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FIRST PERIODIC REPORTS OF MEMBER STATES AND ADDITIONAL
INFORMATION RECEIVED FROM CERTAIN MEMBER STATES CONCERNING
THEIR REPORTS ON THE IMPLEMENTATION OF THE CONVENTION AND
RECOMMENDATION AGAINST DISCRIMINATION IN EDUCATION

SUMMARY

This document contains the texts of the first periodic reports of the 16 Member States on the implementation of the Convention or of the Recommendation against Discrimination in Education received by the Secretariat between 1 November 1966 and 15 January 1968, together with additional information supplied by 28 Member States up to 15 January 1968. The reports and additional information received after this date will form an addendum to the present document.

Contents

Introduction

I. Replies concerning the implementation of the Convention:

Australia	Malta
Bulgaria	Netherlands
Cuba	New Zealand
Denmark	Norway
France	Poland
Hungary	Romania
Israel	United Kingdom of Great Britain and Northern Ireland
Italy	Union of Soviet Socialist Republics
Lebanon	Yugoslavia
Madagascar	

II. Replies concerning the implementation of the Recommendation:

Brazil	India	Singapore
Burundi	Iran	Syrian Arab Republic
Cambodia	Ireland	Sweden
Cameroon	Japan	Switzerland
Canada	Jordan	Trinidad and Tobago
Congo (Brazzaville)	Kenya	United States of America
Cyprus	Luxembourg	Uruguay
Finland	Mali	Republic of Viet-Nam
Ghana		

INTRODUCTION

At its fourteenth session the General Conference, having taken note of the first reports on the implementation of the Convention and Recommendation, and having studied the report of the Special Committee directed to examine Member States' reports on the implementation of the Convention and Recommendation, adopted the following resolution (resolution 39.1, fourteenth session of the General Conference):

The General Conference,

Recalling the terms of resolution 16.1 adopted at its thirteenth session concerning the procedure for the submission of periodic reports by Member States on the implementation of the Convention and Recommendation against Discrimination in Education,

Having taken note of the initial periodic reports on the implementation of the Convention and Recommendation submitted by the Member States to the General Conference at its fourteenth session,

Having studied the report of the Special Committee of the Executive Board directed to examine the reports of the Member States on the implementation of the Convention and Recommendation against Discrimination in Education, as well as the comments made by the Executive Board on the report aforesaid,

Recognizing the importance and value of the effort made by the Member States who have submitted the said reports,

Convinced that the taking cognizance by an international organization of the extent to which its Member States apply the conventions adopted by it and give effect to its recommendations, constitutes an essential function,

1. Notes with satisfaction the work accomplished by the Special Committee and the conclusions following its analytical summary of the replies given by Member States to the questionnaires that had been sent to them;
2. Considers that the action taken by the Organization to evaluate the measures adopted by Member States for the implementation of the Convention and Recommendation against Discrimination in Education should be continued;
3. Invites Member States which have not yet replied, or have not replied completely, to the questionnaires regarding the implementation of the Convention and Recommendation against Discrimination in Education, to supply the precise and detailed information required by these questionnaires, which should reflect the actual situation in their countries;
4. Calls upon the Executive Board to take the necessary steps to enable the Special Committee to fulfil the tasks defined in the conclusions of its report (14 C/29 Add.) and to exercise the functions defined in that document, on the understanding that requests for complementary information, or supplementary questions, shall be addressed to Member States through the intermediary of the Director-General, and that the next report of the Committee shall be sent to the Executive Board for submission to the General Conference at its fifteenth session, together with such comments as the Executive Board may deem fit to make;

5. Entrusts the Director-General with the task of transmitting the initial periodic reports by Member States on the implementation of the Convention and Recommendation against Discrimination in Education, and the report of the Special Committee of the Executive Board, submitted to the General Conference at its fourteenth session, to the Organization's Member States, to the United Nations and to the National Commissions of Member States.

In accordance with this resolution the Executive Board decided at its 75th session "to set up a Special Committee on Discrimination in Education, composed of twelve members, to continue, in accordance with the above-mentioned resolution, the task undertaken by the Special Committee of the Board in 1965-1966" (75 EX/Decisions, Item 6, II).

In pursuance of the resolution of the General Conference and of the decision of the Executive Board the Special Committee has continued its task. In particular it prepared explanatory Notes to the questionnaires concerning the implementation of the Convention and Recommendation. By letter dated 1 June 1967 the Director-General transmitted these explanatory Notes to all Member States, requesting them either to send in their first reports or to supply any additional information required in connexion with reports already transmitted.

The present document thus completes those published in 1966, which contain the first periodic reports of Member States received by 15 October 1966 (see documents 14 C/29, 14 C/29 Add. II, III, V, VI). It contains the texts of the reports of 16 Member States, 6 of whom are Parties to the Convention, received by the Secretariat since 1 November 1966, together with the additional information concerning the reports already published supplied by 28 Member States, 13 of whom are Parties to the Convention, in the light of the explanatory Notes they had received relating to the questionnaires.

The texts of the reports are reproduced in extenso in the present document, only a few alterations in their form having been made to ensure consistency of presentation.

The documents or statistical tables sent by Member States together with their replies are listed at the end of their reports.

A U S T R A L I A

I

1. Ratification of, or more strictly, accession to the Convention by the Australian Federal Government means that its provisions have the force of national law. Under the Commonwealth of Australia Constitution Act 1900, Section 51, the exercise of external relations was one of the powers given by the States to the Federal Government. It was in accordance with the provisions of that Act that the Federal Government acceded to the Convention in November 1966, and that accession is binding on the six State Governments which with the Federal Government make up the federation.

2. Not applicable. No Federal or State law conflicts with the Convention.

3. Not applicable.

4. Not applicable.

5. (a) In acceding to the Convention the Federal Government stated that the Convention would apply to all its territories.

(b) Yes.

6. The governments of the six States have each stated that the provisions of the Convention are acceptable to them. The provision of education in government schools is the responsibility of those States.

II

1. No action has been found necessary in this regard, as discrimination within the meaning of the Convention (Article 1) does not exist in Australia.

2. Neither the Federal nor State Governments allow any differences of treatment between nationals, except on the basis of merit or need, in the matters listed above.

3. Public assistance to educational institutions does not allow of preference or restrictions based solely on the ground that pupils belong to a particular group.

4. Yes.

III

1. The six State Governments in Australia are responsible for the provision of education for most Australian children, and administer schools through their State Education Departments. Most of these government schools are co-educational, although separate schools for boys and girls are not uncommon in capital cities. *In 1965, there were 973,706 boys and 883,414 girls enrolled in government schools; separate figures are not available, however, for those government schools which do not enrol both boys and girls.

* Commonwealth Yearbook.

There are also non-government or private schools in every State. Most of these schools are conducted by various religious denominations and are generally not co-educational. *In 1965, 286,190 boys and 294,367 girls were enrolled in private schools; these figures do not represent enrolments in separate schools.

(b) Yes.

(c)-(d) The qualifications of teaching staff and the quality of premises and equipment in a separate school are in no way related to the fact that the school enrolls only boys or girls.

(e) Yes.

2. A. In Australia, there are separate private schools established for religious reasons, but none for linguistic reasons. These schools are non-governmental.

(a) Schools established for religious reasons may be under the control of religious denominations; or of school councils on which the religious denomination concerned is represented. These schools are full recognized by the law, provided they can comply with certain standards. See (b) below.

(b) Schools established for religious reasons are obliged by law to meet standards, relating to matters such as accommodation, hygiene and standard of instruction, laid down by the public authorities. These schools are not required to study curricula or syllabuses prescribed by public authorities.

(c) Yes.

(d) Yes.

(e) Schools established by the public authorities are free and all children are eligible to enrol if their parents desire. Parents wishing to enrol their children in schools established for religious reasons must be in a position to pay the fees, often considerable, charged by these schools.

Enrolment in schools established for religious reasons is thus entirely at the initiative of the parents or legal guardians, who may withdraw their children at any time they wish, if they are not satisfied with the education provided. Children withdrawn in this way may then be enrolled in the schools maintained by public authorities, or in another non-governmental school, according to the parents' wishes.

2. B. As indicated in Section 2.A. of Section III of this document, parents or legal guardians may enrol their children in non-governmental schools conducted by the religious denomination to which they belong.

Provision exists in all State and Commonwealth educational institutions for children to receive religious and moral education in accordance with their parents' convictions. The emphasis on religious and moral education in governmental schools is not, of course, as great as in non-governmental schools conducted by religious denominations.

(a) No.

(b) Yes.

3. Yes. See III 2.A. Approximately 25 per cent of Australian children attend non-governmental (private) schools, most of which are conducted by various Christian religious denominations.

*In 1965, there were 580,557 pupils enrolled in non-government schools. Statistics showing the level of education of these pupils are not available. The duration of the courses followed by pupils in private schools is similar to that in government schools, namely six or seven years primary schooling followed by up to five or six years secondary schooling. On passing the prescribed

* Commonwealth Yearbook.

public examinations, pupils in non-government schools receive the same final certificates as pupils in government schools. No information is available on the qualifications of teachers in private schools as compared with those in government schools.

There are no private educational institutions which have been established for linguistic reasons. See III 2.A. and B.

(a) The operation of these institutions is completely in accordance with the object set out in Article 2.c. of the Convention.

(b) Private educational institutions are fully recognized by the law. They have full legal rights and obligations in accordance with normal legal process.

The accommodation and instruction provided in these institutions is subject to standards laid by the various State Education authorities, which issue a certificate of registration. Private institutions do not have to follow the same courses as government schools. Pupils in these schools normally sit for the same public examinations as do pupils in State Schools, and hence follow similar courses of study, especially at the secondary level.

3. (c) Yes. Non-observance of standards of accommodation and instruction by a private school could result in withdrawal of certificate of registration, leading to the school's closure.

IV

(a) Yes. The indigenous people of Australia, known as Australian aborigines. There are some 130,000 aborigines in all. They have the right to carry on their own cultural activities, but this occurs only in groups in remote areas. Most aborigines are assimilated, to a greater or less degree, with the European population.

(b) No. Children of aboriginal or part-aboriginal parentage are entitled to avail themselves of the normal educational provisions for free and compulsory education; and attend the same schools as children of European descent.

Exceptions are when special schools or classes are provided to assist those aboriginal children who have particular cultural or linguistic difficulties to overcome. Every effort is made, however, to have such children absorbed as soon as possible into the normal school system.

In some areas of sparse population, or in aboriginal reserves, schools may be attended by aboriginal children only, but this is because there are no children of European descent living in the area. The number of such schools is very small.

Separate school enrolment figures for aboriginal children are not provided; aboriginal children are included in general enrolment figures for each state.

(c) See 4(b).

(d) Where special schools or classes are provided, all instruction is given through the medium of the English language. As the main aim of these schools or classes is to absorb aboriginal or part-aboriginal children into the normal school system as soon as possible, an understanding of the culture of the community as a whole is an integral part of instruction. These children are also encouraged to participate in the community's activities wherever possible.

(e) Yes, (in the small number of schools established. See 4(d)).

(f) Not applicable.

V

1. The basic philosophy underlying courses of study followed in educational institutions in all States has long been in accordance with the principle laid down in Article 5.1.a. of the Convention.

2. Yes. Curricula drawn up by the various State Education Departments include, normally in subjects such as history, geography and social studies, specific reference to the United Nations and its activities.

VI

1. The promotion of equality of opportunity and treatment in the matter of education is implicit in the legislation of each of the State Governments, which have provided for the best part of a century free and compulsory education for all children. There is full educational opportunity at all levels of education.

For this reason it is not necessary to take any special action to achieve the aims set out in Article 4, sub-paragraphs, a, b, c, and d of the Convention.

2. (a)-(b) Not applicable.

(c) During the Nineteenth century each of the six Australian colonies, as they were then, established systems of compulsory education by a series of Acts, which together with subsequent amendments constitute the legal basis of education in the Australian States today.

School attendance is compulsory throughout Australia until the age of fifteen years at least, and tuition at government primary and secondary schools is free in all States. All States have schemes of financial assistance to schoolchildren, mostly at the secondary level, through scholarships or bursaries. This assistance is usually in the form of maintenance allowances.

Tertiary education is available to all who have the necessary entrance qualifications, and an extensive system of scholarships is provided by the Federal Government on the basis of individual merit to enable pupils to continue their studies at universities, teachers' colleges, institutes of technology, technical colleges and other approved institutions. State Governments also have systems of scholarships for teacher trainees.

VII

No.

B U L G A R I A

Additional information received from Bulgaria concerning its report published in document 14 C/29, p. 20-22.

IV

National minorities in Bulgaria have the same educational rights and opportunities as all other Bulgarian citizens. The Turks and Armenians are scattered throughout the country and live in direct contact with the Bulgarian population. Bulgarian, the official language, is naturally not only the normal means of communication, but also essential for the cultural development of the minorities. The schooling provided for the children of minority groups is, therefore, closely related to the schooling given to Bulgarian children.

Before 1958, the Turkish and Armenian communities had their own independent schools, but the standard of instruction provided by them was rather low. Pupils who had attended Turkish and Armenian schools did not in practice have the same rights as other citizens because of their inadequate knowledge of Bulgarian, which prevented them from specializing in all fields of social, economic and cultural life and from benefiting by Bulgarian and foreign achievements in science, literature and culture. To remedy the shortcomings in the education of Turkish and Armenian pupils, the Ministry of Education approved a proposal made by many Turkish and Armenian parents to the effect that, among things, teaching should be given in Bulgarian and merged the Turkish and Armenian schools with the Bulgarian schools, thus ensuring that teaching in all schools is given in Bulgarian, while the teaching of the mother tongue remains compulsory. The People's Republic of Bulgaria now has a unified school system for both Bulgarian children and children of the national minorities.

This merging of the schools and the uniform teaching in Bulgarian have created favourable conditions for the improvement of the education given to Turkish and Armenian pupils. The study of Bulgarian right from the infant school helps pupils to acquire a fuller knowledge of all subjects and to take an active part in the country's economic, social and cultural life. In primary and secondary schools with at least ten pupils of Turkish or Armenian origin, instruction is given in the mother tongue. The curricula provide for instruction in Turkish and Armenian for two hours a week in the first year, four hours a week from the second year to the seventh year and two hours a week from the eighth year to the eleventh year.

The development of education in Bulgaria is shown by the fact that, whereas before 1944, there were 404 schools and 37,800 pupils. There are now 1,250 schools and over 170,000 pupils.

The action taken to improve the education given to Turkish children has promoted the training of professionals among the Turkish population. Between 1944 and 1961, for instance, only 62 persons completed their medical studies; now there are 200 Turkish students enrolled at the School of Medicine.

The training of teachers of the Turkish language and literature is provided by the departments of two teacher-training institutes and by the University of Sofia (course in Turkish philology). In Bulgaria, there are over 1,100 Turks holding university degrees or diplomas of teacher-training institutions. There are over 50 journalists, 40 writers and poets, etc.

Under the new conditions, the school is helping to revive and develop the minorities' national traditions in folklore, music, folk-dancing and so on. Schools have their own amateur art groups, and performances are given in Bulgarian and in the languages of the national minorities.

Considerable numbers of books, manuals, scientific, political and economic works are published in Turkish in order to assist teachers and pupils and raise the cultural level of the Turkish population. There is a special newspaper for children and there are two newspapers and a review for young people and adults.

REPUBLIC OF CUBA

Additional information received from Cuba concerning its report published in document 14 C/29, p. 23-24.

II

2. (a) and (b). In Cuba, free education is not a mere statement of principle embodied in the national legislation, but a real and effective guarantee that education at all levels and of all types is available to the entire population. This is shown by the following facts:

- (a) Education has been extended to the entire population of Cuba. Today nobody is prevented from studying owing to the lack of schools or resources.
- (b) There is a national campaign to bring into school not only children of school age but also the adult population, which thus has wider possibilities for study.
- (c) Enrolment and other school fees have been abolished at educational establishments of all kinds and of all levels.
- (d) Books and other educational materials are provided free of charge.
- (e) Real equality of educational opportunity is ensured through a generous system of scholarships which enables the beneficiaries to study to better advantage, contributes to the development of accelerated educational programmes, makes it possible to give them an idea of the ties between their studies on the one hand and life and work on the other, and provides them with opportunities for sport, recreation and culture that help to give them an overall training.

Apart from the items already mentioned (education, sport, recreation, culture, board and lodging) the scholarship covers laundry, footwear, transport, medical care and a small allowance for personal expenses. There has been a constant expansion of the scholarship system since its establishment in 1962. In the school year 1965-1966, there were 110,990 scholarship-holders and in 1966-1967, 136,131; these figures do not include the holders of scholarships awarded by other bodies, some of which - e.g. Consejo del Plan Especial para la Enseñanza Tecnológica de Suelos, Fertilizantes y Ganadería. (Board of the Special Plan for Technological Education in Soil, Fertilizers and Livestock) - had 16,500 scholarship-holders in 1965-1966 and more than 28,000 in 1966-1967.

- (f) There is a system of préstamos estudiantiles (student loans) designed to provide financial assistance to university students with family responsibilities or other similar problems which cannot be resolved by the ordinary scholarship system alone.
- (g) There is an extensive system of scholarships for study abroad; these scholarships are awarded, under conventions and agreements with friendly countries, with a view to the training and advanced training of the leaders needed for our country's economic development.

3. As declared at the time of the promulgation of the Law on the Nationalization of Education, the State exercises its powers in the matter of education (which is free and compulsory) through the institutions provided for that purpose.

V

1. Cuba is developing a new theory of education, according to which the latter is a combination of study, work, sport, art and recreation, and promotes the preparation of the people on a massive scale with a view to facilitating the training of the new type of citizen - highly educated and conscientious - which the country needs, as well as the technological revolution required for the affluent society which it is building and which is based on love of work and human solidarity and fraternity.

2. In our country, the curricula are designed to foster a sense of duty among the young people as citizens of the socialist homeland. They help to instil in them a love for their native country, for the workers, peasants and people in general; they explain the significance of the fight against exploitation and misery, and stress that one of the virtues of a socialist society is the love and respect of young people for their families; they develop a moral outlook based on the struggle against social inequality and emphasize the underlying causes of this inequality and its terrible consequences.

In short, the young people are inured to an unremitting struggle for human dignity and are encouraged to believe firmly that the final victory will be theirs if their acts are based on the human principle "everything for man and for the welfare of man". Our country is thus putting into effect the ideals of Martí, one of whose dearest wishes was that in the first law of the Republic, which he helped to shape, full homage should be paid to the dignity of man.

VI

1. and 2. See the comments on Section II, paragraphs 2(a) and (b) concerning free education and the scholarship system which are a real and effective guarantee of equality of opportunity and of access to education without discrimination of any kind.

VII

Since, as already stated, no discrimination of any kind is permitted in our country under any provision of the law or in everyday life, since all Cubans are equal before the law, and since it is the fundamental concern of the government and of the State to ensure the application of these principles, it has not been necessary to make agreements conferring rights on individuals or groups in the sectors covered by the Convention.

D E N M A R K

Additional information received from Denmark concerning its report published in document 14 C/29, Add. II, p. 1.

I

1. Ratification of a convention in Denmark does not mean that its provisions have the force of national law.
2. There are no laws conflicting with the convention.
3. No adoption of and amendments to laws and administrative regulations have been necessary in connexion with the ratification of the Convention.
4. Since Danish legislation is in accordance with the Convention, no laws or regulations have been necessary to ensure application of its clauses.
5. (a) and (b). Not relevant in the case of Denmark.
6. Not relevant in the case of Denmark.

II

1. No action has been taken as it was unnecessary.
2. Such steps have been unnecessary.
3. No.
4. Foreign nationals resident in Denmark during the legal school age are not only allowed to but must go to school as the Danish children must do. When foreign nationals above the legal school age have sufficient qualifications they have to be admitted to enter the "Real" department or the "Gymnasium". As to the higher education foreign nationals can be matriculated at the university when they have a degree which is qualification for matriculation at the university of their own country.

III

1. (a) There are no separate educational systems for pupils of the two sexes and only a very small number of schools for only one of the sexes.
(b), (c), (d) and (e) Yes.
2. A. Has been answered by the letter of 13 June 1966, from the Danish National Commission for Unesco.
B. Has been answered by the above-mentioned letter.
3. Has been answered by the above-mentioned letter.

IV

- (a) Yes, there is a German minority which has the right to carry on its own cultural activities.
- (b), (c), (d) and (e) have been answered by the above-mentioned letter.
- (f) Yes.

V

1. and 2. Action in this way has been unnecessary as these principles are already practised in the educational institutions of Denmark.

VI

1. and 2. Action has been unnecessary as the measures of Article 4 of the Convention have been realized already before the ratification of the Convention.

Royal Danish Ministry of Education

Total Net Expenditures
(working expenses and investments)

1955-1956 and 1965-1966

	<u>1955-1956</u>	<u>1965-1966</u>
Primary and lower secondary education	302,974,000	1,100,161,000
Teacher training	14,852,000	101,219,000
Youth education	32,117,000	107,216,000
Higher secondary education	53,281,000	219,485,000
Higher education	68,513,000	523,541,000
Commercial-technical schools	18,769,000	271,423,000
Atomic Energy Commission	1,111,000	48,638,000
Miscellaneous	19,952,000	87,303,000
Young Peoples' Educational Fund	2,000,000	122,104,000
Technical and Scientific Research Board	500,000	11,290,000
State Science Foundation	2,000,000	9,200,000
Rask-Ørsted Foundation	500,000	1,100,000
	<u>516,569,000</u>	<u>2,602,680,000</u>

VII

No.

Documents attached to the reply from Denmark: A series of statistics mainly concerning the year 1966 were provided by the government. One was given in Danish and all without any bibliographical reference as to the source.

F R A N C E⁽¹⁾

Additional information received from France concerning its report published in document 14 C/29 Add.II, p. 2-8.

III - 3

As regards diplomas, the number of those which could still be conferred by private institutions without State guarantee may be regarded as negligible. Degrees and diplomas at all levels are in fact either "conferred by the State" or "recognized by the State", and are therefore State-controlled since they are governed by State regulations.

VI

Some of the information requested in paragraph VI, concerning students of higher education is contained in the French reply to document UNESCO/MINEUROP/C 22 (Annexes 1 and 2).

Documents attached to the reply from France:

France: Ministère de l'éducation nationale. Informations statistiques no. 95. Statistiques scolaires et universitaires 1965-1966; Paris, septembre 1967.

France: Institut pédagogique national. Informations statistiques. Supplement au Bulletin officiel de l'éducation nationale, no. 26; Paris, janvier/février 1961.

(1) Extract from a letter addressed to the Director-General by the Permanent Delegate of France to Unesco.

H U N G A R Y

Additional information received from Hungary concerning its report published in document 14 C/29, p.27-29.

III

2. Number of secondary schools (lycees) run by the churches in 1966: 10 (10 in 1960); number of pupils enrolled: 2,779 in 1966 (2,660 in 1960).

Number of pupils of primary schools which teach in the language of a national minority: 2,138 (2,517 in 1960). Number of primary school pupils studying in their mother tongue: 19,223 (26,540 in 1960). Number of pupils of secondary schools for national minorities: 850 (approximately the same number in 1960).

VI

Length of compulsory education as from 1961: 10 years (8 years in 1960).

Number of girls by type of education

	<u>1960</u>		<u>1965</u>	
	<u>Total no. of pupils</u>	<u>Girls</u>	<u>Total no. of pupils</u>	<u>Girls</u>
General schools	1,392,000	674,000	1,414,000	684,000
Secondary schools	156,000	85,000	237,000	136,000
Higher education	29,000	11,000	52,000	22,000

In 1960 4.4% of the national income was assigned to education; as from 1966, 5.3%.

The total for welfare benefits for all three levels of education was 557 million forints in 1961 and 1,843 million forints in 1967.

I S R A E L

Additional information received from Israel concerning its report published in document 14 C/29, p.30-33.

II

3. Private schools receive assistance from public funds in two ways:

- (a) Director grants to recognized school systems, such as the school system of the ultra-orthodox Jewish community (the independent school system of "Agudat Yisrael"); the vocational school systems of such organizations as "Ort", the Labour Federation ("Amal"), vocational school systems belonging to women's organizations ("Wizo", Hadasah ("Brandeis"), etc.), etc.

The following table, for one of these systems, may serve as an example:

Agudat Yisra 'el Recognized School System - 1966-1967 school year

<u>Type of school</u>	<u>Number of pupils</u>	<u>Total</u>
Kindergarten	4,826)	
Primary	26,707)	
Post-primary	4,044)	
Teacher training	895)	<u>36,672</u>

- (b) Grants to students. Where tuition fees prevail (below and above the compulsory and free schooling), the Ministry of Education and Culture gives tuition grants to families in need, for the schooling of their children.

These grants - whether direct to school systems ((a) above) or to families ((b) above) - are given regardless of distinction of sex, religion or language.

III

1. As already mentioned in our previous reply, some separate schools for boys and for girls exist in Israel: (i) on the primary level in accordance with the wishes of the parents; and (ii) on the post-primary level, sometimes also because of educational needs (i.e. vocational education). No data on separate schools is available, but the table below will illustrate the enrolment by sex, in the education system (kindergartens, primary, post-primary schools and teacher-training institutions) of the Ministry of Education and Culture:

<u>The educational system</u>	<u>1960-1961</u>	<u>1966-1967</u>
Total number of pupils	562,814	683,889
Percentage of boys	51.8	50.7

2. In accordance with the laws in force in Israel, there is no separation in schools on religious grounds (Jewish, Moslem, Christian or Druze). The medium of instruction in almost all schools in the country is either Hebrew or Arabic. Most of the children belonging to the Arab community (Moslem, Christian or Druze) attend schools where the medium of instruction is Arabic. Thus religious and linguistic separation are not necessarily identical nor are they compulsory by law. They depend either on the parents wishes or on the availability of a suitable school in the area.

3. Generally there are very few non-aided private schools in the country. These include some private kindergartens for children below the age of five and Christian missionary schools. No exact data is available at present.

Private State-aided schools comprise mainly two categories (see II 3. above): the ultra-orthodox schools (Agudat Yisra 'el) and the vocational and agricultural post-primary schools. A table of the number of pupils attending these schools follows:

Pupils in private State-aided schools 1966-1967

<u>Type of schools</u>	<u>Number of pupils</u>
Agudat Yisra 'el (entire system, see II.3.(a) above)	36,672
Vocational schools	35,495
Agricultural schools ⁽¹⁾	7,235
Continuation classes	11,092

(1) Post-primary education in kibbutzim mainly agricultural.

IV

1. (a) Yes. Arabs (Moslem and Christian), Druze and other small non-Jewish groups which constituted (at the end of 1965) 11.7% of the population. The children of these communities constitute 12% of the school population.

(b) School enrolment statistics for the school years 1960-1961 and 1966-1967, representing the total enrolment (kindergarten, primary and post-primary schools and teacher-training institutions) in the educational school system conducted in the Arabic language for non-Jewish pupils, follow:

<u>Year</u>	<u>Pupils</u>
1960-1961	40,768
1966-1967	63,819

Note: Some 400 children from non-Jewish communities attend post-primary schools wherein the media of teaching is Hebrew; some 300 students from these communities attend institutes of higher education in Israel.

VI

1.2. In the school year 1963-1964 (for which the latest complete data is available) the total number of children aged 6-13 attending primary schools in Israel constituted 95.7% of their age group in the population.

Note: Among the Jewish population, in the same year, the percentage was 97.9% (no division into sexes is available, but the attendance is commensurate with the number of boys and girls in this age group); among the Arab (Christian, Moslem and Druze) communities, in the same year, the percentage of attendance was 80.4% (89.3% of the boys and 70.5% of the girls of the 6-13 age group, attending).

For other more recent information concerning educational statistics see also the Israel reply to Unesco questionnaire SS/6-1662 on statistics of educational institutions 1965-1966.

VII

(a) To the list of countries with whom Israel has concluded agreements which include articles concerning education enumerated in our previous reply, the following countries should be added:

Belgium
Congo, Democratic Republic of
Madagascar
Venezuela

I T A L Y

I

1. By Law No. 656 of 13 July 1966, Parliament, pursuant to Article 80 and Article 87 paragraph 8 of the Italian Constitution of 1947, authorized the President of the Republic to ratify the Convention adopted in Paris on 14 December 1960. The complete implementation of the Convention is ensured by the same Law.

2. When a law is passed to implement the provisions of an international convention, these become legally binding throughout the country and automatically abrogate earlier legal provisions incompatible with them, by virtue of Article 15 of the preamble to the Italian Civil Code of 1942 which states "Laws are abrogated by later laws only after a formal declaration by the legislators, and if there is incompatibility between the new and the old provisions, or if the new law fully covers the subject already covered by the earlier law".

3. No law or provision of a general nature has been adopted to ensure the application of the said Convention, in view of the fact, already mentioned, that the Convention has itself been embodied in the Italian legislative regulations.

4. See answer to 3. above.

5. (a) Having been embodied in the Italian legislative regulations, the Convention, now a National Law, also applies to the self-governing territories and to the regions.

(b) The Italian Constitution has no provision for any form of consultation before the ratification of conventions.

6. Not applicable to Italy.

II

1. So far, no provision of a discriminative nature has been found in the relevant legislation.

2. (a) Primary education, lasting at least eight years, is compulsory and free (Article 34, paragraph 2 of the Constitution).

(b) Various provisions have given effect to the principle recognized by Articles 3 and 34 of the Italian Constitution with a view to implementing the right to education, that is, the right of all members of the community to receive basic education and the right of capable and deserving individuals to continue their studies at the highest levels, even if they do not have the necessary financial means. These provisions include, in particular:

Article 35 of Law No. 1073 of 24 July 1962 provides for the free supply of textbooks to primary school pupils.

Article 17 of Law No. 1073 of 24 July 1962 provides for the granting of scholarships for secondary and art schools to deserving pupils whose financial situation is precarious. These scholarships are granted both to pupils of State schools and pupils of non-State schools authorized to issue recognized certificates.

Law No. 942 of 31 October 1966 provides for the granting of "book coupons" to pupils of State secondary schools (free and compulsory) to facilitate the purchase of school books by pupils belonging to families in difficult financial circumstances.

Law No. 80 of 14 February 1963 provides for the award of university study grants on the basis of competitive examinations.

Article 32 of Law No. 942 of 31 October 1966 provides for the award of scholarships on the basis of competitive examinations to young graduates and to foreign students - or foreigners who have been graduates for only two years - who are following refresher courses in Italy.

Furthermore, the State has set up special institutions and services to give educational assistance: "Patronati" (institutions designed to assist poor primary school pupils) have been established in each commune to facilitate compulsory education; school funds have been created at secondary schools and educational institutes; the University Welfare Services have been established at each university to assist university education.

Lastly, a special form of assistance is the providing of free places at the national colleges and girls' boarding-schools.

(c) Scholarships, allowances and study grants are awarded to Italian citizens going abroad and to Italian nationals living abroad who come to study in Italy (Law No. 288 of 11 April 1955).

3. No.

4. Yes, after verification of specific qualifications (equivalence of educational qualifications, steps by the school authorities to verify that the previous studies of foreign nationals correspond to what is required of Italian students).

III

1. The Italian educational system includes the following types of institutions which are open to women only:

(i) National Academy of Dancing, Rome

The normal course of training, which is for women dancers, lasts eight years; it is sub-divided into a lower course (3 years), a middle course (3 years) and a higher course (2 years). Young people of both sexes are admitted to the 3-year course of advanced training for soloists, teachers of dancing and composers of dance music.

(ii) "Scuola Magistrale"

The "Scuola Magistrale" trains women teachers for the preparatory schools. Those completing the course are awarded a certificate which entitles them to teach in kindergartens.

(iii) Women's Technical Institutes

These institutes came into being as a result of the gradual transformation of the Women's Vocational Teacher-Training Schools and the Women's Vocational Schools pursuant to the Law No. 782 of 8 July 1958 and Law No. 1740 of 18 December 1962.

They offer two specialized courses: one for women dietitians and the other for women community leaders; they award diplomas for: (a) women's technical activities, (b) women dietitians, (c) women community leaders.

There are also special institutions such as national boarding schools, either for boys only or for girls only; they provide full board and lodging.

The aim of the boys' boarding-schools is to ensure the education and the intellectual and physical development of the young people admitted to them. The boarders are taught in the State primary schools attached to each boarding establishment, in the State lower and upper secondary schools which may be attached to the same establishment and in secondary schools legally recognized by some of these boarding establishments.

On the other hand, the State boarding-schools for girls prepare girls for their rôle as women in contemporary society, this training being given in the State primary and secondary schools attached to these boarding establishments and applying the same curricula and time-tables as the State schools.

Lastly, there are private educational institutions reserved exclusively for boys or for girls. The reason for this is not the type of education given, but the fact that they are run by men's or women's religious orders.

2. A. No.

Teaching is given in the Italian language in all schools. This principle, enunciated in Article 33 of the General Declaration on Elementary Education, applies to all schools of all types and at all levels. Special provisions for the application of Article 6 of the Constitution protecting linguistic minorities constitute, however, a departure from this principle by substituting another language for Italian in the teaching of all subjects by making compulsory the study of the language spoken by the ethnic minority, which is thus added to the other school subjects.

At infant schools and at primary, secondary and art schools in the Province of Bolzano, in particular, teaching is given in the pupils' mother tongue by teachers having the same mother tongue (Article 16 of the Constitutional Law No. 5 of 26 February 1948).

Provision has accordingly been made for the opening of German-speaking schools (Article 1 of Decree Law No. 555 of 16 May 1947), in which all subjects are taught in that language, but with Italian as a compulsory subject (Article 15, paragraph 5 of the said Decree Law). The teaching of Romansch is also compulsory in places where it is spoken.

The current syllabuses, suitably adapted, are used for teaching in German (Article 3 of Decree Law No. 555 of 16 May 1947).

Subjects are also taught in the pupils' mother tongue at infant schools and at primary and secondary schools in the Province of Gorizia and the Free Territory of Trieste. Schools teaching in Slovene can accordingly be opened, provided they correspond to the types mentioned in the school regulations (Article 1 of Law No. 1012 of 19 July 1961). The study of Italian is compulsory in these schools also (Article 3 of the same Law).

Lastly, at schools of all kinds and at all levels in the Val d'Aosta the teaching of French is compulsory during the same number of hours per week as is devoted to the teaching of Italian, and certain subjects may be taught in French (Article 39 of Constitutional Law No. 4 of 26 February 1948). Adaptations of the syllabuses and the choice of the subjects which may be taught in French are approved on the recommendation of mixed commissions consisting of representatives of the Ministry of Education, of the Council of the Valley and of the teachers.

The education given in conformity with the above criteria is left to the free choice of the pupil's parents and legal guardians. There is no "discrimination" based on religious motives.

B. The Catholic religion is taught in all schools, as it is the religion of the majority of the citizens but, in order to respect the wishes of the minority, pupils are exempted from attending religious instruction if a written request to that effect is presented to the headmaster at the beginning of the school year by their parents or legal guardians (Law No. 824 of 5 June 1930).

3. Yes.

(a) Their task is to provide educational facilities in addition to those provided by the public authorities.

(b) They are under the supervision of the Ministry of Education but within the limits of the public interest.

Elementary education

Free elementary education is given in the private, subsidized and assimilated ("pareggiate") schools.

As regards teachers' qualifications and the teaching language, private schools are governed by the same regulations as State schools. In principle the syllabuses and time-tables in these schools must be the same as those used in the State schools. Private schools cannot issue school certificates.

The subsidized schools are partly dependent on the State subvention and are opened in places where the State, in view of the small number of children of school age, does not consider it necessary to found new schools. The assimilated schools ("parificate") can be opened only ethical associations, corporations and organizations. They issue school certificates, and are free and open to all citizens.

Secondary education

Non-State secondary education is given in private, legally recognized and assimilated ("pareg-giate") schools (the latter can be regarded as virtually the same as State schools).

Private schools, in which the regulations governing education may fail to conform to those of the State schools, are subject to general supervision by the authorities in order to ensure that the public interest is being respected, but they do not have to be authorized by the State.

Legally recognized schools issue certificates which are legally valid. Article 33 of the Italian Constitution states that: "The law, in specifying the rights and obligations of non-State schools requesting parity of status, provides for their complete freedom and assures their pupils a treatment equivalent in every way to that of pupils of the State schools. Legal recognition is accorded by a Decree of the Ministry of Education. The aims and methods of these schools must be in conformity with those of the corresponding State schools and their courses must last the same number of years as the State school courses and follow the same time-tables (Law No. 80 of 19 January 1942).

In addition to the requirements laid down for legally recognized schools, the same law pre-scribes others for assimilated ("pareggiate") schools, namely:

- (a) the number and type of teachers' posts must be the same as in the corresponding State schools;
- (b) the posts must be occupied by staff appointed on the basis of a special public competitive examination;
- (c) the permanent staff must receive a starting salary equal to that at the corresponding State schools.

Non-State schools may be designated as assimilated ("pareggiate") schools if they are run by public organizations or by Church organizations mentioned in Article 29 of the Concordat with the Holy See.

University education

Non-State university education is given at private universities, and other higher educational institutions as well as at the assimilated ("pareggiate") teacher-training schools ("scuole di Magistero") and assimilated physical training schools.

Both the non-State universities and higher educational institutions confer academic diplomas equivalent to those conferred by the State universities and higher educational institutions.

As regards the organization of teaching methods and of education in general, the private universities and higher educational institutions and the assimilated physical training schools must comply with the provisions of the General Declaration on University Education approved by the Royal Decree No. 1592 of 31 August 1933.

(c) There is State supervision of the schools which have been granted parity ("pareggiate"), which may even involve the revocation of this parity.

IV

See reply to Section III.2.A.

V

In view of the fact that the Italian educational system respects the principles of democratic freedom as regards both enrolment and attendance at schools of all types and at all levels and that there is no restrictive or discriminative provision of any kind, it has not been necessary to take special measures to give effect to the provisions contained in the Convention.

VI

1. Article 1 of Law No. 874 of 13 July 1965 provides for a five-year plan (1966-1970) for the development of the Italian educational system, to enable it to make still further progress in the various sectors. This plan includes the reform of secondary education (schools with different aims but of equal standing and offering ample facilities for interchange, to which young people would have access of their own free choice, their aptitudes and capacities being ascertained later on), the providing of wider access to the universities, and the modification of university education itself.

2. (a) Yes.

(b) Law No. 942 of 31 October 1966 for the implementation of the five-year plan ("Financing of the Education Development Plan 1966-1970"), has been approved. In particular, to enable compulsory school attendance to be extended to even the smallest groups of the population, some of them scattered over rural areas remote from the centres, provision has been made for a system of free transport for pupils.

A useful and extensive service is also offered through television and other forms of wide-range dissemination.

(c) In regard to the statistical data requested, see the replies sent to the Unesco questionnaire (MINEUROPE) CL.2.

VII

Italy is not a party to any such agreement.

REPUBLIC OF LEBANON

I

1. Ratification of the Convention gives its provisions the force of national law; ratification involves this consequence, not under constitutional provisions, but by virtue of general principles commonly admitted.
2. In the event of a conflict between a law, preceding ratification and not formally repealed, and the Convention, the provisions of the latter are binding on the various authorities concerned by virtue of jurisprudence.
3. No laws or administrative regulations have been adopted or amended, following on ratification of the Convention in force as the laws and regulations contain no discriminative provisions.

II

1. No action has been taken, as there is no discrimination in Lebanon.
2. The State does not allow any differences of treatment between nationals in regard to the obligations set out in Article 3 (c) of the Convention.
3. Financial aid amounting to 7 million Lebanese pounds is granted to free or semi-free private educational institutions, without any preference or restrictions based solely on the ground that pupils belong to a particular group.
4. All foreign nationals resident within Lebanese territory have the same access to education as that given to Lebanese nationals.

III

1. (a) Yes.
(b) Yes.
(c) Yes.
(d) Yes.
(e) Yes.
2. In Lebanon, there are no separate educational systems or institutions for religious or linguistic reasons, but the various religions (Christian and Moslem) maintain their own institutions which provide preparation for religious life.
3. Yes, Lebanon has private educational institutions which educate more than half the school population.

(a) New private educational institutions are founded each year in order to put an end to the shortage of schools which the public authorities have so far been unable to remedy by themselves. These institutions are not designed to exclude any group; on the contrary, they are open to all Lebanese, whatever their social origin.

(b) In general, these institutions enjoy a fairly large degree of independence vis-à-vis the State. Although they must apply the State curriculum, they may add whatever they deem fit and employ whatever methods they consider appropriate.

Special regulations govern free private institutions receiving State subventions. Non-observance of the regulations entails the loss of these subventions.

(c) Any supervision of the standards laid down or approved by the public authorities would hardly be effective, as the legislative texts relating to these schools do not provide for penalties in the event of non-observance of these standards.

IV

(a) National minorities, and even foreign nationals, have the right to carry on their own cultural activities.

(b) All minorities in Lebanon enjoy freedom of thought and action and, consequently, have their own schools, where instruction, while it must follow the State curriculum, can be supplemented in any way that is deemed fit.

(c) National minority schools have the same status as private schools.

(d) Instruction in these schools is given in: Arabic (mother tongue and principal language), French and English (second and third languages; one of these languages is compulsory), and their own language.

Consequently, members of these minorities can, to the same extent as other Lebanese citizens, acquire the culture and language of the community as a whole and participate in its activities.

(f) Attendance at these schools by members of national minorities is optional.

V

In principle, all Lebanese have access to education at the various levels. In fact, there are still certain obstacles, which the government is trying to overcome. They include the excessively high fees which are charged by private schools and which bar access to poor pupils; and the limitation of the number of candidates for admission to certain branches of specialized studies (such as engineering and medicine) at private universities.

It should also be noted that primary education at State schools, although not compulsory, is free.

Furthermore, the State is now trying, with all the means at its disposal, to extend education to all Lebanese citizens.

M A D A G A S C A R

I

1. The ratification of the Convention in Madagascar gives its provisions the force of national law. Law No. 64-016 of 11 November 1964 (ratifying the Convention).
2. The ratification of the Convention makes it enforceable.

II

1. The answers to 1 (a) and (b) are to be found in the Preamble and in Article I, paragraph 1 of the Constitution of the Malagasy Republic.
2. With regard to paragraph C of Article 3, it should be noted that:
 - (a) education of State schools is free;
 - (b) the State awards scholarships to pupils of State schools and private schools to enable them to continue their studies (Article 5 of Decree No. 60.044 of 15 June 1960).
3. In addition to the funds allocated, the Ministry sometimes grants schools subventions which are used for the partial financing of a development project submitted by the Steering Committee.

Public schools are financed by the Administration as far as staff salaries and operational costs are concerned.

Private schools receive the following State aid:

- (1) operational costs in the case of primary education,
 - (2) in the case of secondary education, a bonus proportional to the number of pupils passing the secondary school-leaving examination.
4. Foreign nationals attend the schools of their own choice and receive the same education as Malagasy nationals.

III

1. Separation according to sex.
 - (a) In Madagascar there are both separate educational institutions and mixed institutions.
 - (b) Separate educational institutions offer equal access to education.
 - (c) They have teaching staff with qualifications of the same standard.
 - (d) The school premises have equipment of the same quality.
 - (e) Pupils (boys and girls) take the same or equivalent courses of study, leading to the same certificates.
2. A. (a) In Madagascar there are separate educational institutions for religious or linguistic reasons; e.g. Protestant, Catholic, Adventist and Anglican missions; Chinese and Indian schools. These schools are governed by Decision No. 2592 EN of 25 September 1964.
 - (b) Articles 25 to 27 of the above-mentioned decree regulate the questions of supervision and penalties.
 - (c) The education provided in such institutions is in keeping with the wishes of the pupils' parents or legal guardians.

(d) Participation in such systems or attendance at such institutions is optional.

2. B. No person or group of persons is compelled to receive religious instruction incompatible with his or their convictions. (Preamble and Article 2 of the General Provisions).

3. Madagascar has private educational institutions. Paragraphs (a), (b) and (c).

In principle, all schools established by private persons in accordance with Decree No. 2592 EN of 25 September 1964 are regarded as private schools.

The answers to paragraphs (a), (b) and (c) are the same as those under III.A above.

In Madagascar, certificates are the same for the pupils of both public and private schools.

Number of schools, pupils and teachers in Madagascar
for the school years 1959-1960 - 1965-1966

<u>Number of schools, pupils and teachers</u>	<u>1959</u> <u>Public</u>	<u>/</u>	<u>1960</u> <u>Private</u>	<u>1965</u> <u>Public</u>	<u>/</u>	<u>1966</u> <u>Private</u>
<u>Primary education</u>						
Schools	1,530		923	2,687		1,149
Pupils	266,003		141,721	500,139		183,515
Teachers	3,141		1,338	5,757		3,718
<u>Secondary education (short course)</u>						
Schools	27		117	50		163
Pupils	2,320		7,616	7,540		20,806
Teachers	133		576	364		703
<u>Secondary education (long course)</u>						
Schools	9		29	11		60
Pupils	3,973		4,677	11,089		16,004
Teachers	234		228	575		734
<u>Medico-social school</u>						
Public (pupils)	322			350		
<u>Teacher-training colleges ("Collèges Normaux")</u>						
Public (schools)	7			8		
Pupils	1,208			1,671		
<u>Teacher-training schools ("Ecoles Normales")</u>						
Schools				2		
Pupils				421		
<u>Technical education</u>						
Schools	111		45	111		44
Pupils	4,954		2,000	6,619		1,666
<u>Higher education</u>						
Pupils			3,026			
Teachers			118			

IV

III.

V

1. The general provisions of Ordinance No. 60-044 of 15 June 1960 state that education in Madagascar shall be directed to the full development of the human personality and to the strengthening of fundamental freedoms.

It shall promote understanding, tolerance and peace among all nations, racial or religious groups.

2. Curricula are designed to facilitate the achievement of the above-mentioned aims and are prescribed by Ordinance No. 60-049 of 22 June 1960 as amended and completed by Ordinance No. 62-056 of 20 September 1962.

EQUALITY OF OPPORTUNITY AND TREATMENT

VI

1. Primary education: free and compulsory. (Articles 3 to 7 of Ordinance No. 60-044 of 15 June 1960).

State education of the same level: same education, same certificates.

Illiteracy: adult literacy work and fundamental education.

Further training: continuation of studies, introductory courses and refresher courses.

Teacher-training schools and colleges exist in several parts of the island. Teachers can teach in Madagascar only with the consent of the government, and the level of their classes depends on the certificates they hold.

With regard to education as a whole, there is nothing to report as the situation is most satisfactory in Madagascar.

2. Enrolments at the various levels of education expressed in percentages:

Pre-primary education	1.3%
Primary education	89.8%
Secondary education	7.1%
Technical education	1%
Teacher training education	0.3%
Higher education	0.3%

Figures for education

	<u>Number of educational institutions</u>	<u>Number of enrolments</u>
Primary	5,159	633,039
Secondary	197	38,196
Higher	University	3,303
<hr/>		
<u>Technical</u>		
Domestic science schools	3	280
Apprenticeship centres	16	1,821
Technical secondary schools	3	1,855
School workshops	89	1,954

Documents attached to the reply from Madagascar:

1. Copy of Loi No. 64-016 du 11 novembre 1964, portant ratification de la Convention concernant la lutte contre la discrimination dans le domaine de l'enseignement ainsi que la Protocole créant une commission de conciliation et de bons offices.
2. Extract from Constitution de la République Malgache.
3. Copy of Ordinance No. 60-044 du 15 juin 1960, portant droits et devoirs respectifs des familles et des collectivités publiques en matière d'éducation.
4. Copy of Ordinance No. 60-049 du 20 septembre 1962, fixant les principes généraux de l'enseignement et de la formation professionnelle.
5. Copy of Arrêté No. 2592-EN du 25 septembre 1964, relatif à l'enseignement privé.

M A L T A

II

1. -
2. No difference in the matter of (a), (b), & (c).
3. No difference.
4. Yes.

III

1. (a) Educational institutions are separated according to sex as conditions permit.
(b) Equivalent access is given.
(c) Yes.
(d) Yes.
(e) Yes.
2. A. (a) No, except for Archbishopial Seminary which trains students for the priesthood.
(b) Seminary is recognized by government as a private (ecclesiastical) educational institution.
(c) Yes (always referring to Seminary).
(d) Yes (always referring to Seminary).
(e) Nil - no need to.
2. B. Except for service schools, run by United Kingdom educational authorities, all the schools in Malta, both State and Private, are Roman Catholic, and teaching of Roman Catholic religion and morals is compulsory. However, pupils of other faiths attending State schools and most of the private schools (which are, with one or two exceptions, run by religious orders of the R.C. faith), are exempted from attendance, if they so wish at lessons in religious knowledge and morals.
(a) No.
(b) -
3. Yes.
(a) -
(b) Private schools are simply recognized as such by the government, in the sense that before establishing such schools their proprietors or directors had to obtain permission from the Ministry of Education to do so. Private schools which receive a government subsidy are visited at least once a year by inspectors of the Education Department who certify that education being imparted is adequate.
(c) Please see above. Government subsidy may be withdrawn if level of education imparted is not considered to be of the required standard.

IV

(a) Yes.

(b) Only the Italian colony has a school of its own. United Kingdom Government also provides English schools for children of United Kingdom service families. Children of other nationalities attend Maltese State or private schools.

(c) The Maltese Government does not interfere in any way in the running of these schools.

(d) In the English service schools, English is the medium of instruction, and Italian in the Italian school.

Reply to second question cannot be given, since Education Department does not supervise these schools.

(e) -

(f) It is presumed to be optional.

V

1. Every necessary action is taken in State schools, through lessons, activities, etc., to ensure that the principle laid down in Article 5.1a is strictly observed.

2. Yes.

VI

1. (a) Primary education is free, and compulsory up to the age of 14 years. Secondary education is accessible to all, but not generally available to all since present secondary schools are mostly of the "grammar" type, admission to which is by competitive examination. Higher education is accessible to all on the basis of individual capacity. Measures are taken to assure compliance by all with the obligation to attend school prescribed by law according to the Compulsory Education Act of 1946.

(b) -

(c) Evening classes (not compulsory, but accessible to all) are provided in every town and village for illiterates and semi-illiterates. Various evening classes are also provided in several centres for those who wish to continue their secondary/technical education after leaving school.

(d) Training for the teaching profession is provided free at training colleges to such candidates as (a) sign a contract to serve in government schools after leaving college, (b) are approved by the college authorities for admission on the basis of individual capacity. Since State schools are Roman Catholic, and English and Maltese are the media of instruction therein, candidates must satisfy the education authorities in these three subjects. "Private" students (fee-paying) are admitted to the women's training college; in the admission of such students, the education authorities do not interfere in any way.

2 (a) Already implemented.

(b) A commission is being set up by government to study the whole structure of education in Malta.

NETHERLANDS

NETHERLANDS ANTILLES

Racial discrimination

There is no racial discrimination. This is guaranteed by the Constitution and the education laws, which are in line with the statutory provisions in force in the Netherlands.

Discrimination by criteria other than race

The law provides for educational institutions differentiated according to religious denomination and sex. Consequently, there are in the Antilles schools exclusively for boys, schools exclusively for girls and schools that are established on a denominational basis. The right to establish such schools is guaranteed by law.

In the Antilles there are the following types of schools:

- A. Primary schools for boys
Primary schools for girls
Co-educational primary schools
- B. Extended primary schools for boys
Extended primary schools for girls
Co-educational extended primary schools
- C. Secondary schools for boys
Secondary schools for girls
Co-educational secondary schools
- D. Domestic science schools for girls
Technical schools for boys

In category A, public education, Protestant education and non-denominational education are given only at co-educational schools; Roman Catholic education is given at boys', girls' and co-educational schools.

In category B, public education is given at boys' schools, girls' schools and co-educational schools, Protestant education only at co-educational schools, Roman Catholic education at boys' schools, girls' schools and co-educational schools (the latter exclusively on the Islands of St. Martin and Bonaire) and non-denominational education only at co-educational schools.

In category C, public education is given only at co-educational schools; there are no Protestant schools; Roman Catholic education is given at boys' and girls' schools only, but in certain cases there is co-education, this being the rule on the Island of Aruba.

There are no schools for private non-denominational education.

In category D are schools of all kinds except private non-denominational schools, unless the Shell Craft Training School be regarded as such.

In principle, all children are able to receive the education suited to their abilities in so far as the facilities therefor are available.

Private non-denominational education

The oil companies on the Islands of Curaçao (Shell) and Aruba (Lago) run their own schools, which, however, are government-subsidized.

The school at Aruba is open to English-speaking children.

The primary school at Curaçao (Schroeder School) is open only to children of Shell personnel. The same building now also accommodates a public primary school.

The extended primary education department is run by a foundation, but is open to all children.

The schools run by the Protestant Education Foundation and the above-mentioned private non-denominational schools require a certain school fee to be paid yearly.

In principle, the curricula for each of the various types of schools are identical. Typically feminine subjects, such as needlework, and typically masculine subjects, such as woodwork, are usually taught separately.

The teaching staff at the primary schools is composed of both male and female teachers. At co-educational schools, however, women teachers preferably take the lower classes and the male teachers the higher.

The teaching staff at girls' schools are mainly women, at boys' schools mainly men.

The teaching staff in extended primary education are for the most part mixed.

The teachers at Roman Catholic secondary boys' schools are almost exclusively men.

The teaching staff at technical schools are exclusively men, at domestic science schools mostly women, though sometimes also mixed.

Private schools

By private schools are meant all schools run by a school board which is not part of the Island Government, i.e. all Roman Catholic, Protestant and private non-denominational schools.

With the exception of the typically religious element, the curricula per type of school are in principle identical with those of public education. There is usually a difference as regards the books used, but this hardly affects the curriculum.

The teaching staff of private schools must satisfy the same requirements as those of public schools.

Given the fact that all children resident in the Netherlands Antilles have access to any form of education, to any branch and any level of study compatible with their ability, no questions based on discriminatory situations other than by sex or religion apply.

A summary giving the number of pupils by school type, religion, sex, etc. can be found in the Annual Report of the Education Department.

NEW ZEALAND

Additional information received from New Zealand concerning its report published in document 14 C/29, p.34-38.

IV

(a) The Maori population with a total of 167,000 is the only significant national minority in New Zealand. All national minorities have the right to carry on their own cultural activities and those of the Maori people in particular are encouraged. Thus, in addition to the Maori schools' syllabus being equivalent in every way to that of other schools, Maori arts and crafts, songs, legend and history are also taught.

(b) As mentioned in the original reply these Maori schools exist in predominantly Maori areas. Their number, however, is decreasing under the long-term policy, endorsed by the representatives of the Maori people themselves, of gradually transferring the Maori schools, which at present are administered directly by the Department of Education, to the control of the local educational boards. There is often reluctance among Maori parents to effect such transfers. The pride pupils take in their school, the fact that the land on which it stands has been donated for the purpose by the tribe, the sentimental attachment of older generations to their own school, the slightly advantageous staffing regulations, and the feeling that the teachers in their service have been specially devoted and sympathetic, are all factors tending to support this reluctance to transfer to local board control. Transfers are taking place nevertheless, but only after full consultations with the local Maori people. It is hoped to effect complete transference over a ten-year period and the decrease in number of Maori schools over the eleven years 1955-1966 was from 166 to 122.

(c) The status of Maori schools is in every way equivalent to that of non-Maori schools. See IV(b) concerning administration and conditions governing transfer to local education boards.

(d) English is the medium of instruction in all schools. The syllabus followed in Maori schools is the same as in non-Maori, but in addition Maori culture and arts are strongly fostered. At the same time, the basic skills required for living in the predominantly European culture of New Zealand are also emphasized in the Maori schools. In many, such equipment as woodwork and cookery rooms, model cottages to demonstrate better standards of housing and home-making, baths, hot and cold showers and laundries have been installed. Health education features prominently in the syllabus of every Maori school.

(e) The education provided in all schools is governed by the same standards and the educational level of Maori schools is fully equivalent to that in non-Maori schools. Maori schools are subject to inspection similar to that in non-Maori schools (Education Act Sec.183).

(f) In New Zealand, school attendance for all children between the ages of six and fifteen is compulsory. (Education Act Sec. 109.) Attendance by Maori pupils at Maori schools is optional and by far the larger proportion of such pupils attend non-Maori schools. (42,224 out of a total of 53,876 as at 1 July 1965.) By comparison, only 8,754 Maoris attended Maori schools, and the balance (2,898) attended private schools. It is of note that 859 non-Maori pupils were attending Maori schools at the same date.

VI

The present provision of education in New Zealand covers all the aims set out in Article 4 of the Convention.

Since equality of opportunity and treatment has been the corner-stone of New Zealand educational policy since the passing of the original Education Act in 1877, and since this policy has been reaffirmed in the subsequent Acts of 1917 and 1964, Section VI.2 of the questionnaire is not applicable to New Zealand.

The references to which the attention of the Special Committee was drawn in the original reply, although becoming dated, remain generally useful and reliable. Other publications to which the Committee should refer are:

1. Report of the Commission on Education in New Zealand. Wellington, July 1962.
2. New Zealand Official Yearbook. (Section on education) Published annually
3. Report of the Minister of Education (Parliamentary Paper E.1) Published annually
4. Education statistics of New Zealand. Published annually, Department of Education, Wellington.
5. The Education Act 1964.

Documents attached to the reply from New Zealand:

1. New Zealand Official Yearbook 1966, Section 7 - Education. Wellington, 1967.
2. Department of Education. Report of the Minister of Education for the year ended 31 December 1965. Wellington, 1966.
3. Department of Education. Report of the Minister of Education for the year ended 31 December 1966. Wellington, 1967.
4. Department of Education. Education statistics of New Zealand, Part I and II; 1964, 1965 and 1966.

N O R W A Y

Additional information received from Norway concerning its report published in document 14 C/29, p. 39-41.

II

1. No additional information.

3. Questions related to public assistance to private educational institutions are at present under consideration by a special committee. The committee has submitted its first report in which it is suggested, i.e. that the following should be obligatory for private schools receiving public financial support:

- (1) the schools must observe the Norwegian Constitution and all international conventions of which Norway is a party;
- (2) the schools must admit students from any part of the country, and
- (3) the students must be free to choose both type and place of work upon completion of the school.

While no formal decision has as yet been made by any competent authority, the points mentioned above are in accordance with previous practices.

III

1. Enrolment figures distributed by sex (1965-1966):

	<u>Men</u>	<u>Women</u>
General secondary schools (realskole and gymnasium)	55,805	51,113
Technical and vocational schools (all types, part-time courses not included)	58%	42%

2. No additional remarks.

3. Enrolment in private and public schools, distributed by levels, figures from 1965-1966:

Private schools (elementary level)	1,677
Public schools (elementary level)	410,000
Private secondary grammar schools (realskole and gymnasium)	3,313
Public secondary grammar schools	103,605
Private vocational and technical schools	13,966
Public vocational and technical schools	58,850

IV

It is difficult to give the exact number of Lapps living in North Norway. It would have to be determined on the basis of language, but many people in this area are bilingual as a result of inter-marriages between the Lappish and the Norwegian speaking population. The Ministry of Education may decide that Lappish should be used as the main language of instruction, according to the Law on Elementary Education, Section 37.8. At the moment, however, Lappish is used only as an auxiliary language. No statistics are available.

There is a shortage of teachers with sufficient knowledge of Lappish. But Lappish may now be studied at the University of Oslo as part of the requirements for the degrees in humanities

15 C/10 - page 34

usually taken by teachers. A course in Lappish is also offered at the teachers-training college at Tromsø. This course will be extended in the near future.

V

No additional remarks.

VI

For distribution of school enrolment by sex, cfr. above under III, 1.

POLAND

I

1-3. Under Article 25, Section 7 of the Constitution of the Polish People's Republic (Journal of Laws No. 33, item 232), international treaties are ratified and denounced by the Council of State.

On 17 November 1964, there was published in the Journal of Laws of the Polish People's Republic (No. 40, item 268) the act of the Council of State of 13 July 1964 ratifying the Convention against Discrimination in Education signed at Paris on 15 December 1960.

On the same date, the Journal of Laws of the Polish People's Republic No. 40, item 269 also published the statement by the Government of the Polish People's Republic dated 16 October 1964 to the effect that the instrument of ratification of the Convention by Poland had been deposited on 15 September 1964 with the Director-General of the United Nations Educational, Scientific and Cultural Organization.

4. The adoption of regulations for the purpose of applying the provisions of the Convention was unnecessary in the Polish People's Republic since the principles enunciated in the Convention are entirely in keeping with the regulations regarding education which have long been in force in Poland.

In particular, the Constitution of the Polish People's Republic of 22 July 1952 (Journal of Laws No. 33, item 332) contains provisions whereby all citizens of the Polish People's Republic are entitled to instruction at primary, secondary and advanced level regardless of sex, race, religion or origin. The Constitution further provides that primary education is compulsory. Education in the Polish People's Republic is provided free of charge at all levels. The State awards scholarships and provides facilities for residence in boarding schools and students' homes for young people who wish to study and display the necessary ability but do not possess adequate means of support.

The aforementioned principles of the Constitution are given practical expression in the following laws:

- (a) Decree of 23 March 1956 concerning compulsory education (Journal of Laws No. 9, item 52),
- (b) Law of 15 July 1961 concerning the development of the system of instruction and education (Journal of Laws No. 32, item 160),
- (c) Law of 5 November 1958 concerning higher education (Journal of Laws for 1965, No. 16, item 114),
- (d) Law of 2 July 1958 on vocational training, preparation for specific employment, conditions of employment of young people in industrial and commercial undertakings, and preliminary training (Journal of Laws for 1958, No. 45, item 226; (Journal of Laws for 1961, No. 32, item 160).

5-6. Not applicable to the Polish People's Republic.

II

1-3. The Law of 15 July 1961 concerning the development of the system of instruction and education (Journal of Laws No. 32, item 160); the provisions for the implementation of that law; and the regulations regarding material assistance to students, especially:

the ordinance of the Council of Ministers of 28 January 1964 (Journal of Laws for 1966, No. 21, item 139) and

the Decree of the Minister of Higher Education of 18 August 1964 (Polish Monitor No. 61, item 283),

draw no distinction between the rights to assistance enjoyed by the various categories of children, young people and students. The level of assistance granted depends solely on:

- (a) the prosperity of the family (criterion of income),
- (b) the age of the pupil,
- (c) the field and year of study,
- (d) the pupil's academic results and conduct.

The observance of these principles is ensured by a broadly developed system for the protection of children and young people and by a student welfare system.

The basic function of the system for the protection of children, young people and students in the Polish People's Republic is to help parents to educate their children and, by using State and social funds, to remedy deficiencies in the health or material and education position of children, young people and students.

The State assumes direct responsibility for a child's welfare only in cases where the child has no parents or other person with an obligation to support it or where the rights of the parents are suspended, limited or withdrawn by the welfare authority or the courts.

The activities of the Ministry of Education and Higher Education in connexion with the welfare of children, young people and students are based on four fundamental principles:

- (1) assistance to children (young people and students) is made available mainly in the context of the school (college), the family and the local children's (young people's) centre;
- (2) the development of child welfare centres is mainly concentrated on centres providing partial supervision of a general character, and is on a sufficiently large scale to meet all requirements in this sector. On the other hand, welfare centres attached to firms and factories are developed only to the extent required in order to deal with the most pressing needs in that sector;
- (3) the assistance granted to children, young people and students is, in principle, of a prophylactic nature; while protecting them from conditions that could prove harmful to their health and education, at the same time it enables them to enjoy normal development, education and preparation for life.
- (4) the activities of schools (colleges), local authorities and all institutions and organizations concerned with welfare and education are co-ordinated and given suitable guidance; the school (college) is normally the centre responsible for co-ordinating and guiding such activities.

The welfare system for children, young people and students, is characterized by the variety of the activities undertaken and the wide scope of the various forms of supervision and assistance. The main guidelines and forms of educational protection are the following:

protecting children of pre-school age;

providing conditions such as will ensure instruction in an eight-class primary school for all children of school age, further education for primary school leavers and the possibility of higher education for holders of school-leaving certificates, regardless of family situation or place of residence;

helping parents and teachers to bring up difficult children, many of whom are deprived of family protection;

providing children, young people and students with safe and hygienic conditions in schools, colleges and educational centres;

ensuring the protection of mentally retarded, deaf, blind, sick and infirm children and arranging for them to be educated in special classes, schools and institutions;

providing difficult pupils of school age with protection, instruction and vocational training in special educational establishments;

occupying the free time of children and young people by organizing, both in and out of school, extra-curricula activities, artistic groups and sports teams, and permanent and seasonal recreation centres;

helping students with medical aid, material assistance, accommodation facilities in students' homes and catering facilities in students' canteens, as a rule at moderate prices; creating conditions favourable to the development of independent student activity with respect to the organization of their free time, amusements and leisure.

The Decree of the Minister of Higher Education of 18 August 1964 (Polish Monitor No. 61/64) provides that:

Section 1. Material assistance is granted to students in the following forms:

- (1) fellowships founded by industrial and commercial undertakings,
- (2) teacher-training fellowships (full and partial),
- (3) science fellowships,
- (4) grants to first-term students,
- (5) grants in case of accident or misfortune,
- (6) repayable grants,
- (7) free accommodation allowances (full and partial),
- (8) free board allowances (full and partial) in students' canteens,
- (9) use of students' canteen and hostel facilities at a fixed price.

Section 3.1 In order to qualify for a grant, a student must:

- (1) furnish evidence of progress in his studies,
- (2) be in need of material assistance,
- (3) display an irreproachable moral and civic attitude,
- (4) not have contracted to perform any regular paid work.

Persons in employment can pursue their studies at secondary and higher level while continuing to work. This is made possible by extension classes and correspondence courses, which enable workers to continue their studies under the most advantageous conditions (time off work, paid leave in which to prepare for and take examinations).

General (non-vocational) education of workers and adults.

The Law of 15 July 1961 concerning the development of the system of instruction and education provides for the organization of general education for workers.

General education for workers enables them to receive instruction at primary or secondary level and to develop their general knowledge; it provides preparation for higher schools and extension classes; it serves as a basis for the acquisition of advanced vocational qualifications.

For this purpose the following facilities are organized:

- (1) primary schools for adult workers and for young workers aged 15 to 18,
- (2) courses of general education at primary level,

- (3) general secondary schools for workers,
- (4) general secondary correspondence schools,
- (5) external examinations.

Workers' primary schools are intended for employed persons who have attained the age of 16 and women not in employment who are engaged in bringing up their children.

The course of instruction in a workers' primary school lasts for two and a half years and extends from the fifth to the seventh grade.

The class in which a candidate is enrolled depends upon his level of primary education.

In addition to workers' primary schools, there are courses of general education at primary school level, in preparation for the external examination.

Workers' general secondary schools are intended for persons vocationally employed. Apart from those employed in the socialist economy, the workers' secondary schools admit farmers' children employed by their parents, non-employed wives and mothers engaged in bringing up their children. Persons who have attained the age of 16 are admitted to the eighth grade, while older persons are admitted to proportionally higher grades according to their age.

The curriculum of studies correspond in principle to that of the general secondary schools for young people.

The leaving-certificate of a workers' secondary school confers the same rights as the certificate of a general secondary school for young people. This also applies to the baccalauréats, with which pupils of workers' secondary schools can gain access to colleges.

In addition to general secondary schools requiring physical attendance, there are general secondary correspondence schools for young workers and for adults who, because of the nature of their work, their domestic circumstances, their place of residence or for any other reason, are prevented from regular attendance at a workers' or young people's school.

In recent years, the "faculty" system of education has been introduced, on an experimental basis, into workers' general secondary schools: the various subjects have been grouped into three faculties (natural sciences, exact sciences and human sciences), thereby shortening the course by one year.

Persons not receiving instruction in workers' schools can obtain the baccalauréat by external examination.

In the years 1950-1966, 122,633 persons completed the course at the workers' schools and 36,140 at the correspondence schools. To enable adult workers to improve their qualifications, there are vocational evening schools and extension courses equivalent to those provided for young people, i.e., elementary vocational schools, technical schools, and State schools of technology and theoretical and applied economics.

Workers' technical schools admit persons who have attained the age of 17 and are employed in a field corresponding to their course of study.

These principles do not apply to women who are not employed and wish to specialize in home economics and canteen and restaurant catering.

Conditions governing the admission of workers to higher studies.

Persons applying for admission to first-year courses of higher studies for workers must:

- (1) hold the baccalauréat or an equivalent certificate vouching for the completion of studies at secondary level,

(2) have been professionally employed for at least two years (one year in the case of teachers),

(3) have been asked by the firm employing them to undertake a course of extra-mural study.

Women who have been forced to interrupt their employment by domestic circumstances (marriage, bringing-up children, housework) can also apply for admission to these courses.

Between 1944 and the end of 1965, 378,163 persons obtained the diploma of higher education; of these, 62,264 - or 16.4% had pursued their studies while professionally employed.

It is notable that the total number of higher students as at 31 December 1965 was 248,699. Of these 98,285 - or 39.6% - were students of workers' courses (extension courses, correspondence or evening classes).

4. Foreigners permanently domiciled in Poland are admitted to schools (higher schools) on the same conditions as Polish citizens.

Foreigners can also study in Poland in virtue of the various bilateral treaties for cultural and educational co-operation and exchange concluded between the countries concerned.

III

1. The system of instruction and education in the Polish People's Republic, established by the Law of 15 July 1961, is co-educational. This question has been finally settled by the special decrees of the Minister of Education in which the statutes of the various types of school are promulgated.

The general secondary schools and vocational schools administered by monastic congregations and the Catholic Association "Pax" are the only establishments which are not co-educational. The staff of these schools have the same teaching qualifications as those required by co-educational schools. Classrooms and equipment are of the same quality and teaching conforms to the curricula in force throughout the country.

In the same way, vocational training in Poland does not involve separation of the sexes. By virtue of the Law of 15 July 1961 concerning the development of the system of instruction and education, the Minister of Education promulgated his decree of 25 February 1965, No. SZ-Oa/4/65, listing the various professions and specialized skills for which training is provided in the vocational schools. The list, which currently comprises 221 manual and similar skilled vocations and 262 technical and similar skilled vocations, makes no distinction in principle between the two sexes as regards possible choice of vocation. An exception is made for such vocations as the mining and metallurgical industries, which are closed to women, or the midwifery branch of the health service, which is closed to men.

Nevertheless, the percentage of girls studying for so-called "masculine" vocations is considerable.

In respect of the same vocation, the conditions governing admission to technical and vocational schools are identical for both sexes.

Teachers in technical and vocational schools are of both sexes; there are naturally more men than women teachers at times, and vice versa.

In the policy governing the training and selection of technical and vocational instructors, there is no distinction according to sex; the only consideration is the level of training expected of instructors in the various types of school.

Teaching qualifications are specified in the Decree of the Minister of Education of 12 April 1962 concerning the qualifications of instructors and teachers in schools and other centres of instruction and education coming under the Minister of Education.

The academic and teaching qualifications required in order to teach in a given type of school are the same for both sexes.

The premises and equipment of vocational schools vary according to the particular subject that is taught.

On the other hand, sanitary installations in school premises and gymnasiums are adapted to the respective requirements of each sex.

Great importance is attached to practical work in the laboratories and workshops of schools and industrial and of commercial undertakings. For work related to the vocational training programme, the latter provide facilities which include the necessary machines, tools and other equipment.

The various courses in technical and vocational schools are identical for both sexes throughout the period of instruction.

Exceptions to the foregoing are the agricultural training schools; these are co-educational, in principle but their curricula provide, in addition to the subjects taught in common, separate classes for girls and boys attended during the same periods. Technical classes, concerned with the mechanization of farm work and with minor tool repairs, are held for the boys, while the girls receive instruction in domestic science subjects: cooking, needlework, health care for women and children.

2. In accordance with Article 2 of the Law of 15 July 1961 on the development of the educational system, the schools and other educational centres are secular and the education and instruction given in them are secular in character.

At the same time, parents are guaranteed the right to give their children a religious education in conformity with their own convictions. The question is regulated by Article 39, Section 2 of the Law referred to above, through directives issued by the Minister of Education concerning religious instruction for children of school age. The courses are organized and supervised by the administrators of the denominational parishes and communes; they are attended by children whose parents so desire. The administrators of the denominational parishes and communes, as well as other persons giving religious instruction may, under a work contract, receive from the appropriate national council a monthly remuneration amounting to 1,000 zlotys in the case of the parish administrators and to 700 zlotys in the case of the others. Under the regulations in force, there are at present 17,000 courses providing religious instruction.

Furthermore, under Article 39, Section 1 of the Law referred to above, institutions of a denominational character may, with the consent of the Minister of Education and Higher Education, administer schools and other educational centres. This question was regulated by Decree of the Minister of Education of 26 February 1965 concerning the principles and conditions governing the administration of schools and other educational centres not dependent on the State (Polish Monitor No. 13, item 48). This Decree constitutes the legal basis for the activities of 9 private general secondary schools, 2 primary schools for blind children and, 4 vocational schools, which belong to monastic congregations or denominational societies, and 63 ecclesiastical seminaries of which 59 are Roman Catholic.

Under Article 39, Section 3 of the Law of 15 July 1961, the above-mentioned schools and centres are not subject to the requirements set forth in Section 2 of the Law concerning the secular character of education and instruction.

There are in Poland two academies of theology - state institutions of higher learning - namely:

- (1) The Warsaw Academy of Catholic Theology, where 187 priests are studying;
129 in the Faculty of Theology,
35 in the Faculty of Canon Law,
13 in the Faculty of Philosophy.
- (2) The Warsaw Christian Academy of Theology, where 84 students are training for the priesthood:
84 in the Evangelical department,
20 in the Old Catholic department,
22 in the Orthodox department.

3. All the educational institutions mentioned in paragraph 2 of this section of the report are private ones. In conformity with Article 2, section (c) of the Convention, their object is not to secure the exclusion of any group but to provide educational facilities in addition to those provided by the public authorities. These institutions are conducted entirely in accordance with that object.

The private educational institutions operate by virtue of the Decree of the Minister of Education of 26 February 1965 concerning the principles and conditions governing the administration of schools and other educational centres not dependent on the State, where, except in the case of seminaries, instruction is given in accordance with the curricula prescribed by the education authorities.

Supervision of the observance of the regulations governing the administration of non-State schools and centres is exercised by the appropriate agencies of the education authorities which are empowered to penalize failure to observe the regulations even to the extent of closure of the offending institutions.

Poland also has one private institution of higher learning, the Catholic University of Lublin, which comprises inter alia a Faculty of Theology and a Faculty of Canon Law.

IV

(a) All the national minorities (Byelorussian, Lithuanian, Ukrainian, Slovak and Jewish), possess their own socio-cultural societies with an extensive cultural activity.

(b) The primary and secondary schools organized for the national minorities form an integral part of the State education system and are expected to fulfil the same educational tasks as are incumbent upon education in general.

One of their specific tasks is to enable the pupils to become familiar with, and to further, the national culture and their nation's historical progressist traditions.

(c) In primary and general secondary schools where the language used is other than Polish (Byelorussian, Lithuanian, Ukrainian, Slovak, Jewish), only some subjects are taught in the national language. Solely in schools where the medium of instruction is Lithuanian are all the subjects taught in that language, with the exception of the following: Polish, civics, physical education and para-military training.

An analysis of the educational institutions for the respective national minorities shows that the changes made in their structure are leading in most cases to their transformation from schools using the national language as the medium of instruction to schools using Polish as the medium of instruction, with the national language taught as an additional subject. This objective transformation is made with the agreement of most sections of the national minorities, which are firmly in favour of Polish being used as the medium of instruction, and the national language being taught as an additional subject.

The educational curricula adopted both for schools using a language other than Polish and for those where the national language is taught as an additional subject, fully guarantee knowledge and furtherance of the national culture and the nation's historical progressist traditions, as well as practical study of the national language.

(d) The legal provisions in force with regard to the education of the national minorities are as follows:

1. Decree of the Minister of Education of 20 August 1952 concerning the curriculum and the official language in schools where the medium of instruction is a language other than Polish;
2. Decree of the Minister of Education of 6 February 1965 concerning the curriculum in primary schools where the medium of instruction is a language other than Polish and in schools where the national language is taught as an additional subject;

3. Decree of the Minister of Education and Higher Education of 23 December 1966 concerning the introduction of additional subjects falling within the domain of the national history in schools where the medium of instruction is a language other than Polish and in schools where the national language is taught as an additional subject;
4. Decree of the Minister of Education of 6 February 1965 concerning the introduction of syllabuses for the teaching of the national language in primary schools where the medium of instruction is a language other than Polish and in schools where the national language is taught as an additional subject.

(e) Parents of a nationality other than Polish enjoy complete freedom in the choice of a school for their children. Most of them choose a school where the medium of instruction is Polish and where the national language is taught as an additional subject.

V

1-2. In all schools whether State or private, whether separate or not according to sex or for religious or linguistic reasons, current curricula are designed to ensure application of the principle that education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms; that it shall promote understanding, tolerance and friendship among the nations regardless of race or religion; and that it shall likewise further the activities of the United Nations for the maintenance of peace.

The curricula are put into force in virtue of Article 1 of the Law of 15 July 1961 on the development of the educational system, which contains the following stipulation relating to the principle enunciated in Article 5.1.a. of the Convention: "The schools and other educational centres shall train young people in the spirit of socialist ethics and principles, of patriotism, peace, freedom, social justice and brotherly feeling towards the workers of all nations. They shall inculcate a taste and esteem for labour, respect for the public weal, and shall prepare the rising generation to play an active part in the economic and cultural development of the country".

Education and instruction constitute one of the principal sectors of socialist development in the Polish People's Republic.

The educational system is open to all people, at all levels of instruction, affording to everyone the opportunity of a training in keeping with his interests and abilities.

The aim of education and instruction in the primary and secondary schools and educational centres is to give the pupils an understanding of the rights of nature and social life, of the history and culture of the nation; to develop a scientific outlook on the world and to ensure that the pupils have qualifications for work.

The schools and other educational centres train young people in the spirit of socialist ethics and principles, of patriotism, peace, freedom, social justice and brotherly feeling towards the workers of all nations. They inculcate a taste and esteem for labour, respect for the public weal and prepare the rising generation to play an active part in the economic and cultural development of the country.

The education and instruction provided in these establishments is secular.

The educational welfare of children and young people is also furthered through the out-of-school education organized in the cultural centres for children and young people, youth palaces, school sports centres and clubs, kindergartens, permanent and seasonal leisure centres, etc.

The object of out-of-school education is to develop the interests and aptitudes of young people, encourage in them an inclination for technology, create conditions favourable to their social activity, and organize rest, leisure and physical education.

In their educational tasks the schools are assisted by the following:

social and youth organizations, sections of which are organized in the schools in accordance with the principles established by the Minister of Education and Higher Education;

committees of parents and guardians, which collaborate with the schools and the presidia of the national councils in the instruction and education of children and young people;

industrial and commercial undertakings which patronize the schools. Their assistance is intended to bring the schools closer to them and to help the schools in every way in the fulfilment of their tasks. The principles applicable to this patronage are determined in conjunction with the Central Council of Trades Unions and the appropriate ministers.

The schools and other educational centres, and the educational and vocational advisory centres, assist parents, guardians and teachers in overcoming the difficulties which arise in educating children and young people. They help pupils leaving the primary and secondary schools in the choice of an occupation.

The principles mentioned above are based on the Law of 15 July 1961 on the development of the educational system (Journal of Laws No. 32 of 21 July 1961).

The mission of the higher schools and higher technical schools is to train and educate highly qualified personnel for the exercise of professions, requiring expert knowledge in a particular branch of science and for carrying out educational and scientific work. Their purpose is also to train highly qualified specialists to meet the economic and cultural needs of the country.

Lectures, seminars, exercises, readerships and practical courses have an instructional value and form an integral part of the educational process in the higher schools.

Youth organizations and student associations - whose activities are of an autonomous character and whose objectives include cultivation of the students' appreciation of education, and development and deepening of their interest in culture, art, sport and travel - collaborate in the educational tasks of the higher schools.

The foregoing principles were prescribed by the Law of 5 November 1958 on higher education - see Proclamation of the Minister of Higher Education of 15 April 1965 - Journal of Laws No. 16 of 29 April 1965.

VI

The measures taken in application of the national policy for the promotion of equality of opportunity and treatment in education have been described in Section IV of this report.

The achievement of this objective has been based on the following principles:

- (1) primary education is compulsory and free for all,
- (2) the standard and conditions of primary education are uniform,
- (3) the possibility of receiving primary education is open to any citizens still without it.

Equality of opportunity and treatment in vocational education is conferred on all citizens by virtue of the Constitution of the Polish People's Republic and the Law of 15 July 1961 on the development of the educational system. Under the Law of 1961, the duration of primary education, which constitutes the basis for the vocational and technical schools, was extended to eight years.

Owing to the development of education, it is expected that, in the very near future, young people from 16 to 18 years of age will be receiving secondary education. It is expected that in the period 1970-1975, 90% of the pupils leaving primary school will continue their education the figure rising to 95% for the period 1975-1980. This will represent an increase of about 20% over the number of young students in 1965.

The extension of the network of vocational education to less industrialized areas will result in the school being nearer to the pupil's place of abode and will help to slow down the drift of young people from agricultural to industrial areas.

VII

Not applicable to the Polish People's Republic.

R O M A N I A

Additional information received from Romania concerning its report published in document 14 C/29 Add. III, p.10-14.

IV

PUPILS OF SCHOOLS OF GENERAL EDUCATION AND TEACHER-TRAINING
ESTABLISHMENTS WHERE INSTRUCTION IS GIVEN IN THE MOTHER TONGUE
FOR ACADEMIC YEAR 1960-1961 AND 1966-1967

<u>Type of establishment</u>	<u>Number of pupils in schools of national groups providing teaching in the mother tongue</u>	
	<u>1960-1961</u>	<u>1966-1967</u>
Grades I-VIII	220,329 ⁽¹⁾	228,374
Grades IX-XI	25,224	24,176
Teacher training	925	674

(1) Including pupils following evening and correspondence courses.

Grades I-VIII are compulsory for all children of school age, regardless of their nationality.

All children belonging to national groups in the Socialist Republic of Romania have the right to education in all grades of the different schools and in higher educational establishments, so far as planning limits permit.

VI

Type of Establishment

	<u>1960-1961</u>				<u>1966-1967</u>			
	<u>Pupils/students</u>		<u>Teachers</u>		<u>Pupils/students</u>		<u>Teachers</u>	
	<u>Total</u>	<u>Female</u>	<u>Total</u>	<u>Female</u>	<u>Total</u>	<u>Female</u>	<u>Total</u>	<u>Female</u>
Grades I-IV	1,516,203	736,524	53,548	37,280	1,493,990	726,713	56,482	41,133
Grades V-VIII	830,119	369,360	39,592	20,359	1,462,303	699,193	73,586	40,710
Grades IX-XI	241,539	104,937	10,529	5,577	371,563	178,123	13,542	7,072
General schools and art schools*	1,995	993	1,082	525	8,693	4,462	2,432	1,008
Teacher-training schools and two-year teacher- training institutes	9,271	7,336	666	376	12,741	11,070	574	290
Vocational schools	127,224	34,684	7,330	2,150	205,197	28,190	11,615	2,218
Specialized schools (indust., agric., etc.)	-	-	-	-	25,303	13,499	1,545	692
Technical schools and technical schools for supervisory staff	42,212	15,679	2,913	609	61,303	25,169	4,072	867
Higher education	71,989	24,106	8,917	2,695	136,948	55,072	13,404	3,932
GRAND TOTAL	2,840,552	1,293,619	124,577	69,571	3,778,041	1,741,491	177,252	97,922

* Includes only students studying general subjects in art schools.

Documents attached to the reply from Romania:

Roumanie, Ministère de l'enseignement. Le mouvement éducatif dans la République socialiste de Roumanie pendant l'année scolaire 1966-1967. Bucarest, 1967; 166 pp. (en anglais, espagnol, français, russe).

UNITED KINGDOM OF GREAT BRITAIN AND
NORTHERN IRELAND

Additional information received from the United Kingdom concerning its report on Guernsey published in document 14 C/29, p.53-54.

A. States of Guernsey

III

1. The only schools which provide separately for boys and girls are Elizabeth College for boys, Ladies' College for girls, the Boys' Grammar School and the Girls' Grammar School and Blanchelande College (an independent girls' school not under the control of the States Education Council).

Statistics are as follows:

	<u>Elizabeth College</u>	<u>Ladies' College</u>	<u>Blanchelande</u>	<u>Boys' Grammar</u>	<u>Girls' Grammar</u>
September (1960)	406	285	154	432	440
September (1966)	427	285	184	349	362

Preparatory departments for Elizabeth College and Ladies' College:

	<u>Elizabeth College Prep. Dept. (boys) (Beechwood)</u>	<u>Ladies' College Prep. Dept. (girls) (Melrose)</u>
September (1960)	94	135
September (1966)	103	123

The above schools take boys or girls from 11-19 years of age except for the preparatory departments of the colleges which take them from 7-11 years of age. They follow courses leading to the General Certificate of Education at Ordinary and Advanced level in a wide variety of subjects - English, modern languages, the sciences, mathematics, economics, history, geography, music, art and crafts, religious knowledge, etc. The General Certificate of Education course to Ordinary level takes five years although more able boys and girls take some subjects after four years. The Advanced level course lasts two years from 16-18 years of age, sometimes three years. The teaching staff in all these schools are specialists in their own subjects and are almost all university graduates. The children are selected for entry to the schools very largely on academic ability. The courses followed in the schools are in general the syllabuses of the General Certificate of Education Examining Boards concerned.

The enrolment figures distributed by sex for mixed schools are as follows:

	<u>1960</u>		<u>1966</u>	
	<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>
Secondary schools (11-16 years of age)	848	860	993	933
Primary schools (5-11 years of age)	2,185	2,087	2,379	2,173

3. Total enrolment in 1960, 1,219 (including 145 at private schools for children from 5-7). Total enrolment in 1966, 1,237 (including 115 at private schools). Total enrolments by level of education:

Secondary education:	1960	785
	1966	836
Primary education:	1960	434
	1966	401

The private schools with children of secondary school age follow academic courses leading to General Certificate of Education at Ordinary and Advanced level - the same as for public secondary schools. The teachers are almost all graduates. The private schools with children of primary age do not have any final certificate. They are engaged in preparing children for entry to the private secondary schools. The teachers are mainly qualified college trained (not graduates).

VI

1.2. Apart from the very severely handicapped (mentally or physically) every child has equality of opportunity and treatment. There is no discrimination. We do not have statistics of child population comparing enrolments with school age population. There is 100% coverage. Education is compulsory by law for all children from 5-15 years of age.

Educational finance - it is not clear what is wanted here. The cost of education is met by taxation and to a limited extent from rates. The only way to give full details would be to send a complete copy of the education council's budget.

We have no statistics relating to the economic or social origins of pupils and students at different levels of education. We are not concerned with such differences - all have equal opportunities regardless of such differences.

There are no scholarships or other forms of assistance for pupils at school, apart from small grants which are made to pupils of 16 years of age and over in the secondary schools. Students attending institutes of further education outside Guernsey (universities, technical college, etc. mainly in Great Britain) are assisted financially in accordance with a means test.

B. Isle of Man

Additional information received from the United Kingdom concerning its report on the Isle of Man published in document 14 C/29, p.56-57.

II

1. There are three primary schools, two Roman Catholic and one Church of England but there is no discrimination regarding entry, i.e. it has been known for Protestant children to attend the Roman Catholic schools.

III

1. Of the four secondary schools, one is solely for boys and one for girls. The enrolment figures for 1960 and 1966 being as follows:

<u>School</u>	<u>1960</u>	<u>1966</u>
Douglas High School for Boys	984	896
Douglas High School for Girls	886	837
Mixed Secondary Schools (2)	1,008	980

In the case of primary schools there is one school for boys only, one for girls only and the remaining 28 are mixed schools. The enrolment figures are as follows:

<u>School</u>	<u>1960</u>	<u>1966</u>
Boys' Primary School	158	128
Girls' Primary School	152	140
Mixed Primary Schools	3,652	3,562

The programmes of study, the organization, starting ages, duration, content of courses etc. are similar to primary and secondary schools in the United Kingdom and the teaching staff are

required to have the appropriate qualifications as laid down by the Department of Education and Science.

3. The total enrolments for 1960 and 1966, including private schools are as follows:

	<u>1960</u>	<u>1966</u>
Total enrolments	7,500	7,323

The data concerning duration of courses, final certificates etc. for private schools are comparable with similar schools in the United Kingdom.

V

1. The law relating to education in the Isle of Man is laid down principally in the Education Act, 1949 (Act of Tynwald) and this Act generally speaking is based on the provisions of the Education Act, 1944 (United Kingdom) as amended.

VI

1.2. As education is compulsory the question relating to enrolments compared with school age population is not applicable. The reports of the Board of Education for the years ended March, contain the statistical information requested. No information is available relating to the economic and social origin of pupils and students at different levels and it would seem that this question is not really applicable in cases where compulsory education exists. So far as further education beyond the compulsory school attendance age is concerned it is clear that all sections of the community take advantage of the financial assistance offered for courses up to and including university level, the limiting factor being aptitude and ability to take the course in question.

The Isle of Man educational system is so similar to the United Kingdom system that submissions made by the United Kingdom Government in reply to this questionnaire will, it is felt, apply equally to the Isle of Man.

C. Scotland

Additional information received from the United Kingdom concerning its report on Scotland published in document 14 C/29 Add. II p. 22-23.

III

1. Schools in Scotland fall into three main classes: public schools managed by education authorities; grant-aided schools conducted by voluntary managers who receive grants directly from the department; and independent or private schools, which receive no assistance from public funds. Most of the public schools take both boys and girls but in the cities there are a few schools, dating in their present form mostly from the last century, for boys or girls only. Grant-aided and independent schools include a higher proportion of single-sex schools. Roll figures are as follows:

	<u>Numbers of pupils in single-sex schools</u>							
	<u>Session 1960-1961</u>				<u>Session 1965-1966</u>			
	<u>Boys</u>		<u>Girls</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Pry</u>	<u>Secy</u>	<u>Pry</u>	<u>Secy</u>	<u>Pry</u>	<u>Secy</u>	<u>Pry</u>	<u>Secy</u>
Education authority schools (19)	2,041	1,062	3,866	4,041	1,728	791	2,957	4,179
(Grant-aided secondary schools (29)	2,989	5,593	3,073	3,919	3,093	5,700	3,402	4,116
Other grant-aided schools (19)	1,274	1,354	1,354	1,374	1,146	<u>1,300</u>	1,300	<u>1,396</u>
Independent schools (62) (1965-1966)	Not available				7,822		4,507	
					(total)		(total)	

	<u>Numbers of pupils in all schools</u>							
	<u>Session 1960-1961</u>				<u>Session 1965-1966</u>			
	<u>Boys</u>		<u>Girls</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Pry</u>	<u>Secy</u>	<u>Pry</u>	<u>Secy</u>	<u>Pry</u>	<u>Secy</u>	<u>Pry</u>	<u>Secy</u>
Education authority schools (3,148)	294,414	139,348	280,317	275,457	302,692	137,464	289,597	133,571
Grant-aided secondary schools (29)	2,989	5,593	3,073	3,919	3,093	5,700	3,402	4,116
Other grant-aided schools (19)	1,274	1,354	1,354	1,374	1,146	1,300	1,300	1,396
Independent schools (142)		9,727 (total)		7,524 (total)		10,838 (total)		7,621 (total)

Public and grant-aided schools

The conduct of all of these schools is governed by regulations made by the Secretary of State, known as the Schools (Scotland) Code, 1956, as amended. The Code deals with such matters as the size of classes, the permitted accommodation of classrooms, registration, the qualifications of teachers, pupils' records, and the education to be provided.

Primary education commences at age 5 and normally lasts for 7 years. The basic elements of the course are the use and understanding of spoken and written English and arithmetic. Instruction is also provided in a variety of subjects including history, geography, music, art, handwork, needlework, natural and physical science and physical education. The teaching of a foreign language has been recently introduced in many schools.

Transfer from primary to secondary education usually takes place between the ages of 11^{1/2} and 12^{1/2}. Courses of three, four, five or six years' duration are provided. The Scottish Certificate of Education Examination may be taken at the end of courses of four or five years' duration. The Ordinary grade examinations are normally taken in the fourth year, i.e., at age 16, but they may also be taken in subsequent years. The Higher grade examinations are normally taken in the fifth or sixth years of the course. Most certificate courses have included English, history and geography (or modern studies), arithmetic, a language other than English, maths., science, art, and music, although not all these subjects are necessarily studied throughout the whole course. Additional subjects which may be available include technical subjects, homecraft, commerce, agriculture, navigation, additional branches of science, various foreign languages (classical and modern). Pupils who do not intend to proceed to the certificate examinations take three or four year general courses in subjects which usually include English, history, geography (or modern studies), maths., (at least in the form of arithmetic), science, art, music and in some cases an additional subject, e.g., a fuller course in technical subjects, homecraft, rural subjects, navigation, commerce, a foreign language. Provision is made in all secondary courses for physical education.

Teachers holding permanent appointments in public and grant-aided schools must possess, or be deemed to possess, either the Teacher's Certificate (Primary Education) or the Teacher's Certificate (Secondary Education). In addition teachers in secondary schools must hold a recognized degree or diploma in the subject or subjects which they teach.

The foregoing general arrangements apply equally to co-educational and to single-sex schools. The system, however, allows for a measure of flexibility: for example in boys' schools the majority of teachers are male and in girls' schools the majority are female; certain optional subjects which are available depend on the sex of the pupils - technical subjects (boys) and homecraft (girls).

Independent schools are discussed under paragraph III.3.

3. There are 142 independent schools providing primary and/or secondary education. Statistical information is given in the table under the answer to paragraph III.1.

Independent schools are not bound by the Schools (Scotland) Code, but are subject to inspection by H.M. Inspectorate and are registered by the department. It is an offence to conduct an unregistered school. A school may be removed from the register if any serious defects as regards premises, instruction or staffing are found and not remedied on complaint by the department.

The schools vary greatly in size, type, organization, standards of staffing and educational provision. Almost all are fee-paying.

Many of the schools are boarding schools. Of these some are comparable to English "public schools" and generally prepare pupils for the English General Certificate of Education Examinations and some others are "preparatory schools" which take pupils up to the age of 13 and prepare them for the Common Entrance Examination for admission to the "public schools". The "public schools" and the "preparatory schools" are boys only or girls only schools. Of the day schools, some have the same general arrangements as education authority and grant-aided schools and provide a high standard of education and usually present pupils for the Scottish Certificate of Education Examinations, but there are a number of small schools catering mainly for younger children.

IV

Linguistic minorities

Since the passing of the Education (Scotland) Act, 1938, it has been the duty of education authorities to make adequate provision for the teaching of Gaelic in Gaelic-speaking areas. Although these areas are steadily shrinking there are still some 1,400 children who come to school speaking only Gaelic and a large number who know both Gaelic and English. With the former group Gaelic is used as the medium of instruction in ordinary school subjects until they have learned sufficient English for this purpose. Both groups study Gaelic as a subject throughout the primary school. At the secondary stage the study of Gaelic may be continued by those pupils who so desire to reach the level of presentation for the Scottish Certificate of Education.

A few pupils, mainly the children of Commonwealth immigrants, have little or no knowledge of English when they enter school for the first time. They are given special instruction in English until they have sufficient knowledge and understanding of the language to enable them to take full part in the normal work of the school.

D. Dependent territories

Additional information received from the United Kingdom concerning its report on British Honduras published in document 14 C/29, p.69-70.

(a) British Honduras

II

1. Most of the background information can be found in Unesco EPI/7 Confidential document No. WS/0964.41-ED, Paris, September 1964. There has been no change in the system of education described therein. Government has not undertaken full control of the educational system of this country and the majority of schools are private institutions receiving, in most cases, financial support from public funds. The educational system is not a public one but is based on the denominational system of control. There are only four government schools - two primary, one secondary, and one special school. In this sense, then, there are no "separate" schools as such, and figures given in the United Nations Demographic Yearbook are in respect of schools established under the present system of church and state partnership.

3. All schools, except three, are private institutions, which secure government assistance. Both primary and secondary schools have to meet certain requirements, e.g. facilities, teachers, number of pupils and achievements in order to qualify for government assistance. No school, however, according to local legislation, can receive assistance which is maintained for the financial benefit of an individual or group of individuals.

Details of system of grants paid may be seen in the Unesco document No. WS/0964.51-ED Paris, September 1964. EPI/7.

III

1. Not applicable. The figures in the Demographic Yearbook, 1966 are adequate.
2. The Mennonites, a religious group of Mexico, is the only group which maintains separate schools. However, they are left entirely to provide for themselves, and no figures are available in respect of their community.
3. See Demographic Yearbook, 1966. However, a list of all schools, primary and secondary, is attached showing enrolment figures for 1967.

IV

1. (a) Not applicable.
- (b) The country's educational system is still in the hands of the Church and the State.

V

This government is committed to supporting the Church-State partnership in education on the grounds that there is a positive rôle for the family, church and state in education.

The Education Ordinance No. 3 of 1962, as amended makes school attendance compulsory between ages 6 to 14. Attendance Officers have also been appointed to see that the law is enforced and in many isolated areas this duty falls to police officers. Transportation of schoolchildren from remote areas to the nearest schools is provided on a limited scale.

VI

Not all the information is available e.g. economic and social origin of pupils and students at different levels of education and school age population. Other information concerning educational finance may be taken from the Unesco report referred to earlier.

(b) Falkland Islands

Additional information received from the United Kingdom concerning its report on the Falkland Islands published in document 14 C/29, p.68-69.

II

Not applicable. All children between the ages of five and fourteen come within the scope of the Education Ordinance.

III

All schools are co-educational. There are no private schools.

IV

No national minorities exist in the country.

V

The general aims of education have been those of Article 5, 1.a. of the Convention long before the United Nations came into existence.

VI

Statistics given in questionnaire (Unesco - SS/6 - 2261) on Educational Institutions 1965-1966 already forwarded.

(c) Gibraltar

Additional information received from the United Kingdom concerning its report on Gibraltar published in document 14 C/29, p.61-62.

II

1. There are no separate educational institutions based upon race, colour, political or other opinion, national or social origin, economic conditions or birth. At the infant and junior level the schools are based on religious denomination at the request of the religious bodies themselves as a means of safeguarding their beliefs and practices. This system is carried out on a basis of mutual co-operation and is adapted to meet educational priorities.

3. Does not apply.

III

1. Separation according to sex occurs in the junior (ages 8-11) and secondary (ages 11-15, optionally 18) age ranges. Of seven state junior schools, one is for boys only and two are for girls only. Of three private junior schools, one is for boys, one for girls and one mixed. In all cases the standard junior school curriculum, based on that of the United Kingdom is followed.

All secondary education is segregated. There is one selective school for each sex and two non-selective schools for each sex. Again the British style curriculum is followed, the main difference being that woodwork and technical drawing are provided for boys and needlework and home economics for girls. For pupils over 15 years of age, there is a commercial school for girls and a technical college for boys. Entry to both is by competitive examination.

IV

There are no national minorities of statutory education age in Gibraltar, apart from a small Indian community which is integrated into the government school system. Non-Christian members attend the Hebrew School.

VI

The school population figure of 4,500 represents 100% enrolment of the school age population. Thanks to its long tradition of British democracy, there is no social distinction in education, all schools being open to all classes. In practice, the proportion of children from materially better-endowed homes is higher in the selective schools. There are two main reasons for this - firstly the cultural background tends to be better in these cases and secondly the greater use of English in the homes of professional people gives a further advantage in an English-based education system.

(d) Gilbert and Ellice Islands Colony

Additional information received from the United Kingdom concerning its report on the Gilbert and Ellice Islands published in document 14 C/29, p.63-64.

I

3. Not applicable.

4. Not applicable.

II

1. There are no statutes or administrative instructions which give rise to discrimination, other than that referred to in II, 4.
2. (a) Contributions towards the cost of rations in the residential government secondary school are the only fees charged. The rate is \$48 per pupil per annum.
 - (b) Scholarships are available to all on merit.
 - (c) Equal treatment is given.
3. Financial aid from public funds is given to voluntary agencies who operate schools in the Colony. The criteria for determining whether aid should be given are not related in any way to preference or restrictions based on the ground that pupils belong to a particular group.

Prior to 1967 the amount of aid was based on the number of qualified teachers employed by each agency. Four agencies qualified for aid under these terms; the Catholic Mission, the Gilbert Islands Protestant Church, the Ellice Islands Church and the Seventh Day Adventist Mission. Of these the last named declined to accept government aid.

In 1964 the Protestant Church announced its intention to carry out a withdrawal from primary education to be phased over the succeeding 10 years.

To fill the gap which would otherwise be left and to replace unsatisfactory sole-charge village schools, a policy of building consolidated primary schools with rolls of about 240 pupils was devised. The Catholic Mission and government are co-operating to provide these new schools. Government is providing 50% of the cost of schools being built by the Mission and 75% towards the cost of local government schools.

From 1967 aid is being given in the form of 80% salary subsidies to qualified Mission teachers in the consolidated schools.

In addition a block grant is still paid to the three voluntary agencies towards the cost of upkeep of schools not selected for consolidation. This block grant will reduce by 10% per annum as the number of Protestant Mission schools dwindles and the number of aided consolidated Catholic schools increases.

In 1967 it is estimated that \$22,847 will be given to aid the voluntary agencies. This sum is made up as follows:

(a) Payment towards salaries of qualified teachers in consolidated Catholic Mission schools	\$ 12,847
(b) Aid to existing non-consolidated schools (to be reduced by 10% per annum)	
(i) Catholic Mission	7,000
(ii) Gilbert Islands Protestant Church	2,750
(iii) Ellice Islands Protestant Church	250
	22,847

Aid under (a) will increase as new schools are built. Twenty-three classrooms are to be built by the Catholic Mission during the period 1966-1968 and a further 30 are proposed for the period 1968 to 1970.

\$2,000 is also paid to the Catholic Mission in respect of the salary of a lecturer attached to the staff of the government teachers' training college.

The principal condition governing the payment of increasing aid to the Catholic Mission is that their new consolidated schools should, with local government schools, form part of an integrated primary school system in which the mission schools will serve a geographical area and be open to

all creeds. They will pursue the same syllabuses and curriculum as government's schools and will be subject to inspection.

All payments of grant-in-aid are first considered by the Education Advisory Committee which is made up of government and voluntary agency representatives. The committee's recommendations are then submitted to the Resident Commissioner for his approval.

4. No. The government secondary school provides for indigenous children only. Children of expatriate officers serving in the Colony receive secondary education in metropolitan countries.

III

1. (a) All public schools are now co-educational. Up to the end of 1966 the two public secondary schools were for boys and girls respectively, but with effect from 1 January 1967 they have been combined into one institution.

The Catholic Mission operates separate institutions for boys and girls at secondary level.

For statistical information refer tables at end.

(b) Not applicable.

(c) Not applicable.

(d) Not applicable.

2. A. Separation for religious reasons

(i) There is only one educational system but this provides for the recognition of schools run by voluntary agencies.

The following registered schools were in operation at the end of 1966.

<u>Controlling authority</u>	<u>Primary</u>	<u>Secondary</u>	<u>Teacher-training college</u>
Government	30	2	1
Catholic Mission	118	2	1
Protestant Mission	105	-	-
Seventh Day Adventist Mission	6	-	-
Church of God of South Carolina Mission	3	-	-
Bahai Mission	8	-	-
Other agencies	2	-	-
	<hr/>	<hr/>	<hr/>
	272	4	2
	<hr/>	<hr/>	<hr/>

(a) All schools are registered under the Education Ordinance.

(b) All schools are subject to standards laid down by the Education Department which inspects schools when possible. Penalties would include withdrawal of aid and closure of schools.

(c) Yes.

(d) & (e) Education is compulsory between the ages of 6 and 16.

Insufficient places in government schools make voluntary agency schools an integral part of the educational system and attendance at any registered school will fulfil the attendance requirement.

Where a child is unable to secure a place in a government school and there is no local school controlled by the mission to which the pupil belongs, the child may have to attend a school controlled by another mission.

2. A. (ii) Separation for linguistic reasons

Although there are two indigenous languages all schools form part of the one system.

Answers to 2. A.(i) (a), (b) and (c) are relevant here.

The racial and linguistic composition of the population is as follows (1963 census):

Gilbertese	41,558
Ellice	7,006
Others (Europeans, racially mixed islanders*, Chinese**)	1,315
	<hr/>
	49,879
	<hr/>

* Gilbertese or Ellice is normally their native tongue.

** Contract workers at the Ocean Island Phosphate workings.

The geographical boundary between the Gilbert and Ellice Islands is also a valid linguistic boundary. Consequently in the first years of primary education the language used depends entirely on whether the school is in the Ellice Islands or the Gilbert Islands.

English is the official language and in government schools this becomes the language of instruction in both Gilbert and Ellice Islands at an early stage.

In lower standard village schools run by the missions the vernacular normally remains the principal medium of instruction throughout.

There are two private schools which cater for children who are fluent in English when they commence school.

In secondary schools English is the medium of instruction throughout.

See Section IV.

2. B. All children may receive religious and moral education in conformity with their own convictions.

(a) There are no such legislative provisions, regulations or practices.

(b) No.

3. Yes.

(a) They provide educational facilities in addition to those provided by the public authorities.

(b) They are registered in accordance with the Education Ordinance.

Standards vary considerably and do not always match-up to those laid down by the Education Department. Regular supervision is not feasible and consequently penalties are not normally imposed.

Private schools at primary level provide education for children between the ages of 6 and 16 years. Pupils between the ages of 11 and 13 years are eligible for transfer to the government secondary school. Selection is based on merit determined by examination.

Pupils in private secondary schools receive education to Form III level and may then qualify, by means of examination, for entry into Form IV at the government secondary school which provides education to Form V level.

For statistics relating to private schools see Section 2 (a) and tables at end.

IV

(a) Yes. (See Section III, 2.A.(ii).)

(b) Yes, but forming part of one education system (see Section III, 2.A. (ii)).

Ellice Islands Schools	1,255	(Roll December 1966)
Gilbert Island Schools	11,499	" "

(c) All schools are governed by the terms of the Education Ordinance regardless of language.

(d) See Section II. A.(ii). English and Ellice.
Yes.

(e) Education is compulsory. The vernacular language used is dependent on geography (ref. Section II.A.(ii)).

V

1. The principle laid down in Article 5.1 a. is accepted as one of the aims of education.

2. The principle is taken into consideration in the formulation of curricula and the drafting of subject syllabuses.

Civics are taught in government primary and secondary schools. In primary schools the social studies syllabus provides the necessary factual material and in secondary schools this topic is linked with local history. Training in citizenship is developed practically in a wide range of extramural activities allowing for the development of initiative and a sense of responsibility and encouraging and stimulating powers of leadership in pupils and students. The teachers' college has a well-developed community education programme which includes self-help projects in horticulture, carpentry, home economics, animal husbandry, etc., specifically designed to ensure that qualities of citizenship and leadership are developed in intending teachers so that they may influence the communities for whose children's education they will eventually be responsible.

VI

1. Details of the national education policy were supplied in our submission for Volume V of the Unesco World Survey of Education, Section 1.2.

Re Article 4, sub-paragraphs (a), (b), (c) and (d) of the Convention the following specific comments are made:

(a) Primary education is compulsory and free in all government schools. A small charge is made in Catholic Mission schools towards the cost of books and teachers' salaries.

Secondary education is available to only a limited number who are selected on merit by means of an examination open to all.

Provision of general secondary education is part of official policy but must await the further development of consolidated primary schools, selective secondary schools and the availability of funds. The curriculum at the government teacher-training college is being adapted to provide the necessary training for students who will eventually be involved in the general secondary education programme.

For higher education the colony relies on overseas facilities as the total population is too small to warrant establishment of such institutions locally. The new regional university of the South Pacific in Fiji is expected to play an important rôle in this respect. Higher education is equally accessible to all through scholarships provided by the Colony and by Commonwealth countries. (List of scholarships held in 1966 is attached with other statistical tables at end.)

Attendance at school is a legal obligation but insufficient school places in some areas may prevent enforcement.

The only statistics available for comparison of school age population with enrolments are for the last census year, 1963.

	M.	F.	T.
Total school age population (aged 6-16)	6,222	5,968	12,190
Primary and secondary school enrolments (6-16 years only)	<u>6,120</u>	<u>5,776</u>	<u>11,896</u>
No. of pupils of compulsory school age but not enrolled at school	<u>102</u>	<u>192</u>	<u>294</u>

(b) All public schools are administered directly by the Education Department which ensures through the inspectorate that the standard of education is equivalent in all schools of the same type and level.

(c) Prior to 1967 aspects of social and adult education were co-ordinated by a committee working within the Education Department. The Headquarters establishment includes a Women's Interests Officer and considerable progress had been made in the formation of women's clubs through which ideas and information are disseminated. Work in other fields however had been sporadic and limited by lack of staff.

In 1967 a Social Education Officer has been appointed and a team of volunteers has been formed to undertake youth work and to provide adult classes in English and any other subjects for which there is a demand. A post for a language teaching specialist has been created to meet the particular demand for adult classes in English.

(d) The government teachers' college is open to all who have reached the required level of attainment. Students are trained not only for employment in government schools but also for mission schools and there are mission representatives on the staff.

2. (a) Yes. Ref. VI, 1 above.

(b) The approved education policy embraces administrative financial and technical measures but new legislation has not so far been drafted.

The principal measures planned and/or adopted are outlined in our submission for Vol. V of the "World Survey of Education", see VI, 1 above.

(c) Primary education

The construction of consolidated schools has begun and the number of classrooms to be completed by April 1968, is expected to be 46, 23 by the Catholic Mission and 23 by government. In the period April 1968 - March 1970 a further 60 classrooms are planned.

The fact that the consolidation programme will take time to complete inevitably means that there will be inequality of facilities available as long as some areas remain unconsolidated. Selection of pupils for the new consolidated schools will be on a geographical basis.

Secondary education

The two separate government institutions for boys and girls were combined with effect from 1 January 1967. This has made possible a more efficient use of staff and ensured equal standards of education for both sexes.

It will not be possible to extend secondary education to all until the problems referred to in Section VI. 1. a. above have been resolved. A move in this direction has been made with the creation of a post at the teachers' college for a lecturer in practical subjects, which will form the basis of the proposed two-year general secondary education course.

For statistics relating to educational finance refer Unesco " Questionnaire on Statistics of Educational Finance and Expenditure" . (UNESCO/SS/6-2661)

VII

Not applicable .

(e) Seychelles

Additional information received from the United Kingdom concerning its report on the Seychelles published in document 14 C/29, p.66-68 .

II

1. Not applicable .

2. -

3. All schools at all levels whose proprietors/managers agree to conform in the conduct of the schools with the provision and requirements of the Education Ordinance 1944, are grant assisted. In practice only one school out of the existing 54 is not assisted. All other schools are fully maintained from public funds in all aspects of recognized recurrent expenses. This includes full salary of all approved staff all books materials and school requisites all school meals and running repairs and maintenance .

III

1. <u>Total boys enrolled</u>	<u>Total girls enrolled</u>
1960 4,203	4,333
1966 4,716	4,773

There is no difference whatever in principle or in practice in the educational facilities curriculum etc. provided for boys and girls .

3. Private institutions. As all schools private and public are grant assisted to exactly the same extent a separation of statistics is not maintained. There is no difference (except in religious instruction) in the curriculum attainment requirements or staffing as between comparable private and public schools .

IV

1. Statistics on minorities not available. Numbers are not significant. Minorities are very small in some cases only a few families .

2. As above. Current cultural minorities very small .

V

Not applicable .

VI

Reference should be made to the published statistical tables in the Seychelles Department of Education General Survey 1961-1964 The Short Report of 1965 and of 1966 in which all these points are adequately dealt with .

Documents attached to the reply from the United Kingdom:

1. For England and Wales

- (a) England and Wales, Department of Education and Science, Statistics of Education 1966, vol. 5, Finance and Awards, London, 1967.
- (b) A series of statistical tables giving enrolments of students at all educational establishments; enrolments in private schools in 1960, 1965 and 1966, and details of teachers in these schools; data on educational institutions in Wales, with enrolments for 1960, 1965 and 1966; student enrolments compared with school age population at pre-primary, primary and secondary levels, distributed by sex.

2. For Northern Ireland

A series of statistical tables giving data on scholarships and awards in 1966; data on enrolments in separated, mixed and private schools in 1960 and 1966; number of pupils enrolled in 1966 compared with school age population.

3. Dependent territories

(a) For British Honduras:

Tables giving enrolment figures, in July 1967, of government and grant aided primary and secondary schools.

(b) For Gibraltar and Gilbert and Ellice Islands

A series of statistical tables giving data, for 1960 and 1966, on enrolments by level of education and age in primary and secondary education; data on technical, vocational and teacher-training courses as well as details of fellowships for studies abroad.

UNION OF SOVIET SOCIALIST REPUBLICS

Additional information received from the USSR concerning their report published in document 14 C/29, Add.II, p. 11-21.

I

1. Ratification of the Convention by the USSR Supreme Soviet gives it the force of national law.

VI

In 1966 an All-Union Ministry of Education was set up in the Soviet Union, and the RSFSR Academy of Educational Sciences became the USSR Academy of Educational Sciences.

The establishment of these two All-Union bodies will considerably speed up Soviet cultural development, hasten universal secondary education, and widen the basis of educational research. Under the Academy's scientific institution plans, research will be increased on school extension problems in the national republics.

The USSR being multinational, with almost half the population non-Russian, the Soviet government naturally took the greatest care from the outset to guarantee equality of rights for all, irrespective of nationality and race.

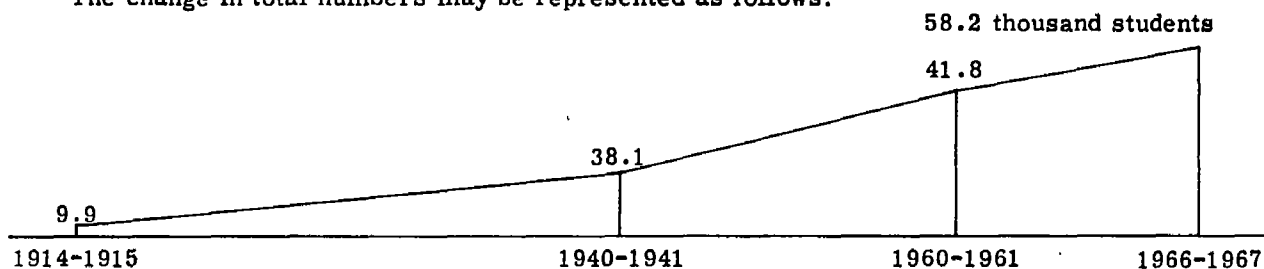
As early as January 1918, it issued a Declaration of Rights of the Peoples of Russia, abolishing class distinctions and national and female inequalities.

The 1936 Constitution further insisted on the legal right of all citizens to education. All government decisions on education, all instructions to schools issued by ministries and educational bodies, all regulations regarding school statutes, parents' committees, methodology and so on derive from these documents (see Annex 1: extract from the USSR Constitution of 1936).

In the fifty years since the Soviet State came into existence, the educational network has been constantly extended and rationalized, and enrolments at every level increased. Special attention has been given to the revival of the culture of peoples previously enslaved and retarded, and to eradicating the educational disabilities of women, manual workers and agricultural workers living in outlying districts.

In 1966-1967, the 58,230,000 students enrolled in general, technical, specialized secondary and higher education were 8,789,000 more than in 1962-1963 and 20,174,000 more than in 1940-1941.

The change in total numbers may be represented as follows:



Increasingly large numbers are receiving a higher education and a complete or partial secondary education. In less than 30 years (1939-1966), the number increased from 15.9 million to 84.5 million (or, per thousand inhabitants: from 123 to 564 for agricultural workers; 99 to 584 for industrial workers; 18 to 305 on collective farms); by the beginning of 1967, the proportion, for the working population as a whole was 56.4%, as compared with 43.3% in 1959 and 12.3% in 1939.

In 1966, the fact that 53% and 62% of the total number of specialists in higher and secondary education respectively were women shows how far education for women has progressed. Some idea of the numbers among the peoples of the USSR who receive a higher or a secondary vocational

education may be gained from the fact that, at the end of 1966, 5.2 million specialists out of 12.9 million (about 40%) held posts in the national economy of the Union Republics.

School development is illustrated by the data below (excluding vocational education).

Primary, eight-year (seven-year) and secondary schools, evening (shift) schools for workers and young farmers, and enrolments

1	Beginning of school year				Number of times 1966-1967 exceeds 1914-1915 & 1940-1941	
	2	3	4	5	6	7
Thousands of schools	123.7	198.8	227	210	1.7	1
Primary, eight-year (seven-year) and secondary schools	123.7	191.5	198.0	188 ⁽¹⁾	1.5	1
Thousands of workers, young farmers and adults	9,656	35,552	42,442	48,168	4.9	1.3
Thousands of schools	-	7.3	29.0	29	-	3
including:						
Grades I-IV	9,031	21,483	19,426	20,576	2.2	0.9
Grades V-VIII (VII) ⁽²⁾	473	11,225	18,233	20,013 ⁽³⁾	42.3	1.7
Grades IX (VIII) X (XI)	152	2,571	4,596	7,294	48	2.9

(1) The slight decrease is explained by rationalizations.

(2) Brackets and non-brackets indicate incomplete and complete respectively.

(3) The recent marked increase in Grades V to VIII reflects the introduction of universal compulsory eight-year schooling.

The development of higher and secondary specialized education in the USSR may be seen from the following data:

Higher and secondary specialized educational establishments,
and enrolments

Educational establishments and students	Beginning of school year				Number of times 1966-1967 exceeds 1914-1915 & 1940-1941	
	1914-1915	1940-1941	1962-1963	1966-1967	6	7
1	2	3	4	5	6	7
Higher educational establishments	106	817	738	767	7.3	0.9
Students (thousands)	127.4	811.7	2,944	4,123	32.2	5
Numbers taking day-time courses	127.4	585.0	1,287	1,740	-	-
Specialized secondary schools	450	3,773	3,521	3,969	8.8	1.1
Pupils (thousands)	54.3	974.8	2,668	3,979	73.2	4.1
Numbers taking day-time courses	54.3	819.5	1,310	2,104	-	-

The consistent application of Lenin's policy regarding nationalities has advanced education in all the Union Republics, and particularly in Central Asia - the Kirghiz, Tadjik, Turkmen, Uzbek and Kazakh Republics - which, prior to the October Revolution, were underprivileged parts of Tsarist Russia. Under Soviet rule, 58 peoples and ethnic groups receive their education in their mother tongues; written languages had to be created for over 40 of them, and they have thus been enabled to develop national literary languages. General education enrolments have increased anything from tenfold to a hundredfold (cf. following table).

General education enrolments in the Union Republics

Beginning of:	1914-1915	1940-1941	1962-1963	1966-1967	Percentage increase	
					1966-1967 over 1914-1915	1966-1967 over 1940-1941
	(thousands)					
Republics: USSR	9,656	35,552	42,442	48,168	4.9	1.3
RSFSR	5,684	20,633	23,681	26,186	4.9	1.2
Ukrainian	2,607	6,830	7,964	8,468	3.2	1.2
Byelorussian	489	1,737	1,577	1,769	3.6	1
Uzbek	18	1,325	1,910	2,592	144	1.9
Kazakh	105	1,158	2,250	2,865	27.3	2.4
Georgian	157	767	804	928	6	1.2
Azerbaijan	73	695	868	1,199	16.4	1.7
Lithuanian	118	380	509	562	4.7	1.4
Moldavian	92	440	656	763	8.2	1.7
Latvian	172	242	324	343	1.9	1.4
Kirghiz	7	334	489	657	93.8	1.9
Tadjik	0.4	315	457	613	1,532.5	1.9
Armenian	35	333	411	553	16.2	1.6
Turkmen	7	252	339	455	65	1.8
Estonian	92	121	203	215	2.3	1.7

All are State schools, there being none private in the Soviet Union. Schools are opened, maintained and supervised by the public education authorities, and follow uniform curricula. (See Annex 2, on the nationalization of private schools in 1917.)

Attendance at the eight-year school is compulsory for all children between the ages of 7 and 15. Universal secondary education is becoming a reality; by 1970, everyone between 15 and 17 or 18 will attend a general or specialized secondary school; all the latter, in addition to secondary vocational, also provide a general education admitting to any of the higher establishments. (See Annex 3(a): extract from the 1958 law: The strengthening of ties between the school and daily life and the further development of the public educational system in the USSR; and Annex 3(c): extract from the decree of the Central Committee of the Communist Party and the Council of Ministers of the Soviet Union on ways of further improving the work of the general secondary school (1966)).

Financing of education in the USSR

Throughout its fifty years of existence, the Soviet Government has devoted enormous resources to education.

Its percentage of the budget, and actual allocations, increase yearly: 1940, 12.9%; 1960, 14.1%; 1966, 17.6%, the specific figures being 2,200, 10,300, and 18,700 million roubles respectively.

In 1966, expenditure on social and cultural activities represented 23.4% of the national income of the USSR. The 1967 budget allows 42,900 million roubles (5.2% more than in 1966) or 28.6% of the national income.

Documents attached to the reply from the USSR:

1. Extract from the Constitution of the USSR (1936).
2. Copy of Decree of the Soviet of People's Commissars, 5 June 1918 (on the transfer of educational establishments in all departments to the jurisdiction of the People's Commissariat for Education).
3. Extract from the Law on the strengthening of the ties of the school with life and on the further development of the public education system in the USSR (1958).
4. Extract from Decision of the Central Committee of the Communist Party of the Soviet Union and the Council of Ministers of the USSR (10 August 1964).
5. Extract from Decision of the Central Committee of the Communist Party of the Soviet Union and the Council of Ministers of the USSR (1966) on ways of further improving the work of the general secondary school.

YUGOSLAVIA

Additional information received from Yugoslavia concerning its report published in document 14 C/29 Add. V, p.2-6.

IV

Breakdown of population into nationalities (Census of 31 March 1961)

		%
Total population of Yugoslavia	18,549,291	100
Total population of Yugoslav nationalities	16,221,582	87.5
Serbs	7,806,213	
Croats	4,203,860	
Slovenes	1,589,192	
Macedonians	1,045,530	
Montenegrins	513,833	
Moslems(1)	972,954	
Total population of nationalities	2,010,584	10.8
Skipetars	914,760	
Hungarians	504,358	
Turks	182,964	
Slovaks	86,433	
Romanians	60,862	
Bulgarians	62,624	
Italians	25,615	
Czechs	30,331	
Various	142,627	
Total population of Yugoslavs of indeterminate nationality	317,125	1.7

(1) "Moslems" - applies only to Moslems who have chosen to belong to that category for ethnic and not for religious reasons.

Network of primary schools providing teaching in the languages of the nationalities
(1938-1939 and 1963-1964)

<u>Nationality</u>	<u>School year</u>	<u>Schools</u>	<u>Sections of schools</u>	<u>Pupils</u>	<u>Teachers</u>
Bulgarian	1938-1939	-	-	-	-
	1963-1964	87	222	7,020	269
Czech	1938-1939(1)	-	-	-	-
	1963-1964	12	27	712	32
Italian	1938-1939	8	-	422	30
	1963-1964	27	133	1,993	192
Hungarian	1938-1939	183	452	27,915	374
	1963-1964	230	1,496	45,867	1,857
Romanian	1938-1939	33	82	4,742	103
	1963-1964	34	177	5,225	222
Ruthenian	1938-1939	3	23	1,415	46
	1963-1964	4	41	1,257	53
Slovak	1938-1939	42	139	7,480	181
	1963-1964	32	261	8,816	302

(1) Statistical data concerning Czech and Slovak as teaching languages are given, for the school year 1938-1939, under "Slovak".

<u>Nationality</u>	<u>School year</u>	<u>Schools</u>	<u>Sections of schools</u>	<u>Pupils</u>	<u>Teachers</u>
Skipetar	1938-1939	-	-	-	-
	1963-1964	917	4,851	162,419	4,535
Turkish	1938-1939	-	-	-	-
	1963-1964	60	305	9,320	310
Total	1938-1939	266	696	41,974	734
	1963-1964	1,419	1,582	244,516	7,842

Network of secondary schools providing teaching in the languages of the nationalities

<u>Nationality</u>	<u>School year</u>	<u>Schools</u>	<u>Sections of schools</u>	<u>Pupils</u>	<u>Teachers</u>
Bulgarian	1938-1939	-	-	-	-
	1963-1964	1	11	318	16
Czech	1938-1939	-	-	-	-
	1963-1964	-	-	-	-
Italian	1938-1939	-	-	-	-
	1963-1964	6	25	301	64
Hungarian	1938-1939	3	15	417	52
	1963-1964	30	138	3,526	310
Romanian	1938-1939	1	4	161	11
	1963-1964	2	9	234	15
Slovak	1938-1939	1	10	516	46
	1963-1964	2	10	251	32
Skipetar	1938-1939	-	-	-	-
	1963-1964	43	285	8,813	151
Turkish	1938-1939	-	-	-	-
	1963-1964	3	9	216	9
Total	1938-1939	5	29	1,096	109
	1963-1964	87	487	13,659	597

Publication of school textbooks

Textbooks and other school books in the languages of the nationalities are of great assistance in the schooling of the young people of these nationalities. The number of school textbooks printed for the national ethnic groups is considerably less than those in the languages of the Yugoslav peoples, with the result that they cost much more to publish. The community pays the difference between the cost price and the sales price.

School textbooks in the languages of the nationalities
and subsidies granted for their publication between 1945 and 1963

<u>Language</u>	<u>Number of titles</u>	<u>Number printed (in thousands)</u>	<u>Subsidies in millions of dinars</u>
Bulgarian	16	13	10
Czech	23	16	15.6
Italian	75	86	91.2
Hungarian	245	1,682	129.7
Romanian	142	167	69.5
Ruthenian	78	68	32.7
Slovak	108	219	37.2
Skipetar	554	5,612	438.5
Turkish	122	464	31.1
Total	1,363	8,325	855.5

VI

Breakdown of age groups at all levels of education (expressed in percentages)

<u>Age group</u>	<u>1961</u>	<u>1965</u>	<u>Index</u>
7-14	86.8	92	106
11-14	64.7	76.3	117.9
15-18	27.7	32.3	116.6
19-23	4.1	5.2	126.8

Number of school enrolments

<u>Year</u>	<u>Total</u>	<u>Primary schools</u>	<u>Secondary schools</u>	<u>Other schools</u>	<u>Schools of higher education</u>
1960-1961	3,365,156	2,764,369	362,540	97,673	140,574
1961-1962	3,562,402	2,895,694	403,504	105,194	158,010
1962-1963	3,663,497	2,960,199	448,169	95,037	160,092
1963-1964	3,737,156	2,980,259	503,427	92,875	160,595
1964-1965	3,811,494	2,972,225	571,227	97,543	170,499
1965-1966	3,836,282	2,945,520	611,272	94,567	184,923

Number of pupils and students (per 1,000 inhabitants)

<u>Year</u>	<u>Total</u>	<u>Primary schools</u>	<u>Secondary schools</u>	<u>Other schools</u>	<u>Schools of higher education</u>
1960-1961	182	149	20	5	8
1962-1963	191	155	23	5	8
1964-1965	194	152	29	4	9
1965-1966	194	149	31	5	9

Percentage of the national revenue expended on education

<u>Year</u>	<u>National revenue</u> (in milliards of dinars)	<u>Educational expenditure</u>	<u>%</u>
1956	1,446.5	37.7	2.6
1961	3,111.6	134.1	4.3
1962	3,474.8	191.4	5.5
1963	4,181.3	216.5	5.2
1964	5,579.0	269.5	4.8

II. REPLIES FROM MEMBER STATES ON IMPLEMENTATION OF THE RECOMMENDATION

BRAZIL

Additional information received from Brazil concerning its report published in document 14 C/29, p. 75-77.

II

As already stated in the information supplied to the Director-General of Unesco in April 1966:

"In Brazil, Law No. 1390 which makes the performance of acts motivated by race or colour prejudice penal offences has been in force since 3 July 1951.

This general enactment, which applied to all sectors of public and private life, lays it down in Article 1 that 'The refusal by a commercial or educational establishment of any kind to admit, serve or accommodate a customer or student as the case may be, by reason of race or colour prejudice shall be a penal offence'.

Article 5 deals exclusively with discrimination in the enrolment of students motivated by race or colour prejudice and provides for a sentence of from three months to one year's simple imprisonment or a fine, the sums stipulated being no longer applicable in view of the great inflation which has occurred in this country over the last few years.

None of this however prevents social usages and customs, inherited from the days of slavery, producing 'widespread' racial discrimination, reflected, principally in the south, in the complete non-integration of the negro in Brazilian social life.

The 'Lei de Diretrizes e Bases da Educação' (Law on the Guidelines and Bases of Education) (Law No. 4,024, of 20 December 1961) which laid down the guideline and bases of education in Brazil, proscribes in Article 1, clause (g) 'any form of unequal treatment on grounds of philosophical, political or religious affiliations or dictated by class or race prejudice of any kind'.

Paragraph 3 of Article 95 of the same law stipulates explicitly that 'no subsidies or financial aid shall be accorded to educational institutions refusing to enrol any students on grounds of race, colour or social position'.

With a view to amplifying this article, the Chamber of Deputies prepared a bill, No. 4,077-B/62, which added the words 'political and religious beliefs' to the end of the paragraph cited above, but it was disapproved by the Federal Council for Education, notwithstanding 'its laudable object of checking abuses practised on the false pretext of the right to the exercise of religious or political beliefs'.

The Federal Council of Education took the view that the abuses in question were already covered by the Lei de Diretrizes e Bases under the terms of Article 1 clause (g)."

The Constitution promulgated on 24 January 1967 and in force since 15 March of that year provides in paragraph 1 of Chapter IV - Individual Rights and Guarantees - that all are equal before the law, without distinction as to sex, race, occupation, religious creed or political convictions, and that racial prejudice shall be punished by law.

Paragraph 6 and 8 of the same chapter also deal with discrimination in respect of religious belief or philosophic conviction, as will be clear from the following quotations:

Paragraph 6. No one shall be deprived of any of his rights by reason of religious belief or philosophic or political conviction, unless he invokes it in order to exempt himself from a legal obligation required of all, in which case the law may establish loss of rights incompatible with the conscientious excusal.

Paragraph 8. The expression of thought or of political or philosophical conviction and the providing of information shall be free and shall not be subject to censorship, except as regards public performances and amusements, and every person shall be responsible, as provided by law, for any abuses he may commit. The right of reply is assured. The publication of books, newspapers and periodicals shall not be dependent upon licence from an authority. However, propaganda for war, subversion of order, or racial or class prejudice shall not be tolerated.

III

"In this country there are private confessional establishments (Jewish, Protestant of various denominations but mainly Catholic) which, in addition to providing the official curriculum (basic and optional subjects), set aside time for religious instruction.

They do not however insist that their pupils be necessarily of their particular confession with the exception of the Jewish colleges: the latter are more exclusive though they have Catholics, Protestants, and free thinkers among their teachers.

As regards language, under Brazilian Law (Decree Law No. 1545 of 25 August 1939) foreign colleges may use no other language of instruction than Portuguese - which is required to be the everyday language of the establishment - save, of course, for foreign-language classes.

Private teaching establishments, which desire recognition in Brazil for the qualifications they award, work to the official standards with consequential supervision by the Ministry of Education and Culture."

V

"1. This country's educational policy is laid down by the 'Lei de Diretrizes e Bases da Educação', Article 1 of which reads in full:

'Article 1 - Education in Brazil, informed by the principles of freedom and the ideals of human solidarity, shall seek to procure:

- (a) appreciation of the rights and duties of the individual, of the citizen, of the State, of the family and of all other groups of the community;
- (b) respect for human rights and fundamental freedoms;
- (c) strengthening of national unity and of international solidarity;
- (d) the all-round development of the individual and his participation in the pursuit of the common good;
- (e) preparation of the individual and the society for the mastery of the scientific and technological resources which will permit of the exploitation of the environment's possibilities and the conquest of its difficulties;
- (f) the preservation and enlargement of the cultural heritage;
- (g) the reprehension of unequal treatment of any kind on grounds of philosophical, political or religious beliefs, and all class or racial prejudice.'

2. The curricula of the different grades and branches are prepared by the Federal Council of Education and by the State Councils and are of course aimed at achieving the express objectives of the 'Lei de Diretrizes e Bases da Educação'."

VI

Action designed to secure equality of opportunity and treatment is described in Section I.

BURUNDI

II

1. The principle of free access to school education is applied in Burundi regardless of the race, colour, religion or political opinion of the child's parents.

It must be noted, with regret, that in earlier years the access of girls to education at both primary and secondary level, was neglected. This was due principally to the following two reasons: the girls were unwilling to contemplate long-term education, and the parents obliged them to stay at home to work in the house and the fields.

2. The public authorities in Burundi do not allow any difference of treatment between nationals. The costs of schooling are guaranteed by the State at the primary and secondary levels. In the case of higher education, the Government grants scholarships to Burundi nationals; foreigners are given aid from the private funds of the University. Scholarship-holders have to fulfil the following conditions:

in respect of higher education: hold a recognized diplôme d'humanités,

in respect of secondary technical education: hold the lower cycle certificat d'humanités.

The Government of Burundi has always granted facilities to scholarship-holders who wish to pursue in foreign countries studies that have not yet been organized in the home country.

3. The subsidies paid by the Government to the various categories of subsidized education are defined by the Convention of 1952. Changes may be made in the light of requests submitted and justified by the legal representatives of the various authorities responsible for organizing such education. The subsidies are allocated in accordance with the same principle defined in the aforesaid Convention.

The State does not aid private schools. Only schools recognized by the State receive grants on an equal basis. To be approved by the State, a school must comply with the conditions set out in Articles 5 and 8 of Legislative Decree No. 1/84 of 29 August 1967 concerning the organization of education in Burundi.

These articles read as follows:

Article 5:

Educational institutions form part of the recognized educational system if they satisfy the following conditions:

(a) Have been constituted:

(1) by local public authorities; or

(2) by private associations or foundations which have legal status and which are concerned in particular with education.

(b) Are recognized by the State under the conditions set out in Article 8 of the present Legislative Decree.

Article 8:

All State schools shall:

(1) operate in premises which are adequate from the standpoint of health and hygiene;

(2) possess the necessary teaching materials;

- (3) be attended by an adequate number of pupils;
- (4) be staffed by teachers having the necessary qualifications, or a certificate of exemption;
- (5) apply the State curriculum drawn up by the Ministry of Education and Culture;
- (6) be supervised by State inspectors;
- (7) award diplomas and certificates only on the completion of studies under the conditions set out in the present Legislative Decree or in the regulations for its execution.

III

1. The educational system of Burundi has no kind of separation based on language, race, colour, political or other opinion, economic condition or birth. The only separate system which did exist was based on religion and sex. Up to 1962, Catholic and Protestant educational institutions admitted only the children of Catholics and Protestants respectively. Catholic educational institutions comprised separate institutions for boys and girls. (State and Protestant schools are mixed, at all levels.) This separation based on religion was abolished in 1963 at the secondary level. A pupil who has completed the primary course and who has passed the national competitive examination, held every year, is admitted to a secondary school of his choice.

Separation based on sex exists only in the case of Catholic schools.

2. State education and Protestant education are co-educational at all levels. However, Catholic education has some institutions exclusively for boys and others exclusively for girls, except for the so-called "branch" schools. All these systems offer equivalent facilities for access to education. The Ministry of National Education and Culture has defined, in respect of all educational systems, the qualifications which must be possessed by teachers at all levels. The girls' schools have premises and equipment of the same quality as the boys' schools, and all schools subject to State supervision follow the same curriculum drawn up by the Ministry of National Education and Culture.

Burundi has separate educational systems for religious, but not for linguistic reasons. The State accords equal recognition to Catholic and Protestant education. The courses are the same, except for religious instruction, which is fixed by each denomination for its own schools. To avoid such separation, the State has created its own schools which are open to children of all denominations. In these schools, as in the others, the State curricula are applied and pupils receive instruction in the religion of their parents' choice. Religion forms part of the principal instruction to be given to the pupils, with the result that parents willingly enter their children for education given by those proficient in their religion. The Government decides upon the number of hours per week to be devoted to religious teaching, but takes no part in the preparation and application of the syllabus of religious studies. Since freedom of worship is guaranteed by the Constitution of the country, there can be no legislative provisions or regulations or practices whose purpose or effect is to compel a person or group of persons to receive religious instruction inconsistent with his or their convictions.

3. State education is the most widespread. There is no lack of private educational institutions. They are not subsidized by the State which, moreover, has no right of supervision over them. These schools are usually congregantist, operate at their own expense and follow their own chosen curriculum.

The State does not recognize either the qualifications of the teachers or the diplomas awarded at the end of the course, since it is not entitled to exercise any control over them. In 1966, the number of pupils enrolled at these schools was 1,831 at the primary level and 880 at the secondary level.

IV

In Burundi there is only one language, common to all the inhabitants of Burundi, and the institutions have the same status. There are no national minorities.

V

The aims of education are defined by the laws which provide for and organize education in Burundi.

Legislative Decree No.1/84 of 29 August 1967 providing for the organization of education in Burundi entered into force on 1 September 1967 and concerns only primary and secondary education.

Higher education is organized under:

Royal Decree No.001/350 of 2 January 1964 providing for the establishment and organization of the Université Officielle de Bujumbura.

Legislative Decree No.1/76 of 27 June amending Royal Decree No.001/77 of 22 September 1965 providing for the creation of the legal grade of lower secondary school teachers and for the organization of the Ecole Normale Supérieure (Higher Teacher Training School).

Education in Burundi is directed to the full development of all the citizens, with a view to preparing them to serve their country more effectively in the ideals of peace, tolerance and mutual understanding; to which all nations aspire which are zealous for peaceful co-existence and international co-operation.

With the aim of imbuing the young citizens with these ideals, the "Associated Schools Project in Education for International Understanding" is spreading increasingly in secondary educational institutions. The reform of the curricula favours the achievement of the objectives set forth in the Recommendation against discrimination in education.

VI

Primary and secondary education are free, equally open to all, but according to individual abilities. For budgetary reasons, however, education is not yet compulsory. In some cases, children who were fit for secondary education had to break off their studies because they could not pay the minerval demanded by certain institutions they were attending. Others found no opportunities in the secondary education of their religious persuasion.

To put an end to this unsatisfactory state of affairs - that is to say, to enable all children to continue their studies without restraint - the President of the new Republic of Burundi solemnly proclaimed, on 31 December 1966, that primary and secondary education were to be free. Henceforth, the only criterion for access to education will be the intellectual ability of the individual child. The children of poor parents will have the same opportunities of those of well-to-do families. The promotion of pupils to the class immediately above their present one will depend upon their passing the various end-of-term examinations in the school year. To gain access to secondary education, pupils who have completed the seventh year of primary schooling have to sit a national competitive examination. Those who pass sufficiently high are admitted to the secondary education institution of their choice regardless of religion, race or colour.

A law to replace the agreement still in force between the Government and the authorities responsible for organizing subsidized education is under consideration and will come into effect as soon as the aforesaid agreement ceases to have legal force. This law is directed to the promotion of equality of opportunity and treatment in education. For budgetary reasons the Government is not in a position to make primary education compulsory. To make up for this deficiency it has launched a literacy campaign and unceasingly encourages the education of persons who have not yet received any primary instruction.

In short, the Government of the new Republic of Burundi is unsparing in its efforts to ensure the unreserved implementation of the Recommendation.

The following statistics are the most recent (1966-1967) and give an idea of the general situation.

LEVEL OF EDUCATION	Boys	Girls	Total
Pre-primary	260	229	489
Primary	107,433	45,529	152,962
Secondary	4,809	1,502	6,311
Higher	270	17	287
OVERALL TOTAL	112,772	47,277	160,049

The following table shows the number of enrolments at State educational institutions at the beginning of the academic year 1965-1966.

LEVEL OF EDUCATION	Boys	Girls	Total
Pre-primary	248	161	409
Primary	103,817	43,512	147,329
Secondary	4,248	1,387	5,635
Higher	174	14	188
OVERALL TOTAL	108,487	45,074	153,561

The following statistics apply to the academic year 1965-1966 and are the same for all State educational institutions.

	Pre-primary	Primary	Secondary	Higher
Age of admission	3 to 5 years	6 to 9 years	13 to 16 years	19 years and over
Curricula	State curricula for all educational institutions at the same level			
Length of course	1 to 3 years	7 years	3, 4, 6, 7 years	2 or 3 years
Diplomas	-	Certificate	Diplomas	Candidate's degree
Qualifications of teaching staff	D3 or D4	CA, EAP, D3, D4, D6 and D7	"Régence" and "Licence"	"Licence" and Doctor's Degree

Notes:

Secondary education is broken down as follows:

general secondary education lasting 6 years;

teacher-training course lasting 7 years;

intermediate teacher training course lasting 4 years (intermediate teacher training schools);

domestic science and social training lasting 3 years;

technical, vocational and handicraft training lasting 4 years.

Meaning of abbreviations:

CA: Teacher-training certificate (Certificat d'Aptitudes pédagogiques)

EAP: Teacher-training school (Ecole d'Apprentissage pédagogique)

D3: Teacher's diploma (3-year course)

D4: Teacher's diploma (4-year course)

D6: Teacher's diploma (6-year course)

D7: Teacher's diploma (7-year course)

Most of the teachers at the secondary and higher levels are foreigners.

The following detailed information on primary and secondary education was provided by the statistical service of the Ministry of Education and Culture.

A. PRIMARY EDUCATION

1. Number of schools:

Central schools: 172, of which 157 provide a complete course (6 to 7 years)

Branch schools: 778, of which 38 provide a complete course

Directorates: 232

2. Classes: 3,758, broken down as follows:

166 classes in State schools
2,641 classes in Catholic schools
951 classes in Protestant schools

3. Pupils: 152,031 pupils enrolled in primary schools, (not including 1,420 pupils in the final primary classes attached to secondary institutions) broken down as follows:

6,888 pupils in State schools (5%)
113,855 pupils in Catholic schools (75%)
31,288 pupils in Protestant schools (20%)

4. Pre-primary education:

It is provided for children who have not yet reached the school age (6 years). The cost is borne entirely by the parents. The total number of pupils is 489.

5. Teachers: there is a total of 3,933 primary teachers:

193 in State schools
2,810 in Catholic schools
930 in Protestant schools

6. Extent of school enrolments:

Enrolment rate: 46.8%

Number of children of school age: 627,200

Number of boys and girls enrolled: 152,962

Proportion: boys and girls: 24.3%

Boys: 34.2%

Girls: 14.5%

B. SECONDARY EDUCATION

1. General Secondary Education:

General secondary education is provided at 17 institutions:

2 athénées (State secondary schools); 6 collèges (private secondary schools);
2 lycées and 7 seminaries.

Education at the lycées is for girls only.

The athénées are mixed State schools; the collèges and the seminaries, with the exception of the 2 Protestant collèges, take only boys.

There is a secretarial section at the lycée at Bujumbura. Pupils are chosen among girls completing their lower secondary education. General secondary education comprises 117 classes, containing 2,756 pupils, including 238 girls.

The numbers are broken down as follows:

State education:	734 pupils, including 20 girls
State-aided Catholic education:	871 pupils, including 214 girls
Protestant education:	234 pupils, including 9 girls
Education not aided by the State:	917 pupils, including 75 Protestants.

2. Teacher training

Teacher training is provided at various institutions, and teachers are trained at two levels:

- junior teachers, who receive a diploma after a 4-year course (D4)
- senior teachers, who receive a diploma after a 7-year course (D7)

The former are trained at intermediate training schools ("école moyennes pédagogiques"), of which there are 13, all State-aided.

The senior teachers are trained at teacher-training colleges ("école normales") of which there are 4, including one run by the State.

The number of trainees at the teacher-training colleges is 533, including 240 State, 164 Catholic and 129 Protestant colleges.

The intermediate training schools have 1,415 pupils, including 1,177 Catholic and 238 Protestant schools.

Of the 4 teacher training colleges, the State college and the college at Gitega have awarded the first senior teachers' diplomas to 25 young teachers.

The other two colleges are still in process of development.

3. Technical, agricultural and handicraft instruction

(a) Institutions

One technical school (ETOM), with 2 sections:

- (i) Technical sections: mechanics - electricity - woodwork.
- (ii) Handicraft sections: garage work,
 - 7 handicraft schools
 - 1 agricultural vocational school
 - 1 Technical and Agricultural Institute.

(b) Total number of pupils

Technical sections:	206 pupils
Handicraft sections:	594 pupils
Agricultural section:	84 pupils
Technical and Agricultural Institute:	39 pupils
	923 pupils
TOTAL	923 pupils

(c) Teachers

115 teachers, with varying qualifications.

In 1967, the budget of the Ministry of Education and Culture was 402,753,000 Bu. Fr. i.e. an increase of 95,348,000 Bu. Fr. (+31%) over the previous year (307,405,000 Bu. Fr. in 1966). The budget of the Ministry of Education and Culture represents approximately 25% of the total State expenditure.

As education at the primary and secondary levels is free, the State grants scholarships only to students at the higher educational level.

In 1967, 12 million Bu. Fr. were allocated for scholarships.

CAMBODIA

Additional information received from Cambodia concerning its report published in document 14 C/29, p. 80-81.

II

In Cambodia, there is no separation in education.

III

1. Our educational institutions are open to both boys and girls, as can be seen from the following figures concerning enrolments:

		Boys	Girls	Total
Primary education	Public	695,310	307,690	1,003,000
	Private		45,000	45,000
Secondary education	Public	67,651	18,552	86,203
	Private	8,215	-	8,215
Higher education	Public	11,088		11,088
	Private	2,500		2,500
				1,156,006

2. (a) Religious reasons

Religion is not an obstacle to admission to the schools, which are open to all persons regardless of their religious beliefs.

However, specialized religious training establishments for Buddhist priests are authorized, in order to enable the latter to improve their theological training.

Buddhist schools at all levels are strictly reserved for the bonzes.

There are no religious schools (if we may speak of Buddhism as a denomination) for laymen. Religious teaching does not figure in the curriculum of the national schools, private and public. To these all Cambodian children are admitted.

(b) Linguistic reasons

As there is only one official language in Cambodia, there is no separation for linguistic reasons.

3. Private educational institutions receive no assistance from the State, which, however, exercises technical supervision over them, for their curriculum and syllabuses are the same as those prescribed for the State schools. The same applies to the diplomas awarded.

IV

There are no national minorities in our country, as the Cambodian State has existed on its present territory for nearly two thousand years.

There is no national minority; Chinese and Viet-Nameese count rather as foreign nationals. They are permitted to open schools for their children without restriction.

The teaching is in their own languages. They are however required to teach Cambodian in their schools as a second language.

V and VI

The Cambodian Government has set itself the task of securing the school enrolment of all children of school-age and the complete eradication of illiteracy. Since the country's accession to independence, tremendous efforts have been made to develop education. Heavy sacrifices have been accepted:

Budget for education	National Budget
1966 - 1,568,000,000	6,100,000,000
1967 - 1,728,000,000	7,066,000,000

The following table shows the extent of the work already done and the difficulties to be overcome in the future:

<u>Total population in 1967:</u>	6,896,100 inhabitants
Children enrolled (between 6 and 11 years of age)	948,000
Children of school-age (between 6 and 11 years of age)	1,174,740
Number of children still to be enrolled	226,740
Total number of pupils and students	1,056,011

Nor are our young people in the most remote regions neglected, quite on the contrary. Primary school pupils have received 824 scholarships for their maintenance and 3,701 scholarships for boarding-in, and secondary school pupils 385 scholarships for boarding-in and 230 scholarships for their maintenance. Moreover, our schools take active steps to enrol our young people: even in the remotest parts of the country we are building schools and we are enrolling ever increasing numbers of young people from the humblest sections of the community.

Lastly, equal efforts are being made in favour of higher education. Thirty per cent (30%) of our students receiving general education are scholarship-holders, while as many as 70% of the students at vocational schools hold scholarships.

FEDERAL REPUBLIC OF CAMEROON

I

In Cameroon, discrimination in education is not recorded in any official text.

Such discrimination is not practised by any administrative body, whether public or private. Although traditionally education for women has not always been favoured, the trend is now completely reversed and it is acknowledged that all young people are entitled to receive school and university education for as long a time as possible in accordance with their intellectual ability.

In actual fact the situation is often different, but this is due more especially to the difficulties encountered by the young nations in their desperate efforts to achieve economic, social and cultural development.

Implementation of the Convention has therefore given rise to no difficulty in Cameroon. The Constitution of the Federal Republic of Cameroon, the organic law on primary education in East Cameroon, the laws providing for secondary and technical education, the laws establishing the Federal University of Cameroon and the State higher professional colleges, all make the recommendations contained in the Convention binding on the administrative and judicial authorities.

II

Several measures have been taken to prevent discrimination.

1. (a) and (b) In country districts and in areas where the rate of school enrolment is still low, special statutory provisions enable children to stay longer at the primary school and subsequently to be admitted to a secondary school (girls can stay until they are eighteen).
2. (a) Public primary education is free of charge. Parents are often asked to buy some supplies.

In private primary education fees, though often modest, are still charged; this, despite the grants paid to teachers.

2. (b) For secondary and technical education, as well as for studies at university level, scholarships are awarded liberally.

In view of the increasing numbers of pupils and students wishing to enrol in these two sectors of education, however, the number of scholarships awarded each year appears insignificant.

2. (c) Every year a number of parents seek permission to send their children abroad to study, at their own expense. Although we have no objection to this practice, especially with regard to higher education, we are inclined to restrain it in cases where we can offer a similar university course. In respect of secondary or technical education, we very often refuse permission for study abroad.

Through an extensive scholarship system, we help young Cameroonians to pursue their studies at foreign universities. We are very often equally ready to accept the offers of friendly nations to grant our students university places.

3. Our system of grants-in-aid to private institutions allows of no discrimination based on the origins of pupils.

Public grants-in-aid are preferably awarded to institutions whose worth is borne out by their material equipment, the quality of their staff, and their examination results.

4. Foreign nationals residing in Cameroon have the same access to education as that given to our own nationals.

III

1. There are in some of the larger towns separate institutions - primary schools, secondary or technical schools, lycées - for pupils of the two sexes. These institutions are in every way equivalent, the only purpose of having separate ones being to increase the enrolment of girls. For in a town where there are special institutions for girls, the corresponding institutions - normally intended for boys only - will accept girls all the more readily, while the reverse is not allowed.

2. A. There are private Catholic, Protestant and undenominational institutions.

They are governed by legal instruments, the most recent of which are: Law No. 64/LF of 26 June 1964, Decree No. 65/DF/376 of 28 August 1965, Decree No. 64/DF/315 of 14 July 1964, Law No. 64/COR/3 of 9 July 1964, Decree No. 66-02/COR.

The education provided in them is that recommended in the official regulations, but religious and moral instruction is left to the discretion of the parents and founders.

Attendance at such institutions and participation in their systems is optional.

B. There is no provision of any kind whose purpose is to compel anyone to give or receive religious instruction inconsistent with his convictions.

3. Private institutions always provide educational facilities in addition to those provided by public education, without excluding any group.

Standards are laid down by the public authorities, in accordance with the legal instruments mentioned in paragraph 2 above.

Observance of such standards is supervised as specified in the aforesaid instruments.

IV

There are no national minorities in the sense defined here.

Ethnic diversity entails linguistic and cultural diversity. However, education is based on French culture in East Cameroon and on English culture in West Cameroon.

In some denominational schools local languages are taught, but this has no adverse effect on the content of the instruction provided in general.

V

1. To bring the education provided under our system into conformity with the principle laid down in Article 5, paragraph 1 (a) of the Convention, we are endeavouring to adapt its content ever more closely to the cultural and human conditions of our people which, owing to its many different elements, contained more than one seed of misunderstanding and intolerance.

Thanks to the adoption of French and English as media for cultural and communication purposes, we are aiming both to develop the personality of the individual and to extend the bounds of his interests beyond his own ethnic and linguistic group. Everyone receiving this kind of school education is thereby fitted for understanding, tolerance and friendship among ethnic and racial groups and among nations.

2. The syllabuses for geography, history, civic and moral instruction, and the choice of reading matter for literary studies, are adapted to further the activities of the United Nations for the maintenance of peace, and are in conformity with the educational principles stated in Article 5, paragraph 1(a) of the Convention.

VI

(a) Primary education is not yet compulsory in Cameroon, but a vast school enrolment effort is being made and the target of the second five-year plan (1967-1972) is an enrolment rate of 75% for the country as a whole.

The increase in the number of secondary and technical schools, and the establishment of the Federal University, bring us steadily nearer to equality of opportunity and treatment in education.

This policy determines the successive stages in implementing the objectives set out in Article 4 of the Convention.

(b) The proposed measures include:

preparation of the map showing the location of schools;

preparation of a school enrolment plan as part of the country's general plan;

grant of subventions to private institutions, leading to payment by the State of the greater part of the salaries of teachers in private denominational schools.

(c) Despite this system of State grants, private schools have not yet managed to reduce their fees.

The obstacles to school enrolment remain the following:

1. Lack of suitable premises.
2. Lack of properly qualified teachers.
3. Parents' inability to pay secondary and technical school fees.

In Cameroon, therefore, the provisions of the Convention against Discrimination in Education are not carried out to the letter, but we can give an assurance that all the statutory provisions governing our educational system are designed to give the instrument ever fuller effect.

We are only too sadly aware of our inability to finance the school enrolment of our children. The dynamism of our young people is such that all our budgetary efforts must seem ineffectual to those who judge our educational activities from afar. The homogeneousness of a society naturally depends on the efficiency and harmony of its educational system. At the present stage of our development, it would be presumptuous on our part to maintain that we do not have to make choices in our school enrolment effort. These choices are often painful to those who are alive to the harmful consequences of a lack of education both for the individual and for society at large. However, the social and political context in which we are developing obliges us on many occasions to act as we do.

Other choices are, indeed, open; but it does not seem appropriate to discuss them here.

CANADA

Additional information received from Canada concerning its report published in document 14 C/29, p. 82-87.

II

1. This section has been answered in the earlier report as fully as is possible at this time.
3. This question was not answered directly in the earlier report. It is non-applicable, however, since private schools in Canada are not supported by grants from public funds.

III

1. By way of elaboration, it might be noted that where Catholic and non-Catholic schools are both operated within a provincial school system, there is some segregation of the sexes in the Catholic schools, particularly at the secondary level. In the case of the non-Catholic or non-denominational schools, there is virtually no segregation of the sexes for school attendance purposes.

Estimate of the percentage of Catholic elementary and secondary students who are segregated by sex (separate schools for the boys and for the girls) in four provinces of Canada, 1966-1967.

Province	Elementary	Secondary
Alberta	n/a	55%
Saskatchewan	2%	7%
Ontario	5%	90%
Quebec	50%	95%

3. The following table show enrolments in public and private schools for 1960-1961 and 1965-1966, classified by provinces. It will be noted that approximately 4% of the elementary and secondary students in Canada attend private schools - a situation that has existed without change for many years. Private schools generally provide a curriculum roughly parallel to the public schools but are not under direct provincial control and receive no support from public funds.

Enrolment in Public and Private Elementary and Secondary Schools in Canada, 1960-1961 and 1965-1966

Province	1960-1961		1965-1966	
	Public	Private	Public	Private
British Columbia	316,821	19,733	414,376	25,853
Alberta	292,000	6,121	362,159	6,570
Saskatchewan	206,430	4,734	238,320	2,439
Manitoba	183,650	10,379	222,129	10,576
Ontario	1,389,163	26,175	1,738,781	45,554
Quebec	975,524	112,295	1,360,600	96,200
New Brunswick	147,479	2,369	165,700	1,654
Nova Scotia	179,771	6,345	199,856	5,362
Prince Edward Island	24,416	692	27,854	511
Newfoundland	129,276	-	145,638	444
TOTALS	3,844,530	189,843	4,875,413	195,163

IV

1. (a) A document attached (item 1 in bibliography) gives a breakdown of the ethnic groups in Canada, including their percentage relation to the general population, as determined during the 1961 Census.

1. (b) This question has been fully answered in the earlier report.

V

The earlier report indicates that the principles mentioned in this question are implicit in the aims and objectives under which the provincial departments of education in Canada operate. Attached is a copy of the "Official Statement of the Aims and Objectives of Education in Canada", (item 4 in bibliography), which will provide the necessary elaboration.

VI

1. Attached is a document (item 2 in bibliography) detailing school enrolments in Canada compared with school-age population as determined during the 1961 census. It might be noted that, since 1961, there have been significant increases in the percentages of the population attending secondary school (15-19 age group) and university (20-24 age group).

2. The matter of compulsory education was dealt with fully in the earlier report.

3. Attached is the latest statistical report available on education finance in Canada (item 3 in bibliography). This is for 1963-1964 and shows a total expenditure on formal education and vocational training of approximately 2.3 billion dollars. Expenditures have risen sharply in the meantime, this year's expenditures being estimated at over 4.3 billion. There have been very substantial increases in the share of the total cost assumed by the higher levels of government (provincial and federal).

4. Statistical information regarding the economic and social origin of pupils and students at different levels of education in Canada is not available. However, this has little relevance to education in Canada because of the non-existence of discriminatory practices.

5. Both the provincial and federal governments provide financial assistance to students who wish to pursue post-secondary studies, and who might be prevented from doing so because of lack of funds. Such assistance is in the form of scholarships, bursaries, and low-interest loans. In 1963-1964, the federal government spent 7.6 million dollars for this purpose; the provincial governments, 11.7 million dollars. Both levels of government have increased such support since 1963-1964.

Generally, it may be said that adequate financial assistance is available to any student wishing to enrol in any post-secondary educational or training institution in Canada. Where the application is for a bursary or loan, a graduated means test is applied, based on the taxable income of the parents and any equity that the student himself may have.

A great deal of financial assistance is also available to post-secondary students through industrial and private sources.

Bibliography of document attached to the reply from Canada.

1. Canada. Dominion Bureau of Statistics. 1961 Census of Canada. Recensement du Canada. Series 1.3. Population: Ethnic groups by age groups. Groupes ethniques par groupes d'âge. Bulletin 1.3-2, 16 August 1963, Ottawa 1962.
2. Canada. Population: Schooling by age groups. Scolarité par groupe d'âge. Bulletin 1.3-6, 29 October 1963, Ottawa, 1963.
3. Canada. Survey of Education Finance, 1963. Les Finances de l'Enseignement 1963. Ottawa, May 1967.

15 C/10 - page 86

4. Enns, Frederick, ed. Official statements of the aims of education in Canada; a report compiled for the Canadian Conference on Education, 1962 by M.S Bruce and others.
5. Canada. Laws, statutes, etc. office consolidation of the Indian Act, R.S.C.1952, c.149 as amended by 1952-1953, c.41; 1956, c.40; 1958, c.19; 1960, c.8; 1960-1961, c.9; 43 pp.
6. Department of Indian Affairs and Northern Development. Unpublished material from the Northern Administration Branch and the Indian Affairs Branch. Typescript, 13 pp.

CONGO (Brazzaville)

II

1. (a) Law 44/61 was abrogated by Law 32/65 of 12 August 1965 laying down the general principles for the organization of education. This action concerns more particularly the secularization of education, equal treatment for all pupils, compulsory schooling, and the providing of school materials and education free of charge.

(b) Article 1 of the Law on Education (32/65) recognizes that every child living on the territory of the Republic of the Congo has a right to education, without any distinction based on sex, race, religion, opinions or economic situation. As from 12 August 1965, administrative practices involving discrimination have been legally abolished. Pupils are admitted to educational institutions according to the seating capacity of the school premises and the school age criteria.

2. Article 2 of the above-mentioned Law on Education stipulates that "the organization of education is the responsibility of the State" while Article 4 states: "Education is free of charge. During the compulsory school period, from 6 to 16 years of age, school materials also are supplied free of charge". There is therefore no difference of treatment between nationals in regard to school fees.

3. Scholarships granted by the State to secondary school pupils and university students are the same for every category.

Educational institutions receive the same funds for their activity, account being taken solely of the category to which they belong and the total number of enrolments. It is interesting to note in this connexion that private educational institutions for the training of those intending to work in the service of the Church and schools created under a diplomatic agreement receive no state subvention.

4. There is no discrimination against foreign nationals in regard to access to education; at the secondary level, however, a special section takes charge of foreign children, mostly French, who are obliged to follow the curricula of their own country.

III

1. In the Congo, there are certain schools (in the towns only) reserved exclusively for girls or for boys, but most of the schools are mixed schools. There is also a teacher-training course for young women intending to become assistant teachers, as well as two teacher-training courses for young men. All these young people, however, have equal access to education, teachers have qualifications of the same standard and the curricula are the same.

2. A. They have no legal status.

In accordance with their own convictions, parents or legal guardians may send their children on Thursdays to attend courses of religious instruction, i. e. outside the regular class hours and school institutions.

Such instruction, moreover, is optional and left to the judgement of parents and guardians.

B. In fact, the State has left families free to give their children, or have them receive, the religious and moral education of their choice.

(a) No constraint of any kind whatsoever is brought to bear on parents or guardians.

(b) The State accords families *de facto* and *de jure* guarantees concerning religious education. However, to make clear the separation between lay education and denominational education, the Church authorities are not accorded access to the school premises.

3. Education in the Congo having become the responsibility of the State since 12 August 1965, the existence of private educational establishments is not authorized.

The Law on Education provides, however, for two categories of private educational institutions:

religious schools for the training of persons intending to work in the service of the Church, and educational institutions created under a diplomatic agreement. Both these kinds of institutions receive no State subvention.

(c) In the case of the non-observance of these provisions, offenders are punished under the Law on Education by a fine ranging from 38,000 to 3,000,000 CFA francs. The institution may also be closed down and its equipment confiscated.

IV

(a) There is no national minority in the Congo, all citizens having the right to education under the same conditions without any discrimination.

(b) No.

(c), (d), (e), (f) not applicable.

V

1. Article 2 of the Law on Education stipulates: "this education must provide every child with training adapted to modern school life and tasks and help to raise the level of modern social life and tasks as well as the general cultural level".

The entry into force of the Education Act, No. 32/65, on 12 August 1965, marked a new departure in Congolese educational policy which is now essentially national, democratic and progressive.* Extract from a letter of the President of the Congolese National Commission for Unesco addressed to the Director-General.

Further, the teaching of English as a modern language is made compulsory during the whole of the first cycle, with a view to encouraging African unity and understanding between English-speaking and French-speaking Africa.

2. To promote international understanding, special days are devoted to the United Nations and the Organization of African Unity (OAU) in all educational institutions. In addition, the reform of the history and geography curricula will entail the introduction of chapters aimed at imparting a knowledge of other nations and their technical achievements.

VI

1. In this precise context, general education and technical education are being recognized by decree.

(a) All Congolese children will have equal access to secondary education, which is now free and compulsory up to the end of the first cycle (third grade). Many schools of general secondary and technical secondary education are in operation throughout the whole of the country. All holders of the school-leaving certificate are admitted without discrimination to higher educational centres, while some are sent abroad with State scholarships to continue their higher studies.

(b) Similar treatment is ensured in all institutions by legal, financial and administrative measures, under the control of the Director-General of Education assisted by Inspectors of Education. Ministerial decisions and circulars outline the directives to be followed in the implementation of the educational policy. A higher Council of Education has been established at ministerial level and every year it fixes the main educational principles and trends.

(c) Compulsory education, introduced in September 1961, is governed by Article 3 of Law No. 32/65 of 12 August 1965, which stipulates: "Attendance at school is compulsory from 6 to 16 years of age. Education may be given in the home under conditions to be fixed by decree". There is, however, an omission: no penalties are provided for the non-observance of these legal provisions by parents.

* Extract from a letter of the President of the Congolese National Commission for Unesco addressed to the Director-General.

VII

(a) In view of the development of educational structures in the Congo, it is quite certain that the other principles of the Recommendation will gradually be covered by national legislation or practice.

(b) The only obstacle to the application of some of the principles referred to above is of a financial nature. In fact, with our modest resources it is practically impossible for us to provide all our pupils of school age with education of a high standard. Crucial problems arise in regard to staffing, school premises and equipment.

CYPRUS

Additional information received from Cyprus concerning its report published in document 14 C/29, p. 88-89.

III

1. (a) (The original answer No. is qualified as follows).

There are no separate educational systems but there are some separate institutions (schools) especially in the towns, for pupils of the two sexes. These schools however provide equivalent access to education etc. (Cp. affirmative answers to (b), (c) and (d) below) as laid down by Section II (a) of the Recommendation).

Statistically the following picture emerges for public education during the year 1965-1966.

Of the 537 elementary schools, only 21 schools are separate, respectively 11 for boys and 10 for girls. Exact figures for pupils are not readily available; it is estimated that less than 10% of the pupils attend separate schools. The trend in elementary education is definitely towards complete co-education, and this will be achieved within the next 2-3 years.

In secondary general education out of a total of 21,710 pupils and 33 schools, 9,730 (45%) pupils (5,426 boys and 4,304 girls) attended 12 separate schools (5 for boys and 7 for girls) in the four larger towns. Nevertheless, co-education is constantly gaining ground. For many years now the science sections of the upper secondary school (usually situated in boys schools) have become co-educational; thus of 788 pupils in these sections, 124 were girls.

This picture is somehow reversed in technical-vocational education. The two 6-year technical schools, the one 6-year agricultural gymnasium and five 4-year technical (crafts) schools were exclusively for boys; only one of the latter type of schools is co-educational but the girls take different courses. This, however, is not meant to be discriminatory against girls but merely a socio-economic expedient. The courses in the aforesaid schools, especially the crafts schools, lead to vocations that are largely considered fit for men only. It is expected that in the not too distant future these schools will open their gates to girls as well, and will offer suitable courses pertaining to their sex.

Be it noted that the 5-year commercial-vocational schools and the 2-year "8-grade" (post-elementary) schools are co-educational. The same applies to all but one of the 9 private secondary schools as well as to most of the 9 foreign secondary schools.

N.B.: Cp. our answers to the questionnaire on Educational statistics for 1965-1966 (Unesco SS/6 - 1662, December 1966).

(e) The Yes reply is now qualified by the reference to technical-vocational education as above under (a).

2. A. Yes. Freedom for language as medium of instruction and freedom for religious instruction are guaranteed by the constitution, laws and regulations.

(a) See, below IV, (b).

(b) Yes, with the exception of the "foreign-run" schools (see below 3 (b)).

(c) Yes.

(d) Yes. The only compulsion is that all children in the age-group 6-12 years have to attend elementary schooling. The secondary level is optional.

(e) Yes.

(Note: The 2B part remains as it was sent the first time).

3. Yes. For enrolments please see our answer to the Unesco Questionnaire on Statistics of Educational Institutions 1965-1966 (SS/6-1662), Table 1, I, II and III. Figures for 1960 are not readily available.

In addition to the private schools (all in Greek-Cypriot hands) there exist a number of "foreign-run" (formerly "intercommunal") schools for elementary and/or secondary education. All are fee paying but non-profit-making institutions; most are operated by Christian missions (mostly Roman Catholic) and some receive financial or other assistance from the Government of Cyprus. The Ministry of Education makes available to them its supervisory and other services for educational advice and information. These schools are open to all pupils, irrespective of ethnic origin, religion, language or sex, and their language of instruction varies; English, Greek or French are the prevailing ones, while in one the language is Armenian.

(a) Their operation is fully in accordance with that object.

(b) They are by Law (No.16/1962) recognized as private institutions at different levels of education (pre-primary, primary, and secondary). This law is to be revised to include specifically the pre-primary and the foreign-run schools.

Yes. The education provided is subject to standards approved by the public authorities.

(c) Yes. The observance is being supervised; non-observance may cause prosecution of the owner; fine or even closure may be the penalties.

IV

(a) In the Island's population of 600,000, there are the Turkish minority (18%) and the smaller minorities (2%) i.e. the Armenian and the Greek-speaking Maronite and Franco-Levantine ones. Yes, they have the right to carry on their own cultural activities. It may be added that soon after independence the smaller minorities overwhelmingly decided by referendum to join the then Greek Communal Chamber, to which they were represented in proportion to their population strength. This Chamber was dissolved and its jurisdiction was assumed by the Ministry of Education which was created on 1 April 1965.

(b) and (c) There is a separate educational system for the Turkish minority in Cyprus, which, since independence under the 1960 constitution is controlled by the Turkish Communal Chamber, a body with legislative and administrative competence on educational matters pertaining to the aforesaid minority.

For the smaller minorities there exist a few separate public elementary schools, namely for the Armenian for linguistic reasons and for the Greek-speaking Maronites for geographical reasons. These schools are run by school committees belonging to the respective community but are financed and supervised by the Ministry of Education. The Franco-Levantines attend the Greek schools or any one of foreign-run schools.

(b) Greek, Armenian, English, French or Italian. Yes.

(e) Yes.

(f) Yes.

VI

(Note: the original replies stand as sent, with the following addition).

Reference is made to our answers to the Unesco Questionnaire on Statistics of Educational Institutions 1965-1966 (SS/6-1662), and to the one for the World Survey of Education, Volume V: Educational Policy, Legislation and Administration.

Additional information received from Finland concerning its report published in document 14 C/29, p. 91-95.

The question of Finland's adherence to the Convention is now being studied by the Attorney General. The aims of the Convention are observed and realized through legislation in Finland.

GHANA (2)

Additional information received from Ghana concerning its report published in document 14 C/29, p. 96-98.

VI

(a) Since 1961, primary and middle school education has been free and compulsory in Ghana - Section 2 (2) of the Education Act 1961 mentioned in Chapter VI (2c) of the answers to the questionnaire. It has not been necessary to enforce the compulsory provisions of the Education Act 1961, because most parents do send their children to school. The only factors which limit total enrolment of all children of school going age are lack of accommodation and lack of teachers. Each year efforts are made to provide more classroom space and more trained teachers. Total enrolment in approved primary and middle schools in 1960-1961 was 536,454. Enrolment in 1966-1967 was 1,397,709. In 1960-1961 there were 4,554 teachers in training, in 1966-1967 there were 16,441.

Secondary education is accessible to all. Admission, however, depends on passing the Common Entrance Examination (the Ghanaian equivalent of the 11+). As in the case of the elementary schools, the limiting factors are accommodation, teachers and equipment. In 1960-1961 there were 16,577 pupils in secondary schools within the public system, in 1966-1967 there were 42,276.

Higher Education is also accessible to all Ghanaians who have the capacity to benefit from it. Higher Education, like the other levels of education in Ghana, is virtually free. Most of the students are on scholarships provided by the Government. Enrolment in Technical institutions in 1960-1961 was 1,345, in 1965-1966 it was 4,956. Enrolment in the universities was 1,327 in 1960-1961 and 4,291 in 1965-1966.

As stated earlier, it has not been necessary to enforce the law on compulsory attendance because all those who can get accommodation in the existing educational institutions are in attendance.

(b) Standards of education in all public educational institutions of the same level are equivalent. Pupils in the middle schools follow the same syllabuses throughout the country and sit the Middle School Leaving Certificate Examination. The Certificate is the evidence that one has successfully completed the ten-year elementary school course. All pupils take the same examination. At the end of the secondary school course all pupils take either the West African School Certificate Examination or the G.C.E. Similar provisions apply in the case of training colleges, technical institutions and the universities.

Conditions relating to the quality of the education provided are also equivalent. Educational institutions at all levels enjoy the same types of facilities (or lack of them) provided by the Government. It is to be noted that all educational institutions within the public system are financed by the Government. The Education (Amendment) Act 1965 has brought private institutions at all levels under the supervision and control of the Ministry of Education. The Act ensures that private institutions maintain certain minimum standards with regard to accommodation and the quality of the education provided.

(1) Extract from a letter addressed to the Director-General by the Secretary-General of the Ministry of Foreign Affairs of Finland.

(2) Extract from a letter addressed to the Director-General by the Secretary of the Ghana National Commission for Unesco.

(c) It is the policy of the Government to eradicate illiteracy in Ghana within the shortest possible time. Since 1948 literacy classes have been held in towns and villages throughout Ghana by the Department of Social Welfare and Community Development. Since 1952 literacy campaigns have been organized by the Department from time to time. Between 1952 and 1966 the output of new literates each year has been about 10,400. At the time of writing this, a Unesco expert on the Economics of Literacy has just arrived in Ghana to assist the Government in planning its literacy programme, and in exploring the possibilities of bilateral assistance for the programme.

The Institute of Adult Education of the Universities of Ghana runs courses for people who for one reason or another could not complete their formal education in a recognized institution. The courses include:

- (a) Liberal studies which aim at broadening the outlook of students.
- (b) Formal G.C.E. courses to help students obtain minimum entry requirements to our universities.
- (c) Diploma courses in such fields as Accountancy, Secretarial practice, Nutrition etc.
- (d) Specialist studies for Trade Unions, Co-operatives and other social organizations.
- (e) External degree courses of the universities of Ghana through part-time studies.
- (f) Short-term courses at the Workers (Adult) Colleges at Tsito, Accra, Sekondi/Takoradi, and Tamale, and last but not the least the highly popular.
- (g) Residential Vacation Schools at the Universities of Ghana. The New Year School at the University of Ghana is the first of the vacation schools organized each year. The others are the Easter School run in one of the higher institutions at Tamale, the capital of the Northern Region of Ghana, and the Buu-Bere School held at the University of Science and Technology at Kumasi, during the August holidays. Each school is centred around a social, economic or political problem in Ghana and the world. Important personalities from both inside and outside Ghana are usually invited to give public lectures during the schools.

The Institute of Adult Education depends for its funds upon direct subvention from the Government, through the Higher Education Division of the Ministry of Education. One of the residential colleges under the Institute, the Awudome Residential Adult College is recognized by Unesco and receives support under the Unesco Gift Coupon Scheme. The College was originally built with funds donated by well-wishers in Denmark. It has recently been completely modernized and provides suitable accommodation for up to 40 students for residential refresher courses which the Institute organizes from time to time for people from different walks of life.

(d) Facilities for the training of teachers have been provided throughout the country. There are at present 82 teacher-training colleges with a total enrolment of 16,441 students (of which 5,009 are girls). Each year the West African Examinations Council organizes, on behalf of the Ministry of Education, a combined examination for entry to Four-Year Teacher-Training Colleges and for Pupil Teachers Selection. All pupils, regardless of sex, who hold the Middle School Leaving Certificate, or have completed 2 years in an approved secondary school or 3 years in a private secondary school, are entitled to sit the examination. Apart from the 4-year teacher-training colleges (post elementary), there are post secondary teacher-training colleges. In addition there is one Specialist Training College and an Advanced Teacher-training College.

2. Since there is no discrimination in education in Ghana, and since the Government is making every effort to provide educational facilities at all levels to meet the needs of the country, it was not considered necessary to answer Chapter VI of the questionnaire in detail, as it has now been done above.

INDIA

Additional information received from India concerning its report published in document 14 C/29 Add. II, p. 34-36.

There is no discrimination within the meaning of the Recommendation Sections I, II & III read with Legal Committee's provisional summary of the 7th meeting dated 18 November 1964, Annex II item 11, paragraphs 11.1, 11.2 and 12.2 as explained by the Indian delegate (vide Document 70 EX/2 dt. 5 April 1965, Annex II, pages 3 and 4).

II

1. (a) The statutory provisions and administrative instructions in force in the country are for helping the underprivileged and weaker sections of the community. These are only protective preferences and not discriminating. For instance, Article 46 of the Constitution lays down that "the State shall promote with special care the educational and economic interests of the weaker sections of the people, and, in particular, of the Scheduled Castes and the Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation".

(b) The question does not arise because administrative practices which might involve discrimination in education do not exist in this country. As regards the elimination of discrimination in admission of pupils to educational institutions, Article 29 (2) of the Constitution of India provides that "no citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds on grounds only of religion, race, caste, language or any of them".

2. (a) School fees: Generally, there is no discrimination in school fees, charged in educational institutions run by public authorities. However, free studentships are granted to all the pupils belonging to scheduled castes and scheduled tribes. In some cases, exemption from school fees is also allowed to girl students; to students whose parents' income is below a prescribed minimum; to meritorious students and to students studying in the institutions located in rural areas. Private institutions receiving no aid from the State are free to levy their own rates of fees.

(b) Scholarships and other forms of assistance to pupils: The grant of scholarships and other kinds of assistance to pupils is generally based on either merit or need or both. However, to equalize opportunity in education incentives in the form of stipends and other types of financial assistance are also given to pupils belonging to the socially and economically backward classes like scheduled castes and scheduled tribes, irrespective of their merit.

About 7 per cent of the total educational expenditure in India is being incurred on scholarships.

(c) There is no discrimination in this regard.

3. A system of public assistance to educational institutions does exist in this country, but there is neither preference nor restriction in the distribution of such assistance. For instance, Article 30 (2) of the Constitution lays down that "the State shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language."

Grants are given to recognized privately managed educational institutions to enable them partly to meet their establishment and maintenance charges. Grants are also given for the construction of buildings and purchase of equipment. The extent of financial assistance varies from State to State.

4. Yes.

III

1. (a) There are no separate educational systems for boys and girls. However, separate institutions for girls do exist. The relevant statistics pertaining to school stage are given below:

Number of schools (primary, middle and secondary)

	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
1960-1961	3, 70, 303	27, 016	3, 97, 319
1963-1964* (provisional)	4, 32, 384	32, 788	4, 65, 172

Pupils on roll in classes I-V corresponding to age-group 6-11 years

	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
1960-1961	2, 35, 92, 727	1, 14, 01, 102	3, 49, 93, 829
Percentage to total population in the age-group	82.6	41.4	62.4
1963-1964* (provisional)	2, 91, 13, 732	1, 54, 27, 735	4, 45, 41, 467
Percentage to total population in the age-group	92.6	50.8	72.0

Pupils on roll in classes VI-VIII corresponding to age-group 11-14 years

	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
1960-1961	50, 74, 345	16, 30, 465	67, 04, 810
Percentage to total population in the age-group	33.2	11.3	22.5
1963-1964* (provisional)	66, 83, 727	23, 56, 637	90, 40, 364
Percentage to total population in the age-group	40.4	14.9	27.9

Pupils on roll in classes IX-XI corresponding to age-group 14-17 years

	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
1960-1961	23, 39, 718	5, 47, 578	28, 87, 296
Percentage to total population in the age-group	6.7	4.1	10.6
1963-1964* (provisional)	31, 34, 203	8, 64, 866	39, 99, 069
Percentage to total population in the age-group	20.7	6.7	13.5

(b) Yes.

(c) Yes.

(d) Yes.

(e) Yes. However, in case of girls there is provision for domestic science also.

The age of admission and the certification procedures are also the same for both boys and girls.

These are latest available figures.

2. A. There are no separate educational systems for religious or linguistic reasons but separate denominational and linguistic institutions do exist.

(a) Religious or linguistic institutions have the same legal status as other institutions enjoy.

(b) Yes. There is a uniform Educational Code in each State to be followed by all educational institutions including these.

(c) Yes.

(d) Yes.

(e) Yes. For instance, Article 28 (3) of the Constitution provides that "no person attending any educational institution recognized by the State or receiving aid out of State funds shall be required to take part in any religious instruction that may be imparted in such institution or to attend any religious worship that may be conducted in such institution or in any premises attached thereto unless such person or, if such person is a minor, his guardian has given his consent thereto".

B. India is a Secular State and as such no religious instruction can be imparted in educational institutions wholly maintained out of State funds. Article 28 of the Constitution which is relevant reads as follows:

"28 (1) No religious instruction shall be provided in any educational institution wholly maintained out of State funds.

(2) Nothing in clause (1) shall apply to an educational institution which is administered by the State but has been established under any endowment or trust which requires that religious instruction shall be imparted in such institution".

(a) No.

(b) Question does not arise.

3. Yes. The figures in respect of private (aided and non-aided) schools and their enrolment for 1960-1961 and 1963-1964 (latest available) are set out in the following tables:

Type of School	Number of schools, 1960-1961 and 1963-1964			Total
	Year	Aided	Non-aided	
Primary	1960-1961	69,202	3,992	73,194
	1963-1964	75,231	3,706	78,937
Middle	1960-1961	10,444	3,043	13,487
	1963-1964	14,288	3,376	17,664
High/higher secondary	1960-1961	10,098	1,854	11,952
	1963-1964	13,637	1,810	15,447

Type of School	Enrolment at the school stage, 1960-1961 and 1963-1964			Total
	Year	Aided	Non-aided	
Primary	1960-1961	6,136,534	365,409	6,501,943
	1963-1964	6,583,020	359,228	6,942,248
Middle	1960-1961	2,845,743	436,035	3,281,778
	1963-1964	3,036,090	420,094	3,456,184
High/higher secondary	1960-1961	2,147,296	514,769	2,662,065
	1963-1964	2,321,358	525,825	2,847,183

The duration of the courses, certification procedures and qualifications of teachers both in private and public schools are the same.

- (a) Private institutions are supplementary to the institutions provided by the public authorities.
- (b) Public and private institutions have the same legal status. Both are subjected to the same standards.

(c) Yes, defaulting institutions have to forego either grants or recognition or both.

IV

(a) Yes. Article 29 (1) of the Constitution lays down that "any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same."

(b) Yes. Article 30 (1) of the Constitution guarantees that "all minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice". The data in respect of the number of schools run by the national minorities is not available.

The Government, on its part, is also responsible for providing adequate facilities for instruction in the mother-tongue at the primary stage of education for children belonging to linguistic minority groups. Article 350 (A) of the Constitution of India reads as follows:

"It shall be the endeavour of every state and every local authority within the state to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups;"

The figures in respect of facilities provided for instruction at the primary stage of education by minority languages in 1960-1961 and 1963-1964 are given in the following tables.

(c) They have the same legal status and enjoy all privileges as extended to other recognized institutions.

(d) Regional languages or the mother tongue are the media of instruction in such schools.

(e) Yes.

(f) Yes.

Facilities provided for instruction in the mother-tongue at the primary stage of education for children belonging to linguistic minority groups in 1960-1961

Minority language	Number of schools	Number of sections	Number of pupils
Urdu	10,138	2,375	9,11,548
Bengali	2,487	296	2,10,001
Hindi	1,056	316	1,63,006
Gujrati	416	5	1,16,343
Tamil	430	705	84,883
Telugu	733	448	77,831
English	263	1	74,030
Sindhi	263	63	66,795
Maithili	-	2,738	54,674
Kannada	429	27	51,395
Lushai (Mizo)	598	-	39,948
Nepali	363	4	36,870
Khasi	735	-	35,860
Garo	775	-	26,900
Malyalam	77	729	24,831
Oriya	193	77	24,828
Sauthali	332	54	13,226
Manipuri	55	-	4,467
Punjabi	6	-	638
Mikir	5	-	272
Iranian	2	-	117
Tibetan	2	-	92

Facilities provided for instruction in the mother-tongue at the primary stage
of education for children belonging to linguistic minority groups in 1963-1964.

Minority language	Number of schools	Number of sections	Number of pupils
Urdu	10,145	4,103	9,78,890
Hindi	892	336	1,21,458
English	323	649	96,431
Tamil	317	276	85,000
Telegu	690	622	84,487
Bengali	2,645	444	2,39,000
Marathi	1,211	433	1,59,480
Kannada	301	76	38,572
Malyalam	33	625	35,376
Nepali	407	-	38,394
Sindhi	117	70	21,805
Santhali	304	67	18,753
Gujrati	67	39	16,388
Oriya	101	325	14,964
Punjabi	5	-	808
Tibetan	5	-	829
Mikir	5	-	265
Garo	893	-	31,515
Khasi	761	-	38,406
Lushai (Mizo)	628	-	44,779
Manipuri	80	-	5,857

V

1. Educational institutions keep in view the objective set forth in the Indian Constitution, and also the goal aimed at by the United Nations.
2. Yes.

VI

(a) Yes.

(b) Primary education has been made compulsory under Article 45 of the Indian Constitution which says that "the State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of 14 years". The relevant statistics regarding the number of schools and enrolment distributed by level and sex, have already been given in section III part 1 (a).

The statistics regarding educational finance and compulsory education are given in the following tables:

Percentage of educational expenditure to the national income

<u>Year</u>	<u>Percentage</u>
1962-1963	2.6
1963-1964	2.7
1964-1965	2.8

Expenditure on education by sources

<u>Source</u>	<u>Expenditure (in Rs.)</u>	
	<u>1960-1961</u>	<u>1963-1964 (latest available)</u>
Government	2,34,09,13,831	2,30,44,18,535
District Board	11,83,36,228	14,84,52,574
Municipal Board	10,65,78,153	14,23,88,545
Fees	59,02,58,393	80,11,04,713
Endowments	9,80,81,799	10,00,63,188
Other sources	18,96,32,738	27,69,30,654
Total:	3,44,38,01,142	3,77,33,58,209

Position regarding compulsory education in 1960-1961 and 1963-1964

Year	Number of areas under compulsion			Number of schools where compulsion was in force			Number of pupils under compulsion in:		
	Towns	Villages	Total	Towns	Villages	Total	Towns	Villages	Total
1	2	3	4	5	6	7	8	9	10
1960-1961	1257	70827	72084	15746	58815	74561	3331481	5198857	8530338
1963-1964	1048	99697	101345	16999	103881	120880	2806878	6313068	9119946

(c) Every State has legislation for the implementation of universal, free and compulsory primary education.

VII

(a) and (b)

- (i) The Government of India regrets its inability - based on constitutional grounds - to ratify the convention against discrimination in education; and
- (ii) The Government of India shall accept and apply the provisions of the recommendations against discrimination in education, the terms of which, mutatis mutandis, are those of the convention, within the framework of the Constitution of India.

IRAN

Additional information received from Iran concerning its report published in document 14 C/29, p.99-100.

I

The following articles are taken from the constitutional law on education adopted on 9 Aban 1290 (31 October 1911). The purpose of this law is to prevent discrimination in education.

Article 3 - Primary education is compulsory for all Iranians.

Article 4 - The methods of study are optional, but every citizen shall receive the education prescribed by the primary school curriculum.

Article 7 - Pupils not belonging to the Islamic faith are not entitled to have their religion taught in State schools, but they are not obliged to receive the religious instruction given to Islamic pupils.

Article 10 provides that every person who satisfies the necessary conditions may open a school. Language and religion do not therefore constitute a barrier or limitation for pupils.

Article 27 - Necessitous children can enrol at secondary and higher educational institutions.

II

1. and 2. - There is no discrimination in education. Conditions for admission to State and private schools are the same for all Iranian children (including those belonging to religious minorities and those who speak a language other than the official language). Moreover, religious minorities such as Jews and Armenians, etc., have their own schools where, in addition to the courses prescribed by the State curriculum, instruction is given in their respective religions.

Nor is there any discrimination in education based on the financial situation of the pupils' parents. Children from poor families attend the same schools as those from well-to-do families, but parents who have the necessary financial means may, if they wish, send their children to private schools, where the fees are fairly high.

Education is completely free at State primary schools; school textbooks, also are almost entirely free for the first four years of primary education.

At the secondary schools, fees vary between the equivalent of \$12 and \$20 per year, but necessitous and gifted pupils are exempted from the payment of these fees.

At the State universities, fees vary between the equivalent of \$140 and \$180 per year, but, in this case also, gifted students are exempted from payment of fees and necessitous students may obtain loans for their studies.

Necessitous students who continue their studies abroad may, under certain conditions, receive scholarships. At present, 312 students are benefiting by these advantages.

3. All State schools are equally assisted by the State. Moreover, the Government assists private schools in various ways:

by granting them aid equivalent to \$10 per year for every pupil exempted from the payment of school fees;

by providing them with a State-paid teacher for every 35 pupils.

Private secondary schools are less favoured in this respect, but part of the staff of these schools (including those belonging to religious minorities) is paid by the Government.

4. The conditions for admission to all educational institutions are the same for all, without any restrictions based on nationality, language, religion, etc. Consequently, the children of foreign nationals resident in Iran may, if they wish, enjoy all the advantages granted to Iranians.

III

1. (a) In general, primary and secondary schools are not mixed, but there are a number of mixed rural schools. Mixed secondary schools are rare in Iran, but students of both sexes study together at the higher educational institutions and universities.

(b) The courses are almost identical for boys and girls, the slight existing differences being due to the specific needs of each sex. Access to education is the same for both sexes but, owing to certain social, religious and economic factors, fewer girls than boys are enrolled at school, especially in the rural areas. In order to remedy this situation, the Government is now giving particular attention to the training of women teachers for rural primary schools. During the school year 1965-1966, out of 4,738 students at the teacher-training centres, 4,428, i.e., 93.4% were girls. Today, 33.9% of primary school pupils (43.6% in the towns and 19.4% in the rural areas) and 31.6% of secondary school pupils are girls.

(c) All schools have teaching staff with qualifications of the same standard.

(d) Boys' and girls' schools possess equipment and material of the same quality.

(e) The courses are the same for boys and girls, but the girls learn dressmaking or domestic science and the boys manual work.

2. A. The curriculum is the same throughout the country and teaching is given in Persian, but religious minorities are authorized to open, if they so wish, private schools where they can teach their own language in addition to the subjects officially prescribed. However, these institutions must observe the standards laid down and the existing regulations. To ensure that this is done, inspectors from the Ministry of Education supervise all the country's schools. Moreover, the final examinations are always conducted by the State authorities.

2. B. At State schools, children belonging to religious minorities are not obliged to receive instruction in the Islamic religion.

3. Yes, there are private primary and secondary schools and higher educational institutions in Iran.

(a) Private schools derive their main resources from the fees paid by pupils, but we have already indicated that the Government, in addition to its other financial aid, pays a part of the teaching staff of these institutions, which are obliged, in exchange, to accept a specific number of pupils who are exempted from the payment of school fees or who pay reduced fees. The development of such schools indirectly increases the educational opportunities of a greater number of pupils.

(b) Under Article 10 of the constitutional law on education, any person who satisfies the required professional and moral conditions may open a private educational institution. The question of religion or language does not constitute an obstacle to this. The curriculum is the same for private and State schools. The heads of such institutions are usually teachers registered with the Ministry of Education.

(c) Yes, the fact that the heads of these private schools are State officials and the supervision by inspectors from the Ministry of Education ensure the observance of the prescribed standards. Should a private institution fail to observe the official standards and regulations, it may be closed down.

**Statistics on private institutions and the total number of pupils
for the school year 1960-1961 as compared with 1965-1966**

Type of institution	Year	Number of institutions			Number of pupils			Number of teachers			
		Mixed	Boys	Girls	Total	Boys	Girls	Total	Men	Women	Total
Infant schools	1965-1966	-	-	-	194	5891	4764	10745			
Infant schools	1960-1961	-	-	-							
Primary schools	1965-1966	257	402	169	828	105005	53619	158624			
Primary schools	1960-1961	-	-	-	542	74362	34994	109356			
State secondary schools	1965-1966	-	224	110	334	57863	26453	84316			
State secondary schools	1960-1961		130	65	195	33914	13853	47767			
Technical and vocational secondary schools	1965-1966		7	2	9	2262	256	2518			
Technical and vocational secondary schools	1960-1961							969			
Universities	1965-1966				2	2720	766	3486	293	42	335
Higher educational institutions	1965-1966	4	1	5	10	1000	1382	2382	90	34	124
Universities	1961-1962				1	547	83	630	45	8	53

IV

(a) The only minorities in Iran are religious minorities. They have the right to set up their own schools, where they teach their religion and their own language as the second language, but they must apply the State curriculum.

V

1. The following measures have been taken with a view to ensuring the application of the principle set forth in paragraph 1 (a) of Part V of the recommendation:

Study of the literature and culture of other nations, together with the teaching of foreign languages, literature and history.

Introduction into the new system of education of a guidance course in order to help each pupil to choose the field of studies which will enable him to make the most of his aptitudes and gifts.

Introduction into secondary schools of various theoretical subjects, such as literature, natural sciences and mathematics, and technical and vocational subjects (industrial, secretarial and commercial studies, dressmaking and hairdressing).

Creation of various faculties and higher educational institutions for young men and women, to enable them to continue their studies in the field for which they are best fitted.

Today, more than fifty different subjects are being taught at the faculties and higher educational institutions in Iran. They are open to all persons who pass the entrance examination. Each student may choose his own subjects.

VI

The following action has been taken to ensure equality of opportunity and treatment in education:

- (a) Extension of primary education, particularly in the rural areas. Under the law of 1944, such education is free and compulsory.

To facilitate the application of this law, the following measures have been taken:

1. A considerable part (61%) of the Budget of the Ministry of Education has been earmarked for primary education.
2. The programme of the Education Corps has been applied, with the result that it has been possible to open primary schools in the remotest villages in Iran.
3. Launching of the national literacy programme, the institution, in the urban and rural areas, of free classes which adult illiterates have been encouraged to attend.
4. Utilization of 5% of the revenue of the municipalities for the building of new primary schools.
5. The local authorities have been authorized to impose new taxes for special expenditure on regional primary education.
6. Extension of the teacher-training centres, especially the centres for the training of rural teachers, and more particularly for the training of women teachers.
7. Creation of special schools for nomads.
8. Publication and distribution free of charge of school textbooks for the first four years of primary education.
9. Financial assistance for necessitous pupils.
10. Organization, in factories, barracks, prisons and working-class areas of special classes for illiterates.
11. In view of the fact that the raising of the level of education and the obtaining of certificates guarantee an increase in wages, workers are encouraged to follow the courses organized for them.
12. During the school year 1965-1966, 89% of the children of school age attended schools in the urban areas, and 43% in the rural areas. The figure was 58% for the country as a whole, the proportion of girls being 32%.

- (b) Extension of secondary education. The following measures have been taken in order (1) to ensure equality of opportunity in secondary education, and (2) to guide pupils in the choice of subjects for which they are fitted:

Rapid extension of secondary schools. During the last few years, the annual rate of increase in secondary school enrolments has been 14%.

Improvement of the secondary teacher training centres.

Recruitment of a number of university graduates for teaching in secondary schools.

Institution of a new educational system in which a guidance course covering the 6th, 7th and 8th grades has been planned. The new system has been applied since last year, and it is expected that the guidance course will be applied as from the school-year 1968-1969.

Providing of technical and vocational education free of charge and granting of scholarships to pupils enrolled at these institutions.

Opening of evening schools where adults can, for a modest fee, continue their studies and sit for the State final examinations.

In 1965, 90,132 pupils were enrolled at these schools, with the result that 11,968 pupils completed their primary education that same year, 5,207 others completed their secondary education and 5,294 candidates sat for the final examinations of the first cycle of secondary education.

The number of pupils of these schools who obtained the leaving certificate represented 15% of the total number of new holders of this certificate in 1966.

(c) Extension of higher education

Higher educational institutions have developed considerably during the last few years, the average rate of increase in the number of university students being 5.4%.

This increase became more marked during the academic year 1966-1967, when the number of students rose to 36,268 (8,700 women students and 27,568 men students), which represents a 25% increase over the previous year.

Access to the universities depends exclusively on success at the competitive entrance examinations.

It is planned to institute correspondence courses next year to enable teachers, particularly primary teachers, to continue their studies in accordance with their aptitudes.

The minimum duration of these courses is eight years. As they are intended exclusively for primary teachers, the latter will thus be able to improve their educational level and, when the occasion arises, obtain promotion to the status of secondary teachers.

IRELAND

Additional information received from Ireland concerning its report published in document 14 C/29 Add. III, p. 20-21.

II

1. There are no separate educational institutions for individuals or groups based on race, colour, political or other opinion, national or social origin, economic conditions or birth. Education is available free in primary and post-primary schools. The provision for free post-primary schools was introduced as from September 1967.

3. Secondary schools are private institutions in receipt of aid from the State.

In the distribution of such aid there does not exist any preference or restriction based on the ground that pupils belong to a particular group.

VI

The Statistical Annual Report of the Department of Education for the year 1964-1965 is enclosed for information. Attention is drawn in particular to the following tables:

- (i) The number of pupils in National (Primary) Schools on 1 February 1965 by age/standard, by sex. (Table 13).
- (ii) The distribution for the school year 1964-1965, according to classes of pupils in secondary schools. (Table V).

Document attached to the reply from Ireland:

Ireland. Department of Education. The Statistical Annual Report for the year 1964-1965, Dublin 1966, 82 pp.

JAPAN

Additional information received from Japan concerning its report published in document 14 C/29 Add. II, p. 37-39.

II

3. The financial assistance given by the national government to private schools is mainly aimed at the level-up of the present condition of facilities and equipments for science and vocational education, as well as that of equipments for university education and research.

Of course, the system of a public assistance does not allow, in the distribution of such assistance, preference or restrictions based solely on the ground that pupils belong to a particular group.

III

3. Total enrolments by level of education and the enrolments in private schools:

	1960		1965	
	Total	Private	Total	Private
Kindergartens	742,367	510,922	1,137,733	836,953
Elementary schools	12,590,680	49,198	9,775,532	51,814
Lower secondary schools	5,899,973	207,903	5,956,630	180,991
Upper secondary schools	3,239,416	929,269	5,074,059	1,665,232
Special schools for handicapped	35,778	570	44,316	733
Technical colleges	-	-	22,208	4,449
Junior colleges	83,457	65,719	147,563	125,900
Universities	626,421	403,625	937,556	660,899
Miscellaneous schools	1,239,621	1,214,969	1,383,712	1,359,604

Data from "Educational Statistics in Japan" (1966, Ministry of Education).

VI

1. and 2. Enrolments compared with school-age populations:

	1960			1965			
	Total	Male	Female	Total	Male	Female	
	%	%	%	%	%	%	
Kindergartens	28.7	28.8	28.7	41.2	41.3	41.2	
Compulsory Education	Elementary Schools	99.82	99.79	99.83	99.81	99.80	99.83
	Lower Secondary Schools	99.93	99.92	99.93	99.91	99.91	99.92
Upper Secondary Schools	57.7	59.6	55.9	70.6	71.7	69.6	
Colleges and Universities	10.5	15.3	5.5	17.0	22.4	11.3	

Data from "Educational Statistics in Japan" (1966, Ministry of Education).

Document attached to the reply of Japan:

Japan. Ministry of Education. Education in Japan. A graphic presentation. Revised in April 1967, 130 pp.

JORDAN ⁽¹⁾

Additional information received from Jordan concerning its reply published in document 14 C/29, p. 101.

The problem of discrimination in education is not at all present in Jordan, as all nationals enjoy equal rights and sufficient opportunities in education disregarding sex (male and female) colour, religion or language, and this is in accordance with the current Educational Law No. 16 for 1964 and also in accordance with the previous Laws. Therefore, the filling of the questionnaire is not in question, as long as the problem is not present and that certain steps have been taken by the Member State for executing the special recommendation against discrimination in education.

(1) Extract from a communication addressed to the Resident Representative of the United Nations Development Programme in Jordan by the Ministry of Foreign Affairs of the Hashemite Kingdom of Jordan.

KENYA (1)

Additional information received from Kenya concerning its report published in document 14 C/29 Add.II, p. 40-42.

II

1. (a) and (b) "Under Colonial Régime education in Kenya was organized on racial lines with separate schools and separate syllabus for each of the main racial groups, Africans, Asians, and Europeans. With the advent of Independence, the racial bases of education have been abolished by constitution and law, and pupils from all races now have access to all public schools. A common syllabus for all schools has also been prepared".

V

"In a new nation such as Kenya, the aims and purposes of education must go beyond those of developing individual skills, talents, knowledge and character.

The education system has important social functions to perform. Outstanding among these at this stage of Kenya's development have been the tasks of building a united nation out of the diverse ethnic, linguistic, cultural and religious groups that exist and of producing the educated people to provide the country with indigenous leadership and skill. Great progress has already been made in both these directions. Our schools and colleges have helped to create a growing sense of national consciousness transcending considerations of race, tribe, religion and language. There have been tremendous advances in making good the dearth of skills and experience left behind in the wake of Colonial rule".

GRAND DUCHY OF LUXEMBOURG

I

As the existing legislation is entirely in keeping with the spirit of the Recommendation, no change has had to be made in this connexion.

II

1. There is no discrimination within the meaning of the Recommendation.
2. The principles set out in Section III (c) of the Recommendation had already been put into practice before the adoption of the latter.
3. No preference or restrictions based solely on the ground that pupils belong to a particular group are permitted.
4. Foreign nationals resident within the territory of our country have the same access to education as our own nationals.

III

1. (a) Yes, our country has separate educational systems and institutions for pupils of the two sexes.
 - (b) They offer equivalent access to education.
 - (c) They have teaching staff with qualifications of the same standard.
 - (d) They possess school premises and equipment of the same quality.

(1) Extract from a letter addressed to the Director-General by the Permanent Secretary of the Ministry of Education, Kenya.

(e) They afford an opportunity for boys and girls to take equivalent courses of study in primary education. The proposed law for the reform of secondary education stipulates that the structure and curriculum of secondary education, at present slightly different for boys and for girls, shall be the same, but that social, domestic and art subjects may be included in the syllabus of certain girls' sections as optional courses.

2. A. There are no separate educational systems or institutions for purely religious or linguistic reasons.

B. Parents or legal guardians may have their children receive religious education in conformity with their own convictions.

(a) No.

(b) A pupil may be exempted from religious instruction on the written request of his father or guardian.

3. We have private educational institutions.

(a) Some of them provide specialized training for certain careers or occupations.

(b) They are state assisted schools and the education provided is subject to state supervision and must conform to the standards laid down by the public authorities.

(c) The observance of these standards is supervised by the state services, in primary education by inspectors; the penalties provided may consist in the reduction or suppression of state financial aid, or even in the closing of the school.

IV

(a) There are national minorities; they have the right to carry on their own cultural activities.

(b) No, unless the European School is regarded as such a school.

(c), (d), (e) and (f) Special classes are provided for foreign children so that they may acquire a basic knowledge of one of the official languages, which facilitates their admission to the ordinary schools.

V

1. and 2. These principles are already embodied in the existing school legislation.

VI

1. Concerning the aims set out in the relevant sub-paragraphs:

(a) Secondary school fees are being gradually suppressed; a draft law provides for their complete abolition.

(b) This has already been done.

(c) The creation of an adult education service which enables everyone to increase his knowledge at the vocational, technical, lower secondary and upper secondary educational levels; it is also planned to organize courses of primary school standard, if needed.

(d) This has already been done.

2. (a) and (b) See above.

(c) Article 3 of the Law of 5 August 1963 on the reform of pre-primary and primary education stipulates as follows:

"Articles 1, 2 and 3 of the Law on Education of 10 August 1912 are replaced by the following provisions: (Article 1): All children who reach the age of six during the civil year shall, for nine consecutive years, receive instruction in the subjects mentioned in Article 23 of this Law".

REPUBLIC OF MALI

The Republic of Mali is a democratic, lay and social State in which national unity was achieved after the country gained its independence. Owing to this national unity, there are no problems relating to national minorities. All nationals of the Republic of Mali regard themselves as Mali citizens and work in harmony for the nation's progress and prosperity.

I

Article I of the Constitution of the Republic of Mali states as follows: "The Republic of Mali is indivisible, democratic, lay and social" and Article IV declares: "Any act of racial discrimination or regionalist propaganda of any kind ... shall be punished by law."

II

1. (a) and (b) There have never been any cases of discrimination in education in the Republic of Mali. As there are no problems relating to national minorities or racial groups, there would have been no point in drawing up statutory provisions or administrative instructions in this connexion. In the Republic of Mali education is free and compulsory for all children between 8 and 15 years of age.

2. All children have equal access to the basic course up to the age of 15. At the end of this course, pupils are admitted to institutions of secondary or higher education on the basis of merit or the country's needs. All children are offered the same opportunities to receive scholarships and other forms of state assistance.

The school fees of all scholarship holders are paid by the state.

3. and 4. Non-private education in the Republic of Mali is organized and financed by the state. Foreign nationals resident within the territory of the Republic of Mali have the same access to education as that given to Malian nationals.

III

1. (a), (b), (c), (d) and (e) In the Republic of Mali the system is co-educational from the basic course to the higher educational level.

2. A. (a), (b), (c), (d) and (e) In the Republic of Mali there is no separation for religious or linguistic reasons.

B. Parents and legal guardians are free to have their children receive religious education in conformity with their own convictions.

3. There are private educational institutions in Mali.

(a), (b) and (c) These institutions provide educational facilities in addition to those provided by the public authorities and constitute a highly appreciated contribution to the efforts made by the state, from which they receive regular financial support. These private institutions have the same curricula as state institutions. They are regularly visited by state inspectors of education.

IV

(a), (b), (c), (d), and (e) There are ethnic minorities but there are no national minority problems and consequently, no special treatment is accorded to minorities.

V

1. and 2. In state and private institutions at all levels there are courses of civic and moral instruction dealing with the human personality, respect for human rights and fundamental freedoms, understanding, tolerance and friendship among all nations and racial or religious groups, as well as with the activities of the United Nations for the maintenance of peace and with many other subjects likely to strengthen human solidarity and fraternity.

VI

1. and 2. (a), (b) and (c) Do not apply.

VII

(a) and (b) Do not apply.

NETHERLANDS

NETHERLANDS ANTILLES

Racial discrimination

There is no racial discrimination. This is guaranteed by the Constitution and the education laws, which are in line with the statutory provisions in force in the Netherlands.

Discrimination by criteria other than race

The law provides for educational institutions differentiated according to religious denomination and sex. Consequently, there are in the Antilles schools exclusively for boys, schools exclusively for girls and schools that are established on a denominational basis. The right to establish such schools is guaranteed by law.

In the Antilles there are the following types of schools:

- A. Primary schools for boys
Primary schools for girls
Co-educational primary schools
- B. Extended primary schools for boys
Extended primary schools for girls
Co-educational extended primary schools
- C. Secondary schools for boys
Secondary schools for girls
Co-educational secondary schools
- D. Domestic science schools for girls
Technical schools for boys

In category A, public education, Protestant education and non-denominational education are given only at co-educational schools; Roman Catholic education is given at boys', girls' and co-educational schools.

In category B, public education is given at boys' schools, girls' schools and co-educational schools, Protestant education only at co-educational schools, Roman Catholic education at boys' schools, girls' schools and co-educational schools (the latter exclusively on the islands of St. Martin and Bonaire) and non-denominational education only at co-educational schools.

In category C, public education is given only at co-educational schools; there are no Protestant schools; Roman Catholic education is given at boys' and girls' schools only, but in certain cases there is co-education, this being the rule on the island of Aruba.

There are no schools for private non-denominational education.

In category D are schools of all kinds except private non-denominational schools, unless the Shell Craft Training School be regarded as such.

In principle, all children are able to receive the education suited to their abilities in so far as the facilities therefor are available.

Private non-denominational education

The oil companies on the islands of Curaçao (Shell) and Aruba (Lago) run their own schools, which, however, are government-subsidized.

The school at Aruba is open to English-speaking children.

The primary school at Curaçao (Schroeder School) is open only to children of Shell personnel. The same building now also accommodates a public primary school.

The extended primary education department is run by a Foundation, but is open to all children.

The schools run by the Protestant Education Foundation and the above-mentioned private non-denominational schools require a certain school fee to be paid yearly.

In principle, the curricula for each of the various types of schools are identical. Typically feminine subjects, such as needlework, and typically masculine subjects, such as woodwork, are usually taught separately.

The teaching staff at the primary schools is composed of both male and female teachers. At co-educational schools, however, women teachers preferably take the lower classes and the male teachers the higher.

The teaching staff at girls' schools are mainly women, at boys' schools mainly men.

The teaching staff in extended primary education are for the most part mixed.

The teachers at Roman Catholic secondary boys' schools are almost exclusively men.

The teaching staff at technical schools are exclusively men, at domestic science schools mostly women, though sometimes also mixed.

Private schools

By private schools are meant all schools run by a School Board which is not part of the Island Government, i.e. all Roman Catholic, Protestant and private non-denominational schools.

With the exception of the typically religious element, the curricula per type of school are in principle identical with those of public education. There is usually a difference as regards the books used, but this hardly affects the curriculum.

The teaching staff of private schools must satisfy the same requirements as those of public schools.

Given the fact that all children resident in the Netherlands Antilles have access to any form of education, to any branch and any level of study compatible with their ability, no questions based on discriminatory situations other than by sex or religion apply.

A summary giving the number of pupils by school type, religion, sex, etc., can be found in the Annual Report of the Education Department.

II

1. Discrimination in education does not exist in Singapore, and the questions do not therefore apply.
2. For all nationals (i.e. Singapore Citizens) there are no differences of treatment in respect of (a), (b) and (c).
3. No.
4. Yes, but they are required to pay higher fees.

III

1. (a) Single educational system applies to both boys and girls. Some schools are for boys only or girls only, but the majority are co-educational.

(b) Yes.

(c) Yes.

(d) Yes.

(e) Yes.

2. A. Schools in Singapore use any one of 4 official languages (English, Chinese, Malay, Tamil) as the medium of instruction, but conform to a single educational system. There are no separate systems or institutions for religious reasons.

(a) Schools are either Government schools (established and run by the Government) or Government-aided schools (privately established but entirely financed by the Government). Government-aided schools are registered under the Education Ordinance.

(b) (i) Yes.

(ii) Yes. Disciplinary action against the staff in the case of Government schools and withdrawal of aid in the case of Government-aided schools.

(c) Yes, especially in the choice of language medium.

(d) Question does not arise; we have only one system.

(e) No - unnecessary.

2. B. Parents are completely free to do so, but religious instruction may be given in schools only outside normal school hours.

(a) No.

(b) No.

3. Very few; most private schools teach specialized subjects such as art, music, dancing, shorthand, typewriting, etc.

(a) Such schools, being conducted for profit, are open to all.

(b) (i) Registered under the Education Ordinance.

(ii) Yes.

(c) Yes. Cancellation of registration, which means the school is closed down compulsorily.

IV

- (a) Yes.
- (b) Not schools with a full curriculum; only classes giving instruction in their own languages.
- (c) These classes are conducted with the approval of the Government. They are administered by the minorities themselves without Government interference.
- (d) (i) Only the mother tongue is studied as a language; other subjects are studied in the regular Government or Government-aided schools using one of the 4 official languages as the medium of instruction.
 - (ii) Yes.
- (e) These classes prepare students for a specific examination in that language.
- (f) Yes.

V

1. These objectives are constantly borne in mind by all educators in drawing up syllabuses of instruction.
2. Yes, particularly in the Civics syllabus.

VI

1. Yes, except that primary education in Singapore is universal without being compulsory.
 - (a) No, because (a), (b), (c) and (d) have all been attained.
 - (b) See answer to previous question.
 - (c) None. No compulsion is necessary.

VII

- (a) Nil.
- (b) Nil.

SWEDEN

II

1. (a) Statutory provisions or administrative instructions of this particular nature do not exist in Swedish legislation.

(b) Changes in administrative practices have not been considered necessary.

2. (a) Education (on both primary and secondary level) within the public school system is free of charge for all Swedish nationals as well as for foreign nationals resident in Sweden.

(b) A new student welfare system has been introduced as from 1 July 1964. See Appendix A (item 1 in bibliography), p. 6 ct.

(c) See Appendix A (item 1 in bibliography) p. 11: Studies abroad and foreign students.

3. Financial aid, normally amounting to 60% of the cost of salaries, health insurance fees and pension fees for headmaster and teaching staff is granted to certain private schools, mainly on secondary level. Special support for medical service at such schools is also granted by the government. The general criteria and conditions for government aid to private schools are laid down in a Royal Decree of 26 April 1967 (Privatskolstadgan), according to which a private state-aided school is to be organized in mainly the same way as similar institutions within the public school system. The rules in force concerning the object and standard of education within the public school system are in principle applicable to aided private schools as well. All aided private schools are supervised by the National Board of Education and the County School Board. The school regulations are sanctioned by the National Board of Education. No statutory provisions exist with the effect of excluding schools from the benefit of government aid solely on the ground that the pupils belong to a particular group.

4. Free access to compulsory education within the public school system is given to every foreign national resident in Sweden. As regards access to non-compulsory education certain problems may arise, mainly due to the difficulties in establishing the competitive value of foreign school certificates and diplomas. Access to the non-compulsory lines of education by foreign nationals (at least from outside Scandinavia), who have not been resident in Sweden long enough to acquire a basic Swedish education, is therefore nearly always subject to special authorization, that is an appreciation "in casu" of the applicant's qualifications. The language difficulty is naturally also a great problem in this context. Finally, the "numerus clausus" principle, which is applied to a number of university courses, is apt to give a rather small scope for a favourable consideration of applications from foreign students, the places available being earmarked primarily with regard to Sweden's own need of trained manpower (see below under XV).

III

1. (a) Separate schools for pupils of the two sexes do not exist within the new public school system (comprehensive schools, gymnasia, continuation schools). For enrolment figures, distributed by sex in various forms of primary, secondary and vocational education, see Appendix B (item 2 in bibliography). Separate private schools exist, however, some of which are government aided (c.f. below under 3.)

2. A. Linguistic minorities

The great majority of children among the immigrated linguistic minorities receive their compulsory education within the public school system (see below IV (b)). Apart from temporary arrangements for refugees and immigrants, separate schools have been established only for the Estonian minority. Today there are three Estonian schools, two in Stockholm and one in Göteborg. They are all private institutions receiving government aid (c.f. above II 3).

Religious minorities

Two religious denominations, namely the Mosaic and Roman Catholic, have been given the right, by a Royal Decree, to replace the religious education provided by the public school system (see below under B) by their own religious instruction. These two denominations have also set up their own schools. In Stockholm there is thus one Jewish and one Roman Catholic school. Another Roman Catholic school is situated in Göteborg. These schools, which are under private managements, have all been approved by the public school authorities. The Jewish school benefits from government aid.

(a) See 3 (b) below.

(b) See 3 (b) below.

(c) Close co-operation between school and parents is considered an essential element in public primary education. See curriculum for the comprehensive school p. 25-30. Appendix C (item 2 in bibliography).

(d) Yes.

(e) Compulsory school attendance may be fulfilled in any school, private or public, on the conditions laid down in paragraphs 33 and 34 of the Education Act. Individual instruction in the home or elsewhere, that in its essentials corresponds to the standards of the comprehensive school, may also be permitted under special circumstances (Education Act paragraph 35).

2. B. (a) In principle, participation in religious education within the public school system is compulsory. However, according to the curricula (Sw. Läroplan, see below under V) for the comprehensive school, the gymnasium and the continuation school established by the National Board of Education, the instruction given in the subjects "Kristendomskunskap" and "Religionskunskap" is to be neutral, that is not "coloured" by any particular religious creed (See below under V).

(b) Paragraph 27 of the Education Act provides for exemption from participation in morning gatherings and religious education. In the latter case, exemption may be granted, if the pupil belongs to a religious community, which by Royal Decree has been given the right to replace the religious education provided by the public schools with their own religious instruction. (C.f. above under 2 A. Religious minorities).

3. (a) Fully.

(b) and (c) Private government-aided schools have, in principle, the same status as similar schools within the public educational system (c.f. II 3 above). Compulsory school attendance may also be fulfilled in non-aided private schools, which have been approved for this purpose by the local school authorities. Approval shall be granted if the nature, standard and general aim of the education in its essentials correspond to what is prescribed for the public schools. Non-observance of satisfactory standard may result in a withdrawal of the approval (Education Act paragraph 34). Non-aided schools may also be granted the right to award school-leaving certificates qualifying for admittance to post-secondary education. Such authorization is given by the National Board of Education.

IV

Ethnical minority

(a) Approximately 10,000 Lapps live in the three northern provinces of Sweden. Of these about 2,300 are so called "mountain Lapps", that is reindeer-breeding nomads. The Lapps are mainly bilingual (Swedish-Lappish).

Immigrants

In 1960 the Swedish population (totally 7,5 million) consisted of approximately 300,000 persons born abroad the great majority (approximately 100,000) of which were Finnish born. The number of Finnish immigrants is estimated to have increased considerably, since then (300,000 has been mentioned in a recent government report).

(b) Within the framework of the public school system special schools for the Lapps have been established at 7 places in the northern provinces. As far as the children of immigrants are concerned, the great majority of these receive their basic education within the public school system (c.f. above III 2 A. Linguistic minorities).

Within the public system there is however, scope for special arrangements for minority pupils, such as auxiliary instruction in the Swedish language and at secondary level, possibilities to study their own mother tongue. Where there is a larger number of children belonging to the same minority group, experiments have been made to gather the children in special classes. Classes for Finnish speaking pupils have thus been organized at several places.

(c) The Lapp schools mentioned under (b) are organized according to the principles of the ordinary comprehensive schools, only with certain modifications in order to give room for special instruction in e.g. languages, handicraft and reindeer husbandry. The existing schools for foreign minorities (c.f. III 2 A.), are governed by the same rules concerning establishment, organization etc. as other private schools in this country (c.f. II 3, III 3 (b)).

(d) In the Lapp schools Swedish is the main language of instruction. At the Estonian primary schools in Stockholm and Göteborg, Estonian is the main language in the lower classes. In the higher classes the Swedish language is used in most subjects. The Estonian gymnasium in Stockholm mainly works in the Estonian language.

(e) The meaning of the question is unclear.

(f) C.f. III 3 (a) and III 2 A. (d). Even participation in Lapp schools is fully optional. In each municipality where there is a Lapp school there is also an ordinary comprehensive school. The Lapp population has full freedom of choice between the two kinds of schools.

V

These principles are laid down in the curricula for the public school system. The curricula (Sw. Läroplan), published by the National Board of Education, contain general directives concerning the aim and object of school education and as to the organization of activities, as well as instructions for the teaching of each subject on the syllabus. Examples of the above-mentioned directives and instructions are to be found in the enclosed extracts from the curriculum for the comprehensive school Appendix D (item 2 in bibliography).

VI

1. and 2. (a) For information concerning the broad national aims of education, see the Swedish contribution to World Survey of Education, Volume V, worked out in response to Unesco letter ED 24/1/1453 of 12 September 1966. Data concerning access to higher education has been provided to Unesco in response to circular letter UNESCO/MINEUROF/CL 2 of 14 April 1967.

For data concerning state study assistance: See Appendix A (item 1 in bibliography).

For data concerning the number of pupils, distributed by sex, in primary, secondary and vocational education, see Appendix B (item 2 in bibliography).

Number of persons in education by groups of age, see Appendix E (item 2 in bibliography).

A comprehensive account of Swedish educational expenditure is to be found in the OECD-publication Educational Policy and Planning in Sweden (Paris 1967). From this publication the following three tables have been extracted:

1. Expenditure per pupil within the school system: Appendix F (item 2 in bibliography).
2. Expenditure per student within the university sector: Appendix G (item 2 in bibliography).
3. Total public expenditure for educational purposes in relation to the gross national product: Appendix H (item 2 in bibliography).

(b) Educational reforms in the 1960's:

- 1962: Comprehensive school reform
 - 1966: Reorganization of secondary education
 - 1963: University expansion programme
 - 1964: Student welfare reform
 - 1965: University expansion programme
 - 1967: Certain measures in the field of adult education
Teacher training reform
- Reforms are under preparation in the fields of vocational education, access to higher education (provisional measures already taken), teaching aids etc.

(c) 1962 Education Act with successive Royal Decrees and administrative instructions.

VII

(a) General remark: A Government Bill on the acceptance of the Unesco convention against discrimination in education was recently presented to the Riksdag. The reading of this document will take place during the autumn session of 1967.

(b) C.f. above under II 4 and Swedish report on Access to Higher Education (UNESCO/MINEUROPE/CL 2).

Documents attached to the reply from Sweden:

1. Sweden. The Swedish Institute. State study assistance (Sweden today); Stockholm 1966, 17 pp.
2. A series of extracts from the published school curricula and the statistical yearbook were provided by the Government as Appendixes B-H of this report.

SWITZERLAND

Additional information received from Switzerland concerning its report published in document 14 C/29, p.109-110.

I/II

Generally speaking, we can say that almost all the cantons have revised their law on scholarships with a view to adapting it to the new "Federal Law on the allocation of subventions to the cantons for their expenditure on scholarships" (29 May 1964). It may definitely be stated that, thanks to this Federal assistance, annual allocations for scholarships have increased appreciably, rising from 11 million Swiss francs in 1962 to 36 million Swiss francs in 1966.

It may be added that a working group of officials of the cantonal offices for scholarship grants has been set up. It is endeavouring to apply the same rules and the same procedure in all the cantons, with a view to eliminating all discrimination between the various regions.

Lastly, mention must be made of the law for the democratization of studies which was recently adopted by the citizens of Geneva and which not only abolishes school fees for secondary and higher education, but also provides for the automatic allocation of scholarships to all pupils whose parents' income is below a certain limit. These scholarships are allotted without the parents being required to apply for them, the legislator's intention being to prevent the scholarships policy from giving the impression that it is based on charity or mendicancy.

III

As far as this question is concerned, we have practically nothing to add to our first reply, apart from the fact that in some cantons, where girls did not have the same opportunities as boys at the secondary educational level, efforts are now being made to eliminate all discrimination based on sex.

For example, the canton of Uri has just opened an upper secondary school for girls. In the canton of Saint-Gall there is a move to place the lower secondary school curricula on a more equal basis by giving the girls less instruction in domestic science and more in mathematics and geometry. A detailed study on this subject has been undertaken by the Alliance des Sociétés féminines suisses (Alliance of Swiss Women's Societies) which will certainly enable the cantonal Departments of Education to remedy these shortcomings.

As regards separation for religious reasons, we must also mention the establishment of increasing good relations between the denominations as a result of the recent efforts in connexion with the oecumenical movement.

IV

In principle, we do not speak of national minorities in Switzerland. Every citizen is Swiss, enjoying the same legal and other rights. On the other hand, we recognize four different national languages, German, French, Italian and Romansh, the first three being official languages. As far as education is concerned, the teaching language is either the same throughout the canton (unilingual cantons) or else it depends on the district or commune (bilingual or trilingual cantons). It is through this obligation to provide schooling in the teaching language of each locality that assimilation in the various linguistic regions is ensured and the linguistic balance maintained. It should therefore be clearly understood that the linguistic minorities do not have their own state schools in Switzerland, with the exception of the French school in Berne, which has a special rôle to play, being intended for the children of French-speaking federal civil servants resident in the capital.

On the other hand, the "national minorities" enjoy full liberty to carry on their own cultural activities within the framework of private institutions such as the Association romande in Berne, Zurich, etc.

V

We can only confirm what we said in our previous report.

VI

As school education is the responsibility of the 25 cantons and semi-cantons, there is no national educational policy, but the same movements and trends are to be found everywhere. Although there is not complete equality with regard to teachers' salaries, that does not mean that there is discrimination, since the cost of living naturally varies from one place to another. It even frequently happens that the rural communes offer the teacher, in addition to his salary, a flat, for example or heating, etc.

We must also emphasize that the "Conférence suisse des chefs des départements de l'instruction publique" (Swiss Conference of Heads of Departments of Education) has just set up two commissions for the international co-ordination of schooling. There is a move to establish a suitable structural national policy by means of "co-operative federalism". One of the Conference's first recommendations was the introduction of the same period of compulsory schooling in three cantons.

We feel that, through the committees we have briefly mentioned, the Confederation will be able to promote education throughout the country so as to ensure equal opportunity for all children in Switzerland. Moreover, the Confederation, through its subsidiary policy, has always contributed to the achievements of this end.

SYRIAN ARAB REPUBLIC

Additional information received from the Syrian Arab Republic concerning its report published in document 14 C/29, p. 111-112.

For the reply to I - II - 1 - 2, see the information previously supplied to Unesco in report G 3091, sent on 22 September 1962.

6

II

2. (a) School fees: Education at State schools of all types and at all levels is free. Primary education is compulsory.

(b) The grant of scholarships and other forms of assistance to pupils: Scholarships are granted by the Ministry of Education in accordance with Decree-Law No. 112 promulgated in 1959. Articles 10, 11, 12 and 13 of this Decree-Law fix the procedure to be followed for the selection of the beneficiaries. This procedure comprises the following stages:

1. General announcement concerning the nature of the scholarships and of the conditions required for obtaining them (specialization, necessary diplomas: marks needed for these diplomas; age).
2. The candidates are interviewed.

In addition, educational grants are granted by the Syrian universities, in accordance with Decree-Law No. 1766 of 23 December 1964, on the basis of the marks obtained at the "baccalauréat" examination by students wishing to enrol at Syrian universities, and of those obtained at the end-of-term examinations in the case of students continuing their university studies.

Material assistance is given to needy students pursuant to Ministerial Decree No. 107 of 27 December 1964. To obtain such assistance, the student, or those on whom he is dependent, must have a limited income, must not be a scholarship-holder or benefit by a grant, must be assiduous in his studies, must have passed the examinations the previous year, and must not have been finished for disciplinary reasons.

(c) The grant of the necessary permits and facilities for the pursuit of studies in foreign countries: A special department of the Ministry of Education is responsible for offering students continuing their university studies at their own expense the necessary facilities for pursuing their studies in foreign countries (issue of passports, transfer of currency, postponement of military service, supervision of studies through the cultural attachés, etc.).

II-3-4. See report G-6409,
6 sent to Unesco 21 September 1965.

III-IV-V-VI See the same report.

Enrolments at public and private schools

<u>Type of education</u>		<u>School Year 1960-1961</u>		<u>School Year 1965-1966</u>	
		<u>Number of enrolments</u>		<u>Number of enrolments</u>	
		<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>
Primary	State	20,231	15,314	76,674	41,012
	Private	10,627	1,744	4,894	6,300
General middle	State	7,729	2,553	17,570	5,835
	Private	11,055	2,490	41,190	9,569
Technical middle	State	1,201	233	-	-
	Private	152	63	-	-
General secondary	State	3,184	797	10,039	2,463
	Private	1,645	505	13,648	3,420
Technical secondary	State	1,025	195	1,018	200
	Private	19	-	-	-
Teacher training	State	465	247	746	611
University	State	11,346	2,439	27,096	5,483

Statistical Data

The number of persons enrolled at State schools represents 75% of the total school-age population.

<u>Scholarships</u>	<u>Year</u>	<u>Local scholarships</u>	<u>Scholarships for study abroad</u>
	1965-1966	111	124
	1966-1967	104	155

Document attached to the reply from Syria:

Extracts from the Presidential Decree No. 1532 of 1959, concerning the general organization and range of action of the Ministry of Education and from the Decree Law No. 1766 of 23 December 1964 concerning university scholarships.

TRINIDAD AND TOBAGO

I

1. The Education Act was proclaimed in August 1966, which specifically provides that no discrimination shall exist in the admission of persons to school on grounds of race, religion, social status or language. However, administratively there is always conscious and scrupulous action to:

1. Eliminate any form of discrimination in the entire administration of education.

II

1. (a) See above.

(b) See above.

2. There is no significant discrimination in regard to fees, scholarships and study abroad. At the College of Arts and Science, the Government pays the fees of all enrolled students who are citizens of Trinidad and Tobago.

3. The system of assistance to schools does not allow of any discrimination or preference of this nature.

4. Yes, they do.

III

1. (a) Some schools are mixed, some boys' only, some girls' only.

(b) The access is equivalent.

(c) The schools are all of the same standard, uniformly staffed, supplied and administered.

(d) Yes.

(e) Yes.

2. (a) Yes.

A. (a) Some are private, others are assisted by the State.

(b) The private schools are subject to less supervision than the state-aided schools which are subject to the same general controls as state schools. The question of penalties has never arisen.

(c) It is not possible to say whether the parents' wishes are represented in these schools.

(d) Yes, as to the particular schools, generally attendance at some kind of school is compulsory for the age group 6 through 12.

(e) No. But it is known generally that no one can be forced to attend any particular school. Such a statutory provision would be unnecessary. The Constitution of the country guarantees to the parent or guardian the right to provide a school of his own choice for his child.

2. B. (a) No.

(b) Yes. First of all, in the Constitution. Secondly in all assisted church schools there is the provision of the Education Act to the effect that any child may be withdrawn from religious instructions by his parent without forfeiting any of the benefits of the school. (It does not matter what the religion of the child or school is the parent has this right).

3. Yes.

(a) There is no regulation of the admission of pupils of any group or type into a private school.

(b) They are required to be registered.

(c) Their entire operations are subject to inspection and they may be closed by the State if they operate outside of the standards laid down.

IV

(a) No.

(b) -

(c) -

(d) -

(e) -

(f) -

V

1. No special measures have been taken, but the United Nations Declaration of Human Rights is enshrined in our Constitution.

2. Yes.

VI

1. Yes.

2. There is no problem and further measures are not therefore necessary.

VII

(a) No further action is proposed to be taken or is considered necessary.

(b) No obstacles exist.

UNITED STATES OF AMERICA (1)

Additional information received from the United States of America concerning their report published in document 14 C/29, p.114-118.

II

2. (a) to (c) Under this Section of the Civil Rights Act all school districts (except 96 out of approximately 25,000), all states, and all institutions of higher education (except four out of approximately 3,000) have agreed to comply with the provisions of Title VI of the Civil Rights Act of 1964; or, in the case of approximately 1,200 school districts in the 17 southern and border states have submitted plans for the desegregation of their school systems, many at the latest by the beginning of school in 1969. This should eliminate any difference in treatment between the races by public authorities in such matters as school fees and student assistance, and grants and permits for the pursuit of studies in foreign countries.

IV

(a) Among the national minorities which may be identified in the United States, the Bureau of the Census reports certain ethnic groups - Spanish, Americans, Indians, and Negroes. These groups are scattered throughout the United States and do not generally perpetuate specific cultural activities. Usually where population is concentrated, cultural activities tend to follow the American cultural pattern. Current statistics do not exist on school enrolment for specific ethnic groups.

(b) National minorities generally are absorbed in the public school system. A census survey for 1966 indicated that almost one-hundred per cent of the school age population was in school (7-9 year old, 99.3%; 10-13 year old, 99.3%; 14-15 year old, 98.6%). National minorities have a right to establish private schools for their children. Like any other group, if they do so, it is necessary for them to finance the operation of their school.

(1) Extract from a letter addressed to the Director-General by the Director of the Office of Multilateral Policy and Programs, Bureau of Educational and Cultural Affairs, Department of State.

URUGUAY

II

1. (a) and (b) As there are no statutory provisions or administrative instructions involving discrimination of any kind, there has been nothing to abrogate. Uruguay's Constitution, some articles of which are given below, guarantees complete freedom of education, considered in both its active and passive aspects: freedom to teach and freedom to receive education.

2. (a) Education being free, no one in Uruguay is required to pay school fees.

(b) For the foregoing reasons, there is no discrimination.

(c) Difficulties may be created by the host country if it permits discrimination, but never by Uruguay.

Constitution of Uruguay

Article 8. "All persons are equal before the law, no distinctions being recognized among them other than those based on talent and virtue." Art. 68. "Freedom of education is guaranteed."

"The law shall regulate state intervention for the sole purpose of maintaining hygiene and the necessary standards of morality, as well as public order and safety.

Every parent or guardian has the right to select the teachers or institutions he desires for the education of his children or wards."

3. Under no circumstances.

4. Yes.

III

1. (a) Ninety-nine per cent of the establishments are for persons of both sexes. Only one state educational institution, the Universidad Femenina (Woman's University), and a few private institutions, have separate systems for the two sexes. All other state primary, secondary and higher educational institutions are mixed.

(c) Yes.

(d) Yes.

(e) They take the same courses of study.

2. A. Not among the state institutions. Some private educational institutions have separate systems based on religion or language. (a), (b) Article 69 of the Constitution states: "Private educational institutions ... and cultural institutions, shall be exempted from national and municipal taxes as a subsidy for their services". This refers to private primary education, which is supervised only in regard to morality and hygiene; at the secondary level, the State exercises complete control; there is no private education at the higher level, i. e. university education is provided exclusively by the State.

(c) Yes.

(d) Yes.

(e) Yes.

2. B. (a) No.

(b) There are express provisions to this effect in Article 68 of the Constitution.

3. (a) Its purpose is precisely to provide additional educational facilities but there is a very strong tendency to place all education in the hands of the State, as it is considered that to charge fees for education is a form of discrimination.

(b) At the primary level, the State intervenes solely for the purpose of maintaining the necessary standards of hygiene and morality, as well as public order and safety.

(c) Control is exercised by inspectors of private schools. Penalties may even include the closing of an establishment that does not comply with the prescribed regulations.

IV

(a), (b) and (c) Various religious groups (Catholic, Jewish, Protestant, etc.) have their own schools where the instruction corresponds to their own particular philosophy.

Certain primary and secondary schools for minorities provide their instruction in a foreign language; some of them apply the same curriculum as is used in the Uruguayan State schools, while others follow the curriculum used in the country of origin.

(d) French, English, German, Italian and Hebrew are the languages most widely used; these languages are also taught at the secondary level, at the universities and at State teacher-training schools.

(e) Only at the secondary level and at the end of the sixth year primary schooling, since pupils must then sit for the secondary-school entrance examination which is based on the studies corresponding to the final year of State primary schooling.

(f) Yes; it is a matter for the parents to decide.

V

Article 70 of the Constitution reads: "Primary education and secondary agricultural and industrial education are compulsory. The State shall take the necessary steps to give effect to these provisions."

Article 71 "Free State primary, secondary, higher, industrial, art, and physical education is declared to be of social utility, as well as the creation of scholarships for continued study and specialization in cultural, scientific and occupational fields, and the establishment of public libraries. In all educational institutions, special attention shall be paid to the formation of the moral and civic character of the students."

2. When the curricula for State institutions have been drawn up, these aims have been taken into account.

VI

1. In Uruguay, State education is free at all levels. As regards compulsory education, this now extends to all pupils between five and seventeen years of age, i. e., under the new Constitution, education is compulsory at the primary and secondary levels.

2. (a), (b), and (c) Regular attendance at school has been promoted through increased social welfare, particularly the attendance of children from circles less favoured from the social, economic and cultural standpoint. Budgets for individual programmes are now being drawn up.

REPUBLIC OF VIET-NAM

Preliminary remark. In principle, there is no discrimination in education in the Republic of Viet-Nam, so that we do not need to implement Unesco's Recommendation against Discrimination in Education. It may be added that many facilities have been provided and other special measures taken in order to encourage education, particularly the basic education of the ethnic minorities.

II

1. Discrimination exists, but its purpose is to encourage the ethnic minorities, so that, in actual practice, the question does not arise.

2. (a) State education being free (except in the case of the universities where there are enrolment fees - waived for certain categories of students, such as scholarship holders, etc.), the question consequently does not arise in practice.

(b) Ethnic minorities and poor students enjoy priority in regard to scholarships, allowances and other forms of assistance.

(c) The same applies to studies abroad.

3. There is no discrimination in the distribution of assistance.

4. Yes, they even enjoy numerous facilities.

III

1. (a) Yes.

(b) Yes, except for special institutions such as the School of Midwifery, which accepts only female students, etc.

(c) Yes.

(d) Yes.

(e) Yes.

2. A. Yes.

(a) The same for all institutions throughout the country.

(b) There is supervision. Where certain standards are not observed, penalties range from a mere reprimand to the closing down of the institution concerned.

(c) Yes, in the case of minors only.

(d) Yes.

(e) Yes.

B. Entire liberty.

(a) No.

(b) Yes, as in A (e).

3. There are numerous private educational institutions in the Republic of Viet-Nam.

(a) Private institutions have contributed largely to educational possibilities and have never attempted to secure the exclusion of any group.

(b) and (c) Same answer as for A. (a) and (b).

IV

- (a) Yes.
- (b) Yes.
- (c) The same status as all other schools throughout the country.
- (d) Viet-Nameese and the language of the minority concerned.
- (e) Yes. Viet-Nameese being an easy language to learn, particularly to write, it has proved unnecessary to found universities for ethnic minorities.
- (f) Yes.

V

1. and 2. No action, as our system of education faithfully reflects the principle defined in the Recommendation (paragraph I (a), Part V).

VI

No discrimination.

ANNEX

It has been considered useful to give the following information concerning the measures taken to facilitate the admission of pupils belonging to ethnic minorities and of children of members of the armed forces etc., to State schools and to the various competitive and school leaving examinations.

1. Age requirements for admission to the first year class of the State secondary schools (Decree 2411-GD of 1 December 1966):

Minimum age: 11 on 31 December of the current year.

Maximum age: 14 on 31 December of the current year (in Saigon and the capitals of the provinces, 15 elsewhere)

15 in the case of disabled candidates

18 in the case of candidates belonging to the ethnic minorities (Thuong, Chàm, etc.)

2. Privileges granted to candidates of Cambodian origin or belonging to ethnic minorities (Ministerial circulars of 28 October 1964 and 25 September 1965). Competitive examination for admission to the first year class of State secondary schools: an increase of 10% of the total marks obtained is accorded. Final examination of the lower secondary school and first part of the baccalauréat. An increase of one-fifth of the total pass-mark required is accorded. Direct admission without the need to sit for a competitive examination:

Secondary school of Agriculture, Forestry and Stock-breeding (up to one-tenth of the total number of candidates admitted);

Technical schools, community teacher-training schools (percentage of students admitted directly: frequently varies);

Candidates who belong to ethnic minorities and who have passed the second part of the baccalauréat are admitted directly to the faculties.

3. Privileges granted to the children of members of the armed forces killed on active service (Ministerial circulars of 12 June 1965 and 8 May 1967). They are entitled to benefit by an increase of 10% of the total number of marks at the competitive entrance examinations for the following schools:

General and technical secondary schools, specialized schools of higher education, vocational schools.

Those born in Saigon and Giadinh are admitted to the National School for Wards of the Nation.

When there is no competitive entrance examination they enjoy priority of admission to the general and technical secondary schools.

4. Privileges granted to military candidates (reservists, soldiers of the Regular Army and the Regional Forces, wounded and disabled soldiers).

The pass mark required of them is 10% less than that required for the admission of other candidates.



General Conference
fifteenth session
Conferencia general
décimoquinta reunión

Conférence générale
quinzième session
Генеральная конференция
пятнадцатая сессия

U N E S C O
15 C

15 October-20 November 1968

15 C/10 Add.
PARIS, 12 September 1968

Item 13 of the Provisional Agenda

FIRST PERIODIC REPORTS OF MEMBER STATES AND ADDITIONAL
INFORMATION TRANSMITTED BY CERTAIN MEMBER STATES CONCERNING
THEIR REPORTS ON IMPLEMENTATION OF THE CONVENTION
AND RECOMMENDATION AGAINST DISCRIMINATION IN EDUCATION

SUMMARY

This document contains the texts of the first periodic reports of four Member States on the implementation of the Convention or of the Recommendation against Discrimination in Education received by the Secretariat between 15 January and 15 July 1968, together with additional information supplied, between the same dates, by six Member States.

I. Replies concerning the implementation of the Convention:

Byelorussia
Guyana
Hungary
United Kingdom of Great Britain and Northern Ireland

II. Replies concerning the implementation of the Recommendation:

Ceylon
Congo (Brazzaville)
El Salvador
Korea
Nigeria
Syria
Turkey

I. REPLIES CONCERNING THE IMPLEMENTATION OF THE CONVENTION

BYELORUSSIA

I

Before the triumph of the Great October Socialist Revolution, the great mass of the people of Byelorussia had no access to education. In the 1914-1915 school year, for instance, the country had barely a hundred incomplete secondary schools and 71 secondary schools, and no more than 15 technicums and other specialized secondary schools, with a total of only 1,425 pupils who came for the most part from wealthy families. There was not a single higher educational establishment in Byelorussia. Eighty percent of the population - most of them women - were illiterate.

In order to remove the burden which the Byelorussian people had inherited from the old bourgeois system, based on property-owning, a task of tremendous scope and significance was undertaken after the establishment of the Soviet system - that of developing public education, providing literacy teaching for all sectors of the population and raising the cultural level of the working classes.

By 1936, illiteracy had been eradicated. The introduction of eight-year universal compulsory education was completed in the 1962-1963 school year. This success is now being followed by the transition to universal secondary education. In the 1967-1968 school year, 1,800,000 pupils, i.e. all children of schoolage, are studying in more than 12,000 schools. One hundred and twenty-five thousand students are being educated in 28 higher educational establishments (VUZ). One hundred and thirty-eight thousand pupils are enrolled in 126 specialized secondary schools, and 77,000 in 141 vocational-technical schools.

In the earliest days of the Republic, the equality of all citizens was proclaimed and confirmed in the Constitution - the organic law - of the Republic. This principle is reflected in legislation and is therefore observed in all spheres of national life.

Article 96 of the Constitution of the Byelorussian Soviet Socialist Republic states:

"Citizens of the BSSR have the right to education.

The enjoyment of this right is guaranteed by the provision of a universally compulsory eight-year period of education, the wide development of secondary general polytechnical education, vocational-technical education, secondary specialized and higher education, based on a close relation between education and life, including production work, the widest possible development of evening schools and correspondence schools, the provision of free education at all levels, a system of State scholarships, the use of pupils' native tongue as the language of instruction, and the provision of free instruction in productive, technical and agricultural work for people employed in factories and on State farms".

Article 97 establishes full equality of rights between women and men in all branches of national life, including education. It states, in particular, that "Women of the Byelorussian SSR have equal rights with men in all branches of economic, national, cultural, social and political life".

Article 98 proclaims that citizens of the Byelorussian SSR have equal rights in all branches of national life. It reads as follows:

"Citizens of the Byelorussian SSR regardless of their nationality or race, have an inalienable right to equality in all branches of economic, national, cultural, social and political life. Direct or indirect restriction of rights or, conversely, the establishment of direct or indirect privileges for citizens on account of their race or nationality, as well as advocacy of racial or national exclusiveness, hatred or contempt, are punishable by law".

II

It follows from the above that there was no need to take any steps to eliminate or prevent discrimination in education when Byelorussia ratified the Convention adopted by the General Conference of Unesco in 1960. Schools in Byelorussia provide a carefully-planned course of education for young people, and prepare them for life, taking into account the need to build a communist society. The system includes pre-school, out-of-school, school, vocational-technical, specialized secondary and higher educational establishments which prepare young people for life and work, and for participation in socially useful activities.

National policy, the economic and cultural level of the people, their national characteristics and their traditions are all reflected in the Byelorussian educational system. Throughout the life of the country, the educational system has always been related to the Republic's political and economic tasks, and is an important factor in the development of the productive strength and the scientific and technical progress of the country. Genuine democracy is characteristic of the Byelorussian educational system.

The most important principles underlying the educational system are as follows:

- (a) A close relationship between all educational establishments and life itself including the practical building of communism;
- (b) State control of all schools and educational, and out-of-schools establishments;
- (c) Unity of education;
- (d) Universal right to education;
- (e) Universal compulsory education;
- (f) Equal rights of all workers, nations and nationalities to education;
- (g) Secular character of instruction;
- (h) Equal right of men and women to education;
- (i) Provision of State vocational training and adult education.

Education is provided in the Republic by the following main categories of establishment:

- (1) Day nurseries and nursery schools providing uniform pre-school education for children from one to seven years of age.
- (2) Eight-year schools, which are the basic establishments of the system, set up under the law adopted by the Supreme Soviet of the Byelorussian SSR in 1959 establishing universal compulsory eight-year education for children between seven and 15 or 16 years of age.
- (3) Three types of secondary educational establishment:

Secondary general labour-oriented polytechnical schools, evening (shift) schools and correspondence schools; technicums and other specialized secondary schools.

All young people who have completed the eight-year school can continue their studies at secondary general labour-oriented polytechnical schools, which provide a complete secondary education.

Workers who have not had a secondary education can take a three-year course at an evening (shift) or correspondence school, which covers grades 9, 10 and 11.

A secondary education is also provided in technicums and other specialized secondary schools, which offer courses varying in length according to the complexity of the training involved.

- (4) A wide variety of specialized schools provide training in physics and mathematics, music, choreography, painting or sports, in addition to a general education; some cater for sick children, and others use foreign languages as the medium of instruction in certain subjects. There are also special schools for children suffering from psycho-physiological defects.
- (5) Vocational-technical schools take young people who have completed the eight-year school and provide them with a work-oriented education.
- (6) Higher educational establishments prepare specialists for the various branches of economic and cultural life. There is a highly developed system of evening and correspondence schools for workers. Students enrolled at evening or correspondence schools which provide a general education enjoy a number of privileges and advantages, including a shorter working day (two hours shorter) and 8-20 working days' extra full-pay during examinations. Those taking evening or correspondence courses at secondary specialized or higher educational establishments are allowed 30-40 days' extra paid leave during the academic year in order to take their examinations, and during their final year of study they are allowed a four-month period of paid leave so that they can work on their diploma thesis and prepare for the final examinations.

All schools and higher and secondary specialized educational establishments are financed entirely by the State. In awarding grants, no preference is given to students who belong to a particular social or national group, nor are any disqualified on such grounds. Education in all types of school is free of charge. Furthermore, the State sets aside considerable funds to provide grants for students in vocational-technical schools, secondary specialized schools and higher educational establishments.

Foreigners living in the Republic have the same rights as citizens with regard to access to education.

III

Co-education is universal at all educational levels. The separation of pupils according to sex is not permitted. Women enjoy equal rights with men to education in all schools and educational establishments. All pupils follow the same curricula. In the senior classes of secondary schools, the physical culture and production training syllabus for boys differs from that for girls, because of the physiological differences between the sexes. Women have the same rights as men to improve their qualifications after leaving school, and the same right to employment, remuneration and so on.

To ensure freedom of conscience, Article 99 of the Constitution provides for the separation of the Church from the State, and of schools from the Church. For this reason, there can be no distinction between State schools for religious reasons. It is forbidden to perform religious ceremonies or give religious instruction on school premises. School children are taught the fundamentals of scientific materialism.

Children have the right to be taught in their native tongue. The law on strengthening the ties between school and life, adopted by the Supreme Soviet in 1959, stipulates that teaching in all Byelorussian schools shall be conducted in the pupils' native tongue. Parents have the right to choose the language in which they wish their children to be taught.

Recent years have seen the introduction and development of a number of schools which teach certain subjects in a foreign language (English, French, German, Spanish). All citizens have equal rights to enrol their children in such schools.

All citizens are free to perform religious rites or to engage in anti-religious propaganda. There is no legislative or administrative obligation on individuals or groups to receive religious education contrary to their convictions.

There are no private educational establishments in Byelorussia. All educational establishments are State-controlled.

IV

The aims of education in Byelorussia are in full conformity with the principles set out in Article 5 of the Convention - the all-round development of the children's personality, their physical and spiritual capacities and their creative abilities and gifts, so that they will grow up able to do both intellectual and physical work endowed with lofty moral qualities and a sense of aesthetic and cultural values, and will have all sorts of aspirations, both on the material and the spiritual planes.

The twenty-third Congress of the CPSU stressed that Soviet schools should continue to provide a general, labour-oriented, polytechnical education, giving pupils a sound grounding in science, a materialist world-view and communist morality, preparing them for life and enabling them to choose their occupation wisely.

These principles are reflected in a resolution adopted by the Byelorussian Council of Ministers concerning measures for the further improvement of teaching in general secondary schools. It lays down a comprehensive programme for the improvement of methods of teaching and educating pupils in a spirit of communism, the further strengthening of links between the school, the family and society, the training of teachers and the improvement of school equipment. It provides for the introduction of universal secondary education in its essentials by 1970.

Young people are educated in a spirit of peace, friendship and mutual understanding between peoples and in the ideals of communism. The desire to strengthen peace, friendship and mutual understanding between peoples is reflected in the curricula of all educational establishments. Out-of-school activities, scientific, technical, artistic and sporting circles and societies, international clubs, the exchange of correspondence between pupils and students in different countries, circles for the study of the way of life of different peoples and discussion groups - all these contribute much to the pupils' education and the all-round development of their personality and help to foster mutual understanding and friendship between peoples. The Republic now has 146 centres for Pioneers and schoolchildren, 120 children's sports centres, 39 young scientists clubs and 120 film libraries for children. In Byelorussian schools there are now more than 5,000 museums and collections of exhibits commemorating acts of heroism in peace and war, events in local history and other noteworthy subjects.

The information contained in the present report shows that there is no discrimination whatever, in education in Byelorussia, and that education legislation in the Republic - the provisions of which are consistently applied - is in full conformity with the Convention against Discrimination in Education.

G U Y A N A*

Please refer to the letter of 30 June 1966 from the Prime Minister of Guyana to the Secretary-General of the United Nations; therein was communicated the practice which the Government of Guyana proposed to follow, with regard to the continued application to Guyana of treaties entered into on behalf of the former Colony of British Guiana by the Government of the United Kingdom. In accordance with this practice the Convention against Discrimination in Education and the Protocol thereto, are presumed to apply to Guyana pending legal examination, as a result of which the Government of Guyana will decide whether Guyana has legally succeeded to the Convention and Protocol referred to above, or whether they have lapsed.

The legal examination referred to above has not yet been completed.

With regard to the periodical reports referred to in the fifth paragraph of your letter of 1 June 1967 - DG/1.1/311, in particular, pages 70 to 73 of document 14 C/29, you may wish to know that paragraphs (2) and (3) of Article 11 of the Constitution of Guyana provide as follows:

- "(2) Every religious community shall be entitled, at its own expense, to establish and maintain places of education and to manage any place of education which it wholly maintains.
- (3) No religious community shall be prevented from providing religious instruction for persons of that community in the course of any education provided by that community, whether or not that community is in receipt of any government subsidy, grant or other form of financial assistance designed to meet, in whole or in part, the cost of such course of education."

The implication of the above-mentioned provisions is that they are framed in wider terms than those referred to on page 72 of document 14 C/29. The Government of Guyana would wish that this most recent development be indicated in any new report which may be issued.

* Extract from a letter addressed to the Director-General by the Permanent Secretary, Ministry of External Affairs of Guyana.

H U N G A R Y

I

1. Article 20 of Law No. XX of 1949 of the Constitution of the People's Republic of Hungary stipulates that the ratification of conventions falls within the competence of the Presidential Council of the People's Republic of Hungary. It was, therefore, the Presidential Council which by Decree-Law No. 11 of 1964, ratified the Convention against Discrimination in Education. In Hungarian law, laws and decree-laws are major juridical regulations and their provisions are binding on all citizens.
2. The general principle of "lex posterior derogat priori" holds in Hungarian law. Accordingly, earlier legislative provisions different to, or conflicting with, the provisions of a more recent law are automatically abrogated.
3. No laws or administrative regulations running counter to the provisions of the Convention were in force in the People's Republic of Hungary when the Convention was ratified. No action was therefore necessary to modify such laws or regulations.
4. The observations on the preceding point make it clear that the application of the Convention in Hungary did not call for any legislative or administrative action.

Questions 5 and 6 do not concern the People's Republic of Hungary.

II

1. The answers given to questions 3 and 4 (Part I) equally apply here.
2. Concerning Article 3.c of the Convention, Hungarian legislative provisions recognize no differences other than those based on merit or need.
3. The maintenance of educational establishments in the People's Republic of Hungary and the allocation of various forms of assistance to students in them are matters for the State and are directly handled by the appropriate State departments.
4. Foreign citizens resident in the People's Republic of Hungary have access to all levels of education on the same terms as Hungarian citizens, there being no juridical rules involving any restrictive measures in this respect.

III

1. The principle of coeducation applies at primary, secondary, and higher level; hence there are no separate educational systems for the two sexes. Nonetheless, Hungary obviously also has educational establishments for vocational training in certain specific branches and, depending on the special nature of the occupation in question there accept male, or female, students only (e.g. future female teachers for nursery schools; nurses, midwives, infant welfare assistants, and so on).

Number of girls by type of education

	<u>1960</u>		<u>1968</u>	
	<u>Total number of pupils</u>	<u>Girls</u>	<u>Total number of pupils</u>	<u>Girls</u>
Schools providing a general education	1,392,000	674,000	1,331,000	639,000
Secondary schools	156,000	85,000	227,000	131,000
Higher educational establishments	29,000	11,000	52,000	23,000

2. A. There are no separate systems or establishments in the People's Republic of Hungary for religious or linguistic reasons. On the basis of agreements concluded with the State,

certain churches may maintain a given number of denominational high schools. These schools are subject to professional supervision by the appropriate department of the Ministry of Education. They have the same curricula as the State schools, they operate in accordance with statutes approved by the Ministry of Education and, within the framework of such curricula and statutes, can give expression to their religious views. No legislative provisions restrict access to denominational schools.

Number of high schools run by the churches in 1968: 10 (in 1960: 10; number of pupils enrolled in 1968: 2,779 (2,660 in 1960)).

Education in Hungary is generally given in Hungarian although another language of instruction may be employed in certain educational establishments; these are also financed by the State, and differ in no way in legal status or operation from schools which teach in Hungarian.

2. B. Under Article 54.1 of the Constitution, the People's Republic of Hungary guarantees freedom of conscience and freedom of religion to its citizens. In regard to religious education, this fundamental right is safeguarded by governmental Decree No. 21/1957 (III.24), Article 1(1), of which stipulates that, in accordance with the principle of freedom to practise religion embodied in Article 54 of the Constitution and the spirit of the agreements concluded between the State and the Churches, religious instruction is to be considered as a purely personal matter for citizens. Citizens must be free to decide whether or not their children who are minor shall take part in the religious instruction in general schools or high schools.

Article 1(2) stipulates that freedom to participate or not in religious instruction must be respected by all. The full rigour of law is to be applied to anyone who

(a) seeks to utilize religious instruction for political purposes against the régime or against the social or economic order in the People's Republic of Hungary,

(b) employs force, threats or mystification to influence any person's decision to participate or not participate in religious instruction,

(c) employs force or threats to prevent religious instruction or participation in religious instruction.

3. There are no private educational establishments in the People's Republic of Hungary.

IV

- (a) In accordance with Article 49(3) of the Constitution, the People's Republic of Hungary guarantees education in their mother tongue to all ethnic groups living in its territory, and the right to continue their own national cultural practices.
- (b) Article 2(1) of Law III of 1961 regarding the educational system of the People's Republic of Hungary stipulates that facilities to learn through the mother tongue must in future be made available to children liable to compulsory education.

An extensive network of schools in the People's Republic of Hungary ensures that children of national minorities can receive their education through their mother tongue. For example, in the school year 1967-1968, instruction in 39 day nurseries was in the mother tongue (German 5, Romanian 8, Slovak 14, Serbo-Croat 12).

Amongst the general schools, 24 provide education in the mother tongue of a national minority, and 242 teach the mother tongue as a subject in the curriculum; thus, with the assistance of 487 language teachers, 21,358 pupils in 266 general schools are taught their mother tongue.

Number of pupils at primary schools using a national minority language for teaching: 2,135 (in 1960: 2,517).

Number of primary school pupils studying their mother tongue: 19,223 (in 1960: 26,540).

Of the high schools, three teach through German, two through Slovak, and one each through Romanian and Serbo-Croat respectively, the total number of students in these seven schools being 733. Training arrangements for the teachers concerned are as follows. For infant schools, training is provided in two establishments; for the other schools, male and female teachers are trained in three training schools, four university departments, and three university scientific institutes. Most pupils and students are accommodated from the age of six in hostels attached to the schools in which their mother tongues are used.

The teachers in these schools are directed and supervised by a staff of 22 inspectors for the national minorities. Resident refresher courses for teachers, lasting two to four weeks are provided in Hungary and abroad.

Pupils are provided with the necessary textbooks and exercise books, produced in Hungary or imported.

(c) Article 3 of Decree-Law No. 13 of 1962 concerning compulsory education provides that:

"(1) In communes (or towns) where there are at least fifteen children liable to compulsory education and belonging to the same national minority, arrangements must be made, if the parents or guardians so desire,

- a. to provide for them through the medium of their mother tongue, or
- b. to include the mother tongue as a compulsory subject in the school syllabus.

(2) The Hungarian language and literature must be taught as a compulsory subject to children who are being educated in a language other than Hungarian."

The direction and administration of general schools and high schools in which teaching is in a language of one of the national minorities are the responsibility of the State; they have the same statutes and operating rules as other schools.

(d) - (f) These questions are covered in the reply to question IV b above.

V

1. In all types and at all levels of education, our guiding principle is to stimulate the feeling of socialist patriotism, international in spirit. The general schools curriculum (Ministerial Decree No. 162/1962 (M.K.23.)) stipulates in respect of the aims and tasks of primary schooling that the general school must educate pupils to love our socialist country and the peoples of other countries, and to respect labour and those who labour. The general schools curriculum requires pupils to realize that people of a nationality other than Hungarian also live in our People's Democracy and, in the course of their history, have more than once fought with us for progress, and are today working with us to build socialism. Children know that members of national minorities are citizens with the same rights as Hungarians. Pupils must also have a good general idea of the economic and political features of the leading countries in the various continents, and must take an interest in political and economic developments in Hungary (see page 123 of the curriculum for general school pupils).

The secondary schools curriculum stipulates that these schools should use every means available to them to promote friendship between working peoples the world over; and pupils must be taught about the principles and the work of the United Nations (see pages 116 and 119 of the secondary schools curriculum).

2. The curricula for all types of schools contain teaching matter designed to promote the principles set out in Article 5.1.a of the Convention. The Hungarian language and literature course for general schools, for example, includes passages from Twentieth century foreign authors. (See the curriculum and instructions, page 244). The geography section of the general schools curriculum requires pupils to learn about the working people of socialist and capitalist countries, their way of life, their work and their culture.

In the high schools curriculum, the Hungarian language and literature course demands an acquaintance with the principal works and authors of world literature. (See curriculum and instructions for high schools, Hungarian literature and language, pages 5-24).

The history course in the high schools curriculum includes a study of the rôle of the United Nations in international life. (See curriculum and instructions for high schools, history course, page 20). The course on the analysis of musical works and the fine arts demands a knowledge also of the music and fine arts of other peoples.

In Hungary, curricula are State documents and binding on all schools.

VI

The objectives relating to national policy in education set out in Article 4 of the Convention have already been attained in Hungary.

Under Law 1961/III, a ten-year education is compulsory (formerly eight years). The same law stipulates that education shall be free in all primary and secondary institutions.

Number of full-time pupils enrolled in 1967-1968

Schools providing a general education (grades 1-8)	1,331,000
Secondary schools (grades 9-12)	228,000
Vocational training schools	195,000
Universities and higher educational establishments	52,000

Number of pupils enrolled in evening classes and correspondence courses in 1967-1968

Schools providing a general education	35,000
Secondary schools	86,000
Universities and higher educational establishments	37,000

A general education at primary level (with courses differing according to the subjects taken) is provided by 1,054 central schools.

Percentage of boarders in 1967-1968

Schools providing a general education	0.4%
Secondary schools	16.2%
Universities and higher educational establishments	47.6%

The number of illiterates was 340,000 in 1963. In 1960 4.4% of the national income was allotted to education, and in 1966 5.3%.

The total sum spent on social services at all three levels of education amounted to 557 million florints in 1961, and 1,843 million florints in 1967.

UNITED KINGDOM OF GREAT BRITAIN AND
NORTHERN IRELAND

GRENADA

Additional information received from the United Kingdom concerning its report on Grenada published in document 14 C/29, pp.58-59.

III

1. Enrolment figures for primary schools (5-17) years and secondary schools (11-19) years are set out below:

(a)	<u>1960</u>
<u>Primary schools</u>	
Single sex	Mixed
Boys 452	Boys 11,733
Girls 321	Girls 11,456
<u>Secondary schools</u>	
Single sex	Mixed
Boys 680	Boys 106
Girls 807	Girls 94
(b)	<u>1966</u>
<u>Primary schools</u>	
Single sex	Mixed
Boys 927	13,341
Girls 1,061	13,073
<u>Secondary schools</u>	
Single sex	Mixed
Boys 720	493
Girls 1,042	448

At primary level the subjects offered are:

English language and literature, arithmetic, geography, history, nature study, hygiene, art, needlework, woodwork, and home economics.

At secondary level the subjects are:

English language and literature, French, Spanish, Latin, history, geography, chemistry, physics, general science, botany, biology, zoology, pure mathematics, applied mathematics, health science, bible knowledge, cookery, needlework and dressmaking and woodwork.

Pupils who have completed the primary school course sit a school leaving examination. Those completing the secondary school course sit for the General Certificate of Education at Ordinary or Advanced level. Pupils exercise an option in respect of subjects offered.

In 1966, the total enrolment in the highest class (primary school) was 2,423 pupils, 630 of whom sat the school leaving examination; the number securing certification was 171. At secondary school level the number of subjects offered at "O" level G.C.E. was 3,422 with 1,076 subject passes being secured.

For the same year 1966, the figures for "A" level were 226 subjects offered and 90 subject passes secured.

For information about teachers see Table III page 34 of Report of the Department of Education for the period 1960-1962.

The corresponding figures for 1966 are given using red ink.

3.	1960	1966
Private schools	2,149 (estimate) pupils	3,649 pupils
Primary schools	23,189	28,402
Secondary schools	1,687	2,703

In general the age range in private schools is two to seven years, the exception being up to 11 years of age.

Of the 119 teachers in private schools, 89% attained only the highest class of the primary school. The remaining 11% covers a range whose upper limit is the Cambridge School Certificate, equivalent to "O" level G.C.E. Only 4 1/2% of these teachers have had any professional training, such training being an introductory course in infant methods.

For comparisons with public school teachers refer to Table II mentioned above.

IV

1a and 1b. Refer to initial reply, please.

VI

1.2

	<u>1960</u>	
Census figures (5 to 14 years)		Enrolment (5-14) years
24,673		21,057
	<u>1966</u>	
Estimated (5-14) years		Enrolment (5-14) years
29,386		25,770

A breakdown of the census figures is as follows:

Census 1960, age group 5 to 14 years.

	<u>Male</u>	<u>Female</u>
No education	373	350
Standard not stated	27	29
Kindergarten to Std. 3	8,801	8,081
Stds. 4 + 5	2,196	2,418
Stds. 6 + 7	652	911
No School Certificate	266	560
School Certificate	2	2
Educated in foreign country	1	1
Not stated	2	2
	<u>12,320</u>	<u>12,353</u>

Enrolment age group 5-14 years

	<u>1960</u>		<u>1966</u>	
	<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>
5-6 years	990	1,105	915	922
6-7 years	1,306	1,355	1,480	1,435
7-8 years	1,376	1,346	1,503	1,548
8-9 years	1,133	1,176	1,614	1,650
9-10 years	1,213	1,108	1,711	1,776
10-11 years	1,222	1,199	1,461	1,380
11-12 years	1,109	1,178	1,420	1,478
12-13 years	1,015	929	1,232	1,249
13-14 years	939	869	1,097	1,057

The Compulsory Education Ordinance is not enforced.

Economic and Social origin of pupils, etc.

See Education Report 1960-1962 Chapter IX page 22.

Educational finance

Education Report 1960-1962 pages 30 and 31.

Scholarships and other forms of assistance to pupils. See Chapter V₁ of Report above.

Also the following:

Secondary education is neither free nor compulsory. Around the age of 11 years pupils proceed by means of a selective examination to a secondary school where fees are payable. Scholarships are also awarded. The number of awards by the government in 1960 was 45, and in 1966, 84 places.

At the completion of the secondary school course a number of scholarships or bursaries is available. The number was 10 both in 1960 and 1966.

Scholarship holders receive small grants to assist with the purchase of books, clothing and other incidentals.

BRITISH SOLOMON ISLANDS PROTECTORATE

Additional information received from the United Kingdom concerning its report on the Solomon Islands, published in document 14 C/29, pp.64-66.

III

1. Some Church Education Authorities have separate boarding schools for pupils of the two sexes.

Enrolments in registered primary schools:

<u>1960</u>		<u>1966</u>	
<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>
2,024	472	1,795	387

Programmes of study, starting ages, duration, content of course and certification are approximately the same as in coeducational schools. The teachers in girls' boarding schools are women, in boys' boarding schools, men.

Enrolments in registered primary coeducational schools:

<u>1960</u>		<u>1966</u>	
<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>
5,495	3,928	11,108	7,837

In 1960 no facilities for secondary education for girls were available in the Protectorate and scholarships were awarded to enable girls to pursue their secondary education overseas. In 1966 facilities are available within the Protectorate for girls to follow secondary courses equivalent to those open to boys. There are three coeducational Church secondary schools and one government. One Church authority only prefers to have separate secondary schools for boys and girls.

3. Only three such private schools existed in 1960.

Enrolment: Private schools, Primary

Not now known.

Enrolment 1966: 3 private schools

<u>Male</u>	<u>Female</u>
127	62

Total enrolment 1966 (registered plus exempted schools, primary)

<u>Male</u>	<u>Female</u>
14,152	9,089

These private schools are exempted registration under the Education Ordinance, and are not therefore subject to the standards laid down for registered schools.

IV

- (a) Chinese constitute a national minority. At the end of 1965 the total population of the Protectorate was estimated at 139,730. Of this number, 510 were Chinese, mostly engaged in commerce.
- (b) The Chinese have one school.

Enrolment: 1960

<u>Male</u>	<u>Female</u>
21	30

Enrolment: 1966

<u>Male</u>	<u>Female</u>
53	50

VI

1.2 Please find enclosed the Department of Education Annual Report 1966 which provides statistical data.

CAYMAN ISLANDS

Additional information received from the United Kingdom concerning its report on the Cayman Islands, published in document 14 C/29, p.62.

II

1. There is no discrimination within the meaning of the Convention and therefore no action is necessary.
 - (a) It was not necessary to abrogate statutory provisions or administrative instructions.
 - (b) Nil return.
2. Nil return.
3. Restrictions on granting of aid to private educational institutions are based solely on the efficiency of the institution. The criteria for a grant is that the institution be proved efficient after examination by the Board of Education.
4. Yes.

III

1. (a) No.

The enrolment in total number of mixed schools is as follows:

<u>Primary</u>	boys 914	girls 766
<u>Secondary</u>	boys 355	girls 437

- (b) Yes.
- (c) Yes.
- (d) Yes.
- (e) Yes.
2. A. No.
 - (a) Nil return.
 - (b) Standards are approved by the Board of Education and the schools are inspected by officers of the Board of Education.
 - (c) Yes.
 - (d) Attendance at such institutions is optional. However, once a child is enrolled in a recognized school he must attend.
 - (e) Non-attendance of children of school age is reported to the authorities. The Education Law ensures that pupils of school age are receiving adequate instruction in the institution in which they are enrolled.
2. B. Section 8 of the Education Law provides for liberty in religious observances in schools.
 - (a) No.
 - (b) Yes.

3. This country has private primary and secondary educational institutions. Approximately 500 pupils are enrolled in private primary schools and 70 pupils in private secondary.

- (a) Private schools are open to all groups.
- (b) These institutions must adhere to the sections of the Education Law relevant to private schools. They submit records of attendance of pupils to the Education Department.
- (c) Private schools are supervised by the Education Department and are subject to any penalties under the Education Law for non-observance of standards.

IV

- (a) Nil return.
- (b) Nil return.
- (c) Nil return.
- (d) Nil return.
- (e) Nil return.
- (f) Nil return.

V

- 1. The aims of education in this territory are in keeping with Article 5(a) of the Convention.
- 2. Yes.

VI

- 1. (a) Primary education is free from six years onwards and compulsory from seven to 14 years. The new Education Bill now under discussion provides for free and compulsory education from five to 15 years; secondary education is available and accessible to all. Higher education is accessible to all qualified.
- (b) Educational standards are equal in public schools.
- (c) Provisions are provided in special classes at secondary schools.
- (d) All who are qualified for and desirous of, may obtain teacher training.
- (e) All-age schools were abolished in 1964 and the results of a government secondary system of education are encouraging.

VII

This country is a party to agreement covered by Article 10 of the Convention.

Existing and proposed legislation provides for these conditions.

SWAZILAND

II

- 1. (a) Yes.
 - (b) Yes.
- Yes

2. (a) Uniform fees are charged within each school.
 - (b) Scholarships and bursaries are granted according to merit and family circumstances.
 - (c)
3. No. Assistance given according to needs, not on racial basis.
 4. Yes, but our own nationals given first preference in case of competition for places.

III

1. (a) Yes and no depending on the controlling agency. All government controlled schools have uniform systems and are coeducational.
 - (b) Yes.
 - (c) These vary from school to school.
 - (d) No. This depends on funds available to each school's governing body.
 - (e) Yes, except for subjects more suited to each sex, e.g. home economics for girls, and agriculture for boys.
2. A. Yes. Private institutions.
 - (a) Under Education Proclamation control - system uniform.
 - (b) Yes. Supervised by Ministry of Education.
 - (c) To a large extent.
 - (d) Yes.
 - (e) Parents are consulted through Board of Advice (not necessary).
 2. B. Various Churches administer to pupils' needs by conducting Sunday Schools. Complete freedom of religious schools.
 - (a) No.
 - (b) Not necessary.
3. Yes.
 - (a) No difficulties have been encountered.
 - (b) Under control of Education Proclamation.
Yes.
 - (c) Supervised. Disciplinary action can be taken for non-observance.

IV

- (a) Yes.
- (b) Schools are integrated.
- (c) Must abide by Education Proclamation.

(d) (i) Swazi and English

(ii) Yes.

(e) Yes.

(f) Yes.

V

1. Abolition of discriminatory laws.

2. Yes.

VI

1. No discriminatory laws, no compulsory education.

2. (a) Yes.

(b) Financial grants. Yes. Adoption of one law for all racial groups.

(c) An increasing number of African children now attend hitherto European schools.

VII

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II. REPLIES FROM MEMBER STATES ON IMPLEMENTATION OF THE RECOMMENDATION

CEYLON

I

There are no statutory provisions which involve discrimination in education. As such, the need has not arisen to adopt or amend laws or regulations to give effect to the principles embodied in the recommendation.

II

1. As stated above, there was no need in Ceylon to abrogate any statutory provisions or administrative instructions.
2. There are no differences of treatment by the public authorities in Ceylon, between nationals in matters of school fees, the grant of scholarships or other forms of assistance to pupils and the grant of the necessary permits and facilities for the pursuit of studies in foreign countries except on the basis of merit and need.
3. No. But the facilities for education provided in plantations are restricted and action is being taken through the proposed General and Technical Education Bill to improve the standard of education in such areas.
4. Yes.

III

1. (a) In Ceylon, the educational system is common to both sexes. The majority of the educational institutions including universities, teacher-training colleges and technical institutes are coeducational. There are a few single-sex schools specially in urban areas.
 - (b) Both sexes have equal access to education.
 - (c) Yes.
 - (d) Yes.
 - (e) Yes.
2. A. In Ceylon, there are two educational systems -
 - (i) State schools.
 - (ii) Private schools.

State schools are opened to all religions, linguistic and racial groups. But the private schools are managed by different denominations. As a rule, these private schools also admit children of all religions and languages. But the new group of private schools which came into existence in 1960 have to obtain the permission of the Director of Education if they intend admitting any child who professes a religion other than the religion of the management.

All State and private schools are generally organized on a linguistic basis while a few schools provide education in more than one linguistic medium. The greater number of schools are either in Sinhala Medium or in Tamil Medium.

- (a) Both State and private schools are legally recognized as forming the National System of Education.
 - (b) Yes.
 - (c) Yes. But education in the English medium is not available to Sinhalese and Tamil children who have the right to decide between Sinhala and Tamil irrespective of what their home language is.
 - (d) Yes. In so far as the parent may decide to send a child to a government or private school without taking the religious denomination into consideration.
 - (e) Yes.
2. B. Religious education in State schools is compulsory but a parent has a right to ask the school authorities not to teach his child any religion. Children are taught only the religion of the parent.
- (a) No.
 - (b) Yes.
3. Yes. There are, as stated above, private educational institutions in Ceylon.
- (a) Private schools in Ceylon provide a system of education parallel to that of State schools. There is no tendency to secure the exclusion of any group. Even in those schools which are expected to obtain prior permission before they admit children of other religious denominations a fair number of places are made available to children of other religions.
 - (b) Private schools are a part of the National Educational System and the education provided is subject to standards laid down and approved by the Ministry of Education.
 - (c) Yes.

IV

- (a) Yes.
- (b) Yes.
- (c) These are private schools - please see answers to Section III.
- (d) Tamil and English are the media of instruction in such schools. Yes.
- (e) Yes.
- (f) Yes.

V

- 1. Yes.
- 2. Yes.

VI

- 1. Yes. The only gap which existed so far is in relation to schools in plantations. The new legislation will remedy the defects of the existing system.

2. (a) Yes.
- (b) Yes.
- (c) Educational law in the country requires that a child should attend school between the ages of five and 14.

VII

- (a) Yes.
- (b) There are no obstacles which impede the application of the principles of the Convention and Recommendation against Discrimination in Education.

C O N G O (Brazzaville)

Additional information received from Congo (Brazzaville) concerning its report published in document 15 C/10 pp. 47-49.

I

The Decree on the Reform of Education in the Congo and the Law on Education of 12 August 1965 nationalizing education serve as the basic texts for implementing the principles set out in the Recommendation.

II

- (a) The existence of both public and private educational systems prior to 1965.

Discrimination for religious reasons. Adoption of the Law of 12 August 1965 abrogating Law No. 44/61.

- (b) Repeal of Law No. 44/61 of 28 September 1961 setting up two systems of education in Congo: one private, subsidized by the State, the other public.

The very firm attitude of Law No. 32/65 of 22 August 1965, abrogating all the provisions of the previous Law and giving the State full powers to provide free education for all children (aged six or more), without any distinction whatsoever, living in Congo.

2. The setting up by Decree No. 66/88 of 26 February 1966, of a National Commission of School and University Guidance.
3. No subventions have been granted since the nationalization of education.
4. Yes.

III

1. (a) Yes.

Separation according to sex in technical education and teacher training.

- (c) Yes.

- (d) Yes.

- (e) Same courses.

2. A. No. Since the nationalization of education, there have been practically no private systems or institutions in operation.
2. B. Total liberty.
- (a) No.
- (b) No.
3. (a) No.
- (b) No.
- (c) Such penalties are provided by the Law on Education.

SEPARATE INSTITUTION FOR PUPILS OF BOTH SEXES

Years	Institutions for boys	Institutions for girls	coeducational Institutions	Total number of pupils at boys' Institutions	Total number of pupils at girls' Institutions	Total number of pupils at coeducational Institutions		
						Boys	Girls	Total
1964	6	8	32	1,396	833	5,807	1,229	7,036
1965	6	8	35	1,476	888	7,204	1,405	8,609
1966	1	2	47	225	814	9,644	2,095	11,739
1967	1	2	50	219	775	11,763	3,182	14,945

2 (a) RELATION BETWEEN SCHOOL-AGE POPULATION AND SCHOOL ENROLMENTS BY SEX AND LEVEL

Sex	School-age population	Primary education	Secondary education	Technical education	Teacher training	Higher education
Boys	101,750	112,696	11,982	1,940	534	321
Girls	101,750	82,272	3,957	991	112	50
Total	203,500	194,968	15,939	2,931	646	371

DISTRIBUTION OF SCHOLARSHIP-HOLDERS
(SECONDARY EDUCATION AND TEACHER TRAINING)

Type of education	Boarding-school scholarships	Scholarships for day-boarders	School Assistance	Boarding-school scholarships	Total
Secondary (schools of general education and lycées)	1,842	114	24	1,235	3,215
Teacher training	279			200	479
Total	2,121	114	24	1,435	3,694

IV

(a) No.

(b), (c), (d), (e) & (f) See answer to (a).

V

1. Yes.

Cf. Law No. 32/65 of 12 August 1965 (particularly Articles 1 and 2) laying down general principles for the organization of education.

2. Yes.

VI

1. (a) Yes.

(b) Yes.

(c) Yes.

(d) Yes.

2. (a) Law on Education No. 32/65 guaranteeing that education which has been decreed compulsory shall be free.

- Decree establishing the lycées, schools of general education and teacher-training courses.

- Decree regulating the award of scholarships.

(c) These matters are defined in Law No. 32/65 (Article 3, paragraph 1).

VII

(a) Yes

(b) Material obstacles.

EL SALVADOR

Additional information received from El Salvador concerning its report published in document 14 C/29, p.90.

II

1. Neither in fact nor in law is there any discrimination based on race, colour, sex, language, religion or on any of the other factors referred to in part I.1 of the Recommendation.

The Political Constitution, which dates from 1962, proclaims the equality of men, in the eyes of the law, equality as regards the enjoyment of civil rights; it does not recognize any hereditary posts or privileges and proscribes slavery and serfdom.

The Political Constitution is the legal instrument which guarantees, where necessary, the elimination or prevention of any form of discrimination as defined in the Recommendation. No other laws and no governmental measures may run counter to these principles, which are maintained by the democratic régime of El Salvador.

(a) As they have never existed, no abrogation has been necessary.

(b) The Political Constitution is specific in this connexion, for Article 201 states: "No educational institution shall refuse to admit pupils on the ground of the illegitimacy of the union between their parents or guardians, or because of social, racial or political differences."

2. (a) Supervisory action.

(b) The Ministry of Education awards scholarships each year to persons with limited financial resources who show they have special talents which justify the continuance of their studies.

(c) In some cases fellowships are granted for study abroad.

3. No. Aid is given to private educational institutions in the form of scholarships for the most needy students.

4. Yes.

III

(a) Yes, but they are gradually being converted into coeducational institutions.

(b) Access is absolutely equivalent.

(c) All members of the teaching staff have qualifications of the same standard.

(d) Yes.

(e) The study courses are the same, except for subjects specially designed for one of the two sexes (e.g. dressmaking, domestic sciences, etc.)

2. A. No.

(a), (b), (c), (d) & (e). See answer to A.

2. B. The Political Constitution of El Salvador proclaims the principle of liberty of religious conscience and, consequently, as far as the educational system is concerned, the principle of "democratic education", which implies undenominational education, introduced in 1883.

(a) No.

(b) Yes. Provisions contained in the Political Constitution and statutory regulations.

3. Yes.

- (a) Those responsible for educational administration authorize the operation of private educational institutions for the purpose of achieving the aims set out in Section II of the Recommendation.
- (b) Private educational institutions are subject to the same rules as State educational institutions.
- (c) Yes, by educational inspectors. Fines and withdrawal of State authorization.

IV

- (a) There are no national minorities.
- (b), (c), (d), (e) & (f) See answer to (a).

V

1. Article 197 of the Political Constitution states: "The aims of education shall be to promote the full development of the pupils' personalities so that they may co-operate constructively with the community; inculcate respect for human rights and duties; combat all forms of intolerance and hatred, and further the ideal of the unity of the Central American peoples".

Furthermore, Article 198 of the Political Constitution states: "All inhabitants of the Republic have the right and the duty to receive a basic education which will enable them to play their part, conscientiously and efficiently as workers, fathers and citizens".

2. Yes. In the preamble to the primary school curricula and syllabuses in force, the following basic objectives are laid down:

First objective: training for a healthy life; second objective: training for social and democratic life; third objective: training for economic life; fourth objective: training for family life; fifth objective: training for the purpose of understanding and appreciating beauty; sixth objective: training for the proper utilization of leisure time.

The curricula for the other branches, grades and levels of education also contain instruction aimed at facilitating the achievement of the said objectives.

VI

1. Yes.

2. (a) Yes.

- (b) Those mentioned in Section IV of the Recommendation.
- (c) The Political Constitution establishes compulsory education when it states in Article 198: "All inhabitants of the Republic have the right and duty to receive a basic education which will enable them ..." - this principle being further developed in the regulations on primary and secondary education.

VII

- (a) Yes.
- (b) No such obstacles are known to exist.

REPUBLIC OF KOREA

Additional information received from Korea concerning its report published in document 14 C/29 Add. III, pp.22-31.

I

The laws to be capable of implementing the principles embodied in the Recommendation against Discrimination in Education are found in the Constitution of the Republic of Korea, promulgated on July 1948, and in the Education Law, promulgated on December 1949. The relevant articles of the above-mentioned laws read as follows:

Article 9 of the Constitution:

(1) All citizens shall be equal before the law and there shall be no discrimination on political, economic, social or cultural life on account of sex, religion or social status.

(2) No privileged castes shall be recognized, nor be ever established in any form.

Article 9 of the Education Law:

In order to endow all citizens the right to receive an equal education correspondent to their abilities, the government and the local self-government bodies shall carry out the following measures:

(1) School shall be distributed according to the size of the district and the type of school without impartiality.

(2) A system of scholarships and grants for school expenses shall be provided for the talented but needy student.

(3) Provisions of evening classes, seasonal courses, part-time classes and other special measures shall be considered for the education of the employed students.

II

1. In principle, there is no discrimination in any form whatsoever in Korea on account of race, colour, sex, language, religion, political or other opinion, national or social origin, economic condition or birth, and thus the equal opportunity in education is fully guaranteed.

The six-year primary education course is provided free and compulsory and the education at the secondary and higher levels is open to all who are able to continue according to their abilities.

Due to financial reasons, however, a limited amount of tuition fee and other expenses is levied at the primary school. (See Tables 1 and 2.)

2. There are no problems arising from the racial discrimination.

3. There is a system of public assistance to educational institutions, which does not permit any preferences or restrictions based on the ground that pupils belong to a particular group.

4. Foreign nationals residing in Korea enjoy the equal access to educational institutions without discrimination in any form as Korean nationals.

III

1. (a) Except for primary school education, there are either separate or mixed (coeducation) educational systems.

(b) Equal access to education is accorded to both sexes. Enrolments for both sexes in 1966 are shown in Table 3.

Table 1 - Limited Amount Tuition Fee by School Level in 1966

(Unit HWAN - US \$1 = HW 274)

	Tuition and Entrance Registration		Tuition fee only	
	Minimum	Maximum	Minimum	Maximum
Kindergarten				
National and Public	2,620	5,700	1,920	4,800
Private	3,100	7,140	2,400	6,240
Primary School				
National and Public	2,640	5,740	2,140	5,040
Private	3,600	7,780	3,100	7,080
Middle School				
National and Public	5,480	10,880	4,480	9,840
Private	6,920	13,640	5,920	12,240
High School				
Academic High School				
National and Public	7,240	13,400	6,140	11,900
Private	8,800	15,320	6,980	13,820
Vocational High School				
National and Public	6,760	12,200	5,660	10,700
Private	8,080	15,320	6,980	13,820
Junior College				
Academic Jr. College				
National and Public	16,250	16,850	14,600	15,200
Private	14,500	23,900	12,500	19,500
Vocational Jr. College				
National and Public	15,450	20,250	13,800	18,600
Private	14,900	28,100	12,900	23,700
College and University				
Academic College and University				
National and Public	20,000	21,000	18,200	19,200
Private	13,200	28,940	11,400	23,940
Vocational College and University				
National and Public	19,200	23,600	17,400	22,800
Private	14,000	34,140	12,200	29,140
Nurse School				
National and Public	10,420	14,820	8,920	13,320
Private	12,860	21,220	11,360	19,720

Table 2 - Number of Classes by Number of Pupils per Class (Primary School) in 1966

Classification	Total	20 and less	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100	101-
Grand Total	79,225	206	575	2,026	7,890	16,776	22,473	18,096	9,856	1,158	169
National	225	-	3	15	45	109	18	5	-	-	-
Public	78,268	176	536	1,962	7,718	16,282	22,337	18,075	9,855	1,158	169
Private	732	30	36	49	127	355	118	16	1	-	-
1st Grade	14,344	14	43	208	1,067	2,830	4,447	3,556	1,844	278	57
2nd Grade	13,666	4	46	252	1,166	2,694	4,177	3,339	1,826	139	23
3rd Grade	12,636	10	37	229	1,199	2,566	3,562	2,979	1,856	167	31
4th Grade	12,278	5	44	233	1,241	2,528	3,460	2,859	1,676	208	24
5th Grade	12,423	6	32	245	1,197	2,666	3,632	3,017	1,441	167	20
6th Grade	10,857	17	100	414	1,446	2,535	2,814	2,180	1,165	179	7

Table 3 - Enrolments for Boys and Girls (1966)

Classification			Total
Grand Total	Male	3,719,249	6,715,965
	Female	2,996,716	
Kindergarten	Male	12,290	21,859
	Female	9,569	
Primary School	Male	2,712,313	5,165,490
	Female	2,453,177	
Middle School	Male	523,932	821,997
	Female	298,065	
Academic High School	Male	150,432	259,922
	Female	109,490	
Vocational High School	Male	136,979	174,898
	Female	37,919	
Junior Technical College	Male	10,168	10,546
	Female	378	
Junior College	Male	9,671	17,063
	Female	7,392	
Junior Teachers College	Male	5,169	8,077
	Female	2,908	
College and University	Male	101,552	131,354
	Female	29,802	
Graduate School	Male	4,373	4,700
	Female	327	
Miscellaneous School	Male	1,318	3,609
	Female	2,291	
Technical School	Male	6,522	10,593
	Female	4,071	
Higher Technical School	Male	4,521	12,708
	Female	8,187	
Civic School	Male	4,788	11,710
	Female	6,922	
Higher Civic School	Male	33,367	58,560
	Female	25,193	
Special School	Male	1,809	2,879
	Female	1,070	

- (c) The qualifications of teachers apply equally for both male and female schools. However, men teachers are found in girls' schools and women teachers are found in boys' schools.
- (d) There are no discriminations in the quality of school premises and facilities between the boys' schools and girls' school.
- (e) In general, boys and girls take the same or equivalent study courses. However, there are some natural differences in studies which are mainly due to the special educational needs of boys or girls. For example, while boys at secondary schools are given the basics of vocational education, girls study home economics.

2. A. There are no separate educational systems based on religious or linguistic grounds. As to language, Korea is indeed fortunate because there is homogeneity in Korean language. There is no discrimination in education based on religious grounds as it is clearly defined in Article 5 of the Education Law.

However, some religious mission schools are allowed with the provision that they observe the same standards as laid down by the authorities in respect to curriculum and overall management in accordance with the Education Law, the Enforcement Decree of Education Law, the Standard Decree of Time Allotment of Curriculum and other such regulations and decrees. The relevant articles of the Education Law are as follows:

Article 5:

Education shall be carried out in accordance with its original aims and shall never be utilized as an instrument of propaganda for any political, partisan, and other personal prejudices. No national or public school shall offer religious education for any particular religious domination.

Article 7:

All schools are public facilities of the State. Therefore, they shall be established in conformity with the standards provided in applicable laws. All graduates of schools of the same category, whether national, public or private, shall be considered equally qualified.

2. B. The religious education of children is at the discretion of parents and children themselves, as they may proceed to such religious mission schools of their own choice and convictions. However, such religious education can be made available only when it meets the general requirements of curricula as laid down in the relevant laws and regulations.

3. (a) Private educational institutions are found at all educational levels in Korea. As primary education is free and compulsory, primary schools are public, in general. But under the plan to encourage the establishment of private primary school in order to supplement the normal compulsory primary education, there are 94 private primary schools, including a few experimental or demonstration schools. In the secondary level of education, about half of the schools are private institutions while in the higher education, about two-thirds of all institutions are private.

In the following tables (Tables 4, 5 and 6) the present conditions of private schools are presented.

(b) The overall legal status of schools is defined by such laws and regulations as the Education Law, the Enforcement Decree of the Education Law, the Educational Public Officials Law, the Private Schools Law, the Enforcement Decree of the Private Schools Law, and other regulations, ordinances of the Ministry of Education.

(c) The education board of each city and province is responsible for overall guidances and the supervision of the standards set forth in the laws and regulations concerning education. Any serious violation to these standards shall be subject to penalties under educational laws and regulations. The relevant articles of the Education Law are as follows:

Table 4 - Number of School in 1966

	Total				Kinder- garten	Primary School	Middle School			Academic High School			Vocational High School		
	* T.	B.	G.	C.	(Coed.)	(Coed.)	B.	G.	C.	B.	G.	C.	B.	G.	C.
Total	8,547	660	543	7,344	449	5,274	333	248	670	159	156	93	140	55	132
Private	2,092	324	303	1,465	448	94	162	133	245	96	72	55	47	33	35

Junior Technical College		Junior College		Junior Teachers College	College and University			Graduate School			Miscellaneous School			Others		
M.	C.	W.	C.	(Coed.)	M.	W.	C.	M.	W.	C.	M.	W.	C.	B.	G.	C.
8	8	11	18	14	1	8	60	1	9	38	1	19	12	17	43	567
3	2															
3	2	11	17	-	-	8	47	-	3	26	1	19	11	15	34	485

* T.: Total
 B.: Boys' School
 G.: Girls' School
 M.: Mens' College
 W.: Women's College
 Coed.: Coeducation
 C.: Coeducation

Table 5 - Number of Students in 1966

Classification	Total		Private	
	Total	Female	Total	Female
Grand Total	6,715,965	2,996,716	880,545	346,951
Kindergarten	21,859	9,569	21,762	9,547
Primary School	5,165,490	2,453,177	37,974	16,895
Middle School	821,997	298,065	381,563	157,455
High School				
Academic High School	259,922	109,490	150,432	61,706
Vocational High School	174,898	37,919	70,914	26,070
Junior Technical College	10,546	378	4,646	317
Junior College	17,063	7,392	16,683	7,369
Junior Teachers' College	8,077	2,908	-	-
College and University	131,354	29,802	105,401	27,335
Graduate School	4,700	327	3,040	253
Miscellaneous School	3,609	2,219	2,500	1,257
Technical School	10,593	4,071	10,239	3,946
Higher Technical School	12,708	8,187	11,926	7,475
Civic School	11,710	6,922	3,455	1,694
Higher Civic School	58,560	25,193	58,097	25,000
Special School	2,897	1,070	1,913	732

Table 6 - Number of Teachers in 1966

	Total	Total Female	Total	Private Female
Grand Total	113,104	29,411	26,978	5,449
Kindergarten	1,579	1,158	1,575	1,154
Primary School	84,927	21,904	877	342
Middle School	19,801	3,255	9,173	1,677
Academic High School	7,905	913	4,440	527
Vocational High School	6,731	274	2,169	151
Junior Technical College	597	6	196	3
Junior College	462	106	439	106
Junior Teachers' College	397	25	-	-
College and University	5,808	662	3,756	593
Graduate School (full-time)	270	-	249	-
Miscellaneous School	280	107	208	63
Technical School	525	118	487	107
Higher Technical School	749	272	689	249
Civic School	368	170	131	60
Higher Civic School	2,458	367	2,428	363
Special School	247	74	164	54

Article 15:

In order to guarantee the speciality of education and the special need of local education, the Special City of Seoul and the Pusan City and each province shall have a board of education as its executive organ in affairs concerned with education, science, technology, arts, sport, publications and other cultural administrative matters (hereinafter it shall be referred as affairs concerned with education and culture). Each city and gun (county) shall have a board of education and education chief and they shall represent the local autonomous organ in affairs concerned with education and culture.

Article 24:

The board of education and the education chief shall be in charge of all affairs concerned with education and culture under its jurisdiction, as follows:

- (1) Submission for enactment, amendment or repeal of regulations concerned with education and culture.
- (2) Establishment, movement and abolition of schools and other educational institutions.
- (3) Attendance zones.
- (4) Purification of school surroundings and environment.
- (5) Promotion of social education and other cultural activities.
- (6) Encouragement of physical education at schools and general sport activities among the public.
- (7) Protection, preservation and management of cultural properties and religious temples.
- (8) Matters concerning the contents of education.
- (9) Matters relating to educational and cultural facilities and other teaching materials and instruments.
- (10) Matters concerning the budget and the statement of accounts.
- (11) Acquirement and disposal of properties concerned with education and cultural activities.
- (12) Levying special taxes, fees, rent and allotment, concerned with education and cultural activities.
- (13) Basic assets and reserve funds concerned with education and cultural activities.
- (14) Floating of bonds or loans concerned with educational and cultural activities.
- (15) Accepting the responsibilities not provided in the budget.
- (16) Formulation and execution of the budget concerned with educational and cultural activities.
- (17) Enactment, amendment or repeal of ordinances concerned with education and cultural activities.
- (18) Other matters delegated to the board of education and under its jurisdiction.

IV

There are no national minorities in Korea and so this aspect poses no problems.

V

The principles laid down in the Recommendation have already been reflected in the aims of education at the various levels of education. Such educational aims as defined in the Education Law allow for its free materialization by according to each schools specific needs. The educational aims as stated in the Education Law are as follows:

Primary school (Article 94):

(1) Improvement of the student's ability to understand and use correct national language which is necessary for the student's daily life.

(2) Fostering morality, a sense of responsibility, public spirit and the spirit of co-operation by making the student understand the relations between the individuals, community and nation.

Especially, national spirit shall be enhanced, the habit of independent life and self-respect and also the spirit of international co-operation shall be fostered by teaching the student to correctly understand the native community and the traditions and present conditions of the nation.

(3) Fostering student's ability to scientifically observe and deal with national objects and phenomena appearing in daily life.

(4) Cultivating student's ability to correctly understand the quantitative relationships which are necessary in daily life.

(5) Cultivating student's basic understanding of and skills in, matters as regards food, clothing, shelter and occupation necessary for daily life.

(6) Cultivating student's basic understanding of, and skills in, music, fine arts, literature and other matters which make human life bright, joyful and peaceful.

(7) Harmonious improvement of the mind and body of a student by deepening the student's understanding and by forming the habits necessary for a healthful life.

Middle school (Article 101):

(1) To cultivate the character and knowledge necessary for a responsible member of the country by developing and extending what was achieved in primary school education.

(2) To cultivate the knowledge of, and skills in, occupations necessary for the community; respect for work and proper conduct; and the ability to choose a future course suited to the student's aptitude.

(3) To cultivate the student's self-governing action both in and out of school, right emotions, and a fair critical ability.

(4) To increase physical strength and sound mind by protecting and training the student's body.

High school (Article 105):

(1) To cultivate the character and skills necessary for a responsible member of the nation by further developing and extending the results of the middle school education.

(2) To cultivate understanding of the nation and the community and capacity of sound judgement.

(3) To teach the student to realize the mission of their nation, endeavour to improve their health, decide future course suited to their individual aptitude, cultivate their general culture and professional skills.

College or university (Article 108):

The aim of a college or a university shall be to teach and make research into advanced theories and technical skills, the methods of their extensive and precise application, which are necessary

Table 7 - Number of Classes with Shifts System in 1966

Classification	Grand Total	Double Shifts							
		Schools	Total	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
Grand Total	15,536	3,224	14,348	3,441	5,709	3,632	1,367	155	44
National	-	-	-	-	-	-	-	-	-
Public	15,530	3,222	14,345	3,440	5,708	3,631	1,367	155	14
Private	6	2	3	1	1	1	-	-	-

Triple Shifts								Quadruple Shifts							
Schools	Total	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	Schools	Total	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
187	1,033	452	335	194	46	3	3	7	22	11	4	5	1	1	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
187	1,033	452	335	194	46	3	3	7	22	11	4	5	1	1	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

for the development of the nation and human society, and to cultivate qualities of leadership and the personality of the student.

VI

1. Primary education is free and compulsory and secondary or higher education is generally available and accessible to all on the basis of individual ability. The Constitution of Korea defines education as every citizen's basic duty and right. The standards of education are ensured by law to be equal regardless of national, public or private schools. To those who have not received a primary education or who have not continued beyond primary schooling, there are provisions for general, civic, social and technical education, etc., according to what is necessary for daily life. Primary school teachers are generally trained at junior teachers' colleges and secondary school teachers are those who have taken the four-year course of an education college. Diplomas and teacher's licenses are given to those who have successfully completed the course of colleges without regard to sex, and they are further required to receive in-service training.

2. In order to solve the acute problems facing free and compulsory education due to the rapid increase in the number of school age children and the difficulty of providing enough classrooms there are such temporary measures as two-shift class up to even four-shift classes while on the other hand the government encourages the establishment of private primary schools as far as possible. (Refer Table 7.)

Precise legislative provisions for compulsory education are provided in the Enforcement Decree to the Education Law and its relevant articles are as follows:

Article 95:

Each mayor or Chief of Eup, Myon or Ku shall make a survey as of 1 November each year of the number of children residing within his respective jurisdiction who are to attain the age school attendance on 1 March the next year, and he shall prepare the school age register according to the format as may be prescribed by the Minister of Education before the end of November of the same year.

Article 96:

1. Until the end of February, each mayor, or chief of Eup, Myon or Ku shall immediately register on the school register those children who will attain the age of school attendance as of 1 March and who move into his jurisdiction after the school age register was made.

2. Whenever a school age child has moved into his jurisdiction, the mayor, or chief of Eup, Myon or Ku, concerned shall without delay make an entry of the child in the school year that child should start to attend school.

3. In case any of the school age children entered in the register should fall under one of the following items, the mayor or chief of Eup, Myon or Ku concerned shall cancel from the register; provided however, that in such case, it however, of item (2), the mayor, chief of Eup, Myon or Ku-office shall send the transcript copy of the register to the mayor, or chief of Eup, Myon or Ku who is in charge of the place where the said child has moved and the cancellation can only be made when the former is notified by the latter that the said child has moved into his jurisdiction.

(1) When dead;

(2) When moved outside his jurisdiction; and

(3) When residence is not identifiable more than two (2) years.

(4) Immediately upon receipt of the transcript in accordance with the provisions of the preceding paragraph, the mayor or chief of Eup, Myon or Ku concerned shall execute registration there of in his register and send his reply to the fact of moving into his jurisdiction of the child.

(5) In case any alteration should occur as to particulars in the school age register other than those mentioned under paragraphs 2 and 3, and addendum, deletion or other correction shall immediately be made.

Article 97:

1. The education boards of Special City of Seoul, Pusan city, or education chiefs shall designate and notify the date of school admission and demarcation of attendance zones for new children to enter primary schools each year to the mayors or chiefs, of Eup, Myon or Ku by the end of January.
2. In making the designation of the date and attendance zones mentioned in the preceding paragraph, the opinion of the mayors or chiefs of Eup, Myon or Ku shall be heard, and at the same time, full consideration to the convenience of class formation and attendance.

Article 98:

The mayor, or chief of Eup, Myon or Ku shall notify the guardians of children of the date of admission and school designated in accordance with the preceding article not later than the end of February.

Article 99:

1. Each mayor, or chief of Eup, Myon or Ku shall send notice to the principals of schools concerned of the names of children and date of admission not later than the end of February, as notified in accordance with the provisions of the preceding article.
2. The same requirement shall also apply to cases when alterations have occurred to the children with regard to the attendance after the above mentioned notice has been sent.

Article 100:

When a guardian of a child desires, with good reason, to send the said child to a primary school or a special school equivalent to it, other than the one designated, a written application shall be filed with the mayor, or chief of Eup, Myon or Ku together with a written consent of the principal concerned; provided, however, that in case when the guardian desires to send the said child to a city or county school located outside the jurisdiction of the education board of Special City of Seoul or Pusan city, or the education chief of Eup, Myon or Ku-office, who has jurisdiction over the place where that school is located.

Article 101:

1. When a child of school age has moved to another city, Eup, Myon or Ku, its guardian shall make a report to the mayor, or chief of Eup, Myon or Ku, where to the said child has moved, and receive his direction as to its admission to a school.
2. Upon acceptance of the report under the preceding paragraph, the mayor or chief of Eup, Myon or Ku shall designate a school for admission of the child and notify the principal of the school concerned.

Article 102:

In case where is any child notified in accordance with the provisions of Article 99 or of the preceding article who failed to attend school within seven (7) days from the admission day, the principal concerned shall give an immediate notice of the name of the said child to the mayor or chief of Eup, Myon or Ku who has jurisdiction over the place of the child's residence.

Article 103:

In case any of the school age children at school should fall under one of the following items, the principal shall immediately give a warning to his guardian or employer; and the same circumstances still continue to exist or warning has been given twice or more, circumstantial report shall be made to the mayor, or chief of Eup, Myon or Ku who has jurisdiction over the place of the child's residence:

1. When a child is absent for more than seven (7) consecutive days without good reason; and

2. When a child has been prevented from receiving compulsory education by his employer.

Article 104:

1. When a report, as mentioned in the preceding two articles, has been received, the mayor or chief of Eup, Myon or Ku shall request its guardian to let the child attend or show up, or warn the employer to refrain from disturbing the child's attendance.

2. If in spite of the request or warning of more than twice in accordance with the provisions of the preceding paragraph, the same circumstances should continue to exist, the chief or Eup, Myon or Ku concerned shall send a circumstantial report to the competent county education chief or the competent education board of Special City of Seoul or Pusan city.

3. The city or county education chief or the education boards of Special City of Seoul or Pusan city who has received the circumstantial reports as mentioned in the preceding paragraph, shall make an immediate arrangement for the application of the provisions of Article 164 or 165 of the law, and in the case of a city or county, shall send a report on the circumstances and the result of the case to the provincial education board concerned.

Article 105:

The competent supervisory authority shall conduct from time to time an inspection of the activities for encouragement of school attendance, and endeavour to handle the problems concerned in the most satisfactory way.

Article 106:

Whenever a responsible person concerned with encouragement of school attendance and a police constable should find any child of school age on the prowl in the street, he shall inquire into the reason of the prowl and take pertinent measures for encouraging school attendance.

Article 107:

The principal of school shall, at the end of each school year, give an immediate notice of the names of the graduates to the mayor, or chief or Eup, Myon or Ku having jurisdiction over the place of the graduates' residence.

Article 108:

1. The exemption or deferment of school attendance, as provided for in Article 98 of the Law, shall be decided by the education board of Special City of Seoul or Pusan city, or education chiefs; provided, however, that the education chiefs shall obtain prior approval of the provincial education board concerned.

2. In order to apply for a decision provided for in the preceding paragraph, the guardian of a child shall make an application through the chief of Eup, Myon or Ku, with a physicians diagnosis statement or other documentary evidence.

An exemption from compulsory attendance shall be allowed only for the crippled or invalid; and a deferment there of shall be valid within a period of one (1) year provided, however, that deferment may be made under special circumstances.

Article 109:

The provisions of Articles 102 through 104 and 107 shall also apply *mutatis mutandis* to a primary school or any other special school accommodating school age children other than that established by a city or county provided, however, that the notified children mentioned in Article 102, shall be understood as children who were admitted.

Article 110:

When any of the school age children attending the school mentioned in the preceding article should leave school, the principal and the guardian of the said child shall make an immediate notification to the said child, chief of Eup, Myon or Ku having jurisdiction over the place of its residence.

Article 111:

The principal of the school may forbid any pupil infected or having probability of being infected with epidemic disease to attend school.

Article 112:

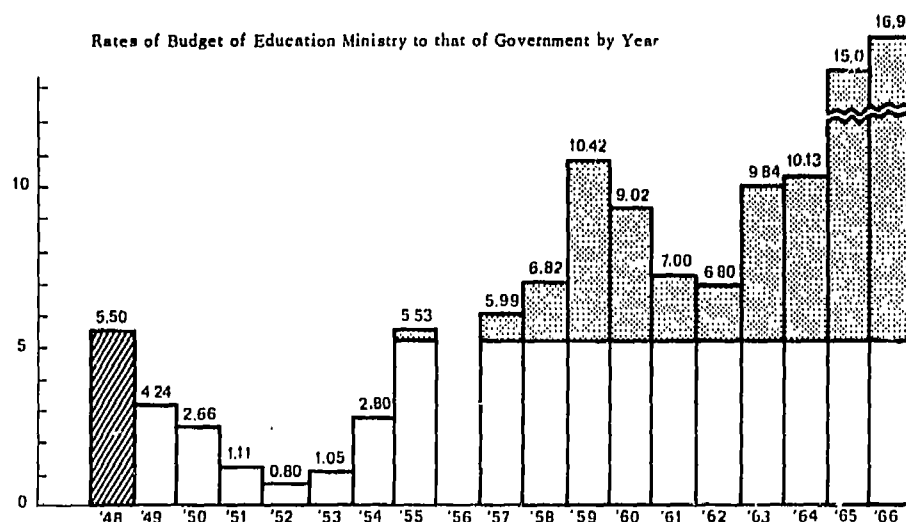
Any child who has not reached school age shall not be admitted to school.

Educational finance

The government accounting system of a fiscal year is classified into the General Account and Special Account. The percentage of the Education Ministry expenditure among the total amount of the settled General and Special Accounts as 5.5% in 1948 when the Republic of Korea Government was proclaimed and began to fall gradually from 1949 to 1952 when it was merely 0.86 per cent, the lowest that ever was found, due to the adverse effect the Korean war exerted on education. A similar decline was also witnessed in all expenditure columns of the government except in the national defence budget.

But from 1953 when the armistice was concluded, the percentage began to rise again due to emphasis on education and it reached the 10.45 per cent level in 1959, about an increase of two times when compared with the educational expenditure in 1948. After that the ratio of the educational expenditure to the overall government spending repeated ups and downs.

The educational expenditure by year is shown in the chart below. The total budget of the government for fiscal 1966 is 130.26 billion won, of which 16.9 per cent is earmarked for the Education Ministry expenditure. The ministry budget totalling 22.04 billion won is made up with 17.84 billion won, or 81 per cent, coming from the General Account and the rest of 4.19 billion won, or 19 per cent, from the Special Account.



VII

At present, the government is planning to establish a five-year overall education development plan which includes all phases of development in education and in particular, free and compulsory primary education, social education in line with the literacy campaign, vocational and scientific education, and easing the problems of a difficult entrance examination systems etc. The Ministry of Education is currently working on a plan to extend the length of compulsory education by three years (from six years to nine years).

According to the Ministry's plan, nine-year compulsory education will be realized by 1971, the target year of the Second Five-year Economic Development Plan. It is, however, hoped that those principles embodied in the Recommendation will at the same time be taken into full consideration by the government.

NIGERIA

I

(a) As education is on the concurrent legislative list for the different component governments of the Federation of Nigeria, the basic laws governing education are the following:

(i) Primary, secondary, technical and teacher training education

Education (Lagos) Ordinance, 1957

Education Law, 1954 of the Western Region

Education Law, 1956 of Eastern Nigeria

Education Law, 1962 of Northern Nigeria

(ii) Higher education

University of Nigeria Law, 1955 (Eastern Nigeria)

University of Ife (Provisional Council) Law, 1961

University of Ibadan Act, 1962

Ahmadu Bello University Law, 1962

University of Lagos Decree 1967 (Decree No. 3)

(b) Except as indicated in or implied by the answers to subsequent sections of this questionnaire, the laws give effect to the principles embodied in the Recommendation. The following sections of the different laws could, for example, be interpreted as specifically giving effect to the principles embodied in the Recommendation:

Against discrimination on the basis of religion, sex, race, etc.

Education (Lagos) Ordinance, 1957, sections 53 and 54

Education Law, 1954 (Western Region), Section 19

Education Law, 1956 (Eastern Nigeria), section 21

Education Law, 1962 (Northern Nigeria), Sections 27-29

II

1. In the light of what was reported in section 1 above, it has not been necessary to abrogate any statutory provisions or administrative instructions, for the simple reason that there are no such provisions and instructions enshrining discrimination within the meaning of the Recommendation.

2. (a) In all public institutions as well as grant-aided private ones the rate of fees, where payable, is uniform for all children within a given area or district. Any variations in the rate of fees payable in the different localities are generally attributable to considerations of need.
- (b) Scholarships are generally granted on the basis of merit and/or need. In this connexion Nigeria's need for indigenous trained manpower is also taken into account.
- (c) Necessary permits and facilities for the pursuit of studies in foreign countries are granted to the relevant grade of pupils or students of whatever nationality resident in Nigeria. For instance, where foreign language courses in some of the universities necessitate spending a specified period abroad for the purpose of improving the student's grasp of

the language as spoken, provision is made for all the students of whatever nationality to participate in such trips.

3. No.

4. Yes.

III

1. (a), (b), (c), (d) and (e): the answer in each case is, yes (See Annex I for some relevant statistics).

2. A. Yes.

(a) Such institutions are legally approved.

(b) Yes. The inspectorate division of each Ministry of Education supervises all private and public institutions within its jurisdiction and sees to the application of the prescribed sanctions for any breach of the provisions of the respective education laws.

(c) Yes.

(d) Yes.

(e) Yes. c.f. answers to Section 1(b)(i) above.

2.B.(a) No.

(b) As mentioned in section 1(b)(i) above, all the Laws of Education have provisions guaranteeing to parents and legal guardians freedom of choice with regard to the religious upbringing of their children or wards. Besides, the same rights are guaranteed by the constitution of the Federal Republic of Nigeria (1963), Section 24.

3. In general private institutions exist throughout the country in order to provide educational facilities, and so satisfy legitimate needs, which the State cannot provide. In fact the great majority of educational institutions in the country are private ones.

(b) They are legally recognized or permitted to open only if they satisfy the conditions laid down by the relevant Education Law.

(c) The observance of those standards and conditions is supervised by government inspectors and penalties are duly imposed for any breach of the law.

IV

(a) Nigeria as a multilingual country with a Federal system of government contains national minorities (Vide Hundred Facts About Nigeria pp.3-5, Ministry of Information, Lagos). The different ethnic and linguistic groups have the right to carry on their own cultural activities.

(b) Yes, but it is not practicable to give enrolment figures for each group, as ethnic and linguistic considerations generally do not figure among the bases of the official educational statistics collected by each of the governments of the Federation.

(c) They are legally of the same standing as any other schools established under the education law of each region.

(d) In each locality, with the exception of a few schools in the larger cosmopolitan urban centres, the medium of instruction in the lower stages of primary education is the vernacular. Above this level English is generally the medium of instruction as well as the language in which most textbooks are written. Thus not only is the use of English a unifying factor, but also the fact that the various education laws lay down certain standards

and regulations with regard to the content and method of education goes a long way in enabling members of different ethnic and linguistic groups to understand the language and culture of the community as a whole.

(e) Yes.

(f) Yes.

V

1. Yes. The following sections of the laws referred to in Section 1(a) include measures designed to promote principles such as those mentioned in section V. paragraph 1(a) of the Recommendation:

Education (Lagos) Ordinance 1957, Sections 53-55, 61

Education Law 1954 (Western Region), Sections 18, 32, 13

Education Law 1962 (Northern Nigeria), Section 3

Education Law 1956 (Eastern Nigeria), Section 20.

2. Yes.

VI

1. Yes. Ever since the publication in 1960 of the Ashby Report entitled "Investment in Education", plans have been adopted both at the national and at regional levels to implement the recommendations of the report. The plans as well as the national policy on education aim at promoting equality of opportunity and treatment in the matter of education.

2. (a) and (b): Yes.

The national and regional plans referred to in Section VI, 1 above are geared to the Six-Year Development Plan for Nigeria, which provides for 10.3% of the available capital to be spent on education. In furtherance of this aim the Federal Military Government has recently announced that a special grant of about £2 million would be made to the Northern States with a view to helping them close the wide gap between them and the Southern States in the matter of educational development.

(c) In the light of the limitations mentioned in Section 1(c)(iii) above, no attempt has been made to legislate for compulsory attendance.

(i) A prominent feature of post-war development in this country, especially since the advent of responsible government and eventually political independence, is that a disproportionately high percentage of national expenditure has been devoted to educational development. A substantial amount of foreign aid has also been received. The following table tells part of the story:

Expenditure for education as a percentage of total expenditure*

Government

Year	Federal	Western Region	Eastern Nigeria	Northern Nigeria
1962-1963	4.5	43.4	38.3	21.2

* Source: Report on Educational Developments in 1961-1963 presented at the XXVIth International Conference on Public Education, Geneva 1963. (Federal Ministry of Information, Lagos)

(ii) It is only by straining their financial resources as indicated above that some of the governments of the Federation are able to provide free primary education as follows:

Federal Territory of Lagos: Free Primary Education, eight-year course.

Western Region: Free Primary Education, six-year course.

Mid-Western Region: Free Primary Education, six-year course.

Prior to the inauguration of military rule in 1966, Eastern Nigeria provided free primary education for the first four classes of the primary course. A Decree issued in 1966 reintroduced payment of fees in all primary classes.

Despite the phenomenal increases in enrolment and number of schools in all parts of the country during the last decade (c.f. Statistics of Education in Nigeria, 1965: Series No. 1, Vol. V, esp. pp 9-21: Federal Ministry of Education), the educational facilities available, even at the primary level, are inadequate for the basic needs. It would therefore be unrealistic to legislate for compulsory attendance.

VII

- (a) As indicated in the body of this report (e.g. Section VI above) action is being taken to implement as soon as practicable the principles embodied in the Recommendation.
- (b) The basic obstacle is the shortage of financial resources. Given the latter and, of course, time the principles embodied in the Recommendation will in the light of the country's educational policy be duly realized.
- (c) For a summary of what has so far been achieved see, for instance, the document "Statistics of Education in Nigeria 1965, Series No. 1, Vol. V,* which is attached as an annex to this report.

* (Vide: (1). "Six-Year Development Plan" by Federal Ministry of Economic Development, Lagos; and (2) International Year Book of Education, Vol. XXVIII, pp 266-269: International Bureau of Education, Geneva).

S Y R I A*

Additional information received from Syria concerning its report and other information published in documents 14 C/29, pp 111-112; 15 C/10 pp.120-121.

1. Private education started in our country about one hundred years ago, under the Ottoman régime. It was largely of a denominational nature and was a logical reaction against the attempts of the Turkish Government to eliminate Arab culture and weaken the national language in State schools and thus give education a certain religious character.
2. Under the French Mandate, the private schools continued their work and there was an increase in their number and objectives. In some of these schools, political aims and denominational aims combined to contribute to the disintegration of national unity, the perpetuation and aggravation of religious and community differences, the depreciation of the national cultural heritage and the neglect of the Arab language in favour of foreign languages.
3. In 1946, after Syria had obtained its independence, the government and the people began to concentrate their efforts on eradicating illiteracy and on giving the citizens access to education. Owing to the exceptionally vast numbers of Syrians - exceeding the number of places available at State schools - who wished to receive education, many private schools were created thanks to the efforts of individuals desirous of making commercial profit from education. There are many examples to show that the desire to get rich quick was the prime motive of some of these individuals.

In view of so many and such varied schools, with their different aims and educational policies, the government was obliged to adopt legislative measures in order to put an end to an anarchical situation. These measures dealt with the most serious questions confronting a responsible government desirous of organizing its educational system on the basis of real national unity.

The government passed several laws, the most recent of which was Law No. 160 of 1958, dealing with the problem as a whole and fixing the following primary aims:

1. To put a stop to the denominational tendencies of certain private schools by requiring them to apply the curricula of the State schools, while leaving them free to give religious instruction to each citizen according to his religion.
2. To require private schools to give a more important place to the teaching of Arabic, while authorizing them to exceed the maximum number of hours per week prescribed by the State curriculum for the teaching of modern languages, provided this was not done at the expense of the national language.
3. To prohibit the numerous other courses which were being taught at certain schools in addition to those prescribed by the State curricula, in order to prevent pupils from being overworked.
4. To put an end to the exploitation of pupils by the owners of certain schools whose profit-making tendencies were detrimental to education and instruction, by fixing school fees and improving the standard of teaching and by requiring the owners to observe certain standards with regard to the quality of the teachers and the state of the school buildings, laboratory equipment, etc.
5. In order to place private schools under governmental control, Law No. 160 was applied from 1958 to 1967, but the proposed aims were not achieved: the situation of private schools remained to a large extent the same as it had been before the promulgation of this law. The schools continued along the same lines as in the past, paying no heed to the State curricula and shirking their legal obligations. The Ministry, with only a limited number of inspectors at its disposal, could not supervise the extremely large number of private schools, ensure the application of the laws on education or exercise its authority over these schools. It was therefore essential to find a suitable means of bringing these schools under the real and effective control of the Ministry in order to induce them to change their attitude and comply with the existing laws.

* Extract from a letter addressed to the Director-General by the Syrian Minister of Education.

Under these circumstances, Legislative Decree No. 127 of 9 September 1967 was adopted. This Decree designated as the competent authority for the supervision of private schools a State school principal seconded for that purpose and whose salary is paid from the ministerial budget. This principal is responsible for supervising the teaching and professional activities of these schools, while the owners retain control over all other matters. This Decree did not impose any new obligation and did not change the legal status of private schools, which had been in force since 1958. It simply adopted this new administrative structure enabling supervision to be ensured through the seconded principal. Consequently, instead of entrusting the control over the application of its laws to its travelling inspector who frequently cannot visit a school more than once a year, the government, by this Decree designated a seconded principal as resident inspector who directly supervises the application of all legal measures concerning the various branches of teaching, instruction and educational guidance.

It should be pointed out that the appellation of nationalization given in certain quarters to this governmental measure is unwarranted, as the present reform is confined within the above-mentioned limits and has nothing to do with nationalization. The ownership of private schools has been respected, except for the fact that the Ministry has taken over the administration of the relatively small number of private schools which failed to apply the new law. Nationalization, as everyone knows, is concerned with ownership, i.e. with the transfer from private to public ownership, which is by no means the case with regard to the provisions of Legislative Decree No. 127. Even the recalcitrant schools being administered by the government owing to their negative attitude have not had the provisions of Decree No. 127, or of any other new law applied to them. The steps taken conform to the provisions of the law on private education, which has been applied in Syria since 1958; some of these provisions envisaged cases in which the owner of a school loses all his administrative rights which are transferred to the government and the latter ensures the continuation of teaching when the school is in a situation which would hinder teaching if the school remained at the disposal of its owner.

The opposition of the owners of some of these schools to the measures taken by the government in the public interest, their refusal to continue their teaching to the detriment of thousands of pupils and their persistent refusal to respond to the Ministry's repeated appeals, all this has, for legal, moral and national reasons, had the result that the owners have lost their former legal rights to run the educational institutions in question, for this right was conditional on the application of the relevant legal measures.

TURKEY

II

1. The basic legislation at present in existence has made the necessary provisions for equal educational opportunities for all the citizens.
 - (a) No statutory provisions nor any of administrative instructions have been abrogated, since they have never involved discrimination in education.
 - (b) The existing education laws do not allow any administrative practices cause any kind of discrimination in education. The Constitution and the various education acts lay stress on the safeguarding of the freedom of parents to choose an education for their children in accordance with their abilities. They nevertheless ascribe definite responsibilities to the government and require it to make education an object of constant solicitude.
2. The basic Education Law in Turkey does not allow any differences of treatment by the public authorities between nationals except on the basis of merit or need in the matter of:
 - (a) School fees. All kinds of education in public schools is free and without any charge.
 - (b) The grant of scholarships or other forms of assistance. They are available for all pupils.
 - (c) The grants of the necessary permits and facilities for the pursuit of studies in foreign countries. Nor any discrimination can be mentioned of in this matter except on the basis of merit.
3. According to the terms of the Constitution of the Republic of Turkey, national education is a major responsibility of the State. Public schools are operated and supported by the State and the State does not allow any form of assistance granted by the public authorities to educational institutions, any restriction or preference based on the ground that pupils belong to a particular group.
4. The following statement relevant to this matter is extracted from an article of The Private Education Act:

"The number of foreign nationals to be accepted to a private institution is fixed by the Ministry of Education so as not to allow it to exceed 20% of the total number of Turkish students".

III

1.
 - (a) Educational institutions are coeducational in Turkey, however, there are separate lycées for boys and girls especially in bigger cities.
 - (b) They offer equivalent access to education.
 - (c) They have teaching staff with qualification of the same standard.
 - (d) They possess school premises and equipment of the same quality.
 - (e) They afford an opportunity for boys and girls to take the equivalent courses of study.
2. A. There are separate schools in our country for religious and linguistic reasons, belonging to national minorities.
 - (a) The legal status of these schools is determined in the Private Education Act No. 625 and the Regulation which was prepared within the limits of the concerning articles of the Lausanne Treaty.
 - (b) The education provided in these schools is subject to standards laid down or approved by the public authorities. The Regulation and the curricula are subject for the approval of the Ministry of Education. The observance of such standards is supervised by the inspectors

of the Ministry. The penalties which are provided for non-observance are the same for all the educational institutions.

- (c) The education provided in such separate institutions is not in keeping with the wishes of the parents or legal guardians. Education is given according to the standards approved by the public authorities. The separation is, as is stated above, only for the linguistic and the religious reasons, the education of the second being an optional subject.
 - (d) Parents are completely free in choosing the schools for their children which they think fit to their capabilities. So the attendance is optional at such institutions.
 - (e) The Private Education Act No. 625 (article 45) ensures the observance of the latter two principles.
- 2.B.(a) In the secular Turkish Republic the religious education in schools at primary and secondary levels is optional.
- (b) The new Constitution has made the necessary provision for:
"Article 19 - Every person has freedom of conscience and religious faith and opinion.
Religious training and learning depend only on the individuals own wishes and the wishes of the legal representatives of the infants".

3. There are private educational institutions in Turkey.

- (a) The establishment or the maintenance of private educational institutions does not of course aim at securing the exclusion of any group, instead, it aims at providing educational facilities in addition to those provided by the public authorities.
This kind of education is gradually being extended.
- (b) The legal status of such institutions is fixed in the Private Education Act No. 625.
The education provided there is subject to standards approved by the public authorities.
- (c) The observance of such standards is supervised. The necessary provisions are made for in the concerning articles of the Private Education Act as regards the penalties for non-observance of such standards.

IV

- (a) National Minorities have the right to carry on their own national activities.
- (b) They have their own schools.
- (c) Their status is fixed partly by the concerning regulations and partly by the educational laws.

The regulations are prepared so as to take into account the mutual agreements between the concerning countries and the respected laws relevant to this matter. Educational laws for public schools are generally referred to where the regulations lack knowledge.

Only children of the Turkish citizens have the right of attending these schools.

- (d) Education is in their own language. The Turkish language and the cultural subjects are studied on in Turkish only. The standard of education is not lower than the general standard laid down or approved by the authorities, since the education provided in these schools is subject to the standards laid down or approved by the public authorities, as to ensure that they should reach to the educational level provided in public schools.
- (f) Attendance at such schools is optional.

V

1. The aims of education as indicated in Section V, paragraph 1(a) of the Recommendation whereby "education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms; 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" has already been the aim of our educational policy and has taken place from the beginning, in curricula and the different educational programmes.
2. The curricula of public institutions of various types and levels include instructions conducive to the achievement of the aims set out above.

VI

1. Action has been taken to formulate, develop and apply a national policy aimed at promoting equality of opportunity and treatment in the matter of education.
2. (a) Equality of opportunity in education is going to be realized through the Development Plans stage by stage. The objectives, which are relevant to this matter and set out in Section IV of the Recommendation have already been implemented to a great extent.

(b) Action has been taken for the realization of the equality of opportunity and legal, financial, administrative and technical measures have been planned and adopted with a view to the effective and gradual implementation of the policy. The main measures that have been taken are:

The grant of scholarships to pupils of great ability but no financial possibility, for the pursuit of studies in higher educational institutions;

Organization of complementary classes and courses; of special educational facilities to answer the educational needs of the physically, mentally and socially handicapped and the gifted children; of mobile schools and itinerant teachers.

(c) The following statement is extracted from Article 50 of The Turkish Constitution, concerning the compulsory education in Turkey:

"Article 50 - ... Primary education is compulsory for all citizens, male or female, and free in public schools".



General Conference
fifteenth session

Conferencia general
décimoquinta reunión

Conférence générale
quinzième session

Генеральная конференция
пятнадцатая сессия

U N E S C O
15 C

15 October-20 November 1968

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Item 13 of the Provisional Agenda

FIRST INTERIM REPORTS OF MEMBER STATES AND SUPPLEMENTARY INFORMATION
GIVEN BY SOME MEMBER STATES, CONCERNING THEIR REPORTS ON THE
IMPLEMENTATION OF THE CONVENTION AND RECOMMENDATION
AGAINST DISCRIMINATION IN EDUCATION

SUMMARY

The present document contains the texts of the first interim reports of two Member States, Belgium and Saudi Arabia, on the implementation of the recommendation against discrimination in education.

These reports were received by the Secretariat after 15 July 1968.

BELGIUM

II

1. (a) No legal or administrative measures have had to be abrogated; the basic law of Belgium, which goes back to 1831, defines freedom in education as constitutional freedom:

"Article 17 - Education is free: all prevention acts are forbidden; the law alone is responsible for the punishment of offences."

(b) None.

2. No distinction is made between Belgian nationals, and there is no discrimination even against foreigners in Belgian education.

Education at the nursery school, primary and secondary school levels is free; scholarships are awarded in cases of need to students in secondary and higher education.

3. In Belgium there are State institutions (the central authority) and institutions subsidized by the State but run by the provinces, communes (regional or local authorities) or by private persons.

The system of State subsidies is identical for the three categories of subsidized institutions.

The system allows of no preference or restrictions based on the fact that pupils belong to a particular group.

4. Yes. This applies also to children whose parents live abroad.

III

1. (a) Yes; there are institutions in which girls and boys attend classes separately and others in which they are together.

Parents choose freely between these two systems.

(b) Yes in all cases.

(c) Yes.

(d) Yes.

(e) Yes.

2. A. There are both denominational educational institutes and institutes of no specific denomination which respect the different philosophic and religious convictions of children and their parents.

At least two-thirds of the staff of these institutions must have an official, non-denominational diploma of education.

In the curriculum there are secular classes in moral philosophy and classes in the Catholic, Jewish or Protestant religions, according to parents' choice. All political propaganda is prohibited.

Each of these categories contains institutions in which classes are given in the language of the region or in one of the two national languages, according to parents' choice, as in Brussels and in some communes situated on the boundary between linguistic regions.

(a) The legal system varies at the administrative level according to the authorities in charge (cf. above: official institutions, free institutions), but in granting subsidies the State shows no discrimination.

(b) Standards have been laid down for the establishing of budgets and subventions. The use of subventions is supervised in the schools, besides the supervision of documents operated by all countries. The penalty for misuse may be the withdrawal of the subvention.

(c) Yes.

(d) Yes.

(e) Yes.

As regards freedom of choice, the law is very strict. The State pays close attention to the freedom of parents and educational establishments, and does not exclude the possibility of legal proceedings in cases of restriction or compulsion concerning the choice of school or the choice of classes in religion or moral philosophy in a non-denominational institution.

Thus, any derogatory statement by one institution concerning another is penalized at a disciplinary level.

2. B. See III 2 A above.

(a) No, on the contrary.

(b) Yes.

3. Yes - See I 3 above.

(a) At present, education in Belgium is pluralistic in conception, and is aimed at leaving everyone free to establish a system of education which will correspond to the desires of the various linguistic, philosophic and religious groups.

(b) Naturally the diplomas awarded by these and other institutions are recognized officially only if the curricula, length of study courses, standard of teaching and practical work, and the quality of the teachers and of equipment can be shown to meet with official requirements.

(c) Yes. The use made of the subventions granted by the State is also supervised; the requirements listed in paragraph (b) above affect the granting or maintaining of subsidies.

The penalty is refusal to recognize and confirm diplomas and/or, according to the case, withdrawal of the subvention.

IV

(a) Yes.

(b) Yes.

(c) The status of education statute has been seen to be extremely generous.

Departures from the usual procedures and regulations concerning subventions are permitted, when a "free choice" school does not meet the standards of the official system.

(d) In principle, classes are given in the language of the region, that is, either in German, French or Flemish. In Brussels and in areas in the process of reorganization, there are schools belonging to both language systems: French or Flemish. Classes in the second language appear in the full curriculum; they are compulsory or optional according to the area.

(e) Yes. See above III, 3 (b).

(f) Classes are given in the language of the region, as has already been said above, that is, in German in the German-speaking region, in French in the French-speaking region and in Flemish in the Flemish-speaking region.

In Brussels and in reorganization areas, parents make the choice according to the mother-tongue of the child or the language which he has been brought up to use. It is permitted to parents living in one linguistic region to send a child to school in another region.

V

1. Yes. Belgium, situated at the junction of cultures, is particularly zealous on behalf of freedom and aware of the need for universal co-operation. The teaching of history, geography and philosophy is directed to this end.

2. Yes.

VI

1. The situation appears to be satisfactory.

2. None.

(b) It must be noted that, with this in view, the Belgian Government organizes and subsidizes part-time classes, crash courses for training and readaptation, correspondence courses and various forms of apprenticeship.

It must also be noted that similar conditions apply to special schools for physically and mentally handicapped children and for social misfits.

(c) Education is compulsory until the age of 14; in fact most children remain at school until they are 16 and many stay on after that age receiving either full-time or part-time education.

VII

None

SAUDI ARABIA⁽¹⁾

We would like to point out our point of view regarding discrimination in education.

The people of Saudi Arabia are all Moslems and they abide by Islam which has ruled that all Moslems, males and females, should educate themselves. Islam does not discriminate between those who embrace it, and preference is based only on loyalty, good deeds and what each Moslem does for his society in particular and for humanity in general. Koran, the constitution of Saudi Arabia, indicates that "people have been created as males and females in different nations to know each other and live together in harmony and no person is preferred to another except by loyalty and good deeds".

In the sayings of the Holy Prophet there are so many indications to equality and indiscrimination not only in education but in all aspects of life, and so there are in the deeds of his Caliphs, particularly Omar Ben El Khattab, enough to indicate that discrimination between human beings is a thing which is absolutely disapproved by Islam.

Unesco recommendations contain a subject of great importance towards the spread of education among the different classes. Unesco has recommended that education should be compulsory and free in the elementary level and facilitated in the secondary and university level. In Saudi Arabia education is free in all levels, and no doubt free education attracts all people, specially now that everybody is quite aware of the value of education. Unesco has also recommended the offering of scholarships to foreign students, which is practised in Saudi Arabia, and very soon we are going to forward to you statistical information about these scholarships offered by the Government of Saudi Arabia to foreign students studying in the Kingdom.

So the government not only fights against discrimination in education, but also looks upon it as something which is disapproved by all religions and doctrines.

As to the protocol concerning the establishment of a Good Offices Bureau to deal with disputes that may arise between states which are parties to the 1962 agreement against discrimination in education, the Government of the Kingdom of Saudi Arabia has not signed that agreement because there is no discrimination in education in the Kingdom. But, nevertheless, the government approves the establishment of such a bureau because it serves the welfare of humanity.

(1) Extract from a letter addressed to the Director-General by the Saudi Arabian Minister of Education.