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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 8th MEETING

Held at Headquarters, New York,  
on Friday, 22 April 1983, at 3 p.m.

Chairman: Mrs. KUROKOCHI (Japan)

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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 3.10 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 Cyprus (E/1982/3/Add.19) (continued)

1. Mr. PHEDONOS-VADET (Cyprus), replying to the question raised by the representative of the Soviet Union as to whether the Turkish Cypriots constituted a minority or an ethnic group of equal standing, said that although numerically speaking they were a minority constitutionally speaking they were not. They were part of a conquering nation which had occupied part of Cyprus. For that reason the report made no mention of them. Since nearly all Turkish Cypriots lived in the area under Turkish occupation, the Government had no information concerning the education or culture.
2. Prior to the invasion of 1974, the various ethnic groups had been scattered throughout the island. At present, only a few Maronites and Greek Cypriots still lived in the occupied areas. They had their own schools, of which no mention was made in the report since the Government of Cyprus had no specific data concerning them. However, those schools operated under difficult conditions and with many restrictions. It would be logical to conclude that students who completed their schooling in the occupied territory would have attained a lower level than pupils in the free territory. It was important to point out that the report just contained information on the educational and cultural policies in the free territory of Cyprus.
3. Concerning the question put by the representative of Tunisia regarding public day-care centres, he had no direct information on the subject; however, it was clear from the first line of table 1, on page 11, that there had been an increase in public expenditure on public day-care facilities. Perhaps, the next report would deal with the subject. The representative of Tunisia had also asked about the removal of prejudice from textbooks. Such prejudice related to situations which had arisen during and after the Second World War. He had also asked whether the State subsidized textbooks for needy students. All students in primary school and those in the first four years of secondary school were provided with books and other school equipment free of charge. In the Cypriot education system there was no discrimination based on sex or on social status.
4. The representative of Tunisia had also asked whether Turkish Cypriots were considered Cypriots. Any Turk who was a citizen of Cyprus was a Cypriot. In reply to the question put by the representative of Japan, concerning co-existence between national groups in Cyprus, he said that Cyprus had always sought to ensure that the various ethnics lived together in harmony. That policy had not changed. Rapprochement between Turkish Cypriots and Greek Cypriots was imperative.

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(Mr. Phedonos-Vadet, Cyprus)

5. With regard to the question put by the representative of France, the entry "reform school and rehabilitation centre" in table 1 referred to young people with criminal backgrounds; it came under the heading "Other ministries" because that level of education operated under the Ministry of Justice.

6. With reference to Constitutional provision 8 which, at first glance, might seem strange, he recalled that when the agreement relating to the independence of Cyprus had been signed, care had been taken to include guarantees for the Turkish Cypriots. That was one of the guarantees. The Turks were not obliged to contribute funds for the construction of churches.

7. The representative of the Soviet Union had asked about the preservation of minority cultures. The Government could not enforce such preservation; it could merely contribute to it. In Cyprus there were all kinds of cultural activities among the smaller ethnic groups and frequently those groups took part in cultural exchanges with other countries.

8. In answer to the representative of Denmark, he pointed out that in the second column of table 3, after the school year 1974-1975 there were two columns one next to the other. That was because, prior to 1974, each school had had its own building; after that date the Government had had to accommodate two or even three schools in the same building in order to take care of the refugees who had come to the liberated areas and who had to continue their studies.

9. With regard to public pre-school education, in 1982 there were 281 such institutions with 11,541 pupils and 451 teachers. In primary education, in 1982 there were 426 Greek schools with 44,570 pupils and 2,105 teachers. At the same time there were three Armenian primary schools with 123 pupils and 15 teachers. In nine primary schools where foreign languages were taught there were 1,402 pupils and 72 teachers. With regard to secondary education, in 1982 there were 66 Greek secondary schools with 38,709 pupils and 2,201 teachers.

10. Mr. BOUZIRI (Tunisia) thanked the representative of Cyprus for answering the questions raised by members of the Working Group.

11. The CHAIRMAN said that the Working Group had completed consideration of the report submitted by Cyprus (E/1982/3/Add.19) in accordance with Council resolution 1988 (LX), concerning rights covered by articles 13 to 15 of the International Covenant on Economic, Social and Cultural Rights.

12. It was so decided.

13. Mr. PHEDONOS-VADET withdrew.

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Report of Denmark (E/1982/3/Add.20)

14. At the invitation of the Chairman, Mr. Dyrlund (Denmark) took a seat at the Working Group table.

15. Mr. DYRLUND (Denmark) said that, in Denmark, education was compulsory for children between the ages of 7 and 16 and it was free of charge at the primary, secondary and tertiary level. With regard to the Folkeskole, the Ministry of Education issued guidelines for curricula at the pre-school, primary and lower secondary level. However, those guidelines were not binding as the municipalities had the power to issue curriculum regulations for the schools in their district. With regard to higher secondary education (Gymnasia) the Ministry of Education issued curriculum regulations.

16. During the 1960s and 1970s radical changes had been made in the Danish education system not only in order to keep pace with industrial development but also in order to break down social barriers. In 1976, a new Education Act dealing with the Folkeskole had come into effect. According to that Act, everyone was required to complete nine years of primary and lower secondary education. At the upper secondary level the major reforms had been the introduction of the higher preparatory examination courses, in 1967, and of the basic vocational education courses in 1972. Another important development had been the remarkable increase in the number of students wishing to enter the Gymnasia. In 1960, 6 per cent of all school leavers had been admitted to the Gymnasia; by 1979 the figure had risen to 34.5 per cent. That large increase in the number of students in secondary education had necessitated the intensification of education at the higher level. During the 1960s and 1970s existing universities had been expanded and three new universities had been founded (Odense, Roskilde and Aalborg).

17. Although the minimum period of compulsory education was nine years, about 85 per cent of pupils received more education than that.

18. With regard to the Folkeskole, besides teaching basic skills and developing children's ability to make independent judgements, one of the main aims of such schools was to prepare pupils for participating in the decision-making process in a democratic society and for sharing responsibility for the solution of common problems. During the 1980-1981 academic year, the number of schools providing primary and lower secondary education had been 2,343 and the number of pupils attending them had been 783,251. Ninety-three per cent of all children had attended municipal schools while about 7 per cent had attended private schools which received Government subsidies of up to 85 per cent of their operational expenditures. The principle behind those subsidies was that, although Denmark had an efficient education system, it should be possible for people to send their children to alternative schools, whether their reasons for that were ideological, political, educational or religious.

19. In Denmark, everyone, regardless of sex had equal access to all types of education. The report referred to a number of laws that had been enacted to implement the principle of equality for men and women in the area of education.

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(Mr. Dyrland, Denmark)

20. As of 1 January 1980, the care of handicapped persons had been transferred from the State to counties and municipalities. The main intention of such decentralization was that the handicapped should be equal with other citizens and have the same opportunities. For instance, where possible they should attend ordinary schools.

21. Children of foreigners residing temporarily or permanently in Denmark were subject to the same regulations regarding compulsory education as Danish children. Their education might begin in reception classes where introductory teaching was given in the Danish language until they could transfer to ordinary classes. They were also offered several extra lessons a week in their mother tongue and on their native culture.

22. Education at upper secondary level was divided into two main types: general upper secondary education, which prepared students for higher education, and vocational training, which qualified students for work in trade and industry. The two most common types of general upper secondary education institutes were the Gymnasia and the Higher Preparatory Examination level. In the academic year 1979-1980, 23,002 students had started Gymnasia while in 1979 there had been 7,000 full-time and 24,000 part-time students attending the Higher Preparatory Examination level.

23. With regard to university education, 17,476 new students had been admitted to universities in 1980 as compared with 7,920 in 1960. As of 1977, a maximum limit had been placed on the number of university admissions.

24. With regard to cultural policy in Denmark, in the early 1960s a programme of cultural legislation had been implemented with the object of introducing wide-ranging reforms. The working conditions of the creative artist had been improved by a 1964 Act making available substantial sums for the purchase of works of plastic art and for the artistic decoration of public buildings. A system of grants had also been created in support of writers, artists and composers. The activities of the public library system had also been expanded and consolidated by the Public Libraries Act of 1964. The basic philosophy behind all such legislation was that the State should encourage, but not direct or control, artistic creation.

25. Reform in the field of cultural education had continued with such measures as the passage of a new Museums Act, an amendment to the Theatres Act and the passage of the Music Act which consolidated existing regulations governing subsidies to symphony orchestras, etc. and offered new opportunities for the promotion of music in its many forms. Although it was still considered vital to facilitate access to traditional cultural activities, growing attention was being directed towards cultural manifestations arising spontaneously where people worked and lived. At the same time, greater emphasis was being placed on safeguarding the interests of culturally neglected sectors of the public. For example, work had commenced, on a programme designed to secure a higher quality of cultural opportunities and means of expression for children.

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26. Mr. BOUZIRI (Tunisia) said that the report submitted by Denmark was excellent and followed the guidelines but was not sufficiently detailed. For instance, it talked of "financial limitations" but did not give the reason for such limitations. With regard to educational equality for men and women, it referred to the establishment of a Committee to review that question in December 1976 but did not say whether the Committee's study had produced results and, if so, whether or not they had been positive. With regard to the implementation of the Act on the Folkeskole, he wished to know what were the "global problems" referred to.

27. The report also did not go into sufficient detail regarding education. It did not mention the size of classes or explain how teachers worked. Section H mentioned a fellowship system but did not provide sufficient data or any figures on the subject. With regard to section I, he was surprised that teachers were equated with other salary groups. That seemed an over-generalization when teaching was a very absorbing job and made demands not made in other types of work. The report also indicated that private schools received considerable State subsidies. He wished to know what conditions such schools had to fulfil in order to qualify for subsidies. Further information was needed on that subject.

28. With regard to the question of Greenland referred to in section A on the implementation of article 15, he wished to know about Greenland's culture and what the State did to preserve it. He would like to have more information on Greenland: whether it wished to be independent and how its inhabitants lived. With regard to film censorship, the same section indicated that it was only possible to prohibit the public presentation of films for children under certain ages. He wished to know what those ages were. While it was true that each country had its own rules in that regard, for children any film could be dangerous and the State must afford them maximum protection. The text was not sufficiently precise in that respect. Section C mentioned difficulties relating to contractual research. He wondered whether the conflict of interests alluded to between contracting firms and researchers had been resolved, since no indication was given in that regard. Paragraph 2 of section D spoke of a question "so comprehensive that it is impossible to answer it in this context". Which question was that? Finally, paragraph 5 of section E indicated that the funds of research councils were inadequate. Why were such funds inadequate and what was being done to remedy that situation?

29. Mr. KORDS (German Democratic Republic) said that, on reading the report for the first time, he had been disappointed not to find in it all the information that he had expected. Although the annex indicated what reference material could be consulted for more detailed information, he believed that every report should include at least the basic information and that certain guidelines should be established in that regard for future reports.

30. With regard to the system of public and private schools, he wished to know what was the social structure of private schools and what were the main differences between the two types of school. He also wished to know why private schools were set up and why some people preferred to attend them.

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(Mr. Kords, German Democratic Republic)

31. He also wished to know what happened to young people who had completed basic vocational training. He was interested in knowing what assurances they had of finding work and what counselling they received on the subject. He would also like an explanation of the precise content of basic vocational training, how it was structured and how many years it lasted.

32. Finally, he wished to know what happened to the 25 per cent of students who left school after the ninth year and did not receive additional vocational training or enter a gymnasium, what the Danish Government was doing to integrate them into the labour process and how it helped them to acquire additional education at a later stage.

33. Mr. TEXIER (France) said he did not question the high standard of education in Denmark; however, the report, which referred to a number of laws without indicating their content, did not entirely satisfy him.

34. With regard to the right to choice of school, he asked what was the ratio of non-public schools to public schools and requested further details concerning the liberty to establish educational institutions. He asked what grants such institutions received, what criteria were applied, how they were administered and what type of institution they were awarded to.

35. He requested further details with respect to decentralization, referred to on page 6 of the report, and asked whether the process involved simply a decentralization of grants or greater autonomy for cultural activities in the various Danish provinces.

36. Finally, he asked what were the results to date of the experimental local radio and television transmissions and to what extent their expansion and development were planned.

37. Mr. FUJII (Japan) said that at first he had found the report rather difficult to read because of its differences from previous reports in both content and form. Being so short, it left some gaps with regard to the situation in Denmark; for example, it contained neither basic data concerning the educational system nor the relevant statistical data.

38. It was his understanding that the educational system in Denmark was one of the most advanced in the world. Although the report stated that detailed information was available in the files of the Secretariat, he believed that the report itself should have included a brief description of the basic data.

39. With regard to article 13, he asked what percentage of the total the pupils referred to in section C of the report represented. He also asked how much of the total government budget was allocated to education and what percentage of that was earmarked for the education of such pupils.

40. He would like to have more information about private schools and asked what role those schools played in Denmark.

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41. Mr. SOFINSKY (Union of Soviet Socialist Republics) said that, unfortunately, neither he nor his colleagues had been able to understand much of the report. The difficulty might be due to the differences between the socio-political and economic systems in the USSR and Denmark, or possibly to translation problems. In any case, the report did not give a convincing picture of the Danish educational system.

42. The report was far from complete, since it only covered developments since January 1976. It contained very little information, none of it detailed, on the right to higher education. It provided no details about the access of persons from the provinces to institutions of higher education.

43. The report mentioned public and private schools. He asked what roles were played by the two types of school and which of them produced the larger proportion of university entrants. The report gave the numbers and dates of the laws relating to the right to education, but no details of their content. There was a reference on page 2 to amendments, supplementary acts and administrative decisions, but it was not specific.

44. The last paragraph on page 3 referred to co-ordinated enrolment in certain types of youth education but did not explain how it was co-ordinated. The same was true for section E, on the right to further and higher education.

45. He wondered in what way the local radio and television transmissions referred to on page 7 were experimental. On page 8, it was stated that nuclear power had not yet been introduced in Denmark and mention was made of special regulations that applied to genetic engineering. Again, he did not understand exactly what that paragraph meant. In the following section, concerning the protection of moral and material interests of authors, he was unable to grasp what special rules applied to the protection of those interests.

46. In the third paragraph on page 9, there was a similar reference to special rules for universities and institutions of higher education, the application of which ensured the research institutions part of the profits resulting from contractual research. He did not understand what special rules were referred to or what was meant by contractual research.

47. He wondered what the framework of research activities laid down by the State which was mentioned in section E, paragraph 2, consisted of, and also what "firms etc." were referred to in paragraph 4 and what kind of support they received from the State's six research councils.

48. Mrs. KOLAROVA (Bulgaria) agreed with previous speakers that the report submitted by Denmark was inadequate. In the part of the report relating to article 13 of the Covenant, section C, on the right to primary education, seemed to refer only to handicapped children and gave no information about other children. The same applied to section D.

49. The information provided in paragraph G was minimal and needed to be supplemented. With regard to the part of the report concerning article 15 of the Covenant, she would like to know whether there were any restrictions in Denmark on



(Mrs. Kolarova, Bulgaria)

the production of artistic and cultural works with an anti-democratic, fascist or racist content. She would also like to know whether the institutions mentioned on page 7 of the report received State subsidies, what were the qualifications for admission to those institutions and what kind of education their students received.

50. Mrs. de los ANGELES GIMENEZ BUTRAGUENO (Spain) asked whether entry to each level of education in Denmark was by examination, whether it was possible to transfer from vocational education to traditional education and whether a person who had completed his vocational education could enter a university. She also wanted fuller information than was given in section A (g) on the policy of positive treatment to remedy the inequalities that influenced men's and women's possibilities of employment.

#### ORGANIZATION OF WORK

51. The CHAIRMAN requested members wishing to comment on any of the points which had been raised for subsequent discussion to submit their comments in writing to the Secretary of the Working Group, if possible by 6 p.m. on Wednesday, 27 April.

52. Mr. AGBASI (Secretary of the Working Group) announced that on Monday, 25 April, the Working Group would consider the reports of Poland (E/1982/3/Add.21) and Spain (E/1982/3/Add.22).

The meeting rose at 5.50 p.m.