



Item 31 of the provisional agenda

COMMITTEE ON CONVENTIONS AND RECOMMENDATIONS⁽¹⁾

REPORTS OF MEMBER STATES ON THE IMPLEMENTATION OF THE CONVENTION
AND RECOMMENDATION AGAINST DISCRIMINATION IN EDUCATION

THIRD REPORT OF THE COMMITTEE ON CONVENTIONS
AND RECOMMENDATIONS⁽¹⁾

SUMMARY

This document contains the third report of the Committee which, with Mr. Gunnar Garbo (Norway) as Chairman, studied the summaries of the reports which 54 Member States - 38 of them Parties to the Convention - had submitted in reply to a questionnaire concerning the implementation of the Convention and Recommendation against Discrimination in Education.

The summaries of these reports are given in Annex C. Annexes A and B constitute the authentic text of both these instruments of 1960.

A synthetic analysis of all information transmitted by Member States up to 30 August 1977 precedes the three Annexes.

The General Conference will have to formulate decisions with regard to paragraphs 313 and 326 (i-v) of this document.

(1) Up to the adoption of decision 3.3 of the Executive Board at its 104th session, the Committee was designated as the "Committee on Conventions and Recommendations in Education".

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P A R T I

INTRODUCTION

1. The Convention and Recommendation⁽¹⁾ against Discrimination in Education were adopted by the General Conference at its eleventh session on 14 December 1960.

This was Unesco's contribution, in one of its specific fields of competence, to the efforts undertaken by the United Nations on the normative plane with a view to combatting discrimination in the various fields where it is practised.

2. The purpose of Unesco's Convention and Recommendation is not only to eliminate and to prevent all discrimination, but also to promote equality of opportunity and treatment in education. Thus they correspond to two separate but complementary aims proclaimed in Unesco's Constitution. For the injustices to be fought include, in addition to forms of discrimination which, resulting from legal provisions or administrative practices, involve a deliberate denial of the right of certain members of the community to education, inequalities which are often the consequence not so much of a conscious intention as a set of social, geographical, human, economic and historical circumstances which have sometimes been called "passive" forms of discrimination, the better to distinguish them from "active" and wilful forms.
3. In accordance, first with the provisions of Article VIII of the Constitution which provides for the submission of periodic reports on the action taken upon conventions and recommendations adopted by the General Conference and, secondly, under Article 7 of the Convention and similar provisions contained in Section VII of the Recommendation, Member States had already been invited, in 1965 and again in 1971, to reply to questionnaires concerning the application of the Convention and the Recommendation against Discrimination in Education.⁽²⁾
4. Study of their replies was assigned, first of all, to the Committee⁽³⁾ and was the subject of the reports in documents 15 C/11 and 17 C/15 submitted by it, with the comments of the Executive Board, to the General Conference at its fifteenth⁽⁴⁾ and seventeenth⁽⁵⁾ sessions.
5. In 15 C/Resolution 29.1 and 17 C/Resolution 31.1 adopted following study of these reports, the General Conference stressed the importance attaching to the submission by Member States of periodic reports enabling the Organization to take cognizance of the extent to which they applied the conventions and gave effect to the recommendations it adopted.

The General Conference, furthermore, considered that a closer link should be established between the Organization's general action in the field of education and the implementation of the Convention and Recommendation (15 C/Resolution 29.1). It also considered it desirable to bring implementation by Member States of the provisions contained in these instruments into closer relation with the Organization's general educational action, particularly where the planning of educational development was concerned (17 C/Resolution 31.1).

(1) The two instruments contain similar provisions in all respects; their statutory scope alone differs because of the difference in the legal nature of conventions and recommendations.

(2) See following page (p. 4).

(3) The Committee on Conventions and Recommendations in Education created by the Executive Board in 1965 was originally called 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. Its title was changed in 1969 and again in 1978 at the Executive Board's 104th session.

(4) The report submitted to the General Conference at its fifteenth session (15 C/11) had been preceded by a preliminary report covering the initial results of the first consultation (document 14 C/29 Add.).

(5) The report of the Committee (17 C/15) dated 15 September 1972 contains a detailed account of the first two consultations.

(Footnote 2 from previous page)

The Convention came into force on 22 May 1962. By 25 January 1978, the following 66 Member States had deposited instruments of ratification or acceptance of the Convention:

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

(1) Instrument of ratification deposited by the authorities representing China at Unesco at the time of the deposit.

6. In 1974, at its eighteenth session, the General Conference decided to carry out a third consultation of Member States concerning their implementation of the 1960 Convention and Recommendation and approved the questionnaires⁽¹⁾ to be sent to them for this purpose (18 C/Resolution 37.1).

The Director-General sent these questionnaires to Member States and to Swaziland⁽²⁾ on 27 January 1975, requesting them to reply within a time-limit of ten months.

7. The 1975 questionnaires do not differ very greatly in their substance from those used in 1971 for the second consultation. They deal, similarly, with both discrimination and equality of opportunity and treatment, and also with the aims of education. The 1971 questionnaires did, however, devote a separate chapter to the educational activities of national minorities, whereas this point is touched upon only indirectly in the present questionnaires, mainly within the context of questions concerning private schools (Chapter I, item 5 (Discrimination in general)) and primary education (Chapter II, 6.5 (Equality of opportunity and treatment)).

The 1965 questionnaires used for the first consultation, which were framed on a slightly different basis and contained detailed questions in seven chapters, also covered discrimination, equality of opportunity and treatment and the aims of education.

8. The 1975 questionnaires were accompanied by an introductory note stating that States which had replied to previous questionnaires might omit replies to questions concerning discrimination in general unless it was necessary to add to the information previously given. As regards the other two chapters dealing, respectively, with equality of opportunity and treatment and the aims of education, they were asked to "refer to their previous replies, so that it may be possible to assess the present situation in regard to those objectives".

9. By 1 December 1977, 54 Member States (of which 38 were Parties to the Convention), three External Territories and eleven Dependent Territories of Member States had replied to the questionnaires, as follows:⁽³⁾

(a) States Parties to the Convention

Democratic and Popular Republic of Algeria, Argentina, Australia, Barbados, Benin, Bulgaria, Byelorussian SSR, Chile, Cuba, Cyprus, Czechoslovakia, Denmark, Arab Republic of Egypt, Finland, France, German Democratic Republic, Federal Republic of Germany, Hungary, Iraq, Israel, Italy, Jordan, Liberia, Morocco, New Zealand, Niger, Nigeria, Norway, Panama, Peru, Poland, Sierra Leone, Sweden, Tunisia, Ukrainian SSR, USSR, United Kingdom and Yugoslavia.

(b) States not Parties to the Convention

Austria, Belgium, Ghana, Greece, Guatemala, Ireland, Japan, Malaysia, Mexico, Portugal, Rwanda, Singapore, Switzerland, Syrian Arab Republic, Thailand and United States of America.

(c) Three External Territories of Australia (Norfolk Islands, Christmas Island, Cocos Islands).

(1) As in the case of the previous consultations, two different questionnaires were drawn up, one for States Parties to the Convention and the other for other Member States, covering application of the Recommendation. They contain similar questions. The only differences in their wording are due to the different statutory scope of conventions and recommendations.

(2) Swaziland became a Member State on 25 January 1978.

(3) Jordan did not become a Party to the Convention until 6 July 1976 and Iraq until 27 September 1977, i. e. after transmission of their reports to the Secretariat.

- (d) Eleven Dependent Territories of the United Kingdom at the time of transmission of the reports (Bermudas, Falkland Islands, Gilbert and Ellice Islands, Gibraltar, Hong Kong, British Solomon Islands, British Virgin Islands, New Hebrides, Seychelles⁽¹⁾, Turks and Caicos Islands, St. Helena⁽²⁾).

10. Twenty-nine reports were received before 8 January 1976 and 27 were studied by the Committee which met in April 1976; the Committee decided to request additional information from 16 Member States.⁽³⁾ Only 11 of these replied to this request. Twenty-five reports from Member States were received by the Secretariat after 8 January 1976, a reminder having been sent by it in July 1976, in accordance with the Committee's instructions, to those Member States which had not forwarded a report.

In addition the Secretariat, acting on an official authorization from the Committee, requested additional information from ten Member States⁽⁴⁾ but received only four replies.

11. As shown by the analysis in Part II of this document and Annex C, the information contained in these reports is not all equally detailed. Many States did not reply to all the questions, but it should be pointed out that some of them had provided information on these points during a previous consultation. The Committee has, in its analysis, taken this information into account.

12. The Committee had decided as far back as 27 April 1967 that it would receive and study, "in accordance with the usual procedure, any objective information concerning general aspects of discrimination in education that international non-governmental organizations having consultative relations with the Organization, and concerned mainly with education, might wish to submit on the problems with which the Committee was concerned, provided the sovereignty of Member States was respected".

13. No communication from any international non-governmental organization had been submitted by 1 December 1977.

14. The Committee on Conventions and Recommendations in Education met from 20 to 21, and on 28 April 1978 to study the replies received and to draw up this report.

15. The members of the Committee were as follows:

Chairman:

Mr. Gunnar GARBO (Norway)

Members:

Mr. Reginald S. G. AGIOBU-KEMMER (Nigeria)

Mr. Paulo E. de Berrêdo CARNEIRO (Brazil)

Mr. Paul DENIS (Belgium)

Mr. Luis ECHEVERRIA (Mexico)

Mr. Keharsingh JAGATSINGH (Mauritius)

Mr. Leonid N. KOUTAKOV (Union of Soviet Socialist Republics)

Mr. Julio LE RIVEREND (Cuba)

Mr. Valentin LIPATTI (Romania)

- (1) As the report concerning the Republic of Seychelles was transmitted by the United Kingdom prior to its access to independence (28 June 1976) and its admission to membership of Unesco (18 October 1976), this document refers to it as a territory still dependent on the United Kingdom.
- (2) The number of States participating in the two previous consultations is shown in paragraph 263 of this document.
- (3) Bulgaria, Czechoslovakia, France, German Democratic Republic, Israel, Iraq, Malaysia, Norway, Poland, Switzerland, United Kingdom, Benin, Jordan, Mexico, Syrian Arab Republic and Tunisia, the last five not having replied.
- (4) Byelorussian SSR, Egypt, Ireland, Italy, Barbados, Niger, Peru, Hungary, Portugal and Thailand, the last six not having replied.

Mr. Vittorio MATHIEU (Italy)
 Mr. Ahmed OULD SIDI BABA (Mauritania)
 Mr. Arthur Thomas PORTER (Sierra Leone)
 Mr. Kiyoshi SUGANUMÁ (Japan)
 Mr. Trailokya Nath UPRAITY (Nepal)
 Mr. Arturo USLAR-PIETRI (Venezuela)
 Mr. François VALERY (France)

Plan of this report

16. This report consists of three parts and has three Annexes. Following this Introduction, which constitutes Part I, Part II consists of a consolidated analysis of the replies received. It is, in turn, subdivided into three chapters which correspond to the three sections of the questionnaires. The Committee has attempted to summarize the spirit and general substance of the information communicated during this consultation or of that already available to it, but wishes to point out that the limited number of replies received and the fact that some States have not provided the further details requested have not allowed it to make as full an analysis as it would have liked.⁽¹⁾

Part III of the report contains the general conclusions and recommendations. The Committee considers that it should again point out that its study has covered no more than the information provided by a restricted number of Member States which can only give an incomplete picture of the situation prevailing in the Organization's 144 Member States as a whole.

The texts of the Convention and of the Recommendation are reproduced in Annexes A and B respectively.

Annex C contains the summaries of the replies received.

(1) When preparing the consolidated analysis of this report, the Committee, while endeavouring to reflect the different shades of meaning in the body of information received, was nevertheless obliged to draw up as full and concise a text as possible. As a result, although the enumeration of the various factors influencing a given situation (see, for instance, paragraphs 48 and 51 of the document) corresponds to the replies provided by the States given in brackets, each of the factors mentioned does not necessarily refer to the situation prevailing in each of those countries.

P A R T II

CHAPTER I - DISCRIMINATION

17. As far as this chapter is concerned, the questionnaire concerning the application of the Convention contains the following questions:

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

2. If the reply is affirmative, please enumerate the legal provisions, regulations, practices and situations in question, and indicate:

the measures of all types (legal, economic, social, administrative, etc.) already taken to eliminate discrimination and prevent it from arising;

the measures, if possible in order of priority, which the competent authorities of your country intend to adopt in order to ensure the prevention of and to accelerate the elimination of discrimination, in conformity with the corresponding provisions of the Convention.

3. If there are obstacles which have impeded, or are in your view likely to impede the application of such measures, please specify:

(i) the nature of these obstacles regardless of whether they result from the fundamental structures of the society, from tradition and custom, from social and economic inequalities, or from any other cause;

(1) Article 1 of the Convention defines discrimination in education thus:

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

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

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

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

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

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

- (ii) to what extent the availability of economic resources affects the ability of the reporting State to comply with Article 3 of the Convention;
 - (iii) for each obstacle which has been overcome the measures used to achieve these results.
4. If your country has separate educational systems or institutions for pupils of the two sexes, do those systems or institutions offer equivalent access to education? Do they have teaching staff with qualifications of the same standard? Do they possess school premises and equipment of the same quality? Do they afford an opportunity for boys and girls to take the same or equivalent courses of study?
5. If your country has any private educational institutions:
- (a) do they operate in such a way that their purpose is not to secure the exclusion of any group but to provide educational facilities in addition to those provided by the public authorities?
 - (b) is the education provided there subject to standards laid down or approved by the public authorities, particularly for education of the same level?
18. The questionnaire concerning the application of the Recommendation contains similar questions.
19. The majority of the 54 States (including 36 Parties to the Convention) which sent in reports answered all of these questions; only a few replied to only part of the questions or failed to provide any reply, particularly in regard to the legal provisions, regulations, practices or situations which constitute discrimination. The latter case concerned States which had all replied to the same questions during a previous consultation (see document 17 C/15, Paris, 15 September 1972) and could therefore refrain from replying to them again, in accordance with paragraph 2 of the introductory note to the present questionnaire.

1 - 3.

20. According to the information received in reply to the first question there is no legal provision or regulation, practice or situation in any of the 54 States which might lead to discrimination in education. Questions 2 and 3 in the section "Discrimination" were consequently inapplicable. On the contrary, it is stated in many replies either that the Constitution grants equal rights to all citizens of the States concerned, or that all discrimination is prohibited by law (Barbados, Byelorussian SSR, Cyprus, Federal Republic of Germany, Italy), or that a series of legislative provisions or regulations are designed to prevent it (Guatemala, Morocco, United Kingdom (England and Wales), United States of America), or, again, that the educational system as a whole is designed to prevent any discrimination based on sex or social origin (Egypt). A number of reports transmitted contain more detailed information. Niger, for example, states that any form of discrimination is regarded as anachronistic and aberrant, while Liberia replies that the Government takes drastic measures - which are not specified - to eliminate any kind of discrimination as soon as this is drawn to its notice. Two other reports mention gaps in the respective legislative texts. In the first case (Finland) it is stated that legislation is not as explicit in promoting the right to education of the Lapps and the gypsies as it is for the Finnish and Swedish-speaking population. The other case is that of Thailand which states that current legislation allows certain categories of children

to be exempted from compulsory schooling but fails to make the necessary provision to enable these children to avail themselves none the less of their right to education. With regard to the persistence in the United States of discriminatory practices based on race, despite the existence of legislation prohibiting these, it is stated in the report that the educational desegregation process is still meeting strong resistance which is expressed, among other ways, in a tendency to dismiss black educators or not to re-engage them. On the other hand it is pointed out that amendments made in 1975 to certain regulations prohibit any discrimination based on sex in cases where educational institutions receive financial assistance from the Federal Government. In the report concerning an External Territory of Australia (Cocos Islands), it is stated that a United Nations mission noted recently that the population of this territory did not have an adequate possibility of developing its cultural identity.

21. As in the case of previous periodic reports, a distinction has to be drawn once again between active, wilful discrimination and the inequality of opportunity which is often the consequence not so much of a conscious intention as of an amalgam of social, economic, historical or geographical factors. Certain facts indicated by States in their replies to questions in the section on "Discrimination" relate rather to section II: "Equality of opportunity and treatment". These replies are, however, mentioned here in Chapter I as the States themselves seem to regard these practices or situations as forming part of discriminatory acts. For instance, one State (United Kingdom (England, Wales and Scotland)) refers to the exercise, by the competent authorities, of preferential treatment to aid disadvantaged regions. It is stated by three other States either that the relevant legislation stipulates the provision of public funds to certain regions for the education of large minority groups (Austria) or that a far-reaching assistance scheme tends to eliminate any discrimination of an economic and material kind (Italy) or, again, that the Government combats individual, social and regional discrimination by increased aid provided to the maladjusted and handicapped (Portugal). A Dependent Territory of the United Kingdom (Solomon Islands) states that all discrimination for economic reasons will be eliminated from 1977 onwards when the upper grades of primary education will cease to be fee-paying.

22. A number of reports, moreover, refer under "Discrimination" to girls who are not always encouraged by their families to study. For example, the United Kingdom (England and Wales, Scotland) refers to the persistence of unintentional discrimination between the sexes, expressed, among other ways, in different syllabuses reflecting the traditionalist attitudes of teachers, parents and often the girls themselves.

23. As regards the inhabitants of rural zones, preference is often given by them not to the education of girls, but rather to the aid that girls can provide in agricultural or household tasks. What is more, certain subjects - technical training, for example - are regarded, frequently even in urban areas, as unsuitable for women. These attitudes are mentioned by one State and two Dependent Territories of another State (Nigeria, Gibraltar, Solomon Islands), while two other States (Australia, United Kingdom) refer to the efforts being made to change passive or negative attitudes and to devise appropriate educational materials purged of stereotyped views as to the proper role of the two sexes, and enabling "feminine" or "masculine" subjects to be replaced by unified syllabuses.

4.

24. Under this item in the section on "Discrimination", States were asked to provide specific information on conditions governing the instruction of girls in instances where separate institutions for the two sexes exist.

25. The questions relating to this subject failed to elicit replies from 15 States and from two External Territories and one Dependent Territory of two other States (Barbados, Bulgaria, Byelorussian SSR, France, Hungary, Italy, Jordan, Mexico, Niger, Norway, Peru, Portugal, Sweden, Syrian Arab Republic, United States of America, Cocos Islands, Christmas Island, Turks and Caicos Islands). Five of these States (Byelorussian SSR, France, Hungary, Italy, Syrian Arab Republic) had, however, transmitted the required information in their previous periodic reports (see document 17 C/15, Annex C, pp. 10, 25, 34, 38 and 114), and account has been taken of it in the present analysis.
26. The replies of two States round off the information provided with observations of a general kind, stating either that the educational system makes no distinction between the two sexes, whether in regard to access to education or its content (Denmark), or that, as far as the urban population is concerned, girls have the same opportunities as boys, in regard to access to studies and their pursuit, up to a certain age-limit (Syrian Arab Republic). Another State (Finland) points out that it is regarded as the only country belonging to the Organization for Economic Co-operation and Development (OECD) in which equality of opportunity is achieved at every level of education for the two sexes alike, while Australia mentions the creation in 1975 of a Technical and Further Education Commission responsible for promoting the access of girls to these training sectors. Lastly, the report concerning a Dependent Territory of the United Kingdom (Tuvalu) indicates that an ever-increasing number of women were occupying posts side by side with men, particularly in government services.
- 26.(a) Replies concerning the separation or coeducation of pupils show either that coeducation is generally applied (Cuba, Greece), or that it constitutes one of the fundamental principles of the educational system (German Democratic Republic, Ukrainian SSR, Yugoslavia) or, again, that there are coeducational as well as separate educational institutions. It is stated in some reports that separate institutions are maintained to meet parents' wishes (Israel), for historical or traditional reasons (Seychelles, Sierra Leone, Singapore), for the sake of convenience (Guatemala), for educational reasons (Morocco) or when the nature of the instruction provided makes separation necessary (Czechoslovakia, Federal Republic of Germany). It would seem, however, that coeducational education is more widespread, that there is even a trend towards its generalization and that the separation of pupils by sex will, in future, be no more than an exception.
27. It emerges from the replies of 13 States (Australia, Czechoslovakia, Egypt, Finland, Hungary, Iraq, Israel, Italy, New Zealand, Panama, Rwanda, Tunisia, United Kingdom) that in public education separation affects the secondary level more particularly and institutions providing specialized training for the teaching profession, such as women teachers for pre-primary schools or other types of training regarded as typically "feminine".
28. Gibraltar's reply states, moreover, that the results of a recent survey have shown that the community in this territory is not yet prepared to accept the generalization of coeducation at the secondary level.
29. Higher education is generally coeducational, but mention is made by two States (Iraq, United Kingdom) of several separate higher education institutions. The report relating to England and Wales adds, however, that trials are being made in a number of these establishments with a view to the introduction of coeducation.
30. With the exception of the report from this State which indicates that there are differences in curricula for boys and for girls, all the replies received

affirm that - where this exists - separation of pupils is subject to the same requirements concerning admission and the qualifications of teachers and that it allows the same studies to be pursued and equivalent syllabuses to be applied.

31. One State only (New Zealand) observes that there are sometimes regional difficulties in the recruitment of science and mathematics teachers for girls' schools. These difficulties, already mentioned in the previous periodic report, are generally overcome by sharing among several establishments specialist teachers in subjects for which there is a shortage of staff (see document 17 C/15, Annex C, p. 42 (a)).

32. Another State (Liberia) mentions that the schools which are all coeducational offer equal opportunities to all pupils to the extent that financial resources allow. The report from this State indicates, furthermore, that the Government is carrying out a programme for the building of hostels and boarding schools in order to encourage the enrolment of girls.

33. Morocco states, lastly, that thanks to the action that has been taken and the influence that teachers have exerted on parents, there are no longer the same misgivings concerning the education of girls.

5. (a - b)

34. The questions on private educational institutions - where they exist - concern conditions for admission and standards laid down or approved in regard to the education they provide.

A number of replies went further than this and provided, in addition, information concerning the legal status, means of financing and level of education provided by these institutions.

35. Forty-three States and nine Dependent Territories of one of these States indicated, in reply, that there are private educational institutions in their countries (Algeria, Argentina, Australia, Austria, Barbados, Belgium, Benin, Chile, Cyprus, Denmark, Egypt, Finland, France, Federal Republic of Germany, Ghana, Greece, Guatemala, Hungary, Ireland, Israel, Italy, Japan, Liberia, Malaysia, Morocco, New Zealand, Nigeria, Norway, Panama, Peru, Poland, Portugal, Rwanda, Singapore, Sierra Leone, Sweden, Switzerland, Syrian Arab Republic, Thailand, Tunisia, United Kingdom (England and Wales, Northern Ireland, Scotland, Bermudas, Solomon Islands, Virgin Islands, Gibraltar, Hong Kong, New Hebrides, Seychelles Islands, Turks and Caicos Islands, Tuvalu), United States of America and Yugoslavia).

36. In the case of Yugoslavia, it is stated that such establishments exist at the secondary and higher levels for training for the priesthood, while the People's Republic of Benin refers to State policy tending towards the nationalization of existing private schools.

37. Eight other States and two Dependent Territories of the United Kingdom reply to the effect that there are no private schools in their countries (Bulgaria, Byelorussian SSR, Cuba, Czechoslovakia, German Democratic Republic, Iraq, Ukrainian SSR, USSR, Falkland Islands, St. Helena).

38. In the case of five of these States, the negative reply is supplemented by information to the effect that private schools have ceased to exist since the 1974-1975 school year (Iraq), that they were nationalized as long ago as 1961 (Cuba), that all schools are secular and administered by the State (Bulgaria, Byelorussian SSR), or that current legislation allows the financing from private sources of education provided in a foreign language or for arts education (Czechoslovakia).

39. As regards the information concerning the Byelorussian SSR, Finland, Hungary, Norway and the Syrian Arab Republic which has been taken into account in the preparation of this document, it should be explained that these States have not provided fresh replies to these questions but had supplied the information required in their previous reports.
40. It can be seen from the replies of most countries where private educational institutions (pre-primary, primary, secondary and/or higher) exist that their purpose is to provide facilities in addition to those provided by the public authorities, and not to exclude any group, except that in some countries not all can afford the fees. The People's Republic of Benin gives the considerable population growth as the reason for the increase in the number of private schools. Three other States (Egypt, Liberia, Rwanda) even indicate that financial assistance is provided by the public authorities to these schools in order to facilitate the enrolment of a greater number of children.
41. It emerges from the majority of replies from States whether Parties or not to the Convention that private schools which are recognized by the competent authorities, and are, in general, subject to supervision or inspection because they receive subventions, have to respect the prescribed standards concerning the qualification of teachers, equipment, premises and the level of instruction provided. They have, in addition, to apply the official curricula so that examinations and diplomas awarded may be recognized by the State. Only Panama states that private educational institutions must conform to the official regulations even though they receive no financial assistance from the State. In the report concerning a Dependent Territory of the United Kingdom (Tuvalu), mention is made of the fact that private schools comply with the official standards although these have not yet been enacted as law.
42. Finland had indicated in its previous report that special legislation applies to a certain number of private schools (see document 17 C/15, Annex C, p. 135) while France reports that the State assumes a large share of the expenses of these institutions as soon as they conclude a contract of association which will, moreover, become compulsory for all private schools from 1980.
43. In a number of States and Territories, private schools may serve the needs of linguistic, cultural or religious groups (Australia, Belgium, Benin, Chile, Czechoslovakia, Hungary, Morocco, New Zealand, Syrian Arab Republic, United Kingdom (Hong Kong, New Hebrides, Turks and Caicos Islands, Tuvalu), Yugoslavia), be designed for boys or for girls only (Poland, United Kingdom) or be used for certain educational experiments (Chile) or for handicapped children (Peru). In the case of three States, it is indicated in the reports either that private secondary schools accept pupils who have not succeeded in gaining admission to a public school (Barbados, Egypt) or that not only do private educational institutions accept pupils who are excluded elsewhere for reasons of age, but they are chosen by parents for the quality of education provided (Tunisia).
44. Reports from five States (Guatemala, Peru, Singapore, United Kingdom, United States of America) refer to the school fees required by private institutions. Peru states that private secondary education is fee-paying, while Guatemala reports that private schools are financed by pupils' parents and that most of these institutions offer possibilities of school transport on a fare-paying basis. The report from Singapore indicates that private pre-primary schools demand a minimum contribution from parents of modest means. As regards the United Kingdom (Scotland), mention is made of the fact that one-fifth of private schools receive official financial assistance. It is stated, however, that the Government contemplates ending such subventions and using these savings for development of the public educational system. Lastly, the report from the United States points out that private schools charge extremely high fees thus giving rise to situations of economic discrimination. In two cases, reports mention that certain population groups are excluded from access to private education. It is stated for a Dependent

Territory of the United Kingdom (Tuvalu) that certain private schools admit only pupils belonging to the same religion, while the United States stresses the persistent tendency towards the creation of private education institutions for the purpose of excluding certain minorities and avoiding the desegregation required by the law.

Chapter II -- EQUALITY OF OPPORTUNITY AND TREATMENT

45. This section of the questionnaire on application of the Convention contains seven groups of questions, the first of which is worded as follows:

6.1 Please state whether steps have been taken, and if so of what kind, to formulate, develop and apply a national policy which, by methods appropriate to the circumstances and to national usage, will tend to promote equality of opportunity and of treatment in the matter of education and, principally, to attain the objective laid down in Article 4(a) of the Convention, namely:

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

46. The questionnaire concerning the application of the recommendation contains similar questions. ⁽¹⁾

47. With a few exceptions, the 54 States that sent reports replied to this question. The information provided consists in some cases of a general statement such as "The State guarantees the equality of access to education" (Algeria), "Education is open to all children of school age without distinction" (Morocco), "Equality of opportunity exists" (Jordan), "The educational system furthers the principle of equality of opportunity" (Argentina), "All children enjoy equality of treatment" (Chile, Iraq), "The State guarantees the right to education with the aim of promoting equality of opportunity and treatment" (Panama, Poland) or "The Constitution and the law stipulate respect for equality of opportunity" (Mexico, Rwanda, Syrian Arab Republic). In most cases, however, these brief statements are accompanied by complementary or more detailed information from which it may be deduced that the existing legislation has not always been translated into practice. This is the interpretation that should presumably be placed on such remarks as that "the Government is doing its best to provide as many places as possible for all children of school age" (Ghana), that "fulfilment of the principle of equal opportunities for all still meets with numerous difficulties" (Federal Republic of Germany), that "the education system, as it operates at present, does not remove all inequalities, the causes of which should be determined" (Belgium), and that "national education policy seeks to re-examine de facto inequalities in order to ensure a fair distribution of enrolment between boys and girls, even though pupils are admitted to schooling without distinction as to sex, race, religion or opinion" (Niger). On the one hand, the Byelorussian SSR states that the Supreme Soviet adopted a decree in 1974 laying down the fundamental

(1) Question 6.1, which deals with the national policy of States tending to promote equality of opportunity and of treatment in the matter of education, anticipates some of the following questions which concern, among other things, the free provision of primary education, measures taken to encourage school attendance and the assistance provided to certain underprivileged sectors of the population. So as to avoid repetition, this part of the present report summarizes only those replies relating to existing or scheduled plans and reforms and the information provided concerning obstacles that still impede the complete implementation of such plans. As regards replies referring either to the development of the different levels or categories of the educational system, or measures taken to improve school attendance, these have been taken into account in the consolidated information provided on these subjects as set out in the succeeding parts of this document.

principles of national education; Cyprus and Yugoslavia mention the democratization of education as one of their aims which, in the case of Yugoslavia, will be pursued within the context of lifelong education; and the Ukrainian SSR and Yugoslavia have already established appropriate machinery for rounding off formal education by non-formal studies. On the other hand, a number of reports refer to the existence of current plans or reforms to further equality of opportunity and treatment in education. Measures of this kind may involve one or several levels of the educational system (Benin, Egypt, Finland, German Democratic Republic, Federal Republic of Germany, Hungary, Israel, Liberia, Nigeria, Norway, Rwanda, Sierra Leone, Singapore, Syrian Arab Republic, United Kingdom (Bermudas, Solomon Islands, Tuvalu)) or the educational system as a whole (Panama, Peru, Thailand). In the case of Panama, the report provides no details concerning the nature of the reforms already carried out. Peru and Thailand, on the other hand, are in the process of introducing possibilities of out-of-school or non-formal education of the same status as that generally identified with formal education (Peru in implementation of a law adopted in 1972) and Thailand on the basis of a plan which was due to come into force in 1977.

48. A number of reports express the concern of the competent authorities to achieve the quantitative expansion and qualitative improvement of education in remote or rural zones and to reduce the inequalities of opportunity in education and to difficulties regarding access to school to which certain underprivileged groups in the population are still subject (Algeria, Australia, Belgium, Benin, Cuba, Cyprus, Egypt, Finland, German Democratic Republic, Federal Republic of Germany, Guatemala, Hungary, Ireland, Israel, Liberia, Morocco, New Zealand, Peru, Portugal, Switzerland, Thailand, United Kingdom, United States).

49. Efforts made to this end are various and include steps to increase the number and/or improve the distribution of school premises (Benin, Liberia, New Zealand, Portugal, Sierra Leone, United Kingdom (Solomon Islands)), the decentralization of educational administration (Algeria, Belgium, Finland, German Democratic Republic, Federal Republic of Germany, Israel, New Zealand, Peru, Singapore, Thailand), the siting of industrial firms in isolated zones to improve their attractiveness (Finland), the extension of compulsory schooling (Israel, Norway, United Kingdom (Bermudas)), automatic promotion (Argentina, United Kingdom (Bermudas)), the modification of structures by amalgamating primary and lower secondary education in a single establishment (collège d'enseignement secondaire, comprehensive school, Gesamtschule), the lower secondary portion of the course being regarded sometimes as a period for observation and educational guidance, the creation of a special pupil-worker status so as to allow education to be dovetailed with work, the co-operation of different local communities in the provision of pre-primary schools and classes, particularly in rural zones, the organization of compensatory education and correspondence or radio courses, the improvement of training for educational personnel, with incentives in the form of material advantages for teachers in rural schools, easier transfer from one type of education to another, the development of technical and vocational training services, the creation of guidance centres or observation classes and the closer linking of curricula to pupils' interests and needs (Australia, Belgium, Benin, Chile, Finland, France, German Democratic Republic, Federal Republic of Germany, Ireland, Israel, Japan, New Zealand, Norway, Panama, Peru, Portugal, Rwanda, Thailand, Tunisia, Ukrainian SSR, United Kingdom (Scotland), United States).⁽¹⁾

(1) As regards the various forms of aid made available by States to families or pupils of modest means or those living in remote areas, reference should be made more particularly to Chapter II, section 6.5 of the present document.

50. Lastly, some of the reports mention either the recent establishment of bodies specially appointed to find solutions to problems connected with various underprivileged groups in the population (Australia and Christmas Island, Austria, United Kingdom, United States), or surveys which are planned or are now taking place to determine the educational needs of such groups (Australia, Austria, Belgium).

51. Despite the efforts already made, a number of reports indicate difficulties which still stand in the way of equality of opportunity for the whole of the population. Difficulties frequently mentioned are the shortage of qualified teachers, school premises or boarding facilities, inadequate financial resources, geographical or language problems, failure to discard an excessively rigid examination system which renders access to the various levels of education difficult, the reluctance of families to let their children attend school and the need for planning in the light of the economic and social development (Australia, Christmas Island, the Cocos Islands, Norfolk Islands), Cuba, Finland, the Federal Republic of Germany, Guatemala, Hungary, Israel, Peru, Sierra Leone, the Syrian Arab Republic, Thailand).

52. Among measures to overcome some of the obstacles mentioned, the reports indicate for example that primary school teacher-training colleges are to be established and a system of scholarships is to be introduced (Cuba), or that improvements are to be made in the quality of equipment and the pupil/teacher ratio (Federal Republic of Germany, Cyprus), or that the government concerned has either already obtained financial assistance from industrialized States or international agencies or intends to request it.

53. Assistance of this kind will enable Egypt to generalize higher education, and will be used in Sierra Leone for primary teacher training and improvements to school premises.

Free and compulsory primary schooling

54. As far as this part of section II is concerned, the questionnaire concerning the application of the Convention contains the following questions:
- 6.2 In cases where free schooling is not available, what are the factors or obstacles impeding its institution? What measures does the State propose to take? Has it any plan that might provide the initial impetus to, or basis of, its subsequent educational policy?
 - 6.3 What are the obstacles impeding the introduction of compulsory schooling, and what measures have been taken or are contemplated to make schooling compulsory or to encourage school attendance? How is class attendance checked and what penalties are provided for cases of non-attendance?
 - 6.4 What is the total number of children of school age, the number of children enrolled, for each sex, and the trend in school attendance figures during the past years? What is the drop-out rate?
 - 6.5 With regard to particular sectors of the population, as for example children of modest social and economic background, children living in rural areas, children belonging to racial, linguistic, religious and other minorities, immigrant children, do they receive special assistance from the State to facilitate their access to primary schooling? If so, what form does this assistance take: pre-school education? Education provided in the mother tongue if this is not the country's official language? School transport? School meals, free clothing, textbooks and other school equipment? The provision of more schools in rural areas? Establishment of boarding schools, training of additional teaching staff, etc.?
55. The questionnaire concerning application of the Recommendation contains similar questions.
- 6.2
56. Apart from two States (Mexico and Niger) which did not reply to this group of questions, most reporting States indicated that primary education is free. Only five States and three Dependent Territories of the United Kingdom gave negative or less categorical replies. Liberia reports its Government's intention to make primary education free; Rwanda states that a Ministerial Order made in 1974 lays down that parents should contribute to the cost of schooling, apart from the poor, since the 1966 Education Law provided for the free provision of education; Sierra Leone mentions the shortage of qualified teaching staff and lack of financial resources that still hinder the introduction of free primary education; and Thailand considers that education is not entirely free since textbooks and school supplies have to be purchased by the pupils. In the New Hebrides a 20 per cent reduction or total remission of school fees is granted to needy pupils. The report concerning the Solomon Islands states that provision of the first three grades of primary education became free in 1975 and that free provision of the next 3 grades should follow in 1976. According to the reply from Tuvalu, the free provision of primary education was due to come into force in most of the islands as from 1977. As regards Tunisia where free schooling is not provided for by law, the report states that it exists de facto, since primary education constitutes the right of all.

57. In a number of States where primary schooling is free, the public authorities provide textbooks and school supplies free of charge and sometimes supply additional aid such as transport, clothing or school meals to all pupils (Bulgaria, Byelorussian SSR, Cuba, Cyprus, Denmark, France, Iraq, New Zealand, Nigeria, Norway, Panama, Sweden, Syrian Arab Republic, Ukrainian SSR, USSR, United Kingdom (England and Wales, Northern Ireland, Gibraltar, Turks and Caicos Islands), Yugoslavia). Other States indicate that in certain regions pupils are still required to purchase such material (Federal Republic of Germany, United States).

58. Apart from the above-mentioned States which, replying in addition to the questions set out under 6.3 concerning measures taken or contemplated to encourage school attendance, gave information in regard to the assistance given to primary school pupils as a whole, the majority of the other reports received list various kinds of aid provided to pupils or their families in certain disadvantaged groups. As this type of aid and these particular groups are covered by specific questions under 6.5 below, the information concerning them has been taken into consideration in the corresponding part of this document.

6.3

59. Compulsory schooling exists in the majority of the reporting States. Only 9 States (Algeria, Iraq, Liberia, Malaysia, Rwanda, Sierra Leone, Singapore, Tunisia, United States), 5 Dependent Territories of the United Kingdom (Solomon Islands, New Hebrides, Hong Kong, Seychelles, Tuvalu) and 2 External Territories of Australia (Christmas Island, Cocos Islands) have provided either negative or less explicit replies or an explanation of the reasons for which compulsory schooling has not yet been introduced. The report of Nigeria states that the Government intends to make primary education compulsory in the near future.

60. In Algeria's case, it is due to insufficient resources and the remoteness of certain regions of the country. The United States indicates that only one of the 50 States has not yet introduced compulsory schooling. Iraq, Nigeria, Christmas Island and Tuvalu, on the other hand, contemplate the adoption of legislation to this end between 1976 and 1980. Sierra Leone refers to obstacles of a financial, professional or cultural kind as reasons for its negative reply. Liberia and Rwanda refer to similar problems that prevent the implementation of legislation already in existence.

61. Although Singapore's reply was also negative, it states that primary education is generally available; this is also the case of Malaysia where the enrolment rate - thanks to the fact that primary education is free - stands at 93% and where it is not proposed to make schooling compulsory.

62. The same decision has been taken by the competent authorities in the Solomon Islands. Tunisia and the New Hebrides mention the efforts made to persuade parents to send their children to school. The population of the Cocos Islands, according to the reply received, has already accepted the principle of compulsory schooling.

63. In Sierra Leone compulsory schooling does not exist, but absence of pupils from school may nevertheless be penalized. Elsewhere parents can be forced to send their children to school; according to the information received, this is the case in Seychelles and Hong Kong, though the latter territory does not state explicitly whether schooling is compulsory.

64. In the case of States where compulsory schooling is laid down by law, the relevant laws generally provide for sanctions for non-compliance with this obligation and for the regular checking of pupils' attendance.
65. A number of reports state, however, that compliance with the obligation to send one's children to school is not always satisfactory (Hungary), that absenteeism is frequent in certain areas in the country (Morocco), that drop-outs are numerous and that the dispersion and social and economic structure of some population groups makes compliance with the obligation difficult (Argentina, Chile, Panama, Peru). Although compulsory schooling exists in Thailand, its report states that a large number of children cannot take advantage of this facility. The Syrian Arab Republic established compulsory schooling in certain regions of the country in 1970, and plans the general application of this legislation over a ten-year period. Lastly, Austria mentions, in its report, a federal school development programme one of whose aims is to achieve a certain school attendance rate in rural regions.
66. Three States and one Dependent Territory of another State indicate that there are regulations allowing, under certain circumstances, exemption from regular attendance at school.
67. In Australia this applies to either handicapped children or those living in remote zones: these children can follow correspondence or radio courses. In Denmark primary education may be provided to children by their parents on condition that the level of instruction is checked by a school organization. In Thailand and in the Bermudas there are similar provisions but the Thailand report adds that there are no regulations specifying how these children (who generally have to look after members of their families) are to be enabled to take full advantage of their right to education.
68. The length of compulsory schooling varies according to the country and ranges from 4 to 10 years, but is generally from 6 to 10 years and thus frequently extends beyond the primary education course properly speaking, to cover part of secondary education.
69. Poland adds in its reply that pre-primary education was to become compulsory from the 1977-1978 school year. Israel also has long-term plans for extending compulsory schooling applying to children of 3 years of age. Children in Ireland are admitted to primary education from 4 years of age. Lastly, the United States reports that it is planning to lower the compulsory education age which ranges at present in the different States from 6 to 8 years of age.

6.4

70. Although the information obtained concerning numbers of children of school age and the trend in school attendance figures does not always cover all the questions asked, replies to them have been received from the majority of States. Statistical data refer mostly to the 1973-1974 and/or 1974-1975 school years.
71. In countries and territories where compulsory schooling exists, primary education enrolment rates range from 95 to 100 per cent of the school-age population according to a number of replies (Belgium, Bulgaria, Cuba, Czechoslovakia, Denmark, Federal Republic of Germany, Israel, Japan, Poland, Thailand, United Kingdom (England and Wales, Bermudas, New Hebrides)). Thailand states, however, that whereas the enrolment rate in 1975 in lower primary education was 95.65 per cent, it was only 50 to 57 per cent in the upper section of this level of education. A Dependent Territory of the United Kingdom (Turks and Caicos Islands) mentions that the high unemployment rate encourages pupils to

stay on at school as long as possible. Other replies indicate either that all or virtually all school-age children attend school (Byelorussian SSR, Cyprus, Portugal, Sweden), that compulsory schooling is reflected in mass enrolment in towns (Morocco), that there is no absenteeism, or, again, that it is insignificant (Cuba, Cyprus, Greece, Norway, Portugal⁽¹⁾, Sweden, USSR, Seychelles, Falkland Islands). Similar replies are found in the reports of a number of States where there is no compulsory schooling.

72. As already indicated elsewhere in this document, certain reports on the other hand, note specific difficulties caused either by the considerable number of repeaters and drop-outs, or by the unsatisfactory attendance of children in some disadvantaged population groups.

73. In Argentina dropping out and wastage are considerable, particularly in rural zones, and in Chile wastage accounts for 8 per cent of pupils in the first primary grade. In Liberia drop-outs for all classes at primary level are estimated at some 74 per cent; children not in school attendance in Gibraltar represent 8 per cent of the school-age population. In the Federal Republic of Germany children of migrant workers are often kept at home by their parents to look after their brothers and sisters. Finland estimates that no more than some 400 gypsy children out of an approximate total of 1,600 attend school. Hungary also mentions a considerable drop-out rate among young gypsies; in addition, 4.7 per cent of 6-year-olds were not, in 1975-1976, enrolled at school. Despite this, the enrolment rate for 8 year-olds was almost 100 per cent.

74. Guatemala's reply indicates a particularly difficult situation for in 1975, 55.5 per cent of the school-age population had received no instruction and the primary enrolment ratio was no more than 38.5 per cent. The reply states, furthermore, that only 17 per cent of schools in rural zones were providing, at that date, the complete 6-year primary education course. Financial, staffing, socio-economic, cultural and/or geographical reasons are given in explaining such situations, and they correspond to the difficulties listed by other countries where application or introduction of compulsory schooling still encounters a number of obstacles.

75. As regards countries or territories where compulsory schooling does not exist, replies concerning school attendance are sometimes of a general nature such as the reports from Algeria and Morocco which indicate that progress is being made towards restricting or eliminating absenteeism, frequent in certain areas of these countries. The reply concerning Hong Kong indicates only that there has been a considerable fall in the drop-out rate. Information relating to an External Territory of Australia (Cocos Islands) indicates that all children born in 1967 were in school attendance in 1975; enrolment ratios in Malaysia stood at 93 per cent every year, and in Singapore this ratio fluctuated around 95 per cent between 1972 and 1974. Tunisia explains that the figure of 18 per cent for children not in school attendance in 1974-1975 includes those who had never been enrolled, those excluded following frequent repetition of grades and those who were over school age. In Sierra Leone 182,515 children out of a total of 500,000 attaining school age in 1974-1975 were enrolled in 1975-1976. The reply indicates, moreover, that enrolment ratios were increasing each year and that the annual retention rate exceeded 40 per cent. In the Solomon Islands drop-outs represent some 14 per cent although the number of total enrolments increased from 1975 onwards when the first three grades of primary schooling became free. In Singapore the percentage of drop-outs was reduced from 3.8 per cent to 3.5 per cent between 1972 and 1974.

(1) Portugal adds that a primary (fourth grade) graduation certificate is required for employment in the public and the private sectors.

76. A characteristic feature of all the reports received is the fact that, with a few exceptions, the number of girls enrolled in public primary education is shown as being more or less identical to the number of boys (Australia (Norfolk Islands), Czechoslovakia, Federal Republic of Germany, Iraq, Ireland, Israel, Italy, Japan, Malaysia, New Zealand, Panama, Poland, Rwanda, Singapore, Switzerland, United Kingdom (England and Wales, Scotland, Falkland Islands, Virgin Islands, Gibraltar, St. Helena)).

77. There are some reports, in fact, indicating that trends in school enrolment are swinging in favour of girls; thus, their number increased between 1960 and 1974 more than that of boys (Liberia), between 1970 and 1971 there were more girls than boys enrolled in the United Kingdom (England and Wales), in the 8-year-old group girls considerably exceed boys (Ghana); in Tunisia, two-thirds of the 82 per cent of school-age children enrolled in primary education in 1974-1975 were girls. Israel's reply refers to a not inconsiderable increase in the enrolment ratio of girls in State schools where the language of instruction is Arabic. The Syrian Arab Republic, where numbers enrolled represented some 76.3 per cent of the school-age population in 1973-1974, indicates that the enrolment ratio for girls was 62.9 per cent compared to 89.2 per cent for boys. Algeria states that in 1974-1975 the enrolment ratio for girls represented 55.2 per cent and that for boys 80.2 per cent, giving an average enrolment ratio of 68.2 per cent. Lastly, in Rwanda which indicates an enrolment ratio of 43.9 per cent for the 1973-1974 school year, girls nevertheless represented almost 48 per cent. Some of the reports received indicate less favourable figures for girls, with a proportion ranging from one-quarter to one-third of total enrolment (Benin, Egypt, Morocco, United Kingdom (Solomon Islands)). Morocco adds, in this connection, that the enrolment ratio for girls is almost 50 per cent in private educational institutions.

6.5

78. As regards particular sectors of the population and the special assistance they receive from the State or from regional, local or other authorities to facilitate access to primary schooling, no information was given by four States and one Dependent Territory of another State (Barbados, Jordan, Liberia, Mexico, British Virgin Islands). Five other States and one Dependent Territory indicate either that there are no racial, linguistic, or religious minorities or that their number is insignificant (Cuba, Ireland, Falkland Islands), that no specific assistance is provided to any of the groups identified in the questionnaire or, again, that special treatment is available to all children (Ghana, Guatemala, Sierra Leone). All the other reporting States have provided replies, sometimes under a preceding section of the questionnaire.

79. The Ukrainian SSR indicates that the problem of children of modest social and economic origin does not arise in the Republic, and that the State, in addition to providing material aid, scholarships and free school transport in rural zones, meets all education expenses for a certain number of pupils.

80. The report of the USSR indicates that aid is provided by the State, the collective farms or the trade unions as soon as any need arises, that school transport and boarding facilities exist, and that there are nurseries for children whose parents work; these are also mentioned by Hungary and Poland.

81. It emerges from the majority of replies that material assistance is provided by the public and other authorities and by charitable organizations or the international agencies to children of modest socio-economic origin or living in rural zones, nomads, orphans, the needy, marginal groups among town-dwellers or those regarded as being the most impoverished, and, in addition, to children with mental or physical handicaps or the socially maladjusted.

82. This assistance may be provided in the form of textbooks, school transport or supplies, scholarships, grants or loans, canteen meals, places in kindergartens or boarding sections, medical care, clothing, sometimes at a reduced price, often free of charge (Australia, Belgium, Bulgaria, Byelorussian SSR, France, German Democratic Republic, Federal Republic of Germany, Greece, Guatemala, Iraq, Ireland, Israel, Japan, Liberia, Morocco, New Zealand, Peru, Poland, Portugal, Switzerland, United States, United Kingdom, Gibraltar, Singapore). Singapore's reply refers to the World Food Programme by means of which food is distributed to undernourished children 17 to 20 days a month. Guatemala reports that aid by Unicef and CARE enables meals to be provided to pupils in kindergartens, while loans obtained through AID make it possible to supply textbooks. Bulgaria indicates that particular care is taken of children in various minorities without identifying these. Such children receive priority in admission to pre-primary education and higher studies and to boarding accommodation, and are also given grants and allowances for food and clothing. While certain reports mention efforts to make curricula more relevant to the interests or needs of pupils (Argentina, Australia (Christmas Island, Cocos Islands), Guatemala, United Kingdom, United States), many refer, in addition, to the members of minority groups (ethnic or national), the needy, migrant workers, immigrants or inhabitants of bilingual localities, their education being the subject of particular attention by the competent authorities. For example, from the pre-primary level on, but more frequently during primary education, a number of countries have either private or official schools where instruction is provided in a language other than the official language(s) of the country, or else have enacted appropriate legislation or regulations authorizing the use of a mother tongue as medium of instruction or the teaching of that language and the preservation of the culture of origin (Australia, Christmas Island, Austria, Belgium, Cyprus, Denmark, Finland, France, German Democratic Republic, Federal Republic of Germany, Greece, Guatemala, Iraq, Israel, Malaysia, New Zealand, Nigeria, Norway, Panama, Peru, Singapore, Sweden, United Kingdom (England and Wales, New Hebrides), United States). It should be added that the educational policy of most of these States is to integrate these children in the general educational system by means of intensive instruction, and induction or adaptation classes in the official language(s) of the country. However, official languages are generally taught in the first place as foreign languages before replacing mother tongues as the medium of instruction. The teaching of these languages is often organized by the respective embassies and provided outside regular class hours.

83. Denmark and Sweden report that the children of migrant workers or belonging to minorities receive instruction in the mother tongue and in their culture of origin. Sweden mentions, as does France, intensive instruction in the language of the receiving country that is provided to these children. In Nigeria, Austria and Malaysia, the mother tongue is the language of instruction at the primary level; the reply concerning the New Hebrides also reports two recent experiments in instruction in the pupils' mother tongue. Australia refers, first, to the education of the aborigines whose instruction in the mother tongue is facilitated by the recruitment of teaching personnel of the same origin (as is the case of the Maoris in New Zealand) and, secondly, to the children of immigrants who often represent 80 to 90 per cent of the urban school population. Not only do such children receive English courses but instruction in their mother tongue and the culture of their country of origin.

84. In the German Democratic Republic, the Sorb national minority receives instruction in the mother tongue from the kindergarten level on, while the report of the Federal Republic of Germany mentions an agreement drawn up in 1976 by the Standing Conference of Ministers of Education stipulating the instruction of migrant workers' children in their mother tongue.

85. Apart from countries where the Constitution recognizes the right of national groups to education provided in their mother tongue and appropriate arrangements are made to give effect to this right (Byelorussian SSR, Czechoslovakia, Ukrainian SSR, USSR, Yugoslavia), other reports indicate either that State schools are maintained for groups such as Armenians or Arabs (Cyprus, Israel) whose respective languages serve as the medium of instruction, or, in the case of Iraq, that there are possibilities for the Kurds, Seriacs and Turks to receive instruction in their mother tongue.
86. According to information provided by Finland where foreign-language schools exist, the public authorities endeavour to ensure, in so far as is possible, that the Lapps and the gypsies receive instruction in their mother tongue. Funds have been provided for the preparation of appropriate teaching materials and pilot projects have been launched in some comprehensive schools in regions with a high Lapp population density. Norway refers, in regard to the same ethnic group, to special allocations of funds to improve the quality of the education provided to the Lapps in their mother tongue and to immigrants in classes with reduced numbers where group instruction is facilitated. The United Kingdom (England and Wales) also makes teaching of the mother tongue available to ethnic minorities and immigrants. The report indicates, however, that shortage of qualified teachers poses a number of problems; France also mentions that teaching of the national language is offered to children of immigrants in so far as this is possible.
87. To encourage school attendance it is indicated by Greece that the State makes teachers, premises, textbooks and school supplies available to immigrants and national minorities, but does not state the extent to which this assistance is provided for the teaching of Greek or instruction in mother tongues. According to Panama's report, it is planned to provide instruction in the mother tongue to members of the indigenous population, while the reply from Peru mentions the preparation by the Ministry of Education of a non-formal education programme designed for marginal populations and provided in the mother tongue with the help of education personnel belonging to these communities.
88. Peru further indicates that it is planned to introduce preparatory education for children of from 2 or 3 to 5 years of age, more especially in regions with different languages, to facilitate their entry to general education. Similar replies have been sent, first, by Guatemala where monolingual indigenous children have to learn Spanish before entry to primary education and, secondly, by the USSR where there are classes at the pre-primary level for children needing intensive language instruction.
89. The existence of pre-primary educational institutions is mentioned by 13 States and two Dependent Territories of one of these States (Byelorussian SSR, Cyprus, Finland, France, German Democratic Republic, Federal Republic of Germany, Hungary, Ireland, Israel, Panama, Poland, United Kingdom (Scotland, Hong Kong, Bermudas), United States). In the case of the German Democratic Republic, instruction in the mother tongue of a minority is provided from pre-primary level. According to the reply from Cyprus, Maronite children receive a two-year period of pre-primary education. Proposals for the introduction of pre-primary education in the Lapp language were made in Finland in 1973-1974. France indicates that children of migrant workers attend pre-primary classes in almost the same proportion as French children; Hungary refers to preparatory classes for primary education and the fact that in 1975-1976 90.4 per cent of children enrolled in the first primary grade had received pre-primary instruction; the United States reports that 84.1 per cent of school-age children had attended kindergarten; Israel states that 95 per cent of four-year-old children were enrolled in these establishments, while in Panama's reply it is stated that these services exist only in urban areas.

Apart from the nursery schools or day nurseries that operate in Ireland, Hungary and Poland for children of working mothers or are set up in the country during periods of intensive agricultural work, Poland mentions pre-primary centres which accept six-year-old children who are about to begin primary education. In 1973 enrolment at these institutions accounted for 47.6 per cent of all pre-school age children and 78.8 per cent of six-year-old children. Poland expects this proportion to rise to 95 per cent in 1975-1976. According to the reply concerning Hong Kong, pre-primary education is private. The report from Ireland, while indicating that there is no public pre-primary education system, states that admission to primary education begins at the age of 4 and that this stage accordingly seems to cover the educational activities generally regarded as constituting the pre-school instruction level. Lastly, the replies from the United Kingdom in regard to the situation in Scotland and the Bermudas contain information, in the first case, about a school building programme in areas of social need and, concerning the Bermudas, that over 40 per cent of four-year-old children attend public nursery schools free of expense.

Access to secondary education

90. This part of section II of the questionnaire concerning application of the Convention contains the following questions:
- 7.1 Is secondary education free? If not, what is the total rate of enrolment in relation to the cost of such education?
 - 7.2 To facilitate the access of a greater number of pupils to secondary education: is assistance accorded to pupils, either in the form of grants, loans or scholarships, or by providing opportunities for study during working days; provision of places in boarding schools; possibility of transfer from one type of secondary education to another; organization of evening classes or correspondence courses, mobile schools, etc.?
 - 7.3 How many pupils benefit from such assistance, what sums are entailed, what is their percentage in relation to the total? How is equality of opportunity secured in such cases in order that all discrimination may be avoided in accordance with Article 1 of the Convention?
 - 7.4 What are the obstacles impeding the generalization of secondary education: shortage of premises, lack of teaching staff, scarcity of materials and equipment? What measures are contemplated in order to do away with such obstacles within the framework of your educational policy?
 - 7.5 To what extent is secondary education compulsory, and what plans have been drawn up in this connection within the framework of your country's educational policy?
 - 7.6 What is the total number of pupils enrolled in secondary education and the increase in their numbers as compared with enrolment figures for primary education, the percentage of pupils enrolled in secondary education and their distribution by social and economic groups?
91. The questionnaire on application of the Recommendation contains similar questions.

7.1

92. Of the 54 States sending in a report, three did not answer the question whether or not secondary education was free (Mexico, Niger, Switzerland).
93. Of the remainder, five States (Nigeria, Rwanda, Sierra Leone, Singapore, Thailand) and four Dependent Territories of the United Kingdom (Hong Kong, New Hebrides, Solomon Islands, Seychelles) state that secondary education is not free. In this respect, Nigeria specifies that costs are standardized and that the State grants large subsidies; Rwanda reports that pupils' parents are required to pay ten per cent of their income towards the cost; while in Singapore the monthly amount charged per pupil is S\$ 4.00, except in the case of those receiving social assistance. Thailand adds that fees are extremely low compared with those charged in private education.
94. Secondary education being free in most countries, including Hungary and Italy, which had supplied the requisite information in their previous reports, the replies of nine States and of one External Territory of one of these States specify that only lower secondary education is free (Australia, (Norfolk Islands), Cyprus, Denmark, Finland, Italy, Japan, Malaysia, Portugal, United Kingdom (Northern Ireland)). Three States (Israel, Liberia, United Kingdom (England and Wales)) mention partial or graded fees, and there are countries where - though education is free in State schools - enrolment or other fees may be charged (Australia, Chile, Finland, Panama, Portugal, United States). Chile reports that it possesses a number of non-fee-paying private secondary schools, while in Ireland most private institutions are free owing to a system of government subsidies. Furthermore, Egypt and Rwanda report that the State grants subsidies to private schools in order to extend enrolment. In Egypt these schools admit, amongst others, pupils who have not passed the entrance examination for public lower secondary schooling.
95. In a number of States, free secondary education also extends to textbooks and in many cases even to school supplies (Austria, Czechoslovakia, Egypt, Finland, Greece, Iraq, United Kingdom (Gibraltar)). Other States report either that the free distribution of school supplies is gradually extending (France) or that parents are required to meet part of the costs of textbooks (Ghana), as is the case in a number of Australian States.
96. To the question regarding the total rate of enrolment in secondary education in relation to the cost of such education, only six States (Australia, Chile, Federal Republic of Germany, Guatemala, Rwanda, Thailand) and three Dependent Territories of another State replied, negatively in the case of the three territories (Hong Kong, Solomon Islands, Tuvalu) which stated either that the information requested was not available or that it was impossible to establish a relationship between the total rate of enrolment and the cost of secondary education. The information provided by Australia refers to the non-governmental schools, and in particular to the senior classes, where the enrolment rate was 90.3 per cent of the school population in 1974, while the corresponding rate in free public education was only 27.3 per cent.
97. In private lower secondary education the annual fees per pupil ranged, in 1974, from \$83 to \$696, the respective figures for upper secondary schooling being \$124 and \$750.
98. In Chile, public and private secondary enrolment in 1974 amounted to 452,456 pupils on whom the State spent 38,597 million escudos. In the same year the cost per pupil ranged from 86,333 escudos for commercial studies to 289,184 escudos in agriculture.

99. According to the reply of the Federal Republic of Germany, public expenditure per pupil rose from 1,100 DM in 1965 to some 2,000 DM in 1973. In Guatemala, for a total of 98,550 pupils in 1975, the per pupil cost for lower and upper secondary schooling was 115.75 and 267.54 quetzals respectively, while the per pupil figures supplied by Thailand are 1,500.72 bhat in 1973 and 1,930.37 bhat in 1975. In the case of Singapore, the S\$ 4.00 charged per pupil amounted, in 1974, to 5.5 per cent of total expenditure on secondary education, excluding scholarships and other allowances.

7.2-3

100. Except for one State and one Dependent Territory of another State (Jordan, Bermuda), all States which answered the previous question provided information in greater or lesser detail about the various forms of assistance granted to pupils in secondary education, whether it be free or fee-paying. With the exception of two reports in which it is specified either that the State (Cuba) shoulders the entire cost of education, including food, clothing, accommodation and medical services, or that the State (USSR) supports all pupils in vocational and technical education, the assistance which is granted according to needs or on merit, or both, takes the form of scholarships, grants, family allowances, loans, places in boarding schools, canteen meals or partial or full exemption from fees (Algeria, Australia, Austria, Benin, Bulgaria, Byelorussian SSR, Chile, Cyprus, Czechoslovakia, Denmark, Egypt, France, German Democratic Republic, Federal Republic of Germany, Ghana, Guatemala, Hungary, Ireland, Israel, Italy, Malaysia, Morocco, New Zealand, Nigeria, Norway, Panama, Poland, Portugal, Sierra Leone, Singapore, Sweden, Syrian Arab Republic, Thailand, Tunisia, Ukrainian Soviet Socialist Republic, Union of Soviet Socialist Republics, United Kingdom (England and Wales, Northern Ireland, Scotland, Solomon Islands, Virgin Islands, Hong Kong, New Hebrides, Saint Helena, Seychelles, Turks and Caicos Islands), Yugoslavia).

101. Furthermore, in most cases, school transport is offered at reduced rates or free of charge, particularly for pupils from remote or country areas. The latter are sometimes given the benefit of travelling schools (Australia, Norway, USSR), centralized schools (Japan, Switzerland) or educational television programmes which are mentioned by France as aids to advancement and lifelong education, and by Algeria where such programmes are reported to be under preparation.

102. Since the possibility of transfer from one type of secondary education to another is an important factor in facilitating access to this level of education, it was mentioned by the following 14 States: Argentina, Australia, Benin, Czechoslovakia, Denmark, Federal Republic of Germany, Iraq, Ireland, Japan, Sierra Leone, Ukrainian SSR, USSR, United States, Yugoslavia. In some of these States, however, such a transfer may depend not only on the availability of places but also on performance in an additional examination (Benin, Japan, Yugoslavia), or the pupil may be obliged to start his studies again at the lower level (Iraq). In its reply, Yugoslavia states that it plans to facilitate transfer by harmonizing the curricula for the various categories of secondary education. Other information provided refers to evening, part-time or correspondence courses, which make education accessible in particular to young workers and to adults (Argentina, Australia, Belgium, Bulgaria, Chile, Cyprus, Czechoslovakia, Egypt, German Democratic Republic, Federal Republic of Germany, Ghana, Iraq, Ireland, Japan, Liberia, Malaysia, New Zealand, Nigeria, Norway, Poland, Rwanda, Sierra Leone, Singapore, Switzerland, Ukrainian SSR, USSR, United Kingdom (England and Wales, Hong Kong, Saint Helena, Virgin Islands, Turks and Caicos Islands), United States). While Sierra Leone points out that these courses are fee-paying, and Nigeria and Norway mention that opportunities of engaging in studies during working hours are limited, Bulgaria, the Ukrainian SSR and the USSR state that specific facilities are available, such as day-release arrangements, study leave and/or allowances

enabling pupils to prepare for examinations. In this respect, Portugal mentions studies being carried out to find ways of enabling workers to take better advantage of training opportunities through the adoption of similar measures.

103. As is the case for primary education, a number of reports specify that the assistance granted or measures taken are intended, in particular, for certain linguistic or ethnic groups, or for young handicapped people. In Finland, plans were submitted to the Government, between 1973 and 1974, for the organization of secondary education in Lappish. In Australia and New Zealand, a wide variety of financial assistance is extended to aboriginal pupils or those of Maori origin. Hungary mentions preparatory courses in Russian and Hungarian for those for whom neither language is the mother tongue, while the reply of the United States refers to financial assistance granted by the Federal Government to local authorities in order that secondary education may be more in keeping with the requirements of the Indians. Portugal states that efforts are in hand to improve the education services offered to the physically handicapped.

104. As to the volume of the various forms of assistance and the number of beneficiaries, the reports of two States (New Zealand and Yugoslavia) say they have no figures for this, while the Ukrainian SSR and the USSR report that all needy pupils, or the majority of them, receive assistance. The information provided by other States is sometimes of a general character.

105. Thus the reply of Algeria states that the number of scholarships is increasing by 20 to 25 per cent a year while Malaysia reports that the number of beneficiaries and the volume of assistance vary from one year to another. According to the report of the United States, the existing inequalities in the financing of public education make it imperative that the various States collect and distribute available funds more equitably. The same problem is raised by Switzerland, where sometimes considerable differences still exist regarding the award of scholarships.

106. Where figures have been provided (Australia, Austria, Byelorussian SSR, Cyprus, Czechoslovakia, Denmark, Finland, Ireland, Israel, Japan, Morocco, Norway, Panama, Poland, Portugal, Rwanda, Sierre Leone, Singapore, Thailand, Tunisia, United Kingdom (England and Wales, Northern Ireland, Scotland, Virgin Islands, Hong Kong, New Hebrides, Saint Helena, Seychelles, Turks and Caicos Islands)) they generally refer to a single academic year - 1972-1973, 1973-1974 or 1975-1976 - and show either an overall sum in the currency of the country concerned or the percentage of beneficiaries.

107. The reply of Czechoslovakia is more precise, for it states that since 1972-1973 the number of scholarship-holders in general secondary education has each year represented eight per cent and that of scholarship-holders in vocational education 16 per cent of total secondary school enrolment, and that this assistance covers about half of individual expenditure.

108. Poland observes that in 1973-1974, 42.3 per cent of scholarship-holders were accommodated in boarding schools. While in Sierra Leone five per cent of the whole school population hold scholarships representing four per cent of State expenditure on education, in Portugal material assistance is granted to over ten per cent of pupils. The percentages of beneficiaries may vary from one country to another, between 0.25 per cent (Thailand) and 98 per cent (Ireland) of all secondary school pupils.

109. In order to ensure that such assistance is granted without discrimination some States specify that it is governed by law or by the constitution (Chile, Czechoslovakia, Denmark, Italy, Syrian Arab Republic, Ukrainian SSR). Hungary and Poland mention that children of workers and peasants are given preferential treatment while Egypt reports that the education system as a whole is aimed at promoting equality of opportunity in order that each pupil may have access to any level of education on ability.

7.4-5

110. Progress in the generalization of secondary education varies from country to country and depends on, amongst other things, the stage of secondary education concerned.

111. Eight States and one Dependent Territory of another State report that access to lower secondary education is subject to performance in a competitive examination or to a primary leaving certificate (Argentina, Barbados, Chile, Egypt, Ghana, Greece, Rwanda, Tunisia, New Hebrides), upper secondary education being accessible in Egypt and Italy on the basis of a similar examination. Other States and Territories specify that secondary education is not accessible to all for economic or geographical reasons, on account of the growing number of candidates, the lack of suitable curricula catering for all abilities, and the need to allow for the employment market requirements when planning education (Cyprus, Nigeria, Sierra Leone, Cocos Islands, Seychelles, Solomon Islands, New Hebrides).

112. In countries where the generalization of education is still beset with obstacles, these usually concern the scarcity of qualified teachers, the lack of financial resources and/or the inadequacy of school buildings and facilities, particularly for science teaching. Most of the States and Territories concerned also mention such measures as the establishment of more schools, the use of buildings on a day-and-night-shift basis, accelerated teacher-training or increased budgetary resources, for the purpose of gradually making secondary education universal (Algeria, Cuba, Ghana, Greece, Guatemala, Iraq, Liberia, Malaysia, Morocco, Nigeria, Panama, Portugal, Rwanda, Sierra Leone, Tunisia, New Hebrides, Virgin Islands, Turks and Caicos Islands).

113. In the case of Rwanda, the report states that the competent authorities encourage self-education by awarding official diplomas after an examination, while studying ways of enabling young people to leave primary schooling at the end of the sixth year with sufficient vocational proficiency to take their places in the economic life of the country.

114. In addition, some of these States, amongst others, refer to reforms under way or contemplated for the establishment of new structures for a comprehensive school system involving amalgamation in a common core of upper primary and the first 2-3 years of secondary schooling (Algeria, Bulgaria, Finland, Guatemala, Morocco, Nigeria, Panama, Peru, Portugal, Thailand, United Kingdom (Hong Kong, Turks and Caicos Islands)).

115. Such measures correspond to reforms which have already been carried out by other States and have led either to generalization of lower secondary education or the establishment of a wide range of post-primary educational institutions, or to the preparation of plans for the generalization of upper secondary education (Australia, Austria, Belgium, Benin, Byelorussian SSR, France, German Democratic Republic, Federal Republic of Germany, Israel, Japan, Norway, Poland, Singapore, Thailand, Ukrainian SSR, USSR, United Kingdom, Yugoslavia).

116. Questions relating to the generalization of secondary education are closely linked to those concerning the duration and extent of compulsory schooling.
117. In many States, such education extends beyond primary education and covers lower secondary education for young people of 15 and sometimes 16 to 17 years of age (Australia, Austria, Belgium, Byelorussian SSR, Czechoslovakia, Denmark, Finland, France, German Democratic Republic, Federal Republic of Germany, Israel, Italy, Japan, New Zealand, Norway, Peru, Sweden, Switzerland, USSR⁽¹⁾, United Kingdom (England and Wales, Scotland, Northern Ireland, Bermuda, Falkland Islands, Gibraltar, Virgin Islands), United States).
118. However, Peru mentions a current reform process designed to ensure the generalization of secondary education, while Italy indicates that generalization was to be achieved following application of a decree issued in 1974. Similar replies, while indicating that adequate legislation has been adopted recently, report that the generalization of upper secondary education still raises financial and methodological problems and that these can only be overcome in stages (Belgium, Norway).
119. According to replies from Argentina and Japan where schooling is compulsory up to 14 years of age, there are no plans to make upper secondary education compulsory.
120. There are instances, on the other hand, where the generalization of secondary education has already been broadly achieved, through the establishment of unified or polytechnical schools, where the competent authorities plan compulsory schooling at this level for 1980-1990 (Bulgaria, Poland) or regard it as a priority aim of the national education system (Ukrainian SSR). Apart from reports indicating that no plan exists to make secondary education compulsory (Cyprus, Morocco, Sierra Leone, Hong Kong, Solomon Islands, Seychelles, Tuvalu), the report from Chile mentions that pupils tend to complete secondary education (which is not compulsory) in order to obtain the school-leaving certificate required for all posts in the public sector, and Egypt, Greece, Portugal and the Syrian Arab Republic plan to make lower secondary education compulsory. As regards Cuba, its report indicates that the 1976-1980 educational development plan stipulates an extension of compulsory education to the age of 17, while one External Territory of another State (Christmas Island) refers to regulations currently being studied to make education compulsory for children from 6 to 15, from 1976 onwards.

7.6

121. There were no replies to the series of questions concerning enrolment rates and the social and economic background of secondary school pupils from six States (Barbados, Hungary, Jordan, Mexico, Niger, Peru); eleven States and two Dependent Territories of one State indicated that they had no data concerning distribution by social and economic groups (Argentina, Australia, Cyprus, Egypt, Federal Republic of Germany, New Zealand, Nigeria, Panama, Singapore, Thailand, United States, Hong Kong, St. Helena).
122. Where information has been provided this generally indicates numbers of pupils. Among the replies received, however, are reports from ten States and two Dependent Territories of one of these States that covered all these questions, including those referring to the social and economic distribution of pupils (Belgium, Chile, Cuba, Denmark, Finland, Italy, Poland, Portugal, USSR, United Kingdom (England and Wales, Scotland, Northern Ireland, New Hebrides, Turks and Caicos Islands)).

(1) Editor's note: The new Constitution adopted in October 1977 by the Supreme Soviet makes secondary education compulsory (Chapter 7, Article 45).

123. The figures supplied refer in most cases to a single academic year, as, for example, in the Guatemalan report which specifies that in 1973 5.3 per cent of young people in the 15 to 19 age-group were attending a secondary establishment, this percentage dropping to 0.4 per cent or under in rural districts.
124. Information designed to show the trend of enrolment figures was sent by the following States and Territories: Argentina, Australia, Austria, Belgium, Cuba, Czechoslovakia, Denmark, Egypt, Finland, Federal Republic of Germany, Ireland, Italy, Iraq, Japan, Malaysia, Poland, Portugal, Rwanda, Singapore, Syrian Arab Republic, Thailand, USSR, United Kingdom (England and Wales, Northern Ireland, Solomon Islands, Virgin Islands), United States, Yugoslavia.
125. There are, in addition, a few replies of a general nature such as that of France which observes that numbers of pupils in general secondary education are diminishing in the same proportion as they increase in technical education; similarly, Iraq refers to a larger increase in technical education numbers than in the literary course. Ghana, Hong Kong and the Seychelles all report constant increases in the number of pupils during recent years.
126. According to the information provided by Australia, the percentage of pupils reaching the final class of secondary education increased from 29 per cent in 1970 to 32.9 per cent in 1974. In Argentina, numbers more than doubled between 1960 and 1970, increasing from 23.6 to 49.9 per cent and creating a crisis in secondary education. A comparable increase, although even more rapid, can be observed in Portugal where the number of pupils doubled between 1970 and 1976, while in Denmark the percentage of pupils passing the secondary school certificate examination rose from 8.8 per cent in 1962-1963 to 22.2 per cent in 1972-1973. Figures provided by the Syrian Arab Republic point to an increase of some 12 per cent in numbers between 1971 and 1974. An increase of approximately 10 per cent can be observed in Cuba and in the British Virgin Islands between the 1974-1975 and 1975-1976 academic years, while in Yugoslavia a similar percentage was recorded between 1971 and 1975; a comparable increase is reflected in the situation reported by the Solomon Islands where the 10 per cent rise in numbers is spread over three school years. As regards the Federal Republic of Germany and Ireland, they indicate that from 1965 to 1973 and from 1969 to 1974, respectively, numbers increased by 30 per cent. Czechoslovakia reports a figure of 34 per cent of pupils in secondary or vocational education in 1976-1977, the competent authorities expecting this rate to rise to 40 per cent in five years' time.
127. According to the information in the reports of Australia and Malaysia, enrolment rates increased by 2 per cent between 1973 and 1974, corresponding roughly to the situation reported by Egypt, Singapore and Thailand which over a two- to three-year period, record an increase in numbers of from 3 to 4 per cent. This latter percentage represents the annual rate of increase in Italy. Lower secondary education numbers in Japan, the United Kingdom, the Bermudas and the Falkland Islands have remained at 99.9 per cent since 1965 and 1969 respectively. As regards upper secondary education, the proportion of pupils enrolled rose in Japan from 82.1 per cent in 1970 to 90.8 per cent in 1974. From figures supplied by Iraq and Rwanda it can be seen that numbers increased, in the first case, by a quarter between 1968-1969 and 1973-1974, and, in the second instance, by 875 pupils between 1970-1971 and 1973-1974. In the USSR the number of pupils almost tripled between 1940 and 1975 (from 12.2 million to 32.2 million) and, in the United States, increased by just over 3 million between 1973 and 1974 (15.4 million and 18.7 million). The reply from the United States adds that drop-outs represented one-quarter of pupils enrolled, in 1974, in lower secondary education. Finland reports that the participation of gypsy children in lower secondary education increased between 1972 and 1974 from 5.1 to 7.8 per cent and that a considerable increase in this figure was expected once compulsory schooling at this level became generally applicable.

128. A number of reports provided, in addition, information concerning percentages of secondary education enrolments in comparison (in most cases) with the overall school population, and, sometimes, with primary school numbers.

129. Between 1965 and 1973 primary enrolment stood at almost 100 per cent in Japan and the United Kingdom (England and Wales, Northern Ireland), and this was also the case for secondary education. Between 1969 and 1974, primary education enrolments in Ireland increased by 5.9 per cent, compared to 30.2 per cent for secondary education; a similar situation is reflected in Hong Kong where the increase in primary school pupils was less between 1973 and 1976 than that in secondary education. The reverse is indicated by Sierra Leone, Rwanda and Cuba, the last-named State reporting 21.8 per cent of the total school population enrolled in secondary education compared with 78.2 per cent enrolled in primary education between 1974 and 1976.

130. In the Federal Republic of Germany 65 per cent of the total school population was made up of secondary pupils in 1973, an identical ratio being reported by Ireland for 1974, while in Benin and Liberia the corresponding figures were 13.9 and 15 per cent respectively, for 1973-1974. In the case of Belgium, the Byelorussian SSR, Cyprus, Greece, Israel, Thailand, the USSR and Yugoslavia, percentages for those admitted to secondary education ranged from 70 to 97 per cent between 1974 and 1976. In New Zealand numbers represented, in 1975, 42 per cent of the school population, the corresponding figure for the same year in Egypt being 46.3 per cent. As regards Sierra Leone, Gibraltar, the Solomon Islands, New Hebrides and Tuvalu, the percentage of secondary pupils ranged from 36.2 down to 5 per cent of the school population.

131. A number of reports were accompanied by figures relating to the participation of girls in secondary education (Australia, Austria, Benin, Chile, Egypt, Israel, Ghana, Malaysia, Morocco, New Zealand, Singapore, Switzerland, Syrian Arab Republic, United Kingdom (England and Wales, Scotland, Northern Ireland, Gibraltar, New Hebrides, St. Helena, Tuvalu)).

132. Some of these reports give brief information on the subject, such as Benin's reply according to which girls represented one-quarter of the school population in 1973-1974 and the reports from Ghana and Morocco, where girls made up a third of the school population between 1970 and 1973; girls outnumbered boys in lower secondary education according to Ghana's reply and represented, in Morocco, 50 per cent of pupils in private schools. An identical percentage is quoted by Israel for 1975-1976, and for 1974-1975 by Egypt, Switzerland, New Zealand, the United Kingdom (Scotland) and its Dependent Territories, Gibraltar, New Hebrides, St. Helena and Tuvalu. It is indicated, however, by New Zealand and by Switzerland that the participation of girls in upper secondary education is lower than that in the lower course, while Egypt reports that the percentage of girl pupils is almost the same as that of boys in technical education. Figures transmitted by other States throw light on the trend in regard to enrolment of girls in secondary education. Australia for example reports a considerable increase in the number of girls remaining in secondary education until the final year. Girls represented, in 1970, 25.5 per cent of the enrolment ratio of 29.3 per cent for all pupils enrolled in the final year of upper secondary studies, as against 31.7 per cent in 1974, when the overall figure was 32.9 per cent. Malaysia reports a similar trend, although more rapid in development, indicating that between 1973 and 1974 total numbers rose from 28.1 to 30 per cent, but the figure for girls from 42.5 to 45 per cent. In Chile girls represent some 37 per cent of enrolments at the secondary level and it is stated that under half take up technical studies. According to the Syrian Arab Republic's reply, the percentage of girl pupils which, in 1971-1972, represented one-third of secondary enrolments, rose to almost 40 per cent in the 1973-1974 academic year. As regards the

United Kingdom (England and Wales, Northern Ireland), the percentage of girls was 72.6 per cent between 1967-1968 and 1972-1973 compared to 64.7 per cent for boys. Of a total of 160,500 pupils in Austria in 1972, 11,565 were girls, compared to 165,650 and 11,040, respectively, in 1974. In contrast to this drop in overall numbers of girls, the enrolment of girls increased in technical and vocational education during the same period.

133. In regard to the distribution of pupils by social and economic groups, those whose families are workers or peasants are, in most States which replied, fewer than children of managerial staff or those in the liberal professions. Cuba, however, indicates that the socialist society is made up of workers and peasants and the USSR specifies the social composition of pupils as a reflection of Soviet society which consists of workers, peasants, employees and intellectuals.

134. According to information from Poland, the greatest number of general secondary pupils were recruited in 1974-1975 from families of non-worker origin (482,699 of a total of 663,935). Of the remainder 37.5 per cent of pupils were of worker origin and 12.8 per cent, peasant origin. In technical secondary schools the respective percentages rose to 51 and 19.7 per cent. From Belgium's reply, it emerges that pupils of worker or peasant origin turn more frequently to technical and vocational education, as is the case in Portugal, where most of the pupils in these categories of education belong to the disadvantaged population groups. Finland, on the other hand, mentions that the socio-economic distribution of pupils has improved since the State Subvention Act was extended, in 1972, to all the various categories of post-primary education.

135. Lastly, 12.3 per cent of workers' children were enrolled in grammar schools in the United Kingdom in 1972, compared to 1.4 per cent only in independent or direct-grant schools.

Access to higher education

136. This part of section II of the questionnaire concerning application of the Convention contains the following questions:

- 8.1 Is higher education free? If not, what is the total enrolment rate in relation to the cost of such education?
- 8.2 To facilitate the access of a greater number of students to higher education: is assistance accorded to students, either in the form of grants, loans or scholarships, or by providing opportunities for study during working days; provision of places in boarding schools; possibility of transfer from one type of higher education to another; organization of evening classes or correspondence courses, mobile schools, etc.? How many students benefit from such assistance, what sums are entailed, what is their percentage in relation to the total? How is equality of opportunity secured in such cases in order that all discrimination as defined in Article 1 of the Convention may be avoided?
- 8.3 What are the obstacles impeding the generalization of higher education: shortage of premises, lack of teaching staff, scarcity of materials and equipment? What measures are contemplated in order to do away with such obstacles within the framework of your educational policy?
- 8.4 What is the total number of students enrolled in higher education, broken down by faculty or department; what is the increase in their numbers recorded in the last years, the percentage of students in higher education and their distribution by social and economic groups?

137. The questionnaire concerning application of the Recommendation contains similar questions.

8.1

138. Four States (Barbados, Mexico, Niger, Peru) did not reply to any of the questions under this part of section II of the questionnaire, while one State, two External Territories of one State and three Dependent Territories of another State report that they have no higher education institutions (Cyprus, Christmas Island, Norfolk Islands, Falkland Islands, British Virgin Islands and Scyhelles). The reply from Cyprus adds that the creation of a university is planned.

139. Twenty-seven States and three Dependent Territories of another State indicate that higher education is free or virtually so (Algeria, Argentina, Australia, Austria, Benin, Bulgaria, Byelorussian SSR, Chile, Cuba, Czechoslovakia, Denmark, Egypt, Finland, France, German Democratic Republic, Federal Republic of Germany, Greece, Hungary, Iraq, Norway, Panama, Sweden, Syrian Arab Republic, Tunisia, Ukrainian SSR, USSR, Yugoslavia, Turks and Caicos Islands, St. Helena, Tuvalu).

140. Some of these States have provided less categorical replies to the effect that higher education is provided free of charge in institutions under the authority of the Ministry of Education or in public universities (Argentina, France, Panama, Syrian Arab Republic), or that modest enrolment fees and/or term fees are paid by students (Chile, Finland, France, Norway, Panama, Tunisia), or, again, that those pursuing full-time studies are exempted from all tuition fees (German Democratic Republic). According to information concerning the Turks and Caicos Islands, two years of higher education (introduced only in 1975) are provided free of expense; in Greece the free provision of education covers books as well. Replies from Australia and New Zealand indicate that tuition fees were abolished in 1973, or that they do not exist. In the case of Australia and Norway, enrolment fees or contributions are designed to cover the cost of special welfare services provided by the students' unions. In Panama enrolment fees (25 balboas) constitute some 12 per cent of the budget assigned to the national university. Gibraltar and Jordan each makes a general observation to the effect that higher education is not entirely free or is only semi-free.

141. Austria, in its reply, states that the free provision of higher education, which was introduced in 1972, applies only to home-born students; foreign students have to pay US \$80 per semester, unless they are nationals of a developing country, scholarship-holders or nationals of a country which extends similar facilities to Austrian students. The last-mentioned provision is also referred to by the Federal Republic of Germany, where foreign students are treated on a reciprocal basis.

142. Among the countries and territories where higher education is not free (Belgium, Ghana, Guatemala, Ireland, Israel, Italy, Hungary, Japan, Liberia, Malaysia, Morocco, Nigeria, Portugal, Rwanda, Sierra Leone, Singapore, Switzerland, Thailand, United Kingdom (England and Wales, Northern Ireland, Scotland, Bermudas, Solomon Islands, New Hebrides, Virgin Islands, Hong Kong) United States), it is stated by Nigeria that teacher-training is free. In Italy university fees amount to some 40,000 lire per annum; fees paid by students in Ireland and in Hong Kong represent some 12 per cent of the resources of a number of higher education institutions. Belgium points out that university fees are fixed by regulations and that only foreign students from wealthy countries are obliged to pay the whole amount of such fees. According to information provided by Israel, 78.5 per cent of university budgets is met by the public authorities. In Lebanon, 19.3 per cent of the funds available to the Ministry of Education are earmarked for higher education.

143. Tuition fees exist in the United Kingdom (in Scotland these are higher for foreign than for home-born students) and in certain of its Dependent Territories, including the Bermudas where fees amount to \$30 per student per session. The report from Rwanda mentions that a Ministerial Order has established the annual tuition fees to be paid in respect of each student enrolled in higher education as 15 per cent of the parents' annual income, but it adds that to date these fees have not been collected. According to the United States' reply, the cost of higher studies may vary considerably, even among public institutions. Fees demanded average about \$691 per annum compared to \$2,781 required by some private higher education institutions. Panama also mentions a private university which requires students to pay 17 balboas per hour of tuition. Information provided by the United Kingdom concerning England, Wales and Northern Ireland state that fees which amounted to some £1,500 in 1973-1974 fell to about £330 in 1975-1976.

144. Some reports have given information in reply to the question seeking to establish the overall relationship between numbers of students and the cost of higher education (Austria, Belgium, Chile, Denmark, Finland, Federal Republic of Germany, Guatemala, Hungary, Japan, Rwanda, Singapore, Thailand, United Kingdom (England and Wales, Scotland, Northern Ireland, Solomon Islands, Gibraltar, Hong Kong)). In the Federal Republic of Germany, where the number of students more than doubled between 1965 and 1974, the cost per student to the public authorities increased from 8,100 DM to 12,000 DM; Austria indicates that Government expenditure in 1975 amounted to some \$2,900 per student, the number of whom totalled 76,971 in 1973-1974; according to the reply from Belgium, university fees amounted to some 6,600 FB per annum; annual fees for non-university higher education varied from 0 to 15,000 FB. In 1975-1976 higher education students in Belgium numbered 75,879. Chile indicates, in its reply, that in 1974 the State provided 86.2 per cent of the revenue of public and private universities, representing 186,327 million escudos for a total of 143,911 students. An example quoted by Denmark refers to the Copenhagen School of Economics and Business, whose 2,300 students received free tuition, costing the State 19 million DKr in 1975. During the same year, the Finnish Government subsidized higher education to the extent of 150 million Fkks.

145. In the case of Guatemala, the budget of Guatemala City University represents 9,800,000 quetzals for a total of 22,861 students. In Hungary, fees amount to less than 1 per cent of the total cost of higher education and are met by the State. Panama estimates that the average cost of higher studies in public institutions ranges from 400 to 600 balboas per annum while Rwanda indicates a total of 97,380 FRW which, in 1973-1974, constituted the overall cost of higher education for 1,560 students. The report for Scotland indicates that the cost per student amounts to £960; in Gibraltar, the overall cost represented £50,000 in 1974 for a total of 65 students. According to replies concerning the Solomon Islands and Hong Kong, the figures requested are not available. Annual costs per student in Japan where they totalled 2,039,238 in 1974 varied from 20,200 yen to 473,800 yen depending on subject and the legal status of the establishment (public or private). Singapore's reply mentions that in 1973-1974 students totalled 16,291 for whom the public authorities had a budget of S\$51,080,716; in Thailand for this academic year the cost in respect of 110,394 students stood at 7,515 baht per person.

8.2

146. All States replying to the previous question - whether higher education is fee-paying or free provide a system of material or other assistance intended not only to facilitate access to this level of education, but also to assure the students' means of subsistence during the period of their studies. The basis for

this assistance is either merit, i.e. academic results and aptitude to pursue higher studies, or need, as a result of the family's economic situation.

147. Three States (Australia, Nigeria, United Kingdom) indicate either that some bursaries and grants may be awarded on the basis of a competitive examination, that they are intended for post-graduate candidates, or that the number of scholarships depends on the country's manpower needs. Of three other States (Egypt, Poland, Rwanda), the first indicates that in awarding scholarships account is taken not only of needs and merit but also the factor of equitable geographical distribution among candidates. The second State mentions that the various forms of assistance are earmarked more particularly for children of workers and peasants, while Rwanda reports that because of the high cost of higher studies, the Government is obliged to select scholarship-holders on the basis of needs, while taking into account the different population groups and levels.

148. Apart from grants and scholarships, which are very widely available, assistance to students takes the form of loans, various allowances, reductions in or exemption from enrolment and tuition fees, free or low-cost meals in canteens, and accommodation facilities in university centres. This assistance, generally the subject of legal provisions, is, in most cases, granted by the State, but students are also entitled to many benefits provided by private, local, or trade union organizations.

149. The various forms of assistance which, according to some replies, are provided for study abroad as well (Algeria, Australia (Norfolk Islands), Guatemala, Iraq, Liberia, Morocco, Singapore, United Kingdom (Falkland, Solomon and Virgin Islands, New Hebrides, Seychelles, Tuvalu)) and which, in the case of Liberia, are granted more especially for science and mathematics studies in an effort to overcome the shortage of teachers specializing in these subjects, cater both for university students and those in technical or professional institutions, including teacher training students. The reply concerning the New Hebrides mentions the control of scholarships for study abroad so as to ensure in so far as is possible that every holder will be sure of finding a suitable post on return to the country.

150. Although the reports from Hungary and the USSR indicate that the majority of students receive grants, these States as well as Iraq and the Syrian Arab Republic refer to certain loans or grants in return for which the beneficiaries are required to make their services available to the donor on the basis of the instruction acquired or reimburse the loan as soon as employment has been obtained. In Algeria the 40 or 50 per cent of the student population who undertake to work as supervisors in secondary education during their studies receive a salary. This benefit is mentioned by France where certain categories of students, recruited by competitive examination and expected to enter the civil service, receive remuneration during their studies. In the Syrian Arab Republic, students, whether Arab or foreign, receive a monthly salary.

151. As in the case of secondary education, there are various opportunities in many countries of pursuing higher studies either during the working week or by means of part-time, evening and sometimes correspondence courses. The possibility of transfer from one institution to another is mentioned in reports from seven States (Australia, Austria, Finland, Ghana, New Zealand, Singapore, United Kingdom (Scotland, New Hebrides)) although this may depend on the availability of places, the relationship with studies already undertaken or the passing of an examination.

152. As regards the extent of assistance and the number of beneficiaries, information is provided by 31 States, two External Territories of one of these States and six Dependent Territories of another (Algeria, Austria, Australia (Christmas Island, Norfolk Islands), Belgium, Bulgaria, Cuba, Czechoslovakia, Denmark, Finland, France, German Democratic Republic, Guatemala, Hungary, Ireland, Italy, Japan, Morocco, New Zealand, Norway, Portugal, Rwanda, Sierra Leone, Singapore, Switzerland, Syrian Arab Republic, Thailand, Tunisia, Ukrainian SSR, USSR, United Kingdom (England and Wales, Scotland, Bermudes, Falkland Islands, Solomon Islands, St. Helena, Hong Kong, Seychelles), United States). Yugoslavia replied to the effect that the required data were not available.
153. The information provided refers in general to a single academic year - in most cases 1974-1975 or 1975-1976 - and reports either the number or percentage of beneficiaries or the amount of assistance given (Algeria, Australia (Norfolk Islands), Austria, Cuba, Czechoslovakia, Portugal, Syrian Arab Republic, Thailand, United Kingdom (Bermudas, Falkland Islands, Solomon Islands), United States).
154. As regards reports with fuller details (Australia, Belgium, Bulgaria, Denmark, Finland, France, German Democratic Republic, Guatemala, Hungary, Ireland, Italy, Japan, Morocco, New Zealand, Norway, Rwanda, Sierra Leone, Singapore, Switzerland, Tunisia, Ukrainian SSR, United Kingdom (England and Wales, Northern Ireland, Scotland, Hong Kong, St. Helena, Seychelles)), the percentage of those receiving financial or other aid ranged generally from 13 to 75 per cent of the total number of students enrolled, although there are exceptional cases such as Rwanda where 100 per cent of higher education students obtained assistance in 1973-1974 without having to pay the tuition fees established by the law. Situations that are completely the reverse are mentioned by one State and one Dependent Territory of another State where, in the first case, Thailand, assistance granted in 1973-1974 covered 0.3 per cent of students while a single student in the Falkland Islands received a grant from the United Kingdom in 1975-1976. In Belgium, 21 per cent of students were granted financial assistance in 1975-1976 at a total cost of 418,852,680 FB.
155. According to Bulgaria's reply, 35 per cent of higher education students are accommodated in university hostels, 50-55 per cent of students receive grants and 40 per cent of canteen costs are subsidized by the State. In Hungary the figure for those exempted from tuition fees is about 75 per cent; in addition, 81.7 per cent of all students received financial or other assistance in 1974-1975. Morocco reports that in 1976-1977 90 per cent of students were grant-aided, this representing a cost of 170 million dirhams to the State; in Sierra Leone the corresponding rate is 95 per cent, one-quarter of the budget assigned to higher education being earmarked for allowances or grants.
156. For the United Kingdom (England and Wales, Northern Ireland), the funds available for financial assistance in 1972 represented - in respect of 73 per cent of students - 18 per cent of the higher education budget. In Hong Kong 37 per cent of the universities' income from fees is derived from allowances received by students, while in St. Helena, its ten students receive a weekly grant of £3.50. In the Seychelles, four students receive a grant of \$240 per annum; funds available in Singapore amount to S\$1,909,827 in respect of 9.4 per cent of higher education students.
157. According to the reply from the United States, some 30 per cent of the budget assigned to higher education by the local and federal authorities served, in 1972, to facilitate access to higher education. The reply from the Ukrainian SSR refers to some 204 million roubles expended by the State in 1973 to meet the needs of 75 per cent of students. The USSR indicates that all those in need obtain free places in university hostels and that the majority of students

receive grants. In Guatemala which refers to 169 students for the 1975-1976 academic year, the funds allocated for the financial assistance of such students rose from 32.6 to 134.3 thousand quetzals between 1961 and 1974. In Japan where, in 1973, some 2 million students received grants, the budget established for this purpose amounted to 35 billion yen. In Tunisia grants amounting to \$65 per month are awarded to some 80 per cent of students, while in Algeria grant-aided students constitute about 16.5 per cent of total numbers in higher education.

8.3

158. Questions concerning the generalization of higher education were not taken into consideration by five States (Barbados, Jordan, Mexico, Niger, Peru).

159. The generalization of any level of education depends to a certain extent on the provisions governing admission to it; access to higher education in most countries is accorded to any pupil (irrespective of sex) having completed secondary education or having obtained a school-leaving certificate covering technical or specialized studies. The reply concerning St. Helena, a Dependent Territory of the United Kingdom, mentions that the Technical Trades Centre is open only to men.

160. It seems, moreover, that the differentiated nature of secondary education in some States and new procedures to facilitate transfer from one type of secondary education to another make for easier access to higher education. In Australia, Norway and Sweden, higher education institutions accept candidates, in addition, on the basis of their age, maturity or professional experience. New Zealand mentions the possibility of the provisional admission of candidates who, once the necessary qualification has been acquired, have their admission definitely confirmed.

161. Twelve States and one Dependent Territory of another State mention, in addition, the need either to pass an entrance examination or aptitude test, or to have attended a preparatory course (Benin, Byelorussian SSR, Chile, Czechoslovakia, Cyprus, German Democratic Republic, Greece, Morocco, New Zealand, Portugal, Syrian Arab Republic, USSR, New Hebrides). New Zealand states, however, that only candidates who have not completed the fourth year of secondary education have to sit an entrance examination; Portugal indicates that from 1977 onwards, students in polytechnical sciences and medicine were to be selected on the basis of their aptitude. The need to check the influx of university candidates is referred to by ten States and one Dependent Territory of another State; a number of these indicate that the development of higher education must be adjusted to the country's economic needs and take account of the employment situation (Czechoslovakia, Denmark, Finland, Federal Republic of Germany, Greece, Ireland, Norway, Poland, Sweden, Tunisia, Solomon Islands). With this aim in view the Federal Republic of Germany and Ireland are applying the "numerus clausus" principle in respect of certain disciplines, the intake of students is restricted in various faculties in Sweden, while in Denmark a Parliamentary Education Commission decided in 1975 to restrict the number of those wishing to undertake long-term studies to 20,000 students per annum.

162. Two States (Sweden, Syrian Arab Republic) indicate that a certain percentage of available places is set aside for foreign students, who in Italy are proportionally more numerous than home-born students. According to Belgium's reply an effort is being made to direct students towards sectors that are less crowded than, for example, the education sciences, without however restricting access to higher education.

163. Three States and one Dependent Territory of another State point out that they do not contemplate promoting the generalization of higher education (Belgium, Chile, Switzerland, New Hebrides).

164. While Switzerland indicates that the generalization of higher education is not desirable if it is to be transformed into mass education, the reason for the negative attitude of the other three replies is given as the desire to avoid the training of too many graduates for whom it would be difficult to offer suitable employment. Other reports indicate that there are no major obstacles to the generalization of higher education (Algeria, Argentina, Finland, Ireland, Malaysia, United Kingdom (Turks and Caicos Islands), Yugoslavia). While Argentina refers in this respect to the existence of national, regional and private universities and Yugoslavia states that a temporary lack of premises has been overcome, Finland indicates that the generalization of higher education is less relevant than definition of the place it should occupy within the education system, the whole of which is in the process of reform.

165. Although Algeria has indicated that there are no obstacles to the generalization of higher education as there are sufficient places available, the reply refers, nevertheless, to a shortage of qualified teaching staff and falls within the category of the many States that, for identical reasons, report the existence of obstacles still hampering the generalization of higher education.

166. Apart from Australia, the Federal Republic of Germany, the United States and France which all report, among other things, the continuing inequality of opportunities affecting certain disadvantaged population groups or sociological problems that still prevent the generalization of higher education, other States refer to the shortage of qualified teaching staff, lack of premises and equipment, and the inadequacy of the country's financial resources and family income, all of which prevent the attainment of such an aim (Egypt, Greece, Guatemala, Iraq, Italy, Nigeria, Panama, Rwanda, Sierra Leone, Singapore, Thailand, United Kingdom (England and Wales, Scotland, Hong Kong)). Some of these States have provided information concerning the measures taken or contemplated to promote the generalization of higher education, bringing the number of countries already engaged in this process to 24, plus four Dependent Territories of one of these States (Austria, Belgium, Cuba, Denmark, Egypt, Federal Republic of Germany, Ghana, Guatemala, Israel, Iraq, Japan, Morocco, New Zealand, Nigeria, Norway, Panama, Poland, Sweden, Singapore, Switzerland, Tunisia, USSR, United Kingdom (England and Wales, Bermudas, New Hebrides, Solomon Islands, Gibraltar), Yugoslavia).

167. The competent authorities have, in a number of these States, established a wide range of post-secondary or non-university training services, evening or correspondence courses and workers' universities as well as new opportunities of pursuing short-term higher education leading to a diploma either with a view to entry to employment or as a basis for further study (Denmark, Ghana, Israel, New Zealand, USSR, United Kingdom (England and Wales, Gibraltar), Yugoslavia). Other States refer to a decentralization policy or general plans for the economic and social development of the country which will provide all students with access to higher education (Egypt, Morocco, Tunisia, New Hebrides); decentralization already carried out in Norway has led to the establishment of a considerable number of regional colleges. Two States (Federal Republic of Germany and Norway) refer to the recent adoption of legislation laying down new regulations to facilitate access to higher education which, in the case of the Federal Republic of Germany, was accompanied by an amendment to the Constitution.

168. Other measures are the acceleration of teacher training, the building of premises and the improvement of equipment (Cuba, Egypt, Iraq, Nigeria, Panama, Switzerland, United Kingdom (Bermudas, Singapore)). Iraq, Nigeria and

Singapore indicate either that students qualified for education and research are accorded facilities for completing their studies abroad, or that the specialized teaching staff still needed is recruited outside the country.

169. According to Panama's reply, it is planned to increase teachers' salaries and the financial assistance provided to students; the latter measure is also mentioned in the report concerning the Solomon Islands. The competent authorities in Guatemala approved an increase in the 1976 university budget; Egypt indicates that it has accepted financial assistance from the industrialized countries and the international organizations to develop its higher education system, while Japan reports that measures are being studied to ensure the more balanced distribution of higher education institutions throughout the country (59 per cent of these are concentrated at present in the Tokyo area).

8.4

170. Information has been provided by the following States and Territories in reply to the questions concerning the number of higher education students, their number by faculty and distribution by social and economic group: Algeria, Argentina, Australia, Austria, Belgium, Benin, Bulgaria, Byelorussian SSR, Chile, Cuba, Czechoslovakia, Denmark, Egypt, Finland, France, German Democratic Republic, Federal Republic of Germany, Ghana, Greece, Guatemala, Hungary, Iraq, Ireland, Israel, Italy, Japan, Liberia, Malaysia, Morocco, New Zealand, Nigeria, Norway, Panama, Portugal, Rwanda, Sierra Leone, Singapore, Sweden, Switzerland, Syrian Arab Republic, Thailand, Tunisia, Ukrainian SSR, USSR, United Kingdom (England and Wales, Scotland, Bermudas, Gibraltar, Solomon Islands, Hong Kong, New Hebrides, Seychelles, Turks and Caicos Islands), United States, Yugoslavia.

171. Most of the reports, however, do not cover all the questions, the data provided consisting sometimes in the figure for all students in a single academic year (Byelorussian SSR, Chile, German Democratic Republic, Malaysia), while the information supplied occasionally takes the form of a general statement. Thus it is stated that the number of enrolments is constantly increasing (Morocco, Rwanda), that the number of candidates exceeds available places (Sweden), that lifelong education encourages most secondary school pupils to pursue higher-level studies (Cuba) and that an increase in enrolments is anticipated (Solomon Islands, Turks and Caicos Islands). In the case of the Solomon Islands, this expansion is expected as a result of the considerable increase planned in 1977-1978 for the financing of grants.

172. According to the reports containing more detailed information, numbers increased by two-thirds and almost doubled between 1965 and 1971 in the Federal Republic of Germany, as in Guatemala between 1970 and 1975; in the various republics of the Soviet Union, numbers of those completing full secondary and higher studies increased five- and eleven-fold over a period of some 30 years; the total number of higher education students in the United States rose from 6 million in 1966 to 9.6 million in 1973; and according to the reply from France, student numbers increased by 200,000 between 1969-1970 and 1974-1975.

173. In reports where increases are expressed as percentages, these range from 0.3 per cent (New Zealand), 4 per cent (Portugal), 23 per cent (Cuba) to 46 per cent (Gibraltar) during a biennial period. In the case of annual increases these vary from 2.2 per cent (Ireland, from 1969 onwards), 4 per cent (Japan), 5 per cent (New Hebrides), 10.9 per cent (Liberia), 17.5 per cent (Argentina) to about 23.3 per cent (Chile) or even 30 per cent (Hong Kong).

174. Norway reports that the Government aims at an annual growth rate of from 3 to 4 per cent. According to Thailand's reply an increase of 16.6 per cent in numbers compared with previous years can be seen; an increase of 6.6 per cent is recorded in Switzerland between 1954-1955 and 1974-1975, of 1.2 per cent between 1971 and 1975 in Australia and of 10.8 per cent between 1967 and 1975 in Denmark.

175. The participation of women in higher education is referred to by the following 11 States: Austria, German Democratic Republic, Federal Republic of Germany, Egypt, Hungary, Morocco, Singapore, Syrian Arab Republic, Tunisia, Ukrainian SSR, United States. While the percentage of women students represented, in the German Democratic Republic and the Ukrainian SSR, 49.7 and 48.9 per cent respectively, the report of the Federal Republic of Germany refers to an increase from 25.6 to 28.4 per cent between 1965 and 1971. In Austria, Egypt, Hungary and Tunisia, the number of women enrolled in higher education represented a third of total numbers between 1972 and 1975. The report of Singapore indicates, for the years 1970-1973, that not only were women more numerous in arts studies but that their general participation in higher education increased from 40.1 per cent to 43.7 per cent, with a corresponding drop in male students. In the Syrian Arab Republic women represented one-fifth of total student numbers between 1973 and 1975. The percentage of women completing higher education increased in the United States by 6.4 per cent during the last ten years.

176. Replies to the question concerning the disciplines chosen by students are few, although often identical. It emerges from this information that largest numbers are enrolled in the social sciences, education, economics, law and social and natural sciences. The German Democratic Republic, Hungary and the United Kingdom (England and Wales) record, on the other hand, considerable numbers of enrolments in technological and engineering sciences, which is comparable with the situation reported by Yugoslavia where one-third of higher education students were enrolled, in 1975-1976, in higher schools of technology, agronomics and economics. Tunisia indicates that few, if any, women participate in technical education.

177. In instances where information on the social and economic distribution of students has been provided - many reports state that the required data are not available - it is stated that students of working class or peasant origin, or belonging to a minority, are under-represented in Australia, Austria, Japan, Norway, and the United States while Sierra Leone and Rwanda indicate that the student body, as a whole, represents an equitable cross-section of the population. According to the reply concerning the Turks and Caicos Islands, young people from more affluent circles have easier access to higher studies. The report relating to Hong Kong indicates that 54 per cent of students come from poor families, while the Federal Republic of Germany states that the percentage of students of working-class origin increased from 6.4 to 14 per cent between 1966 and 1971. Poland reports that priority in admission to higher education is given to children of workers and peasants, while Cuba, the German Democratic Republic, Czechoslovakia and the USSR indicate either that the socialist society consists of workers and peasants, that students are drawn as much from peasant families as from those of employees and the intelligentsia, or, again, that young people of working-class origin constitute 34.1 and 52.2 per cent, respectively, of total numbers. Although in Finland 57 per cent of students belong to families with a civil service background, 41 per cent are of working-class or peasant origin.

Standards and quality of education in public educational institutions of the same level

178. This part of section II of the questionnaire concerning application of the Convention contains the following questions:

- 9.1 Please state whether steps have been taken, and if so of what kind, to formulate, develop and apply a national policy which, by methods appropriate to the circumstances and to national usage, will tend to promote equality of opportunity and of treatment in the matter of education in accordance with the objective set forth in Article 4, paragraph (b) of the Convention, namely:

"To ensure that the standards of education are equivalent in all public educational institutions of the same level, and that the conditions relating to the quality of the education provided are also equivalent".

- 9.2 What factors make it difficult to ensure that education of the same quality is provided in all public educational institutions of the same level: remoteness of certain rural or sparsely inhabited regions, shortage of teachers, lack of equipment? In this case, can measures be taken to overcome the difficulty, and what would they consist of within a general policy plan adapted to the circumstances of each country?

179. The questionnaire concerning application of the Recommendation contains similar questions.

9.1

180. Of the 54 reporting States, six did not reply to the above questions:

Barbados, Jordan, Mexico, Nigeria, Sierra Leone, Syrian Arab Republic.

The last-named State had indicated in its previous report that all pupils receive standardized instruction, having regard to the fact of government inspection and the unified nature of the educational system, curricula and the training of teaching staff (document 17 C/15, September 1972, Annex C, p. 115, paragraph (iv)). Guatemala states it does not have the required data available⁽¹⁾ and Switzerland indicates, *inter alia*, that the competent authorities fear a "levelling down" if there is enforced educational uniformity.

181. Four States provided general information (Algeria, Austria, France, Morocco).

According to these replies, education of equivalent standard is ensured in public institutions of the same level (Austria, France, Morocco). In Algeria, the revolutionary authorities apply a policy designed to achieve this objective and there is nothing to prevent the provision of education of the same quality. This observation also appears in the report sent by Morocco.

182. Five States on the other hand (Australia, Hungary, Liberia, Switzerland,

United Kingdom) indicate either that financial resources and available equipment are insufficient to apply identical standards in all public institutions (Australia, Liberia), that there is an urgent need to do away with the differences that still exist in standards and in the quality of primary education (Hungary), that more or less free development makes it possible to introduce innovations which serve as models for other schools (Switzerland), or, again, that the Government has no power to lay down curricula and teaching methods (United Kingdom).

(1) The first periodic report drawn up by Guatemala mentioned that "for economic reasons there are inequalities in the standard of education, whether in official or national educational institutions or in private or foreign institutions" (document 15 C/11, August 1968, Annex D, p. 131, paragraph 657).

183. Although the substance of the information obtained does not differ very markedly from that contained in Member States' previous reports (analysed in paragraphs 109-112 of document 17 C/15) replies are frequently more detailed concerning difficulties and the measures taken to overcome them.
184. Thirty-two States and six Dependent Territories of another State indicate the existence of a unified educational system, curricula and examinations or refer to adequate legislation and regulations which extend, furthermore, in most cases to the equivalence of diplomas, inspection by the competent authorities, quality and equipment of buildings and procedures for the training and recruitment of teaching staff (Belgium, Benin, Bulgaria, Byelorussian SSR, Chile, Cuba, Czechoslovakia, Denmark, Egypt, Finland, German Democratic Republic, Federal Republic of Germany, Ghana, Ireland, Israel, Japan, Malaysia, New Zealand, Nigeria, Norway, Panama, Peru, Poland, Singapore, Sweden, Switzerland, Thailand, Tunisia, Ukrainian SSR, USSR, Yugoslavia, Bermudas, Falkland Islands, Solomon Islands, Hong Kong, Seychelles, Tuvalu).
185. Although replies concerning four of these States indicate either that the educational system has been centralized, that school building construction and the recruitment of teachers come under the authority of the State (Malaysia), that institutions of the same level provide equivalent education and have identical human and material resources (Panama), that the Basic Education Regulations (El Reglamento de Educación Básica D.S. No. 012-85-ED) constitute a standard-setting text in this respect (Peru), or that equivalence of standards and quality of education exists in principle and any differences are purely incidental (Switzerland), some of the States listed above and others as well mention a number of difficulties which still prevent the complete achievement of the aims in view. So as to respect the order used in the questionnaire, information concerning difficulties will be dealt with under 9.2 below.
186. In regard to the measures contemplated or taken by States to promote equality of opportunities and treatment through education of equivalent quality, particularly at the primary and secondary levels, two States reply in general terms - Cyprus, whose report indicates that measures taken concern curricula, equipment and teaching staff, and Egypt, which refers to routine, everyday action to achieve the stated objective.
187. According to replies from other States, these measures may consist in programmes for the repair, construction and equipping of school buildings, more intensive pre- and in-service training for teachers, the provision by the competent authorities of subventions or additional funds, particularly for the development of rural schools, the strengthening of inspection services, special allowances and other material advantages for teachers in remote areas, the adoption of more effective teaching methods, the replacing of official examinations by internal assessment of pupils' attainments and the adaptation of curricula and syllabuses to local needs and/or pupils' aspirations (Argentina, Australia, Finland, Ghana, Greece, Liberia, New Zealand, Nigeria, Poland, Thailand, Ukrainian SSR, USSR, United Kingdom (England and Wales, Scotland, Virgin Islands, New Hebrides, St. Helena, Tuvalu, Gibraltar, Turks and Caicos Islands), United States).
188. Iraq indicates that measures designed to ensure education of identical quality included the abolition of private schools. Other States mention the adoption of specific regulations or the creation of bodies with special responsibility for ensuring conditions such as will promote education of equivalent standard in public education institutions of the same level (Australia, Federal Republic of Germany, Italy, Nigeria, Poland, Rwanda, USSR, United States, Yugoslavia).

189. The 1971 programme of the Polish United Workers Party assigns responsibility to the educational authorities for improving every level and category of education and ensuring the same quality at all levels. In the case of the USSR, the 1971-1975 Five-Year Plan earmarked 55 per cent of the budget for the renovation of rural secondary schools.

190. Whereas Poland and the Ukrainian SSR point out that existing regulations apply to the education system as a whole and, thus, to every level of education, some reports refer explicitly to higher education.

191. Higher education teachers may, in the Federal Republic of Germany, choose the content and method of teaching, provided that they meet their general teaching obligations. Hungary indicates that uniform principles govern higher education, whether financial resources, administration or the degrees or diplomas awarded are concerned. According to Iraq's reply, equivalence of university evening courses and day-time courses has been recognized; Israel reports that the 1969 School Inspection Law does not apply to higher education institutions recognized by the Council of Higher Education. Portugal replies that the quality of education in universities and the degrees and diplomas awarded are identical, while Sweden refers to current reform providing for the establishment by the Government of higher education curricula more in keeping with future needs, while taking account of particular local conditions and students' wishes. A Dependent Territory of the United Kingdom (Hong Kong) indicates that the three higher education institutions come under the authority of a specific body.

9.2

192. Apart from Denmark, whose report indicates that the problem referred to in this question does not exist, most States replying to the previous question provided information concerning the obstacles that still prevent education of the same quality from being ensured in public institutions (Argentina, Australia and Norfolk Islands, Chile, Egypt, Finland, Ghana, New Zealand, Nigeria, Norway, Panama, Peru, Rwanda, Thailand, USSR, United Kingdom (England and Wales, Northern Ireland, Solomon Islands, Virgin Islands, Gibraltar, New Hebrides, St. Helena, Tuvalu), United States).

193. Obstacles mentioned include the scarcity of qualified teachers, their preference for posts in urban areas, the remoteness or isolation of certain regions that makes it difficult to establish and maintain educational institutions of a level comparable with that of more accessible areas in the country, the inadequacy of financial resources and teaching materials, the absence of appropriate structures or uniform standards, the lack of inspection services and the rapid population growth - encouraged, among other factors, by migrants, a considerable number of whom may belong to different linguistic groups and become dispersed throughout the whole country.

194. Some of these obstacles and the ensuing problems are mentioned by developing States and territories and industrialized States alike.

195. The report from Peru mentions another problem, i.e. the lack of any keen awareness, among the local, regional and national community, of the important role of education in the country's general development process.

196. Only one country, a Dependent Territory of the United Kingdom (New Hebrides), expresses itself more optimistically. The competent authorities, faced by a number of the problems outlined above, consider nevertheless that since there is no shortage of teachers and the supply of textbooks is getting better both in quality and quantity, the general educational situation is continuing to improve.

Education of persons who have not received any primary education or who have not completed the entire primary education course

197. This part of section II of the questionnaire concerning application of the Convention contains the following question:

10. Please state whether steps have been taken, and if so of what kind, to formulate, develop and apply a national policy which, by methods appropriate to the circumstances and to national usage, will tend to promote equality of opportunity and treatment in the matter of education in accordance with the objective set forth in Article 4, paragraph (c) of the Convention, namely:

"To encourage and intensify by appropriate methods the education of persons who have not received any primary education or who have not completed the entire primary education course and the continuation of their education on the basis of individual capacity".

198. The questionnaire concerning application of the Recommendation contains similar questions.

10.

199. The following nine States did not reply to this question: Byelorussian SSR, France, Italy, Jordan, Mexico, Niger, Peru, Sierra Leone, Tunisia. In the case of the Byelorussian SSR, France and Italy, however, the Secretariat had been provided with certain details on this subject in previous reports. Furthermore the Byelorussian SSR sent additional information to the effect that the democratic system of education for the people at large had enabled illiteracy to be eradicated as far back as the 'thirties.

200. Sixteen States, one External Territory of one of these States, and three Dependent Territories of another all refer to the existence of compulsory schooling which extends, at times, beyond the primary education stage; because of this some States regard the question as not applicable or indicate that it would be difficult to find, in their countries, persons for whom such education might cater (Austria, Australia and Norfolk Islands, Belgium, Bulgaria, Czechoslovakia, Denmark, German Democratic Republic, Federal Republic of Germany, Japan, New Zealand, Singapore, Sweden, Switzerland, Ukrainian SSR, United Kingdom (England and Wales, Northern Ireland, Bermudas, Falkland Islands, St. Helena), United States).

201. However, most of these States and Norway as well indicate that there are training possibilities for persons wishing to perfect their education. In the case of Japan, Switzerland and the Ukrainian SSR, it is specified that such services are intended more especially for the handicapped and for those whose studies have been retarded through circumstances beyond their control.

202. A number of the following States and territories mention adult education (sometimes provided even at the university level) and vocational training, while others refer only, or as well, to existing or scheduled liberacy training programmes: Algeria, Argentina, Australia and Christmas Island, Benin, Cyprus, Egypt, Finland, Ghana, Greece, Guatemala, Iraq, Ireland, Israel, Italy, Liberia, Malaysia, Morocco, New Zealand, Nigeria, Panama, Portugal, Rwanda, Sweden, Syrian Arab Republic, Thailand, USSR, United Kingdom (England and Wales, Scotland, Bermudas, Solomon Islands, Gibraltar, Tuvalu) United States, Yugoslavia.

203. In Algeria a National Literacy Centre was set up in 1964. Benin indicates (without providing details) that conclusive trials have been made in literacy training in national languages. Guatemala refers to a rural basic education project (Proyecto de educación básica rural) established under an agreement drawn up in 1973 with the Agency for International Development (AID) and intended for illiterates in rural zones. Iraq, where "Abolition of Illiteracy Centres" exist, indicates that a campaign against illiteracy is to be launched which will make primary schooling compulsory, while Panama recalls in its report that a continuing literacy campaign has been in existence since 1959, its main aim being promotion of bilingual literacy programmes for indigenous communities. Morocco reports that the creation of a National Literacy Bureau is planned and that pending this the competent authorities were planning to carry out pilot projects in this domain in five provinces, commencing in 1976-1977.

204. According to information sent by the United States, in 1969 one per cent of the population aged 14 years and above was illiterate; this one per cent represented 0.7 per cent of the white population and 3.6 per cent of non-whites. A sum of 12 million dollars was accordingly assigned in 1975 to the Right to Read Programme (Co-operative Research Act) to finance activities designed to eradicate illiteracy. According to replies concerning the United Kingdom (Scotland) and two of its Dependent Territories (New Hebrides, Seychelles), the responsible authorities set up a government fund in Scotland in 1976 to develop activities to reduce illiteracy, while in the New Hebrides responsible officials trust that the designation of a Community Development Office will help to promote the principle set forth in Article 4, paragraph (c) of the Convention; the Seychelles are endeavouring to achieve the same objective through an appropriate education policy. Lastly Thailand refers to the Fourth Plan for Educational Development, 1977, which provides for functional literacy training courses for those who have never received primary education.

205. Explicit mention of measures planned or already taken to assist persons who have not had access to this level of education or who have not completed the entire course is made in the reports of 26 States and two Dependent Territories of another State: Algeria, Australia, Belgium, Bulgaria, Byelorussian SSR, Chile, Cuba, Cyprus, Czechoslovakia, Denmark, Finland, France, Federal Republic of Germany, Hungary, Israel, Liberia, Morocco, Nigeria, Panama, Poland, Singapore, Syrian Arab Republic, Thailand, Ukrainian SSR, USSR, Yugoslavia, Hong Kong, British Virgin Islands.

206. The services available in some of these States for those wishing to complete their education or improve their qualifications make it possible to pursue studies leading to the award of a primary school-leaving certificate or corresponding to at least six years of primary schooling (Cyprus, Cuba, Nigeria, Poland), either under adult education schemes or through vocational training. In Hungary's case primary education for adults enables them to round off this schooling of six years' duration - which was normal practice prior to the Second World War - with the two-year complementary course introduced subsequently. A law (1946) mentioned by Panama lays down that primary education for the indigenous population and peasants must not only be adapted to their needs but must equip them for continuing studies at secondary level. The reply from Thailand indicates similar provisions; primary education equivalent to four years' schooling is to be organized for those who have not received this education and facilities will be provided to enable studies to be completed up to the higher grades of primary education (seven school years).

207. According to Bulgaria's reply, since many occupations require elementary-level education, vocational training institutions provide, in addition to free board, lodging and clothing, primary education concurrently with specialized

vocational training. Israel replies that compulsory, free primary education is provided by the army to anyone who requires it, the application of the Compulsory Education Law of 1949 extending to young people from 14 to 17 years of age who have not completed their primary schooling.

208. Four States (Chile, France, Poland, Yugoslavia) indicate that their countries' national education policies are formulated within the context of lifelong education or are designed to promote it.

209. As to the methods adopted to ensure that education is accessible to the greatest possible number, the replies refer to courses by correspondence, radio and/or television, and evening schools, for this purpose.

210. Lastly, a number of reports refer to the educational services available to minority groups in the population. Australia, for example, mentions the recent establishment of a bilingual elementary education system for immigrants who have not completed this education in their country of origin. Morocco reports that the competent education authorities, in collaboration with the Ministry of Labour and Social Affairs, are planning to draw up an education programme for Moroccan workers in Europe. In Finland an adult education plan for Lapps has been established and a national fund set up in 1973 to promote the complementary education of gypsies whose primary instruction is regarded as insufficient; this is also the case in Sweden, where special courses are held for gypsy and immigrant groups under adult education arrangements. As regards Ireland, its report indicates that courses should be provided to itinerants whenever possible so that they may acquire vocational skills and a general education.

Training for the teaching profession

211. This part of section II of the questionnaire concerning application of the Convention contains the following questions:

11.1 Please state whether steps have been taken, and if so of what kind, to formulate, develop and apply a national policy which, by methods appropriate to the circumstances and to national usage, will tend to promote equality of opportunity and of treatment in the matter of education in accordance with the objective set forth in Article 4, paragraph (d) of the Convention, namely:

"To provide training for the teaching profession without discrimination".

11.2 What are the criteria governing admission to the institutions dispensing such training, and what equivalences exist between their curricula and diplomas to ensure that there is no discrimination in training for the teaching profession?

11.3 What statistical data make it possible to assess the changes that have occurred in recent years with regard to the number of training institutions for primary and secondary teachers, and to the comparative percentages of men and women who are teacher-training students or serving teachers?

212. The questionnaire concerning application of the Recommendation contains similar questions.

11.1

213. The reports transmitted by 54 Member States include four in which no reply was given to the above questions: Barbados, Jordan, Niger, Mexico. Other States had transmitted the required information in their previous periodic report: Czechoslovakia, Hungary, Italy, Norway.
214. Denmark considers that the questions are not applicable, although its report contains some information relating to them. While two Dependent Territories of the United Kingdom (Seychelles, Turks and Caicos Islands) indicate either that their education policy seeks to implement the respective provisions of the Convention or that the principles set forth in its Article 4 already form part of such policy, two other Dependent Territories (Solomon Islands, New Hebrides) say, in the former case, that the fact that the competent authorities are obliged to ensure parity between the number of qualified teachers serving each region and the estimated number of schoolchildren is regarded as regional discrimination, and in the latter, that teacher training is open only to New Hebridians, a discriminatory ruling against expatriates, although, in fact, no expatriate has ever applied for admission.
215. The report of the United Kingdom concerning England and Wales, while referring to the Sex Discrimination Act of 1975 which applies, inter alia, to teacher-training establishments, indicates that although there is no evidence of active discrimination, a recent White Paper proposes the adoption of new legislation with specific provisions for educational institutions. In the case of the United States, where the Civil Rights Act governs all educational and training institutions irrespective of their level, the reply indicates that not only should the segregation maintained by a number of institutions be eliminated, but each institution should establish a procedure for investigating in detail any complaint of discrimination filed by a student.
216. Guatemala mentions special technical training provided by the university to secondary school teachers, so that discrimination persisting at this level may be eliminated.
217. Australia reports that every autonomous institution may receive financial aid from the government on condition that non-discrimination is ensured in regard to access to the teaching profession and conditions of employment.
218. Hungary and Italy (the latter in its previous report) reply that the training of kindergarten teachers is open to women only. The existence of separate institutions for the two sexes - but awarding diplomas for equivalent studies - is mentioned by Panama, the United Kingdom and the Syrian Arab Republic. The last-named State indicates in addition that a directive provides for the gradual transfer to women of all primary teaching posts, during the Fifth Five-Year Plan. Finland, while stressing the absence of discrimination in this field, refers to the need to ensure the admission to teacher training of a certain proportion of male candidates.
219. Legislation, it is stated, has brought about the elimination of any kind of discrimination in the German Democratic Republic which reports, further, that teachers are recruited from among the progressive elements of the population. France, Morocco and Tunisia indicate that only nationals are accepted as candidates for the teaching profession in the public sector, while Benin reports that no regional distinction affects teacher training and Rwanda, that account is taken of the need to maintain a correct balance between all the vital forces of the nation.

220. Twenty-four Member States and four Dependent Territories of one of these States indicate in their reports that teacher training or the opportunities for access to it are ensured without any discrimination, or that equality of opportunity in this respect is guaranteed: Austria, Belgium, Bulgaria, Chile, Cuba, Egypt, Finland, Greece, Israel⁽¹⁾, Iraq, Japan, Malaysia, Morocco, New Zealand, Panama, Portugal, Rwanda, Sierra Leone, Singapore, Switzerland, Tunisia, USSR, United Kingdom (Scotland, Gibraltar, Solomon Islands, Turks and Caicos Islands, Tuvalu), Yugoslavia.

11.2

221. As regards criteria governing admission to teacher-training institutions, a number of reports specify that candidates must have completed their secondary education and be between 19 and 25 years of age: Argentina, Austria, Cuba, France, German Democratic Republic, Italy, Japan, Liberia, Syrian Arab Republic, United Kingdom (New Hebrides, St. Helena), while others require, in addition, the passing of an examination, competitive or otherwise, or a selection test: Algeria, Benin, Bulgaria, Chile, Cyprus, Denmark, Egypt, France, Greece, Ireland, Morocco, Portugal, Syrian Arab Republic, Thailand, Tunisia, Ukrainian SSR, USSR, United Kingdom (New Hebrides). Among factors that may also favourably influence admission to teacher training are academic qualifications and physical and intellectual aptitude, and the candidate's moral character. These are mentioned by Australia, Finland, New Zealand, Panama, Singapore, United Kingdom (Northern Ireland, Solomon Islands, Seychelles, Virgin Islands, Hong Kong).

222. A number of reports, on the other hand, refer either to the need to restrict access to teacher training having regard to available places and/or the country's needs, or budgetary constraints which may lead to a reduction in the number of training programmes: Cyprus, Finland, Ireland, Sweden, United Kingdom (Scotland), United States. The Federal Republic of Germany and Denmark report that the growing number of qualified teachers often makes it difficult to find suitable employment for them.

223. In reports from the Syrian Arab Republic, Tunisia and the United Kingdom in regard to the Bermudas, mention is made of the fact that candidates for teacher training must undertake to teach in State schools for a fixed period, ranging from 3 to 12 years. In the case of the Syrian Arab Republic this obligation is linked with the financial or material aid that future teachers receive during their studies; similar aid is also provided by other States (Australia, Austria, Greece, Israel, Liberia, Morocco, Nigeria, Peru, Singapore, Thailand, United Kingdom (England and Wales, Bermudas)). This assistance takes the form of grants, loans, monthly allowances, the free provision of supplies or textbooks, accommodation and board and/or the free provision of training, particularly in the case of primary school teachers.

224. As regards equivalences between curricula and between diplomas, the following States and three Dependent Territories of one of these provided affirmative replies in this respect: Australia, Austria, Bulgaria, Chile, Denmark, Egypt, German Democratic Republic, Ireland, Japan, Liberia, Malaysia, New Zealand, Nigeria, Norway, Panama, Poland, Sierra Leone, Singapore, Sweden, USSR, United Kingdom (Scotland, Solomon Islands, Seychelles, Turks and Caicos Islands). Two of these States - Austria and Chile - indicate that all diplomas have equal value whether awarded by public or private institutions.

(1) This was stated by Israel in its previous periodic report. The report transmitted for the third consultation of Member States provides further details in reply to the questions posed.

225. Mention is made in a number of reports, moreover, of in-service training facilities for teachers (Algeria, German Democratic Republic, Greece, Iraq, Israel, Liberia, Singapore, Thailand, United Kingdom (England and Wales, Scotland, Seychelles, Hong Kong, St. Helena)). In the case of Iraq, it is indicated that such in-service training may become compulsory, while the development of such courses is, according to the reply from the Seychelles, an important factor in the territory's educational policy - the responsible authorities consider that the number of teacher-training candidates and of institutions should not be increased so that all resources may be concentrated on the training of unqualified serving teachers.

226. Reference is made to the categories of institutions in which future teachers are trained by the following 23 Member States: Algeria, Australia, Austria, Bulgaria, Chile, Cyprus, Finland, France, German Democratic Republic, Federal Republic of Germany, Ghana, Israel, Japan, Morocco, Nigeria, Norway, Rwanda, Syrian Arab Republic, Tunisia, Ukrainian SSR, USSR, United States, Yugoslavia.

227. With three exceptions - even primary teachers are trained at university in Chile and Finland, while in Israel teachers are trained in non-academic institutions, although Open University courses are mainly designed for in-service teacher training - primary teachers, generally speaking, are trained at teacher-training or similar institutions and secondary education teachers in universities or higher teacher-training colleges (sometimes abroad, as in the case of Cyprus and some of the Dependent Territories of the United Kingdom).

228. Lastly, measures or provisions for the pre- and/or in-service training of specialized teaching staff are mentioned in a number of reports, particularly in connection with the needs of certain areas of the country or particular population groups. For example an External Territory of Australia (Christmas Island) provides in-service training courses so that teachers may learn how to develop syllabuses and adopt teaching methods suited to a multilingual situation. According to Hungary's reply, special training is offered to teacher-training candidates in the schools of language minorities. Finland indicates that an appropriate number of places in training establishments are reserved for members of Orthodox minorities and the Lapps, so that the education requirements of these groups may be met. Similar information appears in the United States report where reference is made to the need to recruit a larger number of teachers who are bilingual or belong to minority groups. The United Kingdom report concerning England and Wales refers to West Indian immigrant teachers for whom further training is provided in the English language and in teaching methods. In Singapore, teacher-training is carried out in the territory's four official languages.

229. Bulgaria indicates that teacher-training candidates submitted by the various Regional Councils are given priority admission to ensure that local teachers are trained. France refers to the measures taken since 1972 to ensure the better preparation of teachers and teacher educators for the problems raised by education of migrant workers' children. Peru's reply indicates that the competent authorities encourage and organize courses for the training of qualified personnel for special education. Poland's report refers to the 1971 Polish United Workers' Programme which stipulates, *inter alia*, that the social status of the teaching profession should be raised; Czechoslovakia's reply, on the other hand, stresses the prestige enjoyed by the teaching profession among young people.

11.3

230. Relatively detailed or more general information concerning statistical data on the number of teacher-training institutions and percentages of students and/or teachers was provided by 33 States and six Dependent Territories of one of these States: Algeria, Australia, Austria, Belgium, Bulgaria, Chile, Cyprus,

Cuba, Egypt, Finland, German Democratic Republic, Federal Republic of Germany, Iraq, Ireland, Israel, Italy, Japan, Liberia, Morocco, New Zealand, Nigeria, Panama, Poland, Portugal, Rwanda, Singapore, Sweden, Switzerland, Syrian Arab Republic, Thailand, Tunisia, USSR, United Kingdom (England and Wales, Scotland, Bermudas, Solomon Islands, Hong Kong, Turks and Caicos Islands, New Hebrides, St. Helena).

231. Bulgaria indicates that the numbers of students enrolled at the various levels of education are determined by the needs of schools and endorsed in the national economic plan. Chile reports that the majority of the country's eight universities and their dependent regional institutions have, since 1974, had training services for primary and secondary school teachers. According to the reply from Cyprus, the "numerus clausus" system had to be introduced recently in the training of pre-primary and primary teachers, while the number of candidates for secondary education depends, among other things, on the availability of places in foreign universities.

232. Poland indicates in its report that measures to increase the proportion of young people who are suitably qualified for the teaching profession give educational counselling services of secondary schools the opportunity of choosing two of their best pupils to be admitted without examination to higher education establishments, one of them in the faculty of his choice, the other in the education faculty.

233. Reports established by 16 States and two Dependent Territories of one of these contain some information relating to the number of establishments for the training of teachers: Austria, Cuba, Cyprus, Egypt, Finland, Israel, Liberia, Morocco, Nigeria, Panama, Portugal, Singapore, Thailand, Tunisia, USSR, United Kingdom (England and Wales, Solomon Islands, New Hebrides). New Zealand replied to the effect that there has been little change in this respect during recent years.

234. Replies from Egypt, Liberia, Panama, Singapore, Thailand, the Solomon Islands and the New Hebrides consist of overall figures referring to the years from 1975 to 1977. According to this information there were 65 teacher-training institutions in Egypt and two similar establishments in Liberia. While Panama reports the creation of five new teacher-training institutions during recent years, the two Dependent Territories of the United Kingdom and Singapore all mention the existence of a single training institution. Thailand indicates that 29 teacher-training schools and four of the country's ten universities provide teacher-training courses. In Portugal such courses are available in 26 public institutions and one private institution.

235. Only Finland and Tunisia refer to a reduction in the number of these institutions, explained in Finland's case by the transfer of teacher training to the universities in 1973-1974.

236. From the information provided by the other States it is possible to measure the magnitude of the changes that have occurred. Cuba reports that between 1970-1971 and 1975-1976, 15 new institutions were created for the training of primary school teachers and 38 for secondary teachers. In Israel the number of teacher-training institutions rose from 42 in 1969-1970 to 51 in 1974-1975; corresponding figures for Morocco are three institutions in 1972 compared to 13 in 1976. Following the introduction of generalized primary education in Nigeria, the number of teacher-training institutions rose from 216 to 279 between 1974 and 1976. Austria replies that 12 institutions were created between 1966-1967 and 1973-1974 and the United Kingdom refers to the establishment of 19 institutions between 1969 and 1971.

237. Either brief or detailed information concerning numbers of students in these institutions was forwarded by the following 24 States and four Dependent Territories of one of them: Australia, Austria, Belgium, Chile, Egypt, Finland, German Democratic Republic, Federal Republic of Germany, Iraq, Ireland, Japan, Israel, Liberia, New Zealand, Nigeria, Panama, Rwanda, Singapore, Sweden, Switzerland, Syrian Arab Republic, Tunisia, USSR, United Kingdom (England and Wales, Scotland, Solomon Islands, Hong Kong, New Hebrides, St. Helena).

238. The USSR provided the following data in its report: there were in 1950-1951 a total of 583,800 students in higher teacher-training institutions and universities compared to 1,235,100 in 1970-1971, the number of university students increasing from 87,500 in 1950 to 360,900 in 1974. Japan indicates that about 30 per cent of all higher education students acquire teaching certificates. In the Federal Republic of Germany the number of teacher-training students almost doubled between 1965 and 1971, while it more than doubled in Austria between 1966-1967 and 1973-1974. Most of the States listed above mention the considerable participation of women, who often outnumber men appreciably, particularly among pre-primary and primary teaching students. According to Ireland's reply, for example, there were for primary education 1,260 women and 500 men students in 1975-1976 and 2,000 women compared to 680 men in 1976-1977. In the German Democratic Republic women represented, in 1973, 95 per cent of primary teacher-training students and 80 per cent for secondary education. In Australia between 1970 and 1973, 76 to 78 per cent of all primary teacher-training students were women; their proportion during the same period in secondary teacher-training was 45 per cent. Comparable figures were communicated by New Zealand. The participation of women in training for the teaching profession in the USSR increased from 35 to 81 per cent between 1927-1928 and 1965-1966, subsequently remaining stable. According to Belgium's reply, the number of women enrolled in secondary teacher-training courses has shown a particularly marked increase, moving up from 668 in 1957 to 3,237 (out of a total of 4,917) in 1975.

239. The replies provided by a number of States concerning the size of the teaching corps point to a comparable situation, in view of the considerable number of women teachers it includes.

240. In Australia women represented, in 1973, 59.2 per cent of primary and secondary teachers (as against 40.8 per cent men); corresponding figures reported by Cuba, but relating to 1975-1976, are 62 and 38 per cent respectively, while in the German Democratic Republic women represented 75 per cent of the whole teaching force. Replies from Japan and Hong Kong indicate, in the latter case, that in 1974 only women were training for pre-primary teaching, while in Japan the proportion of men at this level has remained at 6 per cent; on the other hand, the percentage for men at the secondary teaching level was 33.3 per cent.

241. The report from a Dependent Territory of the United Kingdom (Turks and Caicos Islands) expresses the competent authorities' hope that from 1980 onwards, all teachers will be trained, the number of primary teachers receiving appropriate training having increased from 7 to 41 between 1969 and 1975 and the number of unqualified teachers dropping from 62 to 30 during the same period.

242. Lastly, Cyprus, in its report, observes that there is considerable unemployment among teachers because of occupation by the Turks of 40 per cent of all school buildings. In the case of Portugal unemployment and higher salaries have helped to swell the ranks of men teachers.

CHAPTER III: AIMS OF EDUCATION

243. Section III of the questionnaire concerning application of the Convention contains the following questions:

"12.1 What measures have been taken to ensure the application of the principle set forth in Article 5, paragraph 1(a) of the Convention, according to which 'education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms' and 'shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace'?"

12.2 Should replies from States indicate that the objectives of their educational system are consonant with the principles enunciated in the Convention or are based on the Universal Declaration of Human Rights, in what way are these principles reflected in curricula, in methods and in the instruction provided, and what is the impact of this education on youth, particularly in the Associated Schools system, the organization of seminars and the preparation of studies or monographs on its themes?"

244. The questionnaire concerning application of the Recommendation contains similar questions.

12.1

245. Three of the 54 States forwarding reports did not reply to questions in this section: Barbados, Mexico, Niger. Four States (Czechoslovakia, Israel, Italy, Sweden) had given the required replies in their previous report, while four other States (Federal Republic of Germany, Finland, Japan, United States), while pointing out that information provided in previous reports was still valid, have complemented it with fresh details. In the case of two Dependent Territories of the United Kingdom (Solomon Islands and Virgin Islands), the former indicates that no measure has been taken to ensure application of the principles set forth in the Convention - the policy is to provide basic education for all children in order to meet the Territory's manpower needs; while it is stated in the Virgin Islands' reply that educational policy is directed towards the quantitative expansion and qualitative improvement of education.

246. According to Ghana's reply, the aims of education are to serve the needs of the individual and those of the community, by making all appreciate the need for the development of the country's human and material resources. In Rwanda's report it is indicated that cultural exchanges through seminars, drama, dance and music strengthen national unity, inculcating a sense of tolerance and the principles of justice. In Nigeria's case, the teaching of the various disciplines is based on a practical approach fostering awareness of the dignity of labour. A polytechnical approach which, among other things, prepares students for working life through a closer link between education and the world of employment is mentioned in the report of the Ukrainian SSR, while educational reforms undertaken or planned in Panama and in Peru are designed to ensure the social, economic and political transformation of each of these two countries. Guatemala and Poland refer to the importance attributed to pre-school education in making access to primary school easier for a larger number of children. In Liberia curricula are being revised so that they may be more relevant to the needs of society, while adoption of new methods should lead to improvements in the educational system as a whole. Lastly, the aims of higher education as defined by Morocco are to provide the country with competent higher echelon staff, capable of identifying themselves with the country's socio-economic and cultural reality.

247. Replies to questions are sometimes of a general nature, reproducing their wording, as Jordan does in indicating that "Education aims at the full development of students of both sexes, the strengthening of their respect for human rights and fundamental freedoms, by the promotion of understanding, tolerance and friendship among all nations, racial and religious groups. Education also helps to further the activities of the United Nations for the maintenance of peace".

248. Nineteen States and six Dependent Territories of one of these States declare either that the aims of education are consonant with the principles of the Convention or the Recommendation, or that curricula reflect the objectives set forth in one or other of the instruments: Argentina, Australia, Byelorussian SSR, Cuba, Egypt, Hungary, Iraq, Japan, Liberia, Morocco, New Zealand, Nigeria, Peru, Rwanda, Thailand, Tunisia, United Kingdom (England and Wales, Scotland, Falkland Islands, Gibraltar, Hong Kong, New Hebrides, St. Helena, Seychelles), United States, Yugoslavia. Switzerland also indicates that the relevant legislation does not run counter to the principles set out in the Recommendation.

249. The reply from the Bermudas is to the effect that respect for the objectives defined in the Convention does not raise any problem. Greece and Malaysia indicate either that curricula are based on these same principles and accordingly enable some of the standards established by the Recommendation to be applied, or that its provisions correspond to certain aims of the education system.

250. Seven States and one Dependent Territory of another State (Finland, Federal Republic of Germany, Hungary, Iraq, Panama, Rwanda, Yugoslavia, New Hebrides) indicate in their replies that the aims of education are consonant with the spirit of the Universal Declaration of Human Rights, while many States and two Dependent Territories of one of these report that national, federal or provincial constitutions or appropriate legislation define the objectives of their education systems: Algeria, Austria, Byelorussian SSR, Cuba, Denmark, Egypt, France, German Democratic Republic, Federal Republic of Germany, Israel, Italy, Norway, Panama, Peru, Sierra Leone, Sweden, United Kingdom (Scotland, Northern Ireland, Gibraltar, New Hebrides), United States, Yugoslavia. In addition the following States - Algeria, Belgium, Benin, Finland, Federal Republic of Germany, Greece, Liberia, Morocco, Panama, Peru, Ukrainian SSR - mention reforms undertaken or scheduled affecting, inter alia, certain aims of education based on the principles enunciated in the international instruments.

251. A number of States and two Dependent Territories of one of these States provide relatively detailed information concerning the aims of education without any specific reference to the corresponding article or section of the Convention or Recommendation: Austria, Chile, Cyprus, Czechoslovakia, Denmark, Finland, France, German Democratic Republic, Federal Republic of Germany, Ghana, Guatemala, Ireland, Israel, Norway, Panama, Poland, Portugal, Singapore, Sweden, Syrian Arab Republic, Ukrainian SSR, USSR, United Kingdom (Northern Ireland, Turks and Caicos Islands, Tuvalu).

252. However, the general impression from the replies received is that education is intended to lead to the full development of the human personality and inculcate respect for friendship, tolerance, mutual understanding, peace and human rights.

253. Some reports provide fuller information on this subject as in the case of Algeria where the policy of democratization and decentralization of education is designed to ensure the provision of education of the same quality. France, in its reply, quotes Article 1 of the Law of July 1975 whereby education should lead, inter alia, to the acquisition of culture, provide preparation for working

life and constitute the basis of lifelong education. In Finland the competent authorities are continuing efforts to improve the educational and socio-cultural situation of the Lapps.

12.2

254. As regards school or university curricula and teaching concerning human rights, the information forwarded shows that this is hardly ever dealt with as a distinct discipline but is included, for example, in courses on civics and ethics, social sciences, geography, law and political sciences: Bulgaria, Byelorussian SSR, Cyprus, France, Federal Republic of Germany, Ghana, Hungary, Ireland, Japan, New Zealand, Sweden, Tunisia, United Kingdom (England and Wales).
255. Hungary and the United Kingdom (Scotland) indicate that knowledge of the principles enunciated both in the Convention and in the Universal Declaration of Human Rights constitutes an examination subject which, in Hungary's case, is compulsory for history, geography and international law studies at higher education level. The development of the human personality and education for friendship and mutual understanding are the subject of considerable research in the USSR, while Tunisia indicates that the respective principles contained in the Convention are set out in the preamble to official curricula. A Dependent Territory of the United Kingdom (New Hebrides) observes that the competent authorities take account of the aims of education as defined in the Convention when drawing up curricula which are formulated in collaboration with specialists sent to the territory under the auspices of the United Nations Development Programme (UNDP).
256. With regard to references in education to the activities of the United Nations and of its Specialized Agencies, these are included in one or other of the courses referred to above in the following States and territories: Argentina, Australia, Belgium, Bulgaria, Cyprus, Egypt, France, Federal Republic of Germany, Hungary, Iraq, Ireland, Japan, Norway, Rwanda, Syrian Arab Republic, USSR, United Kingdom (Northern Ireland, Scotland, Hong Kong, New Hebrides), Yugoslavia.
257. Ten of these States (Argentina, Australia, Belgium, Bulgaria, Cyprus, Egypt, Federal Republic of Germany, Ireland, Japan, Yugoslavia) mention the existence in their countries of Associated Schools which are taking part in Unesco's programme of education for international co-operation and peace. According to the information received from a number of these States, these are generally secondary schools, occasionally primary schools and, frequently, teacher-training institutions, including those at university level. This corresponds to the levels at which teaching is provided concerning human rights, the United Nations and the Specialized Agencies.
258. A number of reports contain additional information such as that transmitted by Australia where there was to be a seminar (in 1977) on Teachers' Education for International Understanding. Australia also mentions the recent creation of a university which has established a degree-level course for study of peace and situations of conflict. In the United Kingdom (Northern Ireland) conferences dealing, among other subjects, with Unesco's activities are held annually. Cyprus reports the creation in 1970 of a body for the co-ordination of Unesco Clubs and Associated Schools. Finland and Ireland both refer to the use of United Nations publications (and those of Unesco more especially) for general education and teacher training. A work concerning the Third World: Third World: A Teacher's Guide has been published in the United Kingdom (Scotland) with the assistance of a United Nations Association and is regarded as an extremely useful manual.
259. Non-formal educational activities, including exchange programmes and exhibitions in support of the aims of education as defined in the Convention or

the Recommendation, are mentioned by the following States: Bulgaria, Byelorussian SSR, France, German Democratic Republic, Federal Republic of Germany, Hungary, Iraq, Ireland, Rwanda, Syrian Arab Republic, Ukrainian SSR and Yugoslavia.

260. The Ukrainian SSR indicates that formal education is extended and complemented by non-formal education, while Ireland refers to the existence of adult education courses leading to a diploma in economic and social sciences in which there are references to the United Nations and its Specialized Agencies.

261. Four States and one Dependent Territory of another State replied to the question concerning the impact of this education on youth: Bulgaria, Cyprus, Ireland, Norway and Gibraltar. The last-mentioned territory considers that it is difficult to assess this impact but indicates nevertheless that young people seem to be receptive to the ethical content of the teaching. According to the replies from Cyprus and Norway, young people in these countries give the impression of greater tolerance and motivation in regard to international problems. Bulgaria and Ireland mention growing interest in the aims and activities of the United Nations and of its Specialized Agencies.

262. It should be mentioned, at the conclusion of this section, that one Dependent Territory of the United Kingdom (Tuvalu) replied to the effect that of the different aims of education listed in the questionnaire, that concerning understanding among all nations did not apply to an insular territory where there were no opportunities of meeting people from other lands. Similarly, questions concerning the corresponding curricula implied a much more sophisticated society and educational system than those of Tuvalu where most of the population receives only primary education in one form or another.

P A R T III

CONCLUSIONS AND RECOMMENDATIONS

A. General observations

263. The first observation the Committee wishes to make concerns the number of reports received. Only 54 Member States replied to the questionnaire. This figure compares unfavourably with that for the first consultation which produced 71 replies. It is equal to the figure for the second consultation but it should be noted that the number of Member States has increased appreciably since 1972, moving up from 131 to 144. It follows that a larger number of Member States have failed to participate in the present consultation.

It should also be pointed out that only 38 of the 66 States Party to the Convention submitted reports.

The Committee, which is convinced of the importance of the procedure for the submission and examination of periodic reports on the application of the Convention and the Recommendation, cannot hide its concern at this situation. It deplores the fact that 89 Member States have failed to fulfil the obligations imposed on them under Article VIII of the Constitution and that, furthermore, 28 Member States Party to the Convention have not respected the undertaking given by them to submit reports in virtue of the provisions of Article 7 of this instrument.

264. Eleven of the 54 reports received are from States which did not reply to previous questionnaires, bringing the total number of States participating in at least one of the three consultations to 88⁽¹⁾ and increasing the range of documentation available to the Committee. It should, however, be noted that whereas most Member States which today form the European region have taken part regularly in the various consultations held (31 in 1968, 27 in 1972 and 26 on this occasion), very many Member States in the African, Latin American and Caribbean, Asian and Arab States regions have not, on the other hand, provided any information to the Committee to date. This situation is all the more disturbing since these are developing States which for the most part do not have all the necessary resources to achieve equality of opportunity and treatment in the field of education.

The Committee is, thus, denied information of undoubted importance on the nature of the obstacles and difficulties encountered by these States in their efforts to apply the Convention or Recommendation.

265. The Committee's second observation concerns the extremely varied quality of the information transmitted. Some replies consisted in the general affirmation that there was no discrimination in the country without referring to the various questions posed; in several instances, requests by the Committee or the Secretariat for further details went unanswered, which made it very difficult, if not impossible, to examine the general statements made. Other governments, on the other hand, replied in detail, supplying relevant information to the whole of the questionnaire and accordingly provided the Committee with extremely valuable assistance.

(1) In fact this figure should read 90, as not included either in the 11 or in the 88 reports transmitted by Member States are those, elaborated for the first time in view of the third consultation by the German Democratic Republic and Portugal, which both became Member States subsequent to the preceding consultations.

266. The Committee also observed with much interest that from the replies received, a considerable measure of convergence can be seen between the ultimate aims of many of Unesco's programme activities and the general trend reflected in governments' efforts and the subjects of concern to them. This is particularly the case, to quote only a few examples, as regards the strengthening of the education of migrant workers and their families, the achievement of equality of opportunity for girls and disadvantaged groups, adult education within the context of lifelong education, the adaptation of higher education to make it more relevant to the needs of society and the economy, educational planning, and so on.

This observation has strengthened the Committee's conviction that the closest possible liaison should be established between the Organization's general action in education and the application of the Convention and the Recommendation by Member States.

B. Application by Member States of the Provisions of the Convention and the Recommendation Referred to in the Three Sections of the Questionnaire

267. In this part of the report the Committee wishes to draw the clearest possible conclusions as to the extent to which the provisions of the Convention and the Recommendation referred to in the questionnaire are being applied and as to the progress that has been achieved since previous consultations. But it should be borne in mind that its views are based on the information provided by a minority of Member States. Furthermore, the fact that States participating in the various consultations are not always the same has restricted the possibility of comparing present data with those transmitted in previous reports.

Under these circumstances the Committee's conclusions cannot be other than of a general, limited and incomplete character, and by no means reflect the actual situation of education in the world.

I. Discrimination

268. The Committee notes that the replies received show that there are no legal provisions or regulations in the countries transmitting such reports constituting discrimination within the meaning of Article 1 of the Convention and Section I of the Recommendation.

The Committee, in fact, noted that Finland, while indicating that legislation in respect of the Lapps and gypsies is not as explicit as that concerning other population groups.

The Committee also noted that the only exemptions from compulsory schooling laid down by Thai law are the handicapped, children living in remote areas or those obliged to look after their parents. The Committee hopes that measures will be taken in regard to this situation within the context of the policy of equal opportunities, so that the children in question may be provided with adequate education.

269. The questionnaire referred not only to legislation under this head, but to practices and situations as well. The Committee observes that a distinction should be made, in this connection, between administrative practices which should, under the terms of Article 3 of the Convention, be immediately terminated, and other practices or situations which are often not so much the result of wilful action, but the consequence of prejudices, customs, insufficient resources and, in general, historical, economic and social circumstances, constituting what has been termed passive discrimination.

270. As regards administrative practices of a discriminatory kind, the Committee has noted that where these still exist, as in the United States, they are attributable to the local authorities and are opposed by the Federal Government. The Committee was pleased to note the measures taken by the Federal Government (measures embodying various legislative amendments adopted in 1972 and 1974) to overcome resistance to its desegregation policy. It has noted with interest that the Federal Courts, when measures involving differential treatment between races are brought to their attention by the public authorities, declare such measures to be illegal and correct them.

271. The Committee noted, at the same time, that a number of replies indicate that the responsible authorities have introduced preferential measures to assist disadvantaged regions (England and Wales, Scotland) or to promote the education of minority groups (Austria, etc.), or, again, the handicapped (Portugal). As already indicated in its 1968 report (15 C/11, paragraph 131), the Committee regards "differentiation which is for a protective purpose, for example to give preferential treatment to children from culturally deprived homes or backgrounds, as not amounting to discrimination within the meaning of the Convention and the Recommendation".

272. The Committee noted that a number of reports refer, in reply to Section I - Discrimination - to practices or situations which are not attributable to the public authorities, but are more frequently due to the traditionalist outlook of parents, of some teachers or even of the children themselves; as a result girls are prevented from pursuing studies, or follow curricula differing from those intended for boys.

The Committee considers that the remedy for such situations should be found within the framework of a policy of equality of opportunity in education. It is pleased to note the efforts by some governments to combat negative attitudes in regard to the education of girls and wishes to stress that they link up with Unesco's preoccupation and are consonant with activities it has already undertaken and the objectives of its Medium-Term Plan (1977-1982), particularly, Objectives 1.3 and 6.3 concerning the improvement of the status of women and participation by women in economic, social and cultural development.

Separate educational systems and institutions for pupils of the two sexes

273. The Committee deems it possible to conclude from the reports received that there is a gradual movement towards coeducation, particularly at primary and higher levels. Where separation is maintained for traditional or educational reasons, the separate establishments generally have the same admission requirements, teaching staff with similar qualifications, premises and equipment of the same quality and, according to the information transmitted, afford the opportunity, with a few exceptions, for taking equivalent courses of study.

Private educational institutions

274. The Committee noted that private educational institutions exist in most of the States that replied to the questionnaire. Its impression was, however, that there is a certain trend towards the nationalization of these institutions or the tightening of State control of their operation. Whereas in some States private institutions serve more especially the interests of separate linguistic or religious groups or provide an opportunity for pupils who have not gained admission to State schools, or have been unable to stay on at them, to pursue their studies, one report - that of the United States - indicates that in the south of the country the establishment of private educational institutions is often designed to maintain racial segregation. It should also be noted that the high fees demanded in private institutions in certain States fosters economic segregation. It should nevertheless be pointed out that, in a number of countries the existence of private institutions has the advantage of helping to solve the serious problem of the rising cost of education for States.

The Committee observed, lastly, that according to the information provided, private educational institutions are generally subject to supervision by the State and must comply with the standards it lays down.

II. Equality of Opportunity and Treatment

275. Article 4 of the Convention and Section IV of the Recommendation provide that States shall formulate and apply a national policy which, by methods appropriate to the circumstances and to national usage, will tend to promote equality of opportunity and of treatment in the matter of education and achieve certain objectives which are defined. All States that replied to this part of the questionnaire indicated that their education policy was designed to ensure equality of opportunity.

The Committee noted that several of these States have recently adopted - in certain instances since the last consultation - legislation, plans or reforms, either of a general nature covering the different levels of education or of more limited scope, designed to develop and apply this policy.

Primary education

276. The Committee found that steady progress is being made towards the generalization of free primary schooling. This progress extends, moreover, to the distribution of textbooks and supplies, and even of clothing and meals, and the use of transport, without charge, in a number of countries.

277. Similar progress can be seen in regard to the compulsory nature of primary education as well as a trend towards the extension of the length of compulsory schooling (lowering of the minimum age and raising of the maximum age).

Although implementation of compulsory schooling is not always satisfactory, attendance rates are progressing, particularly in regard to girls.

278. The Committee was pleased to observe, at the same time, that special measures have been taken in various countries in order to help children in disadvantaged groups: low-income and rural groups, minorities, immigrants, the handicapped, etc. It was particularly interested to see the efforts of various countries to provide bilingual education to children in linguistic minorities and the children of immigrants.

Secondary education

279. The Committee noted with satisfaction the marked progress in the extension of free secondary schooling. At the time of the second consultation, in which 54 States participated, only 22 of these had officially indicated that their secondary education was provided free of expense, two others reporting that non-fee-paying secondary education was confined to the lower secondary course. Fifty-four States replied to the 1975 questionnaire; 46 have affirmed that they are providing free secondary schooling, although this is limited in some cases to lower secondary education.

280. The Committee also found a marked improvement in attendance rates in many countries. But although percentages in regard to girls have generally increased, those in respect of certain underprivileged groups and, more especially, of children of workers and peasants still leave much to be desired. One report, for example, mentions that the figure is no more than 0.4 per cent for children in rural zones (Guatemala).

281. The fact, then, that measures of various kinds have been taken by many States to assist underprivileged children was a source of satisfaction to the Committee. These measures included the award of scholarships, responsibility for payment of expenses, including clothing and food, accommodation in boarding sections, school transport, etc. The Committee noted with regret, however, that according to the information from one federal State, the distribution of scholarships by cantons was carried out in a manner which could give rise to inequalities.

282. The Committee expressed satisfaction at the measures taken by several States which are endeavouring, within the context of lifelong education, to provide young workers and adults with non-formal education. It notes that these measures, including as they do, not only the organization of courses or education by correspondence but also the adjustment of working hours and conditions, are completely in line with the principles of the Recommendation on the Development of Adult Education adopted by the General Conference at its nineteenth session.

Higher education

283. Whereas in a few instances the replies indicate that there are still no higher education establishments in the country or territory, it can be seen from the great majority of reports transmitted and from the information in the Committee's possession that higher education is going through a period of remarkable development in most countries, reflected both in the creation of new universities and in the spectacular influx of higher education candidates. The constant rise in the number of these candidates, largely due to the development of secondary education and bringing student numbers in certain countries up to several million (USSR, United States, Japan), can be seen in the industrialized and the developing countries alike. But the problems caused are not always the same.

The desire to gear the development of higher education to the needs of the economy is common to the industrialized and the developing countries, but in certain of the former in particular it finds expression in the need to restrict the flow of candidates in order to take account of limited employment prospects, while several developing countries are not yet able to train in the home country the higher-grade administrative and technical personnel that they require.

Many industrialized countries, as already noted at the Conference of Ministers of Education of European Member States held in Vienna in 1967, and as several reports received have confirmed, have had to resort to fixing the number of students admitted to the various higher education disciplines. Many developing countries, on the other hand, have no choice but to send a large proportion, if not all, of their students to pursue their higher studies abroad. The ensuing problems are many and various: increased expenditure, recognition of studies pursued and degrees and diplomas obtained abroad, reintegration in national life, the danger of the "brain drain" - all problems to which Unesco has given considerable attention.

284. It was noted by the Committee, moreover, that several industrialized countries replying to the 1975 questionnaire had doubts about the possible effect of excessive generalization of higher education on its level and quality.

285. The Committee thinks it useful, in this connection, to point out that although the 1960 Convention and Recommendation, similarly to the Universal Declaration of Human Rights and the International Covenant on Economic, Social and Cultural Rights, established the generalization of secondary education as an objective for States, these instruments confined themselves, as far as higher education was concerned, to providing that it should be made accessible to all on the basis of ability and merit. No fixing of higher education student quotas should be based on factors which are contrary to the objective of the aforesaid instruments.

286. Article 6 of the Convention and Section VI of the Recommendation have foreseen the possible adoption by the General Conference of recommendations defining in greater detail the measures to be taken in application of the 1960 instruments. The importance and complexity of the issues raised by access to higher education might possibly call for the drawing up of a recommendation dealing with the different aspects of this question and defining the role of higher education in society.

Standards and quality of education in public educational institutions of the same level

287. As in the case of the previous consultation, it would seem from the replies received that in most instances education of equivalent standard is provided in public institutions of the same level. Difficulties due to inadequate resources and equipment do, nevertheless, exist in several countries and do not always allow this equivalent standard.

288. Certain replies seem to have interpreted the questionnaire as referring to uniform or standardized education and one Member State expressed reservations concerning "enforced educational uniformity" which would undoubtedly result in "levelling down".

The Committee feels bound to point out that the aim is not to standardize education but, in fact, to remove inequalities that may exist in the conditions under which it is provided. As several reports have admitted, such differences are still only too frequent, to the detriment of rural schools in particular.

The Committee is pleased to note the efforts made by various governments to remove such inequalities by improving conditions and facilities in establishments at a disadvantage. It notes with satisfaction that one Member State, the USSR, had assigned 55 per cent of the new places provided for in the 1971-1975 Five-Year Plan to rural schools.

Education of persons who have not received any primary education or who have not completed the entire primary education course

289. The reports show that 29 States and five Dependent Territories have adopted literacy programmes. Sixteen States and three Territories indicate that they have instituted compulsory schooling and ensure that this obligation is complied with by all. Most indicate, however, that they have adopted the necessary measures to enable those wishing to complete their education to do so, more especially those whose studies have been retarded by circumstances beyond their control.

290. The Committee noted with interest certain recent initiatives in literacy training in the mother tongue of linguistic minorities and immigrants. It also observed with satisfaction that in some instances there is collaboration between countries of emigration and countries of immigration to ensure the provision of bilingual education to migrant workers and their families.

Training for the teaching profession

291. Reports from 24 Member States and four Dependent Territories specify that there is no discrimination in the training provided for the teaching profession. There is nothing in the majority of the other replies received to indicate that any discrimination exists in this training.

III. Aims of Education

292. The reports received show that the 51 States replying to this item in the questionnaire have established, in general, aims for education as enunciated in paragraph 1 (a) of Article 5 of the Convention and of Section V of the Recommendation.

293. Several governments have indicated, furthermore, that the education provided in their countries is designed to meet the needs of the community and in particular, to facilitate, through appropriate preparation for working life and lifelong education, full adjustment to the socio-economic and cultural conditions of the country. These statements are consonant with information appearing in other sections of the reports received and, more especially, in those concerning higher education. Although Members of the Committee are aware that Member States have accepted the policy of democratization of education designed to provide education of the same quality to every child, only the Government of Algeria states this explicitly in its report.

294. The Committee observes that although the slant thus given to education is not expressly provided for in the Convention or Recommendation, it is nevertheless in keeping with the aims of the Organization's efforts over a period of many years and with its programmes relating to educational planning, technical and vocational education and lifelong education as well as to the democratization of education.

295. As regards one of the aims of education enunciated in Article 5 of the Convention and the matching Section of the Recommendation to the effect that it shall be directed towards the full development of the human personality, many States specify in their reports that the educational system or reforms that have been applied to it are designed to achieve that objective.

296. The Committee feels that it should stress the importance that the reports of Guatemala and Poland for example ascribe to the role of pre-school education in facilitating children's adjustment and transfer to primary education. In France the development of young people through education - formulated within the context of lifelong education - is encouraged through, among other things, the acquisition of culture and preparation for working life. According to Finland's reply, reform of vocational education programmes provides for an increase in the number of general educational courses so as to encourage the fuller development of pupils. In the same spirit, Portugal, the German Democratic Republic and the Ukrainian SSR, for example, mention measures taken or scheduled to ensure that education will respond more fully to the interests, aptitudes

and aspirations of pupils, who are to be offered a considerable range of optional subjects; at the same time a closer link is to be established between education and the world of employment. The USSR reports that considerable attention is paid to the development of the human personality and education for friendship and mutual understanding.

297. Efforts made by States to ensure, more especially, the promotion of understanding, tolerance and friendship among all nations and racial or religious groups and the furtherance of the activities of the United Nations for the maintenance of peace are mentioned in many reports. Australia refers not only to the recent introduction of a special degree course on peace and situations of conflict, but, in addition, to the establishment of a national co-ordinating body whose function, in the interests of international understanding, is to encourage and improve the teaching of Asian languages, necessitated by increasing interest in the diversity of the cultures of countries in this region of the world. Similarly, New Zealand indicates that Japanese and Indonesian are being chosen by a larger and larger number of students who, moreover, also study major European languages.

298. Greece, Egypt and Rwanda, among others, indicate that the competent authorities seek to promote cultural exchanges, study visits by pupils or teachers, or participation in international youth movements.

299. Hungary's reply specifies that study and knowledge of the principles enunciated in the Universal Declaration of Human Rights and the Unesco instruments of 1960 is compulsory for the award of diplomas in history, geography and international law; these same principles form an examination subject in the United Kingdom (Scotland).

300. The Committee wishes to recall that the General Conference of Unesco adopted, in 1974, a Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms whose implementation is supported by a programme of specific, long-standing activities for the promotion of international co-operation and peace, and particularly the Associated Schools project.

301. In this connection the Committee regards it as significant that ten Member States referred to the existence in their countries of Associated Schools, either at the primary or secondary level, among teacher-training establishments or even at university level.

302. In view of the fact that the Committee in its 1972 report (document 17 C/15, paragraph 202) noted that the reports examined by it then did not mention questions concerning teacher training in this respect, it was pleased to find information in some of the recently prepared reports concerning the training of teachers for international understanding, respect for human rights and the maintenance of peace as well as activities relating to the United Nations and its Specialized Agencies.

303. Cyprus, for example, refers to a specific course recently introduced for this purpose in teacher training, while Belgium indicates that future teachers not only study the principles enunciated in the Recommendation against Discrimination in Education but also learn how to develop a sense of initiative and willingness to work as a team. The United Kingdom (Scotland) refers to the recent publication, with the assistance of a United Nations Association, of a manual on the Third World which is considered to be extremely useful in teacher training. According to Australia's reply, a seminar was to be held in 1977 concerning the training of teachers for international understanding.

304. The Committee would like to point out, in this connection, that considerable efforts have in fact been made at the national and international levels, in close association with Unesco, to achieve the widespread introduction of teaching of human rights and to arrange for pre- and in-service training of teachers specializing in this field.

305. A number of reports mention non-formal educational activities, rounding off those within the formal system concerning understanding, tolerance, human rights and the maintenance of peace. Among these States Ireland refers to the organization by pupils of model sessions of the United Nations General Assembly and extramural courses for adults dealing with the United Nations and its Specialized Agencies, leading to a diploma in economic sciences. Iraq refers to non-formal activities as a means of promoting friendship and tolerance.

306. The Committee noted with interest the observations in the reports of six States (Australia, Bulgaria, Cyprus, Ireland, Panama, Norway) according to which education for international understanding, peace and respect for human rights had already had a beneficial impact on the behaviour or outlook of young people. It is recorded, for example, that interest in study of the cultures, history and geography of other countries or activities of organizations of the United Nations system continues to grow, or that young people seem more tolerant and better able to appreciate the importance of international co-operation for the maintenance of peace and the solution of the many problems facing the whole of mankind - such as famine, the environment, dwindling natural resources and the population explosion.

GENERAL CONCLUSIONS

307. Although in the absence of replies from several States which participated in previous consultations the Committee has not been in a position to establish all the desired comparisons, it believes that it can, from its study, draw the general conclusion that progress has been accomplished in achieving the right to education.

This progress is evident both in regard to elimination of various forms of active discrimination and in ensuring equality of opportunity and treatment in education.

308. But this progress itself gives rise, at times, to new difficulties as with the remarkable development of higher education and the problem of ensuring its relevance to the needs of social and economic development.

309. Once again the Committee has been led to observe, in regard to access to higher education, the identical nature of the problems involved in the application of the Convention and the Recommendation and those that the Organization's successive programmes are endeavouring to solve.

For example, the fact that some industrialized countries have been impelled to fix a ceiling on the number of students in the light of employment needs and possibilities and that several developing countries do not have the necessary university facilities to train in the home country all the higher-echelon administrative or technical personnel required for their development raises problems of educational planning to which the Organization has for many years devoted a considerable part of its activities, and also the problems involved in the recognition of studies pursued abroad and reintegration into national life which have already led to the adoption of two regional conventions and the preparation of several other similar instruments.

C. Recommendations of the Committee

310. Under these circumstances, the Committee has been prompted to renew a recommendation already made by it in its two previous reports, by urging the need to establish a still closer link between application of the Convention and the Recommendation by Member States and the Organization's general action. The attention of the competent services in Member States and the Secretariat should be drawn, in particular, to those programmes and activities of Unesco that are directly relevant to application of the various provisions of the Convention and Recommendation.

311. The Committee wishes, at the same time, to point out that the General Conference adopted, in 1974, a Revised Recommendation concerning Technical and Vocational Education and, in 1976, a Recommendation on the Development of Adult Education. These two instruments define standards that have a direct bearing on the application of the Convention and the Recommendation. Member States should accordingly be invited, in the application of these instruments, and, moreover, in accordance with their specific stipulations, to accord the greatest possible attention to the relevant provisions of the two recommendations of 1974 and 1976.

312. It seems appropriate, furthermore, to recall that "Recommendation No. 64 concerning Education for International Understanding as an Integral Part of the Curriculum and Life of the School" adopted in 1968 by the International Conference on Public Education bears directly on application of those provisions of the Convention and Recommendation of 1960 which concern the aims of education. This is also true of the Recommendation on Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms adopted by the General Conference on 19 November 1974.

313. The Committee has stressed in its previous observations the importance it attaches to the problems raised by the question of access to higher education. The Committee considers that the General Conference could study the advisability of drawing up an international instrument in the form of a recommendation on the role of higher education.

314. Lastly, the Committee wishes to reaffirm the importance of submission by Member States and study by the General Conference of periodic reports on the application of the Convention and Recommendation of 1960, as the General Conference itself pointed out in 17 C/Resolution 31.1: "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".

Furthermore, the submission (by Member States) of periodic reports on the application of conventions and recommendations adopted by the General Conference is a constitutional obligation and States Party to the Convention against Discrimination in Education are bound, under the provisions of Article 7 of that instrument, to submit such reports to the General Conference periodically.

315. Consequently, the Committee decided to recommend to the General Conference to invite Member States which had not already done so to submit a report on the application of the Convention or the Recommendation as soon as possible. The Committee further decided that it would study these reports at each of its sessions as the reports were received by the Secretariat, it being understood that the report of the Committee and the comments of the Executive Board thereupon should be submitted to the General Conference at its twenty-first session. Furthermore, the Committee decided to request the Director-General to arrange for a study to be undertaken by the Secretariat on the consequences of a modification of the working procedure of the

Committee if that procedure were to become permanent, as far as the submission by Member States of reports on the implementation of the Convention and Recommendation against Discrimination in Education are concerned.

316. In the light of its experience, the Committee has reviewed the consultation procedure and methods particularly in regard to drawing up the questionnaire.

317. From Member States' replies to the three consultations that have been held, two important conclusions can be drawn in this respect.

318. They show, first, that, according to the information supplied by States, there are virtually no longer any legal provisions and, at the level of central or federal authorities at least, administrative practices constituting active discrimination that should be abrogated or terminated.

319. However, the Committee has to take account of the fact that of 144 Member States, over 50 have not taken part in any of the consultations on application of the Convention or the Recommendation. The Committee considers therefore that the next questionnaire, which should be concise, simple and relevant, should continue to refer to legal provisions and administrative practices constituting discrimination.

All the same, the next questionnaire could go into more detail as regards the different aspects of equality of opportunity and application of the principles enunciated in Article 5 of the Convention and Section V of the Recommendation (aims of education, rights of parents, rights of minorities) which have been no more than partially dealt with to date.

320. The second conclusion that emerges from past experience concerns the efforts made by Member States and the difficulties encountered by them in applying the Convention or the Recommendation. Whereas there is considerable convergence as regards the preoccupations of many governments and a certain similarity in the obstacles that face them, account must be taken of the fact that because of widely differing circumstances in the various groups of countries, specific problems exist within them. In the light of these circumstances it seemed to the Committee that the next questionnaire should take account of these factors.

321. The remedy for this situation is not simple. It is certainly not appropriate to consider separate consultations, but the Committee believes that a special effort could be made to identify specific problems facing the different Member States and to prepare a questionnaire that will have regard for their diversity.

322. Since the number of developing countries which participated in past consultations is so small as to have possibly given no clear picture of all the difficulties they encounter in the application of the Convention or the Recommendation, the services of qualified experts from the countries concerned should be called upon to assist in the drafting of the new questionnaire.

323. In formulating the questions to be addressed to Member States emphasis should be placed on any problems referred to which are the subject of specific activities in Unesco's programme.

324. Such activities would be listed and their relationship to the problems dealt with in the questionnaire explained in detail in a special note; this should also refer to the various provisions concerning discrimination and equality of opportunity in education in the other international recommendations adopted by the General Conference.

325. Final adoption of the questionnaire might be entrusted to the Executive Board, so that there would be more time for its drafting and greater flexibility in the consultation timetable.

326. The Committee accordingly recommends that the next consultation of Member States and consideration of their new reports by the General Conference should be organized as follows:

- (i) The General Conference should firmly remind Member States that submission of periodic reports on their implementation of the 1960 instruments is a constitutional obligation; furthermore, it should remind States Party to the Convention that they have entered into a legal undertaking, under the terms of Article 7 of that instrument, to submit such reports periodically to the General Conference. Lastly, after regretting the low rate of participation of Member States in the regions of Africa, Latin America and the Caribbean, the Arab States, Asia and Oceania in previous consultations and emphasizing how important it is for the Organization to have a clearer picture of any difficulties these States encounter in combating discrimination and ensuring equality of opportunity in education, the General Conference would address an urgent appeal to these States, inviting them to take part in the new consultations.
- (ii) A draft questionnaire would be drawn up by the Committee on the basis described above and submitted to the Executive Board for approval at its Spring 1981 session.
- (iii) The questionnaire, as approved by the Executive Board, would be sent in 1981 to Member States, which would be asked to submit new periodic reports to the Organization within a maximum period of ten months.
- (iv) The Committee could, at each of its sessions, consider the reports as they are received by the Secretariat. On the basis of all the documentation received, the Committee would prepare its report towards the end of 1983 or at the beginning of 1984.
- (v) The Executive Board would prepare its comments on this report in 1984; the report and comments would then be transmitted to the General Conference at its twenty-third session.

ANNEX A

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION
ORGANIZACIÓN DE LAS NACIONES UNIDAS PARA LA EDUCACIÓN, LA CIENCIA Y LA CULTURA
ORGANISATION DES NATIONS UNIES POUR L'ÉDUCATION, LA SCIENCE ET LA CULTURE
ОРГАНИЗАЦИЯ ОБЪЕДИНЕННЫХ НАЦИЙ ПО ВОПРОСАМ ОБРАЗОВАНИЯ, НАУКИ И КУЛЬТУРЫ

**Convention against discrimination in education,
adopted by the General Conference at its eleventh session,
Paris, 14 December 1960**

**Convención relativa a la lucha contra las discriminaciones en la esfera de la enseñanza,
aprobada por la Conferencia General en su undécima reunión,
París, 14 de diciembre de 1960**

**Convention concernant la lutte contre la discrimination dans le domaine de l'enseignement,
adoptée par la Conférence générale à sa onzième session,
Paris, 14 décembre 1960**

**Конвенция о борьбе с дискриминацией в области образования,
принятая Генеральной конференцией на ее одиннадцатой сессии в Париже,
14 декабря 1960 г.**



**CONVENTION
AGAINST DISCRIMINATION
IN EDUCATION**

The General Conference of the United Nations Educational, Scientific and Cultural Organization, meeting in Paris from 14 November to 15 December 1960, at its eleventh session,

Recalling that the Universal Declaration of Human Rights asserts the principle of non-discrimination and proclaims that every person has the right to education,

Considering that discrimination in education is a violation of rights enunciated in that Declaration,

Considering that, under the terms of its Constitution, the United Nations Educational, Scientific and Cultural Organization has the purpose of instituting collaboration among the nations with a view to furthering for all universal respect for human rights and equality of educational opportunity,

Recognizing that, consequently, the United Nations Educational, Scientific and Cultural Organization, while respecting the diversity of national educational systems, has the duty not only to proscribe any form of discrimination in education but also to promote equality of opportunity and treatment for all in education,

Having before it proposals concerning the different aspects of discrimination in education, constituting item 17.1.4 of the agenda of the session,

Having decided at its tenth session that this question should be made the subject of an international convention as well as of recommendations to Member States,

Adopts this Convention on the fourteenth day of December 1960.

ARTICLE 1

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

- a. Of depriving any person or group of persons of access to education of any type or at any level;
- b. Of limiting any person or group of persons to education of an inferior standard;
- c. Subject to the provisions of Article 2 of this Convention, of establishing or maintaining separate educational systems or institutions for persons or groups of persons; or

**CONVENCIÓN RELATIVA A LA LUCHA
CONTRA LAS DISCRIMINACIONES
EN LA ESFERA DE LA ENSEÑANZA**

La Conferencia General de la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura, en su undécima reunión, celebrada en París, del 14 de noviembre al 15 de diciembre de 1960,

Recordando que la Declaración Universal de Derechos Humanos afirma el principio de que no deben establecerse discriminaciones y proclama el derecho de todos a la educación,

Considerando que las discriminaciones en la esfera de la enseñanza constituyen una violación de derechos enunciados en la Declaración Universal de Derechos Humanos,

Considerando que, según lo previsto en su Constitución, la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura se propone instituir la cooperación entre las naciones a fin de asegurar el respeto universal de los derechos humanos y una igualdad de posibilidades de educación,

Consciente de que, en consecuencia, incumbe a la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura, con el debido respeto a la diversidad de los sistemas educativos nacionales, no sólo proscribir todas las discriminaciones en la esfera de la enseñanza, sino también procurar la igualdad de posibilidades y de trato para todas las personas en esa esfera,

Habiendo recibido propuestas sobre los diferentes aspectos de las discriminaciones en la enseñanza, cuestión que constituye el punto 17.1.4 del orden del día de la reunión,

Después de haber decidido, en su décima reunión, que esta cuestión sería objeto de una convención internacional y de recomendaciones a los Estados Miembros,

Aprueba hoy, catorce de diciembre de 1960, la presente Convención.

ARTÍCULO 1

1. A los efectos de la presente Convención, se entiende por "discriminación" toda distinción, exclusión, limitación o preferencia, fundada en la raza, el color, el sexo, el idioma, la religión, las opiniones políticas o de cualquier otra índole, el origen nacional o social, la posición económica o el nacimiento, que tenga por finalidad o por efecto destruir o alterar la igualdad de trato en la esfera de la enseñanza y, en especial:

- a. Excluir a una persona o a un grupo del acceso a los diversos grados y tipos de enseñanza;
- b. Limitar a un nivel inferior la educación de una persona o de un grupo;
- c. A reserva de lo previsto en el artículo 2 de la presente Convención, instituir o mantener sistemas o establecimientos de enseñanza separados para personas o grupos; o

**CONVENTION CONCERNANT LA LUTTE
CONTRE LA DISCRIMINATION
DANS LE DOMAINE DE L'ENSEIGNEMENT**

**КОНВЕНЦИЯ
О БОРЬБЕ С ДИСКРИМИНАЦИЕЙ
В ОБЛАСТИ ОБРАЗОВАНИЯ**

La Conférence générale de l'Organisation des Nations Unies pour l'éducation, la science et la culture, réunie à Paris du 14 novembre au 15 décembre 1960, en sa onzième session,
Rappelant que la Déclaration universelle des droits de l'homme affirme le principe de la non-discrimination et proclame le droit de toute personne à l'éducation, Considérant que la discrimination dans le domaine de l'enseignement constitue une violation de droits énoncés dans cette déclaration,
Considérant qu'aux termes de son Acte constitutif, l'Organisation des Nations Unies pour l'éducation, la science et la culture se propose d'instituer la collaboration des nations afin d'assurer pour tous le respect universel des droits de l'homme et une chance égale d'éducation,
Consciente qu'il incombe en conséquence à l'Organisation des Nations Unies pour l'éducation, la science et la culture, dans le respect de la diversité des systèmes nationaux d'éducation, non seulement de proscrire toute discrimination en matière d'enseignement mais également de promouvoir l'égalité de chance et de traitement pour toutes personnes dans ce domaine,
Étant saisi de propositions concernant les différents aspects de la discrimination dans l'enseignement, question qui constitue le point 17.1.4 de l'ordre du jour de la session,
Après avoir décidé, lors de sa dixième session, que cette question ferait l'objet d'une convention internationale ainsi que de recommandations aux États membres,
Adopte, ce quatorzième jour de décembre 1960, la présente convention.

ARTICLE PREMIER

1. Aux fins de la présente convention, le terme "discrimination" comprend toute distinction, exclusion, limitation ou préférence qui, fondée sur la race, la couleur, le sexe, la langue, la religion, l'opinion politique ou toute autre opinion, l'origine nationale ou sociale, la condition économique ou la naissance, a pour objet ou pour effet de détruire ou d'altérer l'égalité de traitement en matière d'enseignement et, notamment :

- a. D'écarter une personne ou un groupe de l'accès aux divers types ou degrés d'enseignement;
- b. De limiter à un niveau inférieur l'éducation d'une personne ou d'un groupe;
- c. Sous réserve de ce qui est dit à l'article 2 de la présente convention, d'instituer ou de maintenir des systèmes ou des établissements d'enseignement séparés pour des personnes ou des groupes; ou

Генеральная конференция Организации Объединенных Наций по вопросам образования, науки и культуры, собравшаяся в Париже на одиннадцатую сессию и заседавшая с 14 ноября по 15 декабря 1960 г.,

Напоминая, что Всеобщая декларация прав человека утверждает принцип недопустимости дискриминации и провозглашает право каждого человека на образование,

Принимая во внимание, что дискриминация в области образования является нарушением прав, изложенных в этой декларации,

Принимая во внимание, что в силу своего Устава Организация Объединенных Наций по вопросам образования, науки и культуры стремится установить сотрудничество между нациями для того, чтобы обеспечить повсеместно соблюдение прав человека и равный для всех доступ к образованию,

Признавая, следовательно, что Организация Объединенных Наций по вопросам образования, науки и культуры, исходя из многообразия систем образования, принятых в отдельных странах, должна не только устранять всякую дискриминацию в области образования, но и поощрять всеобщее равенство возможностей и равное во всем отношение в этой области,

Получив предложения, касающиеся различных аспектов дискриминации в области образования, т.е. вопроса, включенного в пункт 17.1.4 повестки дня сессии,

Принимая во внимание принятое на десятой сессии решение о том, что этот вопрос является предметом международной конвенции, а также рекомендаций государствам-членам,

Принимает четырнадцатого декабря 1960 года настоящую Конвенцию.

СТАТЬЯ 1

1. В настоящей Конвенции выражение «дискриминация» охватывает всякое различие, исключение, ограничение или предпочтение по признаку расы, цвета кожи, пола, языка, религии, политических или иных убеждений, национального или социального происхождения, экономического положения или рождения, которое имеет целью или следствием уничтожение или нарушение равенства отношения в области образования, и, в частности:

- a. Закрытие для какого-либо лица или группы лиц доступа к образованию любой степени или типа;
- b. Ограничение образования для какого-либо лица или группы лиц низким уровнем образования;
- c. Создание или сохранение отдельных систем образования или учебных заведений для каких-либо лиц или группы лиц, помимо случаев, предусмотренных положением Статьи 2 настоящей Конвенции; или

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

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

ARTICLE 2

When permitted in a State, the following situations shall not be deemed to constitute discrimination, within the meaning of Article 1. of this Convention:

- a. The establishment or maintenance of separate educational systems or institutions for pupils of the two sexes, if these systems or institutions offer equivalent access to education, provide a teaching staff with qualifications of the same standard as well as school premises and equipment of the same quality, and afford the opportunity to take the same or equivalent courses of study;
- b. The establishment or maintenance, for religious or linguistic reasons, of separate educational systems or institutions offering an education which is in keeping with the wishes of the pupil's parents or legal guardians, if participation in such systems or attendance at such institutions is optional and if the education provided conforms to such standards as may be laid down or approved by the competent authorities, in particular for education of the same level;
- c. The establishment or maintenance of private educational institutions, if the object of the institutions is not to secure the exclusion of any group but to provide educational facilities in addition to those provided by the public authorities, if the institutions are conducted in accordance with that object, and if the education provided conforms with such standards as may be laid down or approved by the competent authorities, in particular for education of the same level.

ARTICLE 3

In order to eliminate and prevent discrimination within the meaning of this Convention, the States Parties thereto undertake:

- a. To abrogate any statutory provisions and any administrative instructions and to discontinue any administrative practices which involve discrimination in education;
- b. To ensure, by legislation where necessary, that there is no discrimination in the admission of pupils to educational institutions;
- c. Not to allow any differences of treatment by the public authorities between nationals, except on the basis of merit or need, in the matter of school fees

d. Colocar a una persona o a un grupo en una situación incompatible con la dignidad humana.

2. A los efectos de la presente Convención, la palabra "enseñanza" se refiere a la enseñanza en sus diversos tipos y grados, y comprende el acceso a la enseñanza, el nivel y la calidad de ésta y las condiciones en que se da.

ARTÍCULO 2

En el caso de que el Estado las admita, las situaciones siguientes no serán consideradas como constitutivas de discriminación en el sentido del artículo 1 de la presente Convención:

- a. La creación o el mantenimiento de sistemas o establecimientos de enseñanza separados para los alumnos de sexo masculino y para los de sexo femenino, siempre que esos sistemas o establecimientos ofrezcan facilidades equivalentes de acceso a la enseñanza, dispongan de un personal docente igualmente calificado, así como de locales escolares y de un equipo de igual calidad y permitan seguir los mismos programas de estudio o programas equivalentes;
- b. La creación o el mantenimiento, por motivos de orden religioso o lingüístico, de sistemas o establecimientos separados que proporcionen una enseñanza conforme a los deseos de los padres o tutores legales de los alumnos; si la participación en esos sistemas o la asistencia a esos establecimientos es facultativa y si la enseñanza en ellos proporcionada se ajusta a las normas que las autoridades competentes puedan haber fijado o aprobado, particularmente para la enseñanza del mismo grado;
- c. La creación o el mantenimiento de establecimientos de enseñanza privados, siempre que la finalidad de esos establecimientos no sea la de lograr la exclusión de cualquier grupo, sino la de añadir nuevas posibilidades de enseñanza a las que proporciona el poder público, y siempre que funcionen de conformidad con esa finalidad, y que la enseñanza dada corresponda a las normas que hayan podido prescribir o aprobar las autoridades competentes, particularmente para la enseñanza del mismo grado.

ARTÍCULO 3

A fin de eliminar o prevenir cualquier discriminación en el sentido que se da a esta palabra en la presente Convención, los Estados Partes se comprometen a:

- a. Derogar todas las disposiciones legislativas y administrativas y abandonar todas las prácticas administrativas que entrañen discriminaciones en la esfera de la enseñanza;
- b. Adoptar las medidas necesarias, inclusive disposiciones legislativas, para que no se haga discriminación alguna en la admisión de los alumnos en los establecimientos de enseñanza;
- c. No admitir, en lo concerniente a los gastos de matrícula, la adjudicación de becas o cualquier otra forma de ayuda a los alumnos, ni en la concesión de permisos y facilidades que puedan ser necesarios para la continuación de los estudios en el extranjero,

d. De placer une personne ou un groupe dans une situation incompatible avec la dignité de l'homme.

2. Aux fins de la présente convention, le mot "enseignement" vise les divers types et les différents degrés de l'enseignement et recouvre l'accès à l'enseignement, son niveau et sa qualité, de même que les conditions dans lesquelles il est dispensé.

ARTICLE 2

Lorsqu'elles sont admises par l'État, les situations suivantes ne sont pas considérées comme constituant des discriminations au sens de l'article premier de la présente convention :

- a. La création ou le maintien de systèmes ou d'établissements d'enseignement séparés pour les élèves des deux sexes, lorsque ces systèmes ou établissements présentent des facilités d'accès à l'enseignement équivalentes, disposent d'un personnel enseignant possédant des qualifications de même ordre, ainsi que de locaux scolaires et d'un équipement de même qualité, et permettent de suivre les mêmes programmes d'études ou des programmes d'études équivalents ;
- b. La création ou le maintien, pour des motifs d'ordre religieux ou linguistique, de systèmes ou d'établissements séparés dispensant un enseignement qui correspond au choix des parents ou tuteurs légaux des élèves, si l'adhésion à ces systèmes ou la fréquentation de ces établissements demeure facultative et si l'enseignement dispensé est conforme aux normes qui peuvent avoir été prescrites ou approuvées par les autorités compétentes, en particulier pour l'enseignement du même degré ;
- c. La création ou le maintien d'établissements d'enseignement privés, si ces établissements ont pour objet non d'assurer l'exclusion d'un groupe quelconque mais d'ajouter aux possibilités d'enseignement qu'offrent les pouvoirs publics, si leur fonctionnement répond à cet objet et si l'enseignement dispensé est conforme aux normes qui peuvent avoir été prescrites ou approuvées par les autorités compétentes, en particulier pour l'enseignement du même degré.

ARTICLE 3

Aux fins d'éliminer et de prévenir toute discrimination au sens de la présente convention, les États qui y sont parties s'engagent à :

- a. Abroger toutes dispositions législatives et administratives et à faire cesser toutes pratiques administratives qui comporteraient une discrimination dans le domaine de l'enseignement ;
- b. Prendre les mesures nécessaires, au besoin par la voie législative, pour qu'il ne soit fait aucune discrimination dans l'admission des élèves dans les établissements d'enseignement ;
- c. N'admettre, en ce qui concerne les frais de scolarité, l'attribution de bourses et toute autre forme d'aide aux élèves, l'octroi des autorisations et facilités qui peuvent être nécessaires pour la poursuite des études

d. положение, несовместимое с достоинством человека, в которое ставится какое-либо лицо или группа лиц.

2. В настоящей Конвенции слово «образование» относится ко всем типам и ступеням образования и включает доступ к образованию, уровень и качество обучения, а также условия, в которых оно ведется.

СТАТЬЯ 2

Следующие положения не рассматриваются как дискриминация с точки зрения Статьи 1 настоящей Конвенции, если они допускаются в отдельных государствах :

- a. Создание или сохранение отдельных систем образования или учебных заведений для учащихся разного пола в тех случаях, когда эти системы или заведения обеспечивают равный доступ к образованию, когда их преподавательский состав имеет одинаковую квалификацию, когда они располагают помещениями и оборудованием равного качества и позволяют проходить обучение по одинаковым программам ;
- b. Создание или сохранение по мотивам религиозного или языкового характера отдельных систем образования или учебных заведений, дающих образование, соответствующее выбору родителей или законных опекунов учащихся, в тех случаях, когда включение в эти системы или поступление в эти заведения является добровольным и если даваемое ими образование соответствует нормам, предписанным или утвержденным компетентными органами образования, в частности в отношении образования одной и той же ступени ;
- c. Создание или сохранение частных учебных заведений в тех случаях, когда их целью является не исключение какой-либо группы, а лишь дополнение возможностей образования, предоставляемых государством, при условии, что их деятельность действительно отвечает вышеуказанной цели и что даваемое ими образование соответствует нормам, предписанным или утвержденным компетентными органами образования, в частности, в отношении норм образования одной и той же ступени.

СТАТЬЯ 3

В целях ликвидации или предупреждения дискриминации, подпадающей под определение, данное в настоящей Конвенции, государства, являющиеся сторонами этой последней, обязуются :

- a. Отменить все законодательные постановления и административные распоряжения и прекратить административную практику дискриминационного характера в области образования ;
- b. Принять, если нужно, в законодательном порядке меры, необходимые для того, чтобы устранить всякую дискриминацию при приеме учащихся в учебные заведения ;
- c. Не допускать в том, что касается платы за обучение, предоставления стипендий и любой другой помощи учащимся, а также разрешений и льгот, которые могут быть необходимы для продолжения

and the grant of scholarships or other forms of assistance to pupils and necessary permits and facilities for the pursuit of studies in foreign countries;

- d. Not to allow, in any form of assistance granted by the public authorities to educational institutions, any restrictions or preference based solely on the ground that pupils belong to a particular group;
- e. To give foreign nationals resident within their territory the same access to education as that given to their own nationals.

ARTICLE 4

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

- a. To make primary education free and compulsory; make secondary education in its different forms generally available and accessible to all; make higher education equally accessible to all on the basis of individual capacity; assure compliance by all with the obligation to attend school prescribed by law;
- b. To ensure that the standards of education are equivalent in all public educational institutions of the same level, and that the conditions relating to the quality of the education provided are also equivalent;
- c. To encourage and intensify by appropriate methods the education of persons who have not received any primary education or who have not completed the entire primary education course and the continuation of their education on the basis of individual capacity;
- d. To provide training for the teaching profession without discrimination.

ARTICLE 5

- 1. The States Parties to this Convention agree that:
 - a. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms; it shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace;
 - b. It is essential to respect the liberty of parents and, where applicable, of legal guardians, firstly to choose for their children institutions other than those maintained by the public authorities but conforming to such minimum educational standards as may be laid down or approved by the competent authorities and, secondly, to ensure in a manner consistent with the procedures followed in the State for the application of its legislation, the religious and moral education of the children in conformity with their own convictions; and no person or group of persons

ninguna diferencia de trato entre nacionales por los poderes públicos, salvo las fundadas en el mérito o las necesidades;

- d. No admitir, en la ayuda, cualquiera que sea la forma que los poderes públicos puedan prestar a los establecimientos de enseñanza, ninguna preferencia ni restricción fundadas únicamente en el hecho de que los alumnos pertenezcan a un grupo determinado;
- e. Conceder, a los súbditos extranjeros residentes en su territorio, el acceso a la enseñanza en las mismas condiciones que a sus propios nacionales.

ARTÍCULO 4

Los Estados Partes en la presente Convención se comprometen, además, a formular, desarrollar y aplicar una política nacional encaminada a promover, por métodos adecuados a las circunstancias y las prácticas nacionales, la igualdad de posibilidades y de trato en la esfera de la enseñanza y, en especial, a:

- a. Hacer obligatoria y gratuita la enseñanza primaria, generalizar y hacer accesible a todos la enseñanza secundaria en sus diversas formas; hacer accesible a todos, en condiciones de igualdad total y según la capacidad de cada uno, la enseñanza superior; velar por el cumplimiento por todos de la obligación escolar prescrita por la ley;
- b. Mantener en todos los establecimientos públicos del mismo grado una enseñanza del mismo nivel y condiciones equivalentes en cuanto se refiere a la calidad de la enseñanza proporcionada;
- c. Fomentar e intensificar, por métodos adecuados, la educación de las personas que no hayan recibido instrucción primaria o que no la hayan recibido en su totalidad, y permitirles que continúen sus estudios en función de sus aptitudes;
- d. Velar por que, en la preparación para la profesión docente, no existan discriminaciones.

ARTÍCULO 5

- 1. Los Estados Partes en la presente Convención convienen:
 - a. En que la educación debe tender al pleno desenvolvimiento de la personalidad humana y a reforzar el respeto de los derechos humanos y de las libertades fundamentales, y que debe fomentar la comprensión, la tolerancia y la amistad entre todas las naciones y todos los grupos raciales o religiosos, y el desarrollo de las actividades de las Naciones Unidas para el mantenimiento de la paz;
 - b. En que debe respetarse la libertad de los padres o, en su caso, de los tutores legales, 1.º de elegir para sus hijos establecimientos de enseñanza que no sean los mantenidos por los poderes públicos, pero que respeten las normas mínimas que puedan fijar o aprobar las autoridades competentes, y 2.º de dar a sus hijos, según las modalidades de aplicación que determine la legislación de cada Estado, la educación religiosa y moral conforme a sus propias convicciones; en que, además, no debe obligarse a

à l'étranger, aucune différence de traitement entre nationaux par les pouvoirs publics, sauf celles fondées sur le mérite ou les besoins;

- d. N'admettre, dans l'aide éventuellement fournie, sous quelque forme que ce soit, par les autorités publiques aux établissements d'enseignement, aucune préférence ni restriction fondées uniquement sur le fait que les élèves appartiennent à un groupe déterminé;
- e. Accorder aux ressortissants étrangers résidant sur leur territoire le même accès à l'enseignement qu'à leurs propres nationaux.

ARTICLE 4

Les États parties à la présente convention s'engagent en outre à formuler, à développer et à appliquer une politique nationale visant à promouvoir, par des méthodes adaptées aux circonstances et aux usages nationaux, l'égalité de chance et de traitement en matière d'enseignement, et notamment à :

- a. Rendre obligatoire et gratuit l'enseignement primaire; généraliser et rendre accessible à tous l'enseignement secondaire sous ses diverses formes; rendre accessible à tous, en pleine égalité, en fonction des capacités de chacun, l'enseignement supérieur; assurer l'exécution par tous de l'obligation scolaire prescrite par la loi;
- b. Assurer dans tous les établissements publics de même degré un enseignement de même niveau et des conditions équivalentes en ce qui concerne la qualité de l'enseignement dispensé;
- c. Encourager et intensifier par des méthodes appropriées l'éducation des personnes qui n'ont pas reçu d'instruction primaire ou qui ne l'ont pas reçue jusqu'à son terme, et leur permettre de poursuivre leurs études en fonction de leurs aptitudes;
- d. Assurer sans discrimination la préparation à la profession enseignante.

ARTICLE 5

1. Les États parties à la présente convention conviennent :

- a. Que l'éducation doit viser au plein épanouissement de la personnalité humaine et au renforcement du respect des droits de l'homme et des libertés fondamentales et qu'elle doit favoriser la compréhension, la tolérance et l'amitié entre toutes les nations et tous les groupes raciaux ou religieux, ainsi que le développement des activités des Nations Unies pour le maintien de la paix;
- b. Qu'il importe de respecter la liberté des parents et, le cas échéant, des tuteurs légaux : 1° de choisir pour leurs enfants des établissements autres que ceux des pouvoirs publics, mais conformes aux normes minimums qui peuvent être prescrites ou approuvées par les autorités compétentes; et 2° de faire assurer, selon les modalités d'application propres à la législation de chaque État, l'éducation religieuse et morale des enfants conformément à

образования за границей, никаких различий в отношении к учащимся — гражданам данной страны со стороны государственных органов, кроме различий, основанных на их успехах или потребностях;

- d. Не допускать — в случаях, когда государственные органы предоставляют учебным заведениям те или иные виды помощи — никаких предпочтений или ограничений, основанных исключительно на принадлежности учащихся к какой-либо определенной группе;
- e. Предоставлять иностранным гражданам, проживающим на их территории, такой же доступ к образованию, что и своим гражданам.

СТАТЬЯ 4

Государства, являющиеся сторонами настоящей Конвенции, обязуются, кроме того, разрабатывать, развивать и проводить в жизнь общегосударственную политику, использующую соответствующие национальным условиям и обычаям методы для осуществления равенства возможностей и отношения в области образования, и, в частности:

- a. Сделать начальное образование обязательным и бесплатным; сделать среднее образование в различных его формах всеобщим достоянием и обеспечить его общедоступность; сделать высшее образование доступным для всех на основе полного равенства и в зависимости от способностей каждого; обеспечить соблюдение предусмотренной законом обязательности обучения;
- b. Обеспечить во всех государственных учебных заведениях равной ступени одинаковый уровень образования и равные условия в отношении качества обучения;
- c. Поощрять и развивать подходящими методами образование лиц, не получивших начального образования или не закончивших его, и продолжение их образования в соответствии со способностями каждого;
- d. Обеспечить без дискриминации подготовку к преподавательской профессии.

СТАТЬЯ 5

1. Государства, являющиеся сторонами настоящей Конвенции, считают, что:

- a. Образование должно быть направлено на полное развитие человеческой личности и на большее уважение прав человека и основных свобод; оно должно содействовать взаимопониманию, терпимости и дружбе между всеми народами и всеми расовыми или религиозными группами, а также развитию деятельности Организации Объединенных Наций по поддержанию мира;
- b. Родители и, в соответствующих случаях, законные опекуны должны иметь возможность, во-первых, в рамках, определенных законодательством каждого государства, свободно посылать своих детей не в государственные, а в другие учебные заведения, отвечающие минимальным требованиям, предписанным или утвержденным компетентными органами образования, и, во-вторых, обеспечивать религиозное и моральное воспитание детей в соответствии с их собственными убеждениями;

should be compelled to receive religious instruction inconsistent with his or their convictions;

c. It is essential to recognize the right of members of national minorities to carry on their own educational activities, including the maintenance of schools and, depending on the educational policy of each State, the use or the teaching of their own language, provided however:

(i) That this right is not exercised in a manner which prevents the members of these minorities from understanding the culture and language of the community as a whole and from participating in its activities, or which prejudices national sovereignty;

(ii) That the standard of education is not lower than the general standard laid down or approved by the competent authorities; and

(iii) That attendance at such schools is optional.

2. The States Parties to this Convention undertake to take all necessary measures to ensure the application of the principles enunciated in paragraph 1 of this Article.

ARTICLE 6

In the application of this Convention, the States Parties to it undertake to pay the greatest attention to any recommendations hereafter adopted by the General Conference of the United Nations Educational, Scientific and Cultural Organization defining the measures to be taken against the different forms of discrimination in education and for the purpose of ensuring equality of opportunity and treatment in education.

ARTICLE 7

The States Parties to this Convention shall in their periodic reports submitted to the General Conference of the United Nations Educational, Scientific and Cultural Organization on dates and in a manner to be determined by it, give information on the legislative and administrative provisions which they have adopted and other action which they have taken for the application of this Convention, including that taken for the formulation and the development of the national policy defined in Article 4 as well as the results achieved and the obstacles encountered in the application of that policy.

ARTICLE 8

Any dispute which may arise between any two or more States Parties to this Convention concerning the interpretation or application of this Convention, which is not settled by negotiation shall at the request of the parties to the dispute be referred, failing other means of settling the dispute, to the International Court of Justice for decision.

ningún individuo o grupo a recibir una instrucción religiosa incompatible con sus convicciones;

c. En que debe reconocerse a los miembros de las minorías nacionales el derecho a ejercer las actividades docentes que les sean propias, entre ellas la de establecer y mantener escuelas y, según la política de cada Estado en materia de educación, emplear y enseñar su propio idioma, siempre y cuando:

(i) Ese derecho no se ejerza de manera que impida a los miembros de las minorías comprender la cultura y el idioma del conjunto de la colectividad y tomar parte en sus actividades, ni que comprometa la soberanía nacional;

(ii) El nivel de enseñanza en estas escuelas no sea inferior al nivel general prescrito o aprobado por las autoridades competentes; y

(iii) La asistencia a tales escuelas sea facultativa.

2. Los Estados Partes en la presente Convención se comprometen a tomar todas las disposiciones necesarias para garantizar la aplicación de los principios enunciados en el párrafo 1 de este artículo.

ARTÍCULO 6

Los Estados Partes en la presente Convención se comprometen a prestar, en la aplicación de la misma, la mayor atención a las recomendaciones que pueda aprobar la Conferencia General de la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura con el fin de definir las medidas que hayan de adoptarse para luchar contra los diversos aspectos de las discriminaciones en la enseñanza y conseguir la igualdad de posibilidades y de trato en esa esfera.

ARTÍCULO 7

Los Estados Partes en la presente Convención deberán indicar, en informes periódicos que habrán de someter a la Conferencia General de la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura, en las fechas y en la forma que ésta determine, las disposiciones legislativas o reglamentarias, y las demás medidas que hubieren adoptado para aplicar la presente Convención, inclusive las que hubieren adoptado para formular y desarrollar la política nacional definida en el artículo 4, los resultados obtenidos y los obstáculos que hayan encontrado en su aplicación.

ARTÍCULO 8

Cualquier controversia entre dos o varios Estados Partes en la presente Convención respecto a su interpretación o aplicación que no se hubiere resuelto mediante negociaciones, se someterá, a petición de las partes en la controversia, a la Corte Internacional de Justicia para que resuelva al respecto, a falta de otro procedimiento para resolver la controversia.

leurs propres convictions; qu'en outre, aucune personne ni aucun groupe ne devraient être contraints de recevoir une instruction religieuse incompatible avec leurs convictions;

c. Qu'il importe de reconnaître aux membres des minorités nationales le droit d'exercer des activités éducatives qui leur soient propres, y compris la gestion d'écoles et, selon la politique de chaque État en matière d'éducation, l'emploi ou l'enseignement de leur propre langue, à condition toutefois:

(i) Que ce droit ne soit pas exercé d'une manière qui empêche les membres des minorités de comprendre la culture et la langue de l'ensemble de la collectivité et de prendre part à ses activités, ou qui compromette la souveraineté nationale;

(ii) Que le niveau de l'enseignement dans ces écoles ne soit pas inférieur au niveau général prescrit ou approuvé par les autorités compétentes; et

(iii) Que la fréquentation de ces écoles soit facultative.

2. Les États parties à la présente convention s'engagent à prendre toutes les mesures nécessaires pour assurer l'application des principes énoncés au paragraphe 1 du présent article.

ARTICLE 6

Dans l'application de la présente convention, les États qui y sont parties s'engagent à accorder la plus grande attention aux recommandations que la Conférence générale de l'Organisation des Nations Unies pour l'éducation, la science et la culture pourra adopter en vue de définir les mesures à prendre pour lutter contre les divers aspects de la discrimination dans l'enseignement et assurer l'égalité de chance et de traitement.

ARTICLE 7

Les États parties à la présente convention devront indiquer dans des rapports périodiques qu'ils présenteront à la Conférence générale de l'Organisation des Nations Unies pour l'éducation, la science et la culture, aux dates et sous la forme qu'elle déterminera, les dispositions législatives et réglementaires et les autres mesures qu'ils auront adoptées pour l'application de la présente convention, y compris celles prises pour formuler et développer la politique nationale définie à l'article 4 ainsi que les résultats obtenus et les obstacles rencontrés dans sa mise en œuvre.

ARTICLE 8

Tout différend entre deux ou plusieurs États parties à la présente convention touchant l'interprétation ou l'application de la présente convention qui n'aura pas été réglé par voie de négociations sera porté, à la requête des parties au différend, devant la Cour internationale de justice pour qu'elle statue à son sujet, à défaut d'autre procédure de solution du différend.

никому в отдельности и ни одной группе лиц, взятой в целом, не следует навязывать религиозное воспитание, не совместимое с их убеждениями;

c. За лицами, принадлежащими к национальным меньшинствам, следует признавать право вести собственную просветительную работу, включая руководство школами; и, в соответствии с политикой в области образования каждого государства, использовать или преподавать свой собственный язык, при условии, однако, что:

(i) Осуществление этого права не мешает лицам, принадлежащим к меньшинствам, понимать культуру и язык всего коллектива и участвовать в его деятельности, и что оно не подрывает суверенитета страны;

(ii) Уровень образования в такого рода школах нижеобщего уровня, предписанного или утвержденного компетентными органами; и

(iii) Посещение такого рода школ является факультативным.

2. Государства, являющиеся сторонами настоящей Конвенции, обязуются принять все необходимые меры, чтобы обеспечить применение принципов, изложенных в пункте 1 настоящей статьи.

СТАТЬЯ 6

При применении настоящей Конвенции государства, являющиеся ее сторонами, обязуются в возможно большей мере учитывать рекомендации, которые Генеральная конференция Организации Объединенных Наций по вопросам образования, науки и культуры может принять в целях определения мер борьбы с различными аспектами дискриминации в области образования и мер по обеспечению равенства возможностей и отношения в этой области.

СТАТЬЯ 7

Государства, являющиеся сторонами настоящей Конвенции, должны сообщать в периодических докладах, которые они будут представлять Генеральной конференции Организации Объединенных Наций по вопросам образования, науки и культуры в сроки и в форме, которые будут установлены Конференцией, о законодательных, административных и других мерах, принятых ими для осуществления настоящей Конвенции, в частности, о выработке и развитии общегосударственной политики, упомянутой в Статье 4, о достигнутых результатах и о препятствиях, на которые натолкнулось претворение этой политики в жизнь.

СТАТЬЯ 8

Если между двумя или несколькими государствами, являющимися сторонами настоящей Конвенции, возникнут разногласия по вопросу о ее толковании или применении и если эти разногласия не будут урегулированы путем переговоров, они будут переданы, по просьбе сторон, Международному суду для вынесения решения в том случае, если не окажется других средств урегулирования разногласий.

ARTICLE 9

Reservations to this Convention shall not be permitted.

ARTICLE 10

This Convention shall not have the effect of diminishing the rights which individuals or groups may enjoy by virtue of agreements concluded between two or more States, where such rights are not contrary to the letter or spirit of this Convention.

ARTICLE 11

This Convention is drawn up in English, French, Russian and Spanish, the four texts being equally authoritative.

ARTICLE 12

1. This Convention shall be subject to ratification or acceptance by States Members of the United Nations Educational, Scientific and Cultural Organization in accordance with their respective constitutional procedures.

2. The instruments of ratification or acceptance shall be deposited with the Director-General of the United Nations Educational, Scientific and Cultural Organization.

ARTICLE 13

1. This Convention shall be open to accession by all States not Members of the United Nations Educational, Scientific and Cultural Organization which are invited to do so by the Executive Board of the Organization.

2. Accession shall be effected by the deposit of an instrument of accession with the Director-General of the United Nations Educational, Scientific and Cultural Organization.

ARTICLE 14

This Convention shall enter into force three months after the date of the deposit of the third instrument of ratification, acceptance or accession, but only with respect to those States which have deposited their respective instruments on or before that date. It shall enter into force with respect to any other State three months after the deposit of its instrument of ratification, acceptance or accession.

ARTICLE 15

The States Parties to this Convention recognize that the Convention is applicable not only to their metropolitan territory but also to all non-self-governing, trust, colonial and other territories for the inter-

ARTÍCULO 9

No se admitirá ninguna reserva a la presente Convención.

ARTÍCULO 10

La presente Convención no tendrá por efecto menoscabar los derechos de que disfruten los individuos o los grupos en virtud de acuerdos concertados entre dos o más Estados, siempre que esos derechos no sean contrarios a la letra o al espíritu de la presente Convención.

ARTÍCULO 11

La presente Convención ha sido redactada en español, francés, inglés y ruso; los cuatro textos son igualmente auténticos.

ARTÍCULO 12

1. La presente Convención será sometida a los Estados Miembros de la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura, para su ratificación o aceptación de conformidad con sus respectivos procedimientos constitucionales.

2. Los instrumentos de ratificación o de aceptación serán depositados en poder del Director General de la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura.

ARTÍCULO 13

1. La presente Convención estará abierta a la adhesión de cualquier Estado que no sea miembro de la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura y que sea invitado a adherirse a ella por el Consejo Ejecutivo de la Organización.

2. La adhesión se hará mediante el depósito de un instrumento de adhesión en poder del Director General de la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura.

ARTÍCULO 14

La presente Convención entrará en vigor tres meses después de la fecha en que se deposite el tercer instrumento de ratificación, aceptación o adhesión, pero únicamente respecto de los Estados que hubieren depositado sus respectivos instrumentos de ratificación, aceptación o adhesión en esa fecha o anteriormente. Asimismo, entrará en vigor respecto de cada uno de los demás Estados tres meses después del depósito de su instrumento de ratificación, aceptación o adhesión.

ARTÍCULO 15

Los Estados Partes en la presente Convención reconocen que ésta es aplicable no sólo en su territorio metropolitano, sino también en todos aquellos territorios no autónomos, en fideicomiso, coloniales o

ARTICLE 9

Il ne sera admis aucune réserve à la présente convention.

ARTICLE 10

La présente convention n'a pas pour effet de porter atteinte aux droits dont peuvent jouir des individus ou des groupes en vertu d'accords conclus entre deux ou plusieurs États, à condition que ces droits ne soient contraires ni à la lettre, ni à l'esprit de la présente convention.

ARTICLE 11

La présente convention est établie en anglais, en espagnol, en français et en russe, les quatre textes faisant également foi.

ARTICLE 12

1. La présente convention sera soumise à la ratification ou à l'acceptation des États membres de l'Organisation des Nations Unies pour l'éducation, la science et la culture, conformément à leurs procédures constitutionnelles respectives.

2. Les instruments de ratification ou d'acceptation seront déposés auprès du Directeur général de l'Organisation des Nations Unies pour l'éducation, la science et la culture.

ARTICLE 13

1. La présente convention est ouverte à l'adhésion de tout État non membre de l'Organisation des Nations Unies pour l'éducation, la science et la culture invité à y adhérer par le Conseil exécutif de l'Organisation.

2. L'adhésion se fera par le dépôt d'un instrument d'adhésion auprès du Directeur général de l'Organisation des Nations Unies pour l'éducation, la science et la culture.

ARTICLE 14

La présente convention entrera en vigueur trois mois après la date du dépôt du troisième instrument de ratification, d'acceptation ou d'adhésion, mais uniquement à l'égard des États qui auront déposé leurs instruments respectifs de ratification, d'acceptation ou d'adhésion à cette date ou antérieurement. Elle entrera en vigueur pour chaque autre État trois mois après le dépôt de son instrument de ratification, d'acceptation ou d'adhésion.

ARTICLE 15

Les États parties à la présente convention reconnaissent que celle-ci est applicable non seulement à leur territoire métropolitain, mais aussi à tous les territoires non autonomes, sous tutelle, coloniaux et autres

СТАТЬЯ 9

Никакие оговорки к настоящей Конвенции не допускаются.

СТАТЬЯ 10

Настоящая Конвенция не ущемляет прав, которыми могут пользоваться отдельные лица или группы в силу соглашений, заключенных между двумя или несколькими государствами, при условии, что эти права не идут вразрез с буквой или с духом Конвенции.

СТАТЬЯ 11

Настоящая Конвенция составлена на английском, испанском, русском и французском языках, причем все четыре текста имеют равную силу.

СТАТЬЯ 12

1. Настоящая Конвенция подлежит ратификации или принятию государствами-членами Организации Объединенных Наций по вопросам образования, науки и культуры в порядке, предусмотренном их конституциями.

2. Ратификационные грамоты или акты о принятии сдаются на хранение Генеральному директору Организации Объединенных Наций по вопросам образования, науки и культуры.

СТАТЬЯ 13

1. К настоящей Конвенции может присоединиться любое государство, не состоящее членом Организации Объединенных Наций по вопросам образования, науки и культуры, которое получит от Исполнительного совета приглашение присоединиться к ней.

2. Присоединение происходит путем сдачи акта о присоединении на хранение Генеральному директору Организации Объединенных Наций по вопросам образования, науки и культуры.

СТАТЬЯ 14

Настоящая Конвенция вступит в силу через три месяца со дня сдачи на хранение третьей ратификационной грамоты или акта о принятии или присоединении, но лишь в отношении тех государств, которые сдали на хранение свои акты о ратификации, принятии или присоединении в указанный день или ранее. В отношении любого другого государства Конвенция вступает в силу через три месяца после того, как оно сдало на хранение свой акт о ратификации, принятии или присоединении.

СТАТЬЯ 15

Государства, являющиеся сторонами настоящей Конвенции, признают, что ее действие распространяется не только на территории их метрополии, но и на все самоуправляющиеся, подопечные, коло-

national relations of which they are responsible; they undertake to consult, if necessary, the governments or other competent authorities of these territories on or before ratification, acceptance or accession with a view to securing the application of the Convention to those territories, and to notify the Director-General of the United Nations Educational, Scientific and Cultural Organization of the territories to which it is accordingly applied, the notification to take effect three months after the date of its receipt.

ARTICLE 16

1. Each State Party to this Convention may denounce the Convention on its own behalf or on behalf of any territory for whose international relations it is responsible.

2. The denunciation shall be notified by an instrument in writing, deposited with the Director-General of the United Nations Educational, Scientific and Cultural Organization.

3. The denunciation shall take effect twelve months after the receipt of the instrument of denunciation.

ARTICLE 17

The Director-General of the United Nations Educational, Scientific and Cultural Organization shall inform the States Members of the Organization, the States not members of the Organization which are referred to in Article 13, as well as the United Nations, of the deposit of all the instruments of ratification, acceptance and accession provided for in Articles 12 and 13, and of the notifications and denunciations provided for in Articles 15 and 16 respectively.

ARTICLE 18

1. This Convention may be revised by the General Conference of the United Nations Educational, Scientific and Cultural Organization. Any such revision shall, however, bind only the States which shall become Parties to the revising convention.

2. If the General Conference should adopt a new convention revising this Convention in whole or in part, then, unless the new convention otherwise provides, this Convention shall cease to be open to ratification, acceptance or accession as from the date on which the new revising convention enters into force.

ARTICLE 19

In conformity with Article 102 of the Charter of the United Nations, this Convention shall be registered with the Secretariat of the United Nations at the

cualesquiera otros cuyas relaciones internacionales tengan a su cargo. Los Estados Partes se comprometen a consultar, si fuera necesario, al gobierno o demás autoridades competentes de esos territorios, antes o en el momento de la ratificación, aceptación o adhesión, para obtener la aplicación de la Convención a esos territorios, y a notificar al Director General de la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura, a qué territorios se aplicará la Convención, notificación que surtirá efecto tres meses después de recibida.

ARTÍCULO 16

1. Todo Estado Parte en la presente Convención tendrá la facultad de denunciarla en su propio nombre o en el de cualquier territorio cuyas relaciones internacionales tenga a su cargo.

2. La denuncia será notificada mediante un instrumento escrito que se depositará en poder del Director General de la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura.

3. La denuncia surtirá efecto doce meses después de la fecha de recibo del correspondiente instrumento de denuncia.

ARTÍCULO 17

El Director General de la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura informará a los Estados Miembros de la Organización, a los Estados no miembros a que se refiere el artículo 13 y a las Naciones Unidas, del depósito de cualquiera de los instrumentos de ratificación, aceptación o adhesión a que se refieren los artículos 12 y 13, así como de las notificaciones y denuncias previstas en los artículos 15 y 16 respectivamente.

ARTÍCULO 18

1. La presente Convención podrá ser revisada por la Conferencia General de la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura. No obstante, la revisión no obligará sino a los Estados que lleguen a ser Partes en la convención revisada.

2. En el caso de que la Conferencia General aprobara una nueva convención que constituya una revisión total o parcial de la presente Convención, y a menos que la nueva convención disponga otra cosa, la presente Convención dejará de estar abierta a la ratificación, la aceptación o la adhesión desde la fecha de entrada en vigor de la nueva convención revisada.

ARTÍCULO 19

De conformidad con el artículo 102 de la Carta de las Naciones Unidas, la presente Convención será registrada en la Secretaría de las Naciones Unidas a

dont ils assurent les relations internationales; ils s'engagent à consulter, si nécessaire, les gouvernements ou autres autorités compétentes desdits territoires, au moment de la ratification, de l'acceptation ou de l'adhésion, ou auparavant, en vue d'obtenir l'application de la convention à ces territoires, ainsi qu'à notifier au Directeur général de l'Organisation des Nations Unies pour l'éducation, la science et la culture les territoires auxquels la convention s'appliquera, cette notification devant prendre effet trois mois après la date de sa réception.

ARTICLE 16

1. Chacun des États parties à la présente convention aura la faculté de dénoncer la présente convention en son nom propre ou au nom de tout territoire dont il assure les relations internationales.

2. La dénonciation sera notifiée par un instrument écrit déposé auprès du Directeur général de l'Organisation des Nations Unies pour l'éducation, la science et la culture.

3. La dénonciation prendra effet douze mois après réception de l'instrument de dénonciation.

ARTICLE 17

Le Directeur général de l'Organisation des Nations Unies pour l'éducation, la science et la culture informera les États membres de l'Organisation, les États non membres visés à l'article 13, ainsi que l'Organisation des Nations Unies, du dépôt de tous les instruments de ratification, d'acceptation ou d'adhésion mentionnés aux articles 12 et 13, de même que des notifications et dénonciations respectivement prévues aux articles 15 et 16.

ARTICLE 18

1. La présente convention pourra être révisée par la Conférence générale de l'Organisation des Nations Unies pour l'éducation, la science et la culture. La révision ne liera cependant que les États qui deviendront parties à la convention portant révision.

2. Au cas où la Conférence générale adopterait une nouvelle convention portant révision totale ou partielle de la présente convention, et à moins que la nouvelle convention n'en dispose autrement, la présente convention cesserait d'être ouverte à la ratification, à l'acceptation ou à l'adhésion à partir de la date d'entrée en vigueur de la nouvelle convention portant révision.

ARTICLE 19

Conformément à l'article 102 de la Charte des Nations Unies, la présente convention sera enregistrée au Secrétariat des Nations Unies à la requête du Directeur

ниальные и другие территории, за внешние сношения которых они несут ответственность; они обязуются консультироваться, если необходимо, с правительствами или с компетентными властями указанных территорий в момент ратификации, принятия или присоединения, или еще ранее, чтобы обеспечить осуществление Конвенции на этих территориях, а также уведомить Генерального директора Организации Объединенных Наций по вопросам образования, науки и культуры о территориях, на которых Конвенция будет осуществляться. Эта нотификация вступает в силу через три месяца после ее получения.

статья 16

1. Каждое государство, являющееся стороной настоящей Конвенции, может ее денонсировать от своего имени или от имени любой территории, за внешние сношения которой оно несет ответственность.

2. Денонсация нотифицируется письменным актом, который сдается Генеральному директору Организации Объединенных Наций по вопросам образования, науки и культуры.

3. Денонсация вступает в силу через двенадцать месяцев после получения акта о денонсации.

статья 17

Генеральный директор Организации Объединенных Наций по вопросам образования, науки и культуры сообщает государствам-членам Организации, государствам, не состоящим членами Организации, упомянутым в Статье 13, а также Организации Объединенных Наций, о сдаче на хранение всех актов о ратификации, принятии или присоединении, упомянутых в Статьях 12 и 13, а также о нотификациях и денонсациях, указанных в Статьях 15 и 16.

статья 18

1. Настоящая Конвенция может быть пересмотрена Генеральной конференцией Организации Объединенных Наций по вопросам образования, науки и культуры. Однако ее пересмотренный текст будет обязывать лишь те государства, которые станут сторонами пересмотренной Конвенции.

2. В случае, если Генеральная конференция примет новую Конвенцию в результате полного или частичного пересмотра настоящей Конвенции и если новая Конвенция не будет содержать других указаний, настоящая Конвенция будет закрыта для ратификации, принятия или присоединения со дня вступления в силу новой Конвенции, содержащей пересмотренный текст.

статья 19

Согласно статье 102 Устава Организации Объединенных Наций, настоящая Конвенция будет зарегистрирована в Секретариате Организации Объ-

request of the Director-General of the United Nations Educational, Scientific and Cultural Organization.

Done in Paris, this fifteenth day of December 1960, in two authentic copies bearing the signatures of the President of the eleventh session of the General Conference and of the Director-General of the United Nations Educational, Scientific and Cultural Organization, which shall be deposited in the archives of the United Nations Educational, Scientific and Cultural Organization, and certified true copies of which shall be delivered to all the States referred to in Articles 12 and 13 as well as to the United Nations.

The foregoing is the authentic text of the Convention duly adopted by the General Conference of the United Nations Educational, Scientific and Cultural Organization during its eleventh session, which was held in Paris and declared closed the fifteenth day of December 1960.

IN FAITH WHEREOF we have appended our signatures this fifteenth day of December 1960.

The President of the General Conference

AKALE-WORK ABTE-WOLD

The Director-General

VITTORINO VERONESE

Certified copy
Paris,

*Legal Adviser
of the United Nations Educational,
Scientific and Cultural Organization*

petición del Director General de la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura.

Hecho en París, el quince de diciembre de 1960, en dos ejemplares auténticos, firmados por el Presidente de la undécima reunión de la Conferencia General, y por el Director General de la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura, ejemplares que quedarán depositados en los archivos de la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura y de los que se enviarán copias certificadas conformes a todos los Estados a que se hace referencia en los artículos 12 y 13, así como a las Naciones Unidas.

Lo anterior es el texto auténtico de la Convención aprobada en buena y debida forma por la Conferencia General de la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura, en su undécima reunión, celebrada en París y terminada el quince de diciembre de 1960.

EN FE DE LO CUAL estampan sus firmas, en este día quince de diciembre de 1960,

El Presidente de la Conferencia General

AKALE-WORK ABTE-WOLD

El Director General

VITTORINO VERONESE

Copia certificada conforme
Paris,

*Consejero jurídico
de la Organización de las Naciones Unidas
para la Educación, la Ciencia y la Cultura*

général de l'Organisation des Nations Unies pour l'éducation, la science et la culture.

Fait à Paris, le quinze décembre 1960, en deux exemplaires authentiques portant la signature du Président de la Conférence générale, réunie en sa onzième session, et du Directeur général de l'Organisation des Nations Unies pour l'éducation, la science et la culture, qui seront déposés dans les archives de l'Organisation des Nations Unies pour l'éducation, la science et la culture et dont les copies certifiées conformes seront remises à tous les États visés aux articles 12 et 13 ainsi qu'à l'Organisation des Nations Unies.

Le texte qui précède est le texte authentique de la convention dûment adoptée par la Conférence générale de l'Organisation des Nations Unies pour l'éducation, la science et la culture à sa onzième session, qui s'est tenue à Paris et qui a été déclarée close le quinzième jour de décembre 1960.

EN FOI DE QUOI ont apposé leur signature, ce quinzième jour de décembre 1960,

Le Président de la Conférence générale

AKALE-WORK ABTE-WOLD

Le Directeur général

VITTORINO VERONESE

Copie certifiée conforme
Paris,

*Conseiller juridique
de l'Organisation des Nations Unies
pour l'éducation, la science et la culture*

единенных Наций по просьбе Генерального директора Организации объединенных наций по вопросам образования, науки и культуры.

Составлено в Париже, пятнадцатого декабря 1960 года в двух аутентичных экземплярах за подписью Председателя Генеральной конференции, собравшейся на одиннадцатую сессию, и Генерального директора Организации объединенных наций по вопросам образования, науки и культуры; эти экземпляры будут сданы на хранение в архив Организации объединенных наций по вопросам образования, науки и культуры и надлежащим образом заверенные копии их будут направлены всем государствам, указанным в Статьях 12 и 13, а также Организации Объединенных Наций.

Приведенный выше текст является подлинным текстом Конвенции, надлежащим образом принятой Генеральной конференцией Организации объединенных наций по вопросам образования, науки и культуры на ее одиннадцатой сессии, состоявшейся в Париже и закончившейся пятнадцатого декабря 1960 г.

В удостоверение чего, настоящую Конвенцию подписали сего пятнадцатого декабря 1960 г.

Председатель Генеральной конференции

AKALE-WORK ABTE-WOLD

Генеральный директор

VITTORINO VERONESE

Заверенная копия
Париж,

*Юрисконсульт Организации
объединенных наций по вопросам
образования, науки и культуры*

ANNEX B

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION
ORGANIZACIÓN DE LAS NACIONES UNIDAS PARA LA EDUCACIÓN, LA CIENCIA Y LA CULTURA
ORGANISATION DES NATIONS UNIES POUR L'ÉDUCATION, LA SCIENCE ET LA CULTURE
ОРГАНИЗАЦИЯ ОБЪЕДИНЕННЫХ НАЦИЙ ПО ВОПРОСАМ ОБРАЗОВАНИЯ, НАУКИ И КУЛЬТУРЫ

**Recommendation against discrimination in education,
adopted by the General Conference at its eleventh session,
Paris, 14 December 1960**

**Recomendación relativa a la lucha contra las discriminaciones en la esfera de la enseñanza,
aprobada por la Conferencia General en su undécima reunión,
Paris, 14 de diciembre de 1960**

**Recommandation concernant la lutte contre la discrimination dans le domaine de l'enseignement,
adoptée par la Conférence générale à sa onzième session,
Paris, 14 décembre 1960**

**Рекомендация о борьбе с дискриминацией в области образования,
принятая Генеральной конференцией на ее одиннадцатой сессии в Париже,
14 декабря 1960 г.**



RECOMMENDATION
AGAINST DISCRIMINATION
IN EDUCATION

The General Conference of the United Nations Educational, Scientific and Cultural Organization, meeting in Paris from 14 November to 15 December 1960, at its eleventh session,

Recalling that the Universal Declaration of Human Rights asserts the principle of non-discrimination and proclaims that every person has the right to education,

Considering that discrimination in education is a violation of rights enunciated in that Declaration,

Considering that, under the terms of its Constitution, the United Nations Educational, Scientific and Cultural Organization has the purpose of instituting collaboration among the nations with a view to furthering for all universal respect for human rights and equality of educational opportunity,

Recognizing that, consequently, the United Nations Educational, Scientific and Cultural Organization, while respecting the diversity of the national educational systems, has the duty not only to proscribe any form of discrimination in education but also to promote equality of opportunity and treatment for all in education,

Having before it proposals concerning the different aspects of discrimination in education, constituting item 17.1.4 of the agenda of the session,

Having decided at its tenth session that this question should be made the subject of an international convention as well as of recommendations to Member States,

Adopts this Recommendation on the fourteenth day of December 1960.

The General Conference recommends that Member States should apply the following provisions by taking whatever legislative or other steps may be required to give effect, within their respective territories, to the principles set forth in this Recommendation.

I

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

a. Of depriving any person or group of persons of access to education of any type or at any level;

RECOMENDACIÓN RELATIVA
A LA LUCHA CONTRA LAS
DISCRIMINACIONES EN LA ESFERA
DE LA ENSEÑANZA

La Conferencia General de la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura, en su undécima reunión, celebrada en París, del 14 de noviembre al 15 de diciembre de 1960,

Recordando que la Declaración Universal de Derechos Humanos afirma el principio de que no deben establecerse discriminaciones y proclama el derecho de todos a la educación,

Considerando que la discriminación en la esfera de la enseñanza constituye una violación de derechos enunciados en la Declaración Universal de Derechos Humanos,

Considerando que, según lo previsto en su Constitución, la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura se propone instituir la cooperación entre las naciones a fin de asegurar el respeto universal de los derechos humanos y una igualdad de posibilidades de educación,

Consciente de que, en consecuencia, incumbe a la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura, con el debido respeto a la diversidad de los sistemas educativos nacionales, no sólo proscribir todas las discriminaciones en la esfera de la enseñanza, sino también procurar la igualdad de posibilidades y de trato para todas las personas en esa esfera,

Habiendo recibido propuestas sobre los diferentes aspectos de las discriminaciones en la enseñanza, cuestión que constituye el punto 17.1.4 del orden del día de la reunión,

Después de haber decidido, en su décima reunión, que esta cuestión sería objeto de una convención internacional y de recomendaciones a los Estados Miembros,

Aprueba hoy, catorce de diciembre de 1960, la presente Recomendación.

La Conferencia General recomienda a los Estados Miembros que apliquen las disposiciones siguientes, adoptando, ya sea por ley o en cualquier otra forma, las medidas necesarias para dar efecto, en los territorios bajo su jurisdicción, a los principios formulados en la presente recomendación.

I

1. A los efectos de la presente Recomendación, se entiende por "discriminación" toda distinción, exclusión, limitación o preferencia, fundada en la raza, el color, el sexo, el idioma, la religión, las opiniones políticas o de cualquier otra índole, el origen nacional o social, la posición económica o el nacimiento, que tenga por finalidad o por efecto destruir o alterar la igualdad de trato en la esfera de la enseñanza y, en especial:

a. Excluir a una persona o a un grupo del acceso a los diversos grados y tipos de enseñanza;

RECOMMANDATION CONCERNANT LA LUTTE CONTRE LA DISCRIMINATION DANS LE DOMAINE DE L'ENSEIGNEMENT

La Conférence générale de l'Organisation des Nations Unies pour l'éducation, la science et la culture, réunie à Paris du 14 novembre au 15 décembre 1960, en sa onzième session,

Rappelant que la Déclaration universelle des droits de l'homme affirme le principe de la non-discrimination et proclame le droit de toute personne à l'éducation,

Considérant que la discrimination dans le domaine de l'enseignement constitue une violation de droits énoncés dans cette déclaration,

Considérant qu'aux termes de son Acte constitutif, l'Organisation des Nations Unies pour l'éducation, la science et la culture se propose d'instituer la collaboration des nations afin d'assurer pour tous le respect universel des droits de l'homme et une chance égale d'éducation,

Consciente qu'il incombe en conséquence à l'Organisation des Nations Unies pour l'éducation, la science et la culture, dans le respect de la diversité des systèmes nationaux d'éducation, non seulement de proscrire toute discrimination en matière d'enseignement, mais également de promouvoir l'égalité de chance et de traitement pour toutes personnes dans ce domaine,

Étant saisie de propositions concernant les différents aspects de la discrimination dans l'enseignement, question qui constitue le point 17.1.4 de l'ordre du jour de la session,

Après avoir décidé, lors de sa dixième session, que cette question ferait l'objet d'une convention internationale ainsi que de recommandations aux États membres,

Adopte, ce quatorzième jour de décembre 1960, la présente recommandation.

La Conférence générale recommande aux États membres d'appliquer les dispositions ci-après en adoptant, sous forme de loi nationale ou autrement, des mesures en vue de donner effet, dans les territoires sous leur juridiction, aux principes formulés dans la présente recommandation:

I

1. Aux fins de la présente recommandation, le terme "discrimination" comprend toute distinction, exclusion, limitation ou préférence qui, fondée sur la race, la couleur, le sexe, la langue, la religion, l'opinion politique ou toute autre opinion, l'origine nationale ou sociale, la condition économique ou la naissance, a pour objet ou pour effet de détruire ou d'altérer l'égalité de traitement en matière d'enseignement et, notamment:

a. D'écarter une personne ou un groupe de l'accès aux divers types ou degrés d'enseignement;

РЕКОМЕНДАЦИЯ О БОРЬБЕ С ДИСКРИМИНАЦИЕЙ В ОБЛАСТИ ОБРАЗОВАНИЯ

Генеральная конференция Организации Объединенных Наций по вопросам образования, науки и культуры, собравшаяся в Париже на одиннадцатую сессию и заседавшая с 14 ноября по 15 декабря 1960 года,

Напоминая, что Всеобщая декларация прав человека утверждает принцип недопустимости дискриминации и провозглашает право каждого человека на образование,

Принимая во внимание, что дискриминация в области образования является нарушением прав, изложенных в этой Декларации,

Принимая во внимание, что в силу своего Устава Организация Объединенных Наций по вопросам образования, науки и культуры стремится установить сотрудничество между нациями для того, чтобы обеспечить повсеместно соблюдение прав человека и равный для всех доступ к образованию,

Признавая, следовательно, что Организация Объединенных Наций по вопросам образования, науки и культуры должна, исходя из многообразия систем образования, принятых в отдельных странах, не только устранять всякую дискриминацию в области образования, но и поощрять всеобщее равенство возможностей и равное ко всем отношение в этой области,

Получив предложения, касающиеся различных аспектов дискриминации в области образования, т.е. вопроса, включенного в пункт 17.1.4 повестки дня сессии,

Принимая во внимание принятое на десятой сессии решение о том, что этот вопрос явится предметом международной конвенции, а также рекомендаций государствам-членам,

Принимает четырнадцатого декабря 1960 года настоящую Рекомендацию.

Генеральная конференция рекомендует государствам-членам применять нижеприведенные положения, принимая законодательные или другие меры для того, чтобы изложенные в настоящей рекомендации принципы проводились в жизнь на территориях, подлежащих их юрисдикции.

I

1. В настоящей Рекомендации выражение «дискриминация» охватывает всякое различие, исключение, ограничение или предпочтение по признаку расы, цвета кожи, пола, языка, религии, политических или иных убеждений, национального или социального происхождения, экономического положения или рождения, которое имеет целью или следствием уничтожение или нарушение равенства отношения в области образования и, в частности:

a. Закрытие для какого-либо лица или группы лиц доступа к образованию любой ступени или типа;

- b. Of limiting any person or group of persons to education of an inferior standard;
- c. Subject to the provisions of section II of this Recommendation, of establishing or maintaining separate educational systems or institutions for persons or groups of persons; or
- d. Of inflicting on any person or group of persons conditions which are incompatible with the dignity of man.

- b. Limitar a un nivel inferior la educación de una persona o de un grupo;
- c. A reserva de lo previsto en la sección II de la presente Recomendación, instituir o mantener sistemas o establecimientos de enseñanza separados para personas o grupos; o
- d. Colocar a una persona o a un grupo en una situación incompatible con la dignidad humana.

2. A los efectos de la presente recomendación, la palabra "enseñanza" se refiere a la enseñanza en sus diversos tipos y grados, y comprende el acceso a la enseñanza, el nivel y la calidad de ésta, y las condiciones en que se da.

II

When permitted in a State, the following situations shall not be deemed to constitute discrimination, within the meaning of section I of this Recommendation:

- a. The establishment or maintenance of separate educational systems or institutions for pupils of the two sexes, if these systems or institutions offer equivalent access to education, provide a teaching staff with qualifications of the same standard as well as school premises and equipment of the same quality, and afford the opportunity to take the same or equivalent courses of study;
- b. The establishment or maintenance, for religious or linguistic reasons, of separate educational systems or institutions offering an education which is in keeping with the wishes of the pupil's parents or legal guardians, if participation in such systems or attendance at such institutions is optional and if the education provided conforms to such standards as may be laid down or approved by the competent authorities, in particular for education of the same level;
- c. The establishment or maintenance of private educational institutions, if the object of the institutions is not to secure the exclusion of any group but to provide educational facilities in addition to those provided by the public authorities, if the institutions are conducted in accordance with that object, and if the education provided conforms with such standards as may be laid down or approved by the competent authorities, in particular for education of the same level.

III

In order to eliminate and prevent discrimination within the meaning of this Recommendation, Member States should:

- a. Abrogate any statutory provisions and any administrative instructions and discontinue any administrative practices which involve discrimination in education;

II

En el caso de que el Estado las admita, las situaciones siguientes no serán consideradas como constitutivas de discriminación, en el sentido de la sección I de la presente Recomendación:

- a. La creación o el mantenimiento de sistemas o establecimientos de enseñanza separados para los alumnos de sexo masculino y para los de sexo femenino, siempre que esos sistemas o establecimientos ofrezcan facilidades equivalentes de acceso a la enseñanza, dispongan de un personal docente igualmente calificado, así como de locales escolares y de un equipo de igual calidad, y permitan seguir los mismos programas de estudio o programas equivalentes;
- b. La creación o el mantenimiento, por motivos de orden religioso o lingüístico, de sistemas o de establecimientos separados que proporcionen una enseñanza conforme a los deseos de los padres o tutores legales de los alumnos, si la participación en esos sistemas o la asistencia a esos establecimientos es facultativa y si la enseñanza en ellos proporcionada se ajusta a las normas que las autoridades competentes puedan haber fijado o aprobado, particularmente para la enseñanza del mismo grado;
- c. La creación o el mantenimiento de establecimientos de enseñanza privados, siempre que la finalidad de esos establecimientos no sea la de lograr la exclusión de cualquier grupo, sino la de añadir nuevas posibilidades de enseñanza a las que proporciona el poder público, y siempre que funcionen de conformidad con esa finalidad, y que la enseñanza dada corresponda a las normas que hayan podido prescribir o aprobar las autoridades competentes, particularmente para la enseñanza del mismo grado.

III

A fin de eliminar o prevenir cualquier discriminación, en el sentido que se da a esta palabra en la presente Recomendación, los Estados Miembros deberían:

- a. Derogar todas las disposiciones legislativas y administrativas, y abandonar todas las prácticas administrativas que entrañen una discriminación en la esfera de la enseñanza;

- b. De limiter à un niveau inférieur l'éducation d'une personne ou d'un groupe;
- c. Sous réserve de ce qui est dit à la section II de la présente recommandation, d'instituer ou de maintenir des systèmes ou des établissements d'enseignement séparés pour des personnes ou des groupes; ou
- d. De placer une personne ou un groupe dans une situation incompatible avec la dignité de l'homme.

2. Aux fins de la présente recommandation, le mot "enseignement" vise les divers types et les différents degrés de l'enseignement et recouvre l'accès à l'enseignement, son niveau et sa qualité, de même que les conditions dans lesquelles il est dispensé.

II

Lorsqu'elles sont admises par l'État, les situations suivantes ne sont pas considérées comme constituant des discriminations au sens de la section I de la présente recommandation :

- a. La création ou le maintien de systèmes ou d'établissements d'enseignement séparés pour les élèves des deux sexes, lorsque ces systèmes ou établissements présentent des facilités d'accès à l'enseignement équivalentes, disposent d'un personnel enseignant possédant des qualifications de même ordre, ainsi que de locaux scolaires et d'un équipement de même qualité, et permettent de suivre les mêmes programmes d'études ou des programmes d'études équivalents;
- b. La création ou le maintien, pour des motifs d'ordre religieux ou linguistique, de systèmes ou d'établissements séparés dispensant un enseignement qui correspond au choix des parents ou tuteurs légaux des élèves, si l'adhésion à ces systèmes ou la fréquentation de ces établissements demeure facultative et si l'enseignement dispensé est conforme aux normes qui peuvent avoir été prescrites ou approuvées par les autorités compétentes, en particulier pour l'enseignement du même degré;
- c. La création ou le maintien d'établissements d'enseignement privés, si ces établissements ont pour objet non d'assurer l'exclusion d'un groupe quelconque mais d'ajouter aux possibilités d'enseignement qu'offrent les pouvoirs publics, si leur fonctionnement répond à cet objet et si l'enseignement dispensé est conforme aux normes qui peuvent avoir été prescrites ou approuvées par les autorités compétentes, en particulier pour l'enseignement du même degré.

III

Aux fins d'éliminer et de prévenir toute discrimination au sens de la présente recommandation, les États membres devraient :

- a. Abroger toutes dispositions législatives et administratives et faire cesser toutes pratiques administratives qui comporteraient une discrimination dans le domaine de l'enseignement;

- b. Ограничение образования для какого-либо лица или группы лиц низким уровнем образования;
- c. Создание или сохранение отдельных систем образования или учебных заведений для каких-либо лиц или группы лиц, помимо случаев, предусмотренных положением Статьи 2 настоящей Рекомендации; или
- d. Положение, несовместимое с достоинством человека, в которое ставится какое-либо лицо или группа лиц.

2. В настоящей Рекомендации слово «образование» относится ко всем типам и ступеням образования и включает доступ к образованию, уровень и качество обучения, а также условия, в которых оно ведется.

II

Следующие положения не рассматриваются как дискриминационные, с точки зрения Статьи I настоящей Рекомендации, если они допускаются в отдельных государствах:

- a. Создание или сохранение отдельных систем образования или учебных заведений для учащихся разного пола в тех случаях, когда эти системы или заведения обеспечивают равный доступ к образованию, когда их преподавательский состав имеет одинаковую квалификацию, когда они располагают помещениями и оборудованием равного качества и позволяют проходить обучение по одинаковым программам;
- b. Создание или сохранение по мотивам религиозного или языкового характера отдельных систем образования или учебных заведений, дающих образование, соответствующее выбору родителей или законных опекунов учащихся, в тех случаях, когда включение в эти системы или поступление в эти заведения является добровольным и если даваемое ими образование соответствует нормам, предписанным или утвержденным компетентными органами образования, в частности, в отношении образования одной и той же ступени;
- c. Создание или сохранение частных учебных заведений в тех случаях, когда их целью является не исключение какой-либо группы, а лишь дополнение возможностей образования, предоставляемых государством, при условии, что их деятельность действительно отвечает вышеуказанной цели и что даваемое ими образование соответствует нормам, предписанным или утвержденным компетентными органами образования, в частности, в отношении норм образования одной и той же ступени.

III

В целях ликвидации или предупреждения дискриминации всех видов, подпадающей под определение, данное в настоящей Рекомендации, государствам-членам следует:

- a. Отменить все законодательные постановления и административные распоряжения и прекратить административную практику дискриминационного характера в области образования;

- b. Ensure, by legislation where necessary, that there is no discrimination in the admission of pupils to educational institutions;
- c. Not allow any differences of treatment by the public authorities between nationals, except on the basis of merit or need, in the matter of school fees and the grant of scholarships or other forms of assistance to pupils and necessary permits and facilities for the pursuit of studies in foreign countries;
- d. Not allow, in any form of assistance granted by the public authorities to educational institutions, any restriction or preference based solely on the ground that pupils belong to a particular group;
- e. Give foreign nationals resident within their territory the same access to education as that given to their own nationals.

IV

Member States should furthermore formulate, develop and apply a national policy which, by methods appropriate to the circumstances and to national usage, will tend to promote equality of opportunity and of treatment in the matter of education and in particular:

- a. To make primary education free and compulsory; make secondary education in its different forms generally available and accessible to all; make higher education equally accessible to all on the basis of individual capacity; assure compliance by all with the obligation to attend school prescribed by law;
- b. To ensure that the standards of education are equivalent in all public educational institutions of the same level, and that the conditions relating to the quality of the education provided are also equivalent;
- c. To encourage and intensify by appropriate methods the education of persons who have not received any primary education or who have not completed the entire primary education course and the continuation of their education on the basis of individual capacity;
- d. To provide training for the teaching profession without discrimination.

V

Member States should take all necessary measures to ensure the application of the following principles:

- a. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms; it shall promote understanding, tolerance and friendship among all nations, racial or religious

- b. Adoptar las medidas necesarias, inclusive disposiciones legislativas, para que no se haga discriminación alguna en la admisión de los alumnos en los establecimientos de enseñanza;
- c. No admitir, en lo concerniente a los gastos de matrícula, la adjudicación de becas o cualquier otra forma de ayuda a los alumnos, ni en la concesión de permisos y facilidades que puedan ser necesarios para la continuación de los estudios en el extranjero, ninguna diferencia de trato entre nacionales por los poderes públicos, salvo las fundadas en el mérito o en las necesidades;
- d. No admitir, en la ayuda, cualquiera que sea su forma, que los poderes públicos puedan prestar a los establecimientos de enseñanza ninguna preferencia ni restricción fundadas únicamente en el hecho de que los alumnos pertenezcan a un grupo determinado;
- e. Conceder, a los súbditos extranjeros residentes en su territorio, el acceso a la enseñanza en las mismas condiciones que a sus propios nacionales.

IV

Los Estados Miembros deberían, además, formular, desarrollar y aplicar una política nacional encaminada a promover, por métodos adecuados a las circunstancias y a las prácticas nacionales, la igualdad de posibilidades y de trato en la esfera de la enseñanza y, en especial, a:

- a. Hacer obligatoria y gratuita la enseñanza primaria, generalizar y hacer accesible a todos la enseñanza secundaria en sus diversas formas; hacer accesible a todos, en condiciones de igualdad total y según la capacidad de cada uno, la enseñanza superior; velar por el cumplimiento por todos de la obligación escolar prescrita por la ley;
- b. Mantener en todos los establecimientos públicos del mismo grado una enseñanza del mismo nivel y condiciones equivalentes en cuanto se refiere a la calidad de la enseñanza proporcionada;
- c. Fomentar e intensificar, por métodos adecuados, la educación de las personas que no hayan recibido instrucción primaria o que no la hayan recibido en su totalidad, y permitirles que continúen sus estudios en función de sus aptitudes;
- d. Velar por que, en la preparación para la profesión docente, no existan discriminaciones.

V

Los Estados Miembros deberían adoptar todas las medidas necesarias para garantizar la aplicación de los principios siguientes:

- a. La educación debe tender al pleno desenvolvimiento de la personalidad humana y a reforzar el respeto de los derechos humanos y de las libertades fundamentales, y debe fomentar la comprensión, la tolerancia y la amistad entre todas las naciones y todos los grupos raciales o religiosos, y el desarrollo de las

- b. Prendre les mesures nécessaires, au besoin par la voie législative, pour qu'il ne soit fait aucune discrimination dans l'admission des élèves dans les établissements d'enseignement;
- c. N'admettre, en ce qui concerne les frais de scolarité, l'attribution de bourses et toute autre forme d'aide aux élèves, l'octroi des autorisations et facilités qui peuvent être nécessaires pour la poursuite des études à l'étranger, aucune différence de traitement entre nationaux par les pouvoirs publics, sauf celles fondées sur le mérite ou les besoins;
- d. N'admettre, dans l'aide éventuellement fournie, sous quelque forme que ce soit, par les autorités publiques aux établissements d'enseignement, aucune préférence ni restriction fondées uniquement sur le fait que les élèves appartiennent à un groupe déterminé;
- e. Accorder aux ressortissants étrangers résidant sur leur territoire le même accès à l'enseignement qu'à leurs propres nationaux.

IV

Les États membres devraient en outre formuler, développer et appliquer une politique nationale visant à promouvoir, par des méthodes adaptées aux circonstances et aux usages nationaux, l'égalité de chance et de traitement en matière d'enseignement et notamment à :

- a. Rendre obligatoire et gratuit l'enseignement primaire; généraliser et rendre accessible à tous l'enseignement secondaire sous ses diverses formes; rendre accessible à tous, en pleine égalité, en fonction des capacités de chacun, l'enseignement supérieur; assurer l'exécution par tous de l'obligation scolaire prescrite par la loi;
- b. Assurer dans tous les établissements publics du même degré un enseignement de même niveau et des conditions équivalentes en ce qui concerne la qualité de l'enseignement dispensé;
- c. Encourager et intensifier par des méthodes appropriées l'éducation des personnes qui n'ont pas reçu jusqu'à son terme, et leur permettre de poursuivre leurs études en fonction de leurs aptitudes;
- d. Assurer sans discrimination la préparation à la profession enseignante.

V

Les États membres devraient prendre toutes les mesures nécessaires pour assurer l'application des principes énoncés ci-après :

- a. L'éducation doit viser au plein épanouissement de la personnalité humaine et au renforcement du respect des droits de l'homme et des libertés fondamentales et elle doit favoriser la compréhension, la tolérance et l'amitié entre toutes les nations et tous les groupes raciaux ou religieux ainsi que le

- b. Prendre, si nécessaire, en législation, les mesures nécessaires pour éliminer toute discrimination dans l'admission des élèves dans les établissements d'enseignement;
- c. Ne pas admettre, en ce qui concerne les frais de scolarité, l'attribution de bourses et toute autre forme d'aide aux élèves, l'octroi des autorisations et facilités qui peuvent être nécessaires pour la poursuite des études à l'étranger, aucune différence de traitement entre nationaux par les pouvoirs publics, sauf celles fondées sur le mérite ou les besoins;
- d. Ne pas admettre, dans l'aide éventuellement fournie, sous quelque forme que ce soit, par les autorités publiques aux établissements d'enseignement, aucune préférence ni restriction fondées uniquement sur le fait que les élèves appartiennent à un groupe déterminé;
- e. Accorder aux ressortissants étrangers résidant sur leur territoire le même accès à l'enseignement qu'à leurs propres nationaux.

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Gouvernements-membres devraient en outre formuler, développer et appliquer une politique nationale visant à promouvoir, par des méthodes adaptées aux circonstances et aux usages nationaux, l'égalité de chance et de traitement en matière d'enseignement et notamment à :

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- b. Assurer dans tous les établissements publics du même degré un enseignement de même niveau et des conditions équivalentes en ce qui concerne la qualité de l'enseignement dispensé;
- c. Encourager et intensifier par des méthodes appropriées l'éducation des personnes qui n'ont pas reçu jusqu'à son terme, et leur permettre de poursuivre leurs études en fonction de leurs aptitudes;
- d. Assurer sans discrimination la préparation à la profession enseignante.

V

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- a. L'éducation doit viser au plein épanouissement de la personnalité humaine et au renforcement du respect des droits de l'homme et des libertés fondamentales et elle doit favoriser la compréhension, la tolérance et l'amitié entre toutes les nations et tous les groupes raciaux ou religieux ainsi que le

groups, and shall further the activities of the United Nations for the maintenance of peace;

b. It is essential to respect the liberty of parents and, where applicable, of legal guardians firstly to choose for their children institutions other than those maintained by the public authorities but conforming to such minimum educational standards as may be laid down or approved by the competent authorities and, secondly, to ensure, in a manner consistent with the procedures followed in the State for the application of its legislation, the religious and moral education of the children in conformity with their own convictions; and no person or group of persons should be compelled to receive religious instruction inconsistent with his or their convictions;

c. It is essential to recognize the right of members of national minorities to carry on their own educational activities, including the maintenance of schools and, depending on the educational policy of each State, the use or the teaching of their own language, provided however:

(i) That this right is not exercised in a manner which prevents the members of these minorities from understanding the culture and language of the community as a whole and from participating in its activities, or which prejudices national sovereignty;

(ii) That the standard of education is not lower than the general standard laid down or approved by the competent authorities; and

(iii) That attendance at such schools is optional.

VI

In the application of this Recommendation, Member States should pay the greatest attention to any recommendations hereafter adopted by the General Conference of the United Nations Educational, Scientific and Cultural Organization defining the measures to be taken against the different forms of discrimination in education and for the purpose of ensuring equality of opportunity and of treatment in education.

VII

Member States should in their periodic reports submitted to the General Conference of the United Nations Educational, Scientific and Cultural Organization, on dates and in a manner to be determined by it, give information on the legislative and administrative provisions which they have adopted and other action which they have taken for the application of this Recommendation, including that taken for the formulation and the development of the national policy defined in section IV as well as the results achieved and the obstacles encountered in the application of that policy.

The foregoing is the authentic text of the Recommendation duly adopted by the General Conference of the

actividades de las Naciones Unidas para el mantenimiento de la paz;

b. Debe respetarse la libertad de los padres o, en su caso, de los tutores legales, 1.º de elegir para sus hijos establecimientos de enseñanza que no sean los mantenidos por los poderes públicos, pero que respeten las normas mínimas que puedan fijar o aprobar las autoridades competentes, y 2.º de dar a sus hijos, según las modalidades de aplicación que determine la legislación de cada Estado, la educación religiosa y moral conforme a sus propias convicciones; además, no debe obligarse a ningún individuo o grupo a recibir una instrucción religiosa incompatible con sus propias convicciones;

c. Debe reconocerse a los miembros de las minorías nacionales el derecho a ejercer las actividades docentes que les sean propias, entre ellas la de establecer y mantener escuelas y, según la política de cada Estado en materia de educación, emplear y enseñar su propio idioma, siempre y cuando:

(i) Ese derecho no se ejerza de manera que impida a los miembros de las minorías comprender la cultura y el idioma del conjunto de la colectividad y tomar parte en sus actividades, ni comprometa la soberanía nacional;

(ii) El nivel de enseñanza en estas escuelas no sea inferior a un nivel general prescrito o aprobado por las autoridades competentes; y

(iii) La asistencia a tales escuelas sea facultativa.

VI

Al aplicar la presente Recomendación, los Estados Miembros deberían prestar la mayor atención a las recomendaciones que pueda aprobar la Conferencia General de la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura con el fin de definir las medidas que hayan de adoptarse para luchar contra los diversos aspectos de las discriminaciones en la enseñanza y conseguir la igualdad de posibilidades y de trato en esa esfera.

VII

Los Estados Miembros deberían indicar, en informes periódicos que habrán de someter a la Conferencia General de la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura, en las fechas y en la forma que ésta determine, las disposiciones legislativas y reglamentarias y las demás medidas que hubieren adoptado para aplicar la presente recomendación, inclusive las que hubieren adoptado para formular y desarrollar la política nacional definida en la sección IV, los resultados obtenidos y los obstáculos que hubieren encontrado en su aplicación.

Lo anterior es el texto auténtico de la Recomendación aprobada en buena y debida forma por la Conferencia

développement des activités des Nations Unies pour le maintien de la paix;

b. Il importe de respecter la liberté des parents et, le cas échéant, des tuteurs légaux: 1° de choisir pour leurs enfants des établissements autres que ceux des pouvoirs publics, mais conformes aux normes minimums qui peuvent être prescrites ou approuvées par les autorités compétentes, et 2° de faire assurer, selon les modalités d'application propres à la législation de chaque État, l'éducation religieuse et morale des enfants conformément à leurs propres convictions; en outre, aucune personne ni aucun groupe ne devraient être contraints de recevoir une instruction religieuse incompatible avec leurs convictions;

c. Il importe de reconnaître aux membres des minorités nationales le droit d'exercer des activités éducatives qui leur soient propres, y compris la gestion d'écoles et, selon la politique de chaque État en matière d'éducation, l'emploi ou l'enseignement de leur propre langue, à condition toutefois:

(i) Que ce droit ne soit pas exercé d'une manière qui empêche les membres des minorités de comprendre la culture et la langue de l'ensemble de la collectivité et de prendre part à ses activités, ou qui compromette la souveraineté nationale;

(ii) Que le niveau de l'enseignement dans ces écoles ne soit pas inférieur au niveau général prescrit ou approuvé par les autorités compétentes; et

(iii) Que la fréquentation de ces écoles soit facultative.

VI

Dans l'application de la présente recommandation, les États membres devraient accorder la plus grande attention aux recommandations que la Conférence générale de l'Organisation des Nations Unies pour l'éducation, la science et la culture pourra adopter en vue de définir les mesures à prendre pour lutter contre les divers aspects de la discrimination dans l'enseignement et assurer l'égalité de chance et de traitement.

VII

Les États membres devraient indiquer dans des rapports périodiques qu'ils présenteront à la Conférence générale de l'Organisation des Nations Unies pour l'éducation, la science et la culture, aux dates et sous la forme qu'elle déterminera, les dispositions législatives et réglementaires et les autres mesures qu'ils auront adoptées pour l'application de la présente recommandation, y compris celles prises pour formuler et développer la politique nationale définie à la section IV, ainsi que les résultats obtenus et les obstacles rencontrés dans sa mise en œuvre.

Le texte qui précède est le texte authentique de la recommandation dûment adoptée par la Conférence

развитию деятельности Организации Объединенных Наций по поддержанию мира;

b. Родители и, в соответствующих случаях, законные опекуны должны иметь возможность, во-первых, в рамках, определенных законодательством каждого государства, свободно посылать своих детей не в государственные, а в другие учебные заведения, отвечающие минимальным требованиям, предписанным или утвержденным компетентными органами образования, и, во-вторых, обеспечивать религиозное и моральное воспитание детей в соответствии с их собственными убеждениями; никому в отдельности и ни одной группе лиц, взятой в целом, не следует навязывать религиозное воспитание, не совместимое с их убеждениями;

c. За лицами, принадлежащими к национальным меньшинствам, следует признавать право вести собственную просветительную работу, включая руководство школами, и, в соответствии с политикой каждого государства в области образования, использовать или преподавать свой собственный язык, при условии, однако, что:

(i) Осуществление этого права не мешает лицам, принадлежащим к меньшинствам, понимать культуру и язык всего коллектива и участвовать в его деятельности, и что оно не подрывает суверенитета страны,

(ii) Уровень образования в такого рода школах не ниже общего уровня, предписанного или утвержденного компетентными органами; и

(iii) Посещение такого рода школ является факультативным.

VI

При применении настоящей Рекомендации государствам-членам следует в возможно большей мере учитывать рекомендации, которые Генеральная конференция Организации Объединенных Наций по вопросам образования, науки и культуры может принять в целях определения мер борьбы с различными аспектами дискриминации в области образования и мер по обеспечению равенства возможностей и отношения в этой области.

VII

Государствам-членам следует сообщать в периодических докладах, которое они будут представлять Генеральной конференции Организации Объединенных Наций по вопросам образования, науки и культуры в сроки и в форме, которые будут установлены Конференцией, о законодательных, административных и других мерах, принятых ими для осуществления настоящей Рекомендации, в частности о выработке и развитии общегосударственной политики, упомянутой в разделе IV о достигнутых результатах и о препятствиях, на которые натолкнулось претворение этой политики в жизнь.

Приведенный выше текст является подлинным текстом Рекомендации, надлежащим образом принятой Генеральной конференцией Организации Об-

United Nations Educational, Scientific and Cultural Organization during its eleventh session, which was held in Paris and declared closed the fifteenth day of December 1960.

IN FAITH WHEREOF we have appended our signatures this fifteenth day of December 1960.

The President of the General Conference

AKALE-WORK ABTE-WOLD

The Director-General

VITTORINO VERONESE

Certified copy
Paris,

*Legal Adviser
of the United Nations Educational,
Scientific and Cultural Organization*

General de la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura, en su undécima reunión, celebrada en París y terminada el quince de diciembre de 1960.

EN FE DE LO CUAL estampan sus firmas, en este día quince de diciembre de 1960,

El Presidente de la Conferencia General

AKALE-WORK ABTE-WOLD

El Director General

VITTORINO VERONESE

Copia certificada conforme
París,

*Consejero jurídico
de la Organización de las Naciones Unidas
para la Educación, la Ciencia y la Cultura*

générale de l'Organisation des Nations Unies pour l'éducation, la science et la culture à sa onzième session, qui s'est tenue à Paris et qui a été déclarée close le quinzième jour de décembre 1960.

EN FOI DE QUOI ont apposé leur signature, ce quinzième jour de décembre 1960,

Le Président de la Conférence générale

AKALE-WORK ABTE-WOLD

Le Directeur général

VITTORINO VERONESE

Copie certifiée conforme
Paris,

*Conseiller juridique
de l'Organisation des Nations Unies
pour l'éducation, la science et la culture*

единенных наций по вопросам образования, науки и культуры на ее одиннадцатой сессии, состоявшейся в Париже и закончившейся пятнадцатого декабря 1960 г.

В удостоверение чего, настоящую Рекомендацию подписали сего пятнадцатого декабря 1960 г.

Председатель Генеральной конференции

AKALE-WORK ABTE-WOLD

Генеральный директор

VITTORINO VERONESE

Заверенная копия
Париж,

*Юрисконсульт Организации
объединенных наций по вопросам
образования, науки и культуры*

ANNEX C

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A. REPLIES FROM STATES PARTIES TO THE CONVENTION

DEMOCRATIC AND POPULAR REPUBLIC OF ALGERIA

I. DISCRIMINATION

1. There are no legal provisions, regulations, practices or situations which constitute discrimination in the field of education.
2. In order to eliminate all discrimination and to prevent it from arising, the following measures have been taken: the generalization of primary education and of school enrolment in rural areas and the democratization of access to subsequent levels; the speeding up of the pace of school building through decentralization; the adaptation of teacher training to the new requirements and the promotion of serving teachers.
4. Although there are more mixed schools and although there is a very marked trend in favour of co-education from the primary up to the university level, there are still single-sex educational institutions which, however, have teaching staff with identical qualifications, and premises and equipment of the same standard, thereby enabling pupils to follow the same courses of study.
5. (a) The private educational institutions provide educational facilities in addition to those provided by the public authorities.

(b) Private pre-primary, primary, secondary, technical and vocational institutions are the responsibility of the Ministry of Primary and Secondary Education which lays down the curriculum content. Such educational institutions are also governed by an ordinance and by various ministerial decrees.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 The replies under I. 3 and II. 7. 5 indicate that the aim of the revolutionary authorities, to be achieved through their economic, social and cultural development programme, is to create a just socialist society based on dignity and respect for citizens' rights. As a consequence of a considerable quantitative expansion, the next twelve years (three four-year plans) will see a profound transformation of the education and training system in order that it may respond more effectively to the major options of the country. The State guarantees equal access to education for all citizens. (See also the reply under III. 12. 2.)

Free and compulsory primary education

- 6.2 As stated under 6. 1, education is free at all levels. The reply also mentions the existence of a draft ordinance concerning education and training.
- 6.3 Limited resources and the inaccessibility of certain geographical areas impede the introduction of compulsory education. Progress is being made towards restricting or eliminating non-attendance.
- 6.4 The enrolment ratio for children aged between 6 and 13 is rising as school building progresses. During the school year 1974-1975, the total enrolment in primary education was 2, 525, 365 pupils (1, 525, 619 boys and 999, 746 girls). These figures amounted to 68. 2 per cent of the school-age population (80. 2 per cent of the boys and 55. 2 per cent of the girls). At the beginning of the 1975-1976 school year, the total number of school-age children enrolled for the first time was 420, 000.
- 6.5 Although the reply indicates that textbooks are distributed to all pupils and that children of school age receive State aid, it is specified that such aid is distributed

to one-third of the school population. Aid is on a larger scale in rural areas and in the Saharan regions and takes the form of school meals and school equipment. In addition, clothing is provided for children from the most needy families and primary boarding-schools have been set up in the Saharan regions to provide regular schooling for the children of nomads. It is indicated under 7.3 that during the 1974-1975 school year there were 2,641 scholarship holders in boarding establishments at the primary level.

Access to secondary education

- 7.1 Secondary education is free.
- 7.2 The majority of pupils receive a scholarship (for boarding, day boarding or day-school attendance) and those from rural areas receive places in boarding-schools. Furthermore, school syllabuses have been prepared for distance teaching.
- 7.3 The number of scholarship holders is increasing annually at a rate of between 20 and 25 per cent. During the 1974-1975 school year there were 280,000 scholarship holders out of a total enrolment of 500,000 pupils.
- 7.4 Since independence, Algeria has made enormous sacrifices in order to overcome possible obstacles to the generalization of intermediate and secondary education. Between 1965 and 1975, the number of schools at this level increased from 478 to 750, of which 76 became operational at the beginning of the 1975-1976 school year.
- 7.5 The report does not state whether secondary education is compulsory but refers to the gradual introduction of new uniform institutions in the form of the basic nine-year polytechnical school.

Access to higher education

- 8.1 Higher education is free.
- 8.2 Algerian or foreign students who qualify for assistance by reason of their family or social circumstances may receive a scholarship, accommodation or canteen facilities in university hostels or may receive a salary if they are employed as boarding-schoolteachers or as day-school monitors in secondary education. Forty to fifty per cent of students are thus employed. Scholarship holders in Algeria numbered 25,287 during the 1974-1975 school year whilst a total of 1,768 scholarship holders were studying abroad (physics, chemistry, agronomy and mathematics). In the 1974-1975 academic year, 15,391 students were provided with a room in university centres.
- 8.3 There are no obstacles impeding the generalization of higher education and all holders of the baccalauréat find places in the various universities of Algeria. Because of the rapid growth in enrolments, there is a shortage of teachers although, according to the most recent statistics, there is one teacher for every ten students.
- 8.4 During the 1974-1975 school year the enrolment in higher education was estimated at 37,527 students, 1,768 of whom were studying abroad. Among the seven categories of disciplines, the highest enrolment in 1974-1975 was in law (24.28 per cent) followed by science and technology (22.23 per cent), the humanities (17.49 per cent) and medicine (16.32 per cent).

Standards and quality of education in public educational institutions of the same level

- 9.1 The revolutionary authorities are following a policy designed to attain this objective.
- 9.2 There are no factors making it difficult to ensure that education of the same quality is provided in public educational institutions.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. The measures taken to encourage non-formal training and the in-service advancement of workers have included the creation in 1964 of the National Literacy Centre and in 1969 of the National Centre of Generalized Education which provides

correspondence education at all levels and prepares various broadcast and distance teaching programmes.

Training for the teaching profession

- 11.1 It is stated in answer to 6.5 that the conversion of former teacher-training colleges into institutes of educational technology provides the best means of meeting the need for teachers at the primary and intermediate levels and of providing in-service teacher training.
- 11.2 The 26 institutes of educational technology are governed by specific regulations and recruitment is on the basis of qualifications or the successful completion of a selection test. The standard required depends on whether the candidate proposes to work as a primary schoolteacher or an instructor. Teachers for secondary education are trained either in universities or in higher teacher-training colleges.
- 11.3 As one of the aims of these institutes is to step up teacher training to keep pace with school building the increase in school enrolments, the number of teachers at the elementary level rose in ten years from 27,000 to 60,000 (an increase of about 120 per cent). At the intermediate and secondary levels, the total in 1974-1975 was 16,500 as compared with 4,171 in 1964-1965 (an increase of about 290 per cent). The percentage of women teachers varies between 25 and 30 per cent.

III. AIMS OF EDUCATION

- 12.1 The application of the principles set forth in Article 5 of the Convention is guaranteed by the Constitution of the Republic of Algeria.
- 12.2 These principles are applied in practice by virtue of the option in favour of the democratization of education, which aims to provide all children of school age with education of the same quality. In order to eliminate regional disparities, the Government is devoting particular attention to the decentralization of authority to the level of the départements and introducing special programmes for the benefit of deprived regions.

ARGENTINA

I. DISCRIMINATION

- 1-3 No legal provisions, regulations, practices or situations exist which constitute discrimination in education. It is indicated under II.6.5 that immigrant children receive the same treatment in education as those of Argentinian nationality.
4. The majority of schools being coeducational, separate institutions, however, exist, but they offer equivalent access to education, provide teachers, equipment and premises of same quality and the same courses of study.
5. (a)-(b) Without excluding any group, private schools add educational facilities to those provided by the public authorities. The standards set forth for these schools are laid down by the public authorities who also are responsible for supervision.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 Legislation provides for scholarships and special arrangements to enable poorer children to accede to school.

Free and compulsory primary education

- 6.2-3 In conformity with Law No. 1420 of 1884, primary education is free and compulsory for all children aged 6 to 14. This law is to be enforced by warnings and progressively increasing fines imposed on those responsible for the children, and

in extreme cases public authorities may take children to school by force. Obstacles which, however, impede the compliance by all with compulsory school attendance are of socio-economic origin, as children are frequently engaged in the production process in rural and suburban areas. In spite of the above-mentioned legal provisions concerning the implementation of compulsory schooling, an Office of School Attendance ceased operation in 1951 and has not resumed its activities to date. Thus no checking on attendance exists and even less any imposing of penalties.

In order to encourage school attendance, the National Council for Education has implemented a series of measures, including the establishment of three new educational guidance centres in addition to the 27 already existing in 1974; the institution of automatic promotion in classes 1 to 3 and provision of education better adapted to the children's development; the establishment in 1976 of 90 boarding-schools and one residential school in the province of Jujuy, and the conversion of 125 day-schools into day boarding-schools by the introduction of a free meals service; considerable extension of the school meals services, particularly in the poorer areas of the country; increased provision of school clothing, supplies, equipment, etc. . . , free school transport.

- 6.4 Although national enrolment levels are high, percentages of wastage and drop-outs are very high in schools administered by the National Council for Education, the majority of these schools being located in rural areas. It is indicated under 7.6 that, in 1975, there were a total of 3,778,434 (1,828,362 girls) enrolled in primary education.
- 6.5 The measures described under 6.3 are specifically intended for children of modest socio-economic background, those living in rural areas and children of the Indian population. So far, the funds allocated for the extension of boarding-school programmes amount to \$3,184,956.8. To increase by 38,400 children the number of those receiving school meals (354,600), \$180,003 have been allocated, while a sum of \$58,150.7 has been set aside to meet the needs of 370,000 children in school clothing, books, equipment, etc. . . Finally, 250 children shall benefit, during the first year, of the programme for free school transport.

Access to secondary education

- 7.1 Secondary education is free. As compared with 1960, when 23.6% of the pupils aged 13-17 were enrolled at this level, the corresponding figure for 1970 rose to 49.9%.
- 7.2 To cope with great demand for places, schools have day and night shifts and the drawing of lots and sitting for entrance examinations has been introduced. Furthermore, since 1975, the distribution of places, in the federal capital, was dealt with in co-operation with the agency responsible for primary education in order to avoid excessive pressure on certain secondary schools. This procedure has proved to be satisfactory. Arrangements for transfer within the secondary-school level are flexible.
- 7.3 The educational system endorses the principle of equality of opportunity and offers various alternatives to suit the pupils' interests.
- 7.4 The obstacles impeding the generalization of secondary education have not been subjected to detailed study. There is a 48.2% drop-out in general secondary education.
- 7.5 No plans exist to make secondary education compulsory.
- 7.6 As indicated under 7.1, the enrolment figures doubled between 1960 and 1970, leading to a crisis in secondary education. In 1975, the total number of pupils enrolled was 1,197,723 (574,829 boys, 622,894 girls). No data exist on the distribution of pupils according to social grouping.

Access to higher education

- 8.1 Higher education is free at the national universities, financed by the State.

- 8.2 All national universities offer possibilities to study during hours which are compatible with the pursuit of wage-earning activities. Scholarships are sometimes offered by universities, while the Educational Credit Institute offers grants and scholarships.
- 8.3 No obstacles impede the generalization of higher education; there are 26 national universities in various regions, in addition to private and provincial universities.
- 8.4 In 1974, there was a total of 565,369 students enrolled in higher education, of whom 90% attended national universities. The annual rate of increase is 17.5%. Students in higher education represent 9% of the total school population.

Standards and quality of education in public educational institutions of the same level

- 9.1 One of the main objectives of the National Council of Education is to ensure equal quality of education in the primary schools. This led to the abolition of "ranch schools" of which 54 remained in 1975, the repair and extension of building programmes, improvement of equipment (\$14,080,604 having been allocated for these two items) and increased in-service training of teachers which should be completed in five years.
- 9.2 Although curricula are of the same standard, the persisting unevenness in the quality of secondary education is due to different resources available in urban and rural areas, lack of teaching aids and difficulties of teachers to have access to training facilities are the main obstacles to ensure equal quality of education.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. The National Directorate for Adult Education has adopted the corresponding principle set forth in the Convention and in particular undertaken research in this specific field, including the regionalization of curriculum requirements, conceived ad hoc agreements on educational activities with trade unions, associations, institutions, industrial enterprises. The same Directorate is to publish an information pamphlet on the activities carried out by the various educational and training centres, including schools attached to the armed forces.

A study is in preparation on the use, for adult education purposes, of methods involving student participation, while a commission has been set up for the preparation of teaching material and a survey has been launched to evaluate the results of teacher training.

Training for the teaching profession

- 11.1-2 Access to training colleges for primary and secondary schoolteachers is subject to the successful completion of secondary education.
- 11.3 Out of a total of 421 institutes of higher education, 141 are administered by national, 127 by provincial and local authorities, while 153 are private establishments.

III. AIMS OF EDUCATION

- 12.1 The aims set forth in Article 5 of the Convention correspond with those laid down for the different levels of education. Primary education is to encourage the harmonious development of the pupil's personality, to enable him to play his part consciously and creatively in the Argentinian, Latin American and world communities.
- 12.2 The curricula reflect the desire for understanding, tolerance and friendship regardless of ethnic, religious or political differences, including the activities of international organizations and the cultural heritage of different people. These principles are introduced into the curricula from the 5th year of primary level onwards. There exist ten Associated Primary Schools for International Understanding which have a marked impact on the school population. As to secondary and higher education, there are 28 educational institutions which participate in

the Associated Schools Project in Education for Co-operation and Peace and which so far achieved most encouraging results. The principles set forth in Article 5 of the Convention are furthermore applied through the organization of national and international seminars, the presentation of monographs on one or the other of these principles as well as through meetings between principals, teaching staff and pupils.

AUSTRALIA AND EXTERNAL TERRITORIES⁽¹⁾

I. DISCRIMINATION

- 1-3 As previously reported, there are no legal provisions, regulations, practices or situations which constitute discrimination in education.
4. While no separate educational systems exist for the two sexes, there are a small but declining number of schools (mostly secondary and non-government) which enrol only pupils from one sex. The qualifications of teaching staff, quality of premises and equipment do not differ significantly from coeducational schools. Although all schools offer equivalent courses of study, concern has been expressed in recent years that some of the teaching materials and the pattern of enrolment in certain subjects (e.g. home economics) reinforce traditional sex-role divisions within society thus limiting the choices available to the individual. To counteract sexual bias various initiatives have been undertaken at State and national level:
- (i) at least two State Departments of Education have set up committees during International Women's Year to study the effect on girls of existing teaching materials and practices;
 - (ii) at the request of the States, the National Curriculum Development Centre is sponsoring the development of teaching materials to assist pupils to a better understanding of themselves and of contemporary society, including the roles of the sexes;
 - (iii) the School Commission is funding innovation projects at national and State level. These include a project to eliminate sexism in textbooks and other teaching materials, the compilation of a careers booklet designed to inform female students about the place of women in the work force, a variety of school-based curriculum initiatives.
5. (a)-(b) In 1974, out of 9,452 primary and secondary schools, 2,157 were non-governmental institutions, mostly operated by religious organizations. Their purpose is essentially to provide educational facilities in addition to those offered by the public authorities. As the six State governments are responsible for education (the Australian Government being responsible in this respect only for the Capital Territory, the Northern Territory and a few small external territories) the methods adopted to ensure acceptable standards at non-public schools vary from State to State. In most cases, schools require registration which is subject to the certification by the Minister of Education, of satisfactory premises and the provision of regular and efficient instruction. Registration of teachers by autonomous professional bodies is another means adopted by an increasing number of States. Standards including for non-governmental schools are set for a long time through prescribed syllabuses set by education committees or boards which evaluate these syllabuses after 10 to 12 years of schooling. As to certification at each level, this was obtained for many years through public external examinations. This has been replaced at year 10 (or 11) in all States and territories by internal school assessment, while it has become the major component of certification at the end of year 12 (matriculation) in two States (Western Australia, Queensland), and in the Australian Capital Territory. Some non-apprenticeship courses (e.g. secretarial and business courses) are taught in private institutions which set their own standards in response to labour market demand. Finally, private teachers' colleges, which in seeking funds agree to meet certain requirements with a view to their standard, may receive financial assistance from the Australian Government.

(1) While the six State governments are responsible for the provision of education to their citizens, the Australian Government has direct responsibility in this field, only in the Australian capital and the Northern Territory, as well as in a few small external territories.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

Free and compulsory primary education

- 6.1-2 Government schools are open without fees.
- 6.3 School attendance is compulsory between the ages of 6 and 15 years at least. Penalties are prescribed for those who fail to send their children to school, while pupils over compulsory school age whose attendance is irregular may be expelled. However, if they live too far from school or suffer a physical disability, children may be exempted from school attendance; they usually then receive correspondence tuition.
- 6.4 The tables joined to the reply show from 1971 to 1974 an almost stable number of enrolments in primary education. The attendance rate in government schools has increased during the same period from 79.7% to 80.3%, while the corresponding figure for non-government schools dropped in the same proportion from 20.3% to 19.7% (see Appendix E).
- 6.5 It is indicated under 6.1-2 and in Appendix G that opportunities to attend pre-school education for children aged 4+ become more widely available in all States. In 1972, the Parliament passed the Child Care Act and in 1975 the Children's Commission Act which provide for financial grants to child care centres. According to Appendix H, under the Assistance for Isolated Children Scheme, boarding allowances between \$350 and \$650 per annum, correspondence allowances of \$200 per annum and second home assistances are made available to primary school pupils in need. For children who may be at a disadvantage for geographic, physical or socio-economic reasons, the following measures are reported in Appendices B-E and G of the reply: Aboriginal Education. In 1971, the estimated 116,000 to 150,000 Aborigines, represented about 1% of the Australia population. Although all educational facilities, official or non-governmental, are available to Aboriginal and Torres Strait Islands people, this availability of such facilities alone does not necessarily create equal educational opportunity and not guarantee outcomes commensurate with the individual's potentials. Therefore, special educational provisions have been made for them by both State and Australian Governments. This initiative goes back to a Referendum in 1967 which placed special responsibility for Aborigines in the hands of the Australian Government and led to progressive expansion of special provisions for Aboriginal children in recent years. As regards primary education Aborigines have been employed successfully as teachers' aides for some years, with a view to help children to adapt to a European-based education system. Growing awareness of linguistic difficulties of ethnic or racial minorities led to the development of programmes where in some States Aboriginal languages have been used in schools and/or bilingual, and bicultural programmes established, thus literacy of the children being achieved in their own language first, only then followed by English, which will lead to greater competence in this second language and in the whole school work. Benefits to the child's personal growth and development, his self-esteem and pride in his own community are also expected from this programme. Remedial teachers could be appointed to Aboriginal programmes in three States on the basis of Australian Government funds, while special curricula are also being developed. In those areas of the country, where Aborigines retain their own language and communities, attempts are being made to meet their specific educational needs. Use is being made of mobile schools and visiting advisory teachers, while Aboriginal teachers play a central role in these programmes. In addition to the Aboriginal Consultative Group, an Aboriginal Committee has been set up to advise on aspects of education at all levels for this minority.

Migrant (ethnic) minorities. In 1971, some 11% of children enrolled in school had at least one parent whose native language was not English. These children are found in heavy concentrations in certain urban areas and represent in some schools 80% to 90% of the pupils. The immigration policy continues to aim towards assimilation, and instruction in the English language has a major role in this respect. More recently, however, there is growing interest in providing a link - through education - between the Australian and migrant languages and cultures but also to emphasize the existing cultural pluralism in Australia. In October 1973, the Australian Department of Labour and Immigration established posts for 46 bilingual and multilingual welfare officers, some of them were to work in schools and

expected to provide a liaison service between the child, the school and the migrant at home.

Many ethnic groups having established their own schools with a view to maintain for the children their cultural identity, the Australian Advisory Committee on Research and Development in Education has recently funded a research project into the nature of these ethnic schools in Victoria (most of which operate outside normal school hours and do not qualify for registration). With regard to special education facilities available for physical, mentally or socially handicapped children, the Interim Committee of the Australian Schools Commission recommended in 1973 that additional funds be provided to State authorities to bring the standards of special education to acceptable levels by the early 1980s. Finally, current methods of providing education to sparsely populated areas consist in subsidies to children living away from home, in the establishment of one-teacher primary schools, and consolidated schools, subsidized transport, correspondence education supplemented by schools of the air which, through the use of wireless equipment make children hundreds of miles apart share in the same lesson, pupils and teachers talking directly with each other. In 1973, was introduced the Australian Government's Assistance for Isolated Children Scheme. The Schools Commission established in 1973, provides funds in favour of the most needy schools to assist children from disadvantaged neighbourhoods. Thus in 1974-1975, approximately 30% of the projects funded under the Disadvantaged Schools Programme were for remedial English or preparatory programmes for pre-school children accompanied by their parents. In 1975, a grant was given to the South Australian Government for a survey on problems faced by children in isolated and remote areas. The results of this inquiry will provide valuable information for the devising of approaches to meet the needs of these children. Several of the measures adopted in favour of various disadvantaged groups of the population have aroused international interest and Australia is at present participating in a number of projects carried out by the OECD's Centre for Educational Research and Innovation.

Access to secondary education

- 7.1 Secondary education is free in governmental schools all over the country, but nominal fees may be charged for the hire of textbooks and other school equipment. While in some States book allowances schemes are in operation, in other States parents may have to pay \$100 and more during the last years of secondary education for school uniforms, writing and art materials, sport equipment and examination fees. In non-governmental schools, average fees per annum varied in 1974 for junior secondary schools between \$83 and \$696, for senior secondary schools between \$124 and \$750. While in 1974, 90.3% of the pupils enrolled in non-governmental fee paying schools remained at school for the final year of study, the corresponding figure in government schools was only 27.3%.
- 7.2 Various forms of assistance are provided by the States. These include books, boarding and transport allowances, special bursaries and remote area allowances. Also in view of rapidly rising costs, emphasis has been laid on the provision of better day transport services to obviate as far as possible the need for boarding facilities. Between 1973-1975, the previous competitive scholarships have been replaced by schemes of assistance provided on need. As to inter-school transfer, it is possible, even between government and non-government schools, but may necessitate a change in electives in case of technical and/or commercial schools. As to the majority of secondary schools, they are comprehensive and offer a wide range of courses. Part-time and evening classes preparing up to the matriculation examinations (year 12) are available in all States and mainland territories, while mobile schools operate in the Northern Territory for semi-nomadic Aborigines. As indicated under 6.1-2, pupils who have completed nine or ten years of schooling can apply for enrolment in a variety of para-professional, trade or other vocational courses in technical and further education institutions, due to a substantial increase in the number of places. Furthermore, a wide variety of adult education courses is available, including matriculation-level studies. As Appendix A provides figures according to which, between 1970-1974 there was a considerable increase in the proportion of girls who remain at school until the final year of secondary education, the Technical and Further Education Commission, established by the Australian Government in 1975, is particularly interested in improving the opportunities for access of girls and women to these specific categories of education. Among the suggestions which have been formulated by the

commission figure, *inter alia*: development of initiation courses and guidance services, more even distribution of TAFE institutions in suburban and rural areas.

- 7.3 The figures given in Appendix H combine for some forms of assistance primary and secondary school pupils. With this observation in mind, the estimated number of those who received assistance in 1975 was a total of 82,960 pupils; the estimated expenditure representing for the 1974-1975 financial year some \$29.972 million.
- 7.4 Educational authorities are faced with the problem to provide good educational facilities and trained teachers to all pupils. This area having traditionally been the responsibility of State governments, their ability to provide equal opportunities for all has been restricted by the rapid expansion in the field of education that has occurred in recent years. Therefore, the Schools Commission has been established, in 1973, to assist States by providing funds for a number of priority areas of need such as libraries; upgrading and replacement of schools; assistance in the running costs of schools; in-service training of teachers. Approximately some \$380 million were made available to secondary education in 1974 and 1975.
- 7.5 School attendance is compulsory at least to the age of 15; nearly all pupils receive 3 years of secondary education. Since, ever larger numbers of pupils continue their education beyond the compulsory period, attention of administrators is focusing more on objectives and co-ordination of post-compulsory education. This issue will be dealt with, in 1976, by the OECD review of education in Australia, in particular with regard to problems linked to the transition from secondary school to employment.
- 7.6 Although the tables in Appendix F of the reply indicate, for the years 1971-1974, a continuous decrease in the percentage of pupils enrolled in secondary education, there were still 2% more pupils attending secondary schools in 1974 than in 1973. As to primary-school level, the increase in enrolment, for the same year, was only 0.1%. As to the attendance rate at government and non-government institutions, the same tendency as at the primary level can be observed: overall increase, between 1966 and 1974 of enrolment at government, and decrease in the corresponding figures for non-government schools. Details on distribution of pupils by social and economic groups attending school beyond the compulsory leaving age are not available.

Access to higher education

- 8.1 Tuition fees were abolished in 1973. At universities, students have to pay nominal fees varying from \$40 to \$90 per annum as a contribution towards provision of student union services such as sport, entertainment and eating facilities. In technical and further education institutions, these fees can be as little as \$10 per annum only.
- 8.2 As indicated under 6.1-2 those who completed secondary schooling can apply for enrolment at higher education level. The Australian Government is nevertheless considering detailed recommendations from a specialist committee on expanding opportunities for higher education, including part-time and external study and matriculation requirements to sections of the population who have difficulties in acceding to this level of education. Despite various provisions facilitating access to higher education, this still is relatively difficult for socially, culturally or economically disadvantaged groups. So far, various forms of assistance exist, governed by the Tertiary Education Allowance Scheme which was established in 1974. In 1975, this scheme provided assistance to 75,000 full-time undergraduate students, who represented approximately 37% of the total enrolments in higher education. All full-time students are eligible for assistance, except if they benefit from other government or private assistance, if they fail to progress satisfactorily in their scholastic work, if their personal or family income is above the limit qualifying for assistance. Furthermore, enrolment in a second undergraduate course after completion of a first qualification also excludes from benefiting of assistance, except for graduates who enrol in teacher-training courses. Selection for assistance is either competitive or based on merit, except for the Aboriginal Study Grants Scheme and the Pre-School Teacher Education Scheme where living allowances are not subject to a means test. Most university courses might be taken by part-time study, while evening classes are arranged for this purpose in advanced education, technical and further education institutions. External studies are less frequently available, but many students, already in employment,

are granted regular time off from work to attend day courses. In general, higher education institutions provide for the granting of credits to transferring students and provided that the previous study of the student is relevant to the requirements of entry to another course, there is no difficulty for transfer, in fact it is quite frequent with regard to TAFE (Technical and Further Education) institutions and colleges of advanced education, less common from those institutions to universities. There were, in 1974, 61 students preparing higher degrees at universities on the basis of credits gained in colleges of advanced education. As these colleges are developing undergraduate degree courses, the number of students qualifying for transfer to university is expected to increase. Admission to higher education has recently been made possible by a number of higher education institutions, also for students who do not meet the normal entry requirements but are accepted on the basis of age, maturity, experience, performance in special entrance examinations for example.

- 8.3 Although the current post-secondary and higher education facilities meet the demand reasonably well, it is indicated under 6.1-2 that in a few years entrance quotas may be fixed for particular courses or faculties, thus precluding some students from enrolling immediately in the course they would prefer. Furthermore the competent Commissions have been given the task of recommending ways to avoid duplication of resources, as well as rationalization of courses and the number of available places.
- 8.4 As of Appendix J, the total enrolment in higher education, between 1971-1975 rose from 193,218 to 275,264, which represents an increase from 8.2% to 9.4%. As to the total population aged 17-22; 10.3% were enrolled in universities, 7.9% in colleges of advanced education. The participation of women in higher education is shown in Appendix A, where it is indicated that, since 1961, the number of female students in universities has risen by nearly 11% each year against less than 6% for men. Thus, women represented 35.4% in 1974 of all university students (even 36.5% of all full-time students). With regard to higher degrees women are less favourably represented, although the absolute proportion went up from 9.2% of the total, in 1956, to 14.6% in 1974. (The corresponding figures for men were 90.8% and 85.4%). As to the socio-economic background of students, studies of the late 1960s reveal that children of manual workers were under-represented; more recent data are not available.

Standards and quality of education in public educational institutions of the same level

- 9.1 Until recently, prescribed curricula, qualified teachers and public examinations towards the end of secondary schooling tended to ensure equivalent standards in public schools. Since then, teachers as well as schools are becoming increasingly responsible in the drawing up of curricula, while public examinations are going to be progressively replaced by internal school assessment. Two States have even abolished formal certificates for secondary education. As to technical and further education, a competent commission is at present consulting with the State authorities on the establishment of a national system of accreditation and terminology at this level. The maintenance of academic standards at universities is the responsibility of the professional board and senate of each institution.
- 9.2 It is indicated under 6.1-2 that national concern has recently been expressed that the resources available to the States have not been sufficient to ensure acceptable standards in all primary and secondary schools. Since 1974, the Schools Commission has provided additional funds needed for equipment etc. under its Disadvantaged Schools Programme to over 1,000 schools serving underprivileged areas and catering for 13% of the total primary and secondary school population. It is thus hoped to ensure high educational standards in all schools by the early 1980s. A major problem however remains as experienced teachers prefer urban to rural or similar disadvantaged schools.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. Primary education having been made free and compulsory before the end of the nineteenth century, only a very small number of native born Australians apart from Aborigines in isolated areas or living in traditional communities, would

not have completed their primary education. However, among the great numbers of migrants who arrive each year, some have not completed primary education in their home countries. Therefore, a system of migrant education has been developed for the teaching of English and some knowledge of the Australian way of life. As indicated in Appendix C, four new programmes have been introduced, since 1971, to reach a wider section of migrants. Thus a voluntary tutor scheme, aiming especially at migrant women staying at home, full-time accelerated courses, bilingual preliminary courses in Italian (Greek, Turkish and other languages are in preparation) have been developed, in addition to special industrial training courses. Furthermore, Appendix C contains information on television and radio instruction and information services specifically set up for migrants including two ethnic radio stations which broadcasted in seven languages: Italian, Greek, Spanish, Yugoslav, German, Arabic and alternate Asian languages.

Training for the teaching profession

- 11.1 Students are selected on the basis of academic merit and suitability for the profession. Until 1973, most training colleges were State institutions, and under a "bonding" system, students were committed to teaching for a specified number of years in schools of the respective State.

At present, all former State government colleges and 7 out of 23 non-governmental colleges are autonomous institutions, qualified to receive government funding for capital and recurrent expenditures. The seven non-governmental colleges had to ensure, to this effect, inter alia, non-discriminatory practices with regard to enrolment and employment, not to impose religious or similar studies as a compulsory unit for students and to provide quality education.

- 11.2 All those who satisfy the selection criteria can apply for admission to a training college. Even those enrolled in non-governmental institutions providing approved courses may receive assistance with fees or benefits. Students are now free to seek employment after training in any government or non-government teaching service. The Australian Council on Awards in Advanced Education assesses equivalence in college curricula, degrees and diplomas to ensure their equivalence or comparability. The statistics given in Appendix K indicate the following: there is a constant increase of the total of primary student teachers between 1970 and 1973, 16,317 to 22,329 respectively, the percentages of women largely in the majority have slightly decreased (78.3% to 76.8%) while the corresponding rate of men has risen during the same period (21.7% to 23.2%). As to secondary student teachers, their total number went up, from 22,612 in 1970, to 32,707 in 1973, but the percentage of men and women students remained almost stable at a little over 45% for men and 54% for women. Although most training seems to be taken at teachers' colleges, studies in education are also provided at universities and colleges of advanced education. As to teachers employed in primary and secondary schools, women represented in 1973, 59.2%, men 40.8%.

III. AIMS OF EDUCATION

- 12.1 All courses of education have since long been in accordance with the principles laid down in Article 5.1 (a) of the Convention, and curricula in history, geography and social sciences usually include specific references to the United Nations. More recently, interest has grown to expand studies into the culture, history and geography of our neighbours who have a heritage different of that of most Australians. Thus, a national Asian Studies Co-ordinating Committee has been set up to stimulate and improve the teaching also of Asian languages through the provision of appropriate materials, travel grants to teachers and adequate in-service training courses. The monthly informative publication "Hemisphere", issued by the Australian Department of Education which carries articles in the fields of art, science, history, culture and religious beliefs of Asia, but also the Pacific and Africa will prepare special consolidated publications of articles covering life and culture of particular nations.
- 12.2 As reported in 1971, schools strive to develop in pupils respect for the rights of the individual and for democratic process for law and order, international understanding and intelligent participation in community affairs. Since 1971,

syllabuses have been reviewed in the light of new knowledge about the learning process and by applying an interdisciplinary approach to the study of man, his cultural diversity. At higher education level, the new Murdoch University, Western Australia has established a degree-level course in peace and conflict studies (Irenology). Finally, Australia participates since 1966 in Unesco's Associated Schools Project. As of December 1975 there were 80 primary, 5 secondary schools and 1 teachers' college participating. Activities carried out under this project include studies of lifestyles of children in other countries, aspects of human rights, race attitudes, although no attempt has been made to conduct research in attitude formation. Seminars have also been organized on topics such as education for international understanding (1970), International Education in the Asian Pacific Region (1974), "Learning to Be" Seminar of the South East Asian Pacific Region (1975). A seminar on "Teacher Education for International Understanding" is to be held in 1977.

EXTERNAL TERRITORIES: (a) Christmas Island; (b) Cocos Islands; (c) Norfolk Island

(a) Christmas Island has no indigenous inhabitants and is populated by people from Malaysia, Singapore, the Cocos (Keeling) Islands and Australia, most of them being employed in the phosphate mining operations, the only economic activity carried out on the Island. As of 31 December 1974, there was a total population of 3,030. In April 1973, the Australian Government announced its intention of assisting long-term residents to resettle outside the Island. Amongst those eligible for resettlement, 82% opted for their installation in Australia, which implied a reappraisal of the educational provisions with a view to their integration into the Australian educational system in particular as almost 90% of the school population has Australian citizenship.

I. DISCRIMINATION

There are no legal or other factors which constitute discrimination in education. Educational opportunity is limited by the Island's size and isolation, although a positive educational value consists for all children to grow up in harmony between a variety of races and cultures. To reduce the limitations of opportunities to acquire certain levels of formal education, education tours of the mainland were planned for 1976 for children who have not yet been away from the Island.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 New educational arrangements came into effect early in 1975 and they include, inter alia, establishment of an Education Advisory Committee which includes representatives of the one Island Area School, the Technical Centre, each ethnic group and a mainland education consultant; introduction of an Australian oriented curriculum for all to make transfer away from the Island easier.

Free and compulsory primary education

- 6.2-3 Tuition is free, but education is not compulsory yet (see 7.5). Only one child (physically and mentally handicapped), however, does not attend school. It is hoped to obtain the appointment of a teacher with training in special education to give particular attention to the development of this child and to a small group of children suffering from certain disabilities. An education ordinance making schooling compulsory from 6 to 15 years is proposed for 1976 when the existing primary school will be expanded into one Island Area School, catering for all pupils enrolled in pre-school, primary and secondary education.
- 6.4 The number of pupils enrolled in primary education which offers a full course including the teaching of Chinese and Malay were the following:

	<u>Total</u> (1)
1973	398
1974	369
1975	235

- 6.5 Despite the teaching of Chinese and Malay languages in the school, it has to be admitted that the children will suffer some disadvantage should they return to the Singapore or Malaysian educational system. Younger children will be less disadvantaged, as lower achievement should be rapidly compensated. Older children will face greater difficulties, but it is expected that the standard of education provided in the Area School will make adoption to a new system easier.

Access to secondary education

- 7.1-2 Tuition is free, as are the provision of textbooks, equipment, dental and health services and school transport. Size and isolation of the Island make it difficult to offer, after the second year of secondary studies the range of courses available on the mainland, particular attention is paid, however, to the development of knowledge of the English language. Children of long-term residents may be granted scholarships to undertake matriculation studies, while Australian-based staff appointed to the Island are eligible for education allowances enabling their children to continue their studies beyond the second year of secondary education on the mainland.
- 7.3 Twenty-five scholarships were awarded in 1975 for studies beginning 1976.
- 7.5 Education is not compulsory, but it is proposed for 1976 to adopt an education ordinance making schooling compulsory between 6 and at least 15 years of age.
- 7.6 The total numbers of secondary school pupils are the following: (1)

1973	161
1974	130
1975	163

Access to higher education

- 8.1-2 Post-secondary and higher education are available on the mainland or Singapore. Allowances - of which six students benefited in 1975 - are available for children of long-term residents who wish to undertake full-time studies at the Island's Technical Centre, which offers a variety of correspondence courses, up to higher education level and including adult education classes. In 1975, there were 55 apprentices enrolled in this Centre, 27 of whom took diploma studies in communication and 22 automotive courses.

Standards and quality of education in public educational institutions of the same level

- 9.1-2 Standards are comparable to the Australian mainland up to the second year of secondary education after which it is difficult to offer the wide range of courses which would be available over there. Australian-based staff are usually appointed for a 2-year term. In-service courses to assist teachers in the development of programmes and methods required in a multilingual situation are also arranged.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. Adult education classes are provided by the Technical Centre, offering elementary Malay, dressmaking, motor vehicle maintenance and woodwork.

(1) In reply to a letter from the Secretariat of 20 July 1976 asking whether these figures could be broken down by sex, it was indicated that the competent authority was unable to obtain the relevant enrolments.

Training for the teaching profession

11. As indicated above, in-service courses are arranged to assist teachers in the development of programmes and techniques required in a multilingual situation.

(b) Cocos (Keeling) Islands. In accordance with Article 73 (e) of the United Nations Charter, Australia, responsible since 1955, reports regularly to the United Nations on its administration of the Islands, which are a non-self-governing territory, part of which are Home and West Islands. In June 1972, the population of the territory was 637, the majority of whom were immigrant plantation workers and their families, predominantly of Malay origin. These workers live in Home Island which has one school, while a small population of mainly Australian origin (meteorologists and airport personnel) live on West Island, with also one school.

(i) Home Island (part of Cocos Islands). The one existing school established and continuing to be maintained by the proprietor of the Clunies-Ross Estate, receives substantial assistance from the Australian Government. Until 1973, the teaching was carried out by the person who established the school, assisted by some young Cocos islanders. Since then, a teacher/adviser was first appointed by the Government, followed in 1974 by a second teacher from the mainland, with a view to developing an appropriate curriculum and training of islanders in teaching methods and subject matters.

The only existing school is basically at primary level, comprising eight grades; however pupils aged 5 to 15 are attending. Generally each child in grades 1-6 receives about four hours of instruction each day of the 5½ day school week. Pupils in grades 7-8 are given up to eight hours each day. Schooling is not compulsory but a child must attend regularly once enrolled. All children of school age born in 1967 attended school in 1974 and 1975, indicating the increasing desire of parents to have their children educated. However, during the same years, only 50% of all children aged 5-15 years were enrolled in school. Basic information about the external world including the United Nations and its Specialized Agencies is contained in the curriculum and supplemented by films and wall charts.

During 1974, ten male and three female students attended the Home Island adult education classes (mainly tuition in English) which are conducted by the estate which employs the plantation workers. Although there are no legal factors which constitute discrimination in education, Australia has for a number of years recognized the need for changes. The Government therefore invited in August 1974 a United Nations mission to visit the territory with a view to obtaining first-hand information and ascertaining the aspirations of the population. The mission considered that the isolation of the Malay community from the outside world and the predominant forces of influence exercised by the Clunies-Ross family have adversely affected the cultural life of the Home islanders who need to develop an identity separate from that of the estate owners. The mission regretted that primary education was not compulsory, and the curriculum limited in scope. Concern was expressed on absence of secondary education. It was recommended that Australia assume responsibility for all education and institute compulsory education in the territory. Subsequent to the departure of the mission, additional teaching aids were to be supplied and the question of vocational training was under consideration. It was proposed to introduce in 1976 secondary studies by means of correspondence courses.

(ii) West Island (part of Cocos Islands). The one West Island school provides primary education by following the syllabus of the Western Australia Department of Education which staffs and inspects the school. Education is not compulsory, but the population being mainly Australian accepts the concept of compulsory schooling. Current costs, including those for teaching materials are met by the Australian Government. In 1975, thirteen children plus one correspondence pupil were enrolled. For children attending secondary school in Australia, the Government provides an education allowance and an annual air fare to expatriate parents. In 1974, two such children were enrolled in Australian secondary schools.

(c) Norfolk Island

I. DISCRIMINATION

Although ultimate responsibility lies with the Australian Minister of Education, educational services are financed and controlled by the Island's administration. There are no provisions or practices which constitute discrimination in education. Factors limiting educational opportunity mainly arise from the Island's size and isolation: limited access to radio broadcasts, news publications and other cultural and educational enrichment outside the school. Financial resources for education services are also limited. As the islanders are concerned that any modifications in the financial and administrative relationship between themselves and the mainland could result in unacceptable changes, it is possible the Island may not be able to match the increasing financial provisions for schools occurring on the mainland and thus to meet the subsequent improvement in the standards. The Australian Government has indicated this problem to the Royal Commission on the future of the Island which has been bearing evidence during 1975. It is hoped that a solution can be found in order to ensure that the children continue to receive education satisfactory by Australian standards but also acceptable to those concerned about changes to the Island's special historical and cultural heritage.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

Free and compulsory primary education

- 6.1-3 Education is free and compulsory for children aged 6 to 15, including six years of primary schooling based on a full curriculum. Area and population of the Island make it possible to provide education for all children of compulsory age in one school.
- 6.4 As of 30 June 1974, there were a total of 206 children enrolled in primary education of whom 101 were girls. Overall enrolments have been stable for some years, reflecting a stability in the school-age population.
- 6.5 Textbooks are free and bus services for school transport charge a nominal daily fee.

Access to secondary education

- 7.1-2 According to the reply, four years of lower secondary education which lead to the New South Wales School Certificate are free, while pupils continuing beyond the School Certificate rely largely on their families' resources, although some assistance is provided on a non-competitive basis to children whose parents have been resident in the Island for the last three years. It appears from the reply that such assistance is provided by the local administration, as the mainland authorities do not consider it appropriate to grant student allowances to the islanders who are exempted from income and other taxes, and from which tax payers on the mainland may benefit.
- 7.4 Lower secondary education is provided in the same school which offers six years of primary schooling. Courses in commerce, French and German have to be taken by correspondence.
- 7.5 Four years of lower secondary education are compulsory.
- 7.6 As of 30 June 1974, a total of 107 pupils (48 girls) were enrolled at the lower secondary level. Each year, 20 to 25 pupils complete the School Certificate and of these about 20% continue further secondary studies which have to be undertaken on the mainland or in New Zealand.

Access to higher education

- 8.1-2 Higher education has to be undertaken on the mainland or in New Zealand. As this is the case for upper secondary education, students have to rely largely on their family's resources, although the administration provides some assistance.

- 8.4 The reply gives a total of 18 pupils who received, in 1975, assistance for studies abroad and which combine apparently secondary and higher education students. Bursaries and scholarships for secondary and higher education comprise an allowance varying from \$160 to \$400 (depending on parents' income) as well as a small textbook allowance and an annual return air fare.

Standards and quality of education in public educational institutions of the same level

- 9.1-2 Although ultimate responsibility for education on the Island lies with the Australian Minister for Education, educational services are financed and controlled by the Island's administration. The standard of schooling is comparable with that of government schools on the mainland, and trained teachers are provided by the North-South Wales Department of Education, which is reimbursed for this and other services by the Island's administration. However, due to circumstances referred to under I above, the Island has not been always able to provide auxiliary staff at mainland level.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. As primary education was made free and compulsory in all Australian States before the end of the nineteenth century, it is unlikely that any resident of Norfolk Island would not have received any primary education.

BARBADOS

I. DISCRIMINATION

- 1-3 In accordance with its Constitution and other statutory provisions, any form of discrimination, including in education, is considered contrary to human rights and fundamental freedoms, which are protected by corresponding legislation.
5. (a)-(b) Reducing further the possibility of discrimination there are approximately 6,400 private secondary school places available for those who did not succeed to be enrolled in government schools. These institutions benefit from government grants for the purpose of maintaining the standards required by the Ministry of Education. Furthermore, a number of vocational school places are available for the training in secretarial, hotel, health, nursing and trade occupations.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 Since the granting of independence on 30 November 1966, the Government has instituted free education in all governmental educational institutions including university level.
- 7.2 With a view to facilitate access to secondary schools of all pupils between the ages of 11 and 12, children of non-Barbadian nationals but residents of the island may apply for admission on the basis of the Secondary Schools Entrance Examination.

PEOPLE'S REPUBLIC OF BENIN

I. DISCRIMINATION

1. Since 1960, successive governments have endeavoured to establish Colleges of General Education (which later became Colleges of Secondary Education), in order

to eliminate a certain discrimination which prevailed in colonial times as a consequence of the limited number of places available to pupils. These colleges which for a long time had covered only the lower secondary level - thus creating further differences between their pupils and pupils in lycées - have been gradually extended to cover both lower and upper secondary education.

2. The reform of education is designed to put an end to the disparity which still subsists between Colleges of Secondary Education and lycées.
3. The report does not answer this question.
4. There are still two denominational schools attended only by girls, but the teaching staff have the same qualifications and the school premises and syllabuses are equivalent to those in coeducational establishments.
5. It is stated on page 1 of the report that the demographic pressure of the last fifteen years has led to a proliferation of private schools which are governed by the appropriate legislation but which are progressively being nationalized by the State⁽¹⁾. It is stated (page 2) that private secondary schools are fee-paying establishments.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 Under the terms of the various constitutions, it is compulsory for everyone to send their children to school, and under the reorganization of territorial administration, rural communes are obliged to run a school.

Free and compulsory primary education

- 6.2 Primary education is free and compulsory, the entrance requirements being the same for all.
- 6.3 No reply is given to this question.
- 6.4 According to the enrolment table attached to the reply, there were in 1973-1974 a total of 244,032 pupils in primary education (85.10 per cent of the school-age population), of whom 67,048 were girls.
- 6.5 In deprived areas there are canteens in schools.

Access to secondary education

- 7.1 All forms of secondary education are free and entrance requirements are the same for all.
- 7.2-3 Scholarships and other forms of assistance are granted to the most deserving cases according to parents' means. Transfer from one type of secondary education to another takes place within the public education system. Pupils in a private school who wish to transfer to public education are assigned to the available places on the basis of a competitive examination.
- 7.4 In 1975, there were 66 secondary schools but upper secondary education has not yet become general. The major obstacle is the shortage of teachers and measures designed to overcome this difficulty are spelled out in the Educational Reform.
- 7.5 The report does not specify whether secondary education is compulsory.
- 7.6 In 1973-1974, there were in all 39,744 pupils in general secondary education (of whom 11,332 were girls), representing 13.87 per cent of the school population. In 1973-1974, a total of 803 pupils, of whom 97 were girls, were enrolled in technical education.

(1) The reply refers to the enrolment tables which, however, do not specify the enrolment ratio in private establishments.

Access to higher education

- 8.1 Higher education is free. The most deserving students receive a scholarship or other form of assistance. Certain civil servants or State employees who have passed the university entrance examination may attend university lectures during their working hours. In 1973-1974, there were 1,911 students enrolled in higher education.

Standards and quality of education in public educational institutions of the same level

- 9.1 Each level and category of education is under the authority of a separate division within the Ministry of Education; this arrangement provides a means of standardizing curricula and of establishing equivalent conditions relating to the quality of the education provided.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. Conclusive experiments have been carried out on the use of national languages in literary teaching. Only when the Educational Reform has been implemented will all citizens be able to have access to knowledge.

Training for the teaching profession

- 11.1 The teaching profession is open to those who fulfil the necessary requirements, without any regional distinction. Candidates who are holders of the BEPC or the BE are recruited by competitive examination; teachers for secondary and higher education are recruited according to their qualifications.

III. AIMS OF EDUCATION

- 12.1 The aims of education are clearly defined in the Educational Reform.

BULGARIA

I. DISCRIMINATION

As indicated in the second periodic report submitted to Unesco, by the People's Republic of Bulgaria, there is no discrimination of any kind, in accordance with the Constitution and the Law on State Education.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

Free and compulsory primary education

- 6.2-4 Primary education comprising eight grades is free and compulsory. For many years, 99.96 per cent of the children who are liable for such schooling have attended school and been provided by the State with free textbooks and supplies. For this reason there is very little non-attendance. Every year 1,010,000 children are enrolled in compulsory education.
- 6.5 For invalid or handicapped children there is a wide network of educational establishments and special homes providing free accommodation; clothing and food are available for orphans and children of single parents. Municipal councils and schools provide scholarships or grants to children whose parents are temporarily experiencing difficulties. A number of co-operatives, factories or industrialized agricultural complexes pay the cost of meals for the children of their employees. Particular efforts are made with regard to the children of the various minorities. They have priority of access to pre-primary education and

to higher and intermediate studies. They are also given priority for admission to boarding schools and receive scholarships or grants to cover the cost of food and clothing.

Access to secondary education

- 7.1 Secondary education is free.
- 7.2 Measures to facilitate access to secondary education include, for instance, extension of the network of secondary education establishments, provision of scholarships (covering between 8 per cent of expenses for general education and 100 per cent of expenses in certain vocational training schools), free meals and the placing of pupils in boarding schools. It is stated, moreover, on page 3 that pupils are entitled to transfer from one school to another, and are able to do so if they wish. For those working without having completed a full course of education there are numerous evening schools and correspondence courses. Such students have their working day reduced by one hour, are granted additional paid leave and are put on the day shift (if otherwise liable to night-shift work), for example. Many firms have set up centres for upgrading the qualifications of workers and for vocational education at the secondary level.
- 7.4 It is stated on page 3 that, under the current reform of education, all young people will receive primary and secondary education in a standard all-age school.
- 7.5 Secondary education is expected to be compulsory before 1990.
- 7.6 During the 1975-1976 school year, over 96 per cent of pupils enrolled in the eight years of primary education continued their schooling at the secondary level.

Access to higher education

- 8.1 Since higher education is free, students are exempt from study and examination fees, enrolment fees and medical examination and medical care expenses.
- 8.2 All students who have completed secondary education may continue their studies at the higher level. The State offers the following facilities to students: scholarships, 50-55% of students being awarded these; 30-35% of students are accommodated in university halls of residence. The State meets, in addition, 40% of the cost of meals in university restaurants, and pays for the upkeep of these restaurants. Students are entitled to reduced rates for university leisure and rest centres and considerable reductions in regard to public transport and travel inside Bulgaria. Some 30% of students are enrolled in evening or correspondence courses enabling those in employment to pursue their higher education studies.
- 8.3 Higher education is developing parallel with the country's general development. There are no obstacles or shortages in this area.
- 8.4 Students numbered 106,055 in 1976, 29,756 of these following evening or correspondence courses.

Standards and quality of education in public educational institutions of the same level

- 9.1 Equal standards are ensured by standardized courses of study, teachers being trained and appointed in accordance with regulations which apply throughout the country. Furthermore, the State contributes towards the cost of facilities in all school establishments and these conform to standards approved by the Ministry of Education. It is stated on page 3 that all schools in Bulgaria are secular and are run by the State.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. It is stated that 99.96 per cent of the school-age population attend primary school. However, persons who have been unable to complete the full basic education course can finish their studies, improve their qualifications and raise their cultural level

- 4-5 It was further indicated in the previous report that all schools are coeducational, and that no private establishments exist (see Unesco document 17 C/15 of 15 September 1972, Annex C, pp. 10-13).

The present report indicates under 9.1 that all types of schools are State schools.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 In 1974, the Supreme Soviet of the Byelorussian SSR passed a Decree on National Education setting out the main principles for national education in the Republic. One of the fundamental principles is the free provision of all types of education.

Free and compulsory primary education

- 6.2-3 Seven years of compulsory primary education were introduced since 1926. While eight years of schooling became compulsory for children aged 7-15 in the 1960s, supplementary information provided by the competent authorities of the Byelorussian SSR indicates that the process for the introduction of ten compulsory school years has been accomplished.

- 6.4 During the 1976-1977 school year, general education establishments (regular courses) were attended by 1,515,300 pupils, representing virtually all children of school age.

- 6.5 The second periodic report transmitted by the Byelorussian SSR contained information on the provision of pre-school education for children aged between 1 and 7 years, the increase of the number of schools and the improvement of their equipment in rural areas, as well as on the constitutional right to education in the mother tongue. The present periodic report indicates the provision of free transport for pupils from rural areas and refers under question 7.2 to the existence of boarding schools also for pupils of primary education age. It is indicated furthermore, under 7.2, that children with physical or mental handicaps are educated in special boarding schools maintained exclusively from public funds, while the basic expenses of pupils in boarding schools are met by the State.

Access to secondary education

- 7.1 Secondary education is free and is offered in general, specialized technical or vocational institutions.
- 7.2 Secondary education is universal and the transition to this level for all young people is in the process of completion. Secondary education provided in general secondary, vocational-technical and specialized schools enables the pupils to obtain the certificate of secondary education. Extended-day schools or general education groups are being set up whenever the necessary educational workshop facilities are available, the State meeting the basic expenses of the pupils in need, while evening and correspondence courses as well as scholarships are available for young workers and those enrolled in specialized secondary or vocational-technical education.
- 7.3 A proportion of the boarders - up to 25 per cent - receive free meals, the remainder paying only half the cost. In addition, general education establishments have a general fund for the provision of practical assistance and the financing of measures concerning health, culture and other questions. This fund is financed by budgetary resources and contributions by collective farms, co-operatives, trade unions and others.
- 7.4-5 The report indicates that secondary education is universal, and that wide opportunities exist to benefit from this level of education.
- 7.6 In 1976, 96.9 per cent of the pupils who have completed eight years of schooling continued their education in secondary educational establishments. It is indicated under 8.4 of the report that during the same year, a total of 178,000 pupils completed their schooling in the various types of secondary education.

Access to higher education

- 8.1-2 Higher education is entirely free and accessible to all those who have completed general secondary, vocational-technical or specialized secondary education, and subject to the passing of an entrance examination. Student hostels are available for those in need, and State scholarships are awarded to students with good academic results. Furthermore, students have free use of libraries, reading rooms, stadiums and benefit from free medical care.

An extensive network of evening and correspondence courses at higher education level operates for young workers with a view to training highly qualified specialists.

- 8.3 Higher education is available to all those who satisfy the conditions referred to under 8.1-2 above.
- 8.4 In 1975, there was a total of 34,000 students enrolled at higher education level, including evening and correspondence classes.

Standards and quality of education in public educational institutions of the same level

- 9.1-2 All types of schools are State schools entirely financed by the State. All schools at the same level use standardized State curricula, syllabuses and textbooks.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. The report does not provide a reply to this question, but the second periodic report had indicated that an extensive network of evening classes and correspondence courses, as well as radio and television broadcasts, enable young working people to continue their studies and help those who are studying by themselves (see document 17 C/15, Annex C, p. 12). Supplementary information obtained indicates that the democratic system of education made it possible to eliminate illiteracy as far back as the 1930s.

Training for the teaching profession

- 11.1-2 Access to teacher-training establishments is open to all, subject to the passing of entrance examinations. Candidates for teaching at primary school level must have completed eight years of schooling and are trained in teacher-training colleges. Those aiming at teaching in secondary schools must have completed secondary education before entering training institutions or university. Diplomas awarded by both of these educational institutions confer equal rights for teaching and for receiving the same salary.
- 11.3 There are at present nine training colleges and seven training institutions as well as two universities operating for teacher training.

III. AIMS OF EDUCATION

- 12.1 As indicated also under 11.6 of the report, the aim of education set forth in the corresponding legislation is to produce highly educated, fully developed and active builders of the communist society. Furthermore, education shall satisfy the aspirations of the citizens. Since children and young people from primary to higher education are brought up in a spirit of friendship between peoples, respect for equality and dignity of all peoples without any distinction, as well as for human rights and freedoms, the aims of education in the Byelorussian SSR coincide with the principles embodied in the Convention. The decisions of the XXV Congress of the Communist Party of the Soviet Union provide for further development of the educational system in accordance with the needs of scientific, technological progress and the aims of bringing about a steady improvement in the level of culture, technical knowledge and education of the workers.
- 12.2 Reading lessons in primary schools, and the teaching of literature, history, social sciences, economic geography, foreign languages and other subjects are used to

inculcate into the pupils respect for human beings, for other nationalities and for the cultural property created by mankind. Internationalist upbringing in the Republic is carried out both during lessons and in extra-curricular and out-of-school activities. The activities of the international friendship clubs are widely popular in the schools of the Byelorussian SSR.

CHILE

I. DISCRIMINATION

- 1-2 No practices or situations exist which are conducive to any kind of discrimination (racial, religious, political or social) in the field of education, and all children benefit from equal treatment with regard to access to the different educational levels as well as to the pursuit of studies in the regular system. It is indicated under 6.4 of the reply that the school population represents 56.3 per cent of the total population of the country.
3. As there is no discrimination, there are no such obstacles as referred to by this question.
4. Both coeducational and separate schools for the two sexes exist, but the educational features including curricula are identical, as are conditions for admission and qualifications of the teaching staff. Premises and equipment are provided by the Ministry of Education.
5. The reply indicates the existence of private denominational schools which apply the official curricula, and experimental private schools which, although they are supervised by the Ministry differ from the regular system by placing more emphasis on scientific, technical, artistic or bilingual training.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 Primary education is compulsory since the passing of the corresponding law of 22 November 1929; secondary education facilities are attended by a total of about 452,456 pupils, while those applying for higher education must have a satisfactory secondary school record and pass the entrance examination⁽¹⁾.
- 6.2 Primary education is free, even in a number of private schools. It is indicated under 6.5 of the reply that the Government has recently purchased from Spain a considerable quantity of teaching material designed for kindergarten and primary schools which is to be distributed free of charge throughout the country.
- 6.3 As indicated under 6.1, primary education is free and compulsory in accordance with the 1929 Law on Compulsory Primary Education.
- 6.4 The enrolment figures provided with the reply are the following for 1974:

	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
Pre-primary	45,426	47,764	93,190
Special primary	7,374	4,844	12,218
Regular primary	1,175,109	1,145,393	2,320,502

Between 1973 and 1974 the increase rates have been the following:

Pre-primary	1.9%
Special primary	37.8%
Regular primary	2.5%

(1) The reply quotes under 1 from a paper: Government Educational Policy and indicates further that steps are now being taken to rationalize the system of school grants and assistance in order to provide real educational opportunity for the children of the poorer sections of the population. It is proposed, resources permitting, to increase the funds for these purposes.

As to drop-outs which, in 1974, represented 8% of enrolment in the first grade of primary level (grade 2: 6%; grade 3: 5%; grade 4: 5%; grade 5: 6%; grade 6: 6%; grade 7: 7%; grade 8: 6%), they constitute a problem, the main causes being socio-economic (poverty of the family, desire to start work, under-nourishment), cultural (low educational standard of parents, especially in under-privileged groups of the population), educational (shortage of qualified teachers, excessively large classes, lack of educational guidance).

The present Government has devised specific educational strategies to ensure that children enter and remain in schools. Measures include the distribution of supplementary meals to the poorest children, clothing, equipment and school medical services in cases of need, increasing the density of the school network in rural areas and the drawing up of curricula and syllabi to suit special features, needs and interests of each region; training primary and kindergarten school-teachers to be qualified to detect and solve children's learning problems; providing educational guidance services operated by teachers, organizing the basic educational system in cycles to allow drop-outs to enter the national training system which functions parallel to the formal school system; intensifying the contribution of the community as a whole to the educational work of the school, and establishing in every region at least one Differential Education Research Centre.

6. 5 Children of modest socio-economic background benefit from State assistance through the Educational Assistance and Grants Board which allocates meals, clothing, school equipment, financial grants, etc. Primary schools in the poorest parts of the region receive every year copy books, pencils, rubbers and textbooks to be distributed to all pupils.

Access to secondary education

7. 1 Although no legal regulations exist to this effect, secondary education is free in State and according to the reply given under 6. 2 also in a number of private schools. Enrolment and other fees payable by pupils are fixed annually by Supreme Decree, under a relevant law which safeguards the interests of the population. In 1974, the total number of pupils enrolled in both State and private secondary institutions was 452,456. During the same year, State expenditure was 38,597 million escudos. The cost per pupil was \$93,261 in scientific-humanistic fields; \$118,455 in poly-technical and industrial education; \$86,333 in commercial subjects; \$289,184 in agricultural and \$128,403 in technical education. Subventions made in 1974 for free private education totalled \$7,899 million, 19.3% of which were earmarked exclusively for scientific-humanistic and technical-vocational education.
7. 2 Pupils in need are aided by private organizations and the Educational Assistance and Grants Board which provides meals, clothing and educational equipment, while social workers investigate on the economic condition of the families of candidates for admission to State boarding facilities. Evening and night courses of equal standard compared to ordinary schools exist at secondary level for those aged over 18 and working during the day.
7. 3 As to the numbers of those who benefit from State assistance, they are as follows:
- 10,500 pupils are accommodated in student hostels and provided with all meals. The cost of these hostels is 5,460,144,000 escudos.
- 65,000 receive clothing
- 3,392 are boarders)
) receive in addition a complete set of clothing
) 919 are half-boarders)
- 126 benefit from transport grants.

These four categories of aid amount to a total of 5,134,000 escudos.

- 7.4 Although the drop-out rates in grades 7 and 8 of primary school are very high, no obstacles impede the access to secondary education for those who wish so. It is indicated under 6.1 of the reply that admission to secondary education is subject to the completion of eight years of primary school. Those who apply are enrolled but subsequently some of them drop out for a number of reasons. To pass then from one grade to another, pupils must obtain a minimum mark of 4 in a marking scale from 1 to 7. Drop-outs beyond school age can complete their education in night and evening schools which exist all over the country.
- 7.5 Secondary education is not compulsory, but pupils tend to complete this level of education as administrative posts in the civil service require candidates to hold the secondary school certificate.
- 7.6 There are a total of 452,456 pupils enrolled in secondary education: 290,408 (169,430 girls) in scientific-humanistic studies; 162,048 (70,890 girls) in technical-vocational training. As to their distribution by socio-economic groups, the great majority come from middle income and poor, 5% only from top-income groups. This distribution corresponds to the figures of pupils subsidized by the State (69,437).

It is further indicated under 6.4 that in addition 69,390 adults are taking secondary education.

As to drop-out rates, they are also given under 6.4 of the reply, and have been the following in 1974:

<u>Secondary education</u>	<u>Scienc. - Hum</u>	<u>Tech. - Prof.</u>
	<u>%</u>	<u>%</u>
Grade 1	12	18
Grade 2	9	14
Grade 3	8	11
Grade 4	6	6
Grade 5		21

Access to higher education

- 8.1 Higher education is free, except for a six-monthly enrolment fee. The total number of students enrolled is about 143,911, the State financing 86.2% of the total revenue of the universities, including private institutions. This represented in 1974 some 186,327,000,000 escudos.
- 8.2 There exist educational loans, monthly allowances, accommodation in university hostels and free medical treatment to facilitate access to and continuation in higher education. It is indicated under 6.1 of the reply that students in need must have a satisfactory academic record to benefit from assistance.
- 8.3 The development of higher education is governed both by the number of applicants from secondary schools (it is indicated under 7.5 of the reply that applicants have to pass the Academic Aptitude Test at the end of the 4th year of secondary school), and by the country's need for trained personnel. As university entrance depends solely on the ability of candidates, no attempts are being made to generalize higher education.
- 8.4 The rate of increase in the numbers of higher education students is given in reply to question 6.4 as being 23.3 per cent for 1973-1974. As indicated under 8.1, the total number of students is about 143,911.

Standards and quality of education in public educational institutions of the same level

- 9.1 Standards and quality are the same as the same curricula and syllabi are compulsory throughout the country, except for the 95 special schools for the physically or mentally handicapped. (See page 2 of the reply.) The Ministry of Education allocates staff and equipment to all educational institutions on the basis of specific needs, while technical guidance and supervision are governed by official regulations.

- 9.2 Although the structure of the educational system could ensure equal quality, it is not always possible to achieve this objective in certain remote rural areas, sparsely populated regions and also for some shortage of teachers.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. One of the basic principles set forth in the document on educational policy of the Government is lifelong education in accordance with individual interest, aptitudes and the age of each student. Adults who have not received any primary education can study in primary evening and night schools. The reply gives under 6.4 the number of 77,680 adults enrolled in 1974 in primary education. Vocational training is offered to adults in the Rural Workers University Department (Departamento Universitario Obrero Campesino) attached to the Catholic University, the National Vocational Training Institute (Instituto Nacional de Capacitación Profesional) or the Institute of Rural Education

Training for the teaching profession

- 11.1 No discrimination exists in this field, although each university has its own curricula for this training, the diplomas have equal value, both for State and private schools.
- 11.2 Candidates are required to have passed the Academic Aptitude Test and obtained satisfactory results in secondary school.
- 11.3 There are eight universities with regional branches in the various parts of the country (while the Southern University of Chile and the Catholic University of Valparaiso have each one regional branch, the University of Chile has 12, the State Technical University 23 such branches), and most have teacher-training departments. Since 1974, training for primary schoolteachers has been attached to the universities. It lasts three years, while five years training are required for secondary schoolteachers. There are substantially more women trainees than men.

III. AIMS OF EDUCATION

- 12.1 Education is based on the principles of Western Christian humanism which advocates, inter alia, understanding, respect, tolerance and friendship regardless of race and religion. Educability being an essential quality of men, education shall ensure the realization of all men's potentialities regarding intellect, feeling, will, action and facilitate the harmonious development of his personal, social, cultural qualities. In addition, education is to provide pupils with training that will fit them to build its own future in a responsible way and to contribute to the advancement of the nation.
- 12.2 Educational policy of Chile includes the respect of the human being, which is reflected in curricula and syllabuses, in the training of teachers and underlies the organization of student committees. The educational policy further promotes the regionalization of education by enabling children to gain a thorough knowledge of the characteristics of their own region.

CUBA

I. DISCRIMINATION

- 1-2 No legal provisions, regulations, practices or situations exist which constitute or could lead to discrimination in the field of education, since all discriminatory laws have been abolished by the revolution.
- 3 (i) During the first stages of this revolution, practices or situations previously imposed by the ideology of the exploiting classes did not automatically disappear

and therefore class and ideological struggle about education and discrimination, in particular, continued, but were rapidly disappearing.

(ii) Since all means of production have been nationalized, the economic resources needed to comply with Article 3 of the Convention are available.

(iii) Participation of students in the literacy campaign contributed to overcome inequalities between urban and rural, intellectual and manual workers. Furthermore, the combination of study with work has been applied throughout the educational system and speeded up the elimination of past inequalities.

4. No separate educational institutions exist for the two sexes, and coeducation is generally applied.
5. No private schools exist; all such institutions have been nationalized since 1961.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 Both State policy and legislation in force guarantee equality of opportunity and treatment in education. The following measures have been taken for this purpose:
 - (a) since the success of the revolution in 1959, all discriminatory laws and practices in education have been abolished;
 - (b) free education has been realized (including expenses for lodging, clothing, food, study materials, medical services, transport where needed), and primary education has become universal.

The remaining headings under Article 4 of the Convention are fully implemented.

Free and compulsory primary education

- 6.2 Free primary education, as explained under 6.1, has been extended to all since the success of the revolution.
- 6.3 Primary education is compulsory for children aged 6 to 12, and pupils' attendance is checked daily. Legal penalties exist for parents who fail to send children to school, and there are incentives for those who comply with the law. Merits and demerits of working fathers and mothers are noted, and those who are considered "exemplary" are recognized.
- 6.4 It is indicated under 3(i) that two years after the success of the revolution, the school enrolment ratio of pupils aged 6 to 12 years was higher than 95 per cent and has since continued to rise (1970-1971: 96.1 per cent). In 1973-1974, there was a total of 1,640,811 children of school age (6-12), of whom 99.5 per cent were enrolled; in 1974-1975: 100 per cent (a total of 1,735,875 pupils, of whom 866,757 boys and 849,118 girls). The 100 per cent enrolment rate was maintained in the 1975-1976 school year. The drop-outs represented 1.7 per cent in 1970-1971 and 1.6 per cent in 1974-1975.
- 6.5 No racial, linguistic, religious or other minority groups exist. Measures guaranteeing equal opportunity and treatment are referred to under 6.1(b)

Access to secondary education

- 7.1 Like all forms of education, secondary education is free.
- 7.2 As indicated under 6.1, funds are provided for day-boarders and scholarships for boarders, and the Government pays all expenses, including lodging, clothing, food, medical services, study materials and transport, where needed. For those above compulsory school age, a system of adult education provides basic secondary education through schools and correspondence courses, many of them operating in places where people work.
- 7.3 A total of 305,171 persons receive secondary-school scholarships; of these, 194,075 benefit from basic secondary and pre-university scholarships; 30,474

receive scholarships for the training of primary schoolteachers and 65,748 for studying at technological institutions.

- 7.4 The obstacles that formerly existed have been indicated under 3(i). To remedy the shortage of premises, the national building plan gives priority to schools. To overcome lack of teaching staff, training institutions have been developed, including a concomitant scholarship plan. Advanced training courses for unqualified teachers, retraining and refresher courses for qualified teachers are also organized, while the Educational Team enables graduates who join the teaching staff to continue their studies by taking tutorial courses.
- 7.5 The present transitional plan (1976-1980) foresees secondary education to become compulsory for all up to the 9th grade and 17 years of age, but it is intended to make secondary education compulsory up to grade 12. A pupil's success in the 9th grade determines whether he leaves school or continues his studies. Those, however, who work and who are above school age have to take compulsory further training courses.
- 7.6 The total enrolment in secondary education is 534,043. As compared with primary education, where the number decreased by 9,263 pupils between 1974-1975 and 1975-1976, secondary enrolment increased by 56,371. 21.8 per cent of the total school population are taking secondary education, as compared with 78.2 per cent at primary level. As to the distribution of pupils, by social and economic groups, the reply indicates that the Socialist Republic is made up of workers and peasants.

Access to higher education

- 8.1 Higher education is free.
- 8.2 The measures indicated in reply to question 6.1 and 7.2 apply also to higher education. Evening and correspondence courses exist in work centres, while technical development and lifelong education show that all those who gain a secondary education qualification tend to go on to higher education. In 1975-1976, there were 25,437 students benefiting from a scholarship.
- 8.3 Obstacles impeding the generalization of higher education are overcome by measures similar to those referred to under question 7.4.
- 8.4 The total enrolment was in 1973-1974: 55,435
in 1974-1975: 68,504
increase 13,069
in 1975-1976: 82,688
increase 14,184

According to the reply, the majority of students are enrolled in educational institutions (22,699) and in studies of technology (19,788), followed by economics (9,286), agriculture (9,233), humanities (8,680), medicine (6,693) and science (5,065). 1,244 other students take tutorial courses.

Standards and quality of education in public educational institutions of the same level

- 9.1-2 The reply indicates that such steps have been taken. Curricula and textbooks are the same for all schools at all levels. Thus nothing prevents the fulfilment of Article 4(b) of the Convention.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. The literacy campaign, as a first step, was followed by worker-farmer education courses. These and other forms of education are the main task of the Vice-Ministry of Adult Education, in collaboration with the Confederation of Workers of Cuba. These activities aim at providing every worker with the six grades of primary education, at least.

Training for the teaching profession

- 11.1 No discrimination exists in the training provided for any type of political, social or economic activity.
- 11.2 Admission to training institutions is subject only to the successful completion of previous studies. Primary school teacher students must have completed the 6th grade (completion of the 9th grade is being introduced). The curricula are equivalent to those for grade 10 in general education, and the diploma awarded is of similar standard to that of the secondary school technical diploma. Secondary schoolteacher students are required to have completed basic secondary studies including the 10th grade (completion of grade 12 will be required in future). The curricula are equivalent to those for grade 13 and the diploma corresponds to one of a higher secondary technical school. Teacher students for higher secondary (pre-university) education are required to have completed grade 13. The curricula are equivalent to those for the 4th year of university studies and the diploma of similar standard to that of a member of a profession or university graduate.
- 11.3 As to the numbers of teaching establishments and enrolment percentages, the following figures are given in the reply:

	<u>1970-1971</u>	<u>1975-1976</u>
Training for primary schoolteachers	7	22
Students enrolled in 1975-1976 in these institutions: 30,474 (31.1% men; 68.9% women)		
Training for secondary schoolteachers	5	43
Percentage of students at present enrolled in these institutions: 47.7% men; 52.3% women		
The teachers at present employed represent 38% men and 62% women.		

III. AIMS OF EDUCATION

- 12.1 Legislation in force guarantees the implementation of Article 5 of the Convention.
- 12.2 The principles set forth in the Convention are clearly reflected in curricula and teaching methods which are based on the respect for the principles and laws of the revolution.

CYPRUS

I. DISCRIMINATION

- 1-2 Discrimination based on race, colour, sex, language, religion, political or other opinion is legally prohibited, and no provisions, regulations, practices or situations exist which constitute discrimination in education. According to existing legislation and educational policy of the Government, nobody is deprived of access to education at any level and no person is limited to education of an inferior standard.
3. The only obstacles existing, especially after the Turkish invasion, are of an economic nature due to the increase in the number of poor pupils and students.
4. No separate educational systems or institutions exist for the two sexes, and opportunities for boys and girls to take the same or equivalent courses are equal.
5. (a)-(b) Many private educational institutions exist, some of them providing educational facilities in addition to those offered by the public institutions. The

functions of private schools are regulated by law, and the education they provide conforms with standards laid down or approved by the Ministry of Education.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 As indicated under 3, the educational policy of Cyprus is to help poor pupils to attend school and to facilitate their integration into the economic and social life of the island. The reply indicates under 11.3 that concerted efforts have been undertaken towards the democratization of the school: changes in teaching methods, organization and administration, teacher-pupil and inter-pupil relations.

Free and compulsory primary education

- 6.2-3 Primary education is free and compulsory.

- 6.4 The total numbers of children of school age are given as follows:

<u>Year</u>	<u>Total</u>	<u>Female</u>
1970-1971	67,529	
1971-1972	64,415	
1972-1973	62,681	
1973-1974	62,221	
1974-1975	56,649	
1975-1976	55,602	27,075

All children of school age were enrolled in primary schools, the rare drop-outs being children of families who emigrate abroad.

- 6.5 The majority of children who belong to the Maronite community attend a two-year nursery school. Armenian public schools are maintained by the Armenian School Committee. Instruction in these schools is given in Armenian, Greek and English being taught as foreign languages. Transportation is subsidized by the Ministry of Education for all children in rural areas, who live $1\frac{1}{2}$ miles away from the nearest school. The Ministry further provides school meals to all primary school pupils, in co-operation with the School Committees, the Food and Agriculture Organization and Parent-Teacher Associations. No boarding schools exist for the primary level.

Access to secondary education

- 7.1 Only the first two grades of secondary education are free, although the Government subsidizes up to 83 per cent of the total cost.
- 7.2 Pupils graduating from primary education enrol at the secondary level without an examination. It is indicated under 7.6 that in 1975-1976, 92.6 per cent of the primary school leavers proceeded to secondary schools. To facilitate access to a greater number of pupils, scholarships or waiving school fees, free school meals and free transport are made available. Evening classes exist, but no mobile or correspondence course.
- 7.3 The total number of pupils benefiting from one or the other above-mentioned forms of assistance is estimated at 18,760, the sums entailed are about £C 247,000,000.
- 7.4 The only obstacle to making secondary education totally free is the expenditure involved.
- 7.5 There are no immediate plans for making secondary education compulsory.
- 7.6 The following figures refer to enrolment at secondary school level:

<u>Year</u>	<u>Total secondary level</u>	<u>Total primary level</u>
1974-1975	46,800	56,649
1975-1976	49,373	56,602

The reply states that social and economic background is not a decisive factor for secondary schooling. Evening schools have been established in two main cities to help working pupils.

Access to higher education

- 8.1-4 There is no higher education of university level available in Cyprus, except for some post-secondary educational institutions such as the Forestry College, the Higher Technical Institute and the Pedagogical Academy. The establishment of a university is under serious consideration. The reply indicates under 11.1 and 11.2 that all holders of a Public Secondary School Leaving Certificate are eligible to sit for an entry examination to Greek universities. Furthermore, a few secondary schoolteachers are said to be trained in universities in Europe or in the United States of America, for which a special entrance examination is held, candidates having to make their own arrangements with the relevant university. Cyprus had indicated in its previous report that students at the Pedagogical Academy are awarded monthly subsistence allowances by the Government, and that a private foundation was established in 1971 to award scholarships for studies abroad on the basis of merit and need (document 17 C/15, September 1972, Annex C, page 17, I.1 (b)).

Standards and quality of education in public educational institutions of the same level

- 9.1-2 Steps have been taken to ensure this quality. The measures adopted concern the curriculum, school equipment and the teaching staff.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. The Ministry of Education runs special classes in several communities, as part of the activities of Adult Education Centres and with a view to fighting illiteracy. These courses offer also language, arithmetic and general subject courses to those who wish to acquire the Primary School Leaving Certificate.

Training for the teaching profession

- 11.1-2 All graduates of the public secondary schools can participate in the entrance examination for the Cyprus Pedagogical Academy in Nicosia which provides training for kindergarten and primary schoolteachers. As to teachers for secondary schools, they are mostly educated in Greek universities, a small number of students attending universities in Europe or in the United States of America. Graduates from private schools as well as from technical and vocational schools may participate in these examinations only if they have obtained a certificate equivalent to the Leaving Certificate of Public Secondary Schools. Pupils from public technical schools may sit for an entrance examination of the Cyprus Higher Technical Institute to be trained as teachers in their respective technical fields.
- 11.3 For kindergarten and primary schoolteachers' training, the "numerus clausus" has been introduced recently. As for secondary schoolteacher trainees, their number depends on the places available at universities abroad. As 40% of the Cyprus primary and secondary school buildings have been seized by the Turks, there is an increase in the number of unemployed teachers. It is hoped that the creation of a Cyprus university (see 8.1-4) will allow for a more strict control of the number and selection of secondary schoolteacher trainees.

III. AIMS OF EDUCATION

- 12.1-2 Full development of the personality and strengthening of the respect for human rights and fundamental freedom constitute the basic aims which are reflected in the curricula and in teaching methods. Courses in civics, history and geography, emphasize the principles of international understanding, tolerance and friendship among nations, racial or religious groups. As to foreign languages (English and French) they lead to the teaching of different cultures. The Cyprus Pedagogical Academy has introduced training courses to prepare the prospective teachers

about the aims and the work of the United Nations and its Specialized Agencies. Although no specific survey has been made, it would appear that young people are today more tolerant than some years ago, thus showing the impact the teaching for international understanding, respect for human rights and faith in the United Nations system has on primary and secondary school children. While many primary schools and the Pedagogical Academy play an active part in the Unesco Associated Schools Projects, nearly all secondary schools participate in Unesco Clubs, a coordinating body of which has been established in 1970.

CZECHOSLOVAKIA

I. DISCRIMINATION

- 1-3 No legal measures or decrees would cause discrimination in education, as according to the Constitution all citizens have equal rights including the right to education, regardless of nationality, race or sex.
4. There is no separate educational system for the two sexes, and equal access to education for boys and girls exists from kindergarten to university. Only in some cases of vocational training which is unsuitable for girls or in which women's work is prohibited, training is provided for boys only.
5. Private educational institutions do not exist, but the Educational Act, Section 33, paragraph 4, permits for privately financed education in foreign languages and in the field of art according to conditions set by the Ministry of Education and National Committees. Such training complements voluntary studies at people's schools of languages or art where the number or capacity of public educational institutions is not sufficient.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 Basic school education secures for all young citizens the right to education.
- Free and compulsory primary education
- 6.2-3 Primary education is free and compulsory up to the age of 15. School attendance is checked every day, and as of the 6th grade during each lesson. At primary level, unjustified absence is usually punished by a lower mark concerning the pupil's conduct, but long-term unjustified absence may lead to penalization of the parents, and to suspension from secondary school.
- 6.4 As of 15 September 1975, there was a total of 1,881,814 pupils (921,541 girls) attending primary schools. Only 1.2 per cent of school-age children did at the same time not fulfil the compulsory attendance at the 9-year primary school.
- 6.5 Nationality nursery schools are provided as well as primary and secondary schools which offer instruction in the mother tongue of pupils (Polish, Hungarian, Ukrainian) in regions where there is a concentration of citizens which are of neither Czech nor Slovak nationality. All pupils enjoy the same rights and obligations, are provided free of charge with textbooks in their mother tongue and other equipment, benefit from travel allowances, school meals and teaching staff who usually are of the same nationality as the pupils.
- Access to secondary education
- 7.1 Secondary education is provided free of charge.
- 7.2 The granting of scholarships is protected by law (Section 1, paragraph 2 of the Act 186/1960 Sb). Furthermore, textbooks and school aids are free of charge; favourable conditions offered for lodging and boarding, as well as reduced fares on public transport. Transfer from one institution to another will become easier

owing to the gradual convergence in the curricula of high schools, vocational secondary schools and apprenticeship centres. Part-time study, such as evening courses are widespread, and Regulation No. 140 of 23. 10. 1968 of the Ministry of Education provides for reimbursement of salary and relief from working hours for part-time students.

- 7.3 Scholarships are granted to pupils who apply for them and comply with the social and qualification criteria prescribed. Since 1972-1973, scholarship-holders represented each year some 8 per cent of the general secondary school population who received an average amount of Kcs 2, 510 per year. In vocational schools, there were approximately 16 per cent of the pupils benefiting from scholarships of Kcs 2, 560 per year. These average rates cover approximately one half of the private expenses.
- 7.4 Secondary education is generally accessible and, in conformity with legal provisions, pupils are enrolled in these schools in accordance with their abilities and interests, although in keeping with the needs of the national economy and culture. It is indicated under I. 1 that the complete level of secondary education, both general and specialized, is provided on an ever-growing scale.
- 7.5 The reply states that basic school education is compulsory up to the age of 15 (see 6.3 above).
- 7.6 In 1976-1977, 34 per cent of pupils of the adequate age groups were admitted to secondary or vocational schools. It is expected that within five years the figure will increase to 40 per cent. With the exception of a small number of young people unfit for ordinary school education, in addition to 2-3 per cent of pupils who enter employment after completion of compulsory education as well as one year of further education, the majority of pupils take 2 to 4 years' apprenticeship which includes education in general subjects, theory and practical training. Even these young people may progressively complete the entire secondary course by transferring to another type of school or through evening courses or part-time study.

Access to higher education

- 8.1 Higher education is free of charge.
- 8.2-3 According to Section 10, paragraph 3 of the Act 19/1966 Sb, the State is responsible for social security and health services of students. Furthermore, scholarships are granted and - within given possibilities - board and lodging in students' canteens and in hostels. Part-time students in employment benefit from work allowances and economic security by the employers in accordance with corresponding regulations. The reply indicates under 6.1 that applicants for studies at universities or institutions of higher education are enrolled on the basis of abilities, interests and with regard to the requirements of the society. During the 1975-1976 academic year, a total of 61, 522 students or 51.6 per cent of the student population benefited from scholarships, while during the same year 58.6 per cent of all students were accommodated in university hostels.
- 8.4 While during 1970-1971 there were a total of 102, 015 students enrolled at the higher education level, their number increased to 119, 264 in 1975-1976, which represented 12.2 per cent of the 19-year-olds attending the first year of university studies. Out of the total enrolment figure for 1975-1976, 21.2 per cent or 32, 018 students took part-time studies. As to the socio-economic background of higher education students, 52.5 per cent come from workers' families, 5.2 per cent from farmers and 42.3 per cent are indicated in the reply as "others".

Standards and quality of education in public educational institutions of the same level

- 9.1-2 Secondary and higher education are subject to uniform directives. Furthermore, the previous report for Czechoslovakia had quoted the law of 15 December 1960 according to which "schools and educational institutes create a unified school system in which particular levels and types of school are organically joined with (to) each other" (Unesco document 17 C/15, 1972, Annex C, p. 20, paragraph (iv)).

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. The reply indicates that there are no citizens on the Czechoslovak territory who did not receive some primary education. All those who did not complete the primary education course have the opportunity of obtaining such education when they are employed.

Training for the teaching profession

- 11.1-3 No reply is given, but detailed information was provided on this question in the previous report. It was indicated there that the selection of candidates for the teaching profession is determined by general requirements without social or political discrimination (see 17 C/15, Annex C, pp. 20-21, paragraph (vi)).

III. AIMS OF EDUCATION

- 12.1-2 No answer is given; relevant information was contained in the previous report. It was indicated there *inter alia* that the School Law of 1960 provides "education based on the scientific world outlook, Marxism-Leninism, closely related to the life of the people and resting on progressive natural traditions (see 17 C/15, Annex C, p. 21, IV. 8).

DENMARK

I. DISCRIMINATION

- 1-3 No legal provisions, regulations or practice exist which constitute discrimination in education.
4. There exist a small number of separate schools for boys and girls where it has not been possible to make the necessary changes needed to cater for both sexes. However, the educational system does not make a distinction between pupils of the two sexes neither with regard to access to education, nor to content of education.
5. (a) The answer is affirmative.
- (b) Public financial support can only be obtained by private schools if the standard of education provided is at least equivalent to that of a similar public institution of the same level.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

Free and compulsory primary education

- 6.1-3 Primary education is free and compulsory during nine years for all children usually aged 7.

At the age of compulsory education, all children attend school, except in rare cases when parents have undertaken the education. In these cases, the school board of each community must control that the pupil's knowledge is at the same level of those enrolled, at the same age, in schools.

- 6.4 The total number of pupils of school age (7 to 15 years inclusive) was early in 1975 approximately 713,000 including handicapped children which constitutes an enrolment of 100 per cent for both sexes of the corresponding age group. For many years, this percentage has remained stable for the first seven years of compulsory education. More recently, this same percentage was almost attained in the 8th and 9th year of schooling in which grade the drop-out rate is estimated to represent 1 to 2 per cent.

- 6.5 Except for small numbers of children of migrant workers, this question does not apply. Children of migrants are provided with special classes, supplementary education in their mother tongue and about the culture of their home country. Free transport is available to all children who live away over a certain distance from school.

Access to secondary education

- 7.1-2 It is indicated under 6.1 that all children have access to the various types of secondary education (10th to 12th school year) according to abilities and interests. A copy of a motion prepared by the Ministry of Education for parliamentary resolution concerning the 10th-12th year of education put forward with a view to introducing corresponding legislation during late 1976 was attached to the reply. It indicates that these school years are to be free of charge, and the subsidiary arrangements shall provide equal opportunities to pupils including the handicapped in order to ensure that nobody is excluded, for financial reasons, from attending education within the 10th to 12th years of school. Boarding-schools are established where necessary, and transfer between different types of secondary education is facilitated. For low-income families, children's allowances may be obtained for pupils under 16 or a special allowance for those aged 16 to 18.
- 7.3 During the 1974-1975 school year, about 67,400 secondary school pupils (32 per cent) received study grants totalling 263 million D.Kr. ; 12,000 students in secondary education above 20 years of age (25% of this age group) received 55 million D. Kr. in the form of interest-free loans, while 26,400 students obtained State-guarantees to benefit from bank loans totalling 180 million D. Kr. Thus 39 per cent of the total enrolment in secondary education benefited from one form or another of financial assistance which is provided according to rules compatible with the provisions of Article 1 of the Convention.
- 7.4 Secondary education is already generalized. The motion for parliamentary resolution referred to under 7.1-2 above specifies the criteria for the development, subsequent to an experimental phase of about five years, of the 10th-12th school years, which should be based on the 9-year basic school (Folkeskole) and provide possibility for further education and vocational training. These three school years shall contain a practical (vocational) component as an integral part of the general education programme (conceived in consultation with labour market authorities), enable pupils to interrupt their education at certain stages in order to obtain other competences, facilitate transfer and be accessible to everyone, irrespective of his age.
- 7.5 Education is compulsory for 9 school years, normally up to the age of 16.
- 7.6 The total of pupils enrolled in secondary education except vocational training was early in 1975 approximately 57,000 which represents 25% of the population aged 16-18. It is estimated that 20-30 per cent of all pupils do not receive more than 10 years of schooling. While during 1962-1963, 31.4 per cent of the school-age population left school on the completion of compulsory education, the corresponding figure for 1972-1973 dropped to 6.4 per cent. The proportion of pupils who passed the baccalauréat increased from 8.8 per cent in 1962-1963 to 22.2 per cent in 1972-1973. As to the distribution by socio-economic groups of pupils in upper secondary education, recent studies show that 65 per cent come from families with academic or employer's background (which constitute 5 per cent of the active population), 16 per cent from families of skilled workers (representing 23 per cent of the active population) and 9 per cent of those coming from semi-skilled or non-skilled workers (23 per cent of the active population).

Access to higher education

- 8.1 Higher education is free as no fees are requested from students.
- 8.2 In order to make higher education accessible to all on the basis of ability, the Government grants aid to students above the age of 18 from low-income families, while those between 16 and 18 may benefit from a special youth allowance. Grants can take the form of a scholarship based on the student's needs or his parents' financial position, or consist of State - guaranteed bank - loans. Boarding-schools do not exist for higher education students, but halls of residence with canteens and separate rooms. As it is quite usual to combine studies with salaried work, during

day hours, a few possibilities for further education are available through evening courses, which in addition to day courses are provided at the Copenhagen School of Economics and Business Administration.

About 62 per cent of the total enrolment of students in higher education received during 1974-1975 some kind of financial support: scholarships represented 223.1 million D. Kr., interest-free State loans 248.8 million D. Kr. and State-guaranteed bank loans 243.9 million D. Kr.

8.3 Access to higher education has been free in principle, although a number of higher education institutions, such as colleges of education and the School for Librarians have always had a limited capacity. Therefore, only the access to universities has been free. The Educational Commission of the Danish Parliament however decided in autumn 1975 to limit access to long-term further education including non-university institutions, to a maximum of 20,000 students per annum subsequent to the evaluations of the present flow, the labour market and the capacities of the institutions concerned. In order not to impede in principle the access to further education, a number of short-term further education facilities should be established.

8.4 Between 1967 and 1975, the participation of the 19-year-olds enrolled in long-term further education rose from 16.2 per cent to 27 per cent. With regard to the Copenhagen School of Economics and Business Administration which is also free of charge, this school is attended by some 2,300 students at an annual cost of 19 million D. Kr.

Standards and quality of education in public educational institutions of the same level

9.1 These objectives are attained through legislation and regulations. The State inspects schools to ensure equal standards of teaching, and all secondary-school examinations are conducted by the State.

9.2 This problem does not exist.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. Everybody benefits from primary education, but extensive evening school programmes allow to readjust education.

Training for the teaching profession

11.1-3 It is indicated that these questions seem to be not applicable to the situation in Denmark.

All students who have taken the upper secondary school or higher preparatory examination can enrol in teacher training. No differences exist between the State-recognized training institutions. The country is at present producing too many teachers for primary and secondary schools, the distribution between the sexes being fairly even.

III. AIMS OF EDUCATION

12.1 The new Folkeskole Act of 26 June 1975 lays down the following principles for primary and lower secondary education: offer possibilities for pupils to acquire knowledge, skills, working methods, forms of expression, self-activity and capacity for independent judgement, which will contribute to the individual's development. The Folkeskole shall prepare pupils for active participation in decision-making in a democratic society and therefore promote freedom of thinking and democracy.

ARAB REPUBLIC OF EGYPT

I. DISCRIMINATION

- 1-2 No legal provisions, regulations, practices or situations exist which constitute or could lead to discrimination in education, the whole educational system being orientated towards the prevention of discrimination based on sex or birth.
3. No obstacles exist.
4. Primary and higher education are legally coeducational. Most of secondary school institutions are separate but they offer equivalent access, have teaching staff of the same standards, offer equivalent courses of study and dispose of the same quality as to equipment and premises.
5. (a) In accordance with legislation, private schools do not secure the exclusion of any group, and receive official grants and technical aid.
- (b) Education provided in private schools is subject to supervision and standards laid down by the Ministry of Education and/or its "Educational zones".

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 The educational plan aims, inter alia, to make other forms than primary education available to both sexes, even in remote and rural areas. The reply indicates under 12.2 that equality is being stressed through all educational situations or activities as a matter of common ethics in the Egyptian society.

Free and compulsory primary education

- 6.2-3 Public primary education is free and compulsory. Class attendance is checked by teachers and the school itself, legal provisions exist which in case of non-attendance of a child set forth penalties for parents.
- 6.4 According to the figures provided in the reply, there were in 1975-1976 a total of 4,120,936 children (of whom 1,585,273 were girls) enrolled, as compared with a total of 4,074,893 (1,556,772 girls) in 1974-1975.
- 6.5 No particular groups of children are said to be deprived from education on grounds of discrimination. One-teacher schools are provided in remote and rural areas.

Access to secondary education

- 7.1 Secondary education is free including books, medical and social care, in public schools, but subject to entrance examinations.
- 7.2 It is indicated that all pupils who succeed at the final examination at primary level are admitted to the first stage and under similar conditions to the upper grades of secondary education. Upon a social case study, the council of teachers and parents, existing in every school, can grant loans or assistance to pupils in need. To facilitate access of more pupils some schools work for two shifts during the day while others provide evening classes, especially for the lower level of secondary education.
- 7.3 Equal opportunities are given to every pupil to obtain the assistance necessary to proceed at the educational level which corresponds to his abilities.
- 7.4 Obstacles impeding the generalization of upper secondary education are not of a discriminatory nature but due to the shortage of school buildings and teachers. To overcome this problem measures are taken within the framework of educational plans. It is envisaged to use school buildings for several shifts of pupils.
- 7.5 Secondary education is not yet compulsory and comprises three years of lower or preparatory secondary school and three years of upper secondary education. It

is envisaged to make the first three years compulsory. Egypt has already started, on an experimental basis, to establish an 8-year school, thus extending compulsory schooling to the lower level of secondary education.

- 7.6 In 1974-1975, a total of 1,924,945 pupils, representing 46.3 per cent of primary enrolment attended secondary education. This percentage went up to 60 per cent in 1976-1977, when 2,145,941 pupils of a total of 4,151,956 primary level enrolment attended secondary school. During the same academic year, there were 135,879 girls as compared with 256,982 boys enrolled in general secondary education, while the corresponding figures for technical and commercial education were almost equal, 128,511 girls and 130,420 boys enrolled. Distribution by socio-economic groups is said to be not available.

Access to higher education

- 8.1 Higher education is free.
- 8.2 Those students who are in need may benefit from loans, grants, boarding places, or permission to study during working days. Equal opportunity in such assistance is ensured by taking into account the scholastic records of the students as well as geographical distribution and consideration of social cases.
- 8.3 The generalization of higher education is hampered by the shortage of funds, premises, equipment and teaching staff in certain specializations. To overcome these obstacles, five-year plans have been drawn up, and grants or other forms of assistance are accepted from developed countries and/or international agencies.
- 8.4 No answer is given, but the Unesco Statistical Yearbook, 1974, provides the following figures:

Year	Total	Female
1965	174,518	18,863
1970	233,304	35,945
1971	262,501	61,795
1972	305,653	86,647

Standards and quality of education in public educational institutions of the same level

- 9.1 Past and present educational legislation tend to promote equality, while centralized planning secures that conditions and standards are equivalent.
- 9.2 Remote and rural areas suffer sometimes from shortage of teachers, premises and lack of equipment. Educational plans as well as daily measures take this situation into consideration with regard to all public educational institutions.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. The Law No. 67 of 1970 on Adult Education considers it a national responsibility to encourage, intensify and promote the education of these persons. Since 1974, many university graduates are teaching in adult education classes in accordance with the regulations of the Civil Service. Some factories provide functional education. Literacy training is provided in ordinary classes and through television courses.

Training for the teaching profession

- 11.1 Such training is run at all levels without discrimination.
- 11.2 Admission to training institutions depends on the results of examinations, geographical distribution and professional aptitude which is evaluated also by an interview. Institutions of the same level use the same curricula leading to the same diplomas.

11.3 The following figures have been provided with the reply:

Year	Total enrolments	Increase in numbers	Percentage of increase
1973-1974	31,228	-	-
1974-1975	33,275	2,047	6.6
1975-1976	33,148	127	0.3

According to another table received, there existed, in 1976-1977, 65 training institutions for primary schoolteachers with a total of 22,744 students of whom girls represented 44.2 per cent. As to the number of teachers employed at this level, they were, during the same year, 2,829, with a participation of 38.1 per cent of women.

III. AIMS OF EDUCATION

- 12.1 The principles set forth in the Convention are well established as they correspond to social and religious traditions as well as to relevant legislation.
- 12.2 Curricula of social studies include subjects on the United Nations, its agencies and their role to combat discrimination and to promote peace and mutual understanding; the reply mentions that Egypt participates in the Unesco Associated Schools Projects. To reinforce tolerance and friendship among all nations, races and religious groups, pupils and students are encouraged to exchange correspondence with others, while educational institutions are invited to arrange for visits of pupils and for exchange of students and teachers.

FINLAND

I. DISCRIMINATION

The present report transmitted from Finland does not cover this part of the questionnaire, but relevant information was provided in the second periodic report the summary of which is contained in document 17 C/15, Annex C, pp. 132-133. Prevailing legal provisions and regulations can hardly be interpreted to be discriminatory with regard to the Finnish population as well as to the Swedish-speaking population of the Åland Islands. Furthermore, it was indicated then that although no regulations exist which prevent gypsies to receive an education similar to that of the main population, the prevailing legislation is not as explicit about the education rights of Lapps and gypsies as it is about the Finnish- and Swedish-speaking citizens, and Lapps as gypsy children do not fully benefit from equal educational opportunities.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 According to the second periodic report, education became compulsory since 1922. After the introduction in 1972 of comprehensive schools, more than half of the local authorities have adopted this system, which can be expected to be in operation throughout the country by 1977. Subsequent to the 1971 Education Committee's proposal for the development of the secondary level, 14 working groups have been set up to this effect in 1974. Generalization of the comprehensive school will improve opportunities for further studies, including vocational education, for which efforts have been undertaken during the last years in order to overcome regional disparities regarding the number of places available to students. Furthermore, the reform of vocational and upper secondary school curricula will provide equal access from these levels of education to institutions of higher learning.

Free and compulsory primary education

6.2-3 The School System Act ensures comprehensive schooling free of charge for children of compulsory school age.

6.4 No answer was given to this question, but the Unesco Statistical Yearbook, 1974, provides the following figures for primary education:

	Total	Girls	% of girls
1965	460,012	218,119	47
1970	386,230	183,459	47
1971	379,611	179,202	47
1972	380,865	178,903	47

The report indicates under 7.6 that there are 1,600 gypsies of compulsory school age, of whom some 400 are enrolled in primary schools.

6.5 With the exception of foreign-language schools, elementary education is provided in Finnish and Swedish, the two official languages of the country. As to Lapp children, their education is governed by provisions set forth in acts and decrees on the comprehensive school, which foresee the instruction in their mother tongue, if possible. State funds have been used to prepare educational material to this effect and Lapp-language education has been experimented within comprehensive schools situated in regions inhabited by Lapps. In 1973-1974, proposals have been made for organizing pre-school education in the Lapp language.

Access to secondary education

7.1 According to the replies given under 6.1 and 6.2 lower secondary education is provided in comprehensive schools which are free of charge. Vocational education is not entirely free, but tuition fees are small, some 50 Fmks. Most vocational schools provide a free meal per day, while some schools also offer textbooks, free of charge. It is further indicated, under 7.4 that students' share of study expenses are being decreased to the minimum. The number of transportation grants will be increased subsequent to new legislation on developing regions.

7.2 It being assumed that most students are enrolled in full-time studies, vocational education is only seldom offered in evening courses. The Lapp Committee and the Committee on Lapp Language Curriculum have submitted an overall plan for the organization of secondary education which so far is not provided yet in the Lapp language (see reply under 7.3), which according to corresponding legislation may be provided in the comprehensive schools as far as possible (see reply under 12.1, p. 11). Vocational students can apply for study grants and State-guaranteed loans in accordance with the Study Subvention Act. Many students have the opportunity to live in boarding houses which existed, in 1973, for 50 per cent of all vocational educational institutions. Boarding fees in State institutions vary between 5-15 Fmks a month, while prices charged in private or municipal institutions may be higher.

7.3 In 1974, 59,252 vocational students benefited from a study grant of some 700-800 Fmks, while 68,506 of such students were granted a study loan which varies between 4,700 and 7,100 Fmks, depending on the school form and level. Both grants and loans are given on the basis of social need.

7.4 While information given under 6.1 indicates that the implementation of the comprehensive school reform will provide each pupil of compulsory school age with lower secondary education, it is mentioned under 7.4 that scarcity of teachers in command of the Lapp language and of adequate teaching material impede the provision of secondary education to Lapps in their mother tongue. Representatives of the Lapps and experts in Lapp affairs have participated in commissions and committees which submitted, in 1973-1974, proposals for secondary education in the Lapp language as well as for the improvement of economic facilities of the Lapps in order to enable them to benefit from various forms of secondary education (see also 6.5). As to vocational education, it has been developed with a view to offering gradually all pupils of the corresponding age group access to post-comprehensive studies.

- 7.5 As the reply indicates under 6.2 that comprehensive schooling is compulsory for children of the corresponding age group, lower secondary therefore is also compulsory and will be fully observed once this system will be operating throughout the country by 1977.
- 7.6 The reply indicates under 7.3 that there were, in 1975, 800 Lapp pupils (400 of them being of Lapp mother tongue), and under 7.6 that some 600 gypsy pupils are enrolled at the lower secondary level. Between 1971-1972 and 1973-1974, the participation of gypsies' enrolments in lower secondary education increased from 5.1 to 7.8 per cent. This figure is expected to increase sharply when compulsory comprehensive schooling will be fully operating by 1977. As to the total number of enrolments at secondary level, the report does not provide these details which according to the Unesco Statistical Yearbook of 1974 are the following:

	Total	Girls	Percentage of girls	
			General education	Technical education
1965	437, 575	225, 581	52	43
1970	509, 691	259, 281	51	42
1971	521, 167	265, 466	51	42
1972	516, 954	266, 402	52	43

The report indicates under 6.1 that the economic status of pupils attending vocational education courses has considerably improved since 1972 when the provisions of the State Subvention Act were applied to all forms of post-compulsory education.

Access to higher education

- 8.1 Higher education is practically free, and only for initial registration does a student have to pay a small fee.
- 8.2 The Constitution provides for each citizen, in principle, to have equal access to higher education. According to figures given with the reply, 63.5 per cent of the total student numbers (some 65,000) benefit from low interest, State-guaranteed loans up to a maximum of 7,600 Fmks, while 25 per cent dispose of earnings through work. Furthermore, private foundations and the Government make small grants available to successful students, in the last case not exceeding 800 Fmks per year, which need not be reimbursed. In 1975, the State subsidized studies with an amount of some 150 million Fmks. Transfer from one type of higher education to another is possible if the student succeeds in an entrance examination.
- 8.3 As almost 15 per cent of students of the corresponding age group are enrolled in higher education, thus meeting the requirements of the labour market, the question referring to the generalization of higher education is less relevant for Finland than appropriate orientation ("direction") of higher education within the overall reform of the educational system presently under way.
- 8.4 The reply contains figures on the socio-economic background of students, some 57 per cent of whom come from families of civil servants, and private enterprises. Of these students, 70 per cent take law, 64 per cent veterinary sciences, 63 per cent medicine, 62 per cent humanities, 59 per cent economics and 56 per cent natural sciences. Of the approximately 41 per cent of students from workers' or farmers' background, studies in theology and education are most frequently chosen, outnumbered only by those who take agricultural forestry. Few faculties dispose of drop-out figures which represent 22 per cent in the humanities, 18 per cent in natural sciences and 5 per cent in medicine. It is indicated that university level drop-outs decreased in the last few years.

Standards and quality of education in public educational institutions of the same level

- 9.1 Equal standards and quality of education are ensured by unified curricula which define overall objectives to be achieved by each educational level. State subsidies guarantee that educational institutions in different parts of the country can be provided with facilities and equipment of equal quality, and attention has been paid recently to this problem to remote areas.

- 9.2 In sparsely populated regions, the shortage of qualified teachers often creates difficulties. However, the overall policy with regard to development areas which include the creation of more diversified industrial structures will improve the attractiveness of remote areas, reduce the lack of qualified teachers and thus gradually achieve equality of education.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. The report refers under 7.2 to official committees which have submitted an overall plan for the organization of adult education for Lapps. Supplementary courses for adult gypsies having had basic education have been arranged, since 1973, thanks to State funds. Up to the summer of 1975, 170 gypsies benefited from such courses, compared with an estimate of some 1,500 gypsies with insufficient basic education.

Training for the teaching profession

- 11.1 This training is provided without discrimination, but in order to keep a suitable proportion of men and women in the profession, a quota for men students has to be observed. Furthermore, a certain number of places are to be available, in training institutions, for members of Lapps and orthodox minorities, in order to ensure the educational needs of these specific groups of the population.
- 11.2 The teaching profession being attractive, there are more candidates seeking admission than can be accepted. Selection is based on school attainments and prerequisites suitable for the profession.
- 11.3 Due to organizational changes the training of teachers was transferred in 1973-1974 from various institutions to the pedagogical faculties of the universities and other institutions of higher education. This situation explains the decrease in the number of training institutions for primary and secondary schoolteachers:

	<u>Number of institutions</u>
1969-1970	29
1974-1975	13
1976-1977	11

The percentages of women trainees were the following:

	<u>Primary teachers</u>	<u>Secondary teachers</u>	<u>Primary and secondary teachers</u>
1965-1966	56.7	-	-
1970-1971	64.6	54.1	-
1975-1976	-	-	58.9

III. AIMS OF EDUCATION

- 12.1 To promote the Lapps' educational and cultural conditions as well as their overall status, extensive planning and certain activities have been undertaken. Within the reform of the curricula for vocational education, attention has been given to the full development of an individual's personality by increasing the importance of general education subjects. As to the aim for education towards international understanding, it will be taken into consideration by the reform.

FRANCE

I. DISCRIMINATION

- 1-3 In a letter that he sent to the Director-General on 25 November 1975, the permanent delegate of France recalls that no discrimination is made either with regard to access to education or during the course of studies.
4. No reply was made to this question, but it had been stated in the previous report that in educational establishments for girls only conditions of access are the same, staff equally qualified and school premises and equipment of the same quality as in other establishments, and the same courses of study can be taken (document 17 C/15, 15 September 1972, Annex C, p. 25, I.1 (a)).
5. (a)-(b) On pages 4 and 5 of the letter, mention is made of the right of families to opt for private education at any level. Since the law of 31 December 1959 came into force, the State has contributed substantially towards the expenses of establishments which have entered into a contract with the State and thus has got private education to contribute to the educational facilities offered by the public authorities. In schools which have entered into such a contract, the teaching must follow the State curriculum. From 1980 onwards, all private secondary establishments will be obliged to make these contracts.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

Free and compulsory primary education

- 6.2 Since the law of 16 July 1881 came into force, primary education has been free and school supplies have been provided without charge.
- 6.3 Primary education is compulsory and caters for children aged between 6 and 11 years who should, as a general rule, attend their local school.
- 6.4 In 1974-1975, the overall enrolment in primary schools was 4,006,000 pupils. It was anticipated that this enrolment would decrease by 55,000 pupils during the school year 1975-1976 owing to a fall in the number of children of school age and in the repetition rate.
- 6.5 To facilitate access to primary education, the State has for the past three years been giving additional aid - and this will continue to increase - to rural zones, thereby helping "communes" to provide joint pre-primary schools or classes in regions where they were previously lacking. In this way, the enrolment of children from 3 years of age upwards, which is general in urban zones, will become possible in a good number of villages. At the same time, special measures will be taken to extend subventions for school transport - currently granted only in respect of children from 6 years of age onwards (compulsory education age) - to children of pre-primary age. At present, the families of primary school children pay about 10 per cent of transport costs except in 22 "départements" where they pay nothing at all; and this is also to be extended to the remaining 73. As regards the free distribution of textbooks and school supplies, this is ensured practically everywhere by the municipalities which, in addition, organize the canteen services, the financial contribution of parents towards meals depending on their resources. Children of immigrants attend pre-primary (non-compulsory) schools in almost the same proportion as French children. Census figures since September 1974 show that immigrant children accounted for 8 per cent of the total pre-primary population and 8.5 per cent at the primary level. The total numbers of immigrant schoolchildren for all "départements" are as follows:

	<u>Pre-primary school</u>	<u>Primary school</u>
September 1974	173,000	352,000
September 1975	182,000	357,000

Estimates for September 1976 were some 190,000 and 360,000 respectively.

Facilities for newly arrived immigrant children have existed in schools since 1970 (induction classes, auxiliary courses provided by teachers who travel round from one school to another). In 1970 there were about one hundred teachers engaged in this type of work compared with almost 1,000 in 1976.

Furthermore, measures have been taken in order, as far as possible, to provide immigrant children with education in their national languages, thereby enabling them to maintain contact with the culture of their country of origin. This is provided in collaboration with the countries concerned and with the help of teachers made available by those countries to establishments where the number of immigrant children justifies such a course. Such education is provided either outside classroom hours or during time set aside under the tripartite system for allocating school hours (le tiers temps pédagogique) under the terms of specific bilateral conventions. Special education is also available for handicapped children.

Access to secondary education

7.1 Public secondary education is free and the free provision of school supplies is gradually being extended.

7.2 Attendance at public and private establishments is facilitated by the award of scholarships and by a school transport system largely subsidized by the State and local authorities. All French and foreign pupils are eligible for scholarships related to their family means. Public and private tele-education organizations are available for those unable to follow normal schooling in an establishment, including the Centre National de Télé-enseignement (CNTE). Furthermore, a variety of courses are available under the further education and in-service training scheme for young people who have had to leave secondary school before completing their studies. Specialized education is available for the handicapped.

7.3 The following figures are given in the reply for the 1975-1976 school year:

	Number of pupils	%	Cost (in millions of francs)
Lower secondary education	1,417,554	43.17	682.6
Upper secondary education (long course)	259,679	24.36	241.3
Technical colleges (CETs)	373,069	49.85	438.7
Apprentices	200,000 approximately		

7.4-5 Since school attendance is compulsory until 16 years of age and all young people have access to at least four years of secondary education (lower secondary), the question of the general application of this level of education does not arise. Beyond the age of 16 every child may continue in either general or technical education in conformity with his abilities and aspirations. Upper-secondary education is subdivided into a "long course" and a "short course"; the latter prepares for direct entry to employment under apprenticeship schemes. So as to reduce the number of pupils leaving school before obtaining a diploma, a number of measures have been adopted: syllabuses have been brought more into line with the intellectual and manual skills of pupils during their compulsory period of schooling; more possibilities have been afforded in regard to choosing and changing courses at the lycée level; finally, it has been made easier for young people following further education and in-service training courses to obtain secondary education diplomas.

7.6 As in the previous year, 725,000 pupils were expected to enrol at the beginning of the school year 1975-1976 in the senior grades of the "long" secondary education course. The enrolment in general secondary education has decreased by about 7,000 pupils whereas an additional 7,000 young people are studying for a technical diploma. In 1974-1975, 547,000 pupils were enrolled in vocational education, 513,000 of them in technical colleges (CETs). It was expected that there would be an increase of 22,000 pupils in such establishments during the school year 1975-1976.

Access to higher education

- 8.1 Public higher education is free. There are, however, enrolment fees of up to Fr. 95 plus a contribution of Fr. 6 in respect of preventive medicine. Entitlement to remission of fees is frequent, e. g. the grants awarded by the Government to French and foreign students as well.
- 8.2 Many kinds of assistance are provided to students, and can be divided into three categories: (i) undifferentiated financial aid; (ii) assistance related to social means; (iii) assistance based on academic criteria.
- (i) Every student enrolled in a higher education establishment covered by the law of 23 September 1948 is entitled to student social security benefits provided that he or she is under 26 years of age and has been successful in university studies during the two previous years. Subject to the existence of reciprocal agreements, foreign students are also entitled to the same category of social security benefits. Family allowances continue to be paid to families whose children pursue their studies to the age of 20; in instances where children continue until the age of 25, the income tax relief system in respect of dependants is maintained. Lastly, State aid to university restaurants represents half their operating costs.
- (ii) The average amount of a national scholarship awarded on the basis of the family's means was approximately Fr. 4,500 in 1974-1975. In 1975, 13 per cent of the student population i. e. 112,713 students, received scholarships, totalling 450 million francs. Furthermore an amount of 654 million francs was earmarked in 1974 for the university solidarity fund in order to assist students in difficult circumstances, and interest-free loans on trust amounting to 500,000 francs were granted during the same year to certain students because of their financial and family situation. Lastly, the State makes over 100,000 rooms available to students in university halls of residence, accommodation being allocated according to parents' means and the distance from the family home.
- (iii) Post-graduate grants and "agrégation" scholarships varying from 5,814 to 6,372 francs were awarded in 1974-1975 by university presidents to science, law and economic science students. Certain students recruited by competitive examination and expected to make a career in the civil service are entitled to State remuneration during their training period.
- 8.3 None of the obstacles mentioned under this question applies to France in any fundamental way: such obstacles would be rather of a sociological nature.
- 8.4 The following data are given in the reply concerning the total number of students:

According to estimates for the 1974-1975 academic year, the number of students has increased by almost 200,000 since 1969-1970. This figure includes not only those enrolled in universities, but students following preparatory courses for the "grandes écoles", whose number has remained virtually stable at about 29,500, and students enrolled in the "higher technician" sections; their number increased by almost 7,500 during the same period. Another table contains information concerning numbers of students by university and by discipline. According to these figures there were, for the 1974-1975 academic year, some 765,431 students compared with 745,242 for the previous year. About a third of the students (257,771) were in Paris. Faculties of letters, law, science and medicine show the highest enrolments.

Standards and quality of education in public educational institutions of the same level

- 9.1-2 It is stated that all public educational institutions of the same level provide education of the same standards and use the same syllabuses.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. No reply was given to this question.

Training for the teaching profession

- 11.1 Teachers in State primary schools must be of French nationality and must be holders of the French "baccalauréat". A two-year training course is provided in teacher-training colleges.
- 11.2 Admission to such colleges is by competitive examination open to candidates 19 years of age or under. Training for secondary teachers is provided in universities and in higher teacher-training colleges. Candidates aged at least 14 and not more than 16 may take a competitive examination leading to the award of a scholarship to a teacher-training college. In regard to the supplementary training of teachers to take charge of immigrant children, measures have been taken since 1972 to ensure that teachers as a whole are aware of the problems involved in this respect, and also with a view to the training of teacher educators (teachers at teacher-training colleges, inspectors and educational advisers). Five ad hoc regional centres have been set up for this purpose in "départements" where migrant workers are most numerous.
- 11.3 The reply does not provide information concerning this question, but the Unesco Statistical Yearbook, 1974, contains the following data in respect of public education:

	<u>Teachers in primary education</u>		
	<u>Total</u>	<u>Women</u>	<u>%</u>
1965	186, 865	122, 960	66
1971	181, 980	124, 572	68

	<u>Teachers at the secondary level</u>		
	<u>Total</u>	<u>Women</u>	<u>%</u>
1965	194, 207		
1971	291, 949		

III. AIMS OF EDUCATION

- 12.1 The reply quotes Article 1 of the Law of July 1975 on education: "Every child is entitled to schooling, which forms the complement to family upbringing in the child's education it promotes the full development of the child, enables him to acquire culture, prepares him for his working life and for the exercise of his responsibilities as an individual and as a citizen. It is the basis of lifelong education."
- 12.2 The current curricula for primary and secondary schools make no explicit reference to human rights. This topic does, however, come up in the history, civics and geography courses during study of the organizations of the United Nations family. Furthermore, during the 10 per cent of classroom time allocated to innovative educational activities there are opportunities, subject to agreement between pupils and teachers, for discussing topical issues such as peace, hunger and respect for human rights. A number of texts embodying official instructions, which are renewed annually, specify that extracurricular activities should be organized in order to involve pupils in United Nations activities. Circular no. 73.391 of 2 October 1973, relating to the 1973-1974 academic year, specified that, as part of the celebration of the United Nations Day, emphasis should be placed on the Universal Declaration of Human Rights.

GERMAN DEMOCRATIC REPUBLIC

I. DISCRIMINATION

- 1-3 By the Law on Democratizing the German School of 1946, any form of discrimination in education was eliminated as Article 1 stipulates that the "German Democratic School will provide each child and young person with a full education, irrespective of property, creed or origin, in accordance with individual inclinations and abilities". Furthermore, the Law of the Integrated Socialist Educational System of 1965 provides for all citizens of the Republic the same right to education, in conformity with the Constitution of the country.
4. It is indicated on page 3, that the Law on Democratizing the German School provides for coeducation which has been an integral part of the educational system since 1946.
5. No private educational institutions exist in the German Democratic Republic.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 It is indicated on page 4 that the establishment of integrated State schools and the abolition of tuition fees led to the gradual overcoming of the backwardness of rural as compared to urban schools. By 1960, the 4,114 single-class rural schools which still existed in 1945 had been abolished, and central schools set up to cater for several communities. Furthermore, the gradual development, since 1951, from the 8-class elementary into the 10-class compulsory polytechnical secondary school is referred to on pages 3 and 7.

Free and compulsory primary education

- 6.2-3 It appears from the reply which refers repeatedly to the abolition or absence of tuition fees that primary education is free. Furthermore, it is indicated on page 3 that general compulsory secondary education starts for all children at the age of 7 years.
- 6.4 The total number of pupils both in 10-class secondary and extended secondary schools (up to class 12) was the following between 1970 and 1974:

1970:	2,667,316
1971:	2,077,005
1972:	2,730,759
1973:	2,736,206
1974:	2,725,372

All pupils attain at least the 10-class level.

- 6.5 As mentioned above under 6.1 the establishment of 10-class general polytechnical central schools provides, in rural areas, education of equal quality and content as compared with urban schools. Rural children benefit from free transport, and free teaching aids are granted to all children from the first grade if the economic conditions of the parents so require. Pupils of working mothers receive lunch at school for a modest price, in accordance with the Decree on School Meals and Catering for Children of 9 December 1965. Ten per cent of the pupils (children of families with three and more children) are given lunch free of charge. On pages 6 and 7, the reply refers to the national minority of the Sorb, to whom particular attention is paid with regard to their education in the mother tongue, in accordance with relevant legislation. The law provides for pre-school and elementary schools where instruction is given, in the Sorb language, by teachers who have been trained accordingly. As indicated on page 2, religious communities can provide religious instruction outside school, on a voluntary basis, in conformity with the Constitution and legal regulations. Furthermore, reference is made on pages 2 and 12 of the existence of special schools for physically or mentally handicapped children, and those for pupils with outstanding talents.

Access to secondary education

- 7.1-2 It is indicated on page 4 that tuition fees have been abolished, and on page 5 that pupils receive educational allowances from the 9th class of the 10-class secondary school, if the economic conditions of the parents make such assistance necessary.
- 7.3 The reply indicates on pages 3 and 4 that in certain cases, secondary education can be completed by evening classes, at a vocational training institution or within the framework of adult or further education facilities.
- 7.4 The development of the frequently mentioned compulsory secondary polytechnical school seems to ensure the generalization of education at the secondary level.
- 7.5 Secondary education is compulsory.
- 7.6 As stated on page 8, there were, in 1973, 5,896 secondary and special schools for 2,736,200 pupils. The average class size was some 26.3 pupils and the teacher/pupil ratio 1 to 18.

Access to higher education

- 8.1 The reply quotes on pages 2 and 8, Article 26 (3) of the Constitution, according to which full-time students at universities, colleges and technical schools are exempted from tuition fees, while Article 9 of the Law on the Integrated Socialist Educational System provides that such studies are free of charge (see pages 3 and 4).
- 8.2 Grants and allowances are given on the basis of social considerations and performance, according to Article 26 of the Law on the Integrated Socialist Educational System. On page 1 is quoted Article 2 of the same Law according to which "the educational system is such as to give every citizen the possibility of going on to the next higher stage of education, up to the highest institutions, i. e. the universities and colleges". Secondary school graduates acquire university entrance level by attending the extended secondary school (classes 1 and 12) leading to the "Abitur". As to workers, they may enrol in matriculation classes in institutions of vocational training or evening classes (see also page 11). Preparatory courses for university entrance may also be attended at universities and colleges which are entitled to hold examinations to this effect. It is stated on page 9 that higher education is given through full-time, correspondence or evening courses. Approximately 50 per cent of the students received in 1973 study grants. Furthermore, special allowances are granted for good performance results. Such financial assistance amounts to some 19,829,480 Marks.
- 8.4 According to the reply given on page 9, the total number of students in 1973 was 307,913 which represents 90.7 students per 10,000 inhabitants. 49.7 per cent of this total were women, of the total 162,137 were enrolled at technical institutions and 145,766 at universities and colleges. As to the subjects of studies chosen, the majority of students - between 1960 and 1973 - continued to take technical sciences, followed by educational sciences, economics, agricultural sciences and medicine. In 1967, the distribution of students according to social origin or position was as follows: out of the total number of students, 34.1 per cent workers; 24.8 per cent employees; 21.7 per cent intelligentsia; 7.1 per cent members of production co-operatives; 4.1 per cent self-employed persons; 1.8 per cent others (see page 10).

Standards and quality of education in public educational institutions of the same level

- 9.1 The reply refers on different pages to this question. Thus on pages 8 and 10, where it is indicated that an integrated teaching programme of general education applies from the first to the tenth classes, as a binding State document, to all schools in the German Democratic Republic, including those for the Sorb minority (see page 7).

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. Compulsory school attendance being guaranteed by law, it is put into practice and all pupils receive secondary education.

Training for the teaching profession

- 11.1 The reply indicates on page 13 that the Law of Democratizing the German School has eliminated all forms of discrimination also for the training of teachers. Furthermore, the development of an anti-fascist school requires a new category of teachers, recruited among the ranks of the progressive forms of the working people. Since 1953, in accordance with a Government Decree, teachers for junior classes 1-4 of the general secondary school are being trained during four years at teacher-training institutes. As indicated on page 15, these students who had initially been trained for the teaching of all subjects received, as of 1964, more specialized training, including German, mathematics and one optional subject. Teachers for classes 5-8 and further secondary education receive their training at university level, also during a period of four years, which lead to a "teacher's diploma".
- 11.2 Courses aiming at a "teacher's diploma" are open to all school leavers who reached university entrance level, and those for teachers of the junior classes to graduates from the 10-class general polytechnical secondary school. Syllabuses and study programmes for teacher training are confirmed by the Minister of Education and the Minister of Higher and Technical Education.
- 11.3 As indicated on page 15, over 30,000 students are admitted every year to the pedagogical faculties of universities and colleges. Sixty-two per cent of them are full time, 38 per cent correspondence students. In 1973, out of the total enrolment, women candidates for junior classes represented 95 per cent and 80 per cent for the upper secondary classes. During the same year, there were 151,989 full-time teachers in employment, one school out of five being headed by women who represent 75 per cent of the total educational staff employed. In-service training is provided by law, and carried out on the basis of a centrally-issued plan, including inter alia, courses in social and pedagogical sciences (see page 16).

III. AIMS OF EDUCATION

- 12.1 References to the aims of education are given at various places within the reply. Thus page 1 gives a quotation from the Law on Democratizing the German School, Article 1 of which reads as follows: "The German Democratic School shall educate young people as independently thinking and responsibly acting individuals able and prepared to place themselves fully at the service of the community of the people. As a mediation of culture it has the task of educating young people free of Nazi and militarist concepts, in the spirit of peaceful and friendly co-existence of peoples, of genuine democracy and humanism. Quoted on page 11 is part of Article 1 of the Law on the Integrated Socialist Educational System which also refers to the aims of education as being "... the education of universally and harmoniously developed socialist personalities who consciously shape social life, change nature and lead a full and happy life worthy of human beings". Finally, aims of education are dealt with on pages 17 and 18, where it is indicated that young people are educated towards the safeguarding of peace, international understanding and co-operation, the curricula being conceived with a view to achieve knowledge and fundamental ideological convictions by the combination of instruction, productive work and physical training.
- 12.2 The curricula correspond to the principles of the Convention. The reply indicates on pages 11 and 12 that, in accordance with appropriate legislation which provides for "differentiations of the educational facilities in the higher stages", extra-curricular study groups have been set up in connection with the 10-class general polytechnical secondary school. It is stated that at present (1975) almost 1.5 million pupils of classes 1 to 10 are members of such study groups through sport sections or sport clubs. Pupils of classes 9 and 10 are concerned, through these activities, with problems of natural sciences, technology, culture, arts or social sciences. There exist 362 extracurricular institutions - houses of young pioneers

for example - which promote constructive use of leisure time. Approximately 35 million marks a year are allocated by the State to such institutions.

FEDERAL REPUBLIC OF GERMANY

I. DISCRIMINATION

1. As it was stated in the second periodic report, the present reply indicates that there are no legal provisions which constitute discrimination in the field of education, while the Basic Law explicitly proscribes any preference or discrimination based on sex, birth, race, language, national or social origin, religious or political opinions. Although the Federal Government and the Länder are aiming at the realization of equal opportunities for all, the fulfilment of this principle still meets with various difficulties, resulting from differences in the socio-economic status, in traditions of certain groups of the population, but also for geographical reasons or structures of the educational system itself.
2. As regards the promotion of equal opportunities, the reply lists a number of measures also contained in the second periodic report (see document 17 C/15, Annex C, page 30, item I.2). These measures are complemented by the indication that reforms envisage a more active participation of pupils, parents and teachers in the shaping of the educational system.
3. Also mentioned in the second periodic report (document 17 C/15, Annex C, page 30, item I.3) were the facts that reform initiatives are impeded partly by difficulties resulting from negative attitudes towards advanced education by parents who prefer that their children start earning a living, partly by a complex democratic government system. Thus, many official requests for the implementation of wide-scale reforms are difficult to reconcile with careful preparation, including trial experiments before reaching a final decision. Problems also arise from the need to plan the generalization of future requirements of the labour market and from the limitation of funds.
4. Only when the type of teaching provided calls for separate institutions do they exist, for both sexes. But these schools have staff and provide courses of the same standard, and premises and equipment of equal quality, leading to the same qualifications.
5. (a) Private schools have always pursued special educational aims, but as a matter of principle no group is excluded from such a school.

(b) It is indicated under 1 that the right for the establishment of private schools is guaranteed, although they must be approved and supervised by the State. Furthermore, a reply given under question 5 mentions that private schools have to be approved and supervised if they wish to qualify for compulsory education requirements and the holding of recognized examinations. Other private educational institutions need registration only.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 The requirements of Article 4(a) of the Convention have long ago already been set forth in the school legislation and implemented by the Länder. Compared with the measures listed in the second periodic report and aiming at the promotion of equal opportunities for all social groups, they are all contained in item I.2, document 17 C/15, page 30, except the following three which are foreseen in the Overall Education Plan of 1972: the development of a more horizontal educational system, integration of general and vocational education, reform of teacher training.

Free and compulsory primary education

- 6.2 Reference is made under 6.1 to the second periodic report, according to which compulsory education is free, the majority of Länder providing school supplies to all, a few Länder only to needy pupils.
- 6.3 As reported previously, compulsory school attendance is supervised by competent authorities, but the population fully complies with this obligation with some exceptions concerning families of migrant workers who often keep their children at home in charge of the younger ones. Regulations continue therefore to be enforced in all Länder in order to register, upon entry to the country, the workers' families and report on school-age children to the education authorities.
- 6.4 Compulsory education extending from 6 to 17 years of the pupils, the school-age population increased by a little less than 20 per cent between 1965 and 1973, the corresponding school attendance quota rose from 90 to 95 per cent. During the same period, the proportion of girls was 48 per cent, which corresponded to their proportion amongst the total school-age population between 1971 and 1974. The number of pupils leaving general education with a certificate increased by 19 per cent, while the number of those without an upper-level primary school certificate decreased during the same period by 14 per cent.
- 6.5 The second periodic report provided already the information which is given under this question with regard to pre-school education (see document 17 C/15, Annex C, page 31, item II.4 (i)), while the present reply refers to some experiments which have been undertaken, in this field in all the Länder, and to the fact that the number of kindergarten places has increased, making available as of 1973, one place to every second child aged 3-6. The establishment of so-called central schools (Mittelpunktschulen), also mentioned in the second periodic report, allows for a more differentiated instruction for various age groups, thus reducing certain educational gaps between rural and urban areas. With regard to the establishment of all-day schools (Ganztagsschulen) as a means of promoting equal opportunities among children from different socio-economic background, the second periodic report contained the same information as the present one, including the reference to experiments then under way. The same remark applies to the reform of basic education (Grundschule) which was in 1971 already described as being recommended for adapting better to interests and abilities of pupils (17 C/5, Annex C, page 31, item II.4 (i) and (ii)). The present report furthermore refers to the need for considerable improvement of personnel and equipment. Transportation of pupils to rural schools (Mittelpunktschulen) is generally free or at reduced rates.

As to information on the instruction in pupils' mother tongue, see document 17 C/15, Annex C, page 33, item III.6-7, except for quotations from the agreement on "The Education of the Children of Foreign Workers", adopted by the Standing Conference of Ministers of Education on 8 April 1976. This agreement establishes as a rule that such teaching be provided in addition to the German language, this latter one being initially taught as a foreign language and offered in preparatory classes, intensive courses or separate lessons, preparing pupils for transfer to regular classes of the official school system. Lessons in the mother tongue of the foreign pupils should not exceed more than five hours a week in order not to overburden their school work.

Access to secondary education

- 7.1 Since 1919 compulsory schooling including vocational education has been free. As of 1945, this principle was extended to the secondary and to most of the vocational schools in each one of the Länder.
- 7.2 Subsequent to recommendations of the Permanent Conference of Ministers of Education and Culture in 1969, the upper level of the traditional primary school was already reported previously as having been converted into a genuine secondary school including a ninth full-time school year. As to the passage from primary education to secondary schools continuing beyond grade 9, see also document 17 C/15, Annex C, page 31, item II.4 (ii), the former entrance examinations having been replaced by "promotion" or "observation" levels comprising grades 5 and 6. While thus avoiding premature decisions with respect to the pupils' access to different categories of secondary education, less gifted pupils may receive

supplementary instruction, and those having attended the new secondary level up to the 9th grade are given great facilities to transfer to the further levels of secondary education (Realschule or Gymnasium). Subsequent to decisions of the Conference of Ministers of Education in September 1973, a basic year of full-time vocational training has been introduced with a view to facilitating the transfer of pupils from lower secondary general education to specialized vocational training. School and vocational guidance services have been expanded since 1973. The first coming under the responsibility of the Länder Ministries of Education, the second being provided by the Federal Labour Office. The number of evening schools leading to the secondary school leaving and university entrance certificates increased considerably in all Länder. Financial assistance to pupils takes the form of almost complete exemption from public transportation fees, and subsidies for costs of living and training. The latter ones being granted to needy pupils for the time being for those from grade 5 onwards with successful scholastic achievements on the basis of fixed global rates.

- 7.3 Between 1965 and 1973, public expenditure on education and science almost tripled, rising from 15,872 million to 44,500 million DM. Expenditure for the promotion of pupils' training amounted to some 600 million DM in 1973. The reply further indicates that the amount spent on each pupil rose from 1,100 DM in 1965 to some 2,000 DM in 1973.
- 7.4 The generalization of secondary education is guaranteed by the regulations making education compulsory up to the age of 17. The Government is therefore merely concerned with the question of constantly improving this level of education. Thus, the Overall Educational Plan adopted in 1973 provides for gradual improvement by 1985, in the pupil/teacher ratio, working space and equipment available to each pupil.
- 7.5 The second report indicated already that the 9th full-time school year had been introduced in all the Länder, and that a 10th full-time year has been initiated as an option going beyond compulsory school attendance. Part-time vocational training was also reported as being compulsory up to the age of 18 at least (document 17 C/15, Annex C, page 31, item II.4 (ii)).
- 7.6 Between 1965 and 1973, the increase in the number of pupils enrolled at the secondary school level - 30 per cent - represented approximately 65 per cent of the total school population. As to drop-outs, relevant information is provided under 6.4 where it is indicated that the proportion of those leaving secondary general education (excluding special schools) before certification remained almost unchanged at 6 per cent. Up-to-date figures on the social-economic background of pupils are said to be not available. A table joined to question 6.4 indicates that 53.9 per cent of girls were enrolled in intermediate schools (grades 5-10) in 1973, as compared with 51.6 per cent in 1965. During the same period, girls represented 46.6 per cent against 41.3 per cent respectively in the upper secondary level.

Access to higher education

- 8.1 Higher education is free for all citizens, while foreign nationals are treated on a basis of reciprocity. Compulsory health insurance for students is subsidized by the Government. In 1965, some 10 per cent (200 million DM) of the total expenditure for higher education were allocated to the promotion of student training against some 12.4 per cent (1,100 million DM) in 1973. The reply indicates under 7.3 that, excluding costs related to university hospitals, the amount spent on each student rose from 8,100 DM to almost 12,000 DM between 1965 and 1973.
- 8.2 Access to higher education (general or technical) is subject to proof of capacity, usually the passing of the final examination at a secondary school. However, access to higher education is also possible from an advanced technical school (Fachoberschule, based on a junior secondary or equivalent course) after successful

passing of the final examination. The increasing number of persons aiming at higher education has led to the overcrowding of universities and therefore to the limitation of admissions (numerus clausus) to certain disciplines. In order to solve this problem, a constitutional amendment declares the development of higher education to be a joint responsibility of the Federal Government and the Länder. A new law on higher education came into force on 26 January 1976, containing new regulations for admission to universities. The Federal Education Assistance Act provides for the granting of scholarships or loans calculated on the basis of the parents' income.

8.3 Obstacles impeding the generalization of higher education are similar to those referred to under 1.3 and under the same item of the second report where it is indicated that problems arise from the need to bring any planning for the development of advanced education in line with labour market requirements.

8.4 The number of students enrolled in institutions of higher education increased between 1965 and 1971 by almost two thirds and had more than doubled by 1974, the increase having been particularly important with regard to enrolment at teacher-training and specialized higher education institutions (Fachhochschulen). With regard to the participation of women their percentage increased between 1965 and 1971 from 25.6 to 28.4 per cent. The number of students from a working class background rose from 6.4 per cent in 1966 to 14 per cent in 1971. The table joined to the reply indicates that apart from nutrition sciences with a total of 100 students (all women) enrolled in 1965, and 1,400 (1,100 being women) in 1971, the most important increase in the number of students occurred, between 1965 and 1971 in the field of natural sciences: +117.2 per cent (women: +133.8 per cent), followed by teacher training: +101.5 per cent (women: +54.1 per cent), polytechnics: +96.9 per cent (women: +1.950 per cent), humanistic studies: +70.9 per cent (women: +93.2 per cent) and law: +65 per cent (women: +112.00). As to veterinary sciences which show a total increase of 64.7 per cent, the participation of women rose to 166.7 per cent during the same period.

Standards and quality of education in public educational institutions of the same level

9.1-2 In 1970, the Federal Government/Länder Commission for Educational Planning was established as a permanent forum of discussion for all educational problems concerning both the Federal Government and the Länder. Furthermore, in reply to these questions, the corresponding information contained in the second periodic report is reproduced (see document 17 C/15, Annex C, page 32, item II.4 (iv)) except for the indication that, at higher education level, the teacher enjoys freedom of teaching and research guaranteed by the Basic Law provided he meets his general teaching obligations.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. The reply indicates again that the case of persons without any primary education is of no statistical significance, and that anyone who did not complete nine years of schooling has the possibility of making up for it. (See document 17 C/15, Annex C, page 32, item II.4 (v)).

Training for the teaching profession

11.1-2 New as compared with the previous report (document 17 C/15, Annex C, page 32, item II.4 (vi)) is the indication that teaching practice, which constitutes the practical phase of training will be arranged in all institutions according to the same principles, although syllabuses will correspond to the different types of schools.

11.3 Between 1965 and 1971, the number of students training for the teaching profession almost doubled: from 83,700 to 164,000 which constitutes an increase of 95.9 per cent (112.9 per cent with women included). The expansion of higher education led, however, to a supply of teachers for whom not enough jobs were available owing to budgetary reasons.

III. AIMS OF EDUCATION

- 12.1 As indicated in the second periodic report, the constitutions and school legislation of all Länder define the aims of education which comply with the principles set forth in the Universal Declaration of Human Rights and the European Convention on the Protection of Human Rights and Basic Freedom, while reform measures foreseen in the school development plans contribute to developing fully the human personality, to promoting understanding, tolerance and friendship among all nations, racial and religious groups and to furthering the activities of the United Nations for the maintenance of peace.
- 12.2 Human and fundamental rights are dealt with in the curricula for civic and political education of the lower secondary school level, while university teaching deals with these subjects in courses on constitutional law, philosophy of law, sociology, history or political sciences (see document 17 C/15, Annex C, page 33, item IV.10). New information is provided in the present report on sixteen Unesco model schools which offer specific teaching on human rights, foreign cultures and on the United Nations. Such teaching which might even replace certain general parts of the curricula deals with subjects like "national prejudices", "Turkey, home country of our foreign workers", while exhibitions, lectures, study trips and exchange programmes are organized in addition.

As to consciousness of human rights outside the school sphere, it is difficult to measure. Nevertheless, reference is made to the Statute of 1969 of the German Federal Youth Council (4 million members aged 10 to 25), paragraph 5 of which reads: "The prerequisite for admission . . . is . . . recognition of the Declaration of Human Rights and their support for the free, democratic and social order of the Federal Republic of Germany within the meaning of the Basic Law".

HUNGARY

I. DISCRIMINATION

- 1-3 No legal provisions, regulations, practices exist which constitute discrimination of any kind, and equal opportunities are provided to acquire basic education regardless of sex and social background. The report further indicates that the question to which extent the citizens avail themselves of their constitutional right to education and this democratic opportunity is becoming increasingly important, in particular in the light of a resolution adopted by the XIth Congress of the Hungarian Socialist Workers' Party.
4. Concerning separate educational institutions for both sexes, it is stated on page 11, point 4, that only women are admitted to training institutions for kindergarten teachers and special vocational training. The second periodic report had indicated the existence of coeducation at all levels of instruction (see document 17 C/15, Annex C, page 34, I.1).
5. The reply indicates on page 11, point 5, that no private institutions of higher education exist.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 According to the reply given on page 6, a resolution passed by the XIth Congress of the Hungarian Socialist Workers' Party requires overall and complex development of the primary school system. It is further indicated on page 2 that the examination at national level, by the Ministry of Education, of the compliance with compulsory school attendance does not show a satisfactory situation in this respect, which ought to be studied at local rather than national level with a view to identify the reasons and improve the situation.

Free and compulsory primary education

- 6.2 The reply to this question is given on page 11, point II.1, where it is indicated that the right to education is implemented by the State through a comprehensive public education programme, including free and compulsory primary schooling.
- 6.3-4 According to the reply on page 2, eight years of education are compulsory for children aged 6-13. It is stated on the bottom of page 5 that the existing regulations need to be more systematically enforced in order to make all children concerned attend school regularly and successfully. In the first two paragraphs of the same page is indicated that the majority of children not enrolled in primary education is to be found among the 6-year-olds, who represented in the school year 1975-1976, 4.7 per cent of this age group. 2.4 per cent of these children were exempted from school for lack of maturity, their percentage increased by 0.1 per cent as compared with the preceding two years. Furthermore, 2.3 per cent of school-age children who are not enrolled are either unsuited for education, mentally retarded or not attending school owing to parental negligence. Among the 8-year-olds, enrolment is of almost 100 per cent. Repetition or loss of school years after a pupil having reached the age of 8 means that he will be unable to complete primary education within the age limits of compulsory school attendance. As stated on the bottom of page 4, causes for retardation and drop-out are partly psychological and social, partly organizational in character: pre-school disadvantages, problems linked to ensuring regular school attendance of gypsy pupils; exemptions - for family reasons - from school attendance; insufficient number of places in day-time homes. Drop-outs are particularly numerous amongst the gypsy pupils, of whom 64.9 per cent attended during the 1975-1976 school year forms 1-4, but only 35.1 per cent forms 5-8, a proportion which decreased by 4.3 per cent during the last four years. The elimination of this specific problem requires time, experience and active collaboration of the gypsy parents in order to make them conscious of their constitutional right to education.

Factors aiming at enforcing compulsory school enrolment comprise: steadily growing number of children attending kindergarten or preparatory pre-school education; educational experiments for decreasing the numbers of drop-outs and repeaters; day-time homes which, however, had to reject in 1975-1976, 22,843 pupils for lack of places, although those enrolled represent one-third of the school-age population (see pages 5-8). The report further indicates that within the regionalization programme and the development of educational centres, these should also provide student hostels for pupils from forms 1 to 4, as parents learn to appreciate these institutions, in particular in rural areas. The enrolment of children bound to compulsory education - aged 6-13 years - remained with 98.2 per cent almost unchanged over the last six years (see page 2). Out of a total of 1,039,586 primary school pupils, 490,813 attended, in 1974-1975, from 5-8. 97.3 per cent of them received during the same year specialized education (each subject being taught by a certified teacher in this subject) against 94.3 per cent in 1969-1970. In 1974-1975, the number of primary school hostels was 114 as compared with a total of 8,882 primary school pupils; for 1964-1965, the corresponding figures were 42 and 2,414 respectively. As to the number of regional schools, they rose from 1,051 in the 1973-1974 school year to 1,104 in 1974-1975 (page 8).

- 6.5 On page 9 is indicated that the schools do their utmost to care for children of working families outside school hours by providing organized activities and regular meals.

Access to secondary education

- 7.1 Secondary education is referred to on pages 9 and 11 without answering this question. However, Hungary had indicated in its second periodic report that secondary education is free (document 17 C/15, Annex C, page 34, I.1(b)).
- 7.2-3 On page 9 is mentioned the successful organization of preparatory courses (mathematics, Russian, Hungarian) for secondary education, in which almost 30,000 pupils from manual workers' families took part, while it is indicated on page 11 that financial assistance is provided to those taking part in tuition. Vocational guidance has become an integral part of the educational process, in particular for children of manual workers with a view to harmonizing individual abilities with educational opportunities and needs.

7.4 The report refers on page 4 to great variations in the percentage of pupils who terminate primary education within the compulsory school-age limits. Compared with 80 per cent of the 14-year-olds, 90 per cent finish primary education at the age of 16, although this figure is slowly decreasing. It is furthermore indicated on page 7 that the majority of over-aged pupils remain in the primary school, and usually accomplish it.

7.5-6 No reply is given to these questions.

Access to higher education

8.1 Depending on their financial conditions and academic results, students of higher education may be exempted from tuition fees, which is usually the case for some 75 per cent of them. In fact, tuition fees amount to less than 1 per cent of the overall costs covered by the State (page 11).

8.2 Access to higher education is equivalent for both men and women, except for training institutions for kindergarten teachers and those for special vocational training which admit women only (page 11). Workers wishing to obtain a diploma in higher education can enrol in evening or correspondence courses which usually are up to one year longer than day-time studies.

Various grants and State benefits - comprising financial and other forms of assistance - are available to students enrolled in day-time courses. According to the reply on pages 12 and 13, grants are based on scholastic achievements and may vary - according to the academic level reached - from 100 to 1,000 Forints a month. Social assistance may include college accommodation and meals at reduced rates (students from low-income groups and large families are given preferential treatment), regular financial assistance from 250-400 Forints depending on needs and special assistance made available to individual cases. Furthermore, social scholarships are provided by enterprises and institutions on the basis of a contract drawn up with the student concerned. A scholarship, varying between 300 and 700 Forints is thus made available subject to the student's obligation to work after graduation for a certain period for the enterprise.

In 1974-1975, 81.7 per cent of higher education students received some kind of regular State assistance.

8.3 No answer is given.

8.4 As indicated on pages 13-14, the number of students enrolled - higher education, during the last three years were as follows:

	<u>Total</u>	<u>Daytime</u>	<u>Evening and corres- pondence courses</u>
1972-1973	86,311	58,381	32,476
1973-1974	98,122	61,534	36,588
1974-1975	103,390	63,100	40,290
	(30,085 women)		

The distribution of daytime students during 1974-1975, in the different subjects of studies, were:

Arts and Sciences	20.6 per cent
Technical studies	31.0 per cent
(Universities and colleges)	
Agriculture (Universities and colleges)	12.4 per cent
Medical colleges	12.8 per cent
Teacher training	10.8 per cent

while training for primary school and kindergarten teachers (from 1 to 4) absorbed only 6.5 per cent and economic studies 3.5 per cent of the students.

Institutions of higher education do not keep records of the distribution of students by social and economic groups. However, it is stated that during the academic year of 1974-1975, 22,148 of the total number of students were children of manual workers.

Standards and quality of education in public educational institutions of the same level

- 9.1 It is indicated on page 6 that the equalization of the differences in primary school standards must be urgently improved as well as the content of pre-school preparatory courses.

As to higher education, standards and quality are equivalent and guaranteed as such by the uniform principles applied to management and financial provisions by the State as well as by the diploma issued by higher education institutions (page 14).

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. The report contains references to this question in various parts. Thus on page 4 figure indications on pupils who do not terminate primary education at the age of 13 (see 7.4 above), and that apparently in 1974-1975, 3,155 pupils aged 14-15 pursued their studies in primary schools for workers, as a ministerial decree of 1974 makes it possible for them to complete compulsory schooling within the framework of adult education (see page 7). Finally, some information is given on page 10 with reference to organized primary education for adults, which allows them to complete the pre-war course of six years primary education by the additional two years instituted since liberation. Additional training for adult workers is mentioned on page 11, but the reply does not specify the level or objective.

Training for the teaching profession

11. No reply has been given to these questions but the report indicates under I.4 that only women are admitted to training institutions for kindergarten teachers and special vocational training.

III. AIMS OF EDUCATION

- 12.1 The objectives of the educational policy are consonant with Article 5 of the Convention, as well as with the Universal Declaration of Human Rights. The students' hostels which, in addition to the provision of facilities for completing compulsory schooling, contribute - through a system of self-government - to prepare pupils for social and political life and their playing an active part in the community (see page 7).
- 12.2 The principles set forth in the above-mentioned instruments are reflected in the curricula of higher education, with regard to history, geography, international law and other legal subjects, and the acquisition of these principles is a compulsory subject of studies and examinations. All students are educated in the socialist ideology with a view to developing moral qualities and solidarity for social progress, respect for other peoples and efforts towards the maintenance of peace. These efforts are shared together by students and teachers in higher education, party and youth organizations.

ISRAEL.

I. DISCRIMINATION

- 1-3 As stated in the previous report and information submitted to Unesco, there are no legal provisions, regulations, practices or situations which constitute discrimination in education.
- 4 With regard to separate educational institutions for pupils of the two sexes, the situation described in the report of 1966 has not changed in so far as some separate primary and vocational schools exist for girls to meet the wishes of parents (see Unesco document 15 C/11, Annex D, page 34, paragraph 123).
5. With a view to ensuring standards and quality of education and equality of opportunity in schools outside the State education system, the "School Inspection Law" has been passed in 1969 which specifies the criteria needed for granting a licence to open such a school, and which concern the curricula, tuition fees, qualifications of teaching staff, school buildings, equipment, health and safety conditions as well as the financial basis for maintenance. The schools which provide "recognized" education are supported by the State.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 The Educational Reform foresees the gradual change of the school structure from 1 + 8 + 4 (one year pre-school, eight year primary and four year secondary education) to 1 + 6 + 3 + 3 (one year pre-school, six year primary, three year intermediate and three year secondary education).
- Free and compulsory primary education
- 6.2-3 Originally, primary education was free and compulsory for all children from 5-13 years of age, and adolescents (14-17 inclusive) who had not completed their elementary education. In July 1968, an Educational Reform programme was adopted by the Parliament, including the gradual extension of the application of the compulsory education law of 1949. By the 1972-1973 school year, all 14-year-olds attended the ninth grade, while by September 1975, over one-third of all 15-year-olds were enrolled in the tenth grade. The long-term planning foresees compulsory and free education to include children from 3 years onward up to the ages of 16 and 17. Attendance at school covers almost 100 per cent of the school-age population aged 5 to 14, and over 90 per cent of the pupils are enrolled in State schools.
- 6.4 The enrolment figures which Israel provided to the Unesco Office of Statistics in reply to another questionnaire indicate for the primary level, for the school year 1972-1973, a total of 514,021 pupils, of which 250,956 were girls. The corresponding figures for the year 1973-1974 were 527,165 and 257,023 respectively.
- 6.5 Activities conceived in favour of certain underprivileged groups are said to have been developed since 1966, when the Ministry of Education and Culture organized additional study programmes for pupils of such groups. In 1974-1975, 83 per cent of all 3-year-olds and 95 per cent of all 4-year-old children attended nursery schools. Fifty per cent of them were completely exempted from tuition fees due to the economic situation of their families. The 1968 School Reform aimed at the provision of at least ten years of schooling, including one year of kindergarten; at making transition from primary to post-primary education easier, to develop individual potentials of pupils and to disconnect the relation between socio-economic background and educational opportunity. An "Education Profile" joined to the reply indicates that there exist State schools wherein the medium of instruction is Arabic to meet the need of the Arab-speaking minorities. 95.1% of pupils in Hebrew and 82.8% of those in Arabic-language schools continued their studies in post-primary schools between the 1974-1975 and 1975-1976 academic year.

Access to secondary education

- 7.1 Tuition fees for secondary education are graded according to the socio-economic condition of the parents, as well as to the availability of partial or full grants to able but needy students.

- 7.2-3 During the 1975-1976 school year, over a third of the 15-year-olds (tenth grade) benefited from free and compulsory education. Ninety-eight per cent of the 13- or 14-year-olds and over 80 per cent of 15-year-olds continue some form of post-primary education. A recently extended system of tuition fees which is graded according to the socio-economic condition of parents and to the availability of partial or full grants for able but needy pupils made it possible in 1975 that only 10 per cent of the pupils had to pay the full tuition fees.
- 7.4 The number and variety of post-primary educational institutions has been greatly increased, and during the 1975-1976 school year, 93.1 per cent of the pupils continued their studies at post-primary level, 46.5 per cent of them having been exempted from any fee.
- 7.5 Secondary education is only partially compulsory and includes grades 7-9 of the intermediate post-primary school.
- 7.6 Enrolment figures provided to the Unesco Office of Statistics in reply to another questionnaire are the following:

<u>School year</u>	<u>Total</u>	<u>Girls</u>
1972-1973	146, 801	75, 208
1973-1974	146, 243	74, 489

The total figures include pupils enrolled in general secondary education (71, 320 out of which 40, 437 girls in 1972-1973; 73, 404 out of which 42, 158 girls in 1973-1974); vocational education (72, 302 out of which 32, 283 girls in 1972-1973; 72, 839 out of which 32, 331 girls in 1973-1974); and students enrolled in secondary level preparatory classes for teacher training (3, 179 out of which 2, 588 girls in 1972-1973; 2, 465 out of which 2, 004 girls in 1973-1974).

Access to higher education

- 8.1 78.5 per cent of the regular or recurrent budget of university education comes from public funds and the remainder from student payments, endowments, scholarships, etc.
- 8.2 In addition to seven institutions of higher education, there is a variety of non-academic post-secondary education accessible to all, and assistance is provided to students in the form of grants, scholarships, loans or graduated tuition fees.
- 8.3 The Open University was to start functioning in 1976 and make available higher education to employed adults and those who so far have not been able to attain higher education although the courses are mainly intended for in-service training of primary and intermediate schoolteachers.
- 8.4 The total number of students was 51, 000 in 1974-1975 as compared with 37, 343 in 1969-1970.

Standards and quality of education in public educational institutions of the same level

- 9.1 While up to 1969 the standards of post-primary education were generally ensured by Government supervision, the "School Inspection Law of 1969" applies to all, public and private schools, excluding mainly institutions of higher education recognized by the Council for Higher Education.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. Free and compulsory primary education is provided by the Israel Defence Forces for those who join the army without having benefited from such education. As already stated in the first periodic report of 1966, the compulsory education law of 1949 provides for adolescents (14-17 years inclusive) who have not completed their primary education course. The same law applies to the physically and mentally handicapped, education to whom is provided in special classes and special schools. Furthermore, an extensive network of schools and courses, at

primary and secondary level, as well as widespread literacy activities and second-chance university facilities exist for adults.

Training for the teaching profession

- 11.1 Special consideration is given to suitable candidates who are over the normal enrolment age. Teacher-training courses are organized at post-secondary non-academic level for a duration of 2, 3 or 4 years. Tuition fees are heavily subsidized from public funds, thus leaving only 10 per cent of the total cost to be paid by the students. Loans are available in accordance with socio-economic conditions, but they are written off if the student obtains a teaching certificate or an academic degree (post-primary teachers need both) or if he accepts an assignment anywhere in the country. Those who live far away from their place of study receive travel grants and many institutions provide boarding facilities at low rates. As indicated under 8.3, the courses of the Open University will mainly be arranged for practising primary and post-primary schoolteachers to enable them to obtain an academic degree.
- 11.2 The reply does not answer this question, but it was stated in the previous report that training institutions are open to all without discrimination (document 15 C/11, August 1968, Annex D, paragraph 699).
- 11.3 The statistics provided with the reply indicate for kindergarten, primary and intermediate schoolteachers as well as for the relevant institutions the following figures:

School year	1969-1970	1974-1975
Students	5,364	11,064
Institutions	42	51

With a still rising proportion of women in the teaching profession, they represent 70 per cent of the total number of primary-school teachers and some 50 per cent in post-primary schools.

III. AIMS OF EDUCATION

- 12.1 As indicated in the report of 1966, the State Education Law of 1953 defines the aims of education as striving for a society built on freedom, equality, tolerance, mutual assistance and love of mankind.
- 12.2 In conformity with these aims, curricula of most schools of all types and levels are either prescribed or approved by the Ministry of Education and Culture.

ITALY

I. DISCRIMINATION

- 1-3 It is stated under II. 7.1 that educational legislation and Articles 33 and 34 of the Constitution are based on rejection of any form of discrimination. As regards discrimination for any material or economic reason, a vast system of aid is designed to eliminate this.
4. No reply is given, but the preceding report stated that separate schools are not maintained for the two sexes, with the exception of educational establishments for girls only, such as girls' technical and vocational institutes and kindergarten teacher-training schools (see document 17 C/15, September 1972, Annex C, page 38 (iv)).
5. (a)-(b) Private schools operate normally and are open to all, regardless of social group. These establishments provide an alternative to public schools, but there is no difference in curricula, the education provided being the same as that in public schools of identical category and level.

II EQUALITY OF OPPORTUNITY AND TREATMENT

Free and compulsory primary education

- 6.2-3 In accordance with the Constitution, primary education is free and compulsory. School attendance is checked in accordance with the provisions of the Consolidation Act No. 577 of 5 February 1928 and a ministerial circular of 16 January 1954.
- 6.4 The total number of children attending primary school in 1974-1975 was 4,933,657, including 2,399,434 girls
- 6.5 Socio-economic assistance (regular visits by social workers to families, canteens, clothing grants, etc.) to groups with a modest social and economic background comes under the authority of the regions. Children belonging to religious minorities have the right to absent themselves during Catholic religious studies and their absence from school is authorized for the duration of their own religious ceremonies.

Access to secondary education

- 7.1-3 The report does not reply to these questions, but it was stated in the previous report that the Constitution provides for at least eight years of free education, including three at the secondary level, and that the 1966-1970 Five Year School Development Plan contained provisions for substantial allocations for the distribution of free textbooks to all needy pupils in lower secondary education (document 17 C/15, Annex C, page 37 (i)).

It is stated on page 37 (ii) of the same document that access to upper secondary education is possible for all who have obtained a lower secondary school-leaving certificate.

- 7.4 Problems hampering the general application of secondary education should be solved by the forthcoming implementation of the provisions of Decree D.P.R. No. 416 of 31 May 1974 by districts in which schools are to be provided at every level.
- 7.5 According to the previous report, compulsory schooling was extended to lower secondary education with effect from 1962 (see document 17 C/15, Annex C, page 37 (ii)).
- 7.6 In 1974-1975 there was a total of 4,581,605 pupils enrolled in secondary education, of which 57 per cent were attending the lower secondary course (this is an increase of 3.8 per cent compared with the previous year) while 37 per cent of pupils were enrolled in the upper secondary course (3.9 per cent more than in the preceding year). During this same year, 320,850 pupils (51.73 per cent) were enrolled at upper secondary schools with a scientifically-slanted curriculum, 166,839 (26.89 per cent) in those offering a literary course and 132,628 (21.38 per cent) in those responsible for teacher training. A table attached to the reply gives, for 1963 and 1973, the percentage of pupils studying for the upper secondary certificate and data concerning the occupation of the head of the household. This table reflects considerable stability in the figures, according to which most pupils came from families in the liberal professions or industrial management.

Access to higher education

- 8.1 Higher education is not free, annual fees amounting to some 40,000 lire.
- 8.2 Since there is no "numerus clausus" system, all those who have obtained the upper-secondary leaving certificate awarded after five years of secondary studies have access to the various faculties in accordance with Law No. 910 of 11 December 1969. For those with economic difficulties, Law No. 80 of 14 February 1963 provides study grants and other forms of assistance (university halls of residence and canteens, medical care, books, etc.). This form of assistance is organized by the Welfare Service attached to each university; in 1974-1975 this Service had a fund of 83 thousand million lire available for grants and 12 thousand million for other forms of aid. According to available data relating to 70 per cent of universities, 95,170 students received study grants while 29,084 were partially or totally exempted from payment of course fees.

- 8.3 The rapid increase in the number of students during the last ten years has given rise to certain difficulties as regards the teaching aspect (overcrowded lecture rooms, absence of contact between lecturers and students). Several schemes are being contemplated in order to tackle the problem of overcrowding in universities, relating either to structures or to curricula and teaching methods. The experiment carried out by the universities of Calabria forms part of this operation. Difficulties of a financial order will, however, make it impossible to find a rapid solution to all problems.
- 8.4 Because of the complete absence of any kind of discrimination there was a considerable influx of foreign students between 1962-1963 and 1972-1973, proportionately greater than that of Italian students. During the 1962-1963 academic year there were 4,383 foreign students compared with 21,924 in 1972-1973 (about half of these from African and Middle East countries). Statistical tables attached to the reply give the following figures:

<u>Year</u>	<u>Total enrolment</u>
1972-1973	657,616
1973-1974	675,176
1974-1975	716,375

The largest number of these students were enrolled in faculties of letters although an overall decrease of 0.1 per cent in enrolments can be noted. On the other hand the faculties of economics, social sciences and law, whose enrolments take second place, show an increase of 7.3 per cent during these years. The sharpest increase is in the faculties of medicine (+10 per cent) and technology (+9.9 per cent).

Standards and quality of education in public educational institutions of the same level

- 9.1-2 According to the information obtained, the reply to question 7.4 is intended to cover the questions under this head as well.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. No reply has been given but it was stated in the previous report that free facilities are provided with a view to eradicating illiteracy and educating adults and young people who are over the compulsory school age (primary education courses, refresher courses at primary and secondary level, summer schools, etc.) (see document 17 C/15, Annex C, page 38 (v)).

Training for the teaching profession

- 11.1-2 No reply is given to this question but the previous report stated that access to the teaching profession is open to all, though only women can train as kindergarten teachers. Students who have succeeded in a competitive examination for lower and upper secondary schools and obtained a degree or the upper secondary diploma are qualified to teach (see document 17 C/15, Annex C, page 38).

- 11.3 The reply gives the following table concerning changes in the number of teachers:

<u>Year</u>	<u>Primary education</u>	<u>Lower secondary education</u>	<u>Upper secondary education</u>
1970-1971	210,141	187,154	128,413
1971-1972	216,153	198,593	139,243
1972-1973	223,850	215,781	153,500
1973-1974	232,645	227,480	158,297

In 1972-1973 and 1973-1974 the proportion of women teachers in lower secondary education was 63.9 per cent and 63.0 per cent respectively.

III. AIMS OF EDUCATION

No reply is given but it was stated in the previous report that the aims of education follow directly from the principles enunciated in the Constitution. The object of schooling is to raise the educational level of the people, thereby increasing their contribution to the values of culture and civilization (see document 17 C/15, Annex C, page 39).

LIBERIA

I. DISCRIMINATION

- 1-2 No legal provisions, regulations, practices or situations exist which constitute discrimination or which could lead to discrimination as defined in Article 1 of the Convention. The reply indicates under point 7.3 that Liberia frowns upon discrimination in any form, and that such practices find no place in any school of the country. Whenever such cases are reported to the Government, drastic measures are immediately taken to eradicate such incidences.
4. The reply to this question is given under point 2 (a) and (b) of the report where it is indicated that no separate educational systems or institutions exist. Schools are coeducational and offer equivalent opportunities to all young people to the extent the financial provisions allow. All schools, whether public, mission, tribal or private institutions, follow the official programme approved by the Ministry of Education.
5. (a) As indicated under point 4 above and referred to under 7.4 of the report, there exist private elementary and secondary schools which must conform to the Government's requirement of providing educational facilities to the children of employees as those provided by the State. The report further indicates under point 6.5 that financial aid and salary grants to some teachers are provided by the Government to mission and other private schools to enable these institutions to admit a greater number of pupils.
- (b) Education provided by private schools is subject to standards set and approved by the Ministry.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 The report indicates under I.2 (c) - 3 the following measures which have been adopted to ensure equal universal education for all young librarians: establishment and enforcement of free, compulsory elementary education for pupils aged 6 to 16; efforts to ensure that premises and other facilities of rural schools are to be made as attractive as urban schools, and provide both categories of these schools with qualified teaching staff; enforcing the Government's policy that all schools conform with the same standard of education; offering equal access to schools as well as educational facilities to all nationals in the country; continue to build boarding-schools or hostels to encourage the education of girls.

Obstacles to rapid progress towards the provision of equal educational opportunity are mentioned in the report under points I.3 (i)-(ii): (1) lack and shortage of qualified teachers and adequate school buildings; (2) limited financial resources, due mainly to the number of ministries to be financed out of the National Budget. However, allocations for education are being increased every year thus permitting to achieve some results by overcoming some obstacles. As to the measures applied to overcome some of these obstacles, they are mentioned under point I.3 (iii): (1) community self-help projects continue to be encouraged such as the construction of school buildings for which, after completion, the Ministry provides the teaching staff; (2) boarding-schools or hostels are built to encourage the education of girls; (3) public elementary education is free while half the costs of higher education is paid by the Government.

Free and compulsory primary education

6.2 The reply refers under 6.1 to educational legislation of 1839 which already provided for free and compulsory education to children aged 5 to 12 years. However, this legislation seems to be not yet fully implemented as the report also mentions that the construction of new and the renovation of existing schools are among the Ministry's priority efforts with a view to promoting equality of educational opportunity. Other references to the questions concerning primary education are given under points 2 (c) and 3 (iii), where it is stated that the realization of free and compulsory elementary education for pupils aged 6 to 16 is aimed at also by encouraging self-help community projects to achieve free education for public elementary schoolchildren. Elementary education includes, according to point 6.4 (2) of the report, pre-grade and kindergarten, and is stated to be free under point 6.5.

6.3 The obstacles impeding the introduction of compulsory education are: inadequate facilities to accommodate the entire school-age population; overcrowded schools; shortage of qualified teachers; lack of inspection officers to control school attendance, while teachers or class sponsors usually check on reasons for irregular or non-attendance of pupils. Pupils are required to do "make-ups" in subjects they have missed, but they often fail at the end of the school year, become repeaters and represent great numbers of "drop-outs".

6.4 In reply to the questions grouped under this point, the following figures have been provided:

<u>Year</u>	<u>Total number of school-age children</u>	<u>Female</u>	<u>Enrolled</u>	
			<u>Total</u>	<u>Female</u>
1972	292, 885	138, 418	139, 045	47, 958
1974	-	-	149, 687	53, 029

As to the trend in school attendance from 1960 to 1974, there was an increase of 7.0 per cent of which 6.1 per cent were boys and 8.6 per cent girls. The drop-out rate from pre-grade to grade 6 is being estimated by the Division of Statistics of the Government as representing some 74 per cent.

Access to secondary education

7.1 Secondary education is partially free: the former registration (\$5.00) and tuition fees (\$30.00) of public secondary schools have been reduced to \$2.00 for junior high schools (7th to 9th grades) and to \$5.00 for senior high schools (10th to 12th grades). The report indicates under point I.3 (iii) (3) that the Government shoulders half the cost of high-school education.

7.2-3 Many pupils benefit from government scholarships and the operation of evening classes, while small numbers enrol in foreign correspondence courses.

7.4 Among the obstacles which prevent the generalization of secondary education, reference is made to the shortage of qualified teachers, especially in the fields of sciences and mathematics with the exception of science kits provided by Unesco; only few public and private secondary schools dispose of sufficient equipment even for laboratory experiments. In order to overcome such difficulties, pupils qualified for studies at college level are encouraged to specialize in science and mathematics through scholarships granted by the Ministry.

7.5 Secondary education is compulsory to the extent where each pupil is offered a chance to either complete high school or transfer into the vocational school. Vocational courses have been intensified in the existing high school, while in addition to the State Vocational School, vocational centres are functioning, three of them being maintained jointly by bilateral arrangements, with a view to improving the skills of its employees as well as to train students to meet the manpower needs of the country. Furthermore, arts and crafts centres have been established by the Ministry of Education in collaboration with the Ministry of Labour, Youth and Sports, specifically for the training of delinquent youths, while the Protestant Church has established a school, financially supported by the Government, for the training of socially maladjusted (wayward) boys. All such arrangements derive from Liberia's educational policy aiming at the enrolment of all educable youth, to avoid human wastage.

- 7.6 The total enrolment figures for 1974 of pupils in secondary education were, according to the report, 26,426 which means 123,261 pupils less than in primary education, and represents 15 per cent of the total school population.

Access to higher education

- 8.1-3 The report indicates under 8.4 (1) that 19.3 per cent of the total budget of the Ministry of Education is devoted to higher education which is not free in Liberia.

Similar measures to those concerning the promotion of secondary education (see points I.2 (c), 3 (ii)-(iii)) have been adopted with a view to facilitating access to higher education. As to the obstacles encountered, they correspond to those indicated under points I.3 (i) and II.7.4. The report mentions under point 7.4 that college graduates who major in sciences and mathematics are granted scholarships to pursue studies in these specific fields at foreign universities.

- 8.4 There exist two institutions of higher education, the University of Liberia with - in 1974 - a total of 1,711 students (of whom 327 were women), and the Cuttington College and Divinity School with a total of 354 students. Between 1960 and 1974, the average annual rate of increase of enrolment at university level was 10.9 per cent although students of higher education represent only 1.2 per cent of the school population, against 98.8 per cent enrolled at primary plus secondary level.

Standards and quality of education in public educational institutions of the same level

- 9.1 Measures taken with a view also to ensuring equivalent standards of education have been referred to under point I.2 (c) of the report. Furthermore, the Ministry of Education grants higher salaries and rental fees to teachers in hardship areas, while the first Rural Teacher Training Institute was established in 1961, with a view to improving primary education in rural areas.

- 9.2 Mostly due to inadequate budget provisions, it is difficult to ensure equivalent standards in all public educational institutions of the same level: qualified teachers are reluctant to accept jobs in remote areas, while there is lack of school buildings and insufficient supply of teaching material and equipment. It is indicated under point 11.1 (5) of the reply that the curricula of both elementary and secondary schools are being revised as well as teaching methods and materials, including textbooks.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. As also indicated under point 7.3, most public elementary schools are functioning on a 3-session basis, thus allowing workers, adults, drop-outs and others to attend afternoon or night classes, while extension schools operate for early school leavers. Literacy programmes are provided for those who never received any formal schooling. Many pupils, especially working adults, benefit from these programmes.

Training for the teaching profession

- 11.1 Important steps have been taken to provide such training without discrimination: establishment, in 1961, of the first Rural Teacher Training Institute for pre-service teachers and the improvement of the academic and professional skills of in-service teachers. The Kakata Institute was established in 1965 for the same purpose. Scholarships are granted to in-service teachers to attend the University of Liberia and prepare them for high-school teaching, while extension centres have been established at strategic points throughout the country to provide in-service training and refresher courses for elementary schoolteachers, principals, supervisors, etc.
- 11.2 Admission to these institutes which offer three years courses, including training in community leadership and improvement activities in rural areas, requires the completion of the ninth grade or junior high school. On completion of the course, participants receive the Ministry's high school certificate which entitles the holder to teach in any elementary school within the Republic. Curricula and

diplomas are the same as those offered by the regular high schools, but these courses provide, in addition, professional teacher training. It is repeated under point 12.2 that various types of seminars are organized for both high-school and elementary-school principals and teachers.

- 11.3 Between 1963 and 1974, a total of 712 teachers have graduated from the two above-mentioned institutions, 35 teachers - qualified in community leadership in rural areas - graduated in 1973, another 40 in 1974. While 41 unqualified teachers were upgraded and graduated in 1973, there were 54 of them in 1974.

III. AIMS OF EDUCATION

- 12.1 While the curricula are undergoing revision to reflect and meet the changing needs of the Liberian society, innovations and new methods are introduced with a view to providing better instruction and teaching, and to improving the school system as a whole and communities in particular. Furthermore, it is stated under point II, 7.5 that Liberia believes in the worth of each individual.
- 12.2 The objectives of the educational system are consonant with the principles enunciated in the Convention.

MOROCCO

I. DISCRIMINATION

- 1-3 There are no legislative provisions, regulations, situations or practices involving discrimination. On the contrary, there is a series of legislative texts and regulations intended to prevent any form of discrimination in education. The equality of all in this domain is illustrated by the fact that education is open to all school-age children irrespective of sex, race, colour or social origin, access to the various levels of education or exclusion from them depends solely on individual intellectual ability and the granting of facilities is based only on merit or needs.
4. It has become the rule that primary and secondary establishments are mixed. There are, however, separate schools for the two sexes, but these establishments, the reason for which is governed by purely educational considerations, offer entirely equivalent access conditions, provide the same syllabuses and have teaching staff with identical qualifications and premises and equipment of the same quality.
5. (a) There are a large number of private institutions whose purpose is to provide facilities in addition to those offered by the public authorities.
- (b) The syllabuses used by them follow, in their main lines, those applied in public institutions and are approved by the competent authorities, with the exception of schools belonging to cultural missions. At the end of each school year, pupils sit for the same examinations as those in public establishments, enabling all pupils to continue their studies in a public school or vice versa, according to their wishes.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 Compulsory education has produced mass enrolment in towns. Reluctance experienced in certain rural zones concerning the enrolment of girls has been overcome through measures adopted and the influence of teachers on parents. As regards secondary education, its progressive extension is one of the major aims of every five-year plan.

Free and compulsory primary education

- 6.2-3 Primary education is free and compulsory. Absences are, however, still frequent in certain regions although continually decreasing as a result of the establishment of new schools and the growing awareness of parents.
- 6.4 The reply states that no accurate figures are available in this respect.
- 6.5 In rural zones or poor districts, each public-primary school has a canteen where needy pupils have their midday meal. Parents' associations or welfare organizations provide underprivileged children with, inter alia, clothes, medicines and school supplies. Considerable funds are allocated by the education authorities for the purchase of educational materials which are also made available to needy children.

Access to secondary education

- 7.1 Secondary education is free.
- 7.2 Access to secondary education is facilitated by the award of scholarships to deserving and/or needy pupils.
- 7.3 For the 1975-1976 school year, 31,277 full scholarships and 4,347 partial scholarships amounting to 57 million DH were awarded to secondary school pupils, according to merit or needs.
- 7.4 The inadequacy of school premises and the shortage of qualified teachers still impede the generalization of secondary education. The Ministry of Primary and Secondary Education is constructing several dozen educational establishments each year in an effort to overcome these obstacles. Furthermore, the Regional Teacher-Training Centres will, very shortly, be in a position to satisfy the demand for lower secondary teachers.
- 7.5 Present facilities do not allow secondary education to be made compulsory.
- 7.6 The following figures are given in the reply:

	<u>Secondary education</u>		<u>Primary education</u>	
	Total	Girls	Total	Girls
In public education	430,588	141,604	1,475,006	523,441
In registered private establishments	51,632		72,641	32,148

Access to higher education

- 8.1 It appears from the reply that higher education is not free.
- 8.2 Higher education is open, without distinction of sex or other factors, to all holders of the secondary school diploma and to those who have passed the university entrance examination. In the 1976-1977 academic year, 90 per cent of students received grants, involving an appropriation of close on 170 million DH. The only criteria governing the award of a grant are the pupil's need and the obtaining of the secondary education diploma. The value of grants has been considerably increased, rising from 3,940 DH to 4,334 DH at degree level, and from 7,776 DH to 8,554 DH for post-graduate studies. For Moroccan students studying abroad, the annual grants, formerly 6,340 DH (degree level) and 10,800 DH (post-graduate level), have risen to 6,974 DH and 11,880 DH respectively. Over 7,000 students are accommodated in the five existing hostel areas; three others are in course of completion. University restaurants provide meals at modest prices.
- 8.3 It is stated that a decentralization policy has been adopted, both in order to bring higher education within the reach of all and to enable it to contribute to regional development. In addition to the five universities already in existence at Rabat, Casablanca and Fez there are two under construction in Marrakesh and Oujda.

- 8.4 The number of students is constantly increasing and totalled 43,983 in 1976-1977, of whom 8,669 (20 per cent) were girls

Standards and quality of education in public educational institutions of the same level

- 9.1 In all public institutions of the same level, the objective set forth in Article 4, paragraph (b) of the Convention has been attained. Syllabuses have been revised and unified as a result of educational research undertaken since independence was achieved.

- 9.2 It is stated that there is nothing to prevent the provision of education of the same quality in public educational institutions.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. The creation of a National Literacy Bureau is planned. Pending execution of this project, the Ministry of Primary and Secondary Education planned to launch experimental activities, beginning in 1976-1977, to help illiterates in five of the country's provinces. In collaboration with the Ministry of Labour and Social Affairs, a programme designed for Moroccan migrant workers in Europe is being planned. In addition, the 1973-1977 Five-Year Plan has recommended a vocational training programme for young primary and secondary school leavers

Training for the teaching profession

- 11.1 Training for the teaching profession is carried out without any discrimination, the competitive entrance examination taking only ability into consideration. Similarly, no distinction has ever been made in the payment of salaries and allowances to teacher-training students or serving teachers, other than those based on recognition of merit.

- 11.2 The competitive entrance examination to regional primary teacher-training centres is open to all candidates of Moroccan nationality who are between 16 and 25 years of age and holders of the secondary education certificate or an equivalent diploma. Candidates for lower secondary teaching must have the "baccalauréat" or an equivalent diploma in order to be eligible for admission to the Regional Teacher-Training Centres, such admission being decided on the basis of the candidate's qualifications or by competitive examination.

- 11.3 A statistical table provided in reply to this question gives the following data: in 1973-1974 there were 3,684 primary teacher-training students as against 4,500 in 1976-1977. The percentage of women students increased during the same period from 37.38 per cent to 42.18 per cent. There were 19 regional primary teacher-training schools in 1976-1977 compared with 18 during the preceding years. As regards the Regional Teacher Training Centres which train lower secondary teachers, between 1972 and 1976 girls represented roughly a quarter of the total number of students which increased from 680 in 1972-1973 to 5,387 in 1975-1976. Numbers of students who completed their training successfully totalled 275 in 1972-1973 and 1,985 in 1975-1976. There were three Regional Teacher-Training Centres in 1972-1973, six in 1973-1974 and thirteen between 1974 and 1976.

III. AIMS OF EDUCATION

- 12.1-2 The reply states that the objectives of the educational system are consonant with the principles enunciated in Article 5 of the Convention. The essential task of education is to equip the child for his adult life, while providing him with a certain fund of knowledge. The favourable atmosphere created by teachers in the classroom enables pupils to express themselves freely, to learn how to correct their own faults and to respect the opinion of others. A sense of responsibility is fostered by new learning techniques and the carrying out of certain tasks together. Pupils' collaboration in school co-operatives and the commemoration in school of national or international events make them realize that tolerance and understanding should be the keynote of individual behaviour. It is stated elsewhere in the report that the aim of higher education is to equip the country with higher echelon staff capable of identifying themselves with the country's social, economic and cultural reality.

NEW ZEALAND

I. DISCRIMINATION

With regard to the five questions grouped under this heading the reply refers to the previous periodic report.

- 1-3 It was indicated then that the spirit of the Convention has long been observed, thus making it unnecessary to take any legislative measure or to change existing practice which provides equality of opportunity and treatment for all children regardless of race, colour, sex, beliefs or other considerations. A continuing policy aims at maintaining and promoting racial harmony.
4. It had also been reported that all State primary and most State secondary schools are coeducational, and that separated schools for the sexes offer equivalent access to education, although some local difficulties may occur in providing mathematics or science teachers for girls' schools, difficulties which are usually overcome by sharing teachers.
5. Private, mainly denominational schools exist at primary and secondary level and are subject to inspection. The government provides them with financial assistance in order to ensure equality of educational standards (see Unesco document 17 C/15; 15 September 1972, Annex C, pp.42-44). It is indicated under 6.5 of the third report that the government has brought into operation a private schools' integration act which allows for a firmer financial and professional base to work on.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 The spirit of the Convention has always been basic to the New Zealand education system, which provides for equality of opportunity and treatment for all children irrespective of race, colour, sex, beliefs or any other considerations.

Free and compulsory primary education

- 6.2-3 Primary education is both free and compulsory, starting at the age of 6. Class attendance is checked twice a day by the teacher and a record kept on each child. Non-attendance is followed up by the school. Persistent cases can become the subject of Education Board action and possible court proceedings resulting in a fine.
- 6.4 In 1975, there was a total enrolment of 393,381 first level pupils of whom 190,954 were females.
- 6.5 Children in rural areas attend locally-based schools which can range from a sole-charge (a minimum roll of nine) to larger units consolidated in a convenient centre. Necessary transport is provided and full correspondence courses are available for more isolated children. Schools with a significant proportion of Maori, Polynesian and other immigrant children are provided with extra teachers, ancillary staffing and resource materials. Parents of such children are encouraged to assist in the schools on a voluntary basis, while Pacific Island persons are being appointed as teachers' aides in some of these schools. A recently opened reception centre in Auckland for Pacific Island and other children who do not speak English, caters for up to 40 pupils. Maori language teaching has been emphasized with the appointment of 30 itinerant teachers of this language throughout New Zealand for primary and intermediate schools. School meals are not provided, but all textbooks and readers, and contacts exist with appropriate department and community organizations for needy cases as regards clothing, etc. It is indicated under 9.1 that the range of Correspondence School Courses available to children has been widened.

Access to secondary education

- 7.1 Secondary education is free for all pupils at State schools.

- 7.2 Pupils may receive bursary assistance when they are required to live away from home in order to take study courses not available locally. Such awards are usually provided for children of good academic potential who live in remote rural districts. Instruction is also available through the New Zealand Correspondence School.
- 7.3 Figures are said to be not available but that there is no discrimination, as already indicated in the second report which stated that financial assistance helps school-age Maories and Polynesians to continue their education.
- 7.4-5 The question concerning obstacles impeding the generalization of secondary education is said to be not applicable, and it has been indicated under 6.1 that education is compulsory up to the age of 15 years inclusive.
- 7.6 The following figures have been provided as regards enrolment at secondary level:

Year	First stage Total	Female	Second stage Total	Female
1975	351,011	171,868	55,117	17,915

Compared with a total of 393,381 pupils enrolled in primary education, the figures concerning the secondary school level show an increase of 12,747 pupils. It is furthermore indicated that the enrolment at secondary level constitutes 42.0 per cent of the total school population. Distribution by socio-economic groups is said to be not available.

Access to higher education

- 8.1 As far as tutorial costs are concerned, study at institutions of higher education is free.
- 8.2 Prerequisite requirements exist for entry to universities, technical institutes and teachers colleges. A "university entrance" examination is only sat by secondary school pupils not accredited on the basis of performance in the fourth year of secondary school. New Zealand has had furthermore, for most of this century a provision which permits any person at the age of 21 whether or not he has the formal qualification to benefit from "provisional admission" either as a full-time, a part-time or an external studies student. Provided that such student passes cumulatively a number of credits equivalent to that obtained by a full-time student in one year, the provisional admission is confirmed and the student proceeds to complete the degree. Studies have shown that such students perform at least as well as students entering higher education straight from school. A standard bursary system applying to universities as well as to technical institutions was introduced in 1976, and by now enables any capable student to enter one or the other of these two institutions of higher education. Since the bursaries system does not yet apply fully to part-time students, fees bursaries have been established, are therefore available also to the majority of part-time students and provide that students who have acquired the normal credits obtained during the first year at a university may qualify to receive a full-time bursary and thus switch from part-time to full-time study. In 1976, there were a total of 46,251 students benefiting from one form or the other of financial assistance which represented for university students (including part-time and extramural enrolment) an amount of \$21,110,000. Four thousand students from technical institutes received assistance of \$3,074,000, while \$6,000 were spent on 11 students of teachers' colleges. The report indicates a marked expansion of external study systems both for university and technical institutes. Although one university has 5,500 external students enrolled (a greater proportion of the population than the enrolments at the Open University in Great Britain) students are not yet able to complete a degree wholly by external studies, but have to return to university full time or do part-time study during the last year.
- 8.3 The educational policy aims at providing higher education to all those qualified. While there have been occasional difficulties through shortage of staff and premises, there have been no long-term obstacles to the implementation of this policy. Cross-crediting opportunities exist between the various institutions make higher education more widely accessible.

8.4 The report provides the following figures on full- and part-time students;

Year	Universities	Teacher colleges	Other third-level institutions
1972	38,229	8,500	19,248
1974	39,612	8,004	18,562

During the same years, the majority of students were enrolled in Social Sciences (although their figure decreased from 15,588 in 1972 to 13,722 in 1974), in Humanities and Education. The overall enrolment increased by 0.3 per cent over the two-year period. Information on socio-economic background is said to be not available.

Standards and quality of education in public educational institutions of the same level

- 9.1 In order to ensure equivalent standards in public primary and intermediate schools, a national curriculum is maintained as a guide; a district inspectorate system works closely with schools to which a range of advisory services are furthermore available, as is a basic equipment scheme to ensure all schools with necessary resources. The quality of teaching is to be improved by encouraging extramural studies, in-service training opportunities for teachers, especially in rural areas, and the provision of ancillary staffing entitlements in all schools.
- 9.2 It is, however, difficult to provide in all areas education of equivalent quality for the reason of rapid growth of densely populated housing areas, and language and cultural differences, e. g. in the growing numbers of Pacific Island immigrants.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. In the early years of this century many New Zealanders were unable to complete their primary education. Nowadays, education is compulsory for every child between the age of six and fifteen. There is furthermore ample opportunity for those who wish to continue their education or to gain new educational qualifications. Evening classes at secondary level offer to adults a wide range of subjects, extension studies departments function at university level, community colleges being established in smaller areas, whereas part-time classes provide technical, the New Zealand Correspondence School general education courses for adults.

Training for the teaching profession

- 11.1 No discrimination on terms of sex, race or religion exist for starting such training, during the training or at the point of entry to the teaching profession.
- 11.2 All teacher-training colleges receive on equal footing all students who have been selected under the common criteria of academic achievement and/or technical skills, teaching potential and suitable personality. All those who successfully complete a training course receive a common Teachers College Diploma. It is indicated under 6.5 that housing at favourable terms is available to teachers in most rural areas. As there is a country service salary bar most teachers do a period of country service at some stage in their career.
- 11.3 As indicated under 6.5, two Pacific Island teachers' supplementary courses are operating at Wellington and Auckland Teachers Colleges. Records kept over a period of years indicate that women make up some 75 per cent in primary teacher training, male students being less attracted to this level of teaching. As for secondary school teachers, enrolment figures in training courses are about 50 per cent for each sex. The reply indicates that there has been little change over the years in the number of teacher-training institutions. A steady growth in student numbers corresponds to the increasing school enrolments which reach by now a point of stabilization.

III. AIMS OF EDUCATION

- 12.1 The aims set forth in Article 5.1 (a) of the Convention are realized through the Social Studies Syllabus, History, Geography, Liberal and General Studies at higher levels of secondary school. Social Studies in particular should help children to think clearly about social problems, and to take an intelligent and sympathetic interest in the various peoples, communities and cultures of the world. As international understanding becomes easier through the use of foreign languages, an increasing number of students learn Japanese and Indonesian in addition to the major European languages.
- 12.2 Understanding of human interdependence is a basic objective in the New Zealand education. In addition to primary and secondary schools, university studies often include topics related to Human Rights.

NIGER

I. DISCRIMINATION

Discrimination in any form is condemned and denounced as anachronistic and aberrant. As far as education is concerned, pupils are admitted to establishments irrespective of race, religion, sex or philosophical opinion.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

National education policy seeks to re-examine de facto inequalities in order to ensure the school enrolment on an equitable basis of boys and girls from settled or nomad populations in rural and urban zones.

NIGERIA

I. DISCRIMINATION

1. No legal provisions or regulations allow for discrimination in education and the reply indicates under II. 6.5 that there exists a high degree of religious tolerance. Certain practices, however, are said to militate against equal opportunities in education.
2. In some rural areas, girls are used by their parents to provide cheap labour, and girls marry at early ages in certain parts of the country. Parents are being informed of the importance of education, the primary level of which the Government intends to make compulsory by 1979.
3. No obstacles are envisaged to impede the implementation of the measures which are being taken.
4. Single sex as well as coeducational institutions offer equivalent access to education. Buildings and equipment are of the same or equivalent quality, the teaching staff is equally qualified and afford an opportunity for boys and girls to meet the same curricular objectives.
5. (a)-(b) Private schools do not make any class distinction between the pupils and the education they provide is subject to standards laid down or approved by the public authorities.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 A national policy on education has been formulated, and education is made available to all from primary to tertiary level. A step towards this end was the setting up on 6 September 1976 of the scheme for Universal Free Primary Education, as well as the standardizing and pegging of school fees in secondary schools.

Free and compulsory primary education

- 6.2 The Universal Primary Education Scheme provides free schooling for every child of school age, i.e. six years old. The Federal Government gives ample financial assistance to the States as a stimulus.
- 6.3 Although it is hoped to make primary education compulsory by 1979, the following obstacles may impede these plans: insufficient buildings and equipment, inadequate supply of trained teachers, absence of appropriate legislation, reliable statistics and of enforcement agencies.
- 6.4 By 1973, only 44.12 per cent of the school-age population (6-11 years) was in school. More recent figures as well as drop-out rates are said to be not yet available.
- 6.5 Equal opportunities exist for the provision of staff and equipment to all schools. As of September 1976, books, stationery and other educational aids are provided free by the Government which, at present, does not envisage distributing school meals and uniforms free of charge. In the early stages of primary school the mother tongue or the language of the immediate community is used as medium of instruction. At the upper primary level, the medium of instruction is mainly English. In the allocation of funds for school buildings, attention is being paid to disadvantaged areas, and the distribution of teachers to rural and urban areas is not based on any prejudice or favouritism.

Access to secondary education

- 7.1 Secondary education is not free, but is heavily subsidized by the Government.
- 7.2 To facilitate access to secondary education, the Government, local authority councils and firms award scholarships to a few deserving pupils, and indigent students benefit from remission of fees in certain schools. Schools fees have been standardized and represent the equivalent of \$45.45 per year for every pupil, \$90.90 per year for boarding. Evening classes and correspondence courses exist, but opportunities to study during working days are limited and there is no general practice of transfer from one type of secondary education to another.
- 7.3 The standardized fees apply to all pupils, and there is no discrimination, as every pupil benefits from Government subsidies.
- 7.4 It is indicated under 6.1 that secondary education is available but not accessible to all pupils because of economic factors and the inadequacy of the provision of a range of courses to meet everyone's potentialities. Important obstacles which hinder the generalization of secondary education are shortage of buildings, equipment and materials, especially in the sciences inadequacy of teaching staff. To remove these obstacles the Government is increasing grants to schools, making teachers' education free and expanding the number of universities with diversified curricula. Although primary and secondary education being the responsibility of the States, the Federal Government has, by relieving the States of the financial burden of primary and tertiary education, as well as the establishment of unity schools, greatly increased the capacities of the States to expand secondary education.
- 7.5 Secondary education is not compulsory.
- 7.6 The required statistics are said not to be available.

Access to higher education

- 8.1 Higher education is not yet free, except for teacher training.
- 8.2 The Federal and State Governments, firms and some voluntary organizations award scholarships to deserving students on a competitive basis and in accordance with manpower needs of the country. Loans are provided for indigent students. Opportunities exist for in-service training and evening classes. Correspondence courses are being introduced in two universities and in a few other educational institutions.
- 8.3 Shortage of teaching staff hinders the generalization of higher education. To overcome this situation, the Government and the National Universities Commission are encouraging massive training of teachers and research fellows for the universities both at home and abroad. In the meantime, well qualified university teachers are being recruited from other parts of the world.
- 8.4 In 1975-1976, the total enrolment of university students was 26,294. According to a table attached to the reply, 3,498 students took courses in education, 3,436 in arts, 3,218 in science, 2,549 in medicine and 2,177 in social sciences.

Standards and quality of education in public educational institutions of the same level

- 9.1 It is national policy to ensure that the standards of education are equivalent by the provision of uniform curricula though adapted to local needs. While the Inspectorate Division of the Federal Ministry of Education is being strengthened, an inspectorate office has been established by the same Ministry in each State to ensure that high standards and quality are maintained. The final examinations for secondary school pupils are controlled by a central body.
- 9.2 Shortage of teachers lowers the quality of education in remote areas. The reply indicates that provision of basic necessities for the comfort of both pupils and teachers would encourage qualified staff to go to remote areas.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. Functional literacy personnel is trained in a co-ordinating Adult and Non-Formal Education Section which has been established in the Federal Ministry of Education. The same section is promoting pilot projects in functional literacy and in developing an adult education curriculum up to the level of the primary school leaving certificate. The reply indicates under 12.1 that the provision of free primary education for all citizens of school age aims at reducing and eradicating illiteracy.

Training for the teaching profession

- 11.1 Training colleges for primary school teachers are run by the Federal Government. All trainees for secondary schools who are enrolled in higher education institutions are awarded scholarships and bursaries.
- 11.2 Admission to teacher training is strictly by merit, and entrance qualifications curricula and diplomas are basically the same.
- 11.3 In 1974, there were 216 primary teachers' training colleges, a number which had increased by 1976 to 279. A total of 66,967 students for primary school teaching were enrolled in training colleges in 1974-1975, while their figure rose to 106,488 in 1975-1976. The comparative figures for men and women in the teaching profession are yet to be compiled.

III. AIMS OF EDUCATION

- 12.1 Curricula for primary schools include writing, reading and counting, the study of science; social norms and values of the local community as well as of the country, health, physical and moral education, encouragement of creative activities and teaching of local crafts subjects aim at making each citizen a complete

man. Promotion of peace is expected from the studying of geography, history and literature, while adult education is being developed also with the aim of fostering understanding among all citizens.

- 12.2 The principles set forth in the Convention are reflected in diversified curricula which allow young people to develop their own potentialities. Instruction based on a practical approach favours a general awareness of the dignity of labour, whatever subject or discipline is being pursued.

NORWAY

I. DISCRIMINATION

As the Government had given a negative reply in its previous report, answers to Part I have been omitted.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 As indicated under 10, legal steps have been taken in 1969 to ensure for all 9 instead of 7 years of compulsory basic education,

Free and compulsory primary education

- 6.2 Compulsory education is free.
- 6.3 Class attendance is checked by the homeroom teacher. In cases of repeated non-attendance, the teacher tries to make the pupil catch up with the others by imposing on him extra work. In more severe cases, the teacher, assisted by the school counsellor, the principal and the doctor contacts the parents, and together they try to solve the problem.
- 6.4 According to the Statistical Yearbook 1974, there were, in 1972-1973, a total of 569,021 pupils in the compulsory school (291,387 males and 277,634 females). The drop-out rate is minimal as pupils must complete eight years of schooling. However, school authorities try to arrange individually adapted programmes for those who drop out of the ordinary school system.
- 6.5 All pupils receive textbooks and other equipment free of charge. Those who live far away have free transport, boarding facilities or private lodging provided and paid for by the municipalities, with State contribution, while there is a tendency to provide more schools in rural areas. Immigrant children and those belonging to linguistic minorities are bound to attend compulsory school on a same footing with Norwegian children. Furthermore, introductory classes, teaching in the mother tongue for Laps and immigrants, special teaching aids and school equipment, allowances for smaller classes and more time for group teaching are made available to them.

Access to secondary education

- 7.1 Secondary education is free.
- 7.2 Scholarships and loans are available to secondary school pupils. Under 20 years of age pupils may benefit from a scholarship determined by their parents' financial situation while a basic scholarship might be granted for applicants between 20 and 30 years of age. Furthermore, all those who are under 40 years and have to live away from home or who are married and have at least two children can apply for a scholarship. As for loans, they are determined by the family income for pupils younger than 20 years of age, while in the case of students who are more than 20 years of age, loans may be granted irrespective of the financial situation of the parents. With only few exceptions, there are no boarding schools in Norway. However, evening schools and correspondence courses do exist while a small number of mobile schools offer training in home economics. Some employers may offer opportunities for studying during working hours, but statistics do not exist on this matter.

The reply indicates under point 10 that persons over 16 who want to build their 7 years' basic education up to grade 9 are offered part-time evening or correspondence courses. They may also study individually and sit for the official school leaving examination.

- 7.3 In 1974-1975, 2,341 of 42,960 pupils who were entitled did apply for a loan. A total of 2,101 pupils were granted a loan of an average amount of NKR 4,964. As to scholarships, they were during the same period of an average amount of NKR 1,727 and granted to 34,007 pupils. The State Educational Loan Fund is to secure equal opportunities at the secondary education level, and is open to certain categories of foreign citizens who became legal residents in Norway. The system of financial support for educational purposes is therefore supposed to be non-discriminatory.
- 7.4 A new Act on upper secondary schools, which came into effect on 1 January 1976 foresees the creation of a comprehensive system of education at grades 10 to 12 combining general education with commercial or vocational education. The educational policy aims at providing everybody aged 16 to 19 with upper secondary education. However, the generalization of this level of education raises financial problems which can only be solved progressively. The Government intends to increase the number of places for some 4,500 students a year. Thus it can be expected that all students aged 16 to 19 can receive upper secondary education in 10 to 15 years' time.
- 7.5 Lower secondary education is compulsory.
- 7.6 In 1974-1975 a total of 182,564 pupils was enrolled in lower secondary education (grades 7-9).

Access to higher education

- 8.1 In principle, higher education is free, but nominal matriculation and semester fees are requested. These fees are at present (1976) NKR 100 and constitute one of the main sources of income for Student Welfare Organizations.
- 8.2 Direct financial aid is provided to students in the form of grants or loans. During the fiscal year 1975, the situation was as follows:

	Sums entailed mill. NKR	No. of beneficiary students	Percentage of students' population
Grants	120.5	44,901	75.2
Loans	396.0	41,687	70.2

Private sources make available a number of scholarships, which, however, do not represent a major fraction of the above amounts. Indirect assistance takes the form of financing and constructing of housing facilities for students through Government grants to the Student Welfare Organizations which in turn run health centres, child care facilities, bookstores, restaurants, for example. Greater flexibility in the formal entrance requirements constitutes an important step towards equal opportunity to access to higher education. Thus, age and professional experience (including housework and military service) count as qualifications for admission. Furthermore, decentralization in the field of education has led to the development of a wide system of regional colleges which, in 1975, represented a total of 3,350 student places offering a range of new types of courses at higher education level to larger sections of the population. While a recently adopted law will enhance possibilities for adults to obtain further schooling and make for them access to higher education easier, summer courses, weekend seminars, evening classes and correspondence courses provide supplementary study facilities to an increasing number of students, although corresponding teaching programmes have not yet been developed on a large scale.

8.3 To meet the demand for higher education by the late eighties, the Government aims at a growth rate of 3 per cent to 4 per cent per annum, in terms of fixed costs. Apart from the tight situation of the labour market and some reluctance to increase the number of employees in the public service beyond the overall increase of the working population, there is no serious obstacle preventing the implementation of this policy.

8.4 The reply provides the following figures on the number of students enrolled at institutions of higher education level:

	<u>Total</u>
1970	38,141
1973	54,771
1975	60,110

The majority of students took courses in humanities, teacher training, social and natural sciences.

By 31 December 1973, the 19 to 24 years old represented 6.3 per cent and 10.3 per cent respectively of the student population, while 13.5 per cent were 21 years old, 14.3 per cent 22 and 12.4 per cent 23 years old.

As to the social background of students, a table referring to the spring term of the academic year 1971 indicates that the majority comes from families of civil servants, commercial, and industrial professions.

Standards and quality of education in public educational institutions of the same level

9.1 All basic schools have to respect standards set by the Ministry of Education with regard to buildings, equipment, teacher training, etc. These schools offer the same programmes and lead to the same official examinations. Curricula are worked out and textbooks approved by the Ministry.

9.2 In certain areas, shortage of teachers has been a problem but this difficulty is gradually overcome.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. If necessary, education may be offered by the municipalities for young people and adults who have not received or completed their primary education. Such education, arranged according to psycho-pedagogical guidance services is financially supported by the Government.

III. AIMS OF EDUCATION

12.1 Article 1 of the Act of 13 June 1969 concerning the basic school provides for a Christian and moral upbringing, the development of mental and physical abilities of pupils to develop useful and self-reliant members of the family and of the community. The school shall further mental freedom and tolerance and create productive co-operation between teachers, the school and the home of pupils. The Act also provides for class councils and pupils' committees with a view to train for co-operation.

12.2 The curricula pay great attention to the work of the United Nations and its agencies for peace, tolerance and understanding. The impact of this education seems to be that young people take greater interest in international affairs and problems facing mankind - such as pollution, demographic explosion, food supply - which can be solved only through co-operation.

REPUBLIC OF PANAMA

I. DISCRIMINATION

1. There are no legal provisions, regulations, practices or situations which constitute discrimination in the field of education. Provisions in force are consonant with the objectives of the Convention.
- 2-3 Since the educational system has always been free from any discrimination, there has been no need to adopt any particular measure.
4. At every educational level establishments are coeducational and open to all pupils irrespective of sex. It is stated under II.11.2 that there are teacher-training establishments which are separate for the two sexes.
- 5 (a) Private schools, to which the State makes no financial contribution, provide educational facilities in addition to those provided by the public authorities.

(b) Private schools operate in accordance with the standards prescribed by the law, using, under the supervision of the competent authorities, the syllabuses approved by them.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 Article 88 of the Political Constitution of the Republic of Panama stipulates that education is a public service and shall be imparted through a single system throughout the national territory; all educational establishments, official or private, are open to students without distinction as to race, social position, political ideas or other factors. In accordance with other constitutional provisions the State guarantees respect for the right to education with the aim of promoting equality of opportunity. The Government has undertaken educational reform in order to give practical expression to the underlying spirit of this legislation.

Free and compulsory primary education

- 6.2 Public education is free, this being guaranteed by Article 89 of the Constitution.
- 6.3 In accordance with legal provisions, primary education is compulsory and school attendance is satisfactory. Compliance with this obligation is, however, sometimes difficult because of the social and economic characteristics of the population and its dispersion. Attendance also leaves much to be desired among pupils who have to help in farm work or who come from families with modest means. Attendance by primary school pupils is recorded each day in a "school register", and the law provides that those who stop a minor from attending school regularly are liable to a fine. There has been no need to apply this provision as yet for parents are aware of their responsibilities in regard to their children's education.
- 6.4 In 1974 there were 553,509 children in the 6-19 age group. This school-age population represented at the time one-third of the country's whole population. In the same year a total of 462,894 pupils was enrolled in pre-primary, primary and lower secondary education, 50.8 per cent being boys, and 49.2 per cent girls. The enrolment ratio in regard to children of compulsory school age stands at 89.8 per cent. The drop-out rate continues to be higher in lower secondary education (4.4 per cent in 1972, 6.3 per cent in 1973 and 3.9 per cent (provisional figure) in 1974, as against 2.1 per cent, 2.3 per cent and 1.9 per cent in primary education for the same years).
- 6.5 The population, although heterogeneous, cannot be grouped in racial, linguistic, religious or other minorities. However, children whose situation warrants special attention receive aid consonant with their needs. It is stated under 6.3 that many problems caused by the dispersion of the population will be solved by a nucleation plan providing for the creation of general education schools surrounded by satellite establishments whose pupils will continue studies until the end of the

nine-year period of compulsory schooling. Pre-primary education, in 1974, had 11,374 pupils, almost all from the urban environment. Children of foreign families receive education in their mother tongue through private initiative but with the aid of the educational authorities. It is planned to offer instruction in the mother tongue to the indigenous population to ensure the development of their language, while fostering knowledge of Spanish. Lower secondary institutions have vehicles for the transport of pupils of modest means; private schools make a monthly charge for this facility. School canteens enable free meals to be served in public schools and the poorest children can avail themselves of this facility on a permanent basis. School uniform, which prevents any difference in means from being reflected in pupils' dress, is sold at a modest charge by the Ministry of Education in isolated localities, while a "Shoe Bank" is responsible for distributing footwear to needy children. The creation of an Educational Printing Centre has made it possible to produce all the textbooks for primary education and these are distributed free of charge in the same way as school supplies and other materials. In the more remote schools, boarding sections have been set up where children are accommodated free of charge during the school terms. These boarding sections are financed by community grants and contributions by heads of families.

Access to secondary education

- 7.1 Secondary education is free in public schools although there is an enrolment fee of 5 balboas. This enrolment fee represents 3 per cent of costs per pupils which, in 1974, stood at 186 balboas for the school year.
- 7.2 To facilitate access to secondary education, the Institute for the Training and Development of Human Resources (IFARHU) provides aid in the form of loans and bursaries. Evening classes organized by both public and private institutions provide lower secondary education, as well as scientific, literary, commercial, vocational and technical secondary courses. Certain establishments are equipped with boarding facilities and provide free accommodation for pupils of modest means who live far from school. In exchange these pupils perform certain out-of-class duties (canteen, secretariat, etc.).
- 7.3 In 1974, 6,620 pupils were aided under the IFARHU loans and bursaries programme; this Institute plans to increase its assistance which totalled 1,022,691 balboas during that year.
- 7.4 Efforts to build new schools are being intensified and the competent public authorities have increased their participation during recent years in the planning and implementation of school building schemes. Despite this, the shortage has not yet been entirely remedied having regard to the growth of the school-age population, the dispersion of the population and increased building costs. The possibility of using part of the funds derived from enrolment fees has enabled the shortage of materials and equipment in school workshops and laboratories to be reduced. Furthermore, the shortage of teachers has been overcome during recent years by intensive courses for the training of teachers in certain disciplines.
- 7.5 The current transformation of the educational system should gradually bring about the incorporation of the lower secondary course into basic general education. The latter is compulsory, in accordance with Article 89 of the 1972 Constitution. On the other hand upper secondary education - termed technical and vocational intermediate education - is free but not compulsory.
- 7.6 Whereas in 1974 primary education enrolments included 21,919 new pupils, the corresponding figure for secondary education, for the same year, was 12,027. As regards a breakdown by socio-economic circumstances, pupils are not classified in this way.

Access to higher education

- 8.1 There are two higher education institutions, one of which is the University of Panama with five regional centres, a public establishment where studies are virtually free (apart from enrolment fees of 25 balboas per semester). These enrolment fees paid by 25,000 students constitute approximately 12 per cent of the budget assigned to the University. The other higher education institution is

private. Students pay 17 balboas per hour of weekly instruction. In general the average cost of higher studies ranges from 400 to 600 balboas.

- 8.2 Enrolment subventions granted in exchange for minor administrative duties, IFARHU loans and study grants awarded by the State to those with an outstanding academic record, enable needy students to pursue their higher studies at the University of Panama. Similar assistance is available to needy students enrolled in the private university.

Every enrolment application is accepted provided that the candidate has the required level of instruction.

- 8.3 The rapid increase in the number of students has meant that the public university's intake capacity is insufficient. In addition, the funds allotted are no longer consonant with needs. A loan of 10.7 million balboas has enabled new premises to be built which should improve the situation towards 1980. As regards the private university, its premises are too small and it suffers from a shortage of teaching staff and a lack of equipment and specialized material while the weakness of the country's economy, coupled with low family incomes, does not allow the general extension of higher education. It is planned to overcome these obstacles by building more spacious premises, improving salaries and offering other incentives to teachers to improve their level, developing library facilities and giving students increased financial aid.

- 8.4 Between 1972 and 1974 the number of students enrolled at the University of Panama increased by 2,000 each year. In 1974 students numbered 20,769, faculty enrolments ranging from 34.8 per cent of the total in the Faculty of Public Administration to 1.12 per cent in the Faculty of Odontology. In the private university numbers increased between 1972 and 1974 by 200 each year. Here again the administrative sciences accounted for the largest number of enrolments, representing 55.3 per cent of the total.

Standards and quality of education in public educational institutions of the same level

- 9.1 Establishments of the same level offer identical education and have identical human and material resources.
- 9.2 Since the dispersion of the population in the rural zones, the inadequacy of incentives offered and the shortage of equipment make teachers reluctant to work in rural zones, the competent authorities and heads of families in the communities concerned are trying to find ways and means of ensuring the provision of education of comparable quality with that in other schools in the country.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. A long-term literacy campaign was launched in 1959 and the Department for Literacy and Adult Education has organized evening courses in various primary schools. A number of articles in the Political Constitution recognize the right of Panamanians to culture and the right of the indigenous communities to study and preservation of their languages and the promotion of bilingual literacy campaigns. During school holidays students take part in literacy campaigns; a plan provides that illiteracy will be eradicated in 10 years. Article 96 of Law No. 47 of 1946 lays down that primary education provided to the indigenous population and to the peasants should be geared to their needs without losing its specific character or neglecting to prepare pupils for secondary education.

Training for the teaching profession

- 11.1 No discrimination exists; training for the teaching profession is the responsibility of the State and is provided exclusively in public establishments.
- 11.2 To remedy the problem of too many teachers which has been experienced during the last few years, a new system has been introduced in the selection of candidates, an attempt being made to assess, inter alia, their emotional stability, health, competence, aptitude and keenness to become a teacher, and the socio-economic

situation of their parents. In accordance with current legislation, the courses provided in teacher-training schools for boys are identical with those for girls and the diplomas awarded have the same status.

- 11.3 During the last few years, five establishments located in different regions of the country have been ensuring the training of future teachers whose number is constantly increasing. In 1970 there were 502 students compared with 1,882 in 1974, 1,403 of these being women.

III. AIMS OF EDUCATION

- 12.1 Information concerning this group of questions is found under II. 9.1 where Article 87 of the Political Constitution is quoted; this stipulates the right to receive a democratic and scientific education, the purpose of which is to develop a national conscience based on knowledge of the history and problems of the country, on a command of science, technology and culture, on the habit of work, on participation in the economic development process and on social justice and the solidarity of mankind. This principle has been strengthened by the transformation of the educational system and educational reform which seeks to improve the social, economic and political circumstances of the people at large.

To foster understanding, tolerance and friendship among the nations and all racial and religious groups, pluri-ideological participation has been encouraged as part of internal policy, bringing together groups of differing political or religious persuasions in order to work side by side in certain administrative domains. This attitude is reflected in Panama's international policy which has led it to establish diplomatic relations with capitalist countries and those in the socialist bloc alike. Unity of purpose with the United Nations was expressed in practical terms in 1974 by the sending of two military contingents to the Near East to help in the maintenance of peace.

- 12.2 The objectives of education are consonant with the Universal Declaration of Human Rights. They are reflected in the country's educational establishments and in the development of relations among pupils. This explains the vigour of national feelings demonstrated by the Panamanian people in regard to their rights over the territory known as the Panama Canal Zone, and their energetic condemnation of discriminatory practices in employment in the Zone. This attitude is largely the result of school education and the teaching methods applied.

PERU

I. DISCRIMINATION

The report does not cover this part of the questionnaire, but it is indicated under II. 6.5 that there is no discrimination in the educational system and that all children have the same opportunity of access to the educational institutions. It is further stated under 7.1 that private secondary schools are fee-paying institutions.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 The General Law on Education (Ley General de Educación) (Decree Law No.19326 of 21 March 1972), while making a radical change in the previous pattern of education, opens up educational possibilities for the Peruvians through formal and non-formal education each with the same validity and certificate awards. As regards formal or regular basic education, the State has set up a medium- and long-term plan with a view to solving the problems referred to under 9.2.

Free and compulsory primary education

- 6.2-3 In accordance with Article 37 of the above-mentioned Law, instruction in the regular basic education course (pupils from 6 to 15 years of age) is free and compulsory. There are no legal obstacles preventing compliance with compulsory school attendance. School absenteeism is due mainly to dispersion of educational facilities and to socio-economic problems affecting the marginal, poverty-stricken zones of the country where children under 15 years of age are used in economically productive activities. No system of penalties exists for absenteeism of pupils. Instead efforts are undertaken to develop awareness in the home and in the community through Communal Educational Councils (CONSECOM).
- 6.4 No answer given.
- 6.5 With a view to providing non-formal education, in particular for marginal school populations, instruments and standards for the implementation of such programmes are at present under preparation at the Ministry of Education. It is indicated that the Educational Reform provides also for special education free of charge for handicapped children. The State Centres for Special Education are provided with suitable curricula, teaching material and equipment. To extend the care given to these children, all private centres for special education are subsidized by the Government if they meet the technical and educational standards set forth by the Ministry. Centres catering for socially maladjusted children are provided with food, clothing, school supplies, medicine, etc. The New Educational System, based on the Law on Education No. 19326 aims at finding a solution to problems stemming from: the diversity of languages, the considerable size of the dispersed rural and the growing marginal urban population. Measures have been introduced such as: creation of an Initial Educational Level (Nivel de Educación inicial) on a shift basis provided as formal education in nurseries (children under 3 years of age) and kindergarten (3-5 years old), and as informal initial education to children under 6 who do not attend a formal school, to parents and the community mainly organized in rural, marginal zones and in communities with language differences; expansion of educational establishments in rural areas ("Pueblos jóvenes"); rationalization of the Initial Education teacher's working day - four hours daily for formal teaching and 2½ hours a week for non-formal instruction. Non-formal education programmes in frontier or rural zones, isolated communities are implemented by members of these communities itself in the children's mother tongue; they use own resources of the community, seek to introduce self-management, are given preferential attention with regard to school meals for children under 6, and receive technical guidance from the Education Sector.

Access to secondary education

- 7.1-2 Secondary education is free of charge in State schools. The cost of instruction, according to regulations, depends on the category of the establishment. With regard to promoting special education, the Servicio de Complementación y Apoyo a la Integración del Exceptional (SACIE) has been created, and the Ministry is implementing programmes designed to integrate handicapped children who have been rehabilitated into either secondary instruction, vocational training or employment.
- 7.3-6 No answer.

Access to higher education

- 8.1-4 No answer.

Standards and quality of education in public educational institutions of the same level

- 9.1 The reply refers to various regulations which govern both formal and non-formal education, in particular a normative text - regular basic education curriculum (currículum de educación básica regular) - which contains the concept of the new curriculum, the objectives in respect of types, courses and levels of education, and a curriculum guide. These and other measures are intended to make it possible to maintain in State and private educational establishments the same level

and standards of education. Furthermore, adjusted primary and secondary programmes serve for the transition from the former to the reformed educational system.

- 9.2 Difficulties in achieving equivalence in the quality of education arise from qualitative and quantitative causes. With regard to qualitative causes are mentioned such as individual variations among pupils (intellectual capacities, socio-economic or cultural background); lack of uniformity in the training and equipment, of teachers; the need to intensify the work of developing awareness in the local, regional and national community with regard to the aims of national development in which education has an essential part to play; difficult access to remote schools in rural areas. As to the quantitative causes, reference is made to the lack of an adequate infrastructure for the full operation of the system from the short-term standpoint; lack of qualified personnel for the various activities offered by the new system and lack of educational equipment (textbooks, workshops, laboratories, etc.). The same problems affect State Centres for Special Education, the limited number of specialized teachers are working mainly in Lima. Therefore, teaching manuals are being prepared which can be used by non-specialized teachers and even by non-professional educational staff. Curriculum courses are to be organized in any part of the country where these may be required, in order to train teachers in the use of manuals prepared by the Directorate of Special Education.
10. No answer.
11. 1-2 No explicit reply is given, but it is indicated under 6.3 that the Ministry promotes, finances and organizes courses for the specialization and/or qualification of teaching and auxiliary staff in all spheres of Special Education. It is furthermore indicated under 6.5 that the system of civil service applicable to the final year students in universities has been extended to the final year students in teacher-training colleges.

III. AIMS OF EDUCATION

- 12.1 An important aim is formulated in the 1975-1978 National Development Plan (Plan Nacional de Desarrollo) (D. S. No. 017-74/PM) as being the "shaping of a more just society, free from privilege and economic, social, political and cultural marginalization, a society that will offer increasing possibilities for the full development of human capacities based on concerted action and the consolidation of an authentic, national culture". The normative text "regular basic education curriculum" (curriculum de educación básica regular) requires inter alia that the curricular contents will promote the all-round training of the pupil, and bring about the pupil's commitment to the creative transformation of his situation. As for the handicapped children, all provisions which have been adopted guarantee the application of Article 5.1(a) of the Convention, as is shown by the very fact of the establishment in 1971, of the Directorate of Special Education.
- 12.2 These criteria are summed up in the introduction to the basic curricular structure (estructura curricula básica) as follows: "The present process of change . . . is directed towards the creation of a new society and . . . of a new man who will be . . . a transformer, a critic and a creator . . . committed to action with a common purpose. The training of this new man constitutes a challenge to education whose basic instrument, the curriculum, must reflect the purpose of the reformed education . . . designed . . . to move towards the structural change and development of our society".

POLAND

I. DISCRIMINATION

1. As all citizens are entitled to education, the Constitution precludes the possibility of any practice or situation which constitutes discrimination in the field of education or which could lead to such discrimination.

- 4-5 There are only about 20 single-sex schools, all of them in the private sector; their curricula, teaching staff, equipment and premises do not differ from those of State schools. Private schools are governed by the 1965 Decree of the Minister of Education. These schools may enjoy the rights of State schools provided that they are operated on the basis of the organizational principles of State schools and utilize curricula that are similar; that they obtain academic results recognized by the Administration as satisfactory and serving social needs; and that they are staffed by principals and teachers with the same qualifications as those in State schools. The activities of private educational institutions are designed to widen the possibilities of education and training offered by State schools.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 As indicated under 4-5, all school establishments are required to observe the regulations and adhere to the official curriculum; as the admission requirements are the same everywhere, it is impossible for particular pupils to enjoy privileges or to be subject to any discrimination. It is stated under 6.1-5 and 7.6 that priority for admission to secondary and higher education is given to the children of workers and peasants.

Free and compulsory education

- 6.2 In accordance with the 1956 Decree of the Council of State and the Law of 15 July 1961 on the development of the education system, primary education is free and compulsory and lasts eight years, catering for children from the age of seven years. As schooling up to the age of 17 is compulsory, those who are in employment study for their school leaving certificate at the "primary school for workers".
- 6.3 Each school district ensures the provision of compulsory schooling. Parents who do not send their children to school are liable to a fine.
- 6.4 In 1973-1974, the enrolment ratio in primary education was 99.53 per cent; in 1974-1975 this rose to 99.55 per cent, almost 50 per cent of the pupils being girls.
- 6.5 The Law of 15 July 1961 and the Family and Guardianship Code establish, *inter alia*, the objectives of assistance to children and encourage the development of various forms and centres of pre-primary and non-formal education. In order to facilitate the observance of the compulsory schooling requirement at the level of primary education, scholarships, school transport and boarding school places are available to the children of needy families. Most school centres, which were attended by about 400,000 primary pupils in 1971-1972, provide hot meals, in many cases free of charge. Certain centres with suitable premises and adequate equipment are run as day-boarding establishments in which the children are looked after for the entire day until the parents return from work. There were about 600 day-boarding establishments in 1975 with an intake capacity for 35,600 day-boarders⁽¹⁾. Pre-primary education is adapted not only to the resources of the State but also to the needs of the community. There are permanent nursery schools and kindergartens operating in country areas for six months each year, during the period of intensive agricultural work, for children aged between 2 and 10 years. In addition, pre-primary centres accept six-year-old children who are about to begin primary school. 47.6 per cent of pre-school-age children were enrolled in 1973 (51.4 per cent in towns and 44.1 per cent in the country), but 78.8 per cent of all children aged six years. It is expected that in 1975-1976 this proportion will reach 95 per cent. In order to establish a closer link between pre-primary and primary education, the syllabuses of nursery schools now include an introduction to reading and writing. Attendance in pre-primary establishments is due to become compulsory with effect from the 1977-1978 school year. It is indicated under 9.1 that the educational reform is progressively making pre-primary education general in both urban and rural areas.

(1) Screening at the pre-school stage provides a means of selecting handicapped pupils for whom special classes or schools will be provided.

Access to secondary education

- 7.1 Secondary education is free.
- 7.2-3 Access to secondary schools is open to all those whose abilities have been attested by the elementary school. A system of scholarships, grants and boarding facilities has been developed for pupils in both general and vocational secondary schools. In the 1973-1974 school year, 403,300 pupils received scholarships and 42.3 per cent of scholarship-holders were accommodated in boarding schools or hostels. During the same period, the total number of pupils enrolled in the 1,887 boarding schools was 272,380, while 323,300 had their meals in school canteens. It is stated under 6.1-5 that 40 per cent of pupils in vocational schools receive what are known as "restorative" meals. Young people who are in employment may obtain their leaving certificate at the elementary school and continue their general or vocational secondary education by correspondence or in evening classes.
- 7.4 Certain information on this matter is given under 9.1 where the report mentions the statutory instrument issued by the Minister of Education on 17 March 1973 under the terms of which collective communal rural schools have been established comprising, inter alia, secondary vocational and general education schools.
- 7.5 It is stated under I.1 and II.6.1-5 that the documents of the Sixth Congress of the Polish United Workers Party held in 1971 announce that ten-year secondary schooling will be compulsory and available to all by 1980.
- 7.6 For a number of years, the enrolment in general secondary education has been rising. Although pupils in urban areas are in a majority, the proportion of young people from a working class or peasant background is increasing steadily. This trend is furthered by the statutory instrument issued by the Minister of Education on 18 January 1974 establishing new principles giving priority to such young people for admission to secondary education. In 1974-1975 there were 663,935 pupils enrolled in general secondary education schools, 482,699 of whom were not the children of workers. During the same period, 37.5 per cent of pupils in general education were from working class backgrounds and 12.8 per cent from peasant backgrounds. In technical schools, the corresponding figures were 51 per cent and 19.7 per cent. It is expected that, in 1975-1976, 97 per cent of primary school leavers will enrol in secondary education, 41 per cent of them in general and technical education schools.

Access to higher education

The limited amount of information concerning this level of education appears in various parts of the report. It is stated under I.1 that the right to education is ensured, in particular, by the continuous development of higher education, whereas it is stated under II.6.1-5 that the children of workers and peasants are given priority for admission to higher education and are the main beneficiaries of the various forms of assistance. The years 1973-1975 were a preparatory phase in the educational reform which also entails the organization, in accordance with the needs of the national economy, of post-secondary vocational schools and specialized schools for those wishing to enter higher education after having completed the ten-year secondary school (see II.9.1).

Standards and quality of education in public education institutions of the same level

- 9.1 It is stated under I.4-5 that all educational establishments are expected to observe the regulations and the programme laid down by the education authorities. The educational programme of the Polish United Workers Party, drawn up in December 1971, is designed, in particular, to bring about a reform of curriculum at all levels, to ensure the use of more effective teaching methods and to give a more important role to school inspectors. The programme makes it incumbent on the education authorities and the teaching profession to improve education of all types and at all levels so as to ensure uniform quality at all levels.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. Ordinance No. 810 (1956) of the Council of Ministers made it incumbent on all ministries and all enterprises under their jurisdiction to draw up a list of persons who had not completed their primary education course, to prepare plans to supplement the education of such persons, to organize schools and school branches within enterprises and to take such steps as might be necessary to enable workers to attend such schools. During the 1972-1973 school year, basic vocational courses were set up to give workers the opportunity to obtain the primary school leaving certificate and to take the examination for the skilled worker's diploma. It is stated under 9.1 that one of the tasks of the collective communal schools is to develop lifelong education and to raise the general, educational and occupational standards of adults.

Training for the teaching profession

11. 1-3 The criteria governing admission are identical in all higher education establishments and the diplomas they award are of equal standing. The Charter of the Rights and Duties of the Teacher of 27 April 1972 stipulates that any person holding a higher education diploma with a speciality in teaching may become a teacher. The training of teachers for all levels of public education follows a uniform four-year system of study; the dichotomy between the training of primary and secondary teachers is thus abolished. In order to increase the proportion of young people who are suitably qualified for the teaching profession, the educational counselling services of secondary schools have been authorized to choose two of their best pupils to be admitted without examination to higher education establishments, one of them in the faculty of his choice, the other in the education faculty. It is mentioned under 9.1 that the programme of the Polish United Workers Party of December 1971 stipulates, *inter alia*, that it is necessary to upgrade the social standing of the teaching profession and to give greater attention to the ideological level and the living and working conditions of the teaching profession.

III. AIMS OF EDUCATION

The report does not provide any explicit answer to these questions but it indicates under II.9.1 that education at all levels should give equality of opportunity to all young people while excluding the possibility of any unfavourable influence by the environment on the psychological and intellectual upbringing of the child. Collective communal schools should: enable children to acquire basic knowledge and a good education in conformity with the current curriculum; extend the educational assistance available to children of pre-school age in order to overcome their weaknesses; and organize the leisure activities of pupils, in particular sport and artistic and cultural activities, with the active participation of parents.

SIERRA LEONE

I. DISCRIMINATION

1. There exists no legal provisions, regulations, practices or situations which constitute discrimination in the field of education or which could lead to discrimination as defined in Article 1 of the Convention.
3. There are no obstacles which have impeded or are likely to impede the application of such measures as contained in Article 3 of the Convention.
4. Sierra Leone has some separate institutions for pupils of the two sexes. These establishments created mainly by tradition dispose of teaching staff with qualifications of the same standard, and of equipment and school premises of the same quality. They also afford an opportunity for boys and girls to take the same or equivalent courses of study.

5. Sierra Leone has private educational institutions, not to secure the exclusion of any group but to provide educational facilities in addition to those provided by the public authorities. The education provided by these institutions is subject to standards laid down by the public authorities, particularly for education of the same level.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

Free and compulsory primary education

- 6.1-2 Steps taken to promote equality of opportunity and treatment in education are embodied in the Education Act No. 63 of 1964. The Government plans therefore to achieve free primary education which is not available so far, due to the lack of funds and of personnel. Negotiations are being undertaken with international aid agencies like the World Bank for the financing of educational projects and programmes like the training of rural teachers expected to begin in Bunumbu, and the rehousing of schools.
- 6.3 Obstacles impeding the introduction of compulsory schooling are mainly financial, and to some extent, cultural and professional. School attendance is being encouraged by the provision of more and better schools and teachers. Class attendance is checked by registration and absences are penalized by safe methods determined by each principal or headmaster.
- 6.4 The total number of children of school age is approximately 500,000, the number of pupils enrolled in primary education is 182,515, attendance being increasing each year. The retention rate is above 40% per year.
- 6.5 Children of modest social-economic background, those living in rural areas or belonging to racial, linguistic, religious or other minorities do not receive any special assistance from the State to facilitate their access to primary education.

Access to secondary education

- 7.1 Secondary education is not free. With the intention to promote the equality of educational opportunity, attempts have been made to diversify the curriculum in a number of secondary schools with a view to increasing the possibilities for options especially in the technical and vocational fields.
- 7.2 To facilitate access to secondary education, the Government, organizations and individuals grant scholarships to a limited number of deserving pupils. Transfer from one type of secondary education to another is possible. There are a few boarding schools but places are limited, and a few number of evening classes or correspondence courses are provided but have to be paid for as the ordinary school courses.
- 7.3 Only 5 per cent of the total school population benefit from scholarships. The exact sums entailed are unknown but can be estimated to represent approximately 4 per cent of the total expenditure.
- 7.4 Obstacles impeding the generalization of secondary education include the shortage of premises, lack of qualified teaching staff, scarcity of materials and equipment. Efforts are being made to reduce such obstacles by increasing the budgetary provisions of education and by the training of more teachers.
- 7.5 Secondary education is not compulsory and no plans have been drawn up in this connection.
- 7.6 The total number of pupils enrolled in secondary education is 39,127 cutting across all barriers of racism and discrimination. The enrolment figure represents 21.4 per cent of the total school population, the increase having been lower than in primary education.

Access to higher education

- 8.1 Higher education is not free. 1,365 students are enrolled at this level, representing an increase of about 9 per cent over last year's figures. As compared with the total school population, students of higher education make up about 3 per cent which are evenly distributed with regard to their socio-economic background.
- 8.2 To facilitate access of a greater number of students to higher education, qualified and deserving students are awarded scholarships by the Government and charitable bodies; those benefiting from Government scholarships represent about 95 per cent of all Sierra Leonean students. The costs involved cannot be assessed precisely, but they constitute about one-fourth of the government grants made available to institutions of higher education.
- 8.3 The generalization of higher education is impeded by the shortage of premises, the scarcity of material resources, and lack of teaching staff. More provision is being made to overcome these obstacles.

Training for the teaching profession

- 11.1 Appropriate steps have been taken to provide training for the teaching profession without discrimination. The same criteria govern admission to all colleges of the same level, and curricula, certificates and diplomas are equivalent.

III. AIMS OF EDUCATION

- 12.1 Measures to ensure the application of the principles set forth in Article 5, paragraph 1 (a) of the Convention are spelt out in the Education Act of 1964 and the Government White Paper on Education of 1967.

SWEDEN

I. DISCRIMINATION

- 1-3 The reply does not refer to this part of the questionnaire, but Sweden had indicated in its previous report that no legal provisions exist which constitute discrimination in education, and that conditions for studies are the same for all, without exception.
5. A few private schools were reported to exist, mostly at the upper secondary level which, if they benefit from State grants, are subject to control by the school authorities.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 No further steps were necessary to be taken in order to implement the objectives set forth in Article 4 of the Convention.

Free and compulsory primary education

- 6.2-3 Primary education is free and provided in the nine-year compulsory comprehensive school. Class attendance has to be registered by the teacher, and in cases of non-attendance, the pupil's home is being informed.
- 6.4 On 15 September 1974, there was a total of 1,101,604 pupils (494,659 girls) attending comprehensive schools. Drop-outs being insignificant, these figures represent practically all children of compulsory school age (7-16 years).
- 6.5 All pupils receive instruction and teaching materials free of cost. If they live far away from school, children are entitled to free transportation, and those coming from sparsely-settled districts may live free of charge in boardinghouses

during the school week. Furthermore, primary school children are given free lunches and provided with free health check-ups and dental care. It is indicated under 7.3 that family allowances are paid for all children up to the age of 16. Within the public school system, auxiliary instruction in Swedish is provided to pupils belonging to minority groups which are also given the possibility to study their mother tongue.

Access to secondary education

- 7.1 Secondary education is free.
- 7.2 For pupils enrolled in secondary education, family allowances are paid up to the age of 20. It would appear from the reply that study allowances which are granted to pupils in upper secondary schools depend on the means of the parents. Furthermore, travel and boarding allowances exist.
- 7.5 Lower secondary education is part of the nine-year compulsory comprehensive school, while upper secondary instruction is given in the newly integrated (since school year 1972-1973) upper secondary school which consists of the former gymnasium, and continuation and vocational school.
- 7.6 On 16 September 1974, there were a total of 221,000 pupils in upper secondary schools of which 211,900 were enrolled in schools run by local authorities and 9,100 in State or private institutions.

Access to higher education

- 8.1 The answer is yes.
- 8.2-4 The reform of higher education, set forth in May 1975 and expected to come into effect on 1 July 1977, set up new rules to widen the possibilities of access to this level of education for larger groups of the society. According to the summary of the reform which was joined to the reply, the new "high school" must be able to cater for various types of needs in the field of higher education, and must recruit its students from different kinds of professional activity as well as from the 22 lines of 2-4 years duration and special courses offered by the integrated upper secondary school. Such a new "high school" will require new rules of qualifications and aptitudes for admission. These rules include the completion of at least one two-year "line" of upper secondary school, knowledge of Swedish and of English corresponding to a certain level of upper secondary school. Furthermore, persons over 25 years of age who have been successfully employed for at least four years should, according to the reform, be considered as qualified for higher education subject, however, to the required command of English.

At present, access to the faculties of arts and sciences is free for all having the previously mentioned qualifications while admission to other faculties is restricted. If the number of applicants exceeds the number of places available, selection will be based on merit and experience of working life while students with qualifications from other countries will be allotted a maximum of 10 per cent of the places available. The future expansion of higher education should mainly be based on units already in existence. In places lacking such provisions, single courses should at least be arranged, in co-operation with adult education organizations.

Standards and quality of education in public educational institutions of the same level

- 9.1 The curricula are prescribed by the Government and standardized attainment tests are compulsory for comprehensive and upper secondary schools.
- 9.2 The reply refers again to the summary of the new reform of higher education where it is indicated on pages 5 and 6 that the general educational programmes of this level should correspond to more permanent requirements and be established by the Government, although local requirements as well as individual wishes of students for the combination of studies ought to be taken into consideration.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. All Swedes have received at least six years of compulsory education. Those who want to complete their education to the level of the comprehensive school can do so through free municipal adult education services. Special courses are being organized for small groups of gypsies and for new immigrants who are offered courses in Swedish and in social sciences, but who can also attend other courses within the framework of adult education.

Training for the teaching profession

- 11.1 Although the intake to the colleges is limited, training for teachers is open to all who have the required qualifications.
- 11.2 Curricula are prescribed by the Government and the National Board of Education and are valid for all institutions of the same level.
- 11.3 While in spring 1973 there was a total of 2,037 teacher trainees (out of which 1,018 were women), the corresponding figures in spring 1974 were 1,607 and 773 respectively.

III. AIMS OF EDUCATION

Sweden had indicated in its previous report that the aims of education are defined in the Education Act (1962) and in the curricula for comprehensive and upper secondary schools. According to the curriculum for the comprehensive school (1969), it is mentioned that "the school must develop and reinforce democratic principles of tolerance and equality between human beings, respect for truth and justice. Freedom and independence must provide a foundation for co-operation and interplay between peoples ...". The teaching of human rights is part of the courses in social sciences in comprehensive and upper secondary schools. (Unesco, document 17 C/15, September 1972, Annex C, p. 143, para. IV 8-10).

TUNISIA

I. DISCRIMINATION

- 1-3 The report replies negatively to these questions.
4. The primary schools are mixed, but there are some separate secondary schools for the two sexes in the large towns, where working conditions and curricula are the same.
5. (a) The private educational institutions usually accept pupils elsewhere excluded for reasons of age. However, a few such institutions are chosen by parents owing to the quality of the education provided.
- (b) The report replies affirmatively to this question.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 Primary education is a "right" of all; secondary education is a "necessity" and higher education is a matter of "merit".
- Free and compulsory primary education
- 6.2 The principle of free education is not a de jure one but exists de facto as primary education is the right of all.
- 6.3 This educational level is not compulsory, but every effort is made to generalize school attendance by persuading parents, through the Destourian Socialist Party's cells and national agencies, to enrol their children of both sexes in school.
- 6.4 For the school year 1974-1975, the total number of pupils was 899,719 (551,049 boys and 348,670 girls), representing 82 per cent of children of school age. Among the 18 per cent not at school must be counted those never enrolled, those who have dropped out, those expelled after having repeated too many grades and those beyond the age-limit.
- 6.5 Assistance is given to children of modest social and economic background and children living in rural areas in the form of free meals, clothing, textbooks and other school materials, as well as by increasing the number of schools in rural areas and the recruiting of qualified teaching staff for the underprivileged areas.
- Access to secondary education
- 7.1-2 Secondary education is free and boarding allowances are granted.
- 7.3 Fifty-four thousand pupils, that is 30.68 per cent of those enrolled for the school year 1974-1975, held scholarships totalling over 3,000,000 dinars a year.
- 7.4 To overcome the obstacles impeding the generalization of secondary education, the progressive establishment of schools in all urban and rural areas of any size is planned, depending on the financial and human resources available.
- 7.5 Secondary education is not compulsory, but is open to all children who obtain a minimum of 10/20 at the entrance examination.
- 7.6 The total number of pupils enrolled in secondary schools for the school year 1974-1975 was 175,970.
- Access to higher education
- 8.1 Higher education is free except for the payment of an enrolment fee which, for the school year 1974-1975, was fixed at 2,500 dinars (equivalent to \$4.50).

- 8.2 To facilitate the pursuit of higher education studies, the Ministry of Education, through the Office des Oeuvres universitaire, makes grants of 30,000 dinars (= \$65) a month to about 80 per cent of students. Board and lodging for students are available in hostels run by the Office.
- 8.3 Generally, all ex-secondary school pupils who have passed their baccalauréat have access to higher education. The generalization of this educational level is being followed up in conformity with the provisions of the economic and social development plan.
- 8.4 The statistical tables attached to the report all refer to the school year 1973-1974. The total number of students of Tunisian nationality was 11,830 (2,791 of them girls). It appears that 286 students (sex unspecified) should be added to that total, as they were enrolled during that year at the University, while at the same time attending courses at the Ecole normale supérieure (higher teacher training college) or the Press and Information Sciences Institute. The faculties of letters, sciences, law and medicine have the highest numbers of enrolments. The percentages of repeaters seem to be higher after the first two years, irrespective of the chosen discipline. According to the statistics, during the first part of the course, girls represent one-third or one-quarter of total enrolments, but are more numerous than boys at the Ecole normale supérieure. On the other hand, very few girls, if any, are enrolled in technical education, management (higher commercial studies) or the Press and Information Sciences Institute.

The increase in numbers enrolled in higher education during the last few years was as follows:

1972-1973 :	10,649
1973-1974 :	12,077 ⁽¹⁾
1974-1975 :	14,254

These figures refer to the number of enrolments at the University of Tunis (see statistical table B/Z attached to the reply) and include foreign students also.

Standards and quality of education in public education institutions of the same level

- 9.1 Official directives and programmes ensure the same standard of education and equivalent conditions in all public education institutions of the same category.

Education of persons who have not received any primary education or who have not completed the entire primary education course

- 10.1 No reply was received.

Training for the teaching profession

- 11.1 Training for the teaching profession is provided without discrimination by teacher-training colleges, a national continuing training centre and a programme of service promotion, and also by means of in-service seminars for assistant inspectors and inspectors.

With regard to the training of secondary school teachers, this is in the hands of the Ecole normale supérieure and the Ecole normale supérieure de l'Enseignement technique, access to which is open to all nationals⁽²⁾ irrespective of race, sex or religion.

- 11.2 It appears from the reply that the general examination gives admission to teacher-training colleges, whereas the criteria governing admission to higher teacher training colleges are as follows: possession of the baccalauréat, passing the

(1) Note from the editor: Table B/Z gives for the academic year 1973-1974 a total of 12,099 students (9,039 boys, 2,791 girls and 269 foreigners).

(2) According to the statistical tables attached to the reply, only students of Tunisian nationality in fact, attend the two above-mentioned institutions.

entrance examination, signing an agreement to serve in the teaching profession for ten years.

- 11.3 According to the statistical data supplied with the reply, in 1973 there were 19 teacher-training colleges with a total of 889 students. Although in 1973-1974 the total number of these institutions was reduced to 13, and in 1974-1975 to 12, there was a regular increase in numbers of students - 1,130 and 1,412 respectively.

III. AIMS OF EDUCATION

- 12.1 The Tunisian educational system has always been in line with the relevant provisions of the Convention.
- 12.2 The principles enunciated in the Convention are inscribed in the preambles to the official curricula and form part of the teacher-training course with respect to attitude and methods. These principles are also referred to in seminars where teachers and supervisory staff meet together.

UKRAINIAN SOVIET SOCIALIST REPUBLIC

I. DISCRIMINATION

- 1-3 There are no legal provisions, regulations, practices or situations that constitute discrimination in the field of education or which could lead to discrimination.
4. Coeducation being one of the basic principles of Soviet education, there are no separate educational systems or institutions for the two sexes.
5. There are no private educational institutions, all such establishments being State institutions.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 The Constitution of the Republic, which gives all citizens of the Ukrainian Soviet Socialist Republic the right to education, contains provisions aiming to promote equality of opportunity and of treatment in the matter of education, irrespective of race, nationality, economic and social position, sex or religion.

Free and compulsory primary education

- 6.2 The right to education is provided for in the Constitution and ensured through free education for all in the mother tongue and by extension of the network of pre-primary institutions.
- 6.3 Eight years schooling are compulsory. The local education authorities take the necessary steps to check school attendance. Citizens who infringe the law come under the respective legislation of the Union of Soviet Socialist Republics and of the federated republics.
- 6.4 During the school year 1974-1975, the total number of pupils enrolled was 8.4 million.
- 6.5 The question of the position of children of modest social and economic background does not apply to the Ukrainian Soviet Socialist Republic. Parents are allowed to choose a school in which education is provided either in the mother tongue or in the language of another people of the Union of Soviet Socialist Republics. Moving up from a lower to a higher level is facilitated by the fact that there is a single education system. In addition to providing material assistance and scholarships, the State covers all the education expenses of some of the pupils. The report also shows an optimum distribution of institutions and centres and the existence

of free school transport in rural areas. Great attention is paid to the working conditions in rural schools, and specific measures are to be taken during the next few years with a view to raising the educational level of rural youth, by building schools, boarding facilities for pupils and hostels for teachers.

Access to secondary education

- 7.1 According to the Constitution, secondary, specialized, vocational and technical education is free.
- 7.2 State scholarships and other forms of material assistance also exist in the case of secondary education. Those who successfully pursue their studies while continuing to work (by means of evening classes, shift teaching or correspondence courses) are entitled during the school year to one or two days off a week while continuing to receive half their salary when not working. In order to prepare for their examinations, senior-grade pupils are entitled to additional paid leave of twenty working days. These pupils also have priority for accommodation and special conditions in hostels, and enjoy the right to stay in sanatoriums and rest homes. Under 8.2, the report explains how the single education system facilitates transfer from one type of secondary education to another.
- 7.3 All needy students receive material assistance in one form or another.
- 7.4 Secondary education is to be generalized throughout the Republic through the reinforcement of the teaching staff and material facilities of educational institutions, especially in rural areas.
- 7.5 One of the aims of national education is to make secondary general and polytechnical education compulsory.
- 7.6 During the school year 1973-1974, the total number of pupils enrolled was 8,356,300, of whom 1,890,700 were in the ninth to eleventh grades.

Access to higher education

- 8.1 Higher education is free.
- 8.2 About 75 per cent of students in the day faculties and of pupils in the specialized secondary schools benefit from scholarships, rooms in hostels, medical care centres and sanitary and sports facilities. Evening correspondence courses and other courses are organized for workers who have not completed secondary education. In 1973, the Republic spent 204 million roubles on the training of skilled personnel in specialized secondary schools.
- 8.3-4 According to the statistics supplied in the report, in 1950-1951 the total number of students was 196,500, which in 1973-1974 had increased to 808,100. These students were enrolled in the 140 higher educational institutions scattered among the different regions of the country. In 1973-1974, women represented 48.9 per cent of the total number of students, 67.5 per cent of the total body of students in the fields of economics and law, and 67.1 per cent of the total in teaching.

Standards and quality of education in public education institutions of the same level

- 9.1-2 All public education institutions of the same level and all types of education (day, evening or correspondence) provide the same standard of education by following a single curriculum, dispense the same amount of knowledge, and award qualifications of equivalent value. Paragraph 6.5 of the report shows how steps have been taken to improve teacher training, taking into account the particular needs of rural areas.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. A citizen's right to education is guaranteed by the general and compulsory eight-year educational course. There is also a vast network of pre-primary and non-formal institutions, as well as special schools for persons who have not received

any primary education owing to some physical handicap or prolonged illness. All types of education are free.

Training for the teaching profession

- 11.1 The training of teachers is carried out in universities, institutes and other higher teacher training institutions, as well as in some specialized secondary educational institutions.
- 11.2 Admission to teacher-training institutions is by examination for students of both sexes who have completed secondary education and who fulfil the requisite entrance requirements.

III. AIMS OF EDUCATION

- 12.1 Under the terms of the basic principles governing the legislation of the USSR and of the Federated Republics, Soviet education seeks to train highly educated and fully developed individuals able to take an active part in the building of a communist society, brought up to respect Marxist-Leninist ideals, Soviet laws and the socialist order, possessing a communist attitude towards work, physically sound and fitted for working successfully in the various branches of economic, social and cultural life, able to participate in the life of the community and of the State, prepared to defend their country stubbornly and to preserve its material, intellectual and natural resources. The task of national education is to ensure the development of Soviet man and the fulfilment of his spiritual and intellectual needs.

From the very beginning of the Soviet regime, one of education's main concerns has been to foster in the younger generation the feeling of proletarian internationalism, of friendship between peoples, of mutual understanding; this effort results in an attitude of respect for and understanding of the other nationalities of the Soviet Union and other peoples and races in the world.

The youth of the country plays an active part in the efforts of the World Federation of Democratic Youth and the International Union of Students, both of which organizations are in the forefront of the struggle against the dangers of war and thus contribute towards the action taken by the United Nations to safeguard peace. Under 12.2, the report explains how education and training must take into account the progress of science and technology, the needs of society, students' aptitudes and desires and ensure the moral, aesthetic and physical education of the younger generation.

- 12.2 During the past few years, radical changes have been effected in the content of school education. The humanist and moral character of education is referred to under 6.5, and also the link between education and working life and the part played by education in the building of communism through the co-operation of school, family and community. The new curricula for secondary education are based on proposals submitted by a commission of the USSR Academy of Sciences and the USSR Academy of Educational Sciences.

The curricula provide for less compulsory work and more time devoted to optional work with a view to developing the student's cognitive faculties and taste for individual work. Soviet education, while preparing a student for working life, provides instruction of a general kind, but at the same time develops the student's individual aptitudes through a polytechnical approach. Non-formal educational institutions extend and complement the work done in the formal system.

UNION OF SOVIET SOCIALIST REPUBLICS

I. DISCRIMINATION

- 1-2 Since the Great October Revolution, the Soviet State strove to provide equal education for all within a democratic educational system. Various legal provisions,

including the Constitution of the USSR guarantee the democratic nature of education and the prevention of discrimination. The right of all citizens to education does not only exist de jure but also de facto, Article 1 of the Convention thus being fully implemented.

It is indicated under II, 6, 5 that foreigners and stateless persons living in the USSR are entitled to receive free education on an equal footing with Soviet citizens. Material assistance is made available to them if required.

3. No obstacles impede the application of measures to prevent discrimination in education.
4. There are no separate systems nor are there separate educational establishments for men and women.
5. In conformity with the Fundamentals of Legislation concerning Education (Article 4) which is quoted under 1.1 all educational establishments are public and belong to the State, while it is further indicated in reply to this question 5 that no private schools exist.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 It is indicated under I. 1-2 that the right of all citizens to education is ensured by a constant improvement in the material well-being of the workers, by compulsory 8-year general education, the provision of comprehensive secondary education, the expansion of vocational, technical secondary and higher special education, as well as the network of schools, technical colleges, universities, pre-school and other educational establishments and by the organization of various kinds of industrial and further training courses for workers.

Free and compulsory primary education

- 6.2 All forms of education are free.
- 6.3 As indicated above, eight years of general education are compulsory. School attendance is checked each day by the teachers; full attendance is maintained, while cases of non-attendance for insufficient reasons are rare. In such instances, it is usually enough to explain the importance of schooling to the parents and pupils.
- 6.4 During the school year of 1974-1975, the number of pupils enrolled in the junior classes (1-3) was around 13 million. Dropping out, i. e. pupils leaving school for inadequate reasons is not permitted.
- 6.5 The vast majority of children enrolled in general education schools are economically adequately provided for and do not need material assistance. In cases where need arises, assistance is freely provided by the State from a special fund or by collective farms and trade unions. In accordance with the corresponding legislation, parents or guardians can choose the language of instruction for their children. Intensive classes are established, also at pre-school level for children who need initial language training. A constantly improved network of schools, including the amalgamation of small ones meets the needs of both the rural and urban population. For pupils living further than three to four kilometres from school, transport and boarding facilities are provided, as well as boarding schools for those who live in. Extended day facilities exist for children who have to wait until their parents return home from work. Education in all these establishments is free, except for a small financial contribution towards meals and catering services. Some parents may pay only a part of the required sum or make no payment at all.

Access to secondary education

- 7.1 Secondary education is free and comprehensive. In order to create the most favourable conditions to receive secondary education, pupils are given assistance and various special arrangements are made available. Thus, all pupils enrolled in day vocational and technical establishments are fully maintained by the State,

while the majority of pupils attending day secondary schools are granted scholarships and provided with places in boarding schools if they so need. Those pupils who attend secondary general schools living at a distance are offered transport free of charge, while material assistance is made available for needy pupils. Transfer from one kind of secondary school to another is possible, since pupils who finish class 8 in the general secondary school may choose to continue their schooling in the senior classes of the same category of schools or enrol at a vocational, technical or special secondary education establishment. Transfer is equally possible from the upper grades of general secondary schools (classes 9 and 10) to other school types of this level, as well as from special, vocational or technical secondary schools to the corresponding classes in general education. For people over the age of sixteen who did not receive an education at the proper time, evening or correspondence and mobile schools as well as consultation centres are provided.

- 7.3 The reply indicates that it is not possible to state accurately the number of pupils receiving State aid nor the amount of this aid since, in addition to scholarships, meals and the provision of footwear and clothing, many forms of special assistance exist. For example, workers and employees who pursue their studies while receiving their full salary benefit from a reduction of working hours and extra leave at examination time which, depending on the educational level reached, varies between 8 and 20 working days. Furthermore, during the 1974-1975 school year, 7.6 million pupils were offered possibilities to attend an extended day or boarding school. Many of these institutions are paid for either partially or fully by State and public organizations. Since all pupils benefit from free education and are provided with textbooks while many of them receive places in boarding schools or free school transport, it would be true to say that all pupils receive some form of public assistance, and no discrimination is permitted in granting such aid.
- 7.4 By 1975, the establishing of universal secondary education was almost completed, in accordance with decisions taken by the 24th Congress of the Communist Party of the Soviet Union, and the economic plan for 1971-1975. Ninety-seven per cent of pupils terminating class 8 in the general schools are continuing their education in various kinds of secondary educational establishments.
- 7.5 Article 17 of the "Fundamentals of Legislation concerning education in the USSR and the Union Republics" provides for universal secondary education⁽¹⁾.
- 7.6 While only 12.2 million pupils were enrolled in secondary schools during the academic year 1940-1941, a total of 32.2 million received such education in 1974-1975. At the same time, the number of pupils attending elementary or incomplete secondary schools has decreased. As to the social composition of the secondary school population, they reflect the Soviet society which includes workers, peasants, employees and the intelligentsia.

Access to higher education

- 8.1 Like other levels, higher education is also free.
- 8.2-3 All students in need are offered free places in hostels, while the majority of students receive State grants, and those who benefit from grants provided by State farms will work on these farms in accordance with the qualifications acquired in the course of their university studies. In addition to day universities, evening and correspondence universities exist, as well as a variety of refresher courses intended for people in employment. In accordance with the "Regulations for admittance to the establishments of higher education of the USSR", citizens of either sex who have completed secondary education have the right to accede to higher education subject to the passing of a competitive entrance examination. Those who are not yet in employment can enrol at higher educational establishments up to the age of 35, while no age limit exists for working students making use of correspondence or evening courses. According to the same legislation, foreigners living in the USSR can accede to higher education establishments on a universal basis.

(1) Note from the editor: Since the elaboration of this third periodic report, a new Constitution was adopted by the Supreme Soviet of the USSR in October 1977 which makes secondary education compulsory (Chapter 7, Article 45).

- 8.4 A total of 4,751,100 students were enrolled in higher education establishments during the academic year of 1974-1975, against 1,247,400 during 1950-1951. As to the social composition of these students, it reflects just like that of secondary schools the Soviet society, higher education students being workers, collective farmers, children of employees and of the intelligentsia.

The reply provides under 11.3 the following table indicating per thousand the number of persons having completed higher and secondary education:

	<u>1939</u>	<u>1975</u>
USSR	108	554
RSFSR	109	564
Ukrainian SSR	120	559
Uzbek SSR	55	458
Kirgiz SSR	46	527
Tadzhik SSR	40	480

This table shows that during approximately 30 years, the prevalence of higher and secondary education among the population has increased more than fivefold, and even up to ten or elevenfold in the Republics of Central Asia.

Standards and quality of education in public educational institutions of the same level

- 9.1-2 Standards and conditions of education in general subjects are the same in the various kinds of secondary schools. However, general schools in rural areas still lag behind urban schools with regard to buildings, equipment and teachers' qualifications. Great attention is therefore paid to rural schools through the five-year plan of 1971-1975, as 55% of the provided new places for general schools were devoted to school buildings in rural areas. Furthermore, it is planned to create until 1980 some 7,250,000 new places and to have renewed by the same date 50% of all rural schools. In addition, plans exist for expanding boarding facilities by new constructions providing some 772,000 places. In order to improve the working conditions in rural schools, special attention is being given to increase the teaching staff, and large proportions of newly trained teachers have been appointed to rural schools. The reply also indicates under 7.5 that improved curricula, textbooks, educational methods and in-service training for key educational staff are to bring about a better quality of education at secondary education level.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. From the 1970 census, it was calculated that there were 3.8 million people under 30 years of age who had not completed eight years of education. Later on, most of them have studied at evening, correspondence and mobile schools, or they are encouraged to attend other schools for adults. More than a million people thus complete their education annually. They also benefit from special facilities referred to under 7.3.

Training for the teaching profession

- 11.1 No kind of discrimination is permitted in the teacher-training system, and equality of opportunity for access to such training is guaranteed by law and correspondent regulations.
- 11.2 Teachers for classes 1-3 are trained in colleges or institutes of education, while most teachers for general schools (classes 4-10) receive their training in institutes of education and universities. The same criteria apply to admission to teacher-training colleges as for admission to other establishments of higher education, see 8.2-3 above. The matching of the curricula with the certificates of teachers completing their training either in colleges or institutes of education is ensured by the fact that the trainees leaving the one or the other of these institutions are given work at secondary schools in accordance with their particular qualifications.

- 11.3 As to the growth rates in the number of teacher trainees, the reply provides the following figures:

	<u>Institutes of education and higher cultural institutes</u>	<u>Universities</u>
1950/1951	496,300	87,500
1970/1971	880,600	344,500
1974/1975		360,900

It is further indicated that the number of women students at colleges of education, art and cinematography has also significantly increased:

	<u>Women students</u>
1927/1928	35%
1965/1966	81%

Since 1966, the percentage of women has remained stable.

III. AIMS OF EDUCATION

- 12.1 Among the aims of education are mentioned the enrichment of man's memory with the knowledge of all that wealth which humanity has created, and the formation of the new man who combines harmoniously in himself spiritual richness, moral purity and physical excellence; the training of the young generation for independent living and active participation in the construction of the new communist society and the improvement of mutual relationships among men on the basis of communist morality. Communism emphasizes human relationships and mutual respect among people, the friendship and brotherhood of all nations of the USSR, and intolerance towards national and racial hostility; an implacable attitude towards the enemies of communism, the cause of peace and freedom; fraternal solidarity with the workers of all countries and with all nations of the world.

Article 4 of "The Fundamentals of Legislation concerning Education" is referred to in the reply under I. 1, where it is quoted that the school, the family and the community must co-operate to achieving education and communist upbringing; that education and upbringing must be linked with life, and that education, which is scientific in nature, must continually be improved on the basis of the latest achievements in science, technology and culture.

- 12.2 All curricula and textbooks, the whole content of the education and upbringing of Soviet people in schools of all kinds and levels is penetrated with these aims. The problems connected with the round development of the human personality and the moral education of pupils in a spirit of friendship among nations are the subject of scientific research. Hundreds of post-graduate and doctorate theses are devoted to these problems. Soviet education thereby contributes to the expansion of United Nations activities in support of peace.

UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND

A. ENGLAND AND WALES (Including Channel Islands and Isle of Man)

I. DISCRIMINATION

- 1-2 No legal provisions, regulations, practices or situations constitute or would lead to discrimination.
3. No obstacles impede the application of measures to ensure the absence of discrimination. The reply refers under II.6.5 to new legislation about racial discrimination which is currently under consideration, and under 8.2 to various forms of legislation against discrimination.
4. Separate institutions for pupils of each sex exist, and although the respective teaching staff have qualifications of the same standard, unintended discrimination still prevails between the sexes in equality of educational opportunity. A recent investigation carried out in autumn 1973 by members of H.M. Inspectorate and published as DES Education Survey No.21 in April 1975: "Curricula differences for boys and girls" reveals that such inequality arises more from traditional attitudes held by teachers, parents and often by girls themselves than from deliberate policy. Society's tendency to condition the girl from early childhood for her role as a future mother only is slowly changing, and most frequently girls continue to be taught home economics and needlework when boys are given instruction in wood- or metalwork. Practical effects of these situations are felt from the fourth form levels in secondary education onwards, when subject options are often determined by prejudiced views about women's abilities and their place in society. Curriculum planning now reflects a deliberate policy of minimizing sex differences, and there is a tendency toward mixed classes, particularly in the early years of the middle school. It is also indicated that a number of single sex university colleges are at present experimenting with coeducation by admitting small numbers of students from the opposite sex. As the central government has no power to dictate the curricula, these come legally under the responsibility of local education authorities, although in practice most such decisions are taken by the headteachers and the staff of the schools themselves. As such, the educational system itself might be said to constitute an impediment to the pace at which the described discrimination can be removed. H.M. Inspectors check on standards and provide advice and guidance.
5. (a) There are about 2,400 independent schools, some of which provide for only one sex, for a particular religious denomination or music, ballet, etc. Without intending to secure exclusion of any group, these schools add to educational facilities provided by the public authorities.
- (b) These independent schools have to register with the Department of Education and Science and satisfy Part III of the Education Act of 1944, which calls for standards of premises, accommodation and staffing.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 It is not necessary to develop any policy since the relevant legislation ensures the provision of equal opportunity and treatment with a view to attaining the objectives laid down in Article 4 (a) of the Convention.
- Free and compulsory primary education
- 6.2-3 Free schooling is available to all and is compulsory for children between the ages of 5 and 16.
- 6.4 From 1967-1968 to 1972-1973, enrolment rates for primary education have been almost 100 per cent and the question for "drop-out rates" does not apply as education at this level is compulsory. The tables joined to the reply further indicate that the percentage of girls remained during the same period at some 49 per cent of the total enrolment, and that the percentage in the increase of girls even outnumbered boys in 1970-1971 (52.6 per cent increase of boys, 53.2 per cent of girls).

- 6.5 As all children resident in the country enjoy the same rights to free and compulsory education, the same conditions apply for all to education welfare benefits, which are governed by provisions set forth in the Education Acts. Thus maintained schools are to provide a school dinner at a subsidized charge (except for poor children) for every child who wishes to take it. Other meals and refreshment may be provided, even on days when the school does not meet. Clothing might also be provided, and charges are to be reduced or remitted in cases of financial hardship of parents. Free transport to the nearest suitable school is available to all pupils living beyond a walking distance of two miles (for pupils under 8) and three miles (for those over that age), while assistance towards travelling costs of those who live within statutory distance might be given. As to racial discrimination, new legislation which will supersede the 1968 Race Relations Act is currently under consideration. Further special programmes in favour of underprivileged groups of pupils, in particular children with behavioural difficulties or immigrants are referred to in the report. Teaching in the mother tongue is being offered frequently by members of ethnic minorities in school premises made available by local authorities, although the shortage of competent teachers in this specific subject is also indicated. An Educational Disadvantage Unit was set up in August 1974 within the Department of Education and Science with a view to influencing the allocation of resources in the interests of those being identified as being unable to benefit fully from education for social, economic, linguistic or cultural reasons.

Access to secondary education

- 7.1 Secondary education up to the age of 16 is free and available to all in maintained schools, but parents may opt for fee-paying schools or comparable courses at further education colleges, these last ones usually do not charge any fees.
- 7.2 Assistance to pupils consists in education maintenance allowances, free places at fee-paying schools, day release, assistance with boarding education. The government endeavours to complete the reorganization of secondary education on comprehensive lines as soon as possible. Those pupils between 16 and 19 years who can continue secondary education are free to choose between school and further education. Part-time further education and correspondence courses are also available to the post-16 age-group.
- 7.3 In the autumn term of 1974, there were 6,880 pupils receiving educational maintenance allowances at an annual cost of £860,052. The number in maintained boarding schools in 1974 was 10,346; information on the costs are not available.
- 7.4 Not applicable.
- 7.5 As also indicated under I.1, secondary education starting at the age of 11 is compulsory up to 16 years.
- 7.6 According to the statistical tables attached to the reply, in 1967-1968, 4,136.2 pupils were enrolled in some form of secondary education. The corresponding figures for 1972-1973 was 4,731.7 pupils, amongst which the increase in the percentage of girls was considerably higher than that of boys (64.7 per cent for boys, but 72.6 per cent for girls). The same tendency can be observed amongst the pupils aged 16 and over, where the increase in the percentage of girl enrolment remained higher than that of boys throughout the years 1968-1969 to 1972-1973. Similar as for primary education, the total enrolment at secondary level represented almost 100 per cent of the corresponding age group between 1967-1968 and 1972-1973, girls representing some 49 per cent. Amongst these figures, however, pupils aged over 16 (above the age of compulsory education) represented only a little over 10 per cent of the total enrolments at secondary level. As to the distribution of pupils by socio-economic groups, a table published in 1972, which combines results of two years' surveys, refers only to pupils living at home, and are therefore not representative of the total school population. With these restrictions in mind, secondary level pupils of fathers with professional or employers background represented 30.1 per cent of those enrolled in direct grant or independent schools against 1.4 per cent or nil of children of skilled or semi-skilled workers. Less striking discrepancies existed, in grammar schools (19.4 per cent of pupils with professional background, against 12.3 per cent from skilled workers), while the majority of children from skilled or unskilled workers were enrolled in the secondary modern school (48.5 per cent and 53.4 per cent).

Access to higher education

- 8.1 Tuition fees for both undergraduates and post-graduates at universities are £330 for the year 1975-1976. The overall average cost of tuition was about £1,500 for the academic year 1973-1974. It is stated under 8.2 that local authorities may provide or contribute to the cost of boarding education, together with the parents as far as they can do so without hardship.
- 8.2 Virtually every student normally resident in the United Kingdom admitted to a full-time first degree course at university is entitled to a grant intended to cover tuition fees, term-time maintenance and some elements of his vacation maintenance. The full value of the grant may be reduced according to his parents' or his own means. Grants may also be made to students enrolled in vocational or other courses. Any student who felt unfairly treated over an award would have the right to appeal under the various forms of legislation against discrimination. A small number of scholarships is awarded every year to mature students by the Department of Education and Science, while State studentships, bursaries and grants are offered on a competitive basis to specially qualified candidates for post-graduate studies. In 1972, 494,400 or 73 per cent of students attending full-time courses were receiving awards, totaling £170,000,000. This sum then represented 18 per cent of the total expenditure on higher and further education.
- 8.3 In spite of the economic situation, lack of resources is not the sole obstacle to the spread of further and higher education. Sometimes qualified students prefer to enter employment directly from school thus leaving vacant places in certain subjects. The government has commissioned research to examine the causes of this problem. The reply indicates under 8.2 that a Diploma of Higher Education is being developed. It is hoped that qualifications attained after a two-year course will be generally acceptable in particular for entry to employment. These courses are also conceived as a basis for further study. Extramural Departments of the Universities and Workers' Educational Associations offer advanced courses in humanities, while local education authorities provide a wide range of general educational facilities for persons over compulsory school age against payment of modest fees. The reply indicates under 10 that a small but steadily increasing proportion of applicants for the Open University come from lower socio-economic groups, and that in 1975 36 per cent of the students there enrolled did not have university entry qualifications.
- 8.4 In 1972, a total of 1,630,791 students were enrolled in further and higher education, representing 27 per cent of the total school and university population. The majority (554,645) studied engineering and technology, followed by 242,946 who took social, administrative and business studies, education was chosen by a total of 147,149, architecture and other professional and vocational subjects by 106,770 students. In 1975, 53,500 students attended the Open University.

Standards and quality of education in public educational institutions of the same level

- 9.1 As indicated under I.4, the government has neither the power to dictate what should be taught nor the methods applied to the teaching. H.M. Inspectors look carefully at standards and provide examples, by means of in-service courses. The reply also refers to the government's commitment to spread comprehensive secondary education with a view to terminating selection on ability. In 1975, over two-thirds of all secondary pupils were enrolled in comprehensive schools.
- 9.2 In addition to different levels of provision in various secondary schools according to the range of abilities served, differences in quality of education may arise because of unequal distribution of teachers and financial resources, the sizes of schools (especially small rural schools) and the age of school buildings. Although it is for the local authorities to ensure equivalent quality in standards of education in institutions maintained by them, the government exercises informal control over the distribution of teachers and attempts to minimize financial inequalities if the economic situation so permits.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. Primary and secondary education up to the age of 16 are compulsory for all, including immigrants. Beyond that, all adults have access to higher education programmes (day release schemes, evening classes, Open University) irrespective of the length of their compulsory schooling in the United Kingdom.

Training for the teaching profession

- 11.1-2 The Sex Discrimination Act of 1975 applies also to teacher-training institutions where it is unlawful to treat two persons differently on the basis of their sex. Transitional arrangements, however, exist permitting single-sex establishments, to move to complete coeducation over a period of time. Similarly, while there is no evidence of active racial discrimination in the colleges of education, new legislation proposed in a recent White Paper (Cmnd. 6324) will contain separate provisions referring to educational institutions. Immigrants from the West Indies and intending to enter teacher-training do not always satisfy entry requirements and therefore are less numerous than English candidates. Many colleges pursue an active policy of attracting such disadvantaged students, and a number of special conversion courses have been arranged for qualified immigrant teachers who need further training in teaching methods and in the English language. As indicated under 8.2, students who have been resident in the United Kingdom for three years immediately preceding entry to the course, receive free tuition and are eligible for a maintenance grant under conditions similar to those applying to university undergraduates. Furthermore it is stated that mandatory awards from public funds for initial training courses and salaried secondment for in-service training are designed to ensure that no one should be excluded from entering the profession and pursuing a career on grounds of economic or social origin. Bilingual training and courses for teachers of the Welsh language are available at a number of institutions in Wales. Until 1975, training institutions came under the 'Training of Teachers' Regulations which set forth minimum standards as to health, age, etc., of candidates. These rules no longer apply, but it is expected that similar standards will be maintained. No bar to admission exists for political reasons, nor is there moral discrimination, but colleges are expected to consider the character and general suitability for the profession of candidates. Certain voluntary colleges are associated with religious denominations, but these institutions are not allowed to reject applicants from other creeds in respect of one-half of their places. At the same time, no student can be required to participate in religious worship.
- 11.3 According to a table attached to the reply, the number of training institutions, in England and Wales rose between 1969-1970 and 1970-1971 from 211 to 230. As of 1972-1973, the figure dropped to 206. During the earlier years of the last decade, the number of teacher-training students increased to a maximum in 1972; since then the figures continue to diminish. Statistics, however, show a great stability in the proportions of men and women, the last ones exceeding largely the number of men.

III. AIMS OF EDUCATION

- 12.1 Objectives of both primary and secondary education take account of the principles set forth in Article 5.1 (a) of the Convention.
- 12.2 Curricula are broadly based, and human rights are dealt with as part of the general training of pupils.

B. NORTHERN IRELAND

I. DISCRIMINATION

- 1-3 As Northern Ireland had replied to the previous questionnaire (1971) that no legal provisions, regulations, practices or situations exist which constitute or would lead to discrimination in the field of education, no further information on these questions is considered necessary.

4. Separate institutions for boys and girls exist at primary and secondary level, but they offer equivalent access to education, dispose of staff equally qualified and premises and equipment of the same standard. Boys and girls are offered an opportunity to take the same or equivalent courses.
5. (a)-(b) Private schools provide facilities in addition to those offered by the public authorities. These schools are open to inspection and required to register with the Department of Education.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 Public education is governed by the Education and Libraries (Northern Ireland) Order 1972, the provisions ensure the promotion of the objectives set forth in Article 4 (a) of the Convention.

Free and compulsory primary education

- 6.2-3 Primary education is free and compulsory.
- 6.4 The reply to this question is contained in the report transmitted by the United Kingdom for England and Wales. See therefore the corresponding summary under II.6.4 on page 102 of this annex.
- 6.5 State assistance for primary schooling includes pre-school education, transport, school meals, maintenance grants, free textbooks and equipment. The number of schools in rural areas meet the needs of the population.

Access to secondary education

- 7.1 Secondary (intermediate) schools are free while grammar schools charge fees. Pupils who are selected for this type of education on the basis of their qualifications are awarded scholarships.
- 7.2 The secondary education system provides for transfer between such schools of different types.
- 7.3 About 90 per cent of grammar school pupils hold scholarships.
- 7.4 No major obstacles prevent the generalization of secondary education, but financial stringency has some limiting effect on the provision of new premises, staff, materials and equipment.
- 7.5 Secondary education is compulsory up to the age of 16, and no plans exist to change this educational policy.
- 7.6 As for primary education, the reply to this question is contained in the report transmitted for England and Wales. See therefore the corresponding summary under II.7.6 on page 103 of this annex.

Access to higher education

- 8.1 It appears from the reply that higher education is not free.
- 8.2 A system of awards and scholarships covers the cost of higher education, for those who possess the required qualifications. The value of such assistance is assessed on the basis of parental income. The relevant figures have been provided with the report transmitted for England and Wales. See therefore the corresponding summary under II.8.2 on page 104 of this annex.
- 8.3 Similar limitations to those mentioned with regard to the generalization of secondary education seem to apply to higher education (see 7.4 above).
- 8.4 As to the number of students, see the corresponding summary for England and Wales under II.8.4 on page 104 of this annex.

Standards and quality of education in public educational institutions of the same level

- 9.1 Public education, except at university level, is governed by the Education and Libraries (Northern Ireland) Order of 1972 and administered by the Department of Education. This Department is responsible also for standards and programmes.
- 9.2 No major difficulties exist, but the reply refers to the answer to question II.7.4 relating to financial stringency.

Education of persons who have not received any primary education or who have not completed the entire primary education course.

10. As primary education is free and compulsory, the question is considered not applicable.

Training for the teaching profession

- 11.1 The Department of Education is legally bound to secure sufficient facilities for this training.
- 11.2 Certain minimum academic qualifications are the only requirement for admission to teacher training.
- 11.3 Information on the number of institutions and students for teacher training is provided with the reply for England and Wales. With regard to Northern Ireland, there were ten such institutions between 1968-1969 and 1971-1972; as of 1972-1973, their number dropped to seven. As for the figures concerning enrolment, see summary for England and Wales, II.11.3 on page 105 of this annex.

III. AIMS OF EDUCATION

- 12.1 The Education and Libraries (Northern Ireland) Order of 1972 makes the corresponding Boards responsible for contributing towards the spiritual, mental and physical development of the community through efficient education. It is further set forth that "for all pupils opportunity for education should offer such variety of instruction and training as may be desirable in view of their different ages, abilities and aptitudes ...". No specific reference is made to human rights, but inculcation of tolerance and respect for the opinion of others is implicit in the educational system. Conferences, arranged each year for secondary level pupils, deal with Unesco and the Commonwealth.
- 12.2 No set curricula. The principles are dealt with as part of the general training rather than as a separate topic.

C. SCOTLAND

I. DISCRIMINATION

1. The Education (Scotland) Act 1962 and corresponding regulations do not contain any provision which could lead to discrimination in education.
- 2-3 The report indicates under 9.2 that in the Scottish context there exist areas of multiple deprivation when equality of educational opportunity sometimes falls short of meeting the needs of the pupils. Both central government and local authorities have taken measures to discriminate positively in favour of these areas by providing extra resources.
4. The reply gives a positive answer to all questions referring to separate educational institutions for both the sexes. Further information is contained in the report under III.12.2, where it is indicated that most schools are coeducational and that curricula opportunities and levels of expectation in pre-school and primary education are not determined by the sex of the pupils and have regard in secondary education also to the needs of the pupils rather than of boys and girls.

5. The existence of private schools is mentioned in the report under 6.1. Twenty-five of 130 fee-paying private schools receive an Exchequer grant, but government policy tends to phase out grants to these schools over the six years commencing in 1976 and to concentrate resources on developing the public system of education. These fee-paying schools are supplementary to the public system where free education is readily available.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

Free and compulsory primary education

- 6.1-3 Primary education is free and compulsory for all children of 5 years of age. As indicated in the report for England and Wales, children in Scotland aged 11 normally are still in primary school. Since 1971 the upper age for compulsory schooling has been raised from 15 to 16. Although the majority of children attend public schools, some are enrolled in private educational institutions including 130 fee-paying schools. Parents have to ensure that their children attend school, attendance registers being kept in every school. Failure to ensure regular attendance may lead to a fine and even to a month's imprisonment.
- 6.4 The total number of pupils in primary schools in 1973 was 652,183 (317,991 girls). As schooling is compulsory, drop-out rates do not apply.
- 6.5 Education authorities have the statutory duty to provide adequate and efficient education for all pupils of school age in their area. There are comparatively few immigrant children whose position is not one which causes much concern to the authorities in providing suitable education. Free transport is available to those pupils who live a certain distance away from school and school meals to all pupils for a charge which represents less than half the cost of producing the meal; pupils from low-income families are provided with meals free of charge. Clothing may be provided and in cases of hardship without charge. Pupils living in remote areas are accommodated in hostels near the school they attend; boarding schools have not been provided for this purpose. It is indicated under 9.1 that until 1972, nursery building was severely restricted for lack of resources. The government however encouraged authorities to introduce part-time arrangements (morning or afternoon attendance) in order to allow more children to benefit from nursery education. In 1972, the government removed the restriction and recommended that priority in building programmes should be given to areas of social need.

Access to secondary education

- 7.1 The reply is affirmative. Fee-paying private schools are supplementary to the public system where free education is readily available.
- 7.2 Families who find it difficult financially to keep a child in secondary school may benefit from a grant, and pupils from remote areas are accommodated in hostels near the school they attend. Further information is provided under 9.1 where it is indicated that in most of the comprehensive schools, the first two years of secondary education constitute an exploratory period during which the progress of each pupil is carefully observed while a wide variety of subjects is offered to them in order to find out their particular aptitudes and interests. Those with learning difficulties receive help throughout the school. It is indicated under 12.1 that, as of 1972, two new grades for a principal and an assistant principal teacher of social guidance were established at secondary schools with a view to promoting the development of the pupil's personality in accordance with his needs and abilities.
- 7.3 Nearly 1,900 secondary pupils are accommodated in hostels, i.e. about 0.5 per cent of the total school population at this level.
- 7.4-5 The question on the generalization of secondary education is not applicable. According to the corresponding legislation, education is compulsory up to the age of 16. Therefore provision of evening or correspondence courses is not required.
- 7.6 There were 359,668 pupils (175,846 girls) enrolled in secondary education in 1973, including 46,679 (22,123 girls) who remained at school beyond the statutory leaving age. These pupils come from all backgrounds; no specific figures are available on

their distribution by social and economic groups, as a table published in 1972, provided with the reply for England and Wales and applicable to Scotland refers only to pupils living at home who are thus not representative for the total school population (see summary of report of United Kingdom, England and Wales, II.7.6).

Access to higher education

- 8.1 Higher education is not free, and foreign students have to pay higher fees than United Kingdom citizens. Outside the universities and colleges of education, 14 central institutions and further education colleges - maintained by regional councils - provide higher education. Figures covering the cost of higher education are not available, but at the central institutions the average net recurrent cost per student was £960 for 1973-1974.
- 8.2 Financial assistance in the form of grants is made available to students of all forms of higher education, irrespective of nationality. Grants may cover the tuition fees plus a standard cost for board and lodging, books, equipment, travel expenses, pocket money and a contribution towards maintenance during vacations. Supplementary allowances may be made available according to needs for students' dependants and for older students. Certain reductions may be applied in cases where parents contribute financially or where a student has some income from other sources. During 1973-1974, there were 49,231 students assisted at a total cost of £19.8 million. Many employers allow employees to attend courses on a block or a day release basis. At central institutions where only a small proportion of the work is non-advanced regular courses, evening classes and correspondence courses are provided to meet these requirements. Some colleges offer residential facilities which, however, are insufficient for present demands. Additional accommodation which is planned may be delayed due to financial circumstances. Transfer from one type of higher education to another is possible and decided by the principal in the light of the applicants' qualifications and their number for any given course.
- 8.3 Higher education should be available to all those who are qualified. To achieve this aim, additional expenditure is being planned but expansion of existing facilities is delayed for reasons of financial constraints.
- 8.4 Whilst in 1972 according to the reply for England and Wales 27 per cent of the total school and university population, including Scotland, were enrolled in further and higher education (see summary of report for England and Wales, II.8.4), the report for Scotland indicates the following figures with regard to enrolment in higher education outside the universities and colleges of education where students represent about 14 per cent of the total student population. As compared to 1968-1969, when there was a total of 15,912 full-time and part-time students, the corresponding figure for 1973-1974 rose to 22,378. Some subjects of study show slight variations in enrolment numbers, such as technology, architecture or nautical studies; in this last case enrolment dropped from a total of 264 in 1968-1969 to 207 in 1973-1974. Other subjects register more important increases in the numbers of students: social studies: 3,089 in 1968-1969, 7,025 in 1973-1974, art, music, drama rose from 1,582 to 2,181, science from 1,352 to 1,926 and pharmacy from 25 to 189.

Standards and quality of education in public educational institutions of the same level

- 9.1 A committee representative of the teaching profession, colleges of education and Her Majesty's Inspectors of schools published in 1965 a memorandum "Priority education in Scotland" which contained an appraisal of the best practices in schools and of the principles on which primary education should be based. A general survey carried out over the last three years reveals that schools have accepted the principles of the memorandum and implemented many of its recommendations. Furthermore an increasing number of primary advisers have been appointed and help to ensure compatibility of standards in schools. Local and national in-service training courses help to keep teachers abreast with modern development in primary education. The Secretary of State has set up the Scottish Central Committee on Primary Education to review progress and to indicate lines for further development. As to secondary education, curriculum development centres provide aids to teachers and help to schools in need of teaching resources. The national examination board, Scottish Certificate of Education Board, ensures uniform external assessment of pupils at the concluding stages of secondary education.

- 9.2 As Scotland has many isolated or remote areas, staffing complements are generally more favourable, teachers are given special allowances and sometimes provided with houses to ensure, as far as possible, that pupils receive the same quality of education as is provided elsewhere. Schools with small roles are treated preferentially in terms of allowances for books and materials; free transport is available where necessary.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. Although primary education has been provided for all in Scotland since 1872, a certain percentage of adults still suffer from literacy problems and during the current financial year (1976) central government funds are being made available to develop activities in the field of literacy. A sum of £1 million (Scotland's share is £100,000) is being administered by the Adult Literacy Resource Agency, established by the National Institute of Adult Education. The Agency promotes the training of adult literacy tutors, provides audio-visual aids, reading materials, etc. The Adult Literacy Scheme operates in conjunction with a three-year series of programmes to assist adult illiterates through television.

Training for the teaching profession

- 11.1-2 Such training is available without discrimination and is open to all persons holding the necessary qualifications, within the limits of available places and the supply needs of the educational system. With regard to organization and management all colleges of education are subject to the Teachers (Colleges of Education) (Scotland) Regulations 1967. The colleges conduct their own examinations but have external assessors among the examiners. Although detailed curricula are not imposed, all courses lead to the same qualifications. The report further indicates on page 7 under 9.1 that local and national in-service training courses are open to all teachers.

- 11.3 In recent years, the number of training institutions for primary and secondary teachers has remained unchanged. There are ten colleges of education, including two run by Roman Catholic religious orders for the training of Catholic teachers and one specialist for the training of women teachers of physical education.

The report from England and Wales - which, with regard to this question covers also Scotland - indicates that during the last decade the number of students entering teacher training has varied considerably. Maximum enrolment was reached in 1972; since then figures have diminished and are expected to do so even more rapidly in the next few years. Despite these changes, it is said that statistics show a remarkable stability in the proportion of men and women students.

III. AIMS OF EDUCATION

- 12.1 The Secretary of State has no power to lay down what is taught in schools, and the content of curricula is a matter for education authorities and teachers. Nevertheless the Schools General (Scotland) Regulations 1975 require authorities to ensure that pupils develop "reasonable and responsible social attitudes and relationships", the appreciation of social and moral values being an integral part of the education process.

The extension of group and individual activity facilitates the fostering of intellectual curiosity considered as important as the acquisition of knowledge and skills.

- 12.2 Content and methods of instruction are the responsibility of education authorities and the schools. The Consultative Committee on the Curriculum and the Scottish Certificate of Education Board advise the Secretary of State on curriculum development and examination matters affecting secondary education. He may also set up ad hoc working parties to consider particular areas of the curriculum, thus influencing what is taught. A curriculum paper "Modern studies for school leavers" identified in its general aims the "special contribution of modern studies to promote knowledge and awareness of human society through the study of people in a variety of contemporary situations". This paper led to the establishment of an examination subject which is attracting a growing number of candidates. Some of the syllabi published by the Scottish Certificate of Education Board, including social

studies, history and geography, refer specifically to the United Nations and its Specialized Agencies in conformity with the principles set forth in the Convention, which are broadly acceptable to teachers of all subjects. In primary school, the United Nations seldom features as a specific item of instruction, although world peace and the development of human rights are often part of more broadly based centres of interest. Several colleges of education run one-day seminars on topics such as race and community relations, and one of these institutions has, with the United Nations Association in Glasgow, published a useful source book "The Third World: a teacher's guide". The Central Committee on Social Subjects has published a bibliography of European studies for guidance of secondary teachers.

D. DEPENDENT TERRITORIES

(a) Bermuda

I. DISCRIMINATION

- 1-2 There are no legal provisions, regulations, practices or situations which constitute discrimination in the field of education.
3. Since there is no discrimination, there exist no obstacles to measures which might be taken to eliminate such discrimination.
4. Out of 48 educational institutions, there are two schools for boys and two for girls only, which, however, offer equivalent access to education, have teaching staff of equal qualifications, premises and equipment of similar quality and afford an opportunity for boys and girls to take the same or equivalent courses of study.
5. (a) Four private schools, including two schools separated for the two sexes, cater for pupils aged 5 to 16, without excluding any group.

(b) These four private schools all participate in the Bermuda Secondary School Certificate Programme which ensures comparable standards at the secondary level for both public and private schools.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 Primary education has been free and compulsory since the School Act of 1949, which applied to children over 7 and under 13. The Education Act, 1954, Amendment Act, 1965, changed the ages for compulsory education to 5 and 14, with the upper limit raised by stages, to 16 in 1969. The 1965 Act also made it mandatory for pupils, except in Special Education to transfer to secondary school. Higher education has been provided locally by the establishment of the Bermuda College.

Free and compulsory primary education
- 6.2 As stated above, primary education is free.
- 6.3 There were no obstacles impeding the introduction of compulsory schooling. Class attendance is checked for both morning and afternoon courses, and the registers are supervised by the School Attendance Officer.
- 6.4 In 1970, the school-age population (5 to 16) represented 24 per cent of the total population. Since at the time the enrolment at primary and secondary levels represented 24 per cent, it may be concluded that school attendance at both levels was close to 100 per cent. The same situation still prevails and attendance figures remain around 95 per cent.

There exist statutory provisions to exempt pupils from compulsory school attendance at the request of parents. This is done only after an investigation of the child's best interests. Not more than 15 children, none under the age of 15, have thus been released from attendance in 1974-1975.

- 6.5 No special measures are necessary, but a few indigent families are assisted by the Ministry of Health and Social Services with housing, food and clothing, and for those in need, free transportation to school is provided. Over 40 per cent of the children of 4 years of age are enrolled in free government nursery schools and thus better prepared for entry into primary schools.

Access to secondary education

- 7.1 Secondary education is free until a pupil finishes the fifth year of this level or until the age of 16.
- 7.2 As stated under 6.1, the Act of 1965 made it mandatory for pupils to transfer to secondary education, this level thus being accessible to all.
- 7.3 Secondary education being free, this question does not apply.
- 7.4 There are no obstacles impeding the generalization of secondary education.
- 7.5 As stated under 6.1 and 7.2, all pupils, except those in special education, are expected to enter secondary schools after seven years of primary education.
- 7.6 With the exception of the unknown number of those who attend boarding schools abroad, there were, in 1975, 4,677 pupils enrolled which represent 100 per cent of the age group.

Access to higher education

- 8.1 As stated under 6.1, the Bermuda College, which grew out of existing post-secondary establishments, provides for academic studies, commerce and technology and hotel technology. Fees are \$30 per session but ample scholarships and bursaries exist to ensure that no student is barred for financial reasons. Guidance and financial assistance is also available for study abroad.
- 8.2 In the 1975 budget, an amount of \$628,000, which represents 6.25 per cent of the education budget, is allotted to such financial aid. A Committee of the Board of Education, assisted by officers of the Education Department, select recipients of financial aid, and submit their recommendation for approval to the Minister of Education.
- 8.3 During the past 15 years, priority has been given to the provision of first-class facilities for primary and secondary education. This priority has now passed on to the construction of a new facility for the Bermuda College.
- 8.4 In 1974-1975, there was a total of 520 full-time students enrolled at the Bermuda College: commerce and technology, 280; academic studies, 129; hotel technology, 111. When established in 1969, the total enrolment at the same college was 207.

Standards and quality of education in public educational institutions of the same level

- 9.1-2 There exist no difficulties to ensure equal standards of education in all public educational institutions of the same level, as they all have been conceived and equally equipped on the basis of a carefully planned building programme during the past 15 years. The staff consists of qualified teachers and the pupil/teacher ratio is 25 to 1 in primary, 15 to 1 in secondary schools.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. This question hardly applies to Bermuda, except for a few contract workers from the Azoren who received only minimal four-year primary education in their homeland. However, basic English and mathematics are provided through evening courses.

Training for the teaching profession

- 11.1 Currently, 49 per cent of the teaching staff is non-Bermudian. In order to decrease this proportion, scholarships are granted, as far as budgetary facilities allow, to Bermudians with five GCE "O" levels or the equivalent, if they gain entry to an accredited course. According to the Bermuda Student Scholarships Brochure, 1974, each award is valued at \$2,000 per annum.
- 11.2 No training colleges exist in Bermuda but students may attend any accredited institution abroad. Thus criteria for admission are beyond the control of Bermudian authorities. Students benefiting from a scholarship must agree to return to Bermuda to teach in government schools for at least three years.

III. AIMS OF EDUCATION

- 12.1 Bermuda experiences no problem in complying with the principles set forth in Article 5 of the Convention.

(b) British Solomon Islands

I. DISCRIMINATION

1. No legal provisions or regulations exist which constitute discrimination in the field of education.
2. There is, however, traditional discrimination of sexes on certain islands where girls are not encouraged by their families to go to school. Economic discrimination of those who cannot afford to pay for education will be eliminated by 1977 when the abolishing of fees for primary education will be achieved.
3. The obstacles impeding the elimination of discrimination continue to be: lack of funds, lack of manpower, lack of interest, in certain parts of the islands, in the education of girls. Some of these obstacles are overcome by foreign aid and self-help programmes in the villages.
4. Few separate institutions exist for boys and girls, but they are equal in staffing, premises and equipment and afford equal opportunity for both sexes.
5. (a)-(b) The answer is affirmative.

II. EQUAL OPPORTUNITY AND TREATMENT

- 6.1-2 Primary education for standards I-III was made free in 1975, while standards IV-VI will become free in 1976. The rate of expansion is determined by recurrent finance and the supply of teachers.
- 6.3 The main obstacles impeding the introduction of compulsory education are finance and manpower. Class attendance being checked by teachers, it is not contemplated to make schooling compulsory, to encourage school attendance or to penalize non-attendance.
- 6.4 The estimated number of children aged 7-13 for 1974 is 33,750 of whom 74.9 per cent, representing a total of 25,288 (9,400 girls) were enrolled in primary schools in 1974. School attendance which showed a decline of some 3 per cent per annum has increased during 1975 in standards I-III subsequent to the abolishing of fees. The drop-out rate at each level is on average 14 per cent.
- 6.5 Poor children received a remission of fees which is no longer necessary since the introduction of free schooling. Rural children are catered for in boarding schools which, in the past, received a grant from the government calculated on the number of children, regardless of their sex or religion. Missions relinquishing the control, the number of boarding schools is being reduced, and children will be able to attend local non-denominational schools in their area.

Access to secondary education

- 7.1 Secondary education is not free; figures on the cost are not available.
- 7.2 All secondary schools being boarding schools, there is a remission of fees in cases of hardship.
- 7.3 The minimum fee remission is 10 per cent of the fee value, but some students get even 100 per cent, according to each case. The District Commissioner assesses the applications by investigating the family background.
- 7.4 As for primary education, lack of finance and manpower impede the generalization of this educational level, which is, however, geared to direct manpower needs. By establishing 16 new institutions between 1975 and 1980, the official policy tends towards the expansion of secondary education. By 1980 there would thus be 2,460 places in secondary form I for a little less than 5,000 children leaving standard VI. If the economic development continues as expected, there would be, during 1980-1984 enough form I places for all standard VI leavers.
- 7.5 Secondary education is not compulsory and not intended to be made so.
- 7.6 In 1974, a total of 1,545 pupils were enrolled at secondary level, which represents 5 per cent of the population aged 13-19. The increase over the last three years has been less than 10 per cent.

Access to higher education

- 8.1 Higher education is not free; figures on costs are not available.
- 8.2 The reply indicates under 6.1 that higher education will be closely related to individual capacity and manpower planning. At present, the Teachers' Training College, the School of Nursing and the Honiara Technical Institute alone offer higher education. Degree and diploma courses are taken overseas on government or foreign scholarships, granted on the bases of merit or need, men and women having equal opportunities.
- 8.3 The Islands with a total population of less than 200,000 is too small to support large institutions of higher education. The development of the rural economy does not call for many people with advanced knowledge.
- 8.4 In 1975-1976 there were 91 men and 46 women full-time students enrolled at the local Teachers' Training College. At the same time, a total of 103 (13 women) students received overseas training: 39 in agriculture, 21 in education, and 16 in university entrance courses. A marked expansion of opportunities and numbers of suitable students during 1975-1979 is expected, as it is proposed to increase expenditures on scholarships to five times its recent level by 1977-1978. Figures on distribution of scholarship holders by social and economic groups are not available, but all candidates are chosen only on merit.

Standards and quality of education in public educational institutions of the same level

- 9.1 In primary school, standards are equivalent. Curricula are devised by the Curriculum Development Unit attached to the Teachers' Training College and teaching material distributed by them. Education advisers tour regularly all areas, including the most remote ones. As to secondary education, selection is based on a uniform test, taken in the last class of primary education. The secondary school curriculum is based on the Cambridge Overseas "O" level examination, and there is close co-operation between the six National Secondary Schools.
- 9.2 Difficulties might arise through shortage of teachers, but these are distributed as evenly as possible. All schools, except the private ones, receive the same amount per pupil equipment grants.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. Still in its interim stage, work towards formulating a national policy in this respect started in 1975, through the Adult Education Committee which will co-ordinate with other ministries, churches, local council and others. Courses for acquiring practical skills (i.e. cattle husbandry, elementary carpentry, health education) have been carried out. Relevant information has been broadcasted in pidgin English, with the hope thus to reach uneducated people in remote areas. Once established, the new secondary schools will play a vital role in adult education and serve as learning centres. It is indicated under 12.1 (ii) that the educational policy aims at providing basic education.

Training for the teaching profession

- 11.1 There is no discrimination in this respect. Students of both sexes are chosen on merit. The reply considers as regional discrimination the fact that some parity has to exist between the number of qualified teachers serving each region and the estimated number of schoolchildren.
- 11.2 All students receive the same training in the only college for primary teachers.
- 11.3 In the past five years, the college has enlarged considerably. In 1970, fewer than 80 students attended the two-year course. In 1975-1976, 137 took the recently introduced three-year course. A total of 240 students (80 for each year of the course) can be in residence at the college. These numbers will suffice to maintain the total teacher stock, but the supply of training teachers will show a gap until the mid-1980s. It is indicated under 6.2 that the increased output of the college will not materialize until 1978. In 1970, a total of 870 teachers (193 females or 22.2 per cent) were employed in primary education. The corresponding figures for 1974 were 974 teachers (276 females or 39.5 per cent).

III. AIMS OF EDUCATION

- 12.1 No measures have been taken to ensure the application of the principles set forth in Article 5.1 (a). The education policy of the Islands aims at meeting the nation's needs for skilled manpower as quickly as possible and to provide basic education for all children, suited and related to the environment in which they will live and work as adults.
- 12.2 Is said to be not applicable.

(c) British Virgin Islands

I. DISCRIMINATION

- 1-2 The answer is negative.
3. There are no obstacles.
4. There is coeducation which affords equal opportunity.
5. (a)-(b) The answer to both questions is affirmative.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

Free and compulsory primary education

- 6.1-3 Primary education is free and compulsory.
- 6.4 During the past and present decades the total number of pupils was 3,062 (1,560 girls). Attendance rates are said to be high, drop-outs low.
- 6.5 This question is considered not to apply to the territory.

Access to secondary education

- 7.1 Secondary education is free.
- 7.2 Assistance to pupils takes the form of grants towards boarding, lodging and transportation, the opportunity to study during working hours and the organization of evening classes.
- 7.3 Granted to merit and need, 450 pupils benefit from assistance which represented 1 per cent of the education budget.
- 7.4 Shortage of materials and premises impedes the generalization of secondary education. It is hoped to remedy this situation whenever finance is available.
- 7.5 Secondary education is compulsory up to the age of 16 according to ministerial regulations and to statutes.
- 7.6 During the school year 1975-1976 the total number of 850 pupils constituted an increase of 10 per cent. Secondary school pupils represent 28 per cent of the school-age population.

Access to higher education

- 8.1 Higher education is available only abroad and needs private means, scholarships, loans or grants.
- 8.2-3 Those who apply for one or the other of such assistance must forward their application to the BVI Scholarship Committee, be interviewed by the same Committee and follow programmes which are relevant to the needs of the territory.
- 8.4 No data are said to be available.

Standards and quality of education in public educational institutions of the same level

- 9.1 It appears from the reply that the Ministry in collaboration with the Education Department would have the responsibility to take the appropriate steps.
- 9.2 Remoteness, sparsity of the population and lack of equipment make it difficult to ensure equal quality of education. It is intended to establish further accommodation facilities for teachers.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. The answer is: extramural classes.

Training for the teaching profession

- 11.1 Selection is based on qualification, interest and aptitude.
- 11.2 Regional surveys seem to ensure equivalence between curricula and diplomas.
- 11.3 The report refers to economic and social development, as well as to regional surveys. Statistical data available in the Secretariat indicate the following:

	<u>Primary school teachers</u>		<u>Secondary school teachers</u>	
	<u>Total</u>	<u>Female</u>	<u>Total</u>	<u>Female</u>
1965	90	70	10	4
1970	94	77	45	16
1971	94	77	45	16
1972	94	77	44	20
1973	108	96	46	27

III. AIMS OF EDUCATION

- 12.1 Red Cross, Boy Scouts, Girl Guides, Lions, Rotary, Friendship Day, religious organizations and Jaycees are listed.
- 12.2 The educational policy is geared towards quantitative and qualitative expansion of education throughout the territory.

(d) Falkland Islands

I. DISCRIMINATION

- 1-3 There are no legal provisions, regulations or practices which might constitute discrimination in education.
4. There are no separate educational systems or single sex schools.
5. No private schools exist.

II. EQUALITY OF OPPORTUNITY AND 'TREATMENT'

Free and compulsory primary education

- 6.2-3 Free schooling is available to all, and education is compulsory for pupils aged 5 to 15. When necessary, the law is rigorously enforced.
- 6.4 There has been a slight decrease in the number of children of school age, from 350 in 1969-1970 to 300 in 1973, but since has remained steady at about 305, both sexes being almost equally represented. There are no drop-outs.
- 6.5 No kind of minority grouping exists, and all children receive education in their home settlements, unless parents prefer to send their children to the boarding school which caters for boys and girls. The current fee of £36 per annum is well within the means of every family, as this figure represents less than 5 per cent of a shepherd's annual income.

Access to secondary education

- 7.1-2 Secondary education is free except for children who attend the boarding school at an annual fee of £36.
- 7.3-4 Not applicable.
- 7.5 As indicated under 6.3, education is compulsory for pupils up to 15 years of age.
- 7.6 One hundred per cent enrolment by law.

Access to higher education

- 8.1 There are no institutions of higher education in the country.
- 8.2 Scholarships are awarded by Great Britain to those who reach university standards. In 1975-1976, this applied to one student (100 per cent of the total eligible by age and educational attainment).
- 8.3 Not applicable.
- 8.4 There were two students in 1975-1976 who took arts and social sciences.

Standards and quality of education in public educational institutions of the same level

- 9.1 Article 4 (b) of the Convention has always formed an integral part of the Falkland Islands national policy. There has never been any discrimination in terms of

educational opportunity in public institutions of the same level, and there is equality in staff recruitment and the apportioning of resources.

- 9.2 There is no particular difficulty which prevents education of the same level being provided in our public educational institutions of the same level.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. Not applicable, as for a very long time education has been compulsory and currently to age 15.

Training for the teaching profession

- 11.1-3 No local training scheme exists, teachers are recruited from Great Britain.

III. AIMS OF EDUCATION

- 12.1-2 Such principles are fundamental to the British educational system which is followed by the Falkland Islands, including the British curricula and teaching methods.

(e) Gibraltar

I. DISCRIMINATION

1. There are no legal provisions, regulations or others which constitute discrimination in the field of education.
2. Traditional attitudes of parents often prevent female students from pursuing technical education, and measures are under consideration to overcome these attitudes by offering industrial training to female apprentices, by expanding the available courses at the Technical College to attract female entrants and by encouraging female secondary school pupils to take up technical subjects beyond the traditional sciences, home economics and commercial studies. The report indicates under II.6.4 (a) that in order to provide educational facilities to physically and/or mentally handicapped children, a school for such children aged 2-16 is at present under construction.
3. The obstacle to female students pursuing technical studies exists more in the attitude of parents than in the attitude and ability of the authorities to provide facilities.
4. Coeducation exists in first and middle schools while single-sex education only is provided in the two secondary schools. Wide-ranging discussions led in 1974 to the conclusion that the community was not yet ready for coeducation at the secondary level. There is, however, equal access. Teaching staffs have the same qualifications and the same or equivalent courses are offered. Equipment is of the same standard, and there is some sharing of facilities, e.g. science education, at the sixth form level.
5. (a) Two private primary schools offer additional educational facilities.
(b) The answer is yes, in accordance with legal provisions.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 All objectives laid down in Article 4 (a) of the Convention are contained within the Education Ordinance No.110/1974 and the Regulations thereto.

Free and compulsory primary education

- 6.2-3 Education is free and compulsory between 5 and 15 years. The Education Welfare Officer is responsible for school attendances also of handicapped children, in liaison

with heads of schools and the Family Care Unit in the Department of Labour and Social Security, and statutory provisions exist to fine a parent who fails to send a child to school. In accordance with the amended Education Ordinance, no fees are charged for compulsory school-age children from parents residents in Gibraltar.

- 6.4 In 1974, six children were not enrolled in school. They are severely handicapped but are in some cases given tuition at home, paid for by the government.

Total enrolment at primary level was, at 31 December 1974, 2,823 pupils, out of which 1,403 girls. Non-attendance is given as approximately 8 per cent, and drop-out rates are said to be insignificant throughout the compulsory age period.

- 6.5 Free milk is distributed daily during term sessions to children of first school age (4-8 years) and their equipment and textbooks are free. Free transport is provided for children attending a middle school but resident on the east coast of the Rock.

As government schools provide Roman Catholic religious instruction, the official authorities pay fees for children wishing to attend U.K. Anglican Services primary schools, and a separate government primary school is open for Hebrew children. In addition to educational facilities, severely handicapped children are offered free transport and midday meals.

Access to secondary education

- 7.1 Secondary education is free, including equipment and textbooks.
- 7.2 Access to the only two secondary comprehensive schools is automatic and all children of corresponding age attend this level, except those pupils who enter an independent school in the United Kingdom or whose parents have left Gibraltar. Since 1972, secondary education has been non-selective and no obstacles hinder the access to this level.
- 7.3 Children come from all racial and economic groups. All pupils of this level receive without discrimination the free facilities available.
- 7.4 No obstacles impede the generalization of secondary education.
- 7.5 According to legislation, secondary education is compulsory to the age of 15.
- 7.6 Representing 36.22 per cent of total school enrolments, there were on 31 December 1974 a total of 1,603 pupils out of which 786 girls enrolled in secondary school. Drop-outs are being confined to those leaving Gibraltar.

Access to higher education

- 8.1 Higher education is not completely free. Total enrolment rate in relation to cost as at 31 December 1974 was for the university, 65:£50,000 per annum; for adult education, 370:£7,253.
- 8.2 Distribution of students by social and economic groups are not available, but assistance to students attending adult evening classes consists of textbooks on loan, equipment and materials. Students enrolled in overseas higher education courses are offered government scholarships related to parental means.
- 8.3 It is considered to expand the existing technical college with a view to providing a college of further education in which a range of courses below university level will be made available.
- 8.4 Sixty-five students attended university, 370 adult evening classes by December 1974. These last ones show fairly constant enrolments while there is an increase at the university of 46 per cent over the enrolment in 1972. Including students of adult evening classes, the enrolment at higher education level represents 8.95 per cent of the total school population, but only 1.45 per cent of the figures refer exclusively to university students.

Standards and quality of education in public educational institutions of the same level

- 9.1 All educational institutions are provided with funds for the provision of textbooks, equipment and materials on a per capita basis. Differences do exist where unqualified teachers have to be used, but teacher training is designed to remove the inequality. Some buildings are older than others but the standard of education is not judged to be lower.
- 9.2 It is expected to overcome the use of unqualified teachers, particularly in the infant or first level, by appropriate measures.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. Since primary and secondary education have been available in Gibraltar for decades, it would be unusual to find residents who had not completed their primary education. In cases of dislocation of secondary education or late development, adult education to United Kingdom General Certificate of Education "O" level in basic subjects is available.

Training for the teaching profession

- 11.1-2 Such training is provided without discrimination, and all initial training is conducted in the United Kingdom.
- 11.3 The following statistics are provided with the reply:

	<u>Male</u>	<u>Female</u>	<u>Total</u>
1972	12	15	27
1973	7	11	18
1974	15	12	27

III. AIMS OF EDUCATION

- 12.1 The policy of the Department of Education, inspired by the legal provisions of the Education Ordinance provides for: equality of educational opportunity for all according to abilities, aptitudes and needs, fostering of a sense of community and awareness and understanding of other peoples in the world, support of the requirements of the community with a view to producing well-educated and well-trained men and women; maintenance, extension and improvement of existing educational standards.
- 12.2 Objectives here are consonant with the principles set forth in the Convention, expressed in the curricula and instruction, particularly in the pastoral, academic care and guidance given to young people. The impact is difficult to assess but youth seems to respond to the total ethics of education provided.

(f) Hong Kong

I. DISCRIMINATION

1. There are no legal provisions, regulations, practices or situations in Hong Kong which constitute discrimination or could lead to discrimination in education.
- 2-3 These are said to be not applicable.
4. While higher education is coeducational, there are both mixed and separated schools for boys and girls. The latter ones offer equivalent access to education, have teaching staff with qualifications of the same standard, premises and equipment of the same quality, and afford opportunity for boys and girls to take the same or equivalent courses of study.

5. (a) Private schools, which must be registered, provide additional educational facilities. These schools are required to promote education in a proper manner. As further indicated under 6.5, the presence of substantial groups of resident alien nationals has led them to establish private schools with regard to their needs. Like all private schools, these too must satisfy the requirements of the Education Ordinance and Education Regulations. According to the Half-yearly Statistical Summary for September 1974, which was joined to the reply, all kindergarten institutions are run by private initiative.
- (b) Uniformity of standards is ensured by the inspectorate services of the Education Department. The only private coeducational post-secondary level institution (Baptist College) is subject to the oversight of the Director of Education.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 The White Paper on Education Policy of April 1965 stated that the final aim of any educational policy must be to provide every child with the best education the child is capable of absorbing, at a cost which the parents and the community can afford.

Free and compulsory primary education

- 6.2 Free primary education was introduced in government-aided primary schools in 1971 when sufficient places had become available for every child in the respective age group.
- 6.3 If a child is withheld from attending primary school without any reasonable excuse, the Director of Education may - in accordance with a statutory provision - serve upon a parent an attendance order in the prescribed form.
- 6.4 The 1974 population projection, based on the 1971 census, indicates that there are 578,000 children in the 6-11 age group. At the beginning of the 1974-1975 school year, there were 353,259 male and 325,304 female pupils enrolled in primary day schools. A proportion of these pupils may be below 6 or above 11 years of age. Since September 1972, enrolment figures in primary day schools started to decline, probably due to the decreasing number of births since 1967. As to drop-out rates at primary level, these show for September 1974, as compared to 1973, a considerable decrease in all grades.
- 6.5 Facilities are available both in public and private education sectors to all localities and all social groups, and village primary schools, provided by public authorities, thus play an important role in rural areas. There are further public and private schools for children whose first language is English. Resident alien nationals are free to establish private schools which will serve their needs.

Access to secondary education

Current policy objectives were set out in the White Paper, Secondary education in Hong Kong over the next decade, which was tabled in the Legislative Council on 16 October 1974. The main objective is to make available, by 1979, subsidized education for every child for nine years, i.e. six years primary school followed by three years secondary school. Throughout these nine years, all children should follow a common course of general education. Sufficient places should also be available in the public education sector for 40 per cent of the 15-16 age group with the ratio of grammar to technical places being 60:40. One-third of the pupils entering Form IV places in the public sector should obtain aided places in lower Form VI to prepare for higher education.

- 7.1 Secondary education is not free. It is not possible to establish the relationship between rate of enrolment and cost.
- 7.2 Fee remission up to 45 per cent of the income from fees is granted, according to need, to pupils in government and government-aided schools. Secondary courses for adults are offered in the Evening Institute, operated within the framework of the Adult Education Section of the Education Department.

- 7.3 The fee remission scheme is administered by heads of schools, and, as indicated under 7.2 above, is based on the concept of remitting a percentage of income from fees rather than that of remitting fees for a specified number of pupils. The parents of all pupils in the schools concerned are free to apply for some fee remission. Access to secondary courses for adults is open to all.
- 7.4 Secondary education is already generally available, and provision of school places in the public sector is supplemented by private schools. Current policy regarding expansion of the public sector has been indicated above under "Access to secondary education".
- 7.5 Secondary education is not compulsory, and this is not a subject of current planning which is mainly concerned with the expansion of the number of places available in secondary schools in the public sector of education.
- 7.6 At the beginning of the 1974-1975 school year, 389,298 pupils were enrolled in secondary classes of all types. While primary school enrolment is declining (see 6.4), enrolment at secondary level is rising. Enrolment in pre-vocational schools as well as in private vocational and commercial institutions is gradually increasing; substantial increase has been observed, during the last three years in schools providing grammar and technical courses leading to the Hong Kong Certificate of Education Examination. There has been little change, during the same period, in enrolment in matriculation courses. Distribution of pupils by social and economic groups is not recorded.

Access to higher education

- 8.1 Higher education is not free, and it is not possible to establish the relationship between rate of enrolment and cost. The total fee income in relation to the total income was in 1973-1974: 6.09 per cent at the University of Hong Kong, 5.16 per cent at the Chinese University and 2.4 per cent at the Hong Kong Polytechnic. About 37 per cent of the fee income of the universities comes from government grants made to students.
- 8.2 Government grants and loans are made to students of the two universities, grants being primarily for fees, loans for living expenses. All students who receive grants also receive loans, while those who can afford the fees receive only a loan. Although three years of prior residence in Hong Kong are required, sex, race, nationality, religion, choice of university and of the courses are no criteria for the award of loans or grants. These are determined solely on the basis of financial need established by statutory declarations of family income. In 1973-1974, 3,439 university students out of a total of 6,438 received such assistance. Fees for the Hong Kong Polytechnic are very low in relation to total costs but will be raised when a grants-and-loans scheme can be introduced which had to be deferred, for 1975-1976, for lack of government funds. In the meantime, the Polytechnic remits 37 per cent of its fee income for deserving cases.
- 8.3 Higher education is available to all and currently expanding at about 15 per cent⁽¹⁾ although continued expansion is limited by financial resources. It might further be affected - in five to ten years - by a shortage of employment facilities, but there are no signs of this yet.
- 8.4 In 1973-1974, 30.20 per cent of the total of university students were taking commerce and social studies courses; 20.67 per cent were enrolled in sciences, 25.60 per cent in arts and 1.89 per cent in education. It is further indicated that extramural studies at university level were taken during the same period by 22,502 students. As to the Polytechnic established only in 1972, there were a total of 2,419 full-time, 1,354 part-time and 12,612 evening students. The full-time student population of this institution is expected to increase to 8,000 f.t.e. as soon as possible after 1978. The expansion since 1972 has been about 30 per cent per year but will slow down after 1977. Approximately 54 per cent of university students come from poor or very poor families with an average income of less than some

(1) On page 6, under point 27, of the report, is indicated that "the universities have for the last nine years an expansion of roughly 7 per cent per year, which is being continued at least to the end of the decade".

HK \$1,500 per month in a family of six persons. About 2 per cent of university students' families have little or no income apart from that earned by the student. Income distribution for the remaining 46 per cent of students is not known. Polytechnic students' resources are believed to follow approximately the same pattern, but evidence will not be available until the Polytechnic student finance scheme is established.

Standards and quality of education in public educational institutions of the same level

- 9.1 All schools other than those specifically exempted must comply with the requirement of the Education Ordinance and Education Regulations which relate to school administration, to the safety and suitability of premises, school management, qualification of teachers and inspection. The advisory inspectorate of the Education Department visits schools regularly to ensure that standards of teaching are satisfactory and related both to the life of the local community and current developments in educational theory and practice. The requirements of public examinations also have the effect of maintaining high academic standards in those schools which participate. The three institutions of higher education in Hong Kong are supervised by the University and Polytechnic Grants Committee.
- 9.2 Adequate means exist to ensure that education of the same quality is provided in public educational institutions of the same level.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. The Adult Education Section of the Education Department operates evening courses of general background education to those who had little or no formal primary education, and are adapted as far as possible to suit adult interests and requirements.

Training for the teaching profession

- 11.1 Teacher-training courses, both full time and in-service are provided by the two universities, the three colleges of education and the Technical Teachers' College. It is further mentioned in the reply on page 7, under point 31, that the advisory inspectorate of the Education Department also provides short courses for teachers.
- 11.2 All training courses are open to all residents of Hong Kong subject to appropriate academic or technical attainments, and to suitability for the teaching profession.
- 11.3 According to the Annual Summary of the Director of Education, in 1973-1974, 603 non-graduate teachers successfully completed their full-time training courses, while 189 graduates were awarded a diploma or certificate in education by one or the other of the two universities, and 582 completed part-time in-service training courses. The corresponding figures for 1972-1973 were 599, 148 and 548, respectively. Except for the training of workshop instructors where, in September 1974, only six women were enrolled together with 83 men, the majority of teacher trainees, at the same date, were women who alone were taking courses for the training of kindergarten teachers (see Half-yearly Statistical Summary for September 1974 joined to the reply).

III. AIMS OF EDUCATION

- 12.1 The educational system, curricula and methods are wholly consistent with Article 5.1 (a) of the Convention. Education is sought to provide a broad liberal education, tending to foster recognition of rational principles of social life such as those embodied in the Convention.
- 12.2 The syllabus suggested by the Education Department for Social Studies in primary schools provides for attention to be given to the functions and agencies of the United Nations. Similar suggestions are made for the teaching of economic and public affairs and social studies at secondary level. In colleges of education and universities, reference to the United Nations, its principles and activities is made in courses such as history, social studies and political sciences.

(g) New Hebrides⁽¹⁾

I. DISCRIMINATION

1. No legal provisions or regulations exist which constitute discrimination in the field of education. There is a practice, however, of charging higher fees for children of expatriates enrolled in primary and secondary schools.
- 2-3 Since "European" parents may choose to have their children educated at home or elsewhere, the charging of higher school fees for expatriates is not regarded as discriminatory, and the abolition of this practice would even be considered as going against the policy of the territory.
4. There are no separate schools for boys and girls.
5. (a)-(b) The Seventh Day Adventist Church provides private schools which add to the facilities offered by public schools. These private institutions are not subject to official standards, but advisers may visit them, while secondary teachers attend national meetings together with staff from public schools. Every attempt is made in the private schools to make their provisions equal to those available elsewhere.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1-2 Primary education is neither free nor compulsory. There is a system of fee remission up to 20 per cent or even entirely on the basis of need. Lack of finances for all projects and the desirability of self-help in school constructions - as exercised at district level where the community concerned provides sometimes all of the labour - impede the institution of free education at primary level.
- 6.3 In some areas there has been a "custom reaction" against education, and it is felt that it could be harmful, with regard to such cases, to make primary education compulsory. Gentle persuasion of parents seems a more acceptable way, and there are signs of abatement of this negative tendency and an increasing demand for education. As provision of school facilities increase, district education staff encourage parents to send their children to school. Over 90 per cent of children attend primary school, class attendance is checked by a register, the penalty for non-attendance being failure to progress in education.
- 6.4 Based on the 1967 Census, there were in 1974 approximately 20,725 children of school age, of whom a total of 11,701 (5,195 girls) were enrolled in the classes 1-6 of primary education. Trends in school attendance remained fairly static over several years, while drop-out rates vary according to different factors. In 1974, there were 2,393 pupils enrolled in the first grade as against 1,774 in the second and 1,438 in the sixth grade.
- 6.5 There is no need of special provisions, although the availability of only one English medium or French medium school in a given area may be felt restrictive by parents. Free pre-school education does not exist. One or two small experiments on education in the mother tongue have been started recently.

Access to secondary education

- 7.1 Secondary education is not free, nevertheless few applicants reject places for reasons of costs. Fees represent \$150 per annum.
- 7.2 Secondary education is highly selective, but equality of opportunity is ensured by examinations. To facilitate the access, parents can apply for financial assistance which consists, as for primary education, usually in a remission of the fees up to 20 per cent. Loans or scholarships, or evening, correspondence courses or mobile schools do not exist. Secondary school classes of forms 1-3 are mainly located in boarding schools, but there seems to be only one British Secondary School in Vila which provides forms 4-5.

(1) The reply applies to the schools grant-aided by the British National Service only, and not to those supported by the French National Service.

- 7.3 Approximately 35 per cent of the pupils benefit from financial assistance through remission of fees.
- 7.4 The generalization of secondary education is impeded by the education policy which aims at keeping the number of pupils in line with projected manpower needs. It is however projected to increase the possibilities of access to the British Secondary School for 35 children per annum by another stream of forms 1-3, while during the next three years two other secondary schools offering forms 1-3 will probably be established, providing through two streams access to secondary education for 70 more pupils per annum.
- 7.5 No plans exist to make secondary education compulsory.
- 7.6 According to the "Annual report on education 1974", there was then a total of 661 pupils enrolled in secondary education. About 10 per cent of pupils taking the competitive entry examination are admitted (in a proportion of two boys to one girl), and this percentage has been fairly constant over a period of three years, in conformity with the policy drawn up with regard to manpower needs. The socio-economic groups of the population being given as I to V, 58 per cent of the pupils belong to group V, 2 per cent to group I and 19 per cent to group IV.

Access to higher education

- 8.1 Higher education is not free, applicants are selected on the basis of school-leaving examination results and general attainment tests.
- 8.2 Assistance takes the form of grants or scholarships (not loans), and free boarding accommodation is always necessary, as higher education is offered outside the New Hebrides at the University of the South Pacific and elsewhere. Possibility of transfer exists, but it is rare and needs to be discussed with the institutions involved and the grant-providing body. There is only one evening class in Port Vila on bookkeeping, while correspondence courses are encouraged with the University of the South Pacific and other institutions. Approximately 100 students per year enrol in higher education courses, including training for local nursery teaching. The figures of 1975 show an increase of 5 per cent over 1974.
- 8.3 The appointment of a Community Development Officer as of January 1976 should lead to rapid development in this field. Nevertheless, generalization of higher education would go against the policy not to educate people for work which is not available. Only teacher training is provided in the territory. Control of scholarships ensures as far as possible that those who pursue studies abroad will return to an ensured post. The total population of the territory (some 90,000 people) and the existence of independently organized English and French medium schools does not allow for the establishment of other higher education institutions with English as medium of instruction.
- 8.4 In 1975, there were 56 students enrolled in local teacher training and 38 in nursing courses. During the same year, 122 students went abroad with a scholarship, of them 46 took apprenticeship courses, 24 prepared a diploma, 16 were enrolled in teacher training and 11 in paramedical studies.

Standards and quality of education in public educational institutions of the same level

- 9.1 Apart from two primary schools mainly intended for and staffed with expatriates, primary schools dispose of local staff trained in the only college in the territory. In order to raise the standard, it is considered to upgrade the certificate delivered by this college to a diploma of the University of the South Pacific. In-service training courses are organized with a view to raise the educational level of old teachers and make them acquainted with new curricula and teaching methods.
- 9.2 In spite of such efforts to promote equal standards of education, this aim is often difficult to achieve, due to sparsely populated and remote islands in certain districts, with transport difficulties and only small schools where a single teacher will be confronted with a wide range of children of different ages. As there is no real problem of teacher shortage, as the quantity and quality of books is further improving, the situation continues to improve, in spite of a certain lack of equipment in primary schools.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. It is hoped that the appointment, in January 1976, of a Community Development Officer will help in promoting this specific principle of the Convention. At present, women who have completed "community worker" courses in Fiji assist the Women Education Officer with courses on general improvement of village life throughout the islands.

Training for the teaching profession

- 11.1 Training for primary school teachers is open to pupils who completed successfully form 3 of secondary schools and are acceptable on the basis of psychological tests. Candidates for secondary school teaching may progress to a university diploma course. Teacher training is open only to New Hebridians, thus discriminating against expatriates of whom, however, nobody ever applied for admission.
- 11.2 Only one training college exists in the territory. As of January 1977, admission will be after completion of form 4 of secondary school, and will remain competitive by tests and examinations.
- 11.3 While, between 1970 and 1975, the total number of teacher trainees enrolled at the local college remained almost unchanged: 23, the participation of women increased from 8 to 13 while the number of men diminished from 16 to 10. As to the number of primary school teachers, there were in 1975, 272 male and 90 female teachers.

III. AIMS OF EDUCATION

- 12.1 Primary education in the English medium schools as well as the corresponding training of teachers conform with the principles set forth in Article 5.1 (a) of the Convention.
- 12.2 The principles set forth in both the Convention and in the Universal Declaration of Human Rights are consistent with the objectives of the British National Service Schools, except with regard to school fees and the absence of a policy to make education compulsory. These principles are reflected in curricula and methods devised in collaboration with UNDP teams affected to the region. As those responsible for curricula development are also teacher trainers, they are in a position to impart appropriate concepts to the potential teaching staff, thus having an impact on children and youth enrolled in the educational system. It can be expected that this impact will even increase to the extent that the activities of the Community Development Officer spread to the islands.

(h) St. Helena

I. DISCRIMINATION

1. No legal provisions, regulations or practices constitute discrimination in the field of education.
2. This question is said to be not applicable.
3. No obstacles are likely to impede measures taken for the implementation of the Convention.
4. All schools are coeducational.
5. There are no private educational institutions.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 Application of the objectives set forth in Article 4 (a) of the Convention is covered by the St. Helena Education Ordinance, Chapter 29.

Free and compulsory primary education

6.2.3 The reply refers to 6.1 above

6.4 About 98 per cent of the school-age population are enrolled each year in primary education. The drop-out rate of approximately 2 per cent represents children of overseas personnel returning to their home country. From 1972 to June 1975, the enrolment figures were the following:

	<u>Total</u>	<u>Girls</u>
1972	760	398
1973	697	355
1974	729	375
1975 June	827	410

6.5 No special assistance is provided but textbooks and equipment are free, transport is made available to all pupils living in isolated areas, while school meals are offered to the most necessitous children.

Access to secondary education

7.1 Secondary education is free.

7.2 Scholarships are granted to children in the fifth and sixth form (15-16+ years) in the secondary selective school, and opportunities for attending further education are provided in afternoon, evening or Saturday morning classes.

7.3 Fifty pupils or 10 per cent of the total number benefit from such assistance which amounts to some \$150 out of a total of \$360 per annum for further education classes.

7.4 Premises are adequate, but there is a lack of fully qualified teachers. Due to the current inflation, funds are not sufficient for obtaining materials and equipment. Measures to overcome such obstacles are as far as possible covered by proposals contained in the Five-Year Development Plan for St. Helena.

7.5 According to the Education Ordinance, secondary education is compulsory.

7.6 While information on the distribution of pupils by social and economic groups is not available, the following enrolment figures concern secondary education:

	<u>Total</u>	<u>Girls</u>
1972	524	275
1973	538	283
1974	528	274
1975 June	444	245

Access to higher education

8.1 The small Technical Trades Centre, established in 1972-1973 and free, is the only institution for higher education full-time courses, open only to boys immediately after their having left school.

8.2 Each year, scholarships of £3.50 per week are granted to ten students.

8.3 As for 7.4.

8.4 As for 8.2.

Standards and quality of education in public educational institutions of the same level

9.1 Educational policy is devised by the Executive Council, following advice from the Education Committee of the St. Helena Legislative Council.

- 9.2 Factors to overcome the difficulties mentioned in the questionnaire are being considered in proposals contained in the Development Plan.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. Not applicable.

Training for the teaching profession

- 11.1 Both male and female teachers are trained on the island.
- 11.2 All trainees are required to have at least two RSA certificates and a minimum of five GCE "O" level certificates for teacher-training courses in the United Kingdom.
- 11.3 Five local teachers are trained every year on the island, and in-service courses are run by the department's staff and visiting tutors from the United Kingdom. Between 1963 and 1975, a total of 17 teachers, male and female, have been sent on three- or four-year courses, while 20 others have taken one-year courses in the United Kingdom.

III. AIMS OF EDUCATION

- 12.1 The aims of education, laid down by the local authority comply with the principles set forth in Article 5.1 (a) of the Convention.
- 12.2 Within the curricula, adequate time is allowed for teacher/pupil participation in all principles set out in the Convention.

(i) Seychelles

I. DISCRIMINATION

1. The government is firmly committed to observe non-discrimination in education, a policy which is incorporated in the laws and in the administration of the Ministry of Education.
2. Legislation provides for the institution of proceedings against any person to eliminate any case of discrimination or prevent it from arising.
3. It is not envisaged that there will be any obstacle to the above-mentioned policy.
4. Community needs and tradition explain the existence of a small number of separate schools for both sexes. They have teachers of same qualifications, offer the same courses and are equally provided with textbooks, materials and equipment.
5. Private schools exist to provide educational facilities in addition to those run by the public authorities.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 The national policy is to maintain such equality at all levels.

Free and compulsory primary education

- 6.2-3 Primary education for children between 6 and 12 years of age is free but not compulsory. Those who refuse or neglect to have a child attend school may be subject to legal proceedings. Class attendance is registered daily by teachers and subject to inspection from the Ministry of Education.
- 6.4 Corresponding to the population increase, primary school enrolment has increased over the past years and represents almost 100 per cent:

1971	9,746 pupils
1972	10,076 pupils
1973	10,275 pupils
1974	10,373 pupils of a total school-age population of 10,570 children

There is virtually no drop-out rate.

- 6.5 The community of the territory being well integrated, children of different races attend school together. Those with different religious backgrounds are catered for by separate religious instruction. Economically disadvantaged children receive free midday meals.

Access to secondary education

- 7.1 Secondary education is not free. The fees for junior secondary schools are Rs.90 per year, while those for secondary grammar schools are Rs.375 per year.
- 7.2 Assistance provided to students takes the form of remission of fees, free textbooks and materials, midday meals, transport, board and lodging allowances.
- 7.3 Eight hundred and fifty out of a total of 3,464 students are receiving such assistance in 1975 which amounts to Rs.349,960.
- 7.4 The geographical separation of the islands and the lack of financial resources limit the generalization of secondary education.
- 7.5-6 Open to all, secondary education is not compulsory and there are no plans to this effect. Like primary education, secondary education shows a constant increase over recent years:

	<u>Total</u>
1971	2,314
1972	2,514
1973	2,785
1974	3,262
1975	3,402

Access to higher education

- 8.1 Since there are no institutions of this level in the territory, all higher education is followed overseas, mostly in the United Kingdom.
- 8.2 Full financial assistance is granted to those who qualify academically for higher education, provided that the choice of study falls within the manpower needs of the territory.
- 8.3 The small size and population of the territory preclude the establishment of any higher institution.
- 8.4 In 1975, 99 students were enrolled against 62 in 1970 and 73 in 1973.

Standards and quality of education in public educational institutions of the same level

- 9.1 There is only one educational system, the institutions of which come all under the same administration. All institutions of the same level use the same curricula, have teachers with similar qualifications and take common examinations.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. The national policy aims at providing such opportunities and it is planned to institute in the Ministry of Education an office for a limited number of programmes of non-formal education.

Training for the teaching profession

- 11.1 The national policy aims at complying with the corresponding provisions of the Convention, and all trainees follow the same course leading to the same qualifications.
- 11.2 Candidates must be 18 years of age, attain a suitable standard of academic achievement, and must be of good character.
- 11.3 There has been no increase in the number of students and teacher-training institutions, as the Ministry of Education has also concentrated on the retraining of unqualified in-service teachers.

III. AIMS OF EDUCATION

- 12.1 The national policy is in line with the provisions of the Convention.
- 12.2 This policy is reflected in the curricula, certain relevant topics are incorporated in the General Studies programmes of schools.

(j) Turks and Caicos Islands

I. DISCRIMINATION

- 1-3 The reply is negative.
4. This question is said to be not applicable.
5. (a) Existing private schools presently enrol only children of expatriates. There are also three religious educational institutions, but none of these schools excludes a child who applies for entry.
- (b) In order to obtain a licence, private schools have to be inspected by the Education Department and approved by the Board of Education.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

Free and compulsory primary education

- 6.2-3 Legislation provides for free and compulsory education for pupils aged 5 to 15. Attendance is registered daily and fines applied to parents if children do not attend school.
- 6.4 High rates of unemployment make pupils tend to remain in school as long as possible. Enrolment figures indicate that the number of pupils in primary education rose from 1,615 in 1970 to 1,762 on 1 January 1976.
- 6.5 No pre-school education exists, but local government schools are available to all children of primary school age who receive free of charge textbooks and school equipment.

Access to secondary education

- 7.1 A five-year course of secondary education is free except in private schools, and available to those who have sufficient mental ability.
- 7.2 Although there are no boarding schools, boarding grants from the government may assist all pupils who have to attend schools away from home. Transfers are mainly taken between junior high and senior high schools. Evening courses are available. As indicated under 9.1 a new secondary education programme under consideration will provide places at junior high schools for all pupils aged 12, some of whom are presently attending all-age schools.

- 7.3 Boarding grants for 288 pupils amount to US \$65,664.00 per annum.
- 7.4 No obstacles are said to exist. A new secondary education programme which is under consideration will make secondary education available, through decentralization, in all areas of the territory, thus allowing students to live at home instead of boarding away.
- 7.5 Education is compulsory up to the age of 15.
- 7.6 As of 1 January 1976, 689 students are attending high schools, while 224 of secondary school age attend all-age schools.

Students from higher socio-economic groups are more easily motivated and thus qualified for entry to high schools.

Access to higher education

- 8.1 Introduced only in September 1975, a two-year higher education course is free and available to students with sufficient academic qualifications.
- 8.2 Scholarships are awarded to all, including for studies overseas, and additional boarding grants, if necessary. There are four students within the territory who receive an annual scholarship of US \$240 each. One of them receives also a boarding grant of US \$480.
- 8.3 There are no obstacles impeding the generalization of higher education.
- 8.4 Four students are enrolled in the territory. At present, out of 162 pupils of secondary school age, one takes higher education, but this ratio is expected to increase as the course is expanded by time and demand. Students from upper socio-economic groups more easily accede to higher education and seem to have greater facilities to pass four "O" level subjects in GCE London and Cambridge University examinations.

Standards and quality of education in public educational institutions of the same level

- 9.1 At present, not all pupils aged 12 can be offered a place at junior high schools, some of them attend all-age schools, but a new programme is under consideration to provide enough places at high schools.
- 9.2 Location of schools and need for new buildings in some areas are said to make it difficult to ensure equal standards. Financial assistance towards new buildings has been foreseen in the appropriate three-year forecast.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. The reply mentions the existence of evening institute classes.

Training for the teaching profession

- 11.1 Article 4, paragraph (d) of the Convention is already national policy.
- 11.2 All those meeting with entry qualifications for training colleges may apply. Equivalence exists as the colleges of the territory come under the responsibility of the School of Education, University of the West Indies. Graduate teachers are drawn mainly, but without discrimination, from the Caribbean region, through the UWI and the University of Guyana.
- 11.3 During the past six years, intensive training programmes have been undertaken, and it is hoped to have, by 1980, 100 per cent trained teachers in government primary and secondary schools. The figures given in the reply show that the number of trained primary school teachers rose from seven in 1969 to 41 in 1975, while the corresponding figures for untrained teachers dropped from 62 to 30. As to government secondary schools, there were, in 1975, 12 graduate, 19 trained and one untrained teacher.

III. AIMS OF EDUCATION

- 12.1 There are continuing goodwill and understanding in an effort to maintain and promote education in the territory, by keeping abreast with universal ideas which should be instituted whenever possible.
- 12.2 Using expertise to monitor, evaluate and encourage all teachers to give pupils and students the best education possible.

(k) Tuvalu (formerly The Ellice Islands)

I. DISCRIMINATION

1. The answer is no, as males and females have equal rights and freedom.
2. This question is said to be not applicable.
3. There is no need for such measures as discrimination does not exist.
4. There are no separate systems for the two sexes.
5. The fact that certain private institutions run by religious bodies do exclude those not belonging to their faith or sect is stated in the reply as being permissible under Article 2 of the Convention.
- (a) Private schools provide educational facilities in addition to the public authorities, and offer education largely of the same standard as public schools.
- (b) At present, standards are not laid down by legislation but this is under consideration.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 Part VII of the new legislation aims at the provision for all of free education. It further enables the Minister for Social Services to order the provision of compulsory education for specific age groups either generally or in a particular island.
- Free and compulsory primary education
- 6.2 The relatively large number of mission schools and lack of sufficient buildings and trained teachers hinder the introduction of free primary education which is, however, under consideration. As of 1977, school fees will be abolished in most of the islands.
- 6.3 Lack of buildings and of teachers prevent the introduction of compulsory schooling. A Development Plan including compulsory education is currently under consideration, and it is hoped to achieve free and compulsory education by 1980.
- 6.4 The 1973 census gives a provisional figure of 15,512 children of school age, out of which in April 1974 a total of 11,352 children (5,456 girls) were enrolled in government, local and aided mission schools.
- 6.5 For reasons of racial socio-economic homogeneity of the population, this question does not apply.

Access to secondary education

- 7.1 Although secondary education is not free, all places are filled, and there is no relation between cost and enrolment. It is estimated that - while no accurate figures are available on enrolment figures at private schools - out of the 15,512 children of school age mentioned under 6.4, 1,127 do not attend any school. As to drop-outs, from government and aided schools, for 1971-1974 they were as follows: 1,520 of 12/13 age group; 3,320 of 13/14 age group; 5,020 of 14/15 age group, although there were marked differences between cohorts.

- 7.2-4 Are said to be meaningless in the context of these islands.
- 7.5 Secondary education is not compulsory and unlikely to become so in the foreseeable future.
- 7.6 There were 377 girls enrolled in April 1974 out of a total of 854 pupils which constitute a slight increase compared with primary education, and 6.4 per cent of the total school population.

Access to higher education

- 8.1 The answer is yes.
- 8.2 Scholarships and provision of boarding overseas as well as correspondence courses (these mainly for preparation of vocational examinations) are made available. Discrimination is avoided by granting scholarships only on merit.
- 8.3 As higher education, except part-time vocational training, takes place abroad, this question is meaningless.
- 8.4 The reply indicates the number of 12 students in the field of education, one each for engineering and administration two each for law and arts, seven for arts or sciences plus education, five enrolled in medical and three in agricultural studies. No other information is said to be available.

Standards and quality of education in public educational institutions of the same level

- 9.1 The majority of teachers is either trained on the territory or in recognized institutions overseas; the syllabus is laid down and guidance provided by the Ministry of Education's Inspectorate; per capita allowances are the same for each school, and buildings and facilities are standardized.
- 9.2 The main difficulty is to provide adequate supervision, and steps are being taken to post inspectors on outer islands.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. It is considered to arrange for adult education through evening classes or over the radio.

Training for the teaching profession

- 11.1 There is no discrimination.
- 11.2 There is only one institution.
- 11.3 Concerning the percentages of men and women enrolled in teacher training, full data are said to exist for each calendar year, while the first part of this question does not apply.

III. AIMS OF EDUCATION

- 12.1 Teaching programmes and practice in primary and secondary schools are directed towards the full development of the human personality, as far as resources will allow. Respect for human rights and fundamental freedom is part of the customs and more women are working alongside men, especially in government, than ever before, without any distinction on salaries and conditions of service. "Understanding among all nations" is said hardly to apply to these islands which are very remote and offer little opportunity to meet foreigners.
- 12.2 This question assumes a much more sophisticated society and system of education than those existing in these islands. The bulk of the population at school receives some kind of primary education only.

YUGOSLAVIA

I. DISCRIMINATION

- 1-3 There are no legal provisions, regulations, practices or situations which constitute or could lead to discrimination in education.
4. There are no separate schools for boys and girls, coeducation being one of the principles underlying education.
5. The Constitution allows religious bodies to establish secondary and higher schools for training for the priesthood. The reply also states that religious bodies organize religious instruction for those desiring it in church premises, the country's educational system being quite distinct from the Church.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

It is stated under 9, 1-2 that equality of opportunity and treatment in education is guaranteed by the Federal Constitution, by the constitutions of the provinces and republics, and by other legal provisions and regulations.

6. 1 Education lies within the competence of the federal republics and provinces, while being based on the following principles: quantitative expansion of education, particularly at the primary level; equal access to education and equal rights irrespective of race, nationality, sex, social origin or economic status; diversity of forms of schooling, methods and curricula; equality between school and out-of-school education for young people and the training of adults; conception of education as a lifelong process; interchangeability of the education system, making it possible to switch from one category of instruction to another; improvement of teaching methods and development of the scientific content of curricula; self-management of educational institutions; planning of education with an eye to requirements and to overall democratization.

Free and compulsory primary education

6. 2-3 Primary education is free and compulsory and lasts eight years, for children aged 7 to 15.
6. 4 The following figures are given in the reply:

Year	Total	Girls
1971-1972	2,834,696	1,327,361
1972-1973	2,856,491	1,335,101
1973-1974	2,869,344	1,345,699
1974-1975	2,866,847	1,241,733

(No figures are supplied for the Socialist Republic of Slovenia.)

6. 5 As stated under 6. 1, pupils receive free medical care, free textbooks, free school transport and often free lodging in pupils' hostels, the amount of assistance depending on the resources of the communes and the republic or province concerned. It was also stated under 6. 1 that members of all the nations and nationalities of Yugoslavia have the right to education in their mother tongue. The children of members of one of the nationalities in question also learn the language of the republic or of the province in which they live, and they are given additional instruction on the literature, geography and history of their country of origin. This kind of education is provided either in bilingual schools or in ordinary schools where additional instruction is given in mother tongues (Albanian, Bulgarian, Italian, Hungarian, Romanian, Ruthenian, Slovak, Turkish, Czech and others).

Access to secondary education

- 7.1 Secondary education is free.
- 7.2 As in the case of primary education, the amount of assistance given to pupils depends on the resources of the communes of the republic or province concerned. In addition to the facilities mentioned under 6.5, secondary pupils may receive scholarships and loans granted on the basis of need and merit. To switch from one type of education to another, pupils must pass additional examinations.
- 7.3 The reply states that the statistics requested are not available since a system of contractual reports was adopted a few years ago, laying down the financial resources needed to carry out the various programmes of education. These contracts are concluded between schools and the community which supplies the resources, all in a framework of educational self-management.
- 7.4 About 91 per cent of pupils completing primary education - particularly in the cities - go on to secondary schooling.
- 7.5 Secondary education (pupils aged 16 to 19) is not compulsory.
- 7.6 The figures supplied are as follows:

<u>Year</u>	<u>Total enrolments</u>
1971-1972	745,289
1972-1973	766,146
1973-1974	793,275
1974-1975	821,561

In comparison with primary education, where there was a slight drop in enrolments between 1974 and 1975 (see 6.4), there has been a constant increase in secondary enrolments.

Access to higher education

- 8.1 Higher education is free.
- 8.2 The facilities mentioned under 6.5 are also provided for students. As to financial assistance, the figures requested are not available since such assistance may come from a variety of sources (enterprises, educational communities, republic or provincial funds, etc.).
- 8.3 There are no serious obstacles to the generalization of higher education, the only problem being occasional shortage of premises, which has been overcome as a result of the extension of universities and faculties (17 universities, 220 faculties).
- 8.4 The following figures are given in the reply:

<u>Year</u>	<u>Total enrolments</u>
1972-1973	301,758
1973-1974	328,536
1974-1975	359,651
1975-1976	393,801

Apart from higher schools (technology, agriculture, economics, education, statistics, etc.) which accounted in 1975-1976 for a third of all students, most students were at that time enrolled in faculties of law, economics, philosophy, engineering, medicine and science.

Standards and quality of education in public educational institutions of the same level

- 9.1-2 In the less developed parts of the country, the quality of education has sometimes been insufficient. Adoption of the contractual reports mentioned under 7.3 has paved the way for equality of opportunity and treatment in education.

Education of persons who have not received any primary education
or who have not completed the entire primary education course

10. Adult education corresponding to the standard of eight-year primary schooling can be offered in elementary schools for adults or in special classes for adults attached to primary schools.

Adult education has three main functions:

- (i) to assist those who have not learnt to read and write, or who have not completed their primary schooling;
- (ii) to give employees, if possible on an in-service basis, an opportunity to acquire further qualifications; and
- (iii) to permit lifelong education, acquisition of new social and political knowledge and job retraining.

For these purposes, scholarships or remuneration may be granted without any counterpart in terms of service. These various forms of education lie within the competence not only of the respective educational authorities but also of the trade unions of various associations, the army, radio, television and the press. The reply also mentions the existence of secondary schools for adults, workers' and popular universities, and instruction by correspondence, which are further factors promoting such education.

Training for the teaching profession

- 11.1 There is no discrimination in this matter.
- 11.2 Teachers and educators must possess the corresponding training and professional qualifications, together with the requisite social and moral qualities, and be ready to perform their duties. In most federal republics, students have to spend about two years preparing for their examination. Primary teachers are trained in teacher-training schools, while secondary teachers must hold a university degree.

III. AIMS OF EDUCATION

- 12.1-2 The objectives of education are in conformity with the principles set forth in the Universal Declaration of Human Rights and in the Convention. In addition, they are based on the Federal Constitution and the constitutions of the republics and provinces. Understanding, tolerance and friendship between all nations and all racial and religious groups are fostered in schools of all levels, in the out-of-school activities of youth organizations and, in particular, in schools belonging to the Associated Schools system.

B. REPLIES CONCERNING THE APPLICATION OF THE RECOMMENDATION

AUSTRIA

I. DISCRIMINATION

1. The Federal Constitution, as well as Federal Acts contain provisions precluding discrimination of any kind. Thus Austrian citizens belonging to a racial, religious or linguistic minority are guaranteed the same rights and treatment as other citizens in particular in the field of education with regard to the establishment of schools and other institutions of education, the use of their mother tongue and the practice of their religion.

Legal provisions further provide for appropriate contribution from public funds towards education purposes in districts or cities with comparatively large groups of minorities. The reply indicates under II, 6.5, that an Austro-Yugoslav expert commission is in operation since 1974 with a view to dealing with problems concerning members of this minority.

- 2-3 Not applicable.

4. The principle of coeducation was legally set forth by the 5th Amendment to the School Organization Act, Federal Gazette No.323/1975, but will not come into effect before 1 September 1976. In cases where, as in certain private schools, separate institutions exist, both sexes benefit from equivalent curricula and equally qualified teachers.

5. As indicated above private schools exist and have to meet the requirements of the public school system in order to be recognized.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 The legal basis of the objectives set forth in Section IV (a) of the Recommendation is constituted by the Compulsory Schooling Act, Federal Gazette No.241/1962 and the Ordinance on the Admission to Higher Education, 1975.

It is indicated under 12.2 that the Federal School Development Programme foresees, *inter alia*, the attainment of certain school attendance quotas particularly for rural areas, the extension of technical and vocational education, and the carrying out of case studies on specific aspects of the provision of educational opportunities.

Free and compulsory primary education

- 6.2-3 Education is free of charge and compulsory from 6 to 15 years of age.

- 6.4 Although the question is considered to be not applicable, statistical tables joined to the reply provide the following figures, which include enrolments in special education.

	<u>School-age population</u>	<u>Primary enrolment</u>	<u>Girls</u>
1972-1973	1, 116, 656	572, 989	276, 147
1973-1974	1, 116, 257	589, 653	283, 928

- 6.5 Under I.1 of the reply, Article 68 of the Federal Constitutional Act of 1929, amended in 1974, is quoted, according to which the teaching in primary schools is to be provided in the mother tongue to pupils belonging to a linguistic minority, the German language being taught simultaneously as a compulsory subject. The reply further indicates that children of migrant workers are given remedial instruction in German while those living in areas of concentration of Yugoslav and Turkish workers have a possibility to opt for additional instruction in the mother tongue, three to five hours a week, given by teachers from the respective

countries. While these teachers' salaries are born by the Austrian authorities, textbooks are provided by Yugoslavia, a similar arrangement being aimed at with Turkey. With the 1974-1975 school year the Austrian Broadcasting System has diffused ten school programmes per year for remedial instruction in German, presented by a Serbocroate or Turkish "moderator" for children of migrant workers.

Access to secondary education

- 7.1-2 Tuition at secondary schools is free, while the provision of free textbooks, school transport, study and boarding grants is covered by corresponding legislation. Possibilities for transfer within the upper primary level being set forth by the School Instruction Act, Federal Gazette No.139/1974, the implementation of such provisions is expected to be facilitated by a "Transfer Ordinance", currently under preparation. Schools preparing for the extramural baccalaureat (Matura-schulen) are not schools as defined by Article 14 of the Federal Constitutional Act, and therefore cannot be recognized as private schools. Legislative provisions with regard to these institutions are still lacking.
- 7.3 Study and boarding grants are made available on the basis of need and merit including adults who prepare the secondary school certificate. According to tables joined to the reply, 37,401 pupils out of 44,085 applicants are granted during 1973-1974 some form of financial assistance varying from 4,000 to 6,000 schilling which represented more than a total of 228 million schilling. These sums may be increased by 1,000 schilling in the case of excellent scholastic achievements. Eighteen per cent of all beneficiaries of some form of assistance were granted this special allowance (20 per cent of girls, 16 per cent of boys).
- 7.4 The question is said to be not applicable.
- 7.5 So far, compulsory schooling includes the 5th grade of secondary education, and no change of this regulation is at present envisaged.
- 7.6 The tables provided with the reply indicate the following figures for:

<u>General secondary education</u>	<u>Total enrolment</u>	<u>Girls</u>
1972/1973	160,500	11,565
1973/1974	165,650	11,040
<u>Technical and vocational education</u>	<u>Total enrolment</u>	<u>Girls</u>
1972/1973	19,093	637
1973/1974	20,907	761

Access to higher education

- 8.1 For Austrian nationals higher education is free since October 1972. Foreign students have to pay a lump sum of approximately US \$80 per semester, except if the student or the person responsible for his maintenance has been subject to taxation in Austria during six years before the beginning of the studies; if the student benefits from a public or regional scholarship; if he is a citizen of a developing country or native of a country which exempts Austrians from university fees. In 1975, the Federal Government spent about US \$2,900 for each student enrolled in an Austrian institution of higher education.
- 8.2 Various benefits facilitate access to higher education, in particular of students from less advantaged groups of the population: grants-in-aid and scholarships for the exceptionally gifted; subsidized student restaurants; dormitories, health insurance; free transport or travel allowances. Transfer from one type of higher education to another is possible and credits for exams successfully taken under another programme at the discretion of the institution concerned. Although they do not exist yet, a working group in the Austrian Ministry of Science and Research is studying the possibility of establishing correspondence courses at university level.

8.3 Increase of federal expenditure allowed for the generous expansion of universities with regard to premises, staff and equipment.

8.4 The tables joined to the reply provide the following figures for 1973-1974: 76,971 students (23,937 women) were enrolled in 18 institutions of higher education, representing 9 per cent of the corresponding age group. The corresponding figures for 1972-1973 were: 70,736, including 20,866 women. More than half of the students are children of civil servants, although there is a steady increase of students from other social strata. Between 1967-1968 and 1973-1974, the percentage of students from a rural family rose from 3 to 6 per cent, those from workers' background from 10 to 13 per cent.

Standards and quality of education in public educational institutions of the same level

9.1-2 This equality is ensured in all public schools.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. As the enforcement of compulsory schooling guarantees elementary education to the entire population, the question is not applicable.

Training for the teaching profession

11.1-2 Even before the 1962 reform of the training for primary school teachers, such training was provided without any social, regional or scholastic discrimination. Instead of a previous five-year course starting after completion by candidates, of their compulsory schooling (age of 15) access to teacher-training colleges is, since 1962, subject to the presentation of the baccalaureat and a two-year (four semester) course leading to the qualification of primary school teacher.

This reform has increased the attractiveness of the teacher's profession, in particular among students from rural areas and farmers' families. Tuition at training colleges is free and diplomas obtained from private or public institutions are equivalent.

11.3 Training for secondary school teachers takes place at universities. The number of graduates has more than doubled between 1966-1967 and 1973-1974, and 12 new centres for their training have been established during the same period. The number of women has particularly increased during the last few years, as they represent at present 40 per cent in this category, as compared to only 18 per cent male students.

III. AIMS OF EDUCATION

12.1 According to the School Organization Act of 1962, the school shall "foster the development of talents and potential abilities of young people in conformity with ethical, religious, and social values ... provide them with the knowledge and skills required for their future life, and train them to acquire knowledge on their own initiative. Young people shall be trained with a view to becoming healthy and responsible members of society and citizens of the Democratic and Federal Republic of Austria. They shall develop social understanding, political thinking of others, and contribute, in love of freedom and peace, to the common tasks of mankind".

BELGIUM

I. DISCRIMINATION

1-3 There are no legal provisions, regulations or practices which constitute discrimination in the field of education. Legislation provides for identical assistance to

any valid form of education within the prescribed limits and conditions. State education being neutral, the system of assistance leaves a choice between religious and non-religious education. Nevertheless, the educational system as it is at present does not remove all inequalities, which mainly concern pupils at a disadvantage, socially and culturally, including many children of migrant workers. The financial obstacles are largely overcome by means of study grants. Obstacles of a social origin are harder to remove, though a great many measures have already been adopted, such as structural reforms aimed at ensuring greater unity of lower secondary education, establishment of a complete network of psychological and medical welfare centres, and development of special education and of research into the causes of educational inequality.

4. The general trend of education is towards coeducation but many schools, particularly in religious education, are still separate for the two sexes. However, they possess absolutely equivalent staff, premises, equipment and curricula.
5. (a)-(b) Subsidized private schools provide education conforming to standards prescribed or approved by the Minister of Education, and are supplementary to the facilities offered by the public authorities.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 Pre-primary, primary, secondary and higher educational institutions run or subsidized by the State are open, without any distinction and on a basis of choice, to the school-age children of any person residing in Belgium, including all foreigners.

Free and compulsory and primary education

- 6.2-3 Pre-school (3 to 6 years) and primary (6 to 12 years) education is free, the latter being compulsory with enrolment virtually 100 per cent.
- 6.4 The only school-age children who do not attend school are certain categories of handicapped children.
- 6.5 It is stated that pre-school education is free and practically universal, and that the State meets the cost of equipment for such education. Education is in the language of the region (French, Flemish or German), with a special system for certain bilingual localities. At the primary level, introductory courses in French or Flemish are organized for children of migrant workers who have been in Belgium for less than three years. The embassies of Italy, Spain, Greece and Turkey organize language courses for their nationals in school premises but outside school hours. A bill which is in process of becoming law requires arrangements to be made to provide equal transport facilities for all pupils.

Access to secondary education

- 7.1 Secondary education is free. Beyond the minimum school-leaving age (14 years), enrolment rates were as follows in 1970-1971:

14 to 15 years	90%
15 to 16 years	80%
16 to 17 years	66%
17 to 18 years	53%
18 to 19 years	34%

- 7.2 As indicated under I, 1-3, structural reforms undertaken are aimed at ensuring greater unity of lower secondary education, intended as an observation and guidance phase. Furthermore, an extensive system of study grants has been introduced. There is a broad network of evening courses and free correspondence education is provided.
- 7.3 In the 1975-1976 school year, 57,717 pupils (18 per cent of total secondary enrolment) received study grants under the French-speaking education system. The total cost was 164,385,170 francs, a per-pupil average of 2,848 francs.

7.4-5 According to the information provided in reply to question 7.1, secondary education is practically universal up to the age of 15 and is continued by the bulk of 16 year-olds. Making it absolutely universal raises economic as well as social and methodological problems, which are under review.

7.6 Secondary school attendance is increasing regularly. The figures supplied are:

	1966	1969	1972	1975
Primary education	418,535	427,865	428,511	412,380
Secondary education	261,087	289,102	300,496	325,919
Secondary as a percentage of primary attendance	62%	67%	70%	79%

According to a table accompanying the reply, most pupils in general secondary education come from white-collar families (89.50 per cent) while there are more children of farmers and unskilled workers in technical and vocational training.

Access to higher education

8.1 Non-university higher education is not free and the cost ranges according to the establishment from 0 to 15,000 francs a year. The fees charged by universities are governed by regulations. They amounted in 1974-1975 to some 6,600 francs a year. These fees are waived, however, in the case of scholarship-holders. As to foreign students, only those from rich countries are required to pay these fees.

8.2 To facilitate access to higher education, a system of grants similar to that applying in secondary education is organized. In 1975-1976, 21 per cent of higher education students (a total of 15,743 students) were paid a grant of some 26,605 francs per person per year, making a total cost of 418,852,680 francs. Evening classes lead to the same degrees as full-time study. Subject to certain conditions regarding length of service, workers enjoy training time entitlements for attending classes or sitting examinations. The report states that the government is confronted with an increasing number of graduates, particularly in educational science, who have difficulty in finding employment. An attempt is made to channel students towards the least congested sectors without restricting access to higher education.

8.3 Since secondary education is not yet universal, there may be some doubt about the advisability of making higher education open to all at this stage.

8.4 A table attached to the reply gives the following figures for the enrolment trend in higher education:

<u>Year</u>	<u>Total</u>
1972-1973	69,904
1973-1974	72,290
1974-1975	73,831
1975-1976	75,879

Among these students, there was a regular increase, between 1965 and 1975, in the number of graduates in medicine, in natural, social, political and economic sciences, in education and in law.

Standards and quality of education in public educational institutions of the same level

9.1-2 Education of the same quality is ensured by means of a priori control whereby the Ministry approves the curricula, the qualification of teachers and the suitability of premises of institutions coming under authorities other than those of the State; control in the course of studies, involving inspection of all educational institutions; and a posteriori control in which the official ratification board (Commission d'homologation) consults exercise books, test papers and other material to check on the standard of education.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. The reply is "not applicable". The previous report of Belgium stated that free correspondence courses were organized by the State and could be taken by all those who had not had an opportunity to obtain a primary or secondary (lower or upper) school-leaving certificate (see document 17 C/15, 15 September 1972, Annex C, p.98 (v)).

Training for the teaching profession

- 11.1-2 There is no form of discrimination in this respect and the upper secondary leaving certificate gives access to teacher training. The reply provides the following figures for enrolment trends which show the massive participation of women in the teaching profession:

Year	Primary teacher training total	Women	Secondary teacher training total	Women
1957	5,115	2,964	1,433	668
1960	6,600	2,834	3,528	1,439
1963	8,598	5,138	3,431	1,745
1966	7,923	4,843	3,050	1,825
1969	6,653	4,153	2,108	1,269
1972	5,912	3,845	2,855	1,750
1975	2,398	1,782	4,917	3,237

III. AIMS OF EDUCATION

- 12.1 All education reforms are directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. The importance of understanding and tolerance among peoples and the activities of the United Nations are dealt with in education at all levels.
- 12.2 The principles set forth in the Recommendation are reflected in curricula (languages, geography, ethics, human sciences, etc.) and in the training of teachers, who learn to take initiatives in this area and to work in teams for the purpose. Unesco's Associated Schools system was adopted back in 1951 and has developed rapidly as a result of the initiative of teachers and the efforts of the National Commissions.

GHANA

I. DISCRIMINATION

1. There are no legal or other regulations which constitute discrimination.
3. The reply is negative.
4. Schools are mixed or separated for the sexes without any discrimination with regard to curricula, quality of staff, equipment and premises.
5. (a) The reply is positive.
(b) All private educational institutions have to satisfy certain official regulations, as otherwise they would be closed or taken over by the government.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1-2 Free and compulsory primary education was introduced in 1961. While parents are legally bound to send their children to school, the government is doing its best to provide as many places as possible for all children of school age.
- 6.3 There are no obstacles impeding the introduction of compulsory schooling, and daily attendance of pupils is recorded by each class.
- 6.4 The tables given in Annex I to the report indicate for 1972-1973 a total of 1,000,510 pupils enrolled in primary schools (439,464 girls). Another table on the school-going age population from 5-19 years provides satisfactory figures for girls, who at the age of 8 years even outnumber boys.
- 6.5 No special assistance is provided to particular sectors of the population. Privileges extend to every child without discrimination.

Access to secondary education

- 7.1 Tuition for all public secondary schools is free, and it is indicated under 6.1 that tuition fees are paid by the government. Parents have to pay part of the cost of books and the expenses for keeping their children in boarding schools.
- 7.2 It is stated under 6.1 that, depending on its ability, a child can go through the educational ladder without any impediment. Scholarships, mainly provided as incentives and covering boarding expenses, are available for children who do well in the entrance examination or during their schooling. Children who enter sixth form are awarded bursaries thus enabling them to pay nothing or very little for their education. Evening classes and correspondence courses are organized mainly for workers, but pupils who failed their final examination can also attend to prepare for repeating the exam.
- 7.3 This question is said to be not applicable.
- 7.4 Factors impeding the generalization of secondary education are: shortage of premises, scarcity of materials and equipment, and lack of teaching staff. Although the government is making efforts to increase the number of secondary schools, this last factor is not very serious as one of the three universities of Ghana trains teachers for secondary education.
- 7.5 Secondary education is not compulsory, but any child in grade 6 (primary) or grade 1 or 4 (middle) can take the entrance examination.
- 7.6 The total number of pupils enrolled in secondary education is shown in Annex I to the reply. The relevant figures indicate a constant increase between 1968-1969 and 1972-1973, when there were a total of 62,479 pupils enrolled, out of which 16,638 were girls. The percentage of girls is less favourable than at primary level but constitutes roughly one-third of the total enrolment figure. It might be worth mentioning that at the middle school level, the increase in the number of girls was proportionally higher, between 1970 and 1973, than the increase of boys at this level.

Access to higher education

- 8.1 Higher education is not free.
- 8.2 Students are given loans repayable in three years after leaving the university. Firms and corporations may grant scholarships to students, which is usually based on merit. Most students are in residence. There is no difficulty in transferring from one university to another if necessary. Evening classes and correspondence courses are usually taken by working students.
- 8.3 The three universities cater quite adequately for the country's needs. More technical and vocational institutions are being established by the government as they are not adequate.

- 8.4 While between 1972-1973 and 1973-1974 the increase in the number of students in one of the three universities was 120, making up a total of 1,885, this figure went up to 2,038 representing an increase of 144 between 1973-1974 and 1974-1975. The table given in Annex III to the report further shows that while only three more students were enrolled in 1973-1974 than in 1972-1973, in the faculty of engineering, the same faculty enrolled in 1974-1975, 483 students which represent an increase of 38 since 1973-1974. An opposite development has been registered, for the same period, in the field of social sciences, where the corresponding figures show an increase of 34 students in 1973-1974 over the preceding year, but only seven more students in 1974-1975. Annex IV provides statistics on overall enrolment figures which from 1961-1962 up to 1973-1974 show a constant increase up to a total of 2,631, of which 428 were women. Since these figures, however, include foreigners also, we do not know how many Ghanaian women were among these 428.

Standards and quality of education in public educational institutions of the same level

- 9.1 As indicated under I.4, all schools are expected to follow the same curriculum of the corresponding level, and they also prepare for the same examinations.
- 9.2 Efforts are made to ensure education of the same quality in all public educational institutions of the same level by, for example, applying the same criteria for the recruitment of teachers. There is provision for inspecting pre-university educational institutions, but lack of funds or training facilities make it difficult, sometimes, to provide enough inspectors, teachers or equipment.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. The Department of Social Welfare organizes literacy classes, while the Institute of Adult Education of the University offers adult education classes up to university level. Workers' colleges also help to improve the education of adults.

Training for the teaching profession

- 11.1 Adequate provision is made for the training of teachers for all public schools. It is indicated under 9.2 that teachers are trained at the government-financed teacher-training colleges and at the university. Many of the teachers, serving in private schools were trained in the State training colleges.

III. AIMS OF EDUCATION

- 12.1 The aims of education are to serve the needs of the individual, the society and the country by enabling the individual to appreciate the need for change towards the development of the human and material resources of the country. Provisions are made to help pupils to understand the importance of co-operation and tolerance, as well as the interdependence of people of different nations and cultures.
- 12.2 Subjects like civics, history, youth programmes, community service, religion and social studies which are taught in schools help pupils to know and to understand people from other parts of the world. The principles of human rights are taught in history and social studies.

GREECE

I. DISCRIMINATION

1. There are no legal provisions or regulations which constitute discrimination in the field of education.

4. As a rule, pupils of the two sexes take the same courses of study in the same classes and enjoy the same State benefits.
5. The report mentions the existence of private education under I.1, and under II.2 lists the private schools for general and technical secondary education placed under State supervision.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 There are no social obstacles which might hinder the application of the principle of equality of opportunity for the two sexes as regards the right to education.

Free and compulsory primary education

- 6.2-3 Primary education is free and compulsory for all children aged between five-and-a-half and twelve; non-attendance does not exist.
- 6.5 In order to encourage school attendance among immigrant children and children belonging to national minorities, the State places premises, teachers, textbooks, equipment, etc. at their disposal. A special type of education is provided for educationally retarded children.

Access to secondary education

- 7.1 Secondary education is free and access to it is open to holders of a primary school-leaving certificate, after an examination to check the knowledge and aptitudes of candidates.
- 7.2 No pupil of either sex, whatever his or her social background, is asked to pay any entrance or other fees, and textbooks are distributed and certificates awarded free.
- 7.3 The report states that no precise data are available on which to base a reply to this question.
- 7.4 Seventy to eighty per cent of pupils who complete primary school go on to secondary school. Shortage of premises, lack of teaching staff, scarcity of materials and equipment still form obstacles to the generalization of secondary education; but these are being progressively eliminated through ever-increasing official subsidies.
- 7.5 The reorganization plan for general education provides for the extension of compulsory schooling so as to include lower secondary education (for pupils aged between 12 and 15).

Access to higher education

- 8.1 Higher education is free, and books needed by students for their studies are also free.
- 8.2 Access to higher education depends on the results of the entrance examination. Loans on trust and scholarships are accorded to students, and all of them receive free medical attention. The economically underprivileged have the right to free meals in the university restaurants, and students' hostels, subsidized by the State, provide board and lodging.
- 8.3 Twenty-five to thirty per cent of those who have completed their general or technical secondary schooling enter the universities or non-university higher educational institutions. Shortage of premises, laboratories, scarcity of equipment and lack of teaching staff still impede the generalization of higher education. Furthermore, the social and economic reorganization of the country to create openings for the holders of degrees and diplomas is a difficult process.

Standards and quality of education in public educational institutions of the same level

- 9.1 The subsidies accorded by the State and the proportional distribution of teaching staff should, among other things, help to bring about equivalent standards. Under III.12, mention is made of the steps taken in the matter of in-service training and refresher courses for teachers.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. In accordance with legislative provisions, the education of illiterates and the insufficiently educated is encouraged by the use of modern methods.

Training for the teaching profession

- 11.1 Admission to applicants for training for the teaching profession depends on success in the entrance examinations, which are based on criteria allowing for an objective evaluation of knowledge and aptitudes. Training is carried out without discrimination of any kind, and students enjoy the same advantages as those applying to higher education students. The reply indicates under III.12 that measures taken aim at in-service and further training of teachers.

III. AIMS OF EDUCATION

12. In order to ensure the application of some of the principles set forth in paragraph (a) of Part V of the Recommendation, the government has taken, *inter alia*, the following steps: reorganization of education, preparation of new curricula and school textbooks, introduction of new teaching methods, promotion of cultural exchanges, decision as to the scale of student participation in the operation and administration of educational institutions.

GUATEMALA

I. DISCRIMINATION

- 1-2 The reply to this question is negative, and it is indicated that schools are open to all school-age children; foreigners having access to education under the same conditions.
3. Due to economic problems, some parents are opposed to prepare their children for admission to primary school, while lack of teaching posts and school buildings, also due to economic reasons, constitute further obstacles to the ensurance of compulsory education.
- (i) Difficulties arise from language problems in the indigenous community, lack of specialized teachers and scattered educational facilities in rural areas. These latter ones are furthermore affected by temporary migration to regions where there is a demand for labour forces at harvest time. As most migrants take their families with them, many children leave school in the middle of the school year, which does not coincide with the harvest season, and therefore leads to 80 per cent of drop-outs and repeaters. In addition, there is a considerable trend of population movements to the capital city which has grown vastly, as in 1970, the population of Guatemala City represented already 23 per cent of the total population of the country. The main reasons for moving to Guatemala City are lack of work, low wages and lack of educational facilities elsewhere. The reply indicates that two million people have not had any opportunity for going to school or to learn to read and write, and they are cut off from any opportunity of educational betterment, the illiteracy rate being one of the great evils that have always beset the country. Furthermore, it is indicated that less than a quarter of the school-age population has had the opportunity of completing three years of primary schooling,

and that not even 14 per cent of Guatemalans complete the last three grades of six years primary education.

(ii) As to the availability of economic resources, the Ministry of Education benefited in 1975 from 13.5 per cent of the total budget. In relation to educational costs, these budgetary provisions are relatively low and need to be supplemented each year.

4. There are separate educational establishments for each sex with similar conditions and courses of study, premises and equipment and teaching staff with equal qualifications. Separation therefore is merely for the sake of convenience.
5. Several categories of private educational institutions do exist and are supported by the fees paid by parents.
 - (a) The reply is negative.
 - (b) The reply is affirmative.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 It is indicated under I.1 that Article 62 of the Organic Law stipulates that the children must undergo primary schooling, and under I.3 (i) that the disproportionate concentration of the population in the capital city has, so far, not been followed by any corresponding development of public and private services. Measures taken to prevent discrimination include the revision of the Organic Law on Education. As less than half (46.4 per cent) of the school-age population is enrolled in schools, a national plan for education, science and culture is intended to counter this harsh reality, the government taking energetic measures to give an impetus to national development, in particular in rural areas. The plan covers formal and non-formal education, science and technology. To this effect, school buildings will be erected by taking into account enrolment needs for 1976.

Free and compulsory primary education

- 6.2-3 Primary education is free and compulsory from the first to the sixth grade for children aged 6 to 14 years, class attendance being checked by the teachers. Parents who without due cause prevent their school-age children from attending school are punishable by law, but this provision is not strictly applied. Obstacles impeding the full implementation of compulsory schooling are apart from those mentioned under I.3 (i), the following, particularly in rural areas: the fact that some ethnic groups have little opportunity of attending school; lack of co-operation of parents; the inefficacy of the school in that curricula and syllabi are not suited to the everyday life of rural families; the languages other than Spanish. Intended measures to encourage school attendance are the following: provision of more places and school buildings, extension of primary school facilities to rural areas, revision of curricula and syllabi and increase of budgetary provisions.
- 6.4 According to the last census in 1973, the total numbers of school-age children were the following:

7 to 14 years:	1,127,847 for primary education
15 to 19 years:	560,279 for secondary education

The reply indicates that no statistical data have been compiled on the number of enrolments for each sex, but provides the following figures concerning enrolment in urban and rural schools between 1970 and 1975:

	Total	% of school-age population	Total urban	%	Total rural	%
1970	505,691	44.3%	284,239	74.7	221,452	29.1
1973	580,644	46.4%	316,255	75.1	264,389	31.9
1975	627,836	47.3%	335,499	74.6	292,337	33.3

The reply indicates under I.3 (i) that less than 20 per cent of all children enrolled in the first year of primary school complete the fifth grade on schedule. Eighty per cent are drop-outs or repeaters, only 37 per cent of pupils in urban and 3.8 per cent in rural areas complete the sixth grade. High rates of repeaters have an incidence on drop-outs, the majority of whom occur in the first grade. The 1969-1974 cohort had in public urban schools 59.17 per cent of drop-outs, a rate which reached 92.38 per cent in rural schools. As to private schools, the corresponding figures were 31.56 per cent and 97.18 per cent respectively. Among the factors favouring such a situation are mentioned: incomplete primary schooling, in particular in rural areas where only 17 per cent of the existing schools offer the six primary grades; low standard of education, as in 1973, 55.5 per cent of the population aged 7 years and over had received no education and 38.5 per cent of the primary level only. The reply further mentions lack of motivation to attend school, as the type of instruction offered is not geared to the needs of the community, and material assistance to pupils is meagre.

- 6.5 The reply indicates under I.3 (ii) and 6.1 that no assistance or preference is given to any particular group of primary pupils. Kindergartens, children's homes and day-care centres do not officially come under the Ministry of Education but it supervises their educational functions. No official transport services exist, which are provided for pupils of most private schools at a monthly amount of 6.00 quetzals per pupil. As to school meals, urban and rural schools run a catering service for pre-primary and primary school pupils with the co-operation of CARE and Unicef. In schools of industrial and agricultural concerns in remote areas as well as on private estates, the owners have an obligation to provide such meals free of charge. Medical and dental care is given to pre-primary and primary school pupils under the auspices of the Ministry of Health and Welfare. Books are distributed to schools through PEMEP (Proyecto de Extensión y Mejoramiento del nivel de Educación Primaria) thanks to an AID loan to Guatemala. Spanish being the official language of the country, a serious problem consists in the existence of more than 20 languages spoken among the indigenous population which accounts for 43 per cent of the total. Monolingual indigenous pupils have therefore to be taught Spanish before they start primary education.

Access to secondary education

- 7.1 The report does not indicate explicitly whether secondary education is free, but provides the following figures concerning enrolment and cost per pupil of State secondary education in 1975:

<u>Total</u>	<u>State schools</u>	<u>Private schools</u>
98,550	47,534 (48.2%)	51,016 (51.8%)
	<u>Quetzals</u>	
Lower secondary:		115.75
Upper secondary:		267.54

- 7.2 Article 98 of the Constitution stipulates that every person has the right to education, and that technical instruction and vocational education are accessible on terms of equality. Study grants exist but their number is said to be insufficient. Figures given under 6.4 show that in 1973, out of a total of 560,279 of the 15 to 19 years-old age group, only 5.3 per cent attended secondary schools, a rate which was not more than 0.4 per cent with regard to pupils from rural areas. It is further indicated under 6.5 that secondary schools benefit from the distribution of meals by CARE and that health services are provided at a number of secondary educational centres. Neither mobile schools, correspondence courses or boarding schools exist.
- 7.3 Under the scholarship award policy priority is given to young people living in communities without secondary education centres.
- 7.4 Shortage of premises, lack of teachers and scarcity of materials and equipment constitute obstacles impeding the generalization of secondary education. The reply, however, indicates that it is planned to strengthen and diversify this level

of education, and that the construction of 16 new buildings catering for 14, 700 pupils, including a secondary teachers' training college, is being envisaged.

7.5 Secondary education is not compulsory.

7.6 The reply indicates under 7.1 that the estimated enrolment at this level for 1975 was as follows:

<u>Total</u>	<u>State schools</u>	<u>%</u>	<u>Private schools</u>	<u>%</u>
98, 550	47, 534	48.2%	51, 016	51.8%

Access to higher education

8.1 Higher education is not free. The budget of the University of Guatemala City amounts to 9,800,000 quetzals.

8.2 Students in difficult financial situations with good academic records are assisted through scholarships and exemption from matriculation fees if they undertake a number of courses. Funds for such assistance come from the university as well as from individuals and other bodies, and scholarships are granted not only at the University San Carlos, Guatemala City, but also at foreign universities. During the academic year 1974-1975, a total of 169 students benefited from some form of financial assistance the total amount of which, between 1961 and 1974, increased from 32.6 to 134.3 thousand quetzals.

8.3 Lack of premises, highly qualified teaching staff and shortage of material and equipment impede the generalization of higher education. The Congress of the Republic has therefore approved an increase in the university's budget for 1976.

8.4 According to a table joined to the reply, the total enrolment figures almost doubled between 1970 and 1975, increasing from 12,373 to 22,861 students. The majority of them took courses in political economy, followed by law and social science, medicine, engineering, and art.

Standards and quality of education in public educational institutions of the same level

9.1-2 The reply indicates that this information is not available. Guatemala had stated in its previous report that for economic reasons there are inequalities in the standard of education, whether in official or national educational institutions or in private or foreign institutions (see Unesco document 15 C/11, Paris, August 1968, Annex D, p.131, paragraph 657). The present reply to the questionnaire frequently mentions economic factors influencing the lack of qualified personnel, suitable buildings and equipment, in particular in rural areas.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. This information is said not to be available, but the reply refers under 7.1 to the existence of a basic rural education project. Following a preliminary study, an international convention was signed in February 1973 between the Agency for International Development and the Ministries of Education and Economic Affairs, providing for an experimental education programme for illiterate rural populations in order to improve their active participation in the country's economic and social development.

Training for the teaching profession

11.1-3 No information is said to be available. However, the reply indicates under 7.4 that experimental institutions are being set up under the Basic Plan where secondary school teachers are given special training by the university in technical courses with a view to eliminating discrimination in secondary education.

III. AIMS OF EDUCATION

- 12.1 The reply indicates under 6.5 that the purpose of pre-primary education is to train children before their admission to primary schools. One of the objectives of the social studies syllabi for primary and basic education is to promote understanding among pupils. As to secondary education, the reply indicates under II. 7. 1 that this stage provides a common basic culture and explores aptitudes and interests for the purpose of guidance.
- 12.2 Specific syllabi, seminars and short courses reflect the principles set forth in the Recommendations. The activities which are undertaken in this respect aim at stimulating attitudes towards understanding, respect and co-operation within the family and with persons close to it, with fellow pupils in school by adopting positive habits based on respect and courtesy.

IRAQ

I. DISCRIMINATION

1. The answer to this question is negative.
2. As no discrimination exists, there are no measures which the authorities intend to take to prevent or eliminate any discrimination.
3. No obstacles exist to impede the application of any measures.
4. With a few exceptions in primary and intermediate schools, educational institutions are separated for both sexes. Although higher education is coeducational, the reply indicates four institutions, two of which are reserved either for men or for women only. Irrespective of educational institutions being mixed or separated, they all offer equivalent access, have equally qualified teachers, premises and equipment of the same quality, offering the same opportunities for girls and boys to take the same or equivalent courses.
5. In accordance with a resolution of the Revolutionary Command Council, no private schools exist since the beginning of the academic year 1974-1975.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 Education is provided by the government and free for all boys and girls who enjoy equal opportunity.
- Free and compulsory primary education
- 6.2 Primary education is free and no fees are required from pupils.
- 6.3 Compulsory primary education will come into effect as from the beginning of the scholastic year 1978-1979. The reply furthermore states under 7.5 that "it is envisaged that by 1980 every child of school age will find a place in a primary school". Textbooks and equipment are given free of charge to encourage school attendance which is checked by the teachers. In cases of absence, a letter is sent to the parents to obtain an explanation or the return of the pupil.
- 6.4 The reply provides enrolment figures at primary level, from 1970-1971 to 1973-1974 for both sexes. Although girls represent each year a little less than 50 per cent of the total, increase in the number of girls has been almost identical to the increase of boys.
- 6.5 Special assistance is given to all children, irrespective of their socio-economic status, in the form of school meals in rural primary schools, free textbooks and school equipment, free clothes for members of sport teams, teaching in the

mother tongue to Kurdes in the north of the country. The reply further states under 12.2 that in addition to the Kurdes to whom the right of autonomy was given, Turkish and Seriac pupils are allowed to study in schools in their own language.

Access to secondary education

- 7.1 Secondary education is free for all.
- 7.2 In spite of high enrolment rates, access to secondary education is facilitated by free textbooks and school equipment and the arrangements made for boarders if there is no secondary education available in their village. There are no mobile schools or correspondence courses, but evening classes are available for those who work. Transfer from one type of secondary education to another is possible, but requires a pupil to start again with the first year course.
- 7.3 All pupils, irrespective of their religion, sex, language on birth, benefit from the above-mentioned assistance.
- 7.4 Shortage of premises, teaching staff, materials and equipment impede the generalization of secondary education. In order to cope with these problems, secondary school buildings are used for regular morning courses and evening classes. Furthermore, the government has reopened in 1973 the faculty of education (closed in 1969). As this faculty accepts at present more students than can be accommodated, it is hoped to overcome the shortage of teachers. In addition, the construction of more schools is foreseen in the overall development plan.
- 7.5 Secondary education is not compulsory.
- 7.6 The total enrolment of pupils has gone up from 296,319 in 1968-1969 to 404,634 in 1973-1974. After a decrease between 1969 and 1971, the proportion of pupils in technical schools has increased considerably more than the corresponding figure for academic secondary education.

Access to higher education

- 8.1 All categories of higher education are free.
- 8.2 The following provisions are made to facilitate access to higher education: boarding places in almost every institution for students who have high grades, and for poor students unable to pay for their costs of living. Loans are made available, provided beneficiaries reimburse them once they have graduated and taken up work. Ensuring equal opportunity compared with day-time courses, one university in Baghdad offers evening classes. The enrolment figures of these evening classes constituted in 1971-1972 nearly 29.7 per cent of the entire university population of the country.
- 8.3 Shortage of premises (especially laboratories and auditoriums), lack of staff and scarcity of equipment impede the generalization of higher education. To overcome these difficulties, promising graduates are sent abroad to terminate their studies. In addition, the report indicates that the overall plan for development of higher education institutions foresees the construction of more buildings, while measures will be taken for universities to purchase necessary equipment without going through the ordinary administrative process.
- 8.4 In 1971-1972, a total of 48,573 students were enrolled against 35,361 in 1967-1968. No statistics are said to be available on the distribution of students by socio-economic groups.

Standards and quality of education in public educational institutions of the same level

- 9.1 The steps which have been taken to this effect are: the abolition of all private schools; the institution of free education at all levels; the provision of evening university courses of equivalent standard as morning courses.

- 9.2 Allocation of certain sums in the budget of 1975 for the construction and extension of educational institutions, large-scale purchase of equipment, and enrolment of more teacher-trainees are indicated as measures taken to ensure that education is of equivalent standard.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. "Abolition of illiteracy centres" exist, while primary and secondary schools offer evening classes for those wanting to complete their education. The reply indicates under 7.5 that "... [Iraq] is now launching a campaign against illiteracy by making primary education compulsory".

Training for the teaching profession

- 11.1 A Directorate is responsible for in-service training courses which, however, do not lead to a diploma.
- 11.2 The reply indicates that, although there is no discrimination, admission to such training courses is subject to reports of supervisors, and that there are trends to make in-service training compulsory.
- 11.3 It would appear from the reply that during the academic year 1974-1975, 2,907 out of 7,111 students attended successfully in-service training courses.

III. AIMS OF EDUCATION

- 12.1 Extra-curricular activities at all levels of the educational system, establishment of student clubs and cultural societies with a view to promote tolerance and friendship among all nations, as well as a well-rounded development of the students' personality through participation in scientific societies are mentioned as ensuring the application of Section V (a) of the Recommendation.
- 12.2 The objectives of education are consonant with the principles set forth in the Universal Declaration of Human Rights. Teaching modern history includes study of organizations of the United Nations system, while educational television programmes provide for seminars to discuss the topics mentioned in this question.

IRELAND

I. DISCRIMINATION

- 1-3 The information provided does not cover the questions but Ireland has given a negative reply on the subject in its previous report (document 17 C/15, Annex C, page 154).
4. Separate schools for boys and girls exist in some instances, e.g. urban areas, boarding schools, etc., but curricula and examinations are the same for both sexes. Teachers must have certain standard qualifications to be recognized, and facilities and equipment of the schools are of the same standard.
5. (a)-(b) The reply is positive with regard to private educational institutions which are not aided by the State. It is furthermore indicated under II.7.2 that all secondary boarding schools are privately owned institutions and that the provision of places is a matter for arrangement between parents and the school authorities.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

Free and compulsory primary education

- 6.1-2 The reply indicates under 6.5 that children are admitted at the age of 4 to primary education which, according to the previous report is free for children up to 12 years of age.
- 6.3 Under the terms of the School Attendance Act, 1926, children between the ages of 6 and 15 years are required to attend school. School Attendance Officers and Area Supervisors ensure the respect of compulsory attendance which is checked by the schools. Parents who fail to respect these regulations are liable to prosecution and in some cases to the committal of their children to a suitable residential school.
- 6.4 The statistical table joined to the reply indicates for the 10 grades of compulsory public educational institutions a total of 576,161 pupils (282,552 girls) in 1971 and for 1974 a total of 613,870 of whom 301,119 were girls.
- 6.5 A project to provide compensatory education to offset the educational disadvantages of culturally deprived children living in a central city area was initiated in Dublin some years ago, and jointly financed by the Van Leer Foundation of The Hague and the Department of Education. It is hoped that this project will yield results pointing to approaches useful in similar situations. Problems of children belonging to racial, religious, linguistic or other minorities are said not to exist at any appreciable extent and does not call for special provision. No State system of pre-school education exists, but day nurseries have been arranged by public and private organizations for young children of working mothers. As admission to primary education starts for children of 4 years of age, it would seem to comprise what is regarded as pre-school education elsewhere. Free school transport is provided to children younger than 10 years of age, living at least two miles from the nearest school, and children over 10 years, living three or more miles from school. Physically or mentally handicapped children also benefit from free school transport, as do itinerant children, where possible. A scheme of State grants exist to providing free textbooks for necessitous pupils. Present legislation empowers local authorities in urban areas to provide children of national schools with meals, if this service is being recognized as a form of Social Assistance. Disadvantaged children are provided with footwear under the Social Welfare Acts. With regard to the education of children of itinerants, the general aid is to integrate them progressively with the community either through the establishment of special classes or by enrolling them in a conveniently situated school within the circuit of the moving of the families concerned. Classes and schools may be granted with additional teaching aids and with equipment. The question of pre-school education for culturally-deprived children is being studied through a special project under way with the hope to gain experiences also to be applied to itinerant children. So far, efforts have been made by local voluntary bodies through the provision of part-time voluntary classes and for training of children in social habits and activities. School transport will be provided where necessary, while curricula and teaching methods will be related to the needs and abilities of these children. In principle, itinerant children must attend school regularly, but personal motivation and interest of the parents in education are considered more important than enforcement of statutory provisions. Itinerant children who pass through the complete primary school course at the appropriate age will be entitled to proceed to post-primary education on the same basis as other children.

Access to secondary education

- 7.1-2 Free second-level education is offered in comprehensive, community, vocational schools and in the secondary sections of primary schools. The majority of private secondary schools also provide free education through a scheme of State-sponsored grants. Pupils living in remote areas may benefit from special allowances if they are recognized pupils in boarding schools or residing in lodgings while attending a day school providing free tuition. Necessitous pupils of such schools may further be offered free books. All pupils who live three miles or more from the nearest school are entitled to free transport. Evening classes are provided by most vocational schools, while opportunities for study during working days are confined

to block release and day release courses for apprentices. Pupils are free to transfer from one type of secondary education to another.

- 7.3 Capitation grants are paid in respect of approximately 98 per cent of the total second level school population. Present rates range from £22 to £36 for senior and £19 to £28 for junior pupils. A sum of £6,100,000 is provided in the estimates for payment of such grants during the financial year 1976. As for tuition grants, 152,838 Catholic pupils (including boarders) were assisted, approximately 91.2 per cent of the total Catholic school population during the 1974-1975 school year. The total enrolment in Protestant schools was 5,441 during the same year, during which some 276 "remote area" pupils were also assisted, while 30-32 per cent of the pupils benefited from free books and accessories.

For the financial year 1976, an estimated provision was made of £9,100,000 which allows for a tuition grant of £50 per recognized pupil.

- 7.4 There are no major obstacles impeding the generalization of secondary education.
- 7.5 Education being compulsory up to the age of 15, most pupils will by then have completed their studies up to Group Certificate or Intermediate Certificate level.
- 7.6 According to the figures provided with the reply, the total enrolment at secondary education level increased by 30.23 per cent between 1969 and 1974, while during the same period the increase of pupils at primary level increased by 5.94 per cent only. As to pupils aged 12 to 17, they represented, in 1974, 65.17 per cent of this age group attending secondary educational establishments.

Access to higher education

- 8.1-2 Fees are charged at this level, and the highest are those for university colleges where fee income currently comprises about 15 per cent of these institutions. About 26 per cent of university students benefit from grants, while scholarships are also made available. Local authorities are empowered under the corresponding Higher Education Grants Act of 1968 to offer grants to eligible students who pursue degree courses at Irish universities or at other institutions of higher education in Ireland. Conditions for the award of grants include the attainment of certain academic standards and the economic situation of the student's family. All higher education grant holders are eligible for allowances in respect of lecture fees, and maintenance expenses. Such allowances were £300 per annum in 1974-1975 if the student lives outside a university town, but £120 for those whose home is in or adjacent to a university town. In the academic year 1974-1975, there were 5,942 students holding grants of a total value of £2,143,816. As to scholarships, these are available for students from the Gaeltacht (native language-speaking areas) and to students enrolled in courses where the medium of instruction is Irish. During 1974-1975, both these scholarships were of an amount of £470 per annum for those who had to live away from home, and £290 for other students. Furthermore, the Easter Week 1916 scholarship represented under the same conditions an amount of £520 and £340 per annum. In 1974-1975, a total of 122 students benefited from one or the other of these fore-mentioned scholarships which represented a value of £60,000. Still other scholarships may be granted by the universities themselves and by Vocational Education Committees for students attending non-degree third level courses.
- 8.3 Although there are no major obstacles preventing the generalization of higher education, a "numerus clausus" exists in some faculties, for instance medicine, while almost all non-university third level institutions admit all qualified applicants.
- 8.4 The reply indicates that in 1973-1974 the total number of higher education students was 29,704, of whom 20,419 were full-time students in State-aided universities. Their number increased to 20,811 in 1974-1975, during which year another 453 full-time students were enrolled at the National Institute for Higher Education and 2,665 part-time students at State-aided universities. As to the breakdown of full-time students by faculty, in 1974-1975, the majority of them took: arts, science, medicine, engineering, commerce.

The increase in the number of students was 11.8 per cent from 1969-1970 to 1974-1975 or 2.2 per cent per annum. It is estimated that about 48 per cent of pupils prepare a Leaving Certificate of Secondary Education, and that about 30 per cent of them or 14 per cent of the 18 year-olds proceed to higher education. The distribution of students by social and economic groups is said not to be available.

Standards and quality of education in public educational institutions of the same level

- 9.1 The curriculum for primary education is the same for all recognized schools. As to secondary education, the examinations at Intermediate and Leaving Certificate levels are the same for all types of schools and pupils. All these schools are subject to regular inspection to ensure that the teaching is of the required standard.
- 9.2 The Department of Education is not aware of any wide disparity in the quality of education provided in public institutions of the same level. The fact that schools are subject to regular inspection and that pupils have to undertake the same curricula and examinations ensures as far as possible quality in the provided education.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. The objective contained in Section IV, paragraph (c) of the Recommendation is actively pursued in the country through provision for adult education courses. There is a continuous expansion of the adult education provision on an annual basis with particular attention being given to persons who wish to enhance the level of their educational attainment. As to itinerants, evening classes should be provided whenever possible and should offer possibilities to acquire some vocational skills, in addition to general education, programmes in home management and child care for women and some recreational activities.

Training for the teaching profession

- 11.1 Training for primary school teachers takes place at Colleges of Education to which entry is based on competitive examinations, and restricted only by the number of places available which depend on the required numbers of teachers. This method of entry to the Colleges of Education has been in existence since the founding of the State.
- 11.2 Applicants for teacher training must have reached a certain standard in scholastic achievements - the Leaving Certificate Examination - and fulfil requirements concerning age, mental and physical health. In general, applicants over 35 years of age are not considered. Students in Colleges of Education follow similar curricula leading to a University Degree in Education, the only acceptable qualification for teaching in primary schools. Candidates wishing to enter training for second level teachers in home economics, general and rural science, woodwork, metalwork, building construction must have either the Leaving Certificate or an equivalent technical qualification. Successful trainees are qualified to teach at second level, in some cases at third level.
- 11.3 As regards the enrolments in Colleges of Education, the reply provides the following figures:

		<u>M</u>	<u>F</u>
Primary teacher training	1975-1976	500	1,260
	1976-1977	680	2,000

In specialist teacher training, women took during the same years courses only in home economics (172 and 174 respectively) and in general and rural science (17 and 14 respectively). The numbers of men students enrolled in woodwork, metalwork and building construction decreased between 1975 and 1977 from 290 to 239.

III. AIMS OF EDUCATION

- 12.1-2 There is a growing interest in the activities of the United Nations and its Specialized Agencies.

At primary school level, instruction on the aims, principles and activities of these institutions is included in the course on civics for standards V and VI. Civics and history syllabi provide for instruction on human rights and the promotion of peace by the United Nations and its agencies at secondary school level. Individual and group projects are undertaken, and they include extra-curricular activities such as model United Nations sessions. A number of schools participate in the Unesco Associated Schools Project on International Understanding. As to universities, the United Nations and its agencies are given due attention in courses on political science and modern history, while teacher-training courses deal with the subject in history and social study courses. In courses for graduate teachers reference is made to publications of the United Nations and in particular to those of Unesco. More direct references occur under such headings as sociology of education and methodology, lectures on history, geography and related fields. Finally, the report indicates that a study of the United Nations and its Specialized Agencies forms part of the extramural courses for adults taking a diploma in social and economic sciences.

JAPAN

I. DISCRIMINATION

- 1-2 No discrimination and no provisions, regulations or practices to this effect exist in the field of education.
3. The reply is negative.
4. The reply refers to the periodic report of 1971, where it had been indicated that the existing separate institutions for boys and girls offer equivalent access to education and courses of studies, dispose of teaching staff with same qualifications, premises and equipment of same standards.
5. (a) Private schools like public schools provide for all equal opportunity of access to education.
- (b) Private schools apply standards laid down by public authorities with a view to maintaining education at a defined level.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 The reply refers to the corresponding answers provided in the report of 1971, and which dealt with free and compulsory primary education and lower secondary education, as well as largely accessible higher education.
- Free and compulsory primary education
- 6.2-3 Primary education is free and compulsory.
- 6.4 As of 1 May 1974, the total number of pupils enrolled were 5,163,639 boys and 4,925,135 girls, which constituted a rate of 99.9 per cent in primary education.
- 6.5 Those who suffer from financial difficulties for sending their children to school should be assisted for the payment of equipment, school lunch or transportation by municipal governments which, in their turn, should obtain financial aid to this effect from the central government. Remote areas or isolated islands are thus provided with financial means also for the construction of dormitories and other facilities, as well as special allowances to teachers working in these regions.

Access to secondary education

- 7.1 Only lower secondary education is free. However, as indicated under 6.1, admission to the upper secondary level rose in 1974 to 90.8 per cent as compared to 82.1 per cent in 1970.
- 7.2 To facilitate access to upper secondary education, the central government provides loans to the Japan Scholarship Foundation while a special scholarship system implemented by prefectural governments offers loans to students enrolled in part-time courses who are exempted from repayment if they finish such courses. Boarding schools are maintained for effective agricultural and fishery upper secondary education, and part-time as well as correspondence courses provide upper secondary education during at least four years to those already working or otherwise unable to attend full-time teaching. Finally, pupils from remote areas who cannot attend school twice or three times a month as this is foreseen for the correspondence courses, can benefit from co-operation schools instituted in commuting distance. Although there is no legal obstacle to transfer from one school to another, difficulties may arise from gaps in the pupils' scholastic achievement or lack of vacancies.
- 7.3 In 1974, 2.1 per cent of the total secondary school population or 90,251 pupils benefited from assistance by the Japan Scholarship Foundation which spent 4,008,756,000 yen on loans. Pupils enrolled in part-time courses who were granted a special scholarship represented 6.4 per cent (or 17,070) of the total enrolment in part-time upper secondary education. This represented an amount of 307,260 yen. It is further indicated that the monthly amount per capita represents 3,000 yen for special scholarships, and 3,000 to 4,000 yen for pupils from public schools, 3,000 to 6,000 yen for those enrolled in private schools, under the Japan Scholarship Foundation.
- 7.4 Since the number of pupils going on to upper secondary education is expected to keep on growing, studies are under way on measures to provide all applicants with adequate opportunities of access to such education, as for example the increase in the number of school buildings.
- 7.5 Lower secondary education is compulsory, and no plan at present foresees any changes in this respect.
- 7.6 The statistics provided with the reply indicate that the enrolment ratio in elementary and lower secondary education remained at 99.9 per cent since 1965. As to pupils applying for upper secondary education, they represented, in 1970, 84.0 per cent of lower secondary school graduates out of whom 82.1 per cent were admitted. In 1974, the same figures were 92.3 per cent and 90.8 per cent respectively.

Access to higher education

- 8.1-2 Higher education is not free, but on the basis of merit and need, students may be partly or totally exempted from tuition fees. These annual per capita fees represented in 1974, 36,000 yen at the National University, 26,100 yen at the Public University (liberal arts-related courses) or 20,200 yen (physical and technological sciences-related courses) against 107,400 yen for liberal arts-related courses and 151,500 yen for physical or technological-related courses at a private university. As already referred to under 7.2, the Japan Scholarship Foundation provides scholarships without any kind of discrimination on the basis of scholastic achievements and financial needs of students. The total fund for 1975 represents some 35 billion yen. As of 1 May 1974, out of a total of 63 universities offering evening courses, 123,018 students were enrolled in the 49 private universities against 3,295 at the five public and 5,610 students at the nine national universities. Compared with the total number of university students, the proportion of those taking evening courses represented 7.8 per cent of the total student enrolments. As to the provision of correspondence courses at higher education level, the number of universities offering such courses rose between 1965 and 1974 from 9 to 11, while the corresponding enrolment figures represented, in 1974, a total of 102,702 students against 73,757 in 1965.

- 8.3 The quantitative expansion of higher education during the 1960s has led to considerable gaps between different regions, the highest concentration of universities being found in the Tokyo area (59 per cent) while the lowest (18 per cent) is to be observed in the Aomori Prefecture. Measures are under study to ensure a more balanced development of higher education facilities.
- 8.4 As of 1974, there were 2,039,238 students of higher education representing 35 per cent against 23.6 per cent in 1970 of the total age group population. The highest proportion of students were enrolled in social sciences, followed by technology, cultural sciences and education. Since 1970, there was an increase per annum of some 4 per cent in the total number of students.

As to the distribution of students by socio-economic groups, this is shown on a table indicating their classification into five income strata, the highest income group being called the fifth stratum. Referring only to day-time courses of four-year universities, the figures indicate 10.5 per cent of students belonging to the first stratum, the lowest income group, while from the fourth and fifth strata, 20.2 per cent and 42.2 per cent respectively were enrolled at higher education level.

Standards and quality of education in public educational institutions of the same level

- 9.1 Referring to its report of 1971, Japan then replied that actions are taken to ensure equivalent standards in all public educational institutions of the same level. Educational laws or ordinances set forth such standards with regard to school facilities, equipment, teachers, etc. Furthermore, State subsidies are granted to raise the standard.
- 9.2 No such factors exist.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. The reply refers to the 1971 report, according to which already then 99.9 per cent of compulsory school-age children received elementary education. Those placed under conditions beyond control like extreme infirmity are guaranteed to receive advanced schooling on the condition that they pass a simplified examination for certificate.

Training for the teaching profession

- 11.1 Equality of opportunity for such training is guaranteed and it takes place at teacher-training colleges and universities.
- 11.2 As this training is provided at higher education level, each candidate is required to have the proper qualifications either of a graduate of upper secondary school or its equivalent, while the standards of university education and credits to be obtained for certification are legally defined, and the curricula established by competent bodies of the universities.
- 11.3 Roughly 30 per cent of all university and college graduates acquire teachers' certificates. The table attached to the reply and referring to national training colleges indicates that between 1972 and 1974 the proportion of male teachers in kindergarten remained at almost 6 per cent only, while they represented during the same period 83.3 per cent at upper secondary school level.

III. AIMS OF EDUCATION

- 12.1 The reply again refers to the 1971 report according to which the curricula prescribed by the State as well as textbooks used, from elementary to upper secondary schools, further achievement of the aims set out in Section V (a) of the Recommendation. Education about international understanding, carried out by the 23 associated schools, concentrates on understanding of other nations, study of human rights and the United Nations.

- 12.2 Detailed supplementary information is provided with the third report on the objectives of education in subjects specifically dealing with human rights: social studies and morals of primary level aiming at developing civic qualities vital to members of a democratic society; while social studies at secondary level include the teaching about basic principles of the Constitution of Japan, world history, geography and respect for human rights, including the Universal Declaration of Human Rights.

JORDAN

I. DISCRIMINATION

The Minister of Education and Chairman of the Jordan National Commission for Unesco informs the Director-General in a letter dated 23 February 1975 that there is no discrimination in education.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

Since primary education is free and compulsory, secondary education free and open to all, higher education semi-free and open to all, there is equality of opportunity and treatment.

III. AIMS OF EDUCATION

Education aims at the full development of students of both sexes, the strengthening of their respect of human rights and fundamental freedoms, by the promotion of understanding, tolerance and friendship among all nations, racial and religious groups. Education also helps to further the activities of the United Nations for the maintenance of peace.

MALAYSIA

I. DISCRIMINATION

1. The answer to the question whether any legal provisions, regulations, practices or situations constitute discrimination in the field of education is no.
- 2-3 Are said to be not applicable.
4. There is only one educational system for pupils of both sexes, although schools in certain localities are separated for boys and girls. Such schools have teaching staff with qualifications of the same standard, premises and equipment of the same quality. Pupils of both sexes are given the same opportunity to take the same or equivalent courses of study.
5. (a)-(b) The positive reply to these two questions indicates that private schools exist and operate with a view to provide additional educational facilities according to standards laid down or approved by the public authorities.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

6. 1 The reply indicates that steps have already been taken and measures implemented to make primary education free, secondary education generally available and accessible to all, higher education equally accessible to all on the basis of individual capacity.

Free and compulsory primary education

6. 2 Free schooling is available throughout the country.
6. 3 As more than 93 per cent of children of the relevant age group attend school every year, it is not contemplated to make schooling compulsory. However, to encourage school attendance further, primary education has been made free. In addition, children of poor parents are granted textbooks free of charge. Attendance is checked every day in the classroom.
6. 4 A statistical table attached to the reply (Appendix A) shows a steady increase in the enrolment figures for primary education:

	<u>Total</u>	<u>Girls</u>
1970	1,421,469	672,898
1971	1,457,698	698,068
1972	1,492,770	712,948
1973	1,531,493	737,049
1974	1,547,331	748,049

6. 5 Special assistance is given to particular sectors of the population: at the primary level, education is provided in the mother tongue of the pupils (Malay, Chinese, Tamil). As stated under 6. 2, free textbooks are provided to poor and needy children while the State intends to open more schools, recruit better qualified teachers and provide boarding facilities for children in rural areas.

Access to secondary education

7. 1 Lower secondary education is free but in the upper level pupils have to pay fees.
7. 2 To facilitate access of greater numbers of pupils to secondary education, evening courses are available; free places, remittance of school fees, textbooks and boarding facilities are offered to needy pupils.
7. 3 The number of pupils and the amount for such assistance varies from year to year.

- 7.4 There exists no scarcity of materials and equipment which are supplied by the Government. Where shortage of premises occurs, double shifts are arranged for, and shortage of qualified teachers temporarily overcome by the employment of untrained personnel.
- 7.5 Secondary education is not compulsory.
- 7.6 The same statistical table referred to under 6.4 indicates enrolment figures for secondary education:

	<u>Total</u>		<u>Girls</u>
1970	478,303	25.2 per cent of total school enrolment	194,343
1971	506,875	25.8 per cent of total school enrolment	210,431
1972	554,554	27.1 per cent of total school enrolment	231,737
1973	598,133	28.1 per cent of total school enrolment	254,357
1974	664,209	30.0 per cent of total school enrolment	291,915

Access to higher education

- 8.1 Higher education is not free.
- 8.2 Financial assistance to students takes the form of loans, bursaries and scholarships.
- 8.3 There are no apparent obstacles impeding the generalization of higher education.
- 8.4 The total number of students enrolled in higher education is indicated, for the session 1974-1975, and shown in Appendix B: 32,295. While out of these 2,675 were enrolled in pre-university courses, 6,266 were enrolled in the faculty of education; 3,615 in sciences, 3,553 in engineering; 3,526 in arts; 2,185 in accountancy; 1,695 in economics and administration.

Standards and quality of education in public educational institutions of the same level

- 9.1 Education is centralized, and the construction of schools, recruitment of teachers and supply of materials come under the authority of the State. As the Government intends to promote equal opportunity, all schools are given the same treatment.
- 9.2 This question is stated to be not applicable.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. Adult education classes to promote literacy exist throughout the country as well as further education classes which prepare students for public examinations.

Training for the teaching profession

- 11.1 This training is provided by the State without discrimination.
- 11.2 Criteria governing admission to teacher-training institutions are equal, and since curricula are drawn up and diplomas awarded by the State, there is no discrimination in respect to admission, training and qualifications.
- 11.3 Detailed statistical data are said to be available but have not been provided with the reply.

III. AIMS OF EDUCATION

- 12.1 The principles set forth in Section V (a) of the Recommendation are stated to be in accordance with some of the objectives of education of Malaysia.

MEXICO

In a letter dated 4 November 1975, addressed to the Director-General, the Permanent Delegate of Mexico stated that "Article 30 (Sections VI and VII) of the Political Constitution of Mexico, as well as the law concerning professions and other legal texts and regulations deriving therefrom, advocates equality in the conditions and opportunities offered to all, at both the federal and the local level".

PORTUGAL

I. DISCRIMINATION

1-3 There are no legal provisions, regulations, practices or situations which constitute discrimination in education or could lead to it. The reply indicates under III. 12 that all citizens have the right to accede to education. All barriers impeding access to and continuance of education being eliminated, the Government is counteracting personal, social and regional discrimination, inter alia, by increasing health and medical protection and the assistance afforded to handicapped and maladjusted persons.

4. Said not to apply.

5. (a) Private educational institutions have a supplemental, not selective character as they offer, without exclusion of any group, educational facilities in addition to those provided by the public authorities.

(b) Education in private schools and universities conforms to standards prescribed and approved by the competent authorities.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

6. 1-3 Four years of primary education are free and compulsory. However, socio-economic disadvantages of the pupils' families (nutrition and transport problems, participation by the children in agricultural tasks), lack of prophylactic arrangements and medical care for sick children, as well as deficiencies in the school network make the enforcement of compulsory schooling difficult. The reply indicates under III. 12 that the school network is to be articulated with transport and boarding facilities. Measures taken to encourage school attendance are provided by the School Welfare Institute of the Ministry of Education and Scientific Research and consist of school canteens, school equipment and transport facilities. Furthermore, activities of the School Health Service of the Ministry of Social Assistance, as well as the restructuring of curricula, the elimination of triple courses (*cursos triplos*) and the establishment of school funds and school co-operatives, contribute towards better attendance rates, as does in rural areas the institution of family allowances for workers. Absences are reported to the director of the school district. Sanctions for non-attendance consist of penalties or docking of benefits if the family is entitled to an allowance from the social security fund. Finally, a primary school (fourth grade) graduation certificate is required for State and private employment.

6. 4 The total number of school-age children in the year 1974-1975 was about 933, 112. The reply indicates under 7. 6 that a total of 919, 056 pupils attended public and 23, 231 private primary education. In the last two years the trend in attendance figures has remained stable; with almost all children enrolled in school, the differences between the number of boys and girls was insignificant, the proportion of non-attendance not exceeding one per cent.

6. 5 Children of modest socio-economic background benefit from services such as free meals, school books and stationery as mentioned under 6. 3 above.

Access to secondary education

Between four years of primary education and the secondary school level there exists a transitional stage of two years "preparatory" or complementary primary education which are also free and compulsory. Nevertheless attendance is much lower than at primary level. The reply indicates under 7.6 that 238,082 pupils were enrolled in 1975-1976 in such preparatory classes.

- 7.1 Out of five years of secondary education, only the two first years are free. For the remaining three years pupils have to pay relatively low registration and attendance fees for each term.
- 7.2 A School Welfare Action Institute (IASÉ) grants scholarships and allowances to meet the cost of school materials, meals and transport. As regards facilities for worker pupils, corresponding legislation exists and a great number of employers provide facilities but, so far, workers have not yet benefited sufficiently from it.

Studies are being carried out with a view to creating a special status for worker pupils, i. e. making education compatible with the requirements of occupational life by crediting the worker with hours spent studying.

The reply indicates under III. 12 that the scholarship and allowances schemes have become better adapted to the requirements of the poorer population groups, and that the financial assistance granted by the Ministry of Education and Scientific Research is being co-ordinated with the various forms of aid given to families by trade unions, the social security scheme and other Ministries. It is indicated under III. 12 that vocational guidance services are being established.

As regards physically handicapped children, a mobile service aims at compensatory assistance to them. However, the number of such assisted children is not satisfactory compared to the real needs. Efforts are being made to meet the requirements more adequately.

- 7.3 Grants made by the IASÉ vary according to the pupils' needs. The number of those who benefit from such assistance exceeds ten per cent of the total enrolments.
- 7.4 The generalization of secondary education is progressing. The enrolment figures increased from 187,610 pupils in 1970-1971 to 360,202 in 1975-1976, attending one of a total of 270 secondary schools. However, attempts to extend this level of education by the allocation of increased public funds are limited by the deficiencies of buildings and equipment as well as shortage of qualified teachers.
- 7.5 Secondary education is not compulsory but it is expected that fairly soon the two first years of this level will be made compulsory.
- 7.6 The number of pupils attending public secondary schools in 1975-1976 was 360,202 while 40,018 were enrolled in private educational institutions. As to the socio-economic background of pupils, it is difficult to indicate precisely the percentage of the various groups. However, until 1974-1975 there were two branches of secondary education - grammar schools (ensino liceal) and technical schools, the pupils enrolled in these latter coming mostly from underprivileged strata of the population. In 1974-1975 two-fifths of the pupils enrolled in technical schools attended night classes and thus were able to combine education with employment. In 1975-1976, a process of amalgamating the first two years of the two branches into a single system was started with a view to speeding up the democratization of education and combating discrimination due to social origin.

Access to higher education

- 8.1 Higher education is not free, and access to it is unrestricted for those who have acquired the appropriate secondary educational qualifications, except with regard to the polytechnical institutes and, from 1977 onwards, the schools of medicine for which the selection of candidates is based on individual capacities.

- 8.2 Students from poorer social classes benefit from State financial assistance which takes the form of monthly scholarships, two free meals a day, exemption from attendance fees, lodging at low rates in university hostels, and loans up to a maximum of 30,000 escudos. These different forms of assistance are granted by the Ministry of Education and Scientific Research, and their availability is widely publicized.
- 8.3 Portugal has a group of university centres, some of them still being developed, which seem sufficient to cover the whole country. Nevertheless, socio-economic inequalities are prejudicial to students from underprivileged families, as is common in almost all countries.
- 8.4 All higher education establishments are coeducational. A few private institutions exist, with only small numbers of enrolment. The total student number in 1975-1976 was 73,481. During the preceding years, the percentage of increase was as follows:

1971-1972	4.1%
1972-1973	8.5%
1973-1974	7.3%
1974-1975	11.3%

The reply indicates that no data exist on the distribution of students by social groups.

Standards and quality of education in public educational institutions of the same level

- 9.1 The reply indicates that all universities have equivalent standing, with no difference either in respect to the diplomas. Standards for the recruitment of teachers are subject to recommendations made by the Ministry of Education.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. Adult education programmes exist at regional and local level, but no national plan to this effect is yet in existence.

Training for the teaching profession

- 11.1 There is no discrimination in this respect.
- 11.2 The number of training centres has been increased, and admission is determined by public competition based on the candidates' files. If two candidates have equal occupational qualifications, the one with a better academic record takes precedence. Forthcoming competitions are announced in advance.
- 11.3 In secondary education, most of the teachers of technical subjects are men. Recently, owing to unemployment and an increase in teachers' pay, there has been a rise in the number of male teachers. Twenty-two public training establishments and one private training centre exist in mainland Portugal, four such institutions in the islands.

III. AIMS OF EDUCATION

- 12.1 The school has a leading role to play in the training of the individual, and should embrace all activities - manual, intellectual work, sport, physical education, clubs and societies, artistic creation, etc. Learning should not be a passive reception of lessons but a creative and, wherever possible, a spontaneous activity on the pupil's part with the co-operation and guidance of the teacher. Pupils should have an opportunity to develop initiative in a school which should afford the greatest possible scope for the individual's own interests. Co-operation should take precedence over competition, and the school should foster the team spirit among pupils. Education should be directed towards transforming the individual and equipping him with the means which will enable him to understand society and act upon it.

RWANDA

I. DISCRIMINATION

- 1-3 There are no legal provisions, regulations, practices or situations in Rwanda which constitute discrimination, as defined in the Recommendation.
4. Although there are no legal provisions concerning the maintenance of separate educational institutions for the two sexes, and pupils of either sex are freely admitted to all such institutions, secondary schools are usually separate because they are boarding establishments. However, schools offer equivalent access in education; they have teaching staff with qualifications of the same standard, possess school premises and equipment of the same quality, and enable pupils to take equivalent courses of study.
5. (a) Under the law, every pupil is free to choose his or her school. In 1973-1974, there were 1,112 pupils attending nine private secondary schools and 64 students attending seminaries at higher education level. The aims of private schools are to "help to develop the pupil's moral sense, intellectual and physical faculties, and prepare him for his role as an individual and as a citizen". These institutions complement the public education system and pupils can switch from one system to the other if desired.
- (b) On certain provisos, private schools are free to offer pupils facilities additional to those offered by the public schools. The authority of the Ministry of Education extends equally to subsidized independent schools and private education. In the case of the latter, the authority varies according to the type of contract negotiated between the State and the school authorities. As a rule, the school agrees to inspection and supervision of its examinations so that its diplomas are officially recognized, and the education provided has to be approved by the appropriate authorities.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 Under 11.1 it is pointed out that everyone is guaranteed equality of opportunity and rights under the Constitution and laws of the country. In the case of education, the social, racial and regional composition of the community is taken into account, so as to uphold the rights of every group and every region.
- Free and compulsory private education
- 6.2 As free schooling is provided for under Article 4 of the Education Act of 27 August 1966, very poor families are not required to pay the 100 francs a year per child for primary schooling stipulated in ministerial order No. 1300/85 of 17 December 1974. This financial participation on the part of parents is due to the high cost of education (28 per cent of the State's regular budget).
- 6.3 Although Article 4 of the Education Law of 1966 rules that "primary schooling is compulsory for all children domiciled within Rwandese territory, irrespective of race, clan, colour, sex or religion", economic and financial problems, lack of teaching staff and shortage of premises and teaching material prevent the application of this Article. To encourage school attendance, a large part of the national budget is devoted to the opening of new classes and teacher training. Whenever facilities are available, parents are required to send their children to school.
- 6.4 This report gives the number enrolled in primary education: the total of 419,059 children (184,811 of them girls) in 1970-1971, representing a school attendance rate of 52 per cent, had in 1973-1974 dropped to 397,752 (178,364 of them girls), and represented a school attendance rate of 43.9 per cent. This decline reflects the difficulties encountered by the Government with regard to both parents and teachers, the latter being insufficiently supplied with materials and teaching facilities.

- 6.5 The State gives special assistance to children from modest social and economic backgrounds and children in rural areas through its efforts for equitable regional development and by increasing the number of schools so that there may be a school near home for each child. The aim of the proposed reform of primary education is to facilitate access thereto and adapt it to the needs of children in rural areas. Under 7.6 it is shown how despite present deficiencies primary education can easily expand with population growth by using the double shift system. It has, however, become stabilized at 400,000 pupils, after measures taken with respect to repetition and age of admission.

Access to secondary education

- 7.1 Secondary education is not free and parents are called upon to contribute 10 per cent of their income towards it. In 1973-1974, the total number of pupils was 10,535 (3,575 of them girls). Under 7.3 it is shown how in order to remove all discrimination concerning access to secondary education, all pupils completing the sixth grade have to take an eliminatory examination, the most successful being assigned to the available places. In order to encourage self-taught students, the State awards them diplomas after an examination.
- 7.2 To facilitate access to secondary education, the Government accords assistance to pupils in the form of scholarships, provision of places in boarding schools where they receive board and lodging at State expense, correspondence courses, and subsidies to independent schools to enable them to contribute to the expansion of education.
- 7.3 In 1973-1974, 9,423 pupils received direct or indirect assistance, the cost of which amounted to 45,865,558 Rwandese francs for boarding schools and, in 1974-1975, 7,497,300 Belgian francs for school materials (not including books).
- 7.4 Inadequate budgetary resources, lack of premises and equipment, shortage of teaching staff coupled with a population explosion are obstacles still impeding the generalization of secondary education. Among the measures taken to overcome them are the following: the reorganization of education to make it correspond to the technical, economic, social and cultural realities of the country; an economic policy aiming at increasing production; the drawing up of a budget for development; and bilateral and multilateral co-operation.
- 7.5 As the number of vacancies in secondary education does not exceed five per cent of the number of applicants who have completed primary school, the question of compulsory secondary education obviously does not arise. This is why the Government is trying to discover by what means children may be brought to complete their sixth year of primary schooling with the necessary vocational knowledge to enable them to be readily integrated into the economy.
- 7.6 In 1973-1974, 10,535 pupils were enrolled in secondary education, whereas in the same year 397,752 pupils attended primary school. Between 1970-1971 and 1973-1974, the total number enrolled in secondary education increased by only 875.

Access to higher education

- 8.1 Under Article 39 of the Education Act of 27 August 1966, tuition fees are payable at the higher education level. These fees were fixed by ministerial order No. 1300/85 of 17 December 1974 at 15 per cent of parents' net annual income per year and per child. For 1973-1974 when there were 1,560 students, the cost of education amounted to 97,380 Rwandese francs.
- 8.2 To facilitate the access of a greater number of students, the State accords them scholarships and loans, offers vacancies in hostels, and provides correspondence courses. Evening classes are organized by private institutions. All 1,560 students for the year 1973-1974 held scholarships and paid no tuition fees. This financial assistance amounted to 54,078,139 Rwandese francs. As all students are scholarship-holders, the high cost of their studies leads the Government to make a selection based on the needs of the country. This selection takes all regions, racial groups and population levels into account so that all may have equal opportunities of contributing to the development of the country.

- 8.3 The same obstacles as those already mentioned impede the generalization of higher education: shortage of premises and financial resources, lack of teaching staff, scarcity of materials and equipment. As the country is still lacking in the necessary resources, the overcoming of such obstacles will naturally take time. However, thanks to the assistance of friendly countries and organizations, the number of students enrolled in higher education is on the increase. In-service training and self-education are encouraged. The figures for the years 1971-1972, 1972-1973 and 1973-1974 show, however, a reduction in enrolments between 1972-1973 and 1973-1974 when there were 1,458 and 1,277 students respectively. On the other hand, during the same years there was a considerable increase in the number of students enrolled in commercial studies (22 in 1972-1973 but 260 in 1973-1974) and economics (24 and 116), whereas other disciplines show a reduction in numbers (architecture, 44 in 1972-1973 but only 3 in 1973-1974; sociology, 113 in 1972-1973 but only 3 in 1973-1974).

Standards and quality of education in public education institutions of the same level

- 9.1 The Government, with the aim of promoting equality of opportunity and of treatment in education, has set up a Direction Générale des Etudes et Recherches Pédagogiques responsible for preparing standard curricula for primary and secondary schools. All pupils pass the same examination at the conclusion of the first grades of secondary education (which follow a common curriculum), and the Minister of Education alone awards and validates all diplomas of public and subsidized independent schools.
- 9.2 The shortage and heterogeneity of the teaching staff, lack of resources and variety of foreign assistance are factors still preventing education of the same quality from being provided in all public education institutions. The reply lists various steps which it would be desirable to take: to get rid of non-qualified staff, to ensure the in-service training of teaching staff through courses, seminars and refresher courses and to increase the number and improve the training of educational counsellors and inspectors.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. The following steps have been taken to this end: adult literacy courses; catechism classes organized by the various Christian churches and the Koranic school; educational programmes by radio; programmes of guidance for young people not enrolled in schools, organized by the Ministry for Youth and the Ministry of Education; and extension of programmes organized by the Ministries of Health, Social Affairs and Agriculture.

Training for the teaching profession

- 11.1 The Government has taken steps to provide such training without discrimination. The principle of maintaining correct balance between all the vital forces of the nation is taken into account for admission to the institutions in question.
- 11.2 In 1974, there were 1,560 trainees undergoing training in 22 secondary schools. At the higher level, there were 246 in the National Educational Institute and 173 at the University of Rwanda. As regards the profession as a whole, in 1971-1972 the total number of primary school teachers was 5,417 (1,736 of them women) and in 1973-1974 it was 5,827 (1,950 of them women). The report gives relative figures for secondary school teachers covering the same years, with totals of 321 (92 of them women) for 1971-1972 and 402 (129 of them women) for 1973-1974. It should also be noted that a table showing the number of pupils choosing to train for the teaching profession lists three prefectures in Rwanda where between 1971 and 1974 there were only women candidates, whereas in two other prefectures during the same period there were only men candidates. In yet another prefecture where there were men and women candidates, the percentage of women exceeded that of men.

III. AIMS OF EDUCATION

- 12.2 The aims of education are consonant with the principles enunciated in the Recommendation and are based on the Universal Declaration of Human Rights. Disciplines such as history, geography, civics and study of languages open the way to a knowledge of international institutions and foreign cultures. Cultural exchanges are fostered through music, the dance, drama and seminars. Within the country, such activities strengthen national unity and inculcate a sense of tolerance and principles of justice. At the international level, the Jeunes Sciences du Rwanda, the Rwanda Red Cross, Caritas-Rwanda and the Jeunesse ouvrière catholique - all the results of education - participate in international youth movements. The report also mentions the twinning of Rwanda towns with foreign towns and the sponsorship of the faculty of medicine of the University of Rwanda by the University of Ghent, that of the faculty of letters by the faculty of letters of the University of Montpellier, and that of the faculty of law by the University Institute of Antwerp.

SINGAPORE

I. DISCRIMINATION

1. There are no legal provisions, regulations, practices or situations which constitute discrimination in education.
- 2-3 Not applicable.
4. Although 408 schools are coeducational, 26 enrol only boys and 49 only girls. This situation arose from historical development and is not a result of any educational policy. It is indicated under 1 that standards governing curricula, staff and physical facilities are comparable, as well as professional qualifications obtained for further study and employment.
5. (a)-(b) Out of a total of 483 schools, 221 are private educational institutions and referred to as aided schools. These schools provide facilities in addition to those offered by public authorities, and education is of the same quality. The enrolment figures indicate that there are 346,665 pupils attending the 262 public and 163,187 pupils the 221 private schools.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 Steps have always been taken to apply a national educational policy which promotes equality of opportunity. Furthermore, the education system has been restructured recently to cater more fully with different abilities and interests of pupils. This new structure will come into effect for those who - in 1975 - were in the third year of their basic education. Thus, basic education is extended from six to seven years, while exceptionally able pupils can still complete it in six years. In addition, all pupils will be given some form of secondary education and training from two to four years, according to aptitudes and interests.

Free and compulsory primary education

- 6.2 Primary (basic) education of six years' duration is free for all children of citizens.
- 6.3 Universal education, although not compulsory, has been realized. The demand for education is great, hence the aim to provide a place to every child and make it successfully remain in school. Records of daily attendance are maintained and absent pupils are expected to present letters from guardians or medical certificates. The question of penalties does not arise as attendance is not compelled by law.

6. 4 From January 1972 to January 1974, the primary school enrolment fluctuated around 95 per cent. The figures concerning girls are almost identical with those referring to boys. Drop-out rates decreased from 3.8 per cent in 1972 to 3.5 per cent in 1974.
6. 5 It is indicated under I. 1 that education is provided in the four official languages (Malay, Chinese, Tamil and English) to all children regardless of sex, race, language, religion or socio-economic background, but parents are free to choose the medium of instruction within the framework of a compulsory second language. As regards special provisions, children of modest socio-economic background are entitled to the loan of free textbooks and part payment of a fee towards sport equipment and library books. School building programmes ensure that children travel a minimum distance to schools. These organize their own transport at minimum fares. Private pre-school education at very low cost is available for children of the lower income groups. Under the World Food Programme, needy or undernourished schoolchildren are given skimmed milk and wheat soya blend for 17 to 20 days a month.

Access to secondary education

7. 1 Secondary education is not free, but only S\$4.00 per month is requested from every Singapore pupil except those who receive social welfare aids. In 1974, the amount thus collected constituted 5.5 per cent of the total expenditure incurred for secondary level pupils, except for scholarships, bursaries or transport allowances.
7. 2 As also indicated under 6. 1, the restructured education system will provide some secondary schooling for every child. At present, pupils are entitled to the loan of textbooks and eligible for free education to a point and to bursaries. Scholarships and transport bursaries are available to those attending schools on the mainland from surrounding islands. Medical and dental attention are provided free of charge. Correspondence courses are run by commercial schools and evening classes during working days, by the Adult Education Board.
7. 3 In 1974, 10,215 children benefited from various forms of financial assistance. Approximately 7.5 per cent of the total school population of secondary level receive bursaries, but this percentage is increased to 10 per cent of those who enter pre-university grades. For 1975-1976, a sum of S\$1,404,600 has been allocated for assisting needy pupils. All pupils whose parents are Singapore citizens are entitled to scholarships - granted only on merit, and bursaries - given to those in financial need.
7. 4 No obstacles exist which impede the generalization of secondary education.
7. 5 Secondary education is not compulsory, but as indicated under 6. 1, all who have completed primary education will be given some form of secondary education or training, from two to four years.
7. 6 The total enrolment at secondary level increased between 1971 and 1974 by 14.3 per cent which corresponds with an increase of 2.8 per cent of this age group (12+ to 15+) during the same period. The tables provided with the reply indicate for 1972-1974 higher percentages of girls' enrolments than that of boys in secondary education. Furthermore, as of June 1974, girls outnumbered boys in upper-secondary and pre-university courses.

Information on the distribution of pupils by socio-economic groups is not available.

Access to higher education

8. 1 Higher education is not free. The total enrolment in 1973-1974 was 16,291 with a budget of S\$51,080,716.
8. 2 In 1974-1975, a total of 1,603 students (roughly 9.4 per cent of the student body) received scholarships, bursaries or grants amounting to S\$1,902,827. Students are invited to apply for such financial assistance through public notices. Part-time courses at undergraduate and post-graduate levels are conducted at higher

institutions, and all research degrees can be obtained through part-time study. Accommodation facilities for local students and especially those from Malaysia are made available. Transfers from one type of higher education to another are considered within certain limits and based on the applicant's qualifications. Outstanding graduates who wish to study abroad might receive support through recommendations. The Department of Extramural Studies of Singapore University caters for certain adult education courses, which, however, do not lead to a university award. Correspondence courses are organized by the Singapore Polytechnic only as part of the overall training for sea-going cadets or marine engineering students. There are no mobile schools.

- 8.3 The main obstacles are shortage of premises and lack of teaching staff. Two new campuses, one for the University and one for Polytechnic, are under construction and expected to be ready between 1977 and 1980. It is expected to overcome the shortage of staff by intensive recruitment, both locally and overseas.
- 8.4 Between June 1970 and August 1973, the number of students at the Nanyang University has increased from 2,209 to 2,483. In the Department of Arts, women outnumbered men, while the overall percentage of female students raised during the same period from 40.1 per cent to 43.7 per cent (against 59.9 per cent and 56.3 per cent for men respectively).

Standards and quality of education in public educational institutions of the same level

- 9.1 As also indicated under I.1, the Government's education policy of equal treatment ensures that standards of curricula, staff, physical facilities are comparable and financial provisions identical. This also concerns schools using different language media, and covers also regulations on school management, as well as supervision by the Ministry of Education.
- 9.2 Not applicable.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. As universal primary education is practically achieved and drop-outs unimportant the number of persons concerned by this question is negligible. However, preparatory classes run by the Adult Education Board cater for those who have not completed primary education.

Training for the teaching profession

- 11.1 Teacher training is open to all those who meet the academic criteria for admission. All teachers are trained for all schools in the four official languages. Training candidates in need are offered generous bursaries.
- 11.2 There is only one teacher-training institution, the Institute of Education, which provides training at non-graduate and graduate level. For the first one, the minimum requirements are a full G. C. E. advanced level certificate, obtained after 12 years in school; for the second one, a degree is necessary. Advanced courses are also offered for in-service training, which allow not only for continuous upgrading of teachers but also for non-graduates to acquire the first degree. It is further indicated under 9.1 that equal opportunity for professional development and advancement is ensured for all teachers, principals and other professional staff.
- 11.3 The replies indicate that the Institute has computerized its students data which showed from the fifties to the sixties evenly balanced percentages of men and women. More recently, it is stated, these figures tend to favour women, as men are finding jobs in industry to be more lucrative.

III. AIMS OF EDUCATION

- 12.1 Education aims in particular to instil love of freedom, truth, justice, respect for fundamental human rights, the democratic way of life, and appreciation of

racial and religious tolerance. It seeks to develop habits and attitudes favourable to creativity, social responsibility and loyalty to the Republic.

12.2 Not applicable as no States exist within the Nation.

SWITZERLAND

I. DISCRIMINATION

1. The reply to this question is negative.
4. The reply is affirmative.
5. (a) The reply is affirmative.
(b) The reply is affirmative.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

Free and compulsory primary education

- 6.2-3 Free and compulsory primary education has existed for the past hundred years.
- 6.4 According to the statistics accompanying the reply, primary enrolment in 1974-1975 was 529,176 pupils, including 260,824 girls.
- 6.5 The reply seems to indicate that special assistance is given to children from modest social and economic backgrounds and to those living in rural areas according to the needs and resources of the various cantons.

Access to secondary education

- 7.1 The report provides no answer to this question.
- 7.2 To facilitate access to secondary education, the gymnases have been decentralized to rural areas. In addition, there are scholarships and public and private schools for adults, including correspondence schools.
- 7.3 In 1973, the cost for a total of 16,686 scholarship-holders was 35,580,485 Swiss francs. There remains the problem of the sometimes considerable differences existing in the award of scholarships owing to cantonal autonomy in the matter of education.
- 7.5 Full-time or part-time secondary education is compulsory for all intending to go on to higher education or to start work, that is to say, 80 to 90 per cent of adolescents. There is no present intention to extend this obligation.
- 7.6 The statistical tables sent with the reply show a total of 268,642 pupils (including 135,163 girls) for the 1974-1975 school year in lower secondary education, including practical, technical and commercial sections, while enrolment in traditional lower secondary education was 46,075 pupils (including 21,416 girls). Upper secondary enrolment in the same year was 38,178 pupils of whom 16,064 were girls.

Access to higher education

- 8.1 The answer is in the negative.
- 8.2 A certificat de maturité gives access to higher education, for which there is no numerus clausus. The increase in the number of students is due to improved and more ample facilities offered by the gymnases. As the teaching follows traditional

lines, correspondence or other courses do not exist. Moreover, no place is at a distance of more than 100 kilometres from a university. In 1973, 12,198 scholarship-holders (about 30 per cent of the total number of students) benefited from financial assistance totalling 47,531,312 Swiss francs. As already mentioned under 7.3, the assistance accorded varies from one canton to another.

- 8.3 If the generalization of higher education means mass university education, then such is not what is contemplated in Switzerland. However, gradual improvements will make it possible in the future to give all who possess the necessary qualifications access to higher education. It cannot be denied that certain shortages still exist, especially in the matter of premises, for science teaching.
- 8.4 The statistics accompanying the reply show that the total student enrolment (including foreigners) increased between 1954-1955 and 1974-1975 from 16.9 per cent to 23.5 per cent. The humanities accounted for the biggest proportion, followed by medicine, economics and law.

Standards and quality of education in public education institutions of the same level

- 9.1 Equivalence exists in principle, and any differences are purely incidental.
- 9.2 The authorities fear there would be a "levelling down" were they to go to extremes in enforcing educational uniformity. A more or less free development makes it possible to introduce innovations which can serve as models for higher education institutions in general.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. As primary education has been compulsory for the past hundred years, no one comes into this category except for the handicapped, whose education is ensured as far as possible by the public authorities and private foundations, with financial assistance from social welfare bodies.

Training for the teaching profession

- 11.1-2 Equality, both de facto and de jure, has existed for a long time, but a majority of girls is found in institutions preparing for primary school teaching.
- 11.3 In 1974-1975 there were 1,912 students in teacher-training schools for women nursery school teachers. In addition, there were 15,206 people (including 9,542 girls) undergoing primary teacher training.

III. AIMS OF EDUCATION

- 12.1-2 As educational legislation comes under the authority of the cantons, it is not possible to summarize the whole of that legislation here. However, it is quite in accordance with the principles set forth in Section V of the Recommendation.

SYRIAN ARAB REPUBLIC

I. DISCRIMINATION

1. As the body of legal provisions and regulations is in conformity with the spirit of the Recommendation, no discrimination - whether based on race, sex, colour, language, religion, political opinion or national or social origin - is practised in the field of education. Even in the prisons, suitable educational facilities are offered to prisoners.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 Respect for equality of opportunity and of treatment in the matter of education are provided for in the Constitution and by legislation.

Free and compulsory primary education

- 6.2 Public primary education is free and school textbooks are available to pupils without charge.
- 6.3 Compulsory schooling is provided for under Article 33 of the Constitution and came into force, at the primary level, in 1970 in some parts of the country. The general application of this provision is planned to be introduced over a period of ten years. This plan, however, runs up against economic obstacles (shortage of school buildings) and technical and educational ones (lack of qualified teaching staff).
- 6.4 For the school year 1973-1974, the total number of children of school age (6-11 year olds) was 1,383,585, of whom 667,710 were girls. Children enrolled in primary schools during the same year (1973-1974) totalled 1,056,955, of whom 428,236 were girls. Thus, 76.3 per cent of the total number of children concerned were enrolled (89.2 per cent boys and 62.6 per cent girls), whereas 23.7 per cent were not enrolled (10.8 per cent boys and 37.4 per cent girls). Enrolment ratios for the two preceding years were as follows:

	<u>1971-1972</u>	<u>1972-1973</u>
boys	86.4%	88.3%
girls	57.3%	61.2%

Percentages of non-enrolled children were as follows:

	<u>1971-1972</u>	<u>1972-1973</u>
boys	13.6%	11.7%
girls	42.7%	38.8%

Access to secondary education

- 7.1 Under the Constitution, preparatory and secondary education is free for all citizens, and needy pupils are supplied with about 20 per cent of school textbooks free of charge.
- 7.2 With regard to financial assistance accorded to pupils, the reply refers to the appropriate articles of decree No. 33 of 5 August 1971.
- 7.3-4 The report does not supply answers to these questions and refers to the above-mentioned provisions.
- 7.5 The conference on the development of pre-university education of 3 August 1974 adopted a recommendation with a view to the gradual introduction of compulsory education at the preparatory and secondary level as from 1980 onwards, taking into account available resources and the level of the national income.
- 7.6 The total number of pupils enrolled in secondary education was as follows:

	<u>1971-1972</u>	<u>1972-1973</u>	<u>1973-1974</u>
boys	269,566	291,766	309,461
girls	96,867	111,509	124,868

Access to higher education

- 8.1 Higher education is free in the faculties and higher and intermediate educational institutes coming under the Ministry.

- 8.2 Scholarships, allowances or bonuses are accorded to the most brilliant students. Scholarships are awarded to Syrian students under a contract stipulating that their holders must serve in government employment in return for the scholarship. Arab or foreign students enrolled in Syrian higher educational institutions receive monthly allowances, and bonuses are accorded to the three top students in each branch of a faculty, provided they have received "very good" or "excellent" grades. In addition, needy students receive financial assistance, taking into account the income of the father or guardian. Although a certain number of places are reserved for Arabs and foreigners, access to higher education is open to both sexes without discrimination. As some parts of the country are regarded as "developing" areas, students from them who have obtained the secondary school-leaving certificate are admitted to the different faculties with marks lower than the average normally required.
- 8.3 The qualitative and quantitative development of higher education is impeded by shortage of places, lack of teaching staff and scarcity of materials and equipment. The Government is making every effort to remedy this by a university building programme for training teachers in Syria and abroad, and by allocating the necessary funds for the purchase of equipment.
- 8.4 In 1973-1974, the total number of students enrolled was 55,717 (11,109 of them girls); to that total 14,169 (including 2,959 girls) have since been added. During the same year, 4,520 students (945 of them girls) obtained a degree. The majority of male students were enrolled in the faculties of letters, law, sciences, commerce, medicine and the Polytechnic. In the case of girls, the majority attended courses in the faculties of letters and sciences.

Standards and quality of education in public education institutions of the same level

The report leaves these questions unanswered.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. Literacy centres, urban and rural cultural centres which come under the Ministry of Culture and Guidance, as well as radio programmes for cultural promotion, give assistance to those who have not received any primary education. The Ministry of Education facilitates the resumption of studies by those who have not completed the primary education course in public schools, subject to their meeting the age requirements, if dropping out was due to illness or force majeure. Pupils who have failed to gain admission to public schools have ready access to private institutions.

Training for the teaching profession

- 11.1 The training of primary school teachers is carried out in teacher-training colleges, but secondary school teachers have to have a university degree. The training colleges are separate for the two sexes; the courses are free. Apart from textbooks and other educational materials, students receive a limited monthly allowance. Those who wish to live in are provided with board and lodging.
- 11.2 A preparatory school diploma is needed for admission to training for primary teaching. Applicants for 1974-1975 must have been born between 1956 and 1960 and must undertake to teach in public schools for a period at least three times as long as that spent in the teacher-training college (at present four years); they must be in good health and have passed a written examination and an interview before a selection board. There is a special one-year training programme for candidates with the baccalauréat. In order to improve the quality of teaching, it has been recommended that the four-year training be extended to five years and the special programme from one year to two years.

Teachers for the preparatory schools are trained free of charge in two institutions, one in Damascus and the other in Aleppo. Candidates are admitted after passing the baccalauréat, under the same conditions as those governing teacher-training schools. The training of secondary school teachers takes place in the universities. To complete their teaching qualifications, graduates can enrol in the faculty of education, with a view to obtaining, after one year, a teaching diploma. Such teachers subsequently obtain unpaid study leave, which is regarded as a period of service for promotion and pension purposes. The divisions of training and in-service training at the Ministry of Education contribute towards the continuing training of the teaching profession and corps of inspectors. The training of technical school teachers is carried out either like that for secondary school teachers or else in specialized faculties, in Syria or abroad.

- 11.3 As regards public education, in the special training programme for primary education in 1974-1975, 62.11 per cent of students were women and 37.89 per cent men. According to a directive, all primary teaching posts during the fifth five-year plan are to be given to women. In the four-year training programme, student percentages were: 45.5 per cent women, 54.5 per cent men. In the case of secondary education, the corresponding figures were 33.16 per cent and 66.84 per cent respectively.

III. AIMS OF EDUCATION

- 12.1 Everything which tends toward the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms has been incorporated by the Ministry of Education in educational objectives and curricula, school textbooks, lectures, etc. As regards the promotion of understanding, tolerance and friendship among all nations, these principles are inculcated in young people at all educational levels, and the Arab people of Syria in general puts them into practice, as they form part of its moral and cultural heritage and are expressed concretely at the official level by the good relations maintained between the Syrian Arab Republic and all peace-loving States.
- 12.2 These principles are reflected in courses of civic instruction, cultural awareness, and political, national and socialist guidance which deal with subjects concerning the Universal Declaration of Human Rights. The organization of seminars and study meetings between pupils and those in charge of teaching and educational administration and inspection give clear evidence of young people's aspirations toward sound human relations, where values based on goodness, justice, love, freedom and peace can be developed.

THAILAND

I. DISCRIMINATION

- 1-3 No legal provisions or regulations constitute or could lead to discrimination in education. In accordance with various National Schemes of Education, every citizen is entitled to receive education as he or she may need. However well intentioned legal provisions which exempt from compulsory school attendance physically or mentally handicapped children, those living in remote areas or those obliged to look after their parents, such children could be deprived of their due share of education, as the Compulsory Education Act does not indicate how the education of those children could be implemented. The report further indicates that Thailand is in the midst of educational reforms, out-of-school, adult education

and open systems of education receiving more attention, as does regional and rural development with a view to provide educational facilities in addition to those available in the big towns only.

4. Although there is a trend towards coeducation, up to pre-university level, educational institutions are either mixed or separated for boys and girls. However, such separate institutions provide equal access to education, equally qualified staff and equivalent curricula.
5. (a)-(b) Private educational institutions do not secure the exclusion of any group, but aim either at providing short time vocational training outside formal schooling or with regard to ordinary schools offer the same courses in addition to those provided by the public authorities. Including pre-university level, private education comes under the responsibility of the Office of Private Education within the Ministry of Education, and standards - laid down by the Ministry - are not lower than in government institutions. In 1974, the Office of Private Education classified 1,301 schools (61%) as "fairly good"; 361 schools (18%) as "good" and 341 schools (17%) as "fair".

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 Formal educational planning and policy exists since the reign of King Rama V (1868-1910), but changes have been made to adapt such policy to new trends in needs and development. Since 1962, Thailand's educational programme has been based on Plans for Educational Development. The Fourth Plan will be effective in 1977. The report provides under 1, detailed information on situations where equal educational opportunities do not yet exist. Thus, children from poor families or living in remote areas do not always benefit from compulsory education since educational equipment has to be paid for. Rural schools are not always up to required standards and the best schools are located in urban areas. Access to the different levels of education is not easy in particular for disadvantaged pupils as there are too many entrance examinations which emphasize formal education, thus not enabling all groups of the population to benefit from education. Reference is further made to the educational reforms which emphasize out-of-school, adult and non-formal education, the experimenting of educational innovation techniques, and the revision of the examination system. In June 1974, a high-level Educational Reform Committee was set up and produced a report on the reform of educational administration.

Free and compulsory primary education

- 6.2 Primary education is not entirely free, as educational materials such as textbooks and stationery have to be purchased by the pupils.
- 6.3 As indicated under 1, the Compulsory Education Act (1935 modified) sets forth that each child reaching the age of eight shall attend elementary school until the age of 15. The same Act, however, exempts from compulsory school attendance physically or mentally handicapped children, those who are not fit to attend school, children who live more than two kilometres away from a school or cannot go to school for reasons beyond control or one child, in a family with several children if he or she has to look after disabled parents or guardians. Several clauses of the Act authorize the district officers to enforce compulsory education, making any attempt of evasion a legal offence.
- 6.4 The total numbers of children of school age (7-13 years) are given as follows:

	Total	lower elementary	upper elementary
1973	7, 283, 200	4, 371, 200	2, 912, 000
1974	7, 520, 600	4, 512, 600	3, 008, 000
1975	7, 764, 200	4, 657, 900	3, 106, 300

As to enrolment figures, the report indicates the following for the same period:

	Total	lower elementary	upper elementary
1973	6,457,969	5,197,843	1,260,126
1974	6,895,800	5,399,490	1,496,310
1975	7,426,621	5,627,622	1,798,999

which led to the following trend in school attendance in elementary education:

	Total	lower elementary	upper elementary
1973	88.67%	118.91%	43.27%
1974	91.69%	119.65%	49.74%
1975	95.65%	120.82%	57.91%

Furthermore, the report indicates that while the first grade of lower elementary education has shown attendance ratios, during the same years 1973-1975, varying between 137 per cent and 129 per cent, the corresponding figures for the first grade of upper elementary (or fifth year) education dropped to 54 per cent, even 50 per cent.

- 6.5 Government assistance to facilitate access to primary education takes the form of charity schools which provide lodgings, three meals a day, clothing, textbooks and stationery, as well as grants for the pursuit of studies. Deaf and blind children from poor families benefit from grants of a total of 90,000 baht (U. S. \$4,500) per annum. Annual book loans for primary schools under the aegis of the Department of General Education amount to 2,000,000 baht (U. S. \$100,000) while 1,200-1,300 grants offered to the same schools represent 720,000-780,000 baht (U. S. \$36,000-39,000). With a view to providing luncheon, clothing and textbooks, the Bangkok Metropolis grants per annum 200,000 baht (U. S. \$10,000) for needy pupils, while the Provincial Administrative Authority offers clothes to needy pupils for 10-25 million baht (U. S. \$500,000-1,250,000) a year, and in addition textbooks, stationery and grants for further studies. It is finally indicated that Municipalities provide a subsidy for each pupil.

Access to secondary education

- 7.1 Secondary education is not free but fees are extremely low, compared with those charged by private sectors. The report indicates the following figures of enrolment in relation to the cost of secondary education:

	Total enrolments	costs	cost per pupil
1973	449,729	674,917,300	1,500.72
1974	538,233	796,787,400	1,480.38
1975	654,382	1,263,198,380	1,930.37

While lower secondary education, in 1975, was attended by a total of 567,758 pupils at a cost of 1,074,153,966 and a per pupil cost of 1,891.92, the cost for upper secondary education is comparatively very high as it amounted, in 1975, for a total of 86,624 pupils at 189,044,384 which represented an amount of 2,182.36 per pupil.

- 7.2 The following measures have been taken to facilitate access to secondary education: offering grants to pupils on the basis of merit and need; opening of more classes in government schools and, since 1974, establishment of 2-session schooling in order to accommodate rising numbers of pupils; progressive institution of comprehensive schools through the conversion, in 1974, of 57 elementary into secondary schools. It is expected that each Amphur (district) throughout the country will have a school. The table given with the reply indicates that out of the total school population in secondary education 0.25 per cent benefited, in 1973, from official assistance. The corresponding percentages for 1974 and 1975 were 0.23 per cent and 0.21 per cent respectively. The highest percentage

of assisted pupils were enrolled in lower secondary education:

1973	0.33%
1974	0.30%
1975	0.26%

while 0.03 per cent of those in upper secondary education benefited from grants in each of these three years.

- 7.4 At present, 87 per cent of pupils finishing elementary education proceed to secondary schools, and it is hoped that the measures referred to under 7.2 will improve the situation.
- 7.5 Secondary education is not compulsory.
- 7.6 The reply indicates the following figures concerning total enrolment in secondary education compared with the elementary level:

	Elementary	Secondary	Ratio
1973	6,380,403	916,144	14%
1974	6,506,766	1,016,940	16%
1975	6,678,640	1,117,650	17%

As to the distribution of pupils by socio-economic groups, it is indicated that no survey on this subject has yet been carried out.

Access to higher education

- 8.1 Higher education is not free. During the academic year 1973-1974, the number of students enrolled in higher education was 110,394 at a total cost of 829,681,854 baht (U. S. \$41,484,092.70) which constitutes an amount of 7,515 per student.
- 8.2 To facilitate access to higher education, the Government provides grants and fellowships. During 1973-1974, 0.35 per cent of the students enrolled benefited from such assistance.
- 8.3 Limited number of places and the economic situation of most students are indicated as impeding the generalization of higher education.
- 8.4 In 1974-1975, there was a total of 128,746 students enrolled which constitutes an increase of 16.62 per cent compared with former years. Out of 10,593 students, those coming from agricultural backgrounds represented 5.68 per cent while 53.36 per cent and 21.10 per cent came from civil servant or business families.

Standards and quality of education in public educational institutions of the same level

- 9.1 To ensure uniformity of standards the Government sets the same educational system throughout the country, the school cycle being seven years elementary education (four years lower, three years upper elementary school), five to six years secondary education (three years lower, two to three years upper secondary school). As of 1978, the school cycle will consist of six years elementary (comprehensive) and of three years lower and three years upper secondary education while textbooks have to be approved by the Department of Educational Technique, the Ministry of Education directing the elaboration of syllabi and controlling the examination systems. From 1976 onwards, examinations and assessment of pupils were to become the responsibility of each educational institution. Criteria for and means of preparing university curricula are worked out by appropriate bodies under the responsibility of the Bureau of State Universities.
- 9.2 Despite regional and district education officers, it is not always possible to ensure that all schools are up to the required standards, especially in rural or

remote areas. Furthermore, lack of personnel will make the coming into effect of the educational reform, beginning with the academic year 1976-1977, not easy.

Education of persons who have not received any primary education or who have not completed the entire primary education course

- 10.1 The Fourth Plan for Educational Development (which will come into effect in 1977, see reply given under 6.1) foresees the full utilization of existing mass media and the co-ordination of government and private initiatives in the field of out-of-school education, with major attention given to rural and undeveloped areas. Those who did not receive any primary education will be given courses of functional literacy, while general education equivalent to four years of primary school will also be made available. Those who could not complete primary education will be offered possibilities to continue their education up to the last grade of upper secondary school (seven years of schooling).

Training for the teaching profession

- 11.1-2 Admission to training institutions is subject to an examination or, in the case of in-service training, to nomination by the educational authorities. Distinguished teachers or those who have a certain length of service may benefit from scholar - or fellowships, unqualified teachers are offered various in-service training programmes under the auspices of the Teacher Training Department.
- 11.3 Teacher training takes place in 29 teachers colleges and at four out of ten universities.

III. AIMS OF EDUCATION

- 12.1-2 The aims of education as stipulated in the Recommendation are referred to in school subjects such as morality, physical education, civics, geography and world history. These aims form an essential part of the school curricula.

UNITED STATES OF AMERICA

I. DISCRIMINATION

- 1-2 As of 1954, the Supreme Court declared racial discrimination in education as unconstitutional. Subsequent to the adoption in 1964 of the Civil Rights Act, which is of prime importance to prevent discrimination in education, other forms of discrimination - based on language and national origin - were challenged. Central Government treaties with American Indians and more recently the Indian Education Act of 1972, amended in 1974, guarantee since 1921 education for their children. Different treatment among races by public authorities with regard to school fees, student assistance and grants for the pursuit of studies abroad is illegal and corrected when brought to the attention of the United States Courts. In answering question 3, the report, however, indicates that the transition from a dual to a unitary school system has led to the tendency to fire or fail to re-employ many black educators and administrators. When rehired, the blacks were often not given positions commensurate with their abilities or previous responsibilities.
3. In 1975, de facto segregation remains, and resistance to the desegregation of the public schools continues to be extensive, in particular in the Northern and Western part of the country. This attitude has led during the 1950s and 1960s to the establishment of many private schools which usually exclude racial minorities. The transportation of children from neighbourhood schools (busing) still meets with strong opposition. The report contains extracts from decisions of the Supreme Court which since 1965 have increased the Civil Rights Act's applicability and reinforced the requirements of the fourth and fifth Amendments to the

United States Constitution. The last survey on students published by the HEW Office for Civil Rights in the Fall of 1972 has revealed that, instead of only some 2 per cent of black students enrolled in schools with white students in the 11 Southern States, in 1964, the corresponding figure, in 1972, went up to 90 per cent in the same States. Thus at the national level, 45.2 per cent of black students are still in schools that are 80 per cent or more minority. In the 11 Southern States, only 29.9 per cent of black students are in 80 to 100 per cent minority schools. The South having abolished its dual school systems, the problem is assumed to exist for 1975, mainly in the Northern and Western part of the country. In large cities, black students' enrolment is estimated at 83 per cent while the suburban schools of these same cities have some 94 per cent of white pupils.

Segregation continues on Indian reservations or in Indian and Eskimo villages. Although transportation is provided in some cases, geographic isolation, poor roads and weather conditions make it often impossible for reservation children to attend public schools outside.

4. The reply does not precisely answer the question but indicates that Title IX of the Education Amendments of 1972 - regulations for which were finalized in 1975 - bans discrimination on sex in education programmes receiving Federal financial assistance. These provisions cover sex discrimination with regard to admission, athletic programmes and financial aid, and apply both to students and employees of an institution. With regard to admission, Title IX, however, does not apply to private schools for undergraduate education.
5. As already stated under 3 above, citizens have turned to non-public education as a means of avoiding desegregation. Of more than 700,000 private school pupils - who then represented some 6 per cent of the area's school-age population - enrolled in 1971 in the 11 Southern States, some 500,000 were estimated to be attending segregated schools. It is indicated under I. 1 that economic discrimination exists in many private institutions as they charge high tuition fees. Except for the segregated "Academies", private institutions generally meet basic standards established by accrediting associations which evaluate public and private schools, without being controlled by public authorities.

II. EQUALITY OF OPPORTUNITY AND TREATMENT

- 6.1 At the federal level, efforts concentrate on the following priority objectives:
 - equalizing educational opportunity for those who are disadvantaged by their economic situation, race, location, physical or mental handicaps;
 - improving quality and relevance of American education through research, development, experimentation and training;
 - providing relief for areas of special need, limited general support to selected State or local education agencies, developing institutions, and vocational and adult education programmes.

Free and compulsory primary education

- 6.2-3 Public elementary education is free, although in some localities children may be required to buy books and school supplies, and compulsory in 49 of 50 States. This elementary school is usually kindergarten for the five year-olds and an additional six or eight grades. The compulsory attendance laws require children to begin school at seven, except in five States where the starting age is eight and in ten other States which fix compulsory school age at six. State legislation governing compulsory attendance requires the Superintendent to collect lists of all children enrolled with a view to notify parents of those who are not enrolled. In cases of non-compliance with the law, the competent authorities make a complaint to the respective Court which institutes prosecution against the person responsible for the child. School attendance is daily checked according to locally established procedure. Penalties against parents or guardians may range from a court warning to the court taking over custody of the child.

- 6.4 It is indicated under 6.2 above that in 1973, approximately 84.1 per cent of the five year-olds were enrolled in kindergarten. The report further provides the following figures: of an estimated total of 52.5 million children of school age in 1973 (49.3 million of which 24.1 million girls), were enrolled at the elementary level in 1973. A small decrease of 2 per cent can be observed due to a decline in the birth rate. Figures provided under 7.6 indicate that pupils in public elementary schools (grades K-8) represented 68 per cent of the total school enrolment in 1974.
- 6.5 With a view to achieving equal educational opportunity, compensatory education programmes administered by the U. S. Office of Education received with \$1.7 billion in 1974 the largest proportion of Federal funds, allocated to elementary and secondary schools in low-income areas to provide special services for educationally disadvantaged children. In addition, during the same year, programmes for migrant children received about \$80 million, programmes for the handicapped about \$150 million and bilingual programmes about \$70 million. School transport was provided in 1971-1972 to 46.1 per cent of the total enrolment compared to 43.4 per cent in the 1969-1970 school year. Free lunches are provided through the U. S. Department of Agriculture to public school children of poverty level homes. Recently this programme has been expanded to include breakfasts. The Indian Education Act of 1972, amended in 1974, has been implemented during the last three years. The Act provides for financial assistance to local educational agencies to develop and carry out elementary and secondary school programmes specifically designed to meet the special needs of Indian pupils. There were in 1973 a total of 187,454 Indian children aged 5 to 18 who attended school compared with 185,587 pupils in 1970. Nevertheless de facto segregation continues to exist on Indian reservations or in Indian and Eskimo villages. Although transport exists to bring these children to school, geographic isolation, poor roads and inclement weather make it almost impossible for some reservation children to attend public school elsewhere. As of May 1975, the Federal Government and local authorities have also provided for the education of children of Indochinese refugees.

Access to secondary education

- 7.1 Secondary education is free to all up to the age of 21, but supplies and personal equipment are at the expenses of the pupils. In addition, there might be class dues, activity fees, etc., which are usually set by the student government.
- 7.2 For those 21 years and over, secondary education offered in adult evening classes is available in most school systems. A tuition fee, covering the costs of instruction is becoming more prevalent. A number of secondary schools offer programmes for disadvantaged and handicapped pupils, while other institutions provide co-operative work study, group guidance programmes, and vocational education which, thanks to Federal financial support, receives greater attention. Transfer within the secondary school level is limited by the type of courses the student will select, although a broad offering of elective courses makes it possible to change a field of educational pursuits. The report mentions under I.1, the Indian Act of 1972, amended in 1974, which provides for financial assistance to local educational agencies to develop and carry out secondary school programmes to meet the special needs of Indians.
- 7.3 As indicated under 6.5 above, in 1974, about \$1.7 billion were allocated to elementary and secondary schools in low-income areas, \$80 million for migrant children, \$150 million for the handicapped and \$70 million for bilingual programmes.
- 7.4 The answer refers to inequities in public school finance, segregation and curricula relevant to "career education", to link education and employment. As education is a State responsibility, the report considers it necessary for the States to raise and distribute funds for school support on a more equitable basis. Recommendations on new directions of secondary education include: increasing alternatives, particularly in non-school settings, increasing opportunities for students to exercise responsibility; integrate work experience into the educational process; improving links between schools, agencies, and industry; lowering the age for compulsory school attendance, restructuring schools to achieve these objectives.

- 7.5 Secondary education is compulsory at least up to the age of 16, but seven of 50 States have set the limit at 17, and six other States even at 18 years.
- 7.6 From 1890 to 1973, the population 14 to 17 years of age tripled, and enrolment in grades nine through 12 increased from 360,000 to 15.4 million. In 1974, enrolment in secondary education was 18,670,000 showing a decrease of 0.8 per cent against the corresponding figures for 1973. No data exist on the socio-economic background of pupils attending public schools. Part of the answers provided under 6.4 above indicate that one out of every four children who entered fifth grade in 1966 failed to complete the twelfth grade in 1974. Approximately 900,000 of 4.1 million dropped out. These rates increase after the student reaches the top of compulsory school age.

Access to higher education

- 8.1 Higher education is not free, and costs can vary greatly, even among private institutions. For those, tuition and fees average \$691 as compared with \$2,781 for private institutions.
- 8.2 In 1973 and 1975, one out of every two secondary school graduates went on to some sort of post-secondary education. Participation of students belonging to minority groups has increased. In 1973-1974 about 10 per cent of all students were non-whites. As to women, they comprised 38.5 per cent in 1963-1964, whereas in 1973-1974 they represented 44.9 per cent in higher education. Various Federal loans' and grants' programmes are a source of financial support to students, but other sources of aid exist through organizations, individuals, associations or localities, for example. The National Commission on the Financing of Post-secondary Education estimated that in 1972 nearly 30 per cent of the total State and Federal funds supporting this level of education were directed, mainly through student aid programmes, towards the improvement of access to higher education. The report provides detailed information of programmes for assistance offered to students by the Federal Government. Such programmes include: Basic Educational Opportunity Grants for qualified students of exceptional financial need attending higher educational institutions; a work-study programme providing jobs for students in need to earn part of their educational expenses; the Talent Search Programme, which in 1975 searched out 110,000 promising young people from disadvantaged backgrounds and motivated them to continue their studies. Furthermore, within the Office of Education, a special organ provides for tutorial and other assistance to young students, while a Special Services Programme for those facing specific difficulties has been set up in 1970. A student loan programme allows them to borrow money, the interests up to 7 per cent being paid by the Government. Finally, the newly established (1974) Educational Opportunity Center Programme concentrates on low-income populations, including large groups of old people. Since 1974, 12 such centres are in operation. It is indicated under 6.5 above, that the Federal Government in 1974, invested nearly \$1.5 billion in post-secondary student financial aid programmes.
- 8.3 Higher education is available to all who satisfactorily complete secondary education, and assistance towards the costs of this education is prescribed in the preceding paragraph. In spite of constant increase in the number of students, there does not seem to exist any shortage of premises nor of teaching staff. The last ones are even often unable to obtain a position in their field of competence.
- 8.4 In 1973, there were 9,602,123 students enrolled in higher education compared with six million in 1966. The fields of study chosen by 33 per cent of them were not reported, but of the remaining 67 per cent, 13.9 per cent were enrolled in business or commerce, 12.1 per cent in education, 11.5 per cent in social, biological and health sciences, 9 per cent in the humanities, 4.3 per cent in engineering, 2.7 per cent in mathematics or statistics and 1.9 per cent in physical or earth sciences. Equal access to all areas of study has not been achieved for women and minority groups, as both are under-represented with regard to the award of first professional and doctoral degrees.

Standards and quality of education in public education institutions of the same level

- 9.1 Certain minimum unofficial standards are recognized. Although standards and types of accreditation of public and private schools exist, they vary from State to State. Accrediting associations have extended their evaluation to practices in schools resulting in unequal educational opportunities for children. Education officials from State and Federal bodies co-operate in developing means of evaluation and training in this field.
- 9.2 Each State, except Hawaii, provides for the establishment of local administrative districts, responsible for establishment and regulation of schools in their districts. There is a trend toward regrouping of school districts, as improved educational facilities can be more economically provided by larger districts.

Education of persons who have not received any primary education or who have not completed the entire primary education course

10. Compulsory attendance laws keep virtually all children in school at least until the fifth grade. In November 1969 only 1 per cent of the population of 14 years of age and over was illiterate. Of this figure, 1.1 per cent were men, 1 per cent women. At the same time, whites represented 0.7 per cent against 3.6 per cent for non-whites. The Right to Read Programme, Co-operative Research Act was appropriated for 1975, \$12 million to support activities toward eradication of illiteracy. Since May 1975, language classes, cultural orientation and vocational training programmes are also available to Indochinese adults, thanks to State and local agencies.

Training of the teaching profession

- 11.1 Title VI of the Civil Rights Act also applies to colleges and universities with regard to recruitment and admission practices, indirect services, scholarships and financial aids. Thus, racial identity of institutions which maintain segregation must be eliminated, and each institution is required to provide a procedure for investigating any complaint of discrimination filed by a student.
- 11.2 Although there are no plans for limiting the number of teachers to be trained, and while most universities maintain the principle of open admissions, a number of institutions may limit the size of their training programmes for reasons of budget constraints. However, there is a general need to recruit more minority and bilingual teachers and to develop in-service training. Teacher candidates are now evaluated with a view to ensure that standards of judging teacher performance went beyond the quantity and quality of a candidate's academic achievement in a four-year college programme.
- 11.3 There are no recent data to assess the changes that have occurred with regard to the number of training institutions. Corresponding to the decrease in the demand for new teachers, the number of education majors declined 6.5 per cent between 1966 and 1972.

III. AIMS OF EDUCATION

- 12.1 The aims of education are supported by recent legislation such as the Education Amendments of 1972 and 1974 viewing at desegregation and elimination of discrimination against women, also in the field of employment. The reply indicates that the imperatives of education mentioned in the previous report are still being pursued. They provide, inter alia, for work with other peoples of the world for human betterment and the development of each individual for fulfilling participation in the American democratic way of life. The National Association of Elementary School Principals (NAESP) adopted in 1975, inter alia, a resolution recognizing the need for developing programmes in English as a second language to assist those children who are unable to communicate in this language.
- 12.2 The educational objectives are consistent with the principles set forth in Section V (a) of the Recommendation and their full realization is the sincere desire of the whole people.



20 C/40 Add.
2 November 1978

Item 31 of the agenda

COMMENTS OF THE EXECUTIVE BOARD ON THE
IMPLEMENTATION OF THE CONVENTION AND RECOMMENDATION
AGAINST DISCRIMINATION IN EDUCATION

The Executive Board, at its 104th session, studied the third report of the Committee on conventions and recommendations concerning the implementation by Member States of the Convention and Recommendation against discrimination in education. The Executive Board subsequently adopted decision 5.2.1 which reads as follows:

The Executive Board,

1. Having examined the Committee's Third Report on the Implementation of the Convention and Recommendation against Discrimination in Education and particularly Annex C which contains summaries of the reports submitted by Member States (104 EX/CR/ED/1 and Annexes and Corr.),
2. Recognizing the value of the effort made by those Member States which have transmitted the said reports,
3. Expresses its appreciation of the work done in the course of preparing this report, which it will transmit to the General Conference together with the records of the discussions to which its examination by the Board gave rise,
4. Associates itself with the Committee's regrets that only 54 of 143⁽¹⁾ Member States replied to the questionnaires sent to them, and that a certain number of the reports received were not sufficiently detailed or explicit on some points;
5. Recalls that the submission of periodic reports by Member States concerning the implementation of conventions and recommendations adopted by the General Conference is a constitutional obligation, and that the States Parties to the Convention against Discrimination in Education have further assumed the obligation, under the terms of Article 7 of this instrument, to submit such reports periodically to the General Conference;
6. Recommends that the General Conference, at its twentieth session:
 - (i) invite Member States which have not yet done so to become Parties to the convention;

(1) The Republic of Cape Verde became the 144th Member State on 15 February 1978.

- (ii) strongly urge Member States to implement the Convention and Recommendation and to make regular and complete reports on the measures taken by them to this end;
 - (iii) invite Member States which have not submitted a report in the course of the current consultation to do so as soon as possible, it being understood that the report of the Committee on such reports and the comments of the Executive Board would be transmitted to the General Conference at its twenty-first session;
7. While ensuring that the Committee has sufficient time for discussion of all items placed upon its agenda, endorses the conclusions and recommendations contained in Part III of the Committee's report, and in particular the timetable proposed in paragraph 326 for the fourth consultation of Member States, and the recommendation in that paragraph that the new questionnaire to this effect should be concise, simple and relevant, drawn up by the Committee and approved by the Executive Board;
 8. Finds that the next questionnaire to Member States ought to focus also upon injustices resulting from forms of factual discrimination caused inter alia by social, economic and geographical circumstances;
 9. Recalls that information concerning general aspects of discrimination in education submitted, in accordance with the usual procedure, by international non-governmental organizations having consultative status with Unesco and concerned with education, might provide the Committee with useful additional material, and recalls also that the Committee has expressed its willingness to receive and study such information;
 10. Is of the opinion that a considerable measure of convergence can be observed between the ultimate aims of many programme activities of Unesco, and the general trend in a number of Member States whose efforts and concerns are reflected in the reports received;
 11. Recommends again that a closer link be established between the implementation by Member States of the provisions set forth in the above-mentioned Convention and Recommendation and the Organization's general action in the field of education, particularly with regard to the conception of educational policy and planning.



General Conference
Twentieth Session, Paris 1978

20 C

20 C/40 Corr.
PARIS, 29 September 1978
Original: English/French/Spanish

Item 31 of the provisional agenda

COMMITTEE ON CONVENTIONS AND RECOMMENDATIONS⁽¹⁾

REPORTS OF MEMBER STATES ON THE IMPLEMENTATION OF THE CONVENTION
AND RECOMMENDATION AGAINST DISCRIMINATION IN EDUCATION

THIRD REPORT OF THE COMMITTEE ON CONVENTIONS
AND RECOMMENDATIONS⁽²⁾

1. Paragraph 14: delete from the name of the Committee ... in Education

Annex C: the reference number 104 EX/CR/ED/1 on each page should
read: 20 C/40

2. Paragraph 268: complete the paragraph by continuing the second last sentence as follows ... "population groups", states that this legislation does not prevent minorities from receiving similar instruction to that of the rest of the population.

(1)(2) Up to the adoption of decision 3.3 of the Executive Board at its 104th session, the Committee was designated as the "Committee on Conventions and Recommendations in Education".