees for children not possessing Caymanian status come to $630 per annum.

(ii) Most pupils are automatically promoted to secondary education unless they have to repeat their final year at middle school.

(iii) A special department deals with problems of backwardness. Evening classes are offered for the adult population only.

(iv) Initial difficulties which are now being surmounted arose from the amalgamation of a small grammar school and a secondary modern school. The present 'high school' compares very favourably with other similar institutions in the region.

7.(i)-(iii) A part-time Community College operates at levels below university and will continue to do so. Admission to the College is open to all on payment of a fee of $20 per session. Classes take place four evenings a week. The government provides funds to buy books and equipment, and subsidizes staff remuneration.

Higher education scholarships are available to all who satisfy the requirements of the Education Council with respect to the 'O' and 'A' levels of the GCE or the SAT of the United States system. Depending on parental circumstances, scholarships are awarded partly by the government and partly in the form of a loan from the Caribbean Development Bank. Students are 'bonded' to the government for three years on completion of their courses.

8.(i)-(iv) The Community College, which is open to everybody, provides adult education facilities. Literacy and numeracy programmes are being developed and the first district Community College classes were to begin in autumn 1982. Classes are pitched at different levels in an effort to cater for every individual need; this is particularly true of communication and numeracy skills.

Radio broadcasts have hitherto confined their attention to primary schools, but when this base has been firmly established, they will expand to include other areas.

(f) TURKS AND CAICOS ISLANDS

I. DISCRIMINATION

1. There may be some discrimination on political and national grounds.

2. Haitian nationals may have difficulties in gaining admission to schools and entry to secondary education may also be subject to political influences. No steps have been taken to overcome this problem.

3. All educational establishments are coeducational.

4. Private and denominational establishments are consistent with the principles laid down in the Convention.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) In the last five years, no policy has been adopted with a view to achieving equality of educational opportunity because of the lack of financial resources. There are long-term plans to make secondary education universal.

(ii) Primary education has been compulsory for many years. School attendance sometimes creates problems which, in extreme cases, are dealt with in the courts.

In a very few instances these problems are due to the children's mental health or to a lack of financial resources. It is also noted in the report that children may continue to attend primary school up to the age of 14.

(iii)(a) Primary education is free. The government provides school textbooks and supplies, premises and classrooms and working materials in general.

(b) Parent-teacher associations offer schools considerable financial assistance.

(c) The most underprivileged members of the population are probably foreign nationals.

(iv) Assistance is offered by various religious groups, the standard in many cases being below that of kindergarten schools. These groups provide the premises and staff and parents pay a reasonable fee for their children. Attempts are being made to obtain grants for the establishment of proper basic schools.

(v) There has been no reform with a view to integrating primary education and the lower secondary level into a common core.

6.(i) Eighty per cent of children attend secondary school. A general education system has been introduced for vocational and technical education. Families living on islands with no secondary education facilities can obtain financial assistance.

(ii) Admission to secondary education is by an examination at which children aged 11 or over are given three chances.

(iii) Remedial classes exist because of the low standards required in the examination at the end of primary education.

(iv) Children from islands where there are no secondary schools constitute one problem. Another is the lack of continuity of teaching staff. Few nationals have the necessary training to teach at the secondary level and so preference is given to foreign teachers.

7.(i) As no higher education facilities exist, it is not possible to make higher education accessible to all. Only scholarship holders can study at this level and the government's resources for this purpose are limited.

(ii) Scholarships should be awarded on the basis of educational attainment and interview. It is noted in the report, however, that criteria other than academic excellence prevail most of the time. The main problem is that American schools do not impose minimum entry standards for post-secondary education and hence government scholarships can be awarded on the basis of inappropriate criteria.

8.(i)-(iv) No provision has been made for adult education.

(g) MONTSERRAT

I. DISCRIMINATION

1.-2. There are no legal provisions, regulations, practices or situations which constitute discrimination in education.

3. No single-sex institutions exist in the colony.

4. The two private and the two denominational schools fall within the provisions of the 1956 Education Ordinance and have to maintain standards similar to those applied to government institutions.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) The Draft Education Policy of 1981 states: 'Our Education Policy is based on the fundamental belief of social justice, and equal opportunity for all in accordance with aptitude and ability'.

(ii) Education is compulsory for children aged 5-15 years. In 1980/1981, the primary-school enrolment represented 68 per cent of the total school-age population. Although influenced by population fluctuations, mainly migration, an almost steady enrolment structure of recent years would indicate that probably all children of the compulsory age-group are in school; it is further indicated in the report that the participation of girls during the last ten years was as high as boys at the primary level and higher at post-primary levels.

(iii)(a) Basic education is free for all aged 5-15 years. The majority of primary-school children benefit from government subsidized lunches which are given free to the very needy. Medical services are free. Transport is available to pupils living beyond walking distance of three miles from a school. Textbooks and other supplies are provided in limited quantities.

(b) Parents participate in the operation of schools through Parent-Teachers Associations.

(c) The question concerning the most underprivileged members of the population is said to be not applicable.

6.(i) Since education is compulsory up to the age of 15, the first phase of secondary education (11-15 years) is available to all and free of cost. The second phase (15-17 years) is also free but available only to a limited number of pupils (about 35 per cent of the age-group). As school enrolment at the secondary level has considerably increased during the last ten years, the government envisages to transform the system along comprehensive lines as soon as possible in order to make five years of secondary education available to all.

(ii) Accession to the first phase of secondary education is automatic, to the second phase through examination.

(iii) Evening classes exist for those in need.

(iv) Lack of financial means, adequate facilities and shortage of trained teachers impede the generalization of secondary education.

7.(i)-(iii) As higher education is not available in Montserrat, the government devotes a substantial portion of the education budget towards the operation of the University of the West Indies, in order to ensure the admission of Montserratian students to that institution.

It is further indicated in the report that university studies require considerable private means, scholarships, grants or loans. The Students Loan Scheme provides funds for approved studies abroad. As to grants and scholarships, a limited number can be obtained from the Government Scholarship Committee but these facilities are invariably tied to manpower needs.

8.(i)-(ii) No structured mechanisms exist to encourage or strengthen education for persons who did not receive primary education or who could not complete it. Various ad hoc courses are arranged from time to time by church groups, the Ministry of Education and other agencies with a view to improve the level of literacy of the population. Some 3.9 per cent of the population are estimated to have had less than six years of primary education and therefore are likely to be illiterates. Roughly 12.5 per cent of the population can be considered as functional literates.

(iii)-(iv) The Extramural Department of the University of the West Indies and the Montserrat Technical College provide academic as well as technical, vocational and skills training courses. The establishment of a Unit within the Ministry of Education, Health and Community Services, to guide and co-ordinate adult and further education is being studied by the government.

(h) SAINT HELENA

I. DISCRIMINATION

1.-2. There are no legal provisions, regulations or practices constituting discrimination in the field of education.

3. Schools are coeducational.

4. There are no private educational institutions.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) Equality of educational opportunity is maintained at all levels.

(ii) Education is compulsory for all children between the ages of 5 and 15 and non-compliance with this law may result in legal proceedings.

Teachers and the Department of Education ensure compliance with this regulation. In September 1982 the school population totalled 586 children in the primary sector including 276 boys and 298 girls in addition to twelve handicapped children. It is specified in the report that special assistance, particularly financial support, is provided for the handicapped. There are arrangements for transport and health care and the school curriculum is geared to the needs of the community. The report states that teachers are recruited on the basis of ability.

(iii) Education is entirely free. Voluntary aid is provided, however, by the Parent-Teacher Association.

(v) There has been a continuous effort to integrate primary and secondary curricula and to raise the standard of basic education. Primary-school teachers have been placed in the lower end of secondary schools and executive staff have been given responsibility for monitoring standards in both sectors.

6.(i) The number of pupils enrolled in secondary education in 1982 totalled 558, including 269 boys and 283 girls, and six handicapped children.

(ii) Admission to secondary education comes after an examination. About 15 per cent of the brightest children are selected for admission to a special school and the remainder receive normal secondary education.

(iii) Remedial courses exist.

(iv) Four years of secondary education are compulsory.

7.(i)-(iii) Higher education is provided in the form of further education classes and is available to young people of both sexes. There are no universities or other institutions of a similar level. Students from Saint Helena may receive scholarships to study at institutions of higher education in the United Kingdom.

8.(i)-(iv) Further education classes in a variety of fields are open to all. There are no literacy courses. Educational programmes for children and adults are broadcast over the local radio.

II. Summaries of replies concerning the implementation of the Recommendation

ANGOLA

I. DISCRIMINATION

1.-2. There are no legal provisions, regulations, practices or situations constituting discrimination in education.

3. Education falling within the scope of the State is non-denominational, standard, democratic and mixed.

4. According to the Constitution, 'the People's Republic of Angola is a secular State, with complete separation between the State and religious institutions. All religions shall be respected, and the State shall afford protection to churches and to places and objects of worship, provided that they are in conformity with State laws'. Religious education is authorized for Angolan citizens only after the age of 18. The report also indicates that no private educational establishments exist.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5. (i) The answer to this question is in the affirmative, and many quotations from legal or legislative texts are given in the report. It is particularly stated that the 'General Schooling Act' is being examined with a view to introducing systematic organization and democratization of education. Likewise, measures are to be taken to equip the country with a school network capable of catering for all children and young people of school-age, to expand the recruitment of young people for teacher training and to set up the necessary conditions to engage greater numbers of foreign teachers.

Lastly, there are 'provisional schools' for children who have not had the opportunity to follow normal schooling.

(ii) (a) Although primary schooling up to grade 4 is compulsory it is difficult, if not impossible to implement in the present conditions because of the lack of teachers, school buildings and equipment.

Furthermore, education is being made difficult by the war and is generally imparted to most pupils in a language other than their own.

(iii) (a) Basic education, together with food and accommodation for boarders (where applicable), uniforms, medical care, textbooks and school supplies, were until recently free.

The report states that since the 1982-1983 school year, however, textbooks and supplies are no longer free at whatever level of education.

(b) As concerns the drive for community help in the fitting out and running of schools, the report states that as a result of the

explosion in school numbers it has been decided to make wide use of self-building, repair and adaptation of buildings for pupils in the first stage of basic education. Collecting the necessary resources is done by local communities and the Party youth movement. Building materials and financial resources will be made available to local authorities for the work.

Within each school there is, a 'parents' committee' that tries to back up the school management in solving certain problems and to bridge the gap between parents and school authorities.

(c) Scattered populations in regions that are difficult to enter as a result of the military occupation by the South African racists are currently considered to be the most disadvantaged groups as regards access to education.

Likewise, it is pointed out that the rate of dropping out amongst girls is very high in basic education, for various reasons that include certain ancient traditions.

(iv) (a) The appropriate government authorities provide financial or other assistance to disadvantaged pupils. The report refers to a system of internal grants for which these pupils may apply in order to cover the cost of school textbooks and supplies. Special funds in the general State budget make it possible to provide financial assistance to schools to cover the various expenses that should otherwise be borne by the pupils.

(b) As the criteria for allocating grants are still being studied, such grants are automatically allocated to war veterans, orphans, the handicapped and pupils moved from one province to another because of the war that continues to rage.

Pre-school education is compulsory and was totally free until the end of the 1981-1982 school year. Children are admitted at the age of 5 into the reception class, which lasts one year. Experiments are currently under way gradually to establish pre-school education lasting three years. To this end, training courses for schoolmistresses at this level are being planned.

(c) Financial assistance supplied by foreign and international organizations such as OXFAM, SIDA and others is generally channelled to the 'provisional schools', i.e. those pupils who are too old for regular education.

(v) When it attained national sovereignty the People's Republic of Angola took over a school infrastructure which was poor in all respects. The country had and still has a very high rate of illiteracy and a lack of skilled professional staff as a result of the élitist policy of education almost entirely reserved for the colonialist minority. The great majority of peasants' and workers' children who had the opportunity to attend school reached the level of four years of primary schooling. The report also states that following the total reform of the education system carried out from the 1978-1979 school year basic education with a duration of eight years was instituted.

The aims of this reform are, amongst other things, the training of workers in the bases of Marxist-Leninist ideology, the construction of the new society, the development of national awareness and respect for traditional values. Likewise, education policy should guarantee economic and social development and the raising of the population's living standards and instil a sense of national unity and fellow-feeling with all the peoples of the world.

In order to implement this reform the government is, amongst other things, conducting literacy training for children over 14, turning out qualified teachers to respond to the sharp increase in school numbers, setting teaching-training schools and running in-service training courses for teachers. In this respect, the report refers to the preparation and implementation of new curricula and revision of the content of syllabuses, school textbooks and teaching material. Active teaching methods are given preference, so that the educational process may cover not only theoretical and practical aspects but also education and work, study and life, and production.

Furthermore, self-management means student involvement in the organization and administration of schools alongside the popular Party and works organizations.

6. (i) The first stage of secondary education is an integral part of basic education, and the report states that the authorities hope to be able to extend compulsory schooling to include the four years of this stage. The second stage of secondary education provides intermediate and pre-university courses and generally lasts from two to four years.

In this stage, as in basic education, enrolment, board and lodging and medical care are free.

The State is always ready to come to the assistance of schoolchildren from needy families that cannot afford to pay the other expenses.

(ii) Pupils who have obtained the certificate of primary education (four years) move on to the first stage of secondary education, i.e. the fifth grade of basic education. Their assessment averages determine whether they can move up to the higher grades. On the other hand, moving up from the first secondary stage to the second is achieved on the basis of the results obtained at the final national examination and the selection made by a National Board set up for this purpose, since no educational and vocational guidance and selection services exist.

(iii) Remedial measures are provided for those who require them: evening classes, vocational training centres and on-the-job further-training courses; a distance-education system is also soon to be set up. Many worker-students - particularly in the second stage of secondary education - work only part of the day but are nevertheless entitled to full pay.

(iv) Shortage of premises, qualified teaching staff, material and equipment, together with the large number of repeaters, are

mentioned as major difficulties in setting up the kind of secondary education needed to meet the demand.

In order to overcome these difficulties, the following measures have been taken: the drafting of a bill setting out selection and placement criteria for entry to the first stage of secondary education, i.e. from the fifth grade onwards, for regular pupils and others; the upgrading of the teaching career in order to attract young people to it and encourage teachers already in service to stay; the continuation and intensification of the in-service training programme for teachers; the reinforcement of co-operation and the enterprise-school partnership system in which certain enterprises take on responsibility for the repair and upkeep of certain schools.

7. (i) In order to render higher education accessible to all, in conditions of full equality, specialized intermediate and pre-university institutes have been set up to train technicians or young people wishing to enter working life and also those wishing to move on to higher education. An order dated 5 march 1980, by the Ministry of Education, set up a 'Commission for the reform of higher education' in order to make this level of education increasingly accessible to the general public. A project for distance education is being studied by the Higher Institute for Education Sciences. Executive Decree No. 77/82, referred to on page 2 of the report, makes statutory regulations for the admission to higher education of pupils who have completed intermediate education.

(ii) In order to enrol for higher education an applicant should have successfully completed studies in an intermediate or pre-university institute. There is at present no entrance examination for university. However, the 'First Extraordinary Party Congress' decreed in December 1980 that students graduating from such institutes must work for two years before embarking on higher education.

(iii) Financial assistance and other measures to help students in higher education are the same as those mentioned for basic and secondary education.

Furthermore, the 'National Study Grants Institute' has recently been set up to award grants to candidates wishing to study abroad.

8. (i) As regards education for persons without primary education, or who failed to complete it, the report mentiones the setting up of a National Literacy Commission, whose executive body, the National Literacy Centre, is represented at province, town and local level. In application of Decree No. 40/80 dated 15 November 1980 a National Directorate for Adult Education was created under the Education Ministry. The 'provisional schools' mentioned in paragraph 5 (i) above are also referred to in this context, since they provide an opportunity of schooling for young people over the age of 14 in rural areas. Lastly, the report mentions the setting up in enterprises of vocational training centres to turn out skilled workers.

(ii) Adult education and literacy training (according to the report, an illiterate means any person over the age of 14 who cannot read or write) lasts, in principle, for twelve semesters, the first of which (6 to 8 months) covers literacy training. Literacy lessons are given by volunteer instructors recruited from amongst workers and students. Still within the framework of its activities, the Party has set out certain priorities: the organization of production co-operatives and associations of fighters in the 'People's Armed Forces for the Liberation of Angola', workers, State enterprise employees and peasants; the setting up of voluntary literacy brigades in all places of work and the provision of the necessary human and material resources from various sectors of activity for literacy work. These activities are co-ordinated by the National Literacy Centre, which works in close co-operation with the National Language Institute in an effort to provide literacy training in the national languages.

Adult education is currently provided up to a level equivalent to fourth grade in basic education. The syllabuses and textbooks used take into consideration the age and life-style of the students for whom they are intended. The lessons take place in enterprises and armed forces units. Because of the lack of staff and equipment, adults reaching the fourth-grade level of basic education must then enrol in the system of regular education provided either at evening classes or in vocational training centres.

(iii) In order to enable adults to follow studies in line with their abilities, there are vocational training centres and schools co-ordinated by various ministries and attended either by workers needing further training in their specialization or by those who, for whatever reason, have been compelled to leave regular education.

The First Extraordinary Party Congress recommended an increase in the number of cultural and technical further training schools for workers and combatants and development of the appropriate structures within the Ministry of Education.

AUSTRIA

I. DISCRIMINATION

1.-2. In its reply to the fourth questionnaire, Austria states that all the information which it provided in 1975 in response to the third consultation of Member States on the implementation of the Convention and Recommendation against Discrimination in Education (document 20 C/4, Annex C, pages 149-151, 18 August 1978) continues to be valid. As stated in the previous reply, the federal Constitution and federal legislation contain provisions prohibiting any form of discrimination.

3. According to the information supplied on that occasion, the principle of coeducation was to be applied as from 1976. The reply to the fourth questionnaire specifies that in view of the promotion of physical education and sport, optional gymnastic exercises may be taught to mixed classes of girls and boys.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(iv)(b) Austria states in its fourth report that preparatory courses exist for children of school age who have not yet acquired the necessary maturity for admission to primary education.

6.(i) This report states that with a view to eliminating discrimination, the curricula of the Hauptschulen have been geared to those of the lower stage of the gymnasien.

(ii) An examination has been introduced for entry to secondary education so as to guide children in the right direction, and there is a similar examination when a child changes schools.

BAHRAIN

I. DISCRIMINATION

1.-2. There are no legal provisions, regulations, practices or situations which constitute discrimination in education.

3. While kindergartens and higher education institutions are mixed, separate schools exist for boys and girls at the elementary, intermediate and secondary level. This separation does not involve preferential treatment for pupils of either sex, as syllabuses are the same, apart from the addition of a home economics course for girls. Teachers have the same qualifications and they enjoy the same opportunity to upgrade their qualifications by attending training courses at the University College of Education, Arts and Sciences in Bahrain. The cost of those courses is entirely covered by the Ministry of Education.

4. In the covering letter by which the report was transmitted to the Director-General, the Minister of Education of the State of Bahrain indicated that the Education Committee is reviewing the Private Education Ordinance which will contain certain fundamental changes. As soon as the new text has been printed, a copy will be sent to the Secretariat.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) Due to the small size of the country, everyone can attend a nearby school or reach a school within a short time. During the past few years, the government opened many schools in areas relatively far from the capital in order to reduce the need for school transport. The Ministry of Education monitors the quality of the school meals, in co-operation with the Ministry of Public Health; this latter Ministry also vaccinates pupils against various diseases. It is indicated in the report that syllabuses have evolved with the developments that have taken place in the country in general. As to language teaching, Arabic and English are taught at the beginning of the fourth year of elementary school. Optional French lessons have been introduced in secondary schools.

(ii) No legal definition of compulsory school age exists. However, equal opportunities are offered for all to accede to the different levels of the educational system. As the budget for education represents 8.2 per cent of the total state budget, there are no difficulties arising out of inadequate school services or parents' socio-economic status that hinder universal school enrolment.

(iii)(a) All schools of the Ministry of Education are free at all levels, no tuition fees are charged, school transport and textbooks are free. Children have to purchase other supplies from stationers and bookshops, but these supplies may also be provided free of charge to needy pupils; these latter pupils are further given free meals at school for which other pupils contribute to their cost. School uniforms, clothing and shoes are given free only to those in need. Boarding facilities do not exist for the elementary level, as schools are sufficiently close to the children's

homes. It appears from the reply given under II(iv) that kindergartens are not entirely free.

(b) Through the Ministry of Education, the Government of Bahrain is responsible for building schools, their equipment, furnishing and the engagement of teachers.

(c) No population group is deprived of access to education which is available to all, including girls, orphans, abandoned children, the disabled and rural populations.

(iv) (a) As according to the facts already mentioned (clothing, stationery, meals and kindergarten attendance) education is not yet completely free of charge, the relevant authorities grant financial and other forms of assistance to underprivileged pupils at all levels of education. Pupils in need are identified by the social welfare officer and the teachers.

(b)-(c) The existence of public and other sources of financial assistance is made known through associations, clubs and individuals.

(v) A system of 'basic education' of nine school years may be implemented when the new education bill now under consideration is enacted.

6.(i) Secondary education is geared to the needs of society and the aptitudes of pupils. The growing number of pupils has led to the creating of new secondary schools. It is indicated elsewhere in the report that recent changes involved the development of the secondary-school syllabuses and the introduction of new subjects, such as agriculture, hotel-keeping, health education, home economics for girls, typing and vocational training. The curriculum includes basic and optional courses.

(ii) Access to secondary school is subject to an examination after completion of the third year of intermediate school.

(iii) For those who have difficulties night classes exist which charge a nominal fee. In addition, activities periods are sometimes used to hold remedial classes.

(iv) In the past, the absence of suitable premises constituted a problem for the organization of secondary education. Since then, new buildings especially designed for secondary education of all categories have solved the problem.

7.(i) The report enumerates some measures taken with a view to making higher education equally accessible to all, on the basis of individual capacity. No obstacles impede access to universities, and attendance at institutions in Bahrain or abroad is open to all. Employees sent on study missions to upgrade their skills receive full pay and students abroad are provided with suitable housing and an allowance for their well-being. Among others, the Arabian Gulf University has recently been opened in Bahrain.

(ii) Admission to higher education depends on successful completion of the second year of secondary school with the average required for a given university. Admission furthermore depends on the availability of places in a given institution.

(iii) Financial assistance includes grants and study missions.

8.(i) Men and women without any primary education may attend literacy courses. Children of school age who did not complete primary education can go back to school while elder ones can study at home and sit the regular school examinations.

(ii) An adult education and literacy organization supervises the literacy centres which exist all over Bahrain.

(iii) To encourage the improvement of people's education, lower grade civil servants can attend literacy classes thanks to the granting of financial assistance. Adults who completed literacy courses are encouraged to continue their education through follow-up classes and regular attendance at a government school, while efforts are being made to prevent children from dropping out in the early school years.

BELGIUM

I. DISCRIMINATION

1.-2. There are no legal provisions or regulations which could lead to discrimination in education.

3. State schools are coeducational. There are separate--mainly religious--subsidized schools for boys and girls, without there being any resulting discrimination.

4. In addition to public educational institutions (state, provincial and communal) and in accordance with Article 17 of the Constitution, there are independent schools which are run privately and are mainly denominational in character.

As private education (pre-school, primary, secondary, higher and university levels) conforms with the provisions of the law, it is treated on a par with the official system in accordance with an Education Agreement and various laws passed between 1959 and 1975.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) The reply to the question is affirmative and it is stated that the law on economic realignment of August 1978 guarantees equality of treatment in matters of guidance, training, apprenticeship, further training or refresher training and social advancement, whether in the public or in the private sector.

There is also equality of treatment as regards admission to examinations and as regards the conditions for obtaining and issuing all diplomas, degrees and certificates. A royal decree of 15 February 1980 established an education commission to safeguard equality between men and women in society, especially in education at the various levels, and to contribute to a harmonious relationship between boys and girls and men and women in school, family, social, economic, cultural and political life.

(ii) Primary education is compulsory for children between the ages of 6 and 14. Consideration is being given to making schooling compulsory between the ages of 5 and 16. There is no problem in enforcing this obligation since pre-primary education (children between the ages of 2½ and 6) already caters for 97 per cent of children.

(iii)(a) Belgium indicated in a previous report that primary (and pre-primary) education is free. This report specifies that this includes supplies, home-to-school transport (for distances over 4 km), and medical check-ups. School meals and boarding fees are not included.

(b) The cost of education is borne by the community through direct taxation.

(c) There are eight categories of special schools for children with mental or physical handicaps. Educating the children of migrant workers still poses some difficulties in certain industrial areas.

It is stated in the report that the education policy initiated the renewal of primary education, providing educational opportunity for all children, as is their right and in accordance with their own capacities. The education policy aims to ensure a smooth transition from pre-primary to primary education, to eliminate socio-cultural shortcomings and to develop creativity.

6.(i) The first stage of secondary education is compulsory (12 to 14 years). Consideration is being given to extending compulsory schooling up to the end of secondary education (16 years). The 1971 reform of secondary education marked a step towards democratization by deferring the definitive choice of later studies. This trend has become widespread in state secondary education and is being progressively introduced in private education. The main features of this democratization of education are equal opportunity for all; identical education for boys and girls; the replacement of selection by constructive guidance; learning how to learn; individualization of instruction; and a better preparation for higher education, working life and the life of the community. It is stated elsewhere in the report that study grants may be awarded to pupils, subject to certain conditions.

(ii) Pupils who have successfully completed primary education can enter secondary education. Any pupils who have not succeeded but have turned 13 may go on to vocational education.

(iii) Secondary education, as reformed, makes provision for compensatory measures for pupils who are behind in their studies.

7.(i)-(ii) According to the report, a short course of higher education is open to pupils who have successfully completed general or technical secondary education. Admission to the full-length course of higher education and university education is dependent on obtaining a diploma of ability delivered upon the pupil passing a school-leaving examination.

(iii) Subject to certain conditions concerning taxable income, students may be eligible for a study grant.

8.(i)-(ii) Persons who are not in possession of a school-leaving certificate may obtain one by passing examinations presided over by central state juries. There are several literacy and training schemes operating in the private sector. These schemes may be regarded as a preparation for the central jury's examinations. Adults may specialize in certain subjects by attending social advancement courses organized in the evenings or during the week-end (teaching by correspondence, radio and television, and by the National Employment Bureau).

BOTSWANA

The reply takes the form of a letter addressed on 6 April 1983 to the Assistant Director-General for Education in the name of the Permanent Secretary of the Ministry of Education.

I. DISCRIMINATION

1.-2. According to the letter there is no discrimination in education on any grounds, including those of sex, ethnic origin or religion.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5. The country is approaching universal, free primary education for a duration of seven years. Some primary schools with boarding facilities, located in desert areas, ensure accommodation for children coming from small settlements. Some very remote communities might still be out of reach of schools, but these are being quickly eliminated.

6. As to three years of junior secondary education, which will soon be changed to two years, the same letter indicates that it is the intention of the government to provide universal access to such schools by the early 1990s.

BURUNDI

I. DISCRIMINATION

1.-2. There are no legal provisions or regulations which could lead to discrimination in education.

3. There are some single-sex establishments for boys and girls but admission requirements are the same, as are the curricula and the procedures for the recruitment of teachers. The aim of the new education policy adopted by the First Congress of the Uprona Party is to make secondary schools coeducational.

4. In its reply, Burundi states that there are no cases resembling those mentioned in the Recommendation as examples of discrimination by private schools. In its third periodic report, this Member State claimed that the few existing private schools, which must have official approval, supplement the educational facilities provided by the public authorities (see document 21 C/27, Annex C, page 32, paragraph 5).

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) Since accession to independence in 1962 and the adoption of Decree-Law No. 1/84 of 29 August 1967, 'educational institutions shall be open to all, on the same conditions, without distinction on grounds of religion or persuasion; the public authorities shall participate in their organization in accordance with this decree'.

(ii) Primary education is not compulsory, owing to shortages of material and human resources, i.e. limited funds and too few teachers.

Burundi has sought to remedy this situation by introducing the double shift system, because of the very large number of school-age children and unstreamed classes in primary education. The government's aim is to achieve universal school enrolment by 1987, and to double the number of teachers by setting up training colleges.

According to the figures given in the report, 32 per cent of school-age children were enrolled in primary education in 1981/1982, with girls accounting for some two-thirds of the total.

(ii)(a) The provision of free primary education covers tuition fees, textbooks and supplies and medical expenses.

(b) If necessary, the community is called upon to help build, restore or equip a school, either through assistance in kind (acquiring and transporting equipment and materials), or through financial contributions.

For the past ten years, parent-teacher associations have assisted in the running of schools, particularly in the management of financial contributions and school co-operatives.

(c) Some children may be underprivileged as a result of the uneven distribution of schools, a legacy of colonialism.

(iv) The provision of free education to the extent described above is as much as the government can afford for primary-school pupils.

(v) According to the reply, there is as yet no intention of carrying out such a reform.

6.(i) The government is continuing in its endeavours to achieve a balanced distribution of secondary schools (particularly those covering the direction-finding stage), in accordance with the third Education Plan. These direction-finding stages constitute a common core, at the end of which pupils are channelled into the various branches of general, technical and vocational secondary education. A special effort has been made to stimulate technical education, after its long neglect under colonial rule.

(ii) Access to secondary education is subject to the pupil's passing an annual nation-wide competitive examination organized by the Ministry of Education. During the 1981/1982 school year, 2.4 per cent of the population of secondary-school age were enrolled in secondary schools, with girls accounting for over half the total.

(iii) Remedial classes exist, but they are organized privately and at the parents' expense. The free provision of regular secondary education includes the same facilities as those mentioned in connection with primary education.

(iv) The shortage of schools offering the complete secondary course, the limited number of places available, the lack of well organized curricula geared to the country's needs, the fact that secondary education is not properly structured and the shortage of teachers and educational materials are listed as the main obstacles to the generalization of secondary education. Measures adopted to overcome these obstacles are said to include the establishment of schools and administrative bodies, research institutions and educational programmes. It is also stated that in 1965/1966, the Ecole normale supérieure (teacher-training college) was set up with Unesco's assistance to train teaching staff, and that the competent authorities are endeavouring to acquire (by purchase or donation) school textbooks, laboratory equipment and libraries.

7.(i)-(ii) Access to higher education is subject to an officially recognized 'humanities' certificate (diplôme d'humanités). According to information supplied in the third periodic report of Burundi, all nationals who successfully complete the secondary course and obtain the 'humanities' certificate may enter higher education (see document 21 C/27, Annex C, page 34, paragraph 8.2). For admission to the Polytechnical Institute, applicants must pass an aptitude test.

(iii) All nationals who have not repeated more than one year, and who attend classes regularly, receive a grant. In addition, they are admitted to the university restaurants and hostels subsidized by the state.

8.(i) The Department of Out-of-School Education has been established within the Ministry of Education to supervise a number of multi-purpose training centres intended for such persons as those mentioned in the question. Other bodies catering for such persons are listed in the report.

(ii) The Paolo Freire method is used for adult education and functional literacy by the Department of Out-of-School Education and the African Institute for Economic and Social Development (INADES-BURUNDI).

There are correspondence courses, and a few centres which are run by students on a voluntary basis. Literacy teaching is conducted in the mother tongue, Kirundi being the only language spoken in the country.

(iii)-(iv) The reply states that no measures have been taken as yet, although consideration is being given to establishing a National Council for Out-of-School Education. INADES would be responsible for monitoring the programme that might be launched by such a council.

UNITED REPUBLIC OF CAMEROON

I. DISCRIMINATION

1.-2. There are no discriminatory provisions, regulations or practices in the field of education.

3. All primary establishments are coeducational.

4. Private denominational and lay schools are comparable in all respects to state schools.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) In order to promote equality of educational opportunity, a policy has been adopted which is not embodied in any legislation, and which takes the form of meetings, periodic consultation and discussion at various levels, and the production of circulars.

(a) Campaigns to increase the awareness and involvement of parents in regions with an insufficient number of schools have been successfully launched. The establishment of each school is subject to a regulation (circular of 5 December 1978) and requires a minimum of forty potential pupils of 6 to 7 years of age. Each school may provide a complete course of education. To meet requirements for local staff, there are teacher-training colleges in every province.

(ii) Primary education is not compulsory.

(b) Some ethnic groups in Cameroon have had difficulty, on account of their customs, in accepting Western-style education. The Camerooonian Government's concern that parents should send their children to school has led to the adoption of a number of flexible measures: systematic campaigns to increase public awareness, assignment of élite groups to set an example in their regions of origin, and easing of entrance requirements for schools and training establishments in regions where these are scarce. Primary education cannot be made compulsory at present, owing to difficulties of infrastructure, problems of staff, equipment and teaching materials, and lack of resources for supervision. Enrolment in primary education has nevertheless progressed very favourably and has an annual growth rate of 4 per cent. The report states that the number of pupils was 1,254,065 in 1978-1979 and that this figure increased to 1,440,000 in 1981-1982.

(iii)-(iv) Primary education is free in the public sector; fees are charged in the private sector. Tuition, medical care, textbooks and supplies, and board and lodging for children living in regions with too few schools, are provided free of charge.

(b) The local authorities help to equip schools as part of their social activities. In addition, parents' associations carry out numerous school projects. When villagers build classrooms, they must also build accommodation for teachers.

6.(i) For the 1979-1980 school year, 205,179 pupils were enrolled in general secondary education, representing a 22 per cent rate of increase in enrolments. Progress achieved in the generalization of general secondary education includes the establishment of at least one state school at this level in each district, the recruitment of graduates to reinforce staffs of teachers trained at the Teacher-Training College, and training of those graduates through teaching practice at provincial and national schools.

(ii) Pupils gain access to state secondary education by an examination organized each year by the Ministry of Education, while access to the private sector is through an entrance examination organized by the establishments concerned.

(iii) Compensatory measures are provided, such as social advancement courses, evening classes for workers and language classes organized by cultural centres.

(iv) (a) The provision of secondary education has encountered difficulties of a structural nature, such as the insufficient number of establishments and places available at them. the shortage of classroom and sports equipment, the shortage of laboratories for science teaching and, lastly, the fact that existing laboratories are ill-equipped.

(b In addition to these shortages, there are a number of specific problems such as the unsuitability of curricula, a very high drop-out rate, the low number of pupils in establishments in inaccessible areas and the shortage of funds available for investment and of qualified teachers of science subjects.

(c In order to overcome these difficulties, the country intends to adopt a number of measures, chief among these being: balanced distribution of schools and supply of adequate teaching materials to schools; training of qualified staff; introduction of an educational guidance system; additional research on curricula.

7.(i) Higher education is provided by the University and other higher educational establishments run by the state.

(ii) The University is open to all who hold the baccalauréat or GCE A-level diploma, but there is an entrance examination, in addition to these certificates, for admission to the other higher educational institutions.

(iii) All students in higher education receive grants.

8.(i) In order to encourage and improve education for persons who have received no schooling at all, or who have not completed it, the government has set up special centres, community centres and training centres for national service; two bodies under the authority of the Ministry of Youth and Sport cater for young people and adults who have been unable to complete their primary studies, and train counsellors and teachers at the primary level in each province.

(ii) The methods used for this purpose are literacy teaching in the mother tongue and in official languages, and educational radio programmes. Correspondence courses are not used, but it is planned to establish a rural press with a view to community development.

Adults who have reached the level of elementary course II may use 'teach yourself' methods at evening classes. With regard to the use of mobile units, the Ministry of Youth and Sport has an audio-visual centre which produces educational films for the general public; these are screened by means of a mobile cinema unit. Where voluntary service is concerned, the report indicates that voluntary teachers are gradually losing interest in their work.

(iii) To enable adults to study in accordance with their individual abilities, emphasis has been placed on functional literacy. Practical courses have therefore been provided in such fields as craftwork, agriculture, hygiene and cookery.

CANADA

Under Canada's Constitution, the ten provincial governments have exclusive jurisdiction over education within their boundaries. The report contains an introduction, from which the following statements about the general situation in Canada are drawn, but which does not reply directly to the questionnaire. The general situation is then illustrated by detailed replies to the questionnaire in respect to two provinces, Nova Scotia and Quebec.

I. DISCRIMINATION

(1-2.) The principles of the Recommendation are reflected in policy and practice of the education systems in all the provinces of Canada.

All provinces are developing better evaluative techniques to eliminate from textbooks and other learning resources racial and sexual bias or other material offensive to minorities.

Concerns for issues relating to multiculturalism, race relations and special assistance to children of minority groups have led to extensive educational programmes to develop an appreciation of Canada's diversity and the skills, attitudes and knowledge needed to function within a multicultural environment in Canada and in today's world.

(4.) Private schools exist in all but one province, but generally do not come directly under the control of provincial education departments. In most cases these schools must provide 'satisfactory education' equivalent to that of public schools in order to conform to the regulations for compulsory school attendance. In almost all cases, private schools use curriculum guidelines elaborated for the public schools. If private schools are registered or receive provincial grants, they are inspected by provincial authorities. Otherwise they can be visited by a provincial inspector upon request.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

(5-6.) There has been a considerable expansion of opportunities for education in Canada's two official languages, English and French. Several provinces have adopted new legislation or policies to provide more extensive education services to their English and French-speaking minorities.

The School Acts of the provinces of Canada provide for free and compulsory primary and secondary education, in some provinces from 5 to 16 years of age. Compliance with this obligation has resulted in almost 100% attendance of all children within the age groups stipulated by each province.

Education is accessible to all but the most isolated residents of some provinces, but this problem has largely been addressed through financial assistance to students of such areas enabling them to attend school away from home.

In all jurisdictions, there is increasing response to the call for expanded educational opportunities for groups and individuals with special needs.

This is reflected in increased provision of special education facilities for the handicapped, and of specially designed programmes for groups disadvantaged in various ways, such as the poor, women, the handicapped and native peoples.

In several provinces, there has been increased involvement of the community in defining the school's role and educational priorities in the local setting.

(7.) Access to teacher-training institutions depends on academic requirements, and no restrictions or discrimination as to race, colour or creed exist. Special training programmes have been developed to attract Canada's native peoples into the teaching profession.

(8.) Classes for adults and correspondence courses are offered with a view to the academic upgrading of all individuals. Furthermore, some provinces provide vocational centres for adults with limited formal education, basic training for skill development, and programmes preparing for entrance to trade courses as well as 'general educational development tests' designed for adults wishing to obtain school equivalence certification.

A review of student assistance at the post-secondary level is aimed at ensuring that post-secondary education continues to be accessible to all.

CANADA

A. NOVA SCOTIA

I. DISCRIMINATION

1. There is just one provision which might be deemed to represent or involve discrimination. This provision seeks to foster in the pupils, by precept and by example, respect for religion and the principles of Christian morality, truth, justice, the love of one's country, a feeling of humanity, industry, temperance and all the other virtues (cf. Article 74 (f) of the Law on Education in Nova Scotia). The inclusion of the term 'Christian' might lead non-Christians to consider that they were not treated on an equal footing in education.

2. Up to the present, the Government of the Province has taken no steps to deal with the problem.

3. Not applicable (according to the report).

4. There are private and denominational schools, but they are not covered by any law. Nevertheless, where such schools are officially recognized or where they receive a subsidy, they are inspected by the Provincial authorities, and generally follow the same curriculum directives as the schools run by the Province. Regulations exist which recognize and protect language and religious rights.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) From 1978 to 1983, significant changes (in Government policy) were introduced with a view to the gradual achievement of equality of opportunity.

(a) Primary and secondary education is free for all pupils from five to twenty-one years of age.

(ii) Primary education is compulsory for all children from seven to sixteen years of age.

(a-b) Measures exist to ensure that this obligation is fulfilled for certain groups (blacks, Micmac Indians, the physically and mentally handicapped children, children of immigrants and the children of a special linguistic minority - the Acadians).

A joint committee for human and educational rights advises the Minister on the educational needs of the minorities, women and deprived pupils and students.

6. The majority of pupils at secondary level (16 to 21 years of age) attend state schools, the rest receiving correspondence courses.

There is a range of possibilities, covering ordinary curricula and curricula geared to non-formal secondary or post-secondary levels, programmes of

vocational and technical education (commerce and industry from 10th to 12th year). Secondary and post-secondary level vocational education classes are provided free, as well as special classes (individual tutoring in mathematics, reading in underprivileged areas for pupils with special needs, including the physically and mentally handicapped). The report mentions that all the provisions existing for primary education are applicable to secondary education in order to ensure equality of opportunity and non-discrimination for pupils.

7.(i) The steps that have been taken to make higher education accessible to all, according to their abilities, are: keeping down the cost of post-secondary training; granting financial assistance to the students, and for vocational or technical courses through federal/provincial student assistance schemes.

(ii) No reply given.

(iii) Some universities provide classes in areas without a university, as part of lifelong education or dispense free courses to senior citizens. A special one-year transitional programme enables blacks and native Canadians to follow university courses at one of the major universities of the Province.

8. Educational action covers classes for adult illiterates under the auspices of the adult education department and provided by the local school councils. At local level, lifelong education programmes enable adults to complete their school education.

CANADA

B. QUEBEC

I. DISCRIMINATION

1. There are no legal provisions or regulations which constitute discrimination in education. Nevertheless, situations, attitudes or prejudices still current in society may continue to condition choices by girls in certain streams and careers.

2. Steps have been taken to vet teaching material and to eliminate all prejudices and prejudicial attitudes in the field of academic and vocational guidance.

3. Since the 1960s mixed education has become the rule with the exception of a limited number of private secondary institutions.

4. There are private and denominational educational institutions consistent with the principles set forth in the Recommendation and complying with the principle governing education in Quebec.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) In the last ten years much work has been done and steps have been taken in this connection both by the Ministry and by the Higher Education Council, e.g.:

(a) The decentralization of general secondary education; the adoption in 1965 of regulations regarding primary and secondary education; the adoption of policies to make education accessible to all categories of the disabled; more general provision of transport for pupils; financial assistance for pupils and students; assistance programmes for children from deprived socio-economic backgrounds; programmes to eliminate sexism in education and access to colleges and universities.

(ii) School attendance is compulsory from 6 to 15 years of age. Steps taken to overcome certain difficulties include:

- agreements and grants for school transport and accommodation (transport is free for all pupils residing more than 1.6 km from the school);

- child-minding services, nursery schools for 4 and 5 year-olds; television broadcasts for children; free education up to university level; schemes for financial assistance, loans and scholarships; increased participation by parents in school life through parent-teacher committees; provision of milk and meals free of charge; social and health services; career guidance and manpower services;

- the integration of evaluation, obligation to keep parents informed; consultations with parents on their childrens' difficulties with adjusting or learning;

(iii)(a) Free primary education in respect of school fees, school textbooks and supplies, additional classes, school transport, medical expenses, canteens and boarding when the distance from the student's home makes this necessary.

(b) The public education legislation (1972) provides for participation by parents. Primary and secondary schools are administered by 248 school commissions whose members are elected by the communities concerned.

(iv) Not applicable (according to the report).

(v) Primary education and the lower level of secondary education have been integrated in the project 'towards a responsible community school' (pour une école communautaire et responsable), with a view to re-emphasizing basic values and strengthening co-ordination between the primary and secondary levels.

6.(i) Progress already made in this field includes the decentralization of secondary education and the development of vocational education.

(ii) Pupils accede to secondary level after a minimum of six years of primary education; after seven years of primary education promotion to secondary level becomes automatic.

(iii) Remedial classes are provided during the holidays, together with special language courses, correspondence and television courses and evening classes for adults.

(iv) The demand for the extension of State secondary education over the last twenty years has been made by the public itself.

7.(i) The decentralization of university education from 1967 to 1972; the establishment of the tele-university; the extension of correspondence courses.

(ii) The diploma of secondary education or its equivalent are the entrance requirements for college education and the diploma of college education provides access to the university.

(iii) Adults make up more than half the higher education student population. Fees have been kept to a minimum for the last ten years; class time-tables are flexible; and scholarships and loans are easily available to those concerned.

8. The document refers the reader to Articles 13F.1, F.2 and F.3 of the report covering the right to education as set forth in the international Covenant on Economic, Social and Cultural Rights.

CAPE VERDE

The reply, in the form of a letter to the Assistant Director-General for Education, states that existing national legislative measures and education policies adequately serve the purpose of the Recommendation against Discrimination in Education.

COLOMBIA[1]

I. DISCRIMINATION

1.-2. Since 1936 the law has prescribed equality of opportunity for access to public or private educational establishments, without distinction on social, racial or religious grounds. In some parts of the country, however, there are situations which tend to result in de facto discrimination in education owing to inequality of opportunities for access arising out of economic, nutritional or family factors, difficulties of communication or the lack of infrastructures. The outcome: poor school results and high drop-out rates, particularly in rural areas. The measures taken by the government include the National Food Plan, the School Zoning Project, the Integrated Rural Development Programme and the establishment of neighbourhood centres. These measures are designed, among other things, to provide children in rural areas and deprived urban areas with wider access to pre-school, primary and secondary education. The report refers to a large number of legal provisions adopted between 1971 and 1977 to remedy the situations described above and to establish equal rights and obligations for both sexes. Other measures include an annual increase in the national education budget and the building and equipment of classrooms with a view to making primary education available to all, particularly the poorest groups of the population.

The report also states that the government is considering ways of decentralizing administration to enable the regions to take part in the development of an education system suited to their needs and to ensure rational use of available resources.

3. There are both coeducational schools and separate establishments for male and female pupils. The separate establishments provide a teaching staff with qualifications of the same standard and impart education of equivalent quality based on identical text-books, affording pupils the opportunity to take the same courses of study and to receive an equal training at all levels.

4. Private schools, whose object is to offer wider opportunities for access to education, account for nearly 40 per cent of education in Colombia. The operation of private schools is governed by the relevant laws and regulations, particularly with regard to text-book content and teaching methods. The fact that the curricula are identical at every level of the education system means that pupils can move from public to private education and vice versa.

---

1. This report, which was prepared in July 1979 for the third consultation, never reached the Secretariat. The competent authorities, in reply to the questionnaire for the fourth consultation, informed the Secretariat in March 1982 that there had been no change since the previous report (that of 1979); the Secretariat accordingly obtained a copy of that report in June 1982.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) Education policy is aimed at democratizing access to pre-school and primary education, especially in rural areas; at qualitative improvement and quantitative development of the education system; at integrating the various national education services into the National Food Plan and the Integrated Rural Development Programme; at linking formal and non-formal education through appropriate structuring; at co-ordinating the activities of the public and private education sectors; at preparing a national teacher-training and further training plan; and at evaluating and reorganizing curricula to make them more relevant to the socio-economic context and better suited to the characteristics of the pupils.

(ii) Decree-Law 008 of 1976 specifies that the five years of basic primary education are compulsory.

(a) This goal has not yet been reached, however, particularly in the rural areas, which are characterized inter alia by the use of child labour, lack of interest among parents in their children's education, inappropriateness of teaching, malnutrition, health problems and the inadequacy of school services and of teaching quality.

In order to solve these problems, the government has introduced automatic promotion to the class above, undertaken a better distribution of classrooms, launched campaigns to encourage parents to send their children to school, and requested that a school curriculum and timetable geared to the real needs of the community should be prepared and that public and private teacher-training colleges should be restructured.

(iii)(a) It is mentioned in the report that Decree-Law 008 of 1976 provides that primary education shall be free in public schools and establishments financed by the state.

(c) The Integrated Rural Development Programme is intended to provide the infrastructure necessary for the advancement of the least-privileged groups in rural areas. The purpose of the 'new school' is to improve the poor results of rural primary schools by providing an all-round education suited to rural life and applying methods of active education aimed at flexible development and the strengthening of relations between school and community. The purpose of the 'neighbourhood centres' programme is to rehabilitate the fringe areas of medium-sized towns, where the poorest groups of the population settle en masse.

The neighbourhood centres comprise a teaching unit, a health unit and a multi-purpose centre for children of pre-school age (under seven years) whose parents are working or unemployed.

(iv) According to the information provided in the report, scholarships and loans are granted at the primary level.

(v) It is stated elsewhere in the report that basic education consists of a five-year primary stage and a four-year secondary stage. The education system has been restructured for greater internal consistency and in order to attune the curricula to the socio-economic context and the pupils' characteristics.

6.(i) Basic education includes the four-year secondary stage, while secondary vocational education comprises two stages of two years each. Between 1975 and 1977, 3.29 per cent of the school population enrolled at the secondary level were provided with scholarships, which are awarded to pupils who have achieved good results at primary school and who are compelled by the inadequacy of the public education services to enter a private school. Pupils attending such a school have to pay all expenses, whereas in public schools the state subsidizes 91.78 per cent of the cost. Secondary education is not compulsory.

(iv) As was stated in connection with primary education, the private sector plays an important part in broadening the opportunities for secondary education provided by the public authorities. The provision of universal secondary education is handicapped by a shortage of premises and teaching materials, especially in rural areas and deprived urban areas; by the paucity of financial resources; and often by the unsuitability of the teachers' theoretical and practical training. The measures taken by the government include some already mentioned under item 5(iii)(c). The report also mentions the establishment of 20 Rural Development Units in which 2,900 pupils were enrolled at secondary level in 1979; the production and distribution of school textbooks and equipment; the introduction of bonuses and opportunities for quicker promotion for teachers; the preparation of pilot programmes for the further training of teachers; re-evaluation of the various branches of secondary and vocational secondary education; and the co-ordination of activities in the education sector with those in other sectors participating in economic and social development.

7.(i) Since the provision of free education is effective at the primary level only, the state is endeavouring to increase enrolment in higher education by augmenting the national education budget. The small number of students is explained by the high cost of university studies; the location of the universities, which are situated in the four most densely populated cities in Colombia; the lack of funds with which to establish new institutions and provide them with the necessary facilities; and the shortage of qualified teachers, for whom training is just beginning to be provided.

Since members of the liberal professions abound in some sectors and the country is short of the middle-level technicians it needs, the government is striving to develop intermediate-level studies by establishing specialized institutions. According to the report, it would also be desirable to unify and harmonize the hierarchical structures and the various curricula of post-secondary education and to lay down guidelines for inspection, which is the responsibility of the state. Lastly, procedures will have to be laid down for the establishment and operation of new institutions in the process of higher education planning, the main aim of which is decentralization.

The report states that 20 per cent of all students enrolled in the universities pursue their studies at evening classes.

(iii) As was stated in connection with primary and secondary education, there are many private fee-paying establishments of higher education. These are attended by 50.7 per cent of all students, who may receive scholarships or loans. The state meets 93.7 per cent of the expense incurred by public establishments.

8.(i)-(ii) As a result of the continuing concern of the public authorities and the private education sector to extend education services, the illiteracy rate was brought down from 27 per cent in 1973 to 19 per cent in 1978.

It is stated in the report that the government is pursuing a policy of extending non-formal education and adult education. Many activities have been undertaken to solve the problem of illiteracy, including compulsory social service for secondary-school pupils and the Sutatenza radio schools which make use of the mass media and the technical services of basic adult education teams to broadcast a programme designed for rural communities. These programmes consist of functional literacy training and two and a half years of primary education. These courses are supplemented by an introduction to work, home economics, health, nutrition and recreation. More than 250,000 people were served by this programme in 1977.

(iii) The report refers to the National Apprenticeship Service, which provides vocational training, retraining, further training and specialized training, particularly in agriculture and commerce.

The slant and content of such training are determined by the nature of the job. A People's Training Fund has been set up by the state to provide education, using audio-visual techniques and the mass media, for those who cannot attend school regularly. The Fund finances, inter alia, the educational channel on national television which provides courses in primary education and preparatory courses for the bachillerato (secondary school-leaving certificate).

Training for the teaching profession[1]

11.1 According to the report, the shortage of places at the various levels of education is also characteristic of institutions for teacher training. However, a recent study has established that the number of teachers will meet the needs of primary education for the next two years (1980 and 1981).

1. The questionnaire for the third consultation of Member States on the implementation of the Convention or the Recommendation contained the following three questions on this subject:

'Training for the teaching profession

11.1 Please state whether steps have been taken, and if so of what kind, to formulate, develop and apply a national policy which, by methods appropriate to the circumstances and to national usage, will tend to promote equality of opportunity and of treatment in the matter of education in accordance with the objective set forth in Section IV, paragraph (d), of the Recommendation, namely: "To provide training for the teaching profession without discrimination".

11.2 What are the criteria governing admission to the institutions dispensing such training, and what equivalences exist between their curricula and diplomas to ensure that there is no discrimination in training for the teaching profession?

11.3 What statistical data make it possible to assess the changes that have occurred in recent years with regard to the number of training institutions for primary and secondary teachers, and to the comparative percentages of men and women who are teacher-training students or serving teachers?'

There is no different in the content of the training provided at public and private establishments and no discrimination between the sexes, between races or between people from developed and underprivileged areas.

11.2 The criteria for admission to teacher training meet the standards laid down by the Ministry of National Education and are based on the candidates' school results, sociability, human qualities, desire to contribute to the common well-being, and taste for teaching. Future primary-school teachers may begin their training after successfully completing primary education. The bachillerato, preferably in the teacher-preparation stream, is required for admission to the education faculties. The degree of licentiate in education is awarded after four or five years' study.

III. AIMS OF EDUCATION[1]

12.1 The legislative provisions recently adopted lay down the principles of the Colombian education system; the government is aware of the need to provide citizens with an education that will enable them to develop their mental, moral and physical capacities fully. The national principles are consistent with those set forth in the Recommendation, and the absence of any discrimination makes Colombia an exemplary nation in this respect.

---

1. The questionnaire for the third consultation of Member States on the implementation of the Convention and the Recommendation contained the following two questions on this subject:

'12.1 What measures have been taken to ensure the application of the principle set forth in Section V, paragraph 1(a), of the Recommendation, according to which "education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms" and "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"?

12.2 Should replies from states indicate that the objectives of their educational system are consonant with the principles enunciated in the Recommendation or are based on the Universal Declaration of Human Rights, in what way are these principles reflected in curricula, in methods and in the instruction provided, and what is the impact of this education on youth, particularly in the Associated Schools system, the organization of seminars and the preparation of studies or monographs on its themes?'.

GAMBIA

I. DISCRIMINATION

1-2. No legal provisions constitute discrimination. However, the financial status of parents determine access to a particular private school.

3. The Roman Catholic Mission maintains separate educational institutions for boys and girls, but the teaching staff are not restricted to one sex.

4. The report states that one particular institution violates the principles set forth in the Recommendation.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) The report refers to the ten-year education policy, 1976-1986.

(ii) The reply to this question is negative.

(iii) Primary education is compulsory, and there are no school fees. Some textbooks and stationery are provided free to pupils. A school feeding programme, supported by the World Food Programme, provides free meals. Difficulties mentioned include the construction of temporary classrooms and raising funds for school activities. There are problems in enforcing the provision with respect to abandoned, disabled and nomadic children.

(iv) The reply to this question is negative.

6.(i) Although not much progress has been achieved to date, it is hoped to double the secondary school enrolment during the current five-year plan, 1981-1986.

(ii) There is a selective examination.

(iii) Evening classes are provided for a small fee or gratis, and continuing education classes are envisaged .

(iv) The report mentions the lack of funds and trained personnel as major difficulties. Day and evening shifts are gradually being implemented.

7.(i) The Gambia does not have a university.

(ii) Selection for scholarships for study abroad is based on merit as indicated by academic attainment; for post-graduate study, experience and the quality of service rendered are considered.

(iii) There is a modest provision of scholarships, funded from various sources.

8.(i) A Non-formal Education Services Unit has been established.

(ii) Mobile units are used, and volunteer teachers, students and other members of the community participate.

(iii) Reading is encouraged through the mobile library, and information is made available on correspondence courses offered by institutions and agencies abroad.

GHANA

I. DISCRIMINATION

1.-2. No legal provisions, regulations or practices exist which constitute discrimination in education, and all children have equal access to educational institutions.

3. Although the majority of schools are mixed, a few educational institutions are separated for boys and girls. These institutions operate in accordance with the principles set forth in the Recommendation.

4. A small number of private and denominational schools exist with a view to supplement the educational facilities provided by the government.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5. (i) According to the report, a national policy aiming at equality of educational opportunity has been adopted within the last five years. The Constitution of 1979 clearly states the objectives of this policy which foresees, inter alia, the implementation of lifelong education, free vocational training, as well as rehabilitation and resettlement of disabled persons.

(ii) Basic education (ten years of elementary education) has been compulsory since 1961. However, due to lack of adequate classrooms, textbooks and qualified teachers, it has not been possible to enforce compulsory school attendance. A shift system has been adopted particularly in densely populated urban areas to improve the unsatisfactory classroom situation. Primary and middle schools are located in such a way that children have to walk not more than two kilometres to reach a school, public transport being insufficient and must be paid for by parents. In sparsely populated areas, classes are merged or single teacher schools are established.

Since 1974, a new school programme was introduced, which emphasizes practical and vocational subjects, more suitable to the pupils' background and aspirations of parents. The official language being English, cultural studies have been developed, and according to the educational policy, the first three grades are to be taught in the mother tongue.

Furthermore, the school year is being adapted to seasonal agricultural work in rural areas.

According to figures given in the report the enrolment ratio for primary and middle schools represented 75 per cent of the school-age population in 1979/1980.

(iii) (a) Ten years elementary education are free. Parents have to pay school uniforms and footwear, and to make a small contribution towards the financing of textbooks and supplies. It is stated in the report that the population living in the deprived areas of the Northern and Upper regions of the country benefit from free textbooks and other school materials. It is indicated on page 3

of the report that in addition to children coming from these areas, disabled children and orphans are exempted from eventual boarding fees, and they receive textbooks free of charge. Medical treatment is free for all schoolchildren. Additional classes, paid for by parents, are sometimes organized when children prepare examinations. Only a few schools have canteens, parents have to contribute a modest fee for meals, if they are provided. Families with children enrolled in boarding schools have to bear the costs.

(b) Except in the above-mentioned deprived areas where the Central Government provides educational facilities, district councils are responsible for the establishment and equipment of primary and middle schools. The local community provides labour fo the construction and sometimes collects levies to this effect.

(c) The situation of underprivileged children is not a serious problem, as normally orphans and abandoned children are looked after by relatives. If such persons do not exist, the Central Government takes care of those children, while the disabled attend special schools.

(iv) (a) Underprivileged children are given financial and other forms of assistance by the government (see point 5. (iii) (a) above) in order to achieve universal basic education.

(b) Regional and district officials explain the policy on public financial assistance to families likely to benefit from it. Assistance provided by Unesco and UNICEF is distributed according to the size of the school population and actual needs.

(v) In the 1974/1975 academic year, a new structure of the education system was introduced: six years primary education, three years junior secondary education; two years (lower) senior secondary school leading to the 'O' level. To this effect, the 4,000 existing middle schools (grades 7-10) were to be converted into junior secondary schools of which 118 had been established in 1983.

Furthermore, two years (upper) senior secondary school are leading to the 'A' level. The six year primary and three year junior secondary education are considered as basic education to be provided to every child. As to new contents of education, they have been devised with the aim to providing the individual with skills useful for a future citizen, but also relevant to the development needs of the country.

6. (i) In 1979/1980, enrolments at secondary education level represented 21 per cent of the school-age population; a total of 103,998 pupils of which 31,616 were girls.

(ii) Access to secondary education is governed by a common entrance examination. The report underlines that, with regard to the above-mentioned structural reform, all pupils should accede to three years junior secondary school after completion of six years primary education.

(iii) Remedial classes, evening and correspondence courses exist for those who need them, but must be paid for.

(iv) Lack of financial means, inadequate classrooms, workshops, laboratories, textbooks and science equipment as well as shortage of essential food items for the roughly 77 per cent of secondary-school pupils enrolled in boarding schools are major difficulties hindering the generalization of secondary education. To overcome these obstacles, the government intends to convert boarding into day-schools in order to obtain more places. In addition, community or neighbourhood schools are created - if possible with some help from the people concerned - in areas where no secondary schools exist.

7. (i) All expenses for higher education (tuition, boarding and books) are borne by the government.

(ii) Admission depends on results obtained at the 'A' level exam.

(iii) All those who qualify for higher education and are admitted to university are sponsored by the government.

8. (i)-(ii) According to the report, adult education and literacy courses exist in the form of radio and television, correspondence and special programme courses.

Mentioned on page 1 of the report, the provision of free adult literacy programmes, one of several objectives of the educational policy of Ghana, is subject to the availability of resources.

(iii) Magazines, books and other reading materials in local languages are produced for sale to adults to enable them to continue their education. However, this production has not been very intensive, due to shortage of paper and other printing materials.

GUYANA

I. DISCRIMINATION

1-2. The education system in Guyana precludes discrimination. Education is available to all citizens, irrespective of sex, race, colour or creed. Each individual has every opportunity to develop his or her potential to the fullest.

3. When the Govepnment assumed full control of the education system in 1976, full co-education was one of the measures introduced to eradicate the discrimination and elitism that characterized the education system of the colonial era.

4. The report does not mention private or denominational education establishments.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) Since 1976, there has been a rapid growth in the school population, due to improved geographical and socio-economic accessibility of schools. In 1982, measures were implemented to re-organize the educational administration for a more efficient provision of education services on a country-wide basis. Strategies are being devised to make regional administrations responsible for implementing, monitoring and evaluating educational programmes.

(ii) Primary education has been compulsory in Guyana since 1876 for the 6-12 age group. The report provides data showing that the net enrolment ratio for primary education in 1979-1980 was over 92%, the ratio for girls actually exceeding that for boys by nearly four points. School welfare officers are concerned with trying to alleviate socio-economic circumstances causing constraints on pupils' attendance, such as poor nutrition, mental and physical health, and clothing. To meet the particular needs of children in the hinterlands, there is a proposal to create a special centre to train teachers for service in rural areas.

(iii)(a) Education, from the nursery school through the university, is free. Pupils are supplied textbooks and exercise books, and additional classes are provided when necessary.

(b) Several communities have built and repaired school buildings through self-help activities, and farmers have assisted schools to set up agricultural programmes. Parent Teacher Associations have also been active in raising funds.

(c) Two institutions cater for handicapped learners. One provides classes for mentally retarded and physically handicapped pupils whose educational needs cannot be met in regular schools, while the other trains blind adults in craft skills.

6.(i) Secondary education consists of two parallel programmes: the four-year Community High School Programme and the 5-7 year Multilateral High School Programme. These two programmes were introduced to remove discrimination on the basis of ability and to ensure that all pupils are catered for. Each programme has a three-year common core comprising academic and pre-vocational subjects, after which pupils specialize or, in some cases, transfer from the Community to the Multilateral Programme, on the basis of examination results. The report presents data showing that the net enrolment in secondary education was 53% (of the 12-18 years age group) in 1979-80.

(ii) All children between the ages of 10 and 12 who have attained the sixth year of primary school may sit the Secondary Schools Entrance Examination.

(iii) Where necessary, remedial classes are provided, either on a single school or several school basis.

(iv) Secondary education has been affected by a shortage of skilled teachers, particularly for science and mathematics. A special unit has been established to help recruit and upgrade teachers in these disciplines and to provide supervision in schools.

7.(i) Higher education is free, and the Government has made certain provisions to ensure accessibility to public institutions;

- public employees are granted study leave to improve their qualifications;
- public employees living far from higher education institutions are assisted to obtain transfers to locations within easy proximity of such institutions;
- some university and non-university institutions organize programmes on a day release basis;
- personnel are often released to participate in specific higher education short courses offered by non-university and workers education institutions.

(ii) The basic requirement for admission to the University of Guyana is a pass in five subjects at no more than two sittings of either the London General Certificate of Education Examination or the Caribbean Examination Council exam; equivalent qualifications may also be accepted. For admission to the teacher training institutions, the basic requirement is a pass in at least four subjects of either of the same examinations, or successful completion of four years as a student-teacher.

(iii) In addition to higher education being free, students released from employment to attend university courses receive full pay. Some students are granted scholarships, and the pre-service teacher trainees attending two institutions also receive grants.

8. Non-formal education is seen as an integral part of the education system with an important role in strengthening the fundamental education of the individual. Several governmental and non-governmental agencies have been established or revitalized to undertake this task of public education.

(i) There are two institutions which cater for youth who have not completed their primary education. One centre was established in 1975 to help pupils considered potential law-breakers and who lack parental control.

They are given remedial instruction to attain literacy and numeracy, then are offered an adaptation of the Community High School Programme. The second centre caters for girls who did not complete their schooling; it offers a three-year programme similar to the Community High School Programme, with an emphasis on self-development and self-reliance.

(ii)-(iii) Non-formal education programmes utilize mainly resources of the community and neighbourhood, including indigenous materials; schools are commonly used after hours for non-formal classes. These programmes have been instrumental in helping youth and adults to learn new skills which they can use for economic production. Thus, efforts are made to promote the wider use of local arts and crafts to expand self-employment opportunities, particularly in rural areas. In addition to the programmes organized by the Adult Education Association and other specialized institutions, the University sponsors a number of non-formal courses across the country through its department of extra-mural studies. These include short courses, seminars and workshops in various academic and non-academic fields designed to meet the particular interests of various groups. The department's work is heavily supported by regular school teachers who offer their services, on a part-time basis, for evening courses.

HONDURAS

I. DISCRIMINATION

1.2. The report indicates that existing legislation in the area covered by the Recommendation is adequate.

According to the country's Constitution 'education is a basic function of the State for the preservation, development and spreading of culture which should be enjoyed by the whole of society without any discrimination. National education shall be State-run and shall be founded on the basic principles of democracy while also directly connected with economic and social development in the country'.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

As quoted in the report, the Constitution stipulates that primary education must be free and compulsory, and that access to all levels of education must be free.

The report further indicates that Honduras has applied the Recommendation against Discrimination in Education, and refers to a document entitled: Policies and strategies for the development of national education (Políticas y estrategias para el Desarrollo Educativo Nacional) and which apparently contains a chapter on educational development plans from 1982 up to 1986. (Available neither at Headquarters, nor at IBE.)

INDIA

I. DISCRIMINATION

1.-2. No legal provisions, regulations or practices exist which constitute discrimination in the field of education.

3. In accordance with local needs, separate institutions for girls exist but these schools offer the same facilities in so far as curricula, staff and resources are concerned.

4. The existing private educational institutions meet the conditions set forth in the corresponding sections of the Recommendation.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5. (i) During the last five years, various plans have been drawn up aiming at equalization of educational opportunity, and steps have been taken to remote regional imbalance in education. Financial assistance for children from weaker sections of the population such as Scheduled Castes and Tribes has been increased, while the teaching of mentally or physically handicapped children has been improved.

As the Constitution foresees free and compulsory education for all up to the age of 14, the Federal governments are engaged in attaining this goal by 1989-1990. Children belonging to Scheduled Castes or Tribes constitute the majority of those who are not enrolled in school and girls represent 71 per cent of them. Since mostly socio-economic reasons prevent these children from school attendance, a large non-formal, part-time education system is being developed for primary and middle-school levels, as an alternate supportive system to formal schooling. The non-formal system is flexible with regard to the age of entry of pupils, the timetable, hours of schooling, in particular for children in rural areas who are often required to help during sowing and harvesting times. It is stressed in the report that special efforts are being made in order to increase the enrolment of girls through the provision of free uniforms and scholarships.

The size of problems relating to distinct disadvantaged groups has been quantified, as well as the most backward States with a view to increasing their resources.

(ii) In a few States, legislation for compulsory education relates only to primary school (classes I-IV/V, age-group 5/6-10/11), Only in the State of Himachal Pradesh, the corresponding act covers the entire elementary stage for children up to 14 years of age, in accordance with the Constitution, while only in a few States and union territories no such legislation exists.

Penal provisions for non-attendance at school are not enforced, in particular with regard to scattered population groups.

(iii) (a)-(b) It is indicated on page 2 of the report that the Constitution requires free education for all children up to the age of 14, and that the States' governments are engaged in realizing

this goal by 1989/1990. Disadvantaged pupils receive textbooks, school uniforms, midday meals, boarding and hostel facilities free of charge.

(c) Although the provision of primary education has been expanded considerably, certain groups do not fully benefit from it: girls in rural areas due to cultural factors, abandoned and disabled children, nomads, migrant workers, scattered populations and children belonging to historically disadvantaged population sections which have been identified by the States.

(iv) (a)-(b) Financial assistance provided by the State takes the form of the above-mentioned items which are granted free of charge, the existence of which is brought to the attention of parents by teachers and mass media.

(c) The report indicates that CARE is the only major programme for assistance outside the public funds, besides a number of charitable institutions assisting particular sections of the population.

(v) According to the Constitution, education at the elementary stage in classes I-VIII is considered as 'basic' education. As all efforts, since independence, had to concentrate on the generalization for all children aged 6-14 of this education, there was no question of any reform in this regard.

6. (i) Secondary, general, technical and vocational education is available and accessible to all on the basis of individual capacity, as India has adopted a system of ten years of common school leading to a secondary school examination and a two-year course of senior secondary school. In order to promote the democratization of education, lower secondary education (classes IX-X) is provided free in eleven States and seven Union Territories, while six States and six Union Territories provide also upper secondary free of charge (classes XI-XII). It is further indicated in the report, that full secondary education has been made free for Scheduled Castes and Tribes as well as for girls in the majority of those States where the two stages of secondary education have not yet become free (see page 5 of the report).

(ii) Access to secondary education is governed by examinations; girls are allowed to appear as private candidates for such exams.

(iii) Remedial classes are provided for pupils from educationally backward groups. The Open School of the Central Board of Secondary Eduation is an innovation to extend secondary education to those who are unable to attend a formal school.

(iv) The main obstacle to the generalization of secondary education is the scarcity of resources.

7. (i) Higher education is accessible to all on the basis of individual capacity, in public and private, university and non-university institutions through full-time and part-time and correspondence courses.

(ii) Marks obtained in the eligibility exams are the basis for admission to general education courses. Access to professional courses depends mainly on tests and interviews.

(iii) Higher education, highly subsidized, requests fees which are usually below the real cost. In addition, scholarships based on merit and need facilitate access to higher education for weaker groups of the population.

8. (i) A massive adult education programme was launched in 1978, not only to provide training in literacy and numeracy but also with a view to improve functional skills. A flexible curriculum permits to meet the local needs. Fifteen State Resource Centres have been established together with one National Centre embodied in the Directorate of Adult Education within the Ministry of Education and Culture in New Delhi. Adult Education has been included under the Minimum Needs Programme of the Sixth Five-Year Plan.

(ii)-(iii) Efforts to use radio services have been made in several parts of the country. Correspondence courses are offered by universities, while condensed courses exist at some institutions, particularly for girls and young women leading to secondary-school certificate and a higher degree.

Self-directed learning programmes are provided by the Open School referred to under item 6. (iii) which becomes quite popular among soldiers or teachers in rural areas, for example. University students and several leading voluntary organizations have participated in the Adult Education Programme.

IRELAND

I. DISCRIMINATION

1.-2. There are no legal provisions, regulations, practices or situations which constitute discrimination in education or could lead to it.

3. Separate schools for boys and girls exist for example in urban areas or as boarding schools, but they offer equal chances of access to schools and education; premises and equipment are the same or of similar quality, and teachers must have certain standard qualifications.

4. Private and denominational schools exist, without being aided by the state; these schools function in accordance with the principles set forth in this respect in the Recommendation.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) It is indicated elsewhere in the report that in the period 1976-1981 the policies previously conceived to achieve equal educational opportunity were implemented and continue in operation; 95 per cent of costs for school buildings and equipment is met by the state and 5 per cent by the community.

(ii) The School Attendance Act of 1926 requires children aged 6 to 15 years to attend school. The respect of compulsory schooling is ensured by the competent authorities and is controlled by the schools. Parents may be liable to prosecution or to the commital of their children to a suitable residential school, if they fail to respect the regulations.

(iii)(a)-(b) Free primary education starts for children at the age of 4 and they normally remain at primary school until 12 years of age. In 1981, less than 50 per cent of the total enrolment figures were girls. Free school transport for children under 10 years of age is since 1982/1983 available only to those in the lower income group, physically or mentally handicapped and itinerant children, where possible. Pupils in need receive free textbooks, while disadvantaged children are provided with footwear under the Social Welfare Acts. In urban areas, local authorities may offer meals to pupils of national schools, if this service is being recognized as a form of Social Assistance.

(c) As far as education of itinerant children is concerned and who in principle must attend school regularly, the general aim is to integrate them progressively with the community either through special classes or by enrolling them in a conveniently suited school within the circuit of the moving of their families. Schools or classes may be granted with additional teaching aids and with equipment, and curricula and teaching methods are related to needs and abilities of these children.

(iv) It is indicated elsewhere in the report that, as admission of children to primary schools starts at the age of 4, it might seem to comprise what is considered as pre-school education elsewhere. No state system therefore exists, but day nurseries are functioning through public and private organizations for young children of working mothers.

6.(i) Generalization of secondary education is being promoted through great numbers of post-primary schools offering a comprehensive programme of general, technical and vocational education. As indicated elsewhere in the report, compulsory education lasts until the age of 15 years, thus most pupils will by then have completed their education up to Group Certificate or Intermediate Certificate level. Free education is provided up to the age of 18 years, even in the majority of private secondary schools which receive state-sponsored grants to this effect.

Pupils living in remote areas may benefit from free transport and special allowances if they are recognized pupils in boarding schools or residing in lodgings while attending a free day school. Pupils coming from lower income groups may be offered free textbooks.

(ii) Access to post-primary education is on automatic promotion, and pupils are free to transfer from one type of secondary education to another.

(iii) Free secondary-level education is also offered in the secondary sections of primary schools and evening classes are largely provided, as are day release courses for apprentices. It is further indicated in the report that total enrolment at secondary-education level increased by 23.76 per cent between 1979/1981. According to figures given in the report the number of girls exceeded considerably those of boys enrolled in full-time secondary education in 1981, and this as well in private, non-aided schools as in state-aided educational institutions.

7.(i)-(ii) Education at the third level is not free and the highest fees are charged for university colleges. Furthermore a numerus clausus system exists in some faculties, such as medicine. Non-university third-level institutions admit all qualified applicants.

(iii) A not specified percentage of university students benefit from grants, while scholarships are also available. The Higher Education Grants Act of 1968 empowers local authorities to provide grants on the basis of merit and need to students pursuing degree courses at Irish universities and other higher education institutions in Ireland. Education grant holders are eligible for allowances, in respect to lecture fees, and maintenance expenses. Scholarships may be granted by the universities and Vocational Education Committees for students attending non-degree courses.

8.(i)-(ii) Adult education courses are provided throughout the country, including literacy courses. Such education is provided in the form of special programmes, radio and television broadcasts, the use of mobile units, voluntary teachers or other members of the community.

(iii) It is indicated in the report that adult education is continuously expanding, particular attention being given to persons who wish to improve the level of their educational attainment.

JAPAN

I. DISCRIMINATION

1.-2. No kind of discrimination exists in the field of education.

3. Separate educational establishments exist for the two sexes, but these institutions conform with the principles set forth in Section II(a) of the Recommendation.

4. A large number of private schools provide equal opportunity of access to education to all, and education in accordance with standards established by the public authorities. None of these institutions are solely devoted to religious education but they are permitted to provide religious instruction within a limited number of school hours.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) During the last five years, national policies have been adopted for the gradual achievement of equal educational opportunity. Such policies and measures are concerned, inter alia, with the attendance at schools for physically and mentally handicapped children, which was made compulsory in 1979, in order to develop to the maximum extent the abilities of these children and to ensure their independence within the society.

It is stated in the report that compulsory education for the blind and the deaf exists since 1948.

(ii) Primary education is compulsory for a duration of 6 years. Parents who have to face financial difficulties if they send their children to school must be provided with the necessary aid. As for the handicapped, the responsible Boards of Education designate the school in which a child should be enrolled, following a physical examination by an Enrolment Guidance Committee composed of medical doctors and educational personnel.

(iii)(a) Primary education is free, thus guaranteeing for all equal opportunity for benefiting from such education. Textbooks for children enrolled in public and private schools are provided free of charge, while expenses for school supplies, transport etc. are to be borne by parents.

(b) Costs of educational facilities, equipment, teachers' salaries, etc., are to be paid by the local authorities which in turn are subsidized by the government at a specified rate.

(iv) (a) With regard to children enrolled in primary education, and who are recognized to be in financial difficulty, cities, towns and villages provide financial assistance to their parents in order to enable them to pay for school supplies, midday meals, school transport and excursions. These local bodies are subsequently subsidized for their expenses by the government.

(b) Bulletins of cities, towns, villages and the schools themselves bring the existence of such assistance to the knowledge of those who may benefit from it.

(v) Primary education and the lower secondary level are not integrated into a common core.

6.(i) Complete secondary education covers six years, three years each for the first (or lower) and the second (or upper) cycle. The first three years are compulsory, which means a total of nine years of compulsory schooling. While the first cycle of secondary education is free, this is not the case for the second cycle. Financial assistance is therefore available in the form of national and local government scholarships.

(ii) All children who have completed primary school accede to compulsory lower secondary education. Selective examinations govern the entrance to the upper level of secondary education. In 1981, more than 94 per cent of the candidates were admitted to upper secondary education.

(iii) Appropriate education is provided at special schools for children suffering from chronic diseases. These schools are established within or close to the medical institutions wherein such pupils are hospitalized.

Handicapped children who are unable to attend a special school may benefit from visiting teachers.

Finally, part-time and correspondence courses have been established for pupils who--for family, financial or other reasons--are unable to accede to full-time upper secondary education although they have completed successfully the lower (first) cycle.

(iv) As more than 94 per cent of all pupils are enrolled in the upper (second cycle) of secondary education, this situation has led to an extreme variety of upper secondary school pupils in terms of interests, capacities, etc. As indicated in the report, it became difficult to provide appropriate education to all these pupils. The government therefore started, in 1976, an overall modification of the programme content for the second cycle of secondary education. As a result, the standard of the content has been defined in general terms and diversified, which permits to provide education suitable to actual situations of different communities, schools and individuals.

7.(i) Higher education at a university, junior or technical college is accessible to all on the basis of individual capacity and interest. In 1982, the enrolment ratio at these different education institutions represented 36.9 per cent of the corresponding age-group. As a means of providing the opportunity of higher education to working youth, evening courses started in 1982 in 65 universities and 105 junior colleges, while correspondence courses are open at 12 universities and 9 junior colleges for those who have difficulties to attend regularly ordinary courses.

It is indicated elsewhere in the report that in order to further improve the opportunities for access to higher education, a 'university entrance qualification scheme' is in operation to recognize that the achievement level of applicants--who have not acceded to or who have not completed the second cycle of secondary education--is equivalent or above the level of scholastic achievement of those who have completed the whole course of upper secondary school.

Although higher education expanded rapidly during the last decade, the enrolment ratio in higher education establishments not located in large cities did not grow in the same proportion as compared with urban centres. In order to ensure a better balance throughout the country, a project for planned improvement of higher education was formulated, the first period for implementing the project covered the years 1976-1980, the subsequent period was to function from 1981 to 1986, thus gaps between localities are being filled gradually.

(ii) The completion of twelve years' schooling (six years primary and six years secondary level) is the basic requirement for admission to higher education institutions which, in addition, conduct an achievement test currently regarded as a most important criterion for access to higher education.

(iii) At national universities, able and needy students are exempted from part or the whole amount of tuition fees. For students of superior ability who face financial difficulties in acceding to higher education, the Japan Scholarship Foundation offers loan scholarships, in accordance with corresponding legislation. In addition, local governments and a number of non-governmental organizations etc., dispose of scholarship programmes.

8.(i) As the enrolment ratio of compulsory education schools represents 99.9 per cent of the school-age population, only a very small number of children are prevented from regular school attendance, due to reasons beyond control such as severe illness.

(ii)-(iii) The promotion of adult education has been facilitated through the granting of national subsidies to local governments, thus furthering the establishment of various courses and classes, as well as the development of volunteer activities which foster solidarity among people belonging to the same community. National subsidies also permit the introduction, by local authorities, of audio-visual equipment into the programmes for adult education. It is indicated in the report that the national government encourages self-instruction through high quality social education correspondence courses and skill achievement tests conducted by non-governmental organizations. Furthermore, financial assistance has been made available from the national government to local authorities with a view to expanding social and cultural education for young people and adults by the construction of public halls, libraries or museums, for example, and through the training of social education personnel, and librarians, amongst others.

(iv) Although the question is considered to be not applicable, reference might be made here to the information provided on pp. 2 and 8 of the report and which deals with the creation, in 1983, of a University of the Air, with a view to providing higher education to a large number of people including adults, even housewives, through specifically prepared radio and television programmes. The university will start enrolments in 1985.

KENYA

I. DISCRIMINATION

1. The reply to this question is negative.

3. According to the reply, no separate educational systems exist for pupils of the two sexes, and it is indicated elsewhere in the report that girls have equal opportunities with boys.

4. All pupils and students enrolled either in public or private/denominational institutions sit for the same public examinations, a rule which ensures uniform standards.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5. (i) The reply to this question is affirmative.

(a) It appears from the report that the gradual achievement of equal educational opportunity is aimed at by the creation of mobile classrooms in the semi-arid areas of the country where communities are in constant move in search of water and food for their animals.

(ii) Primary education is not compulsory but generally available.

It is indicated elsewhere in the report (see item I, section IV (e)) that parents are educated about the need to send their children to school without compulsion and every school has a parent-teacher association. The distance between a pupil's home and a primary school is said not to create any problem. It is also indicated in the report that special education is one of the main responsibilities of the Ministry of Basic Education.

(iii) (a) Primary education is free, and milk is distributed free of charge in primary schools within the framework of a school feeding programme. Furthermore, free medical care is available in government hospitals.

(b) Schools may be built on 'self-help' basis, and the community is responsible for the development of its own school.

(c) The report states that special provisions are made for these categories (the most underprivileged members of the population) without specifying such provisions. As the following statement reads: 'No such categories are found in Kenya', it is not quite clear which categories of the population in addition to nomads benefit from special provisions, as reference was made before and is repeated here to the existence of mobile classrooms for nomads.

(iv) The questions about public financial or other forms of assistance to underprivileged pupils is considered to be not applicable. It would nevertheless appear from the report that pre-school services are available in urban as well as in rural areas without being free. In addition, it is stated that no objection exists to the granting of assistance from other than public funds, and

administration officers, professional ministerial staff and public media of information are mentioned as bringing the existence of such assistance to the knowledge of those who may need it.

(v) The reply enumerates the following goals of the educational systems: to achieve equality of educational opportunity for all, and the realization of an integrated society. Priorities in the procedure seem to be established on the basis of need and the methods adopted for providing basic education appear to be the establishment of schools run by the State.

6. (i) It is indicated that secondary education is generally available, although not yet compulsory. Boarding schools permit pupils from different parts of the country to study together, while bursaries are awarded to children from needy families.

(ii) Entrance to secondary education is subject to the passing of an examination for the certificate of primary education.

(iii) The answer to this question is affirmative.

(iv) It appears from the reply that the government is determined to overcome difficulties created by the lack of adequate financial resources and qualified teachers.

7. (i)-(ii) Equal access to higher education will be improved by the setting up of specialized admission bodies. It appears from the reply that the Kenya National Council for Higher Education will ensure that standards of education are equivalent in all educational institutions of the same level. Furthermore, the Kenya Institute of Education is constantly creating new curricula and revising old ones in order to ensure their validity.

(iii) Post-secondary education is free, and university students obtain loans.

8. (i) The reply indicates that one of the responsibilities of the Ministry of Culture and Social Services is 'Adult Education', which seems to be governed by a special department.

(ii) Radio, mobile cinema and libraries, as well as evening classes provide adult education, while self-directed learning programmes seem to exist for those who intend to sit for public examinations. It is further indicated that teachers volunteer for conducting adult education classes.

As to literacy courses, they are given in Kiswahili, the unifying language which is widely spoken in eastern and central Africa.

(iii) No definite measures have been taken so far for the continuation of education for adults, but the reply specifies that shops are full of various kinds of books which individuals may require for self-learning.

(iv) This question is given a negative reply.

LESOTHO

I. DISCRIMINATION

1. There are no legal provisions or regulations which constitute discrimination in education and the Education Order of 1971 states that 'every child shall be provided with opportunities and facilities to enable him/her to develop in a healthy and normal manner, in conditions of freedom and dignity'. It is indicated in the report that due to socio-economic constraints and limited resources, it has not been possible to provide all children, in all areas of the country with a complete cycle of basic or primary education.

2. According to the report, discrimination in education as defined in Section I.1(a) of the Recommendation occurs in Lesotho, as there continue to exist incomplete primary schools in particular in mountain areas, and insufficient services for mentally and physically handicapped children. Furthermore, in small and scattered villages with unequal population distribution, existing schools, which offer sometimes only three classes (as compared to the full primary cycle of seven classes) have not enough teachers and are often far away from the home of the pupils. This situation makes school attendance extremely difficult in particular during the rainy season and in winter. These children who abandon school for such reasons are pushed out of the education system by circumstances beyond their control.

3. No separation of boys and girls applies to the primary level. Some vocational schools which offer training in home economic skills are for girls only.

4. The government and church organize the education system, all schools being open to all children regardless of denomination while all schools are managed by churches--which represent merely day-to-day administrative duties--only 20 out of 1,103 primary schools are not controlled by community board or governmental committees. Moreover, all teachers are trained in national institutions and are paid by the government which also finances increasing proportions of didactic materials and equipment.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) It is indicated elsewhere in the report that most of the incomplete schools--which initially were created in order to enable younger children to attend school up to Grade 4--will be upgraded to full primary schools during the Third Five-Year Development Plan. Already between 1972 and 1982, the ratio of completed schools increased from 30 per cent to 57 per cent. In order to improve educational facilities for the handicapped, teachers are trained abroad.

Furthermore, it is stated in the report that amongst other objectives the government intends to exert greater control over the policy and development of education, without, however, wishing to 'take over' the control of church schools.

It is indicated elsewhere in the report that in order to further improve the opportunities for access to higher education, a 'university entrance qualification scheme' is in operation to recognize that the achievement level of applicants--who have not acceded to or who have not completed the second cycle of secondary education--is equivalent or above the level of scholastic achievement of those who have completed the whole course of upper secondary school.

Although higher education expanded rapidly during the last decade, the enrolment ratio in higher education establishments not located in large cities did not grow in the same proportion as compared with urban centres. In order to ensure a better balance throughout the country, a project for planned improvement of higher education was formulated, the first period for implementing the project covered the years 1976-1980, the subsequent period was to function from 1981 to 1986, thus gaps between localities are being filled gradually.

(ii) The completion of twelve years' schooling (six years primary and six years secondary level) is the basic requirement for admission to higher education institutions which, in addition, conduct an achievement test, currently regarded as a most important criterion for access to higher education.

(iii) At national universities, able and needy students are exempted from part or the whole amount of tuition fees. For students of superior ability who face financial difficulties in acceding to higher education, the Japan Scholarship Foundation offers loan scholarships, in accordance with corresponding legislation. In addition, local governments and a number of non-governmental organizations etc., dispose of scholarship programmes.

8.(i) As the enrolment ratio of compulsory education schools represents 99.9 per cent of the school-age population, only a very small number of children are prevented from regular school attendance, due to reasons beyond control such as severe illness.

(ii)-(iii) The promotion of adult education has been facilitated through the granting of national subsidies to local governments, thus furthering the establishment of various courses and classes, as well as the development of volunteer activities which foster solidarity among people belonging to the same community. National subsidies also permit the introduction, by local authorities, of audio-visual equipment into the programmes for adult education. It is indicated in the report that the national government encourages self-instruction through high quality social education correspondence courses and skill achievement tests conducted by non-governmental organizations. Furthermore, financial assistance has been made available from the national government to local authorities with a view to expanding social and cultural education for young people and adults by the construction of public halls, libraries or museums, for example, and through the training of social education personnel, and librarians, amongst others.

(iv) Although the question is considered to be not applicable, reference might be made here to the information provided on pp. 2 and 8 of the report and which deals with the creation, in 1983, of a University of the Air, with a view to providing higher education to a large number of people including adults, even housewives, through specifically prepared radio and television programmes. The university will start enrolments in 1985.

6.(i) It is indicated elsewhere in the report that education is organized by the government and the churches, and that the 122 secondary schools are managed by churches, only 9 of these schools being exempted from control by government-appointed committees. Secondary education is not free, parents are requested to pay all fees, the government financing staff costs.

Government policy aims at providing secondary-school courses of at least one practical subject with a view to linking this level of education to manpower requirements as well as to improving the quality and relevance of general education.

(ii) Access to secondary education is subject to a selective examination at the end of primary school.

(iii) The Distant Teaching Centre offers correspondence courses to those who do not have the financial means or cannot accede to a school because of lack of sufficient places. Remedial courses are offered after successful completion of secondary school; to enable more students to take science subjects at post-secondary or higher education institutions, these remedial courses cover mathematics, science and English.

(iv) The major difficulties for the development of secondary education are, for example, shortage of qualified teachers, inadequate housing, provisions for teachers, as well as insufficient facilities and equipment and poor administration. The government hopes to provide equipment and supplies to secondary schools through assistance to be granted from the World Bank's Fourth Education Project.

It is further indicated in the report that the present education system tends to separate general secondary education from technical, commercial and agricultural education. As it is planned to expand the teaching of practical subjects, particularly those which do not require high capital or recurrent costs, the National Teacher-Training College will provide for more students to be trained in practical subjects. Furthermore, funds will be sought to provide housing for teachers, and, with a view to improving secondary-school administration, part-time in-service courses for those who are responsible are conducted with the help of externally-funded projects.

7.(i)-(iii) Access to higher education is subject to manpower requirements and to a successful terminal examination at secondary school. There exists also a 'mature age' entry examination for university. All university students benefit from scholarships.

8.(i)-(ii) Literacy and numeracy programmes for illiterates have been introduced by the Distance Teaching Centre which also supplies the teaching material. Constant supervision of project administrators and helpers is ensured, and self-directed learning is provided through radio and other media.

MALDIVES

I. DISCRIMINATION

1.-2. There are no legal provisions which constitute discrimination. The three different types of school (traditional schools at which the Koran is taught, among other subjects, as well as English-language schools) do not constitute discrimination as they reflect different educational needs and are not intended to exclude any particular group.

3. The separate educational establishments for students of the two sexes at the secondary level offer equivalent access to education and the government does its best to ensure that their teachers have the same professional qualifications and ability.

4. As stated above, the traditional schools, or maktabs and madrasas, and the schools in which education is provided in English aim at meeting the varying needs of the country. The maktabs are religious schools in which the Koran is taught, the madrasa provides basic education with a wider curriculum, and the English-language educational establishments provide a preparation for higher education. It is stated in the report that private schools are fee-paying.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) The government is particularly concerned to ensure equality of educational opportunity. As part of an effort at decentralization nineteen Education Centres have been established in the islands, of which eleven have already been built and are now in operation. Primary schools were established in 1979 in the islands; while the previous government neglected this decentralized system, the present government provides these schools with textbooks, qualified teachers and other facilities. The government's policy has therefore shifted towards giving priority to primary education both in the islands and in the capital. Eighty primary schools receive government subventions and there is an educational establishment in each of the 202 inhabited islands of the Republic. It is stated in the report that the government intends to establish a universal system of primary education.

Very considerable inequality of educational opportunity remains, however, between the capital and the islands, mainly due to the attitude of the previous government at a time when only three government schools existed, all of them situated in the capital. During the last four years the present government has established nineteen primary schools in the islands, one in each atoll, in addition to the Education Centres referred to above. It is stated at the end of the report that the government's policy is to integrate the curriculum with religion and Maldivian culture in order to make school education more relevant to the social environment of the country.

(ii) Primary education is not compulsory. The literacy rate, however, is about 82 per cent for males and females over 15 years of age. This is basically due to family education, which is usually of a religious nature, and to the schools which provide basic education in the local language (Dhivehi).

(iii)(a) The report states that public education is free, although it is also stated that the schools in the islands charge one to three rupees per child per month; pre-primary schools charge one rupee.

(b) Community participation is very high at all levels, in particular in the islands, and is in various forms, such as participation in the building of schools, the provision of local building materials and voluntary contributions of various kinds. Formal and non-formal education are financed by: the government budget, which covers all establishments and in particular provides the schools in the islands with trained teachers; substantial funds raised by the community; school fees, and bilateral and international co-operation. International assistance is provided by United Nations agencies and other organizations, such as the Colombo Plan, which provide scholarships, grants and educational materials.

6.(i) There are two levels of secondary education, the first (lower secondary) consisting of Grades 8-10, the second (higher secondary) of Grades 11-12.

(ii) The entrance requirement for the lower secondary level in government schools is a pass-mark in a public examination or in the Junior School Certificate examination. The latter examination enables pupils from private schools to transfer to government secondary schools, and all those who meet the entrance requirements are admitted. However, 99 per cent of Grade 7 students in government schools are promoted to Grade 8, that is to say, the lower level of secondary education, of whom 73 per cent proceed to general education and 26 per cent to vocational education. The Vocational Training Centre was for a long time neglected, and its budget was below 3 per cent of the total education budget. A complete restructuring of the Centre is being undertaken to meet urgent technical manpower requirements, with the provision of information to students on the facilities available. Arrangements are also being made to link the Centre with schools especially at the middle and secondary levels. Since 1982, the Centre has operated under the authority of the Ministry of Education and the situation has considerably improved for pupils above Grade 8 seeking admission to the Centre. It is stated in the report that the establishment of a vocational secondary school is being considered.

(iv) The shortage of teachers is one of the major problems in the field of secondary education and it is estimated that more than 100 new teachers will be required at this level between now and the year 1990. While at present the system relies on foreign teachers, priority is being given to replacing them by Maldivian teachers.

8. Literacy programmes provide education for those who have not received any formal education. Their aim is to provide instruction not only in reading and writing but also in the basic requirements for social relations. A nationwide programme has been

introduced for the period 1980-1985 aimed at eliminating illiteracy in 1986. In 1980, the programme's first year, the enrolment was high: 11,311, of whom two-thirds were women. Instruction is provided by voluntary teachers, and the government meets all material requirements. A minimum of three hours' study is conducted per week. The Educational Development Centre produces two adult education radio programmes; one includes courses on health, fisheries, agriculture, history and culture, and the other, 'Radio School', broadcasts lessons in English and environmental studies. In order to develop literacy programmes, a National Functional Literacy Council has been formed, which comprises members from the most concerned sectors of the government, including voluntary groups, and is chaired by the President himself.

In addition, three Rural Youth Development Centres are to be established in the near future, under the supervision of the Ministry of Education, which will offer training in basic skills to facilitate self-employment, thereby improving the situation in the rural areas.

NAMIBIA

The United Nations Council for Namibia, legal administrative authority until independence of the territory has made a report on Social Conditions in Namibia (document A/AC.120/93, dated 16 March 1983) from which the President of the same Council transmitted to the Secretariat on 4 May 1983 relevant passages on education.

The summary of this text is presented under Item I. DISCRIMINATION of the questionnaire:

Contrary to claims by the illegal South African administration, discriminatory laws and practices continue to govern education and all other aspects of the daily life of Namibians.

Education for blacks in this territory aims at their training for the subservient jobs allocated to them by the white economy. Initial stages of education are controlled by the so-called second-tier (ethnic) governments, most of which are unable to finance public schooling for children.

Education is compulsory for whites but not for Africans or 'coloured' people who are assigned to different schools on an ethnic basis. Since the development based on apartheid of separate educational facilities, expenditures on white schools far exceed those on black schools. It is indicated that some US $1,500 per year are spent on each white child which is seven times more than the allocation for a black or 'coloured' child. White schools provide a comprehensive educational system, while black children often have no school at all or only some of inferior quality. Although in 1981, 83 per cent of black children of primary-school age were enrolled, only 16 per cent of them were able to accede to secondary education, due to strong pressure on blacks to leave school and forego high school training.

As the illegal and racist South African occupation regime still keeps schools totally segregated, it occurs that it prefers to leave educational institutions virtually empty rather than allowing black Namibians to attend. Even the Windhoek Library is exclusively for whites.

NEPAL[1]

I. DISCRIMINATION

3. Though increasing every year, the participation of girls in different levels of education represents only 25 per cent of primary-school enrolments. Socio-economic factors such as a male biased value system persisting in rural families, the use of girls in domestic work and inadequate family income are referred to by the paper as hindering the education of girls.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) As a result of the Educational System Plan of 1971, primary education enrolment of children aged 6-8 years increased from 42 per cent to 85 per cent in 1981. During the same decade and subsequent to the establishment of more adequate infrastructures, Nepal became self-reliant in terms of middle-level technical manpower, and it is expected that thanks to international co-operation, the country might be able--in a few years--to train graduate level specialists in engineering, medicine, forestry and agriculture. Between 1971 and 1981, regional inequalities have been reduced by the creation of educational establishments and specialist training facilities outside the capital. It is further indicated in the paper, that quantitative expansion did not lead to qualitative improvement of the educational services, due also to lack of qualified teachers and equipment.

(ii)-(iii) Expenditure for provision of primary education is covered entirely by the government. Structural changes brought about by the educational reform of 1971 reduced primary education from five to three years of schooling, with a view to meet the minimum learning needs of the maximum number of children, but after an evaluation in 1981 of the results, measures taken for improving the achievements included the extension of primary education from three to five years, the definition of its objectives and the revision of curricula and educational materials. Since 1979, education has become free, including the distribution of textbooks. It is expected that by the end of 1985, the current enrolment of 65 per cent of school-age children will rise to 75 per cent. With a view to achieving the target of 90 per cent of enrolment by 1980, the seventh development plan which begins from 1986 will need to give more importance to the expansion of primary education.

According to the paper, about 50 per cent of first graders drop out before reaching the second grade, and 20-25 per cent are first grade repeaters. Such wastage is due to learning difficulties, poverty, locatio of schools and poor quality of teaching. Apart from improving the ucational methods, financial assistance to parents will be needed to enable them to send their children to school.

---

1. The report is presented as a 'Country paper on progress and problems of educational development in Nepal' and not based on the questionnaire. In summarizing this paper, an effort has been made to present the relevant information provided according to the framework set by the questionnaire.

(c) It is stated in the paper that poverty, ignorance and malnutrition afflict the rural communities. The participation of women in development is very low and could only be raised by improved educational opportunities. Under the 'Equal access of women to education' project, girls take up teacher-training courses on completion of which they are preferably employed in a school of their home district. The project has already led to increased enrolment of girls in such schools. Similarly, the government is providing special incentives to the children of some disadvantaged groups (Chepang community) to enable them to continue their children's education. Further extension of such special programmes towards disadvantaged groups requires greater mobilization of both internal and external resources.

6.(i) Since 1981 and the introduction of a new education structure, lower secondary education was shortened from four to two years (sixth and seventh grade), while the upper secondary level remained of three years' duration (grades 8, 9 and 10). Both lower and upper secondary education curricula provide for vocational instruction. Enrolment at both levels has doubled over a decade and so has the number of schools and teachers. It is indicated in the paper that in various rural parts of the country, trade schools have been set up for the training of school drop-outs who thus might become useful in local development projects. At lower and higher secondary education, drop-outs represent 15-20 per cent of the school population. Furthermore, reference is made to the need to strengthen a scientific outlook and thinking through sound teaching of sciences in schools. Seventy-five per cent of them, however, lack qualified teachers and appropriate equipment. As to the financing of educational services, it is indicated in the paper that the government pays for 75 per cent for lower secondary education and 50 per cent each for lower and upper secondary education towards the salaries of teachers; the remaining costs are to be covered by the local communities (school furniture, replacement and maintenance of equipment, supplies, administrative staff).

7. Science education mentioned under point 6 with regard to secondary education is offered at higher education level, also in a most unsatisfactory way, due to inadequate laboratory facilities, libraries and lack of qualified personnel. The greatest obstacle to overcome these problems are unsufficient financial resources. Certain subjects such as electrical engineering are still provided in neighbouring countries, a situation which creates an uneasy feeling of dependence from others.

Nepal's traditional methods and techniques applied to agriculture need to be replaced gradually by scientific ones, subsequent to changes obtained by education, of attitudes, knowledge and skills. To this effect, all degree-level students are required to contribute in villages to rural development, under the National Development Services, by teaching in schools and running adult literacy classes, helping in educating about family planning, health, sanitation and in the construction of small irrigation canals. Furthermore, the paper mentions innovative projects called 'Education for rural development' which are implemented in three districts of the most backward western region, with support from Unesco and other United Nations agencies.

It is indicated at the end of the paper that Nepal is benefiting from scholarship-programmes offered, for example, by Bangladesh, China, India, Pakistan, United Kingdom, United States of America and the Union of Soviet Socialist Republics. United Nations agencies and other organs are referred to at the end of the paper as providing support (multilateral or bilateral) and assistance for the development of the educational system of Nepal.

8.(i) Although the literacy rate almost doubled between 1971 and 1981, Nepal's illiterates constitute about 76 per cent of the population, and efforts to improve this situation are still modest. Since 40 per cent of the whole population are below the age of 20, more funds will need to be allocated in order to increase formal education facilities. As to non-formal education, lack of resources have been a major obstacle to accelerate the literacy rate for the groups of 16 to 45 years of age. Although such classes are organized mostly in school premises with teachers functioning as instructors, there is little linkage between the formal and the non-formal education sector. The curriculum of a project 'Education for rural development' should establish such linkage, as people who complete the literacy course could enter at some point the formal school system. Apart from literacy classes run by the Ministry of Education and Culture, other government agencies offer skill-oriented programmes of varying duration (weaving, knitting, carpentry, electrical trades) but the number of trainees remains very small.

Education in the least developed countries could claim to have played its full role only if it could contribute significantly to the rural development efforts.

PAKISTAN

I. DISCRIMINATION

1.-2. The reply is negative.

3. This question is considered to be not applicable.

4. It is stated in the report that equal chances for participation are provided.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) A policy for gradual achievement of equal educational opportunity is said to be a national goal. To this effect, attempts are being made to launch a nation-wide movement by the utilization of any available infrastructures. The Current Education Policy (1978-1983) envisages to reduce inequalities and achieve equal educational opportunities for both sexes; the ultimate aim being the provision of universal primary education.

(ii) Primary education is not yet compulsory. To achieve progressively this objective, three steps are identified which concern adult literacy training and will be dealt with under question 8.

(a) Inadequate provision of school services and transport continue to be a problem, in particular for rural areas. The reply states that some concessions are allowed to students by the government but these concessions are not defined.

According to the reply, no socio-economic or cultural barriers exist with regard to education and pupils can choose the kind of education they would like to receive according to their abilities. Nevertheless, some constraints such as finances, cultural traditions, etc. affect the possibility of aiming at higher education.

As to children's conditions, variations exist. The government is trying to attend to health and physical education and the all-round development of children's personality. In certain areas, psychological and educational testings are undertaken and cumulative records maintained.

As to inappropriateness of teaching and syllabuses to the pupils' background, it is mentioned in the report that curricula and textbooks are reviewed, at national level with the participation of local experts and teachers, a standing committee of the National Education Council on Curriculum and Textbooks having been created. Furthermore, a policy on the medium of instruction has been adopted in order to define the place to be given in the educational system to the national language, to approved provincial languages and to English, this latter one in particular at higher levels of education. Pilot projects have been carried out with a view to reducing drop-outs and to improve the quality of education.

(iii)(a) Primary education is free in government-sponsored schools. In certain areas free textbooks are supplied, while other schools provide them at reduced rates. The report refers to medical facilities which are made available to pupils, and school canteens in selected model schools without specifying whether these services are provided free of charge. School and public transport can be used by pupils at reduced rates, while parents have to buy the prescribed school uniforms.

(b) The communities own and support schools, and co-operate in the development programmes of education. The rural population is particularly interested in education and they offer land and other physical facilities for the construction of schools.

(c) Since 'Pardah' observing girls have little possibilities to benefit from primary education, a new structure known as Mohalla school has been introduced where general education is provided together with teaching of selected home management skills, such as embroidery. Furthermore, education of disabled children is considered as one of the moral obligations of the country. The government's efforts in this field are supplemented through local voluntary organizations and foreign agencies.

(iv) (a) Substantial financial assistance is ensured by the government for underprivileged pupils. This assistance includes awards based on the performance at public examinations; different scholarship schemes exist, and stipends are provided by local authorities to children coming from low-income families.

(b) Information about such assistance is given by the schools.

6.(i) In order to promote the generalization of secondary education, the creation of 200 new schools has been proposed, one thousand middle schools having already been upgraded and second shifts introduced in schools. Furthermore, a wide range of curriculum offerings include the introduction, in secondary schools, of agro-technical subjects. Science laboratories, libraries and accommodation for teachers have been developed. It is mentioned elsewhere in the report that efforts are being made to provide free secondary education, and that scholarships are available to pupils on the basis of merit.

(ii) Pupils accede to secondary education through automatic promotion.

(iii) Compensatory measures such as remedial classes are provided in a limited number of schools only.

(iv) Shortage of science laboratories and qualified teachers are mentioned as constituting a major difficulty for the generalization of secondary education.

7.(i) All universities are financed by the federal authorities (federally funded) and accessible to all. Full- and part-time courses are offered and non-resident students can sit as private candidates for a B.A. or M.A. examination.

(ii) Admission to higher education is governed by public examination and selection procedures adopted by the different institutions.

(iii) According to information provided elsewhere in the report, a new funding scheme has been developed to assist brilliant students in the pursuit of higher education. In addition, scholarships based on merit, bank loans and book banks are available.

8.(i) It is mentioned elsewhere in the report that community resources are being harnessed to promote literacy, and that literacy centres have been established by the Ministry of Education, Social Welfare and other agencies. It is expected that the literacy rate will rise from 24 per cent to 34 per cent during 1982-1983. All kinds of infrastructure which is available is being utilized for literacy programmes. Thus, the Allama Iqbal Open University offers education for persons who have not received or completed formal education. It is stated in the report that an Adult Literacy Commission has recently been set up with a view to developing programmes in this field.

(ii) The Open University provides radio and television programmes through its multimedia delivery system, prepares special reading material and disposes of mobile educational units for rural areas.

In addition to formal schooling, informal structures have been introduced, such as Mohalla/Mosque/Village Workshop Schools to provide basic and skill-oriented education.

REPUBLIC OF KOREA

I. DISCRIMINATION

1.-2. The Constitution as well as the Education Law set forth the right to education. Neither in principle, nor legally has discrimination been applied to education. It is stated in the report that a certain degree of inequality in educational opportunity is not considered as being discriminatory, as such inequalities result inter alia from financial limitations.

4. There is no reply given to the specific question about private schools but the existence of private universities is mentioned elsewhere in the report. Likewise it is stated elsewhere that the establishment in urban areas of private kindergartens is encouraged by the government.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) During the last thirty years the demand for education has rapidly increased. Due to financial constraints, educational opportunity could not be generalized, the prior objective of the government having been the quantitative expansion of school enrolment at the cost of the quality of education. As a result, there are overcrowded classrooms and severe competition in the entrance examination to upper school levels.

To overcome this situation, among the objectives which have been defined are to be mentioned the equalization in particular of the qualitative differences persisting among schools, and the increase in financial support to students of low-income families. With a view to increasing enrolment at middle and high schools, the fierce competition in the entrance examination scheme applying to middle schools has been abolished in 1968, permitting automatic access to this level after completion of elementary school. In 1973, the examination governing access to high school was replaced by a provincial level qualification examination, which most of the applicants are able to pass. According to a table included in the report this equalization policy led to a considerable increase in middle and high school enrolments which in both cases almost doubled in the course of five years.

(ii) Six years of elementary education became compulsory in 1951 when the ratio of enrolment was only 59 per cent. Since then the corresponding figure reached almost 98 per cent. Although no major difficulties impede the enforcement of compulsory education, overcrowded classrooms and double-shift systems exist in particular due to migration from small cities and rural areas to larger urban centres.

(iii) (a) Elementary education is free. By 1980, all parent contribution towards the costs for schooling were abolished, and no tuition or other fees are charged. Free elementary education includes text-books and other supplies. Lunch is provided at certain schools in

rural areas or on isolated islands. As most pupils live in walking distance from a school, there is no need for transport, and school uniforms are not used.

(b) According to the report, some parents or Parent-Teacher Associations contribute on a voluntary basis to the provision of school equipment.

(c) Although there are no specific population groups which lack the means to benefit from primary education, pupils exist on isolated islands or in certain rural areas for which education is of low quality compared to pupils enrolled in urban schools.

(iv) Free medical services are provided by certain social welfare agencies. As to pre-school education, it is not part of the formal school system. However, kindergarten which come under the responsibility of the educational authority, constitute the major institution for pre-school education. Nurseries and children's homes for children aged from three to five years are maintained by social welfare agencies and by local communities. With a view to expanding the opportunity for pre-school education, the government achieved an increase in the enrolment ratio from 4.5 per cent in 1978 to 13.2 per cent in 1980. It is expected that by 1986 the ratio will correspond to 50 per cent of all children of the age-group concerned. In the meantime, public funds are made available to this effect to rural areas, while the creation of private kindergartens in city areas is encouraged. The Ministry of Education recently started a project aimed at the opening of kindergartens attached to existing primary schools.

(v) According to the report, the government intends to extend compulsory education from six to nine years by 1989 thus covering also middle school level. Although this plan does not foresee the integration of primary and middle school education into a common core, the competent authorities admit that this reform will necessitate the revision of the curricula for both elementary and middle school education. In 1982, the ratio of pupils transferring from elementary to middle school reached almost 98 per cent, this level of education thus being considered generalized. While efforts will continue to reduce the class size (the national average is about sixty-five pupils per class), it is also mentioned in the report that the government aims at providing gradually from 1984 onwards free middle school education for pupils from low-income families.

6.(i) According to the reply, secondary edcuation has been generalized during the 1970s, subsequent to the reform of the entrance examination system and the increase in the number of middle and high schools. So far, the structure of secondary education has not been modified, but a need to study the integration of the high school system has been recognized. As indicated under 5 (iv), the three years of middle school are to become compulsory.

(ii) While transfert to middle school has become automatic (see point 5(i)), pupils who pass the provincial level qualification examination can apply for access to any high school within their school district. In order to encourage applications for vocational high schools, a selection of candidates for these schools is made in a first stage.

There after, those who wish to accede to academic high schools are randomly assigned to such institutions. Most recently, the average passing rate of the qualification examination went up to more than 90 per cent.

(iii) It is indicated elsewhere in the report that public and private financial assistance exists for pupils of low-income families who benefit from exemption from tuition fees. Scholarships of different kinds are also available but the amount provided is small due to an effort to allow large numbers of students to benefit from such aid. The report indicates that high schools often provide remedial classes for low academic achievement. However, most schools lack sufficient resources to meet this need, and they are even not encouraged in this respect by the government. In fact, it is felt that such compensatory classes be used as informal tutoring by schools for preparing their best pupils for the entrance examination to university.

Most high schools operate day and evening classes for those who are working during the day. But it is further stated in the report that evening classes include large numbers of low-achievers in the in the qualification examination and who therefore are unable to attend day classes of high school.

(iv) Due to the rapid growth in the enrolment figures for middle and high school, the low-quality learning environment is a major problem. To overcome this difficulty affecting the middle schools, the government, in 1978, reduced the number from 65.5 pupils per class to sixty-one pupils in 1981 and increased the number of middle school classes from 17.4 to 18.4 respectively. Similar figures are given for high school. Another difficulty concerns high schools. Although the discrepancy in learning abilities of pupils attending different schools has been drastically reduced, differences in pupils' attainments increased within each school, as teachers prefer class grouping by ability, whereas the government calls for mixed grouping in line with the equalization policy.

Finally, the report refers to difficulties arising from the very nature of secondary education. The fact of its generalization has led to rising expectations among its graduates. Due to lack of space, only fifty per cent of applicants for colleges and universities can be accepted, and meaningful jobs for high school graduates are almost non-existent. Therefore, the roles and functions of high school education are in question, and the government has sought to strengthen the guidance and career education programme.

7.(i) While the quality of higher education varies among public and private universities, the demand for this level of education by far exceeds the available places. Severe competition characterizes the entrance examination, and high school has become almost a preparation for this exam. During the 1970s enrolment in higher education was limited to manpower requirements. For this reason, by 1977, 50 per cent of the applicants failed to be admitted to university; however, 40 per cent of them sat again for the exam in the following year, thus increasing the number of candidates.

Since then and in order to overcome this problem, enrolments were allowed to grow rapidly, thus also responding to social demands. This decision, however, did not reduce the fierce competition and repeating problem, in particular with regard to the most prestigious universities. Parents were obliged to provide expensive private tutoring for preparing even able pupils for the exam; thus tutoring became a major social issue as even low-income families became involved in the tutoring system. In 1980, the government in order to establish a more egalitarian basis for access to universities took the following measures: abolition of entrance examinations required by individual universities; prohibition of all kinds of private tutoring and replacement of the selective 'national preliminary examination' by the 'national high school achievement test'. To expand the educational opportunities, a government sponsored institution was upgraded from junior college to university in 1981, while a junior technical college became an 'Open University' with special enrolment quotas for industry employees unable to prepare for the entrance examination.

(ii) Since the reforms of 1980, applicants for university are selected on the basis of their achievement in high school and the score obtained in the national high school achievement test. However, even pupils with good scores may fail to be admitted if they apply to a university where the level of the teaching provided is higher than in other universities which might correspond better to the applicants' scores.

(iii) Different kinds of scholarships and financial assistance such as tuition-exemption or a few part-time jobs are provided.

In 1979, 32.5 per cent of all students benefited from some aid, and it is stressed in the report that low-income families have difficulties in supporting higher education for their children. Guidelines elaborated by the government recommend that selection for scholarships be based on need rather than on academic achievement.

8.(i)-(ii) Elementary education being universal since many years, all schools for complementary education at this level have been abolished in 1960. However, special schools were established in industries and special classes attached to nearby schools to provide middle and high school education for worker students.

Furthermore, a 'Broadcast and Correspondent High School' which is authorized to issue diplomas was created in 1974, where enrolment increased from 5,880, in the beginning to 60,020 students in 1980.

(iii) Secondary and higher levels of education constitute the main areas of continuing education for adults, the role of the university for this purpose having been recognized. However, adults being not entitled to pass the entrance examination, this fact has become a serious obstacle to the development of opportunities for continuing education for adults.

SAN MARINO

I. DISCRIMINATION

1.-2. In accordance with Law No. 60 on the reform of the education system of 30 July 1980, annexed to the report, 'education shall be provided without distinction as to race, sex, language, religion or political opinions'.

3. All educational establishments are coeducational.

4. The education system is a state system throughout.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) On account of the small size of the territory, there are no underprivileged regions or populations and every person enjoys the same educational advantages.

(ii) In accordance with Article 4 of the Reform of the education system, education is compulsory from the age of four to fourteen years.

(iii) (a) Primary education is free. In full-time schools, however, parents make a contribute in part to the cost of meals provided at school canteens.

(b) In accordance with Article 11 of the Reform of the education system, the community participates in school management.

(c) All members of the population benefit from free, compulsory education.

6.(i) General secondary education, which is compulsory and provided free of expense, is accessible to all. It consists of a three-year period of general education and is followed by the upper secondary course.

Detailed information is annexed to the report concerning the 'structural crisis in the Italian education system and changes introduced at the Ginnasio Liceo of San Marino'. According to this information, the reform of the structures and content of Italian secondary education isstill being worked out and the Council of teachers at the Liceo has accordingly introduced innovations designed to ensure the democratization of education in San Marino by bringing it into line with current cultural and socio-political conditions. As laid down in Law No. 28 of 16 April 1981, the competent authorities of San Marino have undertaken to reduce the number of pupils seeking education in Italy by increasing the coverage and improving the quality of a secondary school system which is administered by the community and which will provide all-round basic education on a basis of equality, by associating closely basic education and vocational training. In the course of the 1982-1983 academic year, a pre-vocational slant was introduced in the classical studies curriculum. Among the objectives pursued, reference is made to the periodic revision of curricula in order to ensure their relevance, the breaking down of the existing hierarchy of subjects, designed to do away with discrimination between

different disciplines and those who teach them, and structural reform intended to provide a new type of education, covering the sciences and technology as well as classical subjects: education based on a new conception of culture and a new form of humanism which makes no distinction between intellectual work and manual work.

(ii) Access to secondary education is subject to the passing of an examination at the end of primary studies.

(iii) Each class council may take the initiative of introducing remedial classes of a maximum duration of sixty hours in the course of the school year, in addition to normal classes. These measures are not applied in practice, however, as they are not considered necessary.

7.(i) There are two higher educational institutions: the classical Liceo and the Industrial Technical Institute. The report indicates that students attending institutions or universities abroad receive a government grant.

(ii) Students wishing to accede to higher education are required to sit an examination at the end of secondary education, while the baccalaureate is required for admission to the university.

8. The Ministry of National Education and Culture has introduced free evening classes so that persons who have been unable to complete their compulsory education may obtain the lower secondary education certificate.

SAO TOME AND PRINCIPE

The reply to the questionnaire, drawn up by the Bureau of Educational Studies and Research of the Ministry of Education and Culture, is in the form of a note providing the following information:

I. DISCRIMINATION

When the country became independent in 1975, the government - continuing its efforts to counteract the results of five centuries of colonization - laid the basis for a radical transformation of society aimed at eradicating all forms of discrimination by means which included inter alia rejection of segregation based on economic, social or geographical origins, or on grounds of a person's opinions or sex.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

Equality of opportunity and of the resources needed for education is one of the objectives of educating a new kind of human being. Schools integrated into society provide ideological, political, moral, vocational, aesthetic and physical training and are conducive to the well-balanced development of the personality, for instance by making allowance in the learning process for differing socio-psychological and physiological characteristics and by providing coeducational instruction.

Among the measures taken to eradicate discrimination in education, mention is also made of intermediate training possibilities designed to integrate students into the productive sector of society, and a literacy education policy.

The reply states that the Party (the Sao Tome and Principe Liberation Movement or MLSTP) and the government have already achieved substantial success despite the difficulties encountered throughout the educational and revolutionary process.

should be extended to the secondary education level. Schools under construction in 1983 will provide for academic as well as for technical and vocational education.

(ii) Since free secondary education is not available to all pupils, pupils accede to free secondary education on the basis of performance on the Common Entrance Examination. Access to private secondary schools is easily available.

(iii) Teachers are expected to provide special tutoring if necessary. In addition, one-year courses, offered in evening classes, are offered at the Senior Comprehensive Schools for pupils preparing for exams.

(iv) Costs of construction and equipment of new schools is referred to in the report as the major difficulty hindering the generalization of secondary education.

Between 1980/1981 and 1981/1982, the approximate enrolment at secondary education rose from a total of 89,851 to 90,649, while - during the same period - the number of male pupils declined from 45,311 to 44,814 the number of girls increased from 44,540 to 45,835.

7. (i) Because of limited space at the University of the West Indies, access to full- or part-time studies at higher education level is available on the basis of merit, i.e. academic qualifications.

(ii) Two 'A' and five 'O' levels are minimum criteria for admission, while the faculty chosen by a candidate takes furthermore into consideration his educational achievements.

(iii) Only students enrolled in courses where the subject area shows a noticeable lack of trained people benefit from financial assistance.

8. (i)-(ii) Adult education classes are made accessible to all in need for it, and the Ministry of Education contracts and pays for teachers in charge of the programme.

SEYCHELLES[1]

I. DISCRIMINATION

1.-2. In the letter dated 18 April 1983 which was addressed together with the National Report to the Assistant Director-General for Education by the Principal Secretary of the Ministry of Education and Information of the Republic of Seychelles, it is stated that the new system of education in no way discriminates in the provision of such fundamental right. Up to the secondary school level, all children are provided with the same educational facilities, the improvement of the quality of education aims at the development of competence.

3. It appears from the report that coeducation has been generalized since early 1981.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) The report indicates that the government, which came to power in 1977, has amongst its objectives the respect for human rights, the equality and dignity of all its citizens, and the establishment of a socialist system guaranteeing a high standard of living for all. The basic philosophy underlying the education reform was one of democratization. Defined in the Republic's first Five Year Plan (1978-1982), the principal objectives in the field of education are: the amalgamation of all primary and junior secondary schools into joint institutions constituting the primary sector, and the development of nine years of free universal education. Since then, primary and junior secondary education have been merged into a single structure.

The language problem which has impeded progress was finally settled in 1981, by the Seychelles People's Progressive Front National Congress. Since then, Creole was to be introduced in schools as the medium of instruction in the initial stages. English would become the second language and medium of instruction after Creole, while French would be taught as a subject once English had been mastered. Since 1981, a curriculum reform is being initiated and is expected to continue into the next decade (page 27 of the report).

A detailed description of the educational system before and beyond independence (1961-1977), is followed by information provided on the educational system which was developed by the present government between 1977 and 1982 (see pages 18ff).

---

1. In reply to the questionnaire dispatched in January 1982 and to the reminder letter of 15 March 1983, a copy of the National Report on Educational Development, presented to the Conference of Ministers of Education and those responsible for economic planning in African Member States, organized by Unesco in collaboration with the ECA and the OAU, in Harare, 28 June-3 July 1982, has been addressed to the Secretariat. In summarizing this paper, an effort has been made to present the relevant information provided according to the framework set by the questionnaire.

(ii)-(iii) It is indicated in the report that 23 per cent of the total population are of primary school age. Between 1978 and 1980, primary education was made compulsory in a school belonging to the geographical area where six year old children were living. This policy called 'zoning' started for the first primary grade in 1978, and was extended, in 1979, to grades 2 and 3, followed by grades 4-9 in 1980, when the 'Junior Secondary School' disappeared, while nine years of free universal education became a reality.

(iv) The policy with regard to pre-school education, defined in 1978 by the Seychelles People's Progressive Front foresees the establishment of two types of institutions: day-care centres for children aged between one month and four years, and kindergartens for those aged five to six. These latter ones received, in 1981, 93 per cent of the corresponding age-group. In future, purpose built kindergartens will need to be provided as the environment of existing centres is not conducive to pre-learning activities that should take place, in order to give all pre-school children equal educational opportunity (page 31 of the report).

(v) The merging of primary education and junior secondary education into one Primary Sector is referred to under item 5 (i) above.

6.(i)-(ii) To eliminate persisting class segregation in education, the democratization of secondary level education was aimed at, since 1981, by the suppression of the senior secondary school which--when two parallel systems of secondary education still existed--was disposing of very inferior resources as compared with those provided to grammar schools. The suppression of the senior secondary school came into force when the pupils enrolled were automatically admitted to one of the two grammar schools, which were subsequently merged into a single, coeducational institution. At the same time, school fees were abolished.

(iii) In the previous system of education, more than 50 per cent of the pupils left school after eight or nine years of schooling, without finding employment. As of 1981, grade nine leavers were offered either to join the National Youth Service (NYS) or Form 4 of the Seychelles College (academic branch) or vocational training schools. The National Youth Service constitutes a two year progressive educational programme especially designed for the youth of the territory and provided in a purpose-built community village comprising a study centre, workshop, a well equipped farm, a shop, health centre radio station and administrative offices, including staff quarters. Pupils are trained there with a view to combine theory and practice; to develop a spirit of innovation and a scientific approach to the practical tasks of every day living; to acquire skills of value to the country and self-reliance; to appreciate the value of intellectual and manual labour and to overcome the segregating specializations between them. The creation of the National Youth Service in 1981 resulted in a spectacular increase in enrolment figures in the first year of secondary education (NYS 1 and Form 4) as the participation of pupils represented two-thirds of the corresponding age-group.

As to vocational training, the annual increase in enrolment rose to 12 per cent between 1977 and 1982.

It is indicated in the report that the first stage of secondary education (S1 and S2) is expected to be achieved by the end of 1983, as the NYS progressively replaces the Seychelles College in the structure of the education system. The second stage of post-NYS education is still in the planning stage.

As of January 1983, the competent authorities expected to start implementing the final component of the structural reform programme with the opening of the Polytechnic which--ultimately will group all post--NYS education: academic, vocational, technical and pre-university courses under a single organization.

7. As to higher education, it is indicated on page 34 of the report that before 1977, some students followed overseas university courses which did not relate to the needs of the territory. Therefore, a Manpower Development Board was set up in 1982 in order to elaborate a plan wherefrom the local and overseas training needs will be known.

Information given on page 27 of the report refers to a need to conceive a new examination system, more coherent with the needs and aspirations of the country. The 'A level' examination will need to be replaced by the International Baccalaureate system in order to allow Seychellois students access to a wider range of universities and colleges of higher education overseas.

8. The covering letter to the report indicates that even in adult education the same facilities are offered for persons wishing to further their education, and literacy classes are conducted in most districts on Mahe. The hope is further expressed that through the provision of proper primary education, the country will be able to eradicate illiteracy among young people by 1990.

SINGAPORE

The reply consists of a letter written for the Secretary of the Singapore National Commission for Unesco and addressed on 28 March 1983 to the Assistant Director-General for Education.

Referring to the reminder letter which the Secretariat dispatched on 15 March 1983, it is said that:

> 'We will not be completing the questionnaire on the fourth periodic reports on the implementation of the Recommendation against Discrimination in Education as all Singaporeans have an equal right to education and we do not have any problem of discrimination'.

SUDAN[1]

I. DISCRIMINATION

1.-2. There are no legal provisions, regulations, practices, situations or specific cases which constitute discrimination. It is indicated elsewhere in the report that 'the Permanent Constitution of the Sudan' states that education is a right for every citizen and the state shall endeavour to spread and provide it free in all stages.

3. Traditionally, coeducation is considered as undesirable, but it exists to a limited extent in primary education and is practised in higher education. Although separate educational institutions have been established for the intermediate and secondary-school level, pupils of both sexes are offered equivalent access to education, and the corresponding policy ensures the provision of equally qualified teachers, premises and equipment of the same quality and equivalent courses of study.

4. Private educational institutions exist mainly to provide additional educational facilities. According to the reply, private education is subject to standards laid down and approved by the public authorities.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) The education strategy proposes to achieve compulsory education in the primary level by 1990. The six-year plan for 1977/1978-1982/1983 includes specific measures to raise enrolment figures for 7-year old children from 39.1 per cent in 1976/1977 to 75 per cent in 1982/1983. To achieve this goal, different types of primary schools have been created, among which figures a complementary school, referred to as an educational innovation. This school offers the fifth and sixth grades of the primary school for pupils leaving the Koranic schools. The children concerned have to pass a special examination which is equivalent to that of the fourth grade of primary school.

While figures provided in the report indicate that the enrolment ratio of boys aged 7-12 years remained stable between 1976/1977 and 1977/1978, the enrolment ratio of girls increased by 5 per cent during the same period.

---

1. The present report is the first one the Sudan ever transmitted in the implementation of the Recommendation against Discrimination in Education. It appears, however, that the report has been elaborated in reply to the questionnaire which served for the third consultation of Member States (1975-1980), instead of the new questionnaire dispatched on 18 January 1982 for the present exercise.

(ii) Primary education is available and free but not compulsory. It is stated in the report that the financial situation impedes the introduction of compulsory schooling. The state has, however, for many years encouraged the population to contribute to the establishment of more schools. According to a table given in the report, there was an increase of 9.4 per cent of the total enrolment ratio in primary schools between 1976/1977 and 1977/1978.

(iii)(c) According to the reply, underprivileged children receive special assistance to facilitate access to primary education. The assistance takes the form of: free textbooks and equipment, boarding, bursaries (annual help) for poor children, money and clothing from parents' councils; subsidized school transport for girls. Some schools provide breakfast offered by the World Food Programme; some village schools in the southern region use Arabic letters in writing the vernacular language, and training is provided for additional teachers for the running of the Integrated Rural Education Centres which have been established to help those who could proceed beyond primary schooling.

6.(i) At secondary education level the enrolment ratio constituted 21.7 per cent of the total school population in 1977/1978. Secondary education is free, without being compulsory. The same forms of assistance as those referred to under 5.(iii)(c) above are available to facilitate access to intermediate and secondary education, including free transport during holidays for secondary boarding school pupils. Opportunity of transfer of pupils from one type of secondary school to another is ensured, and private evening classes are organized. It is stated in the report that equal opportunity is ensured, in evening classes, through the provision of the same teachers, premises and teaching facilities as of the day classes.

(iv) The main obstacle impeding the generalization of secondary education is a financial one. There is a shortage of teachers, premises and equipment. Measures foreseen in the six-year plan include a diversification of education through the introduction of comprehensive schools, and the use of foreign aid obtained from different international organizations.

A table provided in the report shows an increase in intermediate enrolment of 9.8 per cent, in secondary education of 13.9 per cent between 1976/1977 and 1977/1978.

7.(i) Higher education is almost free and controlled by the state (one private institution exists for this level).

(iii) All students enrolled in state higher education institutions benefit either from free boarding or from grants offered to them by the institution. All qualified students are eligible for such assistance without any discrimination. Only the University of Cairo, Khartoum Branch, does not offer such assistance, as it is financed by the Egyptian Government. Shortage of premises, teaching staff and equipment are referred to in the report as impeding the generalization of higher education. The state is trying to overcome these obstacles by increasing funds allotted for higher education and by trying to obtain financial and technical aid from friendly states, regional and international organizations.

While the enrolments between 1976/1977 and 1977/1978 of higher education increased by 15 per cent, one higher education college for women registered an increase of 52 per cent during the same period. Other figures provided in the report indicate an increase of 105 per cent again for the years 1976/1977 and 1977/1978, of students enrolled in mechanical engineering and agricultural and natural resources studies.

Standards and quality of education in public educational institutions of the same level

Formulation and application of the educational policy tend to promote equal opportunities, as do all forms of assistance offered to pupils at any level. These factors ensure the quality of education and the equivalence of its standards.

Education of persons who have not received any primary education or who have not completed the entire primary education course

8. Centres for adult education include classes for agricultural and technical training, classes for services and for housewives. Furthermore, the Ministry of Education has introduced the new type of primary school; the complementary school, mentioned under point 5.(i).

Training for the teaching profession

According to the report, primary-school teachers' colleges have been promoted to train secondary-school graduates. In-service training institutes provide training for candidates from both sexes without discrimination, and an intermediate teachers' training institute has been established where students from both sexes receive this training and are awarded the same diploma. Access to teacher-training institutes is governed by a school certificate of the preceding level and the intention to teach of the candidate.

III. AIMS OF EDUCATION

It is stated in the report that interaction between society and education makes it difficult to consider education isolated from social, cultural, economic and political conditions. Therefore, the formulation of the aims of Sudanese education took into account the special characteristics of the people and its deeply rooted values. As education is the main tool for building up a society, there is an attempt to achieve an enlightened generation, confident, faithful to the country, believing in God, accepting its national and human vocation and acquiring knowledge. Education also expresses the local heritage of the Sudan, as well as national and regional affiliations as part of both the Arab and the African world.

The state aims at building the society on the basis of freedom, democracy and socialism derived from Sudanese reality, its history and heritage which all aim at liberating man from the bonds of need.

The Sudan's national aims lead to consider citizenship in an overall human context by deepening the spirit of co-operation and friendship between peoples, creating an atmosphere of freedom, justice and peace by uprooting fanaticism and racism.

The educational aims of the Sudan as well as the corresponding opportunities are consonant with the principles set forth in the Recommendation which are reflected in the curricula, the teaching methods and didactic means.

SWITZERLAND

I. DISCRIMINATION

1.-2. There are no legal provisions or regulations of a discriminatory kind in the field of education. Any discriminatory differences which may still exist as between the education of girls and boys are about to disappear.

3. State schools are generally coeducational. Where this is not the case, the principles set forth in this regard in the Recommendation are respected.

4. There are private establishments which are consistent with the principles set forth.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) Equality of opportunity has always been the main objective of educational policy. There have been efforts on behalf of migrants for some ten years now, while an endeavour to ensure equality of opportunity between boys and girls has been made during the last three years. The statistics attached to the report indicate that in the case of primary education and lower secondary education, foreign pupils account for between 10 and 30 per cent of enrolments in more than half of the Cantons. Female enrolments remain at a slightly lower level than male enrolments.

(ii)-(iv) Since 1874, primary education and lower secondary education have been compulsory and provided free of expense. Practically everywhere this education is of nine years' duration but there is an increasing trend in the Cantons to offer an optional tenth year.

(v) The common core at the lower secondary level, implemented mainly in the French-speaking area of Switzerland, remains rare in the educational system as a whole.

6.(i) Non-compulsory secondary education (upper level), whether general or vocational, is accessible to all and provided free of expense, or at very little cost. Study grants and loans are made to pupils, apprentices and students. With regard to the generalization of secondary education, the report refers to a considerable increase in the number of pupils seeking to enter university, the development of schools providing diploma-level courses, and higher female enrolment in vocational and technical education. With regard to the last point, the attached statistics show that female enrolment represents 39.3 per cent and male enrolment 60.7 per cent of the total.

(ii) Procedures in respect of access to secondary education differ from one Canton to another.

(iii) Compensatory measures are provided, in particular, for migrants.

7.(i)-(iii) There has been a considerable increase in the number of persons acceding to higher education (university and university-level institutions). With the exception of Geneva, where candidates are selected on the basis of their files, the baccalauréat is required as a criterion for admission. Co-financing by the Confederation and those Cantons in which there are no universities has hitherto enabled the numerus clausus to be avoided. Furthermore the system of grants has expanded considerably, the amounts awarded having doubled in the course of the last ten years.

SYRIAN ARAB REPUBLIC

I. DISCRIMINATION

1.-2. No discrimination as defined in Section I of the Recommendation exists, and there are no legal provisions, regulations, practices or situations which might constitute discrimination in education.

3. Educational institutions below university level are separated for the two sexes, but both systems are subject to the same regulations, offer equal qualifications, as well as school premises and equipment. Furthermore, all institutions offer a uniform programme of study.

4. Private educational institutions function under the administrative and financial supervision of the Ministry of Education. These institutions have to respect standards laid down by public authorities.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) (a) The Constitution provides that all citizens are equal before the law in respect of their rights and obligations, and that the state shall guarantee equal opportunities for all. Since laws and regulations contain explicit provisions in this respect for many years, no need has been felt, in the past five years, to adopt a new policy.

(ii) (a) According to the Constitution, primary education shall be compulsory. This principle was put into practice in 1978 and extended to all regions of the country in 1981 subsequent to the Compulsory Education Law (Law No. 35). Regulations for implementing this law were issued and the Ministry of Education drew up special programmes for children aged 10-12 who so far had not been able to attend school and for pupils who had dropped out. It is also indicated in the report, that a special bureau for compulsory education was set up within the Ministry of Education, and that specific offices were established in all provinces to follow up the compulsory education plan.

Despite the facilities and services made available by the state, certain difficulties have obstructed the enforcement of compulsory primary education. There are economic problems, such as low-income levels of certain families, social and cultural problems based on customs regarding the education of women; difficulties related to health such as physical, psychological and learning handicaps as well as problems related to the prevalence of nomadism in some areas of the country.

(iii)(a) Article 37 of the Constitution stipulates that free primary education shall include school fees, textbooks and supplies as well as preventive health services.

(b) Members of the community provide land on which to build schools, and maintenance of some school buildings.

(c) In spite of equal access to education, some groups of the population have low enrolment and high drop-out rates, mainly due to the obstacles mentioned in paragraph 5.(ii)(a). It is stressed in the report that accelerated efforts have been made to provide educational services to nomads, refugees and the handicapped.

(iv) (a)-(b) The Compulsory Education Law of 1981 provides for financial assistance to certain categories of primary school pupils. This assistance to needy children is distributed by the regional Compulsory Education Offices. In addition, primary schools have co-operative funds which spend 40 per cent of their financial resources on pupils from lower income families. The provisions of the above-mentioned Law have been publicly promulgated, and Regional Compulsory Education Committees, together with the Compulsory Education Offices and members of local communities, keep the public informed on the availability of such assistance.

(v) Integration of primary and lower secondary education into a common core is stipulated in the Constitution and the Ministry of Education is working hard within the limits of its financial, human and technical resources to implement this policy.

6.(i) Secondary education comprises two levels of three years each. Considerable progress has been made towards the generalization of secondary education, in particular since the abolition of the competitive examination for entrance into the intermediate level. General, technical and vocational secondary education schools have been expanded and students are encouraged to enrol in technical schools through monthly stipends.

(ii) Access to the intermediate level is subject to a successful termination of elementary education; access to the upper level is possible after the passing of a public examination and by obtaining an intermediate school certificate. Students are distributed among general, technical and vocational schools; the numbers assigned to each type are fixed every year by the Ministry.

(iii) Night classes, language courses and remedial classes are arranged by popular and private organizations.

(iv) Among the difficulties which impede the generalization of secondary education, and in particular its upper level, the report refers to shortage of qualified teachers for scientific subjects, the inadequacy of school buildings and the uneven population distribution in some regions. The government continues its efforts to overcome these obstacles, also through planning. It is indicated elsewhere in the report, that the state intends to extend compulsory education from primary education to other levels, and to orient education so as to make it relevant to the needs of society and production.

7.(i) Equal opportunity in higher education is said to have become a reality; it is free of charge and open to men and women on an equal footing.

(ii) Holders of a secondary-school certificate obtained from different types of secondary institutions can accede to higher education, subject to the grade requirements established by universities and colleges, in application of state enrolment policy.

(iii) Scholarships, stipends and monetary prizes for outstanding achievements are made available. Scholarships are granted for selected students to pursue studies abroad, on the condition that they work in return for the government, stipends are given to a certain number of Arab and foreign students enrolled in higher education in the Syrian Arab Republic. Furthermore, financial assistance is available for needy students, the need being determined by the earning level of the student's parents.

8.(i) A Supreme Council for Literacy and Adult Education is responsible for the planning of literacy policy. In co-operation with the Ministry of Education and community associations, classes are organized for beginners and advanced pupils. Admission to civil service and public sector jobs being restricted to holders of literacy certificates, material and moral incentives are made available, mostly through co-operatives. Peasants become eligible for various facilities upon receiving literacy certificates.

(ii) Apart from the use of all mass media, mobile units provide cultural programmes, and voluntary services are offered by teachers, students and members of local communities.

(iii) With a view to providing continuing education for adults according to individual capacity, the report refers to the assignment of literacy class-leavers to adult functional education programmes, organized by different organizations and industrial plants.

TRINIDAD AND TOBAGO

I. DISCRIMINATION

1.-2. No legal provisions, regulations, practices or situations exist which constitute discrimination in education or could lead to it.

3. At primary and secondary level, separate educational institutions exist as well as mixed schools. Separated schools, however, have equally qualified teachers, the same or equivalent premises and equipment and they afford the opportunity to take the same or equivalent courses of study.

4. Private and denominational schools provide educational facilities in addition to those offered by the public authorities, thus promoting equality of opportunity.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5. (i) (b) No national policy or subnational policy has been drawn up during the last five years since a Draft Plan for Education for 1968-1983 was oriented towards the provision of free secondary education for all pupils.

The Educational Facilities Management Unit, the executing agency of this plan has furthermore started a primary school building programme with a view to offering modern facilities in thirteen new schools.

(ii) Primary education is compulsory and available to all children of school age. Regular attendance is ensured by officially appointed persons.

Figures provided with the report indicate the approximate primary-school enrolment for 1980/1981 as a total of 167,050 pupils, of which 82,821 were girls.

(iii) (a) Primary education is free, and each pupil benefits from a grant provided at the beginning of the academic year to assist in the purchase of books and supplies. Free school transport is available, and a school feeding pilot project has been launched in order to promote the provision of meals to all schoolchildren.

(b) According to the reply, the community is not required to offer any help for constructing, equipping and running of the schools.

(iv) No special financial or other forms of assistance are made to underprivileged pupils.

(v) No reform has been introduced with a view to integrating primary and the lower level of secondary education.

6. (i) The Educational Facilities Management Unit has been created to promote the provision of universal free secondary education, and no decision has been taken yet as to whether compulsory schooling

should be extended to the secondary education level. Schools under construction in 1983 will provide for academic as well as for technical and vocational education.

(ii) Since free secondary education is not available to all pupils, pupils accede to free secondary education on the basis of performance on the Common Entrance Examination. Access to private secondary schools is easily available.

(iii) Teachers are expected to provide special tutoring if necessary. In addition, one-year courses, offered in evening classes, are offered at the Senior Comprehensive Schools for pupils preparing for exams.

(iv) Costs of construction and equipment of new schools is referred to in the report as the major difficulty hindering the generalization of secondary education.

Between 1980/1981 and 1981/1982, the approximate enrolment at secondary education rose from a total of 89,851 to 90,649, while - during the same period - the number of male pupils declined from 45,311 to 44,814 the number of girls increased from 44,540 to 45,835.

7. (i) Because of limited space at the University of the West Indies, access to full- or part-time studies at higher education level is available on the basis of merit, i.e. academic qualifications.

(ii) Two 'A' and five 'O' levels are minimum criteria for admission, while the faculty chosen by a candidate takes furthermore into consideration his educational achievements.

(iii) Only students enrolled in courses where the subject area shows a noticeable lack of trained people benefit from financial assistance.

8. (i)-(ii) Adult education classes are made accessible to all in need for it, and the Ministry of Education contracts and pays for teachers in charge of the programme.

TURKEY

I. DISCRIMINATION

1-2. There is no law, regulation or administrative practice which implies or causes any kind of discrimination in the field of education.

3. According to article 15 of the Basic National Education Law, co-education is a fundamental principle. However, depending on the type of education, facilities and requirements, some schools may cater only to girls or to boys, but careful consideration is given to maintaining equal quality of education among establishments of the same type and level.

4. In Turkey, there are religious schools and special schools. The Ministry of Education, Youth and Sport establishes religious schools and certain schools offering education in minority languages. Special schools can be established by foundations, as well as individuals, with the permission of the Ministry; the administration and curricula of these schools conforms to the regulations and programmes approved for educational institutions of the same level.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5.(i) Equality of educational opportunity has been maintained by law in Turkey since the 1920s, and education is considered a right and a duty for everyone. The Turkish Republican Constitution of 1982 specifies certain fundamental principles for education:

> 'One of the foremost duties of the state is to provide the people with education facilities. Primary education is compulsory for all citizens, male and female, and shall be provided free of charge in state schools.'
>
> 'To ensure that capable and deserving students in need of financial support may attain the highest level of learning, consistent with their abilities, the state shall assist them through scholarships and other means.'
>
> 'The state shall take the necessary measures conducive to making useful citizens of those who need special training on account of their physical and mental condition.'

These constitutional provisions have been further elaborated in legislation, most recently in the Basic National Education Law, which sets forth several principles concerning the right to education, equality of opportunity, relevance to social needs and individual interests and abilities, and life-long education.

(ii) The first cycle (five years) of basic education is compulsory.

(a) Schools are being established in all parts of the country, including boarding schools for areas where it would be too costly to establish a school in each tiny village. Families generally send their children to school voluntarily. The report indicates that in 1981-82 over 92% of the children in the age-group corresponding to the first cycle was enrolled, and over 43% of the age-group corresponding to the second (non-compulsory) cycle was enrolled. School protective societies provide food for poor pupils, and school or government doctors deal with pupils' health problems. Guidance services have also been developed.

Instructional programmes are prepared as a framework within which teachers elaborate and adapt contents to regional conditions. The mother tongue is used in teaching. Furthermore, the school calendar and daily schedule are arranged according to business hours and climatic conditions.

(iii) The first 5-year cycle of basic education is free.

(a) The state provides textbooks, other school supplies, complementary courses and medicine. Boarding schools are free, and other boarding facilities ('pensions') are inexpensive. Parents pay for school uniforms and transport.

(b) Recently, there has been great public interest in education, and families willingly meet educational expenses. Some individuals and foundations have established schools, classrooms and 'pensions', and have provided clothes, food and some school supplies for pupils.

(c) With nearly full enrolment, the provision of basic education to children is no longer a problem, but there is still a number of illiterate adults whose educational needs must be met (cf. item 8).

(v) Turkey's basic education programme comprises the compulsory 5-year first cycle and an optional 3-year second cycle which aims to prepare pupils for secondary education or working life.

6.(i) Secondary education has spread throughout the country since the 1920s. The report includes data showing that nearly 40% of the relevant age-group was enrolled in secondary schools in 1981-82. Secondary education establishments include general high schools and vocational and technical high schools. The comprehensive school programme, through which pupils are prepared for higher education or working life, is being applied in a growing number of schools.

(ii) The passage from the second cycle of basic education to general secondary schools is according to each pupil's interests. Admission to vocational and technical and special (science, military, police) high schools is determined by examination.

(iii) Educational opportunities are offered to unsuccessful and disadvantaged pupils, as well as unschooled adults, in the form of summer school, non-formal courses, distance education and open education.

(iv) The provision of comprehensive secondary education has not been handicapped by the lack of certain facilities (e.g. workshops, laboratories, libraries and gardens) in high schools. Appropriate facilities are being developed to overcome this difficulty.

7.(i)-(ii) Higher education is open to all secondary school graduates, but because of the limited capacity of universities and limited employment opportunities, admission is determined by the inter-university entrance examination which tests a student's interests and abilities.

8.(i) A large-scale literacy campaign was launched in 1980, and in the first two years, some 3 million adults were made literate bringing the adult literacy rate from 67% to 73%. Basic literacy skills are supported by courses to develop functional knowledge and skills related to their vocation. Secondary school graduates unable to attend the university may follow work-oriented courses organized in technical, vocational and general high schools.

(ii) Radio and television broadcasts are used in adult education. Students and educated adults often serve as volunteer teachers especially in the 'let those who know teach those who do not know' campaign.

(iii) Courses corresponding to personal interests and careers, such as home economics, handicrafts and forestry, are organized for adults.

UNITED STATES OF AMERICA

I. DISCRIMINATION

1.-2. The United States does not have any current laws or regulations that deny anyone access to any level of education, limit anyone to education of an inferior standard, maintain separate schools for any person or group of persons, or conditions which are incompatible with the dignity of man.

Prior to 1954, there were State laws in seventeen of the fifty States requiring racially 'separate but equal' school systems. Overruling these laws and declaring that they were a violation of the equal protection guaranteed by the US Constitution, the Supreme Court concluded in 1954 that in the field of education the doctrine of 'separate but equal' was inherently discriminatory and ordered schools to be desegregated 'with all deliberate speed'. The seventeen States subsequently repealed their unconstitutional separate but equal laws and began the process of converting dual school systems to unitary systems.

The Civil Rights Act of 1964 prohibits discrimination on the basis of race, colour, national origin or sex provides continuing direction to school systems eliminating the principal vestiges of discrimination. Federal courts in the late 1960s ordered the development of plans to convert dual systems to unitary systems that were workable immediately and further ordered teachers to be reassigned in a manner to ensure racially desegregated facilities.

The Federal judiciary and Congressional systems, as well as the Executive Justice Department, have been used to abolish State laws and regulations that required racial separation in education. By 1975, all dual schools established by law, official action or policy, or regulations had been converted to unitary schools. While there are schools in which the student population remains predominantly of one race, these reflect situations created by housing patterns, geographic isolation, and population shifts rather than by law, regulation or intent.

As subsequent to the Civil Rights Act, Courts ordered many public school systems throughout the South to desegregate, some segregated private schools were established, and discriminatory enrolment policies prevented minority students from applying. However, as desegregation became an accepted educational policy, only a few of these segregated private schools exist today (1983).

The small number of remaining private institutions in the United States that still practice discrimination (irrespective of stated reasons, such as religious beliefs) by law may not receive any Federal assistance or benefits.

3. No public educational systems or public educational institutions exist in which students are separated by sex for educational purposes. All public elementary and secondary schools are coeducational. There are private and church affiliated schools that

enrol pupils on the basis of sex. However, of all public, private and parochial schools, less than 2 per cent enrol pupils on the basis of sex and many private and church affiliated schools that had traditionally enrolled students on the basis of sex have changed to coeducational institutions.

4. Most private and denominational schools do not have policies which exclude minority pupils/students from enrolment, nor are they designed to provide superior education to one group at the exclusion of another. In fall 1981 roughly 13 per cent of the total school and higher education population attended private institutions.

In 1980-1981 there were 21,000 private elementary and secondary schools, 77 per cent of these schools were church affiliated.

Most of the private schools are coeducational and are designed to offer a curriculum similar to that offered by the public schools.

5. (i) The report states that since 1972, there has been no necessity for additional national policy (i.e. legislation) to achieve equal educational opportunity for pupils enrolled in United States schools. The existing Federal laws have provided large amounts of Federal money to help educate disadvantaged pupils, and have helped provide better access to quality education programmes. The President proposes continued support of programmes for the educationally disadvantaged while urging individual States to increase their efforts by assuming more responsibility for educational costs.

As already referred to under point I. 1.-2., in 1954, the US Supreme Court outlawed the 'separate but equal' doctrine and decided that equality in education cannot be achieved in a society that segregates the races for educational purposes. In 1972, the Emergency School Aid Act was enacted to provide financial assistance to school districts involved in school desegregation. It was the largest single discretionary grant programme designed to provide equal educational opportunities to racial and ethnic minority pupils who had attended racially isolated and educationally inferior schools.

In order to achieve equality in education, many specialized and supplementary services had to be provided to certain groups of pupils to facilitate their access to equal educational opportunities.

While, in 1965, the Elementary and Secondary Education Act was passed to expand and improve educational programmes that meet the special needs of educationally disadvantaged children in low income areas, several legislative programmes followed that were designed for the same purposes including legal provisions in favour of Indians and the handicapped, for example.

(ii) School attendance is compulsory. Since the responsibility for education rests with the States, compulsory attendance laws are enacted by the States. The period of compulsory education varies

among them, but in most cases it covers nine to ten years from age 6 or 7 to age 16.

A child may not be required to attend school or can be excluded from compulsory attendance under the following circumstances:

(a) if the mental or physical condition of the child is so severe as to endanger the well-being of the individual;

(b) when the child's attendance at school would endanger or place undue hardship on family members.

These are general exemptions from compulsory school attendance and not legal provisions that would allow a school system to exclude a pupil from participating in public education. It is incumbent on school districts to provide the services necessary for a basic education programme for all children. Even a child with a severe physical or mental handicap must be provided adequate educational services and legislation mandates that handicapped pupils must be educated with non-handicapped to the maximum extent appropriate. Currently, 98 per cent of roughly 3.4 million handicapped school-age children benefit from services designed to provide them with adequate education.

Federal and certain State laws, court actions and Federal Assistance programmes have contributed to remedial bilingual instructional assistance for pupils whose mother tongue is not English or who otherwise are not proficient in English. There is also Federal financial assistance for programmes on behalf of migrant children, including both remedial programmes and a central national computer data bank on migrant children which enables transmittal of school and health records as migrant workers change localities.

(iii)-(iv) All children are entitled to a free public elementary education. By parental choice, some children attend private schools which usually charge tuition.

In most States free public transportation is provided to all public schoolchildren living more than one and one-half miles from their school. In most cases children attending private schools also have access to this transportation.

Most of the cost of free public elementary schooling is provided by the States and local governments.

Some relatively small costs to parents for educational purposes take the form of activity fees, textbook rental or cost of incidental items. However, pupils are not denied access to class activities or classroom instruction if they cannot afford to pay the costs. Many school systems are attempting to abandon all fees except charge for school lunch.

Most school systems participate in a Federally subsidized food programme to enable students to buy a nutritious hot meal for less than cost and to provide free meals for economically deprived children.

To allow individual schools to continue to provide many incidental educational items without cost to pupils, community groups such as parent/teacher organizations and classroom parents organize fund-raising programmes.

Parents and students are informed of educational assistance and opportunities in the news media, and by school personnel and school workers within the community.

Some States provide free public education at age 5 with a public kindergarten programme while other States begin free schooling at age 6 with grade 1.

(v) Although elementary or primary education generally consists of grades 1 to 6 or grades 1 to 8, the six grade elementary school is now the most prevalent. During the 1960s, the middle school became popular throughout the country, and developed as an alternative to the junior high school pattern developed particularly in urban areas, in the 1920s and 1930s. Middle schools generally consist of grades 6-8, sometimes grades 5-8 whereas junior high schools are made up of grades 7-9.

After the Second World War, the numbers of pupils increased so that by 1960 there was a need for many new classrooms. Also, as desegregation took place in the 1960s, and substandard schools were closed, more new classrooms were needed. New facilities called 'middle schools' were created by grades 6, 7 and 8, and sometimes grade 5, based on the concept that children in the early adolescent years, between 10 and 14 years of age, could be better served by creating a separate school that gave the child independence from the primary grades yet prevented the individual from being included in a secondary school for which he/she was not emotionally prepared. Team teaching as well as individual courses given by different teachers for different subjects in grades 7 and/or 8 allow the pupil to gradually achieve the independence that he will experience at the high-school level.

6. (i)-(ii) Secondary education is free for all children upon completion of a basic or elementary education programme. It begins at grades 7, 8, 9 or 10, depending on the organizational structure of the grades within a school district. Pupils who satisfactorily complete the final year of the elementary level automatically are promoted to the secondary school. In fall 1981, it has been estimated that 94 per cent of the comparable age-group (14-17) were enrolled in school, either public or private. Most secondary schools offer a comprehensive high school programme that consists of a variety of course offerings so that pupils with various social, economic and ethnic backgrounds can pursue college or career interests. All secondary schools require basic courses including English, mathematics, science, social studies and physical education. Additional courses must be taken to meet State requirements for the high-school diploma. It is the additional courses that enable pupils to select programmes to meet individual needs and to reach educational and career goals.

(iii) The majority of high schools offer remedial English, remedial mathematics, work experience or occupational training, advanced placement programmes, and job placement programmes. The comprehensive nature of high-school programmes and the flexibility for

selecting courses leading to a high-school degree have provided a means for the majority of pupils to achieve secondary education.

(iv) Because of the large number of pupils attending schools in some 16,000 different school districts, there are numerous problems educators experience in the provision of secondary education. Among the difficulties most often encountered are finance and shifts in population. As the cost of providing secondary education is increasing at the same time that sources of revenues are decreasing, many high schools are having difficulty maintaining the number of supplementary course offerings and extra-curricula activities.

Furthermore, because of an increased population shift from State to State or from region to region, it becomes somewhat difficult to provide instructional consistency to pupils that move from school to school within school districts, each determining programmes and courses for each secondary school. In spite of existing requirements for the number of hours of instruction and for basic courses, there is inconsistency in the provision of supplementary courses and services offered by school districts. As stated in the report on page 9, such inconsistency combined with the increased mobility of the population make desirable a greater degree of co-operation among States to establish a more uniform policy for instruction at the secondary level.

7. (i) Higher education is accessible to a substantial portion of the population. There are two major forms of post-secondary education available to high-school graduates. 'Higher education' is generally limited by definition to those colleges and universities that offer first level and higher degree programmes. Post-secondary education, however, includes also adult education programmes and vocational education programmes, as individuals who do not enter institutions of higher education can receive education beyond the high-school level that is necessary for a chosen career or vocation.

Enrolment in institutions of higher education peaked in 1981 at approximately 12 million students.

Beginning in 1979, the number of women enrolling in institutions of higher education exceeded, for the first time, the enrolment of men. The number of minorities enrolled in higher education is also increasing. In fall 1980 minorities constituted 17.1 per cent of the total enrolment in higher education as compared to 9.9 per cent around 1969. The increase both in the number of women and minorities reflects the decrease in policies and practices of discrimination at the elementary, secondary, and higher levels of education.

(ii) According to the report most schools of higher education require specific credentials for admission into a degree programme: evidence of high-school graduation, letters of recommendation and results of admission tests scores along with other criteria. Standardized admission tests for mathematical and verbal skills are administered throughout the nation by private non-profit organizations not affiliated with the Federal government.

(iii) If a student meets admission requirements, the one significant barrier to completing the college programme may be the cost. The average tuition cost has increased markedly. Consequently and also because of the greater number of students entering higher education, the number and percentage of students seeking financial aid for higher education has increased. Today almost three-fourths of all college students receive assistance through scholarships, private foundations and Federal sources. Although other Federal resources exist for college students, the largest single source of financial aid is the Federal government which makes grants and loans available.

8. (i) Citizens who have not completed primary education are encouraged to participate in a variety of programmes designed to provide enough education to enable them to function in the highly technological society. A person who has not completed at least five years of schooling is considered functionally illiterate. The individual who does not complete at least twelve years of schooling is not considered adequately educated to compete for jobs.

It is estimated that out of a population of approximately 232,000,000 United States citizens, less than 28 per cent do not have a twelfth grade education and less than 2 per cent have not completed primary education (grades 1-6).

There is strong impetus to provide whatever supplementary programmes are necessary to ensure that most people attain at least twelve years of schooling and can offer a valuable contribution to their democratic society.

It is indicated in the report that since many racial and ethnic minorities as well as refugees did not attain primary education, most adult and vocational programmes are designed for these groups.

There are two major classifications of programmes designed to provide basic education to adults lacking primary schooling: vocational and adult education. Through these programmes citizens can gain literacy in reading, writing and mathematics and at the same time learn skills necessary for employment. In the Educational Amendments of 1976, the Congress modified legislation related to vocational and adult education so that Federal funds would provide programmes that addressed the problems of the disadvantaged, minorities, women and out-of-school youth age 16 and over.

(ii) Easily accessible and free of cost, basic skills programmes for adults are generally offered at night in public school facilities by instructors trained to teach basic education to adults. Vocation related programmes are also generally provided in public school facilities that are properly equipped.

(iii) As already referred to under item 7. (i), post-secondary education includes not only higher education but also adult and vocational education programmes for people who - while not entering institutions of higher education - may wish to receive education beyond the secondary-school level.

ZIMBABWE

I. DISCRIMINATION

1. Before independence two systems of education existed: one for a small minority of whites, coloured and Africans, and the other one for the black majority. The first mentioned system of high quality was oriented to European and South African standards, and well staffed and well equipped States schools were run, mostly in urban areas. After independence in 1980, one of the major tasks of the government was to remove discrimination in all spheres and not just in education. There was a need to expand education so that every citizen has access to it, but also to ensure qualitative improvement by adapting the curricula to the needs and aspirations of a rapidly developing country.

2. No legal provisions, regulations, practices or situation exist which could constitute discrimination in education.

3.-4. Separate education systems based on racial grounds no longer exist. There are, however, schools which enrol girls or boys only, as there are educational institutions run by churches. But both kinds of schools whether government or private schools operate in conformity with the official view on apartheid and discrimination, and standards are equivalent to those obtained by other institutions.

II. EQUALITY OF EDUCATIONAL OPPORTUNITY AND TREATMENT

5. (i) The quantitative expansion and qualitative improvement of education has been rigorously pursued during the last three years, although the quantitative aspect has developed more rapidly. Education policy is not outlined in any appropriate document, the government philosophy on education, like other issues, is derived from statements made by the Prime Minister or other ministers.

5. (ii) Primary education is not compulsory, as the facilities available do not yet permit for such a decision. Nevertheless, universal primary education has almost been achieved. While demographic data on age and sex of children are not yet available, it is stated in the report that the Ministry of Education is not aware of children who are failing to get a place at a primary school. Due to resettlement of the population which started after independence and is still going on, new schools have to be established rapidly as families move to new homes. With a view to offering school facilities within reasonable walking distances, the number of primary schools has increased from 240 in 1979 to 3,805 in 1982, while the enrolment ratio has increased by 135 per cent during the same period.

(iii) (a) Primary-school tuition is free from grade 1 to 7, as are textbooks. All other expenses, including boarding fees (where applicable) are to be paid by the parents.

(b) As the government does not provide funds for the construction of primary schools, local communities make bricks, provide labour for the construction and collect funds. Until recently,

this policy applied to rural areas only, but it has been extended to the urban areas also. The government pays per capita grants and the teachers, and is also responsible for running the schools and the maintenance of standards.

(c) No specific groups exist which would not have the means to benefit from primary education. The Ministry of Lands, Resettlement and Rural Development is in charge of migrant populations' children. The education of orphans who lost their parents during the liberation struggle comes under the responsibility of the State who has put up schools specifically for these pupils. In the case that such children attend another educational institution, they are entitled to scholarships.

(iv) Families in need can call on Social Welfare Services or the Ministry of Education. Information about existing facilities is disseminated through headmasters, local government authorities and at the occasion of political rallies. Pre-primary education is not free; the few existing institutions - mostly in urban areas - are self-supporting through school fees and fund-raising activities. Although the Ministry of Community Development and Women's Affairs is encouraging local communities to provide such services in rural areas, the success is limited.

(v) According to the report, plans are under way to integrate primary education and the lower secondary level into a common core, with a view to preparing children for life, by providing each pupil with probably two years of secondary education. At present, considerable numbers of children leave school after the 7th grade of primary education, a situation which is considered to be unsatisfactory. It is indicated on page 4 of the report that there is automatic promotion from grade 1 through to grade 7 of primary education.

6. (i) As there was no uniform system of education when the country became independent, all problems could not be resolved overnight. Progress has been made through the removal of racial discrimination, and the same core subjects are taught at all schools, while arrangements are under way for the introduction of a uniform examination system. Plans about the duration of secondary education for all have still to be finalized (see point 5. (v) above).

(ii) Access to secondary education depends on a selective examination. Although not all pupils having completed the 7th grade of primary school can at present proceed to the secondary level, the transition rate has risen from about 20 per cent of the school population to over 70 per cent during the last three years.

(iii) Remedial classes, informal tutoring, special language classes, evening and correspondence courses are available in government registered private educational institutions which charge fees.

(iv) It is indicated in the report that shortage of qualified teachers, classrooms, textbooks and equipment, as well as of funds for construction, per capita grants and teachers' salaries are the main obstacles for the generalization of secondary education.

It is mentioned in the report that the introduction of day schools in rural areas and the recruitment of expatriate teachers in addition to untrained teachers has improved the situation.

Furthermore, the shortage of qualified teachers led to the introduction of some kind of 'on-the-job' training.

7. (i)-(ii) Access to higher education is subject to pupils' achievements in an examination for which all compete on an equal footing.

(iii) Scholarships exist for studies abroad and for courses at local institutions. This aid may take the form of loans to be repaid on completion of the studies, or some other form for which the student may be required to serve the government for a specific period of time. The existence of financial assistance is made known to potential students when they still attend secondary school.

8. (i)-(ii) The Non-Formal Section of the Ministry of Education and Culture - in co-operation with the Ministry of Community Development and Women's Affairs - is responsible for people aimed at by these questions.

According to the report, the fact that there are some two million illiterate adults led to the proposal to start a National Literacy Campaign. To this effect, District Literacy Co-ordinators and voluntary tutors have been trained and deployed throughout the country, appropriate material such as textbooks and tutors' guides have been produced, and eight full-time writers for literacy and post-literacy materials are currently (1983) undergoing training.

It is also stated in the report that the Correspondence Colleges Council includes a representative from the Ministry of Education as well as from the Examinations Branch. More than 750 study groups, aided by the government cater for more than 40,000 students. It is envisaged that Correspondence Junior Certificate students will sit for the same exam, at the same time, as those enrolled in formal sections.

(iii) Some plans exist for assisting individual adults keen on furthering their education beyond mere literacy levels. The possibility of using all educational institutions for 'out-of-school' learners are explored, while working relationships are being established with both government and non-governmental agencies involved in teaching/learning programmes with a view to their quantitative expansion and qualitative improvement.

General Conference
Twenty-third Session, Sofia 1985

23 C

23 C/72 Add.
12 September 1985
Original: French

Item 6.3 of the provisional agenda

FOURTH CONSULTATION OF MEMBER STATES ON THE IMPLEMENTATION OF THE CONVENTION AND RECOMMENDATION AGAINST DISCRIMINATION IN EDUCATION: REPORT OF THE COMMITTEE ON CONVENTIONS AND RECOMMENDATIONS

ADDENDUM

At its 121st session, the Executive Board considered the report of the Committee on Conventions and Recommendations regarding the Fourth Consultation of Member States on the implementation of the Convention and Recommendation against Discrimination in Education. The Executive Board unanimously adopted the following comments to be submitted to the General Conference at its twenty-third session:

The Executive Board,

1. **Having examined the Report of the Committee on Conventions and Recommendations regarding the Fourth Consultation of Member States on the implementation of the Convention and Recommendation against Discrimination in Education and particularly the annex containing summaries of the reports submitted by Member States before 18 October 1984 (cf. 120 EX/CR/ED/1 and Corr. 1 and 2 and 121 EX/CR/ED/1 and Corr.),**

2. **Recognizing the value of the effort made by those Member States that have transmitted the said reports,**

3. **Notes with satisfaction that a considerable measure of convergence is discernible between the objectives of many Unesco programme activities in education and the general trends and concerns that emerge from the reports received;**

4. **Considers that a close link should be established between the implementation by Member States of the provisions of the above-mentioned Convention and Recommendation and the Organization's general action in the field of education, particularly with regard to the formulation and implementation of policies and plans for the development of education;**

5. **Notes, once again, that the procedure for the periodic consultation of Member States on the implementation of the above-mentioned Convention and Recommendation enables the Organization to ascertain both the extent to which Member States are giving effect to these instruments and the obstacles they encounter and constitutes an effective reminder of the objectives sought and of the norms laid down by these instruments;**

6. **Concurs with the Committee in its satisfaction as regards the increased participation by Member States in this fourth consultation, and more especially the number and quality of the replies received from countries situated in regions that took little part in the previous consultations, while noting, however, that out of 155 States that were members of the Organization when the consultation began, 69 did not reply to the questionnaire;**

7. **Recalls that the submission of periodic reports by Member States concerning the implementation of conventions and recommendations adopted by the General Conference is a constitutional obligation, and that the States Parties to the above-mentioned Convention have further assumed the obligation, under the terms of Article 7 thereof, to submit such reports periodically to the General Conference;**

8. Further recalls that information concerning general aspects of discrimination in education submitted, in accordance with the usual procedure, by international non-governmental organizations having consultative status with Unesco and concerned with education, might provide the Committee with useful additional material;

9. Expresses its appreciation of the work done by the Committee in the course of preparing this report, and endorses the conclusions and recommendations contained in Part III of the Committee's report, and in particular the timetable proposed in paragraph 361 for the fifth consultation of Member States, which provides for the report to be submitted to the General Conference at its twenty-sixth session;

10. Recommends that the General Conference:

(a) invite Member States that have not yet done so to become Parties to the Convention;

(b) invite Member States to implement the Convention and Recommendation and to submit, in the context of the fifth consultation, full reports on the measures they have taken to that effect, it being understood that the report of the Committee on the fifth consultation and the comments of the Executive Board will be transmitted to the General Conference at its twenty-sixth session;

(c) invite international non-governmental organizations and in particular those of the teaching profession to assist the Organization by making known the provisions of the Convention and Recommendation and by supporting the efforts of the competent authorities to implement them.