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SESSIONAL WORKING GROUP OF GOVERNMENTAL EXPERTS ON THE IMPLEMENTATION OF  
THE INTERNATIONAL COVENANT ON ECONOMIC, SOCIAL AND CULTURAL RIGHTS

SUMMARY RECORD OF THE 12th MEETING

Held at Headquarters, New York,  
on Wednesday, 14 April 1982, at 3 p.m.

Chairman: Mr. BURWIN (Libyan Arab Jamahiriya)

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by States Parties to the Covenant concerning rights covered by articles 13 to 15  
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The meeting was called to order at 3.25 p.m.

**CONSIDERATION OF REPORTS SUBMITTED IN ACCORDANCE WITH COUNCIL RESOLUTION 1988 (LX)  
BY STATES PARTIES TO THE COVENANT CONCERNING RIGHTS COVERED BY ARTICLES 13 to 15  
(continued)**

**Report of the Ukrainian Soviet Socialist Republic (continued) (E/1982/3/Add.4)**

1. **Mr. SLIPCHENKO** (Ukrainian Soviet Socialist Republic) said, in reply to a question asked by the French representative about paragraph 20 of the report (E/1982/3/Add.4), that the 500,000 places created for pre-school children between 1976 and 1980 represented new capacity and that 2.5 million children were now being educated in the entire network of pre-school establishments. In response to the question about opportunities for education in various national languages, he said that the Ukrainian SSR had more than 17,000 schools where instruction was given in Ukrainian, over 4,000 where the instruction was in Russian, 100 with instruction in Moldavian, over 100 with instruction in Hungarian, and several where Polish was the language of instruction. Of the students in higher education who were also working, there were some 500,000 enrolled full-time in daytime courses at universities and institutes of higher learning, 100,000 evening students and 270,000 who combined work and study. The figures were approximately the same for the specialized institutes, which had 513,000 full-time students and 213,000 evening students. The benefits and allowances received by such students were clearly explained in the report. There were other educational establishments which also allowed work and study to be combined. Large enterprises offered courses related to their productive activities and enabled workers to learn at the work place.

2. In reply to the question about the possibilities for education outside the State school system, he drew attention to paragraph 10 (3) of the report. The basic principles of the State and the social nature of all educational establishments excluded private forms of education. Equality of educational opportunities and the compulsory nature of secondary education referred to in subparagraphs (1) and (2) of paragraph 10 could best be assured in State educational establishments.

3. The representative of the Federal Republic of Germany had asked about limitations on the rates of payment to authors referred to in paragraph 159. While basic rates were established, payment was naturally related to the run-on number of copies printed or the number of editions. Consequently, very popular authors received larger returns, although there were no super-salaries.

4. On the question of access to information from abroad, in particular the scientific publications of other countries and subscription to foreign publications including journals and periodicals, he said that the Ukrainian SSR published works in translation from 101 languages, including 55 languages of the Soviet Union and 46 from other countries of the world. The most recent breakdown of foreign works published in the Ukrainian SSR alone showed 429 works by British authors, more than 100 Italian titles, 450 works from the United States and 639 titles by French

(Mr. Slipchenko, Ukrainian SSR)

authors. Many other publishing houses elsewhere in the Soviet Union also published translations that were available in the Ukraine. There were about 8,000 kiosks selling newspapers and periodicals, many from foreign countries. Information on publications could be found in special periodicals and catalogues, and there was also a Book-Lover's Society. Twenty-five major public libraries in the Ukraine were involved in book-exchange programmes with more than 2,700 libraries, scientific centres and other institutions, in 70 countries throughout the world. The Central Scientific Library of the Academy of Sciences, which was a public library open to all, had a standing exchange programme with 2,000 institutions in 69 countries, besides being the depository for all United Nations publications. The exchange programme alone covered about 15,000 books and 70,000 periodicals, including catalogues and publicity materials from Western publishing houses. There were some currency limitations affecting the purchase of foreign works, but every effort was made to ensure that interesting publications were available, though not, of course, material contrary to the principles of the Ukrainian Soviet Socialist Republic's constitution, such as racist or Nazi propaganda or pornography. In all, Ukrainian libraries held some 850 million books, including an enormous number of foreign editions.

5. On the question of who decided what was to be published and whether there were central guidelines, he said that the Ukrainian SSR had 26 publishing houses, 1,750 newspapers and more than 200 magazines. Each organ, in addition to an editor, had an editorial staff, a body of workers and colleagues who digested the manuscripts submitted and decided collectively on publication on the basis of artistic merit and usefulness, as well as profitability. The number of editions was also decided collectively. Though profitability and usefulness were important they were not decisive factors. As the Byelorussian representative had explained in answer to a question about the Writers' Union in his country, to become a member it was necessary to have had work published. Obviously, then, it was possible for non-members of the Union to have work published.

6. The representative of Japan had asked about the percentage of the budget devoted to education. The State budget for 1982 was some 22 billion roubles of which 3.8 billion was allocated to education and vocational training. He had also asked about language study in the schools. English, French, German and Spanish were taught and language classes were compulsory. In some specialized schools, language teaching started in the first grade but in most, it began in the fourth grade. On the question about students from developing countries, he said that for the current school year there were some 22,500 students from 111 countries in the Ukrainian SSR, including more than 13,000 students from developing countries in Africa, Asia and Latin America. There were approximately 5,000 students from Arab countries, 2,000 from Asia, 5,000 from African countries and some 1,500 from countries in Latin America. Nearly all were studying under intergovernmental technical assistance agreements. In principle, foreign students had to contact State bodies in order to study in the Soviet Union. Since the number of teachers, dormitory or cafeteria places, scholarships and so forth were allocated by State planners, the number of foreign students attending State institutions also had to be controlled. On the question about foreign films, he said that the number of

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foreign films shown in the Ukrainian SSR was probably about the same as the number of Soviet films. There was a State film-renting organization which bought and distributed foreign films on a commercial basis. The films were shown in neighbourhood cinemas and there were special showings of foreign films of particular artistic significance.

7. Mr. GRIGORIEV (Ukrainian Soviet Socialist Republic) said, in reply to the Japanese representative's question about copyright and exceptions to the right of authors to compensation, that authors' rights were spelled out in detail in the legislation. Compensation was linked to the creation of the work, its purpose and the extent to which it was used. It was calculated on the basis of a contract which contained those details. In general, the work of a published author could be used without his consent only if he was paid for it, but there were certain exceptions covered by the Civil Code of the Ukrainian Soviet Socialist Republic, where that principle did not apply. There were three categories of social purposes for which works could be used without compensation: for the creation of new works, for scientific or educational purposes, or for information or propaganda about concrete ideas expressed in the work. When a work was perceived as the basis for a new or independent work, as in the case of a scientific publication, excerpts could be quoted but the number of pages was subject to limitations. There were also instances where an author's work could be used without his consent but with compensation. They included the public performance of published work, recordings for public dissemination and performances of composer's musical works. He did not think the exceptions from the ownership or copyright of creative works diverged from international norms.

8. Mr. TARASIUK (Ukrainian Soviet Socialist Republic), replying to the representative of Bulgaria, said that the extramural educational opportunities available in his country had been listed in paragraph 63 of the report. State enterprises and other organizations provided such facilities as Young Pioneer Palaces and Homes, Young Pioneer Camps and many other non-scholastic institutions, with a view to enhancing the all-round development of student's abilities and aptitudes. Such activities were an integral part of the Ukrainian educational system. Some recent advances achieved in out-of-school education were reflected in the increase in Young Pioneer Palaces and Homes from 777 in 1976 to 800 in 1980, and in Young Pioneer Camps from 10,000 in 1976 to more than 13,000 in 1980. There were more than 500 children's sports clubs and more than 800 children's sports schools. Competitions for prizes in, for example, football, handball, and hockey were very popular.

9. Mr. BOUFFANDEAU (France), referring to the reply of the Ukrainian representative to the question regarding article 13 (3) of the Covenant, said he understood it to mean that the educational system excluded private institutions of education because adequately trained staff were not available. The conclusion to be drawn was that there was no possibility that article 13 (3) could be applied in the Ukrainian SSR.

10. Mr. SLIPCHENKO (Ukrainian Soviet Socialist Republic) said that he could not agree with the conclusion drawn by the representative of France. Article 13 (3) did not deal with private schools but referred only to State or other schools. In addition to State schools, there were other schools in the Ukrainian SSR. The rights of parents were respected in that they could secure or supplement their children's education at other, including religious, schools which were neither State nor private. Those schools had to comply with the minimum standards of education in keeping with the educational and social system.
11. In reply to the question regarding religious schools, he said that there were one or two religious seminaries in the Ukrainian SSR. The number of students depended on the church authority; statistics could be provided at a later date.
12. The CHAIRMAN said that, if there were no objections, he would take it that the Working Group had concluded its consideration of the report of the Ukrainian Soviet Socialist Republic concerning the rights covered in articles 13 to 15 (E/1982/3/Add.4).

Report of the Union of Soviet Socialist Republics (continued) (E/1982/3/Add.1)

13. Mr. SOFINSKY (Union of Soviet Socialist Republics), replying to questions raised at a previous meeting, said that there were 18 Christian seminaries in the Soviet Union as well as Buddhist and Moslem spiritual institutions operating without State interference.
14. To a question from the representative of Bulgaria about the distribution of powers between the Soviet Union and the Republics in the field of education, he pointed out that the Soviet Union established general principles for the management and administration of the entire educational system. It drew up plans for the education of the people, including, in particular, the training of skilled workers and specialists, and was responsible for the management of scientific and research institutions. However, each of the Republics had its own ministry of education so that whereas the Moscow State University and the Moscow State Institute of Foreign Languages were under the jurisdiction of the Soviet Union, institutions of similar rank elsewhere in the USSR were under the jurisdiction of the respective Republics.
15. Among the principal functions of the Union authorities were: establishment of the types of educational institution; harmonization of their charters; fixing the age of admission and the period of study in each discipline; reorganization of institutions of higher, secondary and primary learning; and establishment of the norms for co-ordinating the paperwork of the various institutions.
16. The responsibilities of the Republics included: establishment of plans for the education of the people, particularly, workers and specialists within the Republic; direction and administration of State bodies of education, including those at the regional and district levels; control over all educational institutions in the Republic; the adoption of legislation on education; the approval of textbooks and curricula.

(Mr. Sofinsky, USSR)

17. On the question of the training of scientific personnel, he said that candidates for scientific training were prepared through graduate school programmes, following 10 or 11 years of education at the primary and secondary levels, five to six years of study at the university or specialized institute level and the required number of years of graduate study. There were two degrees for advanced science graduates, namely, Candidate of Sciences and Doctor in Science. The degree of Doctor in Science was the highest in the Soviet Union and was awarded to candidates who had successfully defended a thesis before a select review board.

18. In response to inquiries from the representative of Venezuela concerning, inter alia, cultural relations with other countries, he said that the Soviet Union enjoyed such relations with 130 States, 80 of which had co-signed cultural agreements or protocols, including all the western countries and a number of developing countries. Where cultural ties existed without a formal document, the other party was usually responsible for the absence of an agreement.

19. There were no limitations in the Soviet Union on the use of other languages, including the languages of all the nationalities: for example, the works of Shakespeare and others had been translated into the language of the small racial group, numbering approximately 2,000 people, which inhabited Kamchatka. Textbooks and other works were translated into 85 languages each year. In those Republics which had their own language, the Constitution and other legislation was published in both State languages.

20. To a question about violations of the law concerning separation of Church and State and the teaching of religion, he replied that the matter was covered by article 52 of the Constitution of the USSR, which stated:

"Citizens of the USSR are guaranteed freedom of conscience, that is, the right to profess or not to profess any religion, and to conduct religious worship or atheistic propaganda. Incitement of hostility or hatred on religious grounds is prohibited.

"In the USSR, the church is separated from the State, and the school from the Church."

Violation of that article was a criminal offence punishable by corrective labour for up to one year, or deprivation of freedom of up to three years if there was a previous conviction for the same act. Impeding a religious service which did not violate public order was punishable by corrective labour of up to six months and public censure. Violation of the laws concerning the separation of school and Church entailed criminal liability under article 142 of the Criminal Code of the Russian Soviet Federated Soviet Republic and the corresponding articles of the criminal codes of the other Union Republics.

21. Religion was taught in schools and educational institutes as part of general knowledge and was covered in social science and philosophy courses. It was also taught in churches, seminaries and religious academies.

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22. In reply to a question raised by the representative of Japan, he said that in the Soviet Union foreigners had the same right to education as Soviet nationals, but they also had the same obligations. Actually they received more generous stipends than Soviet students because they had to be provided with full room and board. Foreign teachers had the same status as Soviet teachers. They were frequently invited to the Soviet Union under teacher-exchange programmes to teach their own language, literature and history.

23. In connexion with the administration of the education budget in the context of a federal system, one of a series of questions put by the representative of France, he said that the education budget for the Union for 1982 amounted to 42.6 billion roubles, or 13 per cent of total expenditure, and that in addition, the Republics had their own separate budgets for education.

24. In the RSFSR, Russian was the language of instruction whereas in the Republics, the languages were Russian and the local language. Many other languages were also taught in the schools and institutes.

25. Although most schools were State schools, it was also possible to study in schools operated by trade unions, the Communist Party, co-operatives and the Church, as well as in evening and correspondence schools. In a country in which high-quality free education of every type was available to everyone at all levels, private schools, which were extremely costly to finance and operate, could hardly compete.

26. In reply to another point raised by the representative of France, he said that foreign students must also meet the general requirements set for all students and were free to study any subject in the curriculum; thus, they had the opportunity to acquire the same level of knowledge as other students. Their courses of instruction took fully into account the natural and climatic conditions and level of technical and economic development of their home countries, and they were required to return to those countries upon completion of their studies. In that way, his Government sought to prevent the kind of brain-drain that occurred in the West, where foreign students were often tempted to remain for better working conditions and more money than they could earn in their own countries.

27. The representative of France had asked about tolerance towards other world views. In the Soviet Union, students naturally became familiar with different world views. If they studied economics, for example, they would read Ricardo and Adam Smith as well as Marx, Engels and Lenin. In philosophy they would study Kant, Hegel, Nietzsche and Freud.

28. The representative of Libya had asked how Marxist doctrine could be inculcated in an educational system which accepted students from countries with different ideologies. There was no contradiction because Soviet schools imparted knowledge rather than a single ideology, including information about many non-Marxist thinkers. Incidentally, Soviet degrees, which were obtained by following a prescribed curriculum, were now widely accepted abroad under mutual recognition agreements with many countries, including the United States and the European group, which even included Israel.

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(Mr. Sofinsky, USSR)

29. The representative of Libya had asked what principle of selection was applied in publishing foreign literature. Frequently the translator himself would select a work and often a particular writer was chosen. Works such as Mein Kampf, South African racist literature, pornography or works preaching religious hostility and hatred, could not be published or disseminated. All Soviet magazines and journals published translations, and one, "Foreign Literature", was devoted exclusively to translations. The Soviet Union led the world in publishing foreign literature in translations. Foreign books were imported and sold in certain shops.

30. The representative of Libya had asked about official languages. As he had pointed out earlier, the language used depended upon need: Russian was an official language throughout the Union, but the Republic languages were compulsory in the local schools and were also official.

31. To a question from the representative of the Federal Republic of Germany about the existence of a dialogue between older and younger students, he said that the generation gap never constituted a real problem in the Soviet Union despite the different conditions under which children and parents had been brought up. The only problem was to teach young people to work, and to that end a third semester had been added to the academic year during which students voluntarily did paid work in agriculture and industry.

32. The representative of the Federal Republic of Germany had also asked about the study of foreign languages in the Soviet Union. Everyone in the Soviet Union was required to study some foreign language. English now was the most popular language in the cities and German outside the cities. Specialized language study centres had been introduced, where teaching of foreign languages began in the second grade and certain subjects were subsequently taught in that language. Students leaving those schools usually had a very good command of the language and continued to develop it in institutions of higher education. Germans resident in the Soviet Union were certainly able to study German; indeed, as he had already said, German was probably still the first foreign language outside of the major cities in terms of numbers of students.

33. There had always been a great deal of experimentation and innovation in the Soviet educational system and a thorough reform of curricula and programmes of work was now under way, aimed at eliminating obsolete or outdated material and introducing many new methods to keep pace with recent advances in the sciences and other fields of knowledge. Vocational training, for example, was being very carefully planned to ensure that the skills being developed were those usable in jobs available in the labour market.

34. With regard to the publishing of the works of student poets, he pointed out that apart from the country's numerous newspapers and journals, each higher educational establishment issued a mimeographed magazine and published scientific and literary works of students. In addition, certain major universities had their own publishing houses.



(Mr. Sofinsky, USSR)

35. The representative of the Federal Republic of Germany had questioned the extent of Soviet cultural exchange with other countries. It should be remembered that exchange implied reciprocity, which could hardly be said to be practised by the West. Western countries did not promote Russian cinema, literature and newspapers on the pretext that the Russian language was not sufficiently widely known. That was no justification; the constructive approach was surely to promote the teaching of the language. A second pretext was that Soviet productions were of poor quality, but how then explain why two Soviet films which had recently received Academy awards had never been given any real distribution in the United States? Until the West showed more active interest in genuine cultural exchange, his country saw no reason to step up, at considerable expense and possibly to the detriment of national production, its cultural intake from Western countries.

36. As to the relationship between Russian and Moslem elements in the Soviet Union, he noted that there were many regions which remained predominantly Moslem, not only in religion but in tradition, customs and day-to-day living. Over the last 64 years, the combination had proved to be a very successful and fruitful one and he believed that it had forged a special kind of Soviet people, formed by a community of disparate nations working together in a spirit of friendship and unity. That unity was actively encouraged, and, indeed, incitement to nationalistic or divisive activities was punishable by law.

37. The CHAIRMAN said that, if he heard no objections, he would take it that the Working Group had concluded its consideration of the report of the Union of Soviet Socialist Republics concerning the rights covered in articles 13 to 15 (E/1981/3/Add.1).

Report of Japan (E/1982/3/Add.7)

38. The CHAIRMAN invited Mrs. Akamatsu (Japan) to present her country's report.

39. Mrs. AKAMATSU (Japan) said that the modernization of Japan's educational system dated from the Meiji Restoration in 1868. After the Restoration a national system was introduced under which the Government set up elementary and secondary schools throughout the country and every child was required to attend elementary school for three or four years. At the turn of the century the system was reformed, new types of school were created, education was made free and the period of compulsory attendance was extended to six years. After 1945, the period of compulsory attendance was increased to nine years, covering elementary and lower secondary education.

40. Under the Constitution adopted in 1946, everybody had the right to an equal education in accordance with his or her ability as provided by law and all who had children of either sex under their protection were obliged to see that they received such education. The Constitution also provided that compulsory education should be free.

41. The structure and principles of the educational system were embodied in the Fundamental Law of Education and the School Education Law of 1947. Central to the

(Mrs. Akamatsu, Japan)

system was the concept that peaceful and democratic States must produce self-reliant citizens who respected human rights and loved truth and peace. The Fundamental Law established the principle of equality of educational opportunity for all in accordance with their abilities and prohibited discrimination based on race, creed, sex, social status, economic position or family background. It also emphasized the importance of political knowledge and religious tolerance for the development of good citizens, but specifically prohibited any link between education and political parties or religion. The public school curriculum emphasized social studies.

42. Following passage of the Fundamental Law, a series of statutes were enacted decentralizing public education, establishing a school system divided into stages, revising curricula, courses, textbooks and teaching methods, and totally reorganizing the administration of education.

43. The current system was divided into five stages, beginning with kindergarten (one to three years) and passing through elementary school (six years), lower secondary school (three years), upper secondary school (three years) to university (normally four years). There were also two-year junior colleges, and many universities provided post-graduate courses for advanced studies.

44. Education was compulsory for nine years and was provided free to all children between the ages of six and 15, 99.9 per cent of whom were enrolled in public elementary and lower secondary schools. There were also private schools at all levels, which played a particularly important role in infant and in advanced education, both of which were outside the scope of the compulsory system. In May 1978, 73.8 per cent of those in kindergartens were enrolled in private institutions. The corresponding figure for those in schools of higher learning was 78.8 per cent, while 28.3 per cent of upper secondary school students were attending private schools.

45. The administration of education was decentralized and the Ministry of Education played the role of co-ordinator. Responsibility for educational expenditure, programmes, appointments and supervision of elementary and lower secondary schools was in the hands of local boards of education whose members were selected by the heads of local authorities. Each school organized its own curriculum in accordance with the Course of Study prepared and published by the Ministry of Education and textbooks were selected by local boards of education from among those authorized by the Ministry.

46. The goals established by the Covenant had thus been achieved in her country long before ratification. In 1980, 99.9 per cent of those eligible were enrolled in elementary and lower secondary schools. The corresponding figure for upper secondary education was 94.2 per cent and for those attending universities and junior colleges, 37.4 per cent. The level of education was one of the highest in the world and was recognized as one of the main reasons for her country's rapid and successful development.

(Mrs. Akamatsu, Japan)

47. Finally, she wished to clarify the reference in paragraph 16 of the report to her country's reservation concerning article 13 of the Covenant. Many upper secondary schools, colleges and universities were private and they catered for between 30 and 80 per cent of the corresponding categories of students. Making education free at those levels in public schools only would widen the disparity between the financial burdens borne by students and alter the balance between private and public institutions. On the other hand, making education free for those enrolled in private institutions would also be difficult, owing to the nature of those institutions. Because they had been created by private individuals, they were free to pursue their own course in developing educational and research programmes and were fully independent and autonomous. At the same time they served the public interest. Because so many of those pursuing upper secondary and higher education were enrolled in private institutions, her country had entered a reservation that it would not be bound by the phrase "in particular by the progressive introduction of free education" in article 13, paragraph 2 (b) and (c) of the Covenant. However, her Government provided financial assistance to able students who needed it in order to obtain upper secondary and higher education, in accordance with the provision in article 13 that every appropriate means should be made available to that end. Such assistance took various forms and was to be increased in future.

48. Mr. ALLAFI (Libyan Arab Jamahiriya) referred to the Japan Scholarship Foundation, mentioned in paragraph 20 of the report, which offered grants to foreign nationals who were permanent residents. He asked whether foreigners who were only temporarily resident in the country had access to scholarships of any kind.

49. He requested more information on the "University of the Air", mentioned in paragraph 30 of the report, and on the definition of the "isolated areas" referred to in paragraph 34.

50. Paragraph 56 of the report gave figures for national and foreign researchers working at Japanese universities and research institutes. He would be interested to know what proportion of those researchers came from developing countries.

51. He had been impressed by the measures described in paragraphs 6, 25 and 26 to promote favourable conditions of education for the handicapped. He wondered whether there were any plans to develop international co-operation or sharing of experience in the field, especially with the developing countries.

52. Mr. BORCHARD (Federal Republic of Germany) asked how the Government of Japan envisaged its long-term education policy, especially with regard to the relationship between private and state-run institutions. Also, he was interested in how the fee structure of the State institutions compared with that of private establishments; if there were differences, were they reflected in the quality of education?

53. He would be interested in more information on the role, if any, played by industrial corporations in vocational training.

54. Mr. BOUFFANDEAU (France), drawing attention to paragraph 7 of the report, said he would be interested to know how many schools for the handicapped existed, whether they were free or fee-paying, and whether they fully met current needs.

55. Referring to paragraph 16 of the report, he asked what was the long-term policy of the Government with regard to the provision of upper secondary schooling; were there any plans eventually to introduce free education at that level? He would also be interested to know the average cost of a years' study and to have some idea of the amounts involved in the "appropriate part of the financial burden" mentioned in paragraph 16.

56. It would be useful to have more information regarding the statement in paragraph 22 that "various measures were taken to give all equal opportunity to receive higher education". He wondered whether scholarships were granted automatically; if not, what was the ratio of applications to scholarships actually awarded?

57. Mr. MARDOVICH (Byelorussian Soviet Socialist Republic) said that he saw an incongruity between the principle of equal educational opportunity guaranteed by the Constitution (para. 8 of the report) and the fact that the important levels of upper secondary and higher education were fee-paying. Paragraph 16 attempted to justify that contradiction on the grounds of "problems regarding the basic principle underlying the system of private educational institutions". That principle should be more fully explained. Were measures being taken to solve those problems?

58. It was not clear whether the standards and conditions described in paragraph 17, and particularly the role of the Minister of Education in approving textbooks, applied to State schools only or to both private and public establishments. He would also like to know whether the class size mentioned in paragraph 27 was applied as a general rule or whether it varied according to subject, teaching level, etc.

59. He would welcome clarification concerning the enrolment percentages in paragraph 28: did they apply to the whole of the population of a certain age group or only to certain groups? He would also like to know what measures were being taken to combat youth unemployment, and the nature of the process of finding jobs for those leaving school.

60. Paragraph 49 stated that the published results of academic and scientific research were available to the general public. He wondered whether such works could actually be acquired by anyone or whether they were available only to specific groups. In more general terms, how was the right of every citizen, not only to take part in cultural life, but to enjoy the benefits of cultural and scientific activity, guaranteed in Japan?

61. Mr. RUIZ-CABANAS (Mexico) said that he would be interested to know whether establishments which might be described as "vertical schools" existed in Japan as they did in his own country; in other words, schools which provided teaching from the primary level up to preparation for university. If so, he would like to know what kind of private institutions were involved in organizing such schools.

(Mr. Ruiz-Cabañas, Mexico)

62. One criticism of the Japanese education system which had come to his notice was that it imposed very heavy pressures on students and developed excessive competitiveness. That appeared to be a major factor in the very high reputation and standards of the system, but at the same time might be said to work against the establishment of a more egalitarian and genuinely popular system. He would be interested to have the views of the representative of Japan on that question.

63. He was curious to know how a link was maintained between vocational training and areas of industrial production, in view of the very important role played by private education.

64. Mr. MRACHKOV (Bulgaria) said that he had been particularly struck by the fact that upper secondary education was still fee-paying. It puzzled and disturbed him that so sophisticated and highly developed a society as the Japanese still failed fully to provide for a right so elementary as that of education. It emerged from the report that private schools in Japan were privileged and protected and that the State supported them by subsidies instead of investing the same financial resources in the provision of free State schooling. That was particularly illogical since he imagined that fees in private schools were rather higher than those in State schools. He would appreciate a much clearer explanation of the thinking underlying that policy.

65. In connexion with the reference to the Japan Scholarship Society and to the Japan Scholarship Foundation in paragraph 20, he would be interested to know the numbers and amounts of the grants awarded annually and whether the Foundation was a State or private body.

66. Paragraphs 41 to 53 were rather vague; it would be useful to have more information on the way in which the sciences were developed and maintained in Japan in terms of the role of the State, the level of subsidies and the numbers of personnel involved.

67. Mr. SOFINSKY (Union of Soviet Socialist Republics) said that he had noted that nearly 100 per cent of the appropriate age group of children received compulsory, free education, presumably in State schools, up to and including the lower secondary level. That indicated that there were no private schools providing education in those first nine years, thus supporting his thesis that, when a good system of free State education existed, private institutions could not survive. He would like confirmation of that fact.

68. He would also like an explanation of the statement in paragraph 16 of the report that fees became payable in State schools at the upper secondary level "in the interest of fairness"; he found it hard to understand how charging fees could enhance the fairness of the system. He would also be interested to know what proportion of the financial burden devolved on students attending public institutions at the upper secondary and more advanced education levels.

The meeting rose at 6.40 p.m.

