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IMPLEMENTATION OF THE INTERNATIONAL COVENANT ON
ECONOMIC, SOCIAL AND CULTURAL RIGHTS

Reports submitted in accordance with Council resolution 1988 (LX)
by States parties to the Covenant, concerning rights covered by
articles 13-15

Addendum

MEXICO*

(5 October 1981)

* The annexes referred to in the report contain copies of the relevant legislation supplied by the Government of Mexico; they are available for consultation in the original language in the archives of the Secretariat.

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Part 1. Articles 13 and 14

I. RIGHT TO FREE PRIMARY EDUCATION

A. General framework

1. The structural context in which education is currently evolving in Mexico is provided by a national development model dating from the 1940s which, while it has certainly spurred economic growth in the country, has not managed to establish the kind of sustained and balanced development that would allow income to be redistributed and society's many demands with respect to diet, health, education and housing to be fully satisfied.
2. Aware of this problem, the Mexican Government has made education a part of an over-all development plan 1/ which promotes dynamic participation by all sectors of society in order to bring about a qualitative change in the national development process.
3. This planning effort on the part of the Federal Government accords education its due function: to create the conditions in which it is possible to take advantage of the general opportunities afforded by national development, and to make distributive and social justice a reality.
4. From this viewpoint, Mexico, guided by the provisions of the Constitution of the Republic and the principles embodied in various international instruments, notably the Universal Declaration of Human Rights, is conducting an education policy in which human development is central - that is to say, people, not things, are the subject of attention. At the same time, the concept of development is being looked at in a new light: as the range of opportunities that will enable all persons to have access to goods and services and, more important, become equipped to provide themselves, individually and collectively, with better living conditions. As such, the State believes that education is the first of the services with which society should be provided.
5. Mexico has therefore launched a national education plan, one of the components of which is the "Education-for-All" Programme. The latter gives priority to the task of providing primary education for every child of school age, it being stated in the Constitution that basic education is to be compulsory and free of charge.
6. At the same time, the "Education-for-All" Programme expects education to be able to attain more ambitious goals once it is no longer confined to school premises and becomes a broad-ranging activity involving the entire community. The classroom is to remain the primary forum for the organized dissemination of knowledge. Special importance will also be accorded, however, to extramural

1/ The over-all development plan seeks to integrate the activities of the public sector and to encourage action by the social and private sectors so that the machinery of production will meet the basic needs of the population.

education, with the aim of integrating into the cultural fabric of the nation millions of adults whose familiarity not only with the alphabet but with the Spanish language itself remains marginal. Mexico has around 7 million illiterate adults, over 13 million basic literates who have not completed their primary education, and almost 2 million school-age children who have received no primary schooling; every year 200,000 youngsters reach the age of 15 without having learnt to read; and around 1 million Mexicans do not speak Spanish. Involving these people in national development is an immense task requiring all the efforts not merely of institutions but of the entire community, efforts in which vast sectors of society are taking part today through activities at the state level.

B. Legal framework

7. Given the principles which have won universal recognition through United Nations instruments designed to bring about better understanding between the peoples of the world, the United Nations, since the adoption of the Universal Declaration of Human Rights in 1948, has been urging States to meet a variety of social requirements, including the satisfaction of economic needs and, of course, provision of the educational and cultural facilities required to guarantee the dignity and unimpeded personal development of all human beings.

8. Article 26 of the Universal Declaration deals with the right of every individual to education. It should be stated that the principles set forth in that article are very similar to the fundamentals of educational thinking in Mexico as reflected in article 3 of the Constitution and the Federal Education Act. 2/

9. By the same token the Mexican Government, aware of the enormous responsibility inherent in translating into reality the right to education as a fundamental entitlement in Mexican society, has endowed education with deep human and social content with a view to meeting continuing social needs. Article 3 of the Constitution states that the education imparted by the State will seek to develop all the faculties of the human being harmoniously and will promote a love of the motherland and an awareness of international solidarity rooted in independence and justice.

10. It also provides that education will be democratic, a democracy being not only a legal structure and political system but also a way of life based on the continuing economic, social and cultural betterment of the people.

It likewise states that education should:

(a) Promote the ideals of brotherhood and equality of rights for all men;

(b) Exalt individual and social rights and propound the notion of universal peace based on the recognition of every nation's economic, political and social rights; and

2/ Published in the Diario Oficial of 29 November 1973.

(c) Extend educational services to those without them, so as to help abolish economic and social inequality.

11. The principles that education should be compulsory and free are of particular significance, as education is considered the first of the services which the Mexican Government is committed to providing. Greater emphasis began to be placed on these principles in 1970, when Mexico began an educational reform process designed to cope with the new demands that had been created by the pace of its socio-economic and cultural development over the preceding decades.

12. The legal framework supporting the educational reform is the Federal Education Act, promulgated on 27 November 1973.

13. This Act incorporates various innovations which deserve to be mentioned on account of their compatibility with the right to basic education set out in the Universal Declaration of Human Rights:

(a) It establishes that education is a public service provided by the State and its decentralized organs and by private persons;

(b) It establishes new procedures for democratizing educational life;

(c) It places non-formal education on a par with school education, and provides for activities which will considerably extend educational opportunities for the large segments of the population that are outside the basic education system; and

(d) It lays the foundations for increasingly wide-ranging educational activity linked to working life so as to improve material living conditions for students.

14. In view of the fact that the 1973 Federal Education Act made non-formal education a part of the national system, it was necessary to create an instrument to tackle effectively the educational backwardness of large sectors of the population, with the ultimate social purpose of redistributing education. Accordingly, the National Adult Education Act was passed by presidential decree on 31 December 1975.

15. This Act provides scope for study and accreditation by removing obstacles for all adult illiterates who wish to learn. Such persons are now able to study without neglecting their routine occupations. They can study at home, at the office or in the factory, in the city or in the countryside. Accordingly, the Act institutes the appropriate means of allowing all adults wishing to learn to do so. There are in existence permanent basic education promotion and advisory services, and workers and their families are given the facilities they need to be able to study.

16. The Social Education Service, set up under the Act to support the central Government's efforts to assist integration by increasing educational opportunities for marginal segments of the population, plays an important part in adult education.

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17. The promotion and organization of adult education is dealt with in the Act in the following terms:

"Article 21. Federal executive offices ... decentralized agencies and participating institutions in individual states shall organize permanent basic education promotion and advisory services for adults.

"Article 22. The federal primary educational institutions ... shall establish permanent advisory centres on adult education.

"Article 25. Educational establishments may assist in adult education by organizing courses, conferences and other activities to provide direction and guidance for study group advisers.

"Article 27. Employers, common property offices, trade unions, associations and other organizations may:

"Encourage the establishment of adult education promotional and advisory centres and services;

"Offer facilities for their workers and members to study and acquire basic adult education; and

"Extend adult education services to the families of their workers and members."

18. The right to adult education is governed by article 26, which states: "Males and females above 15 years of age in urban and rural areas shall be equally entitled to receive a basic general education ..."

C. Action and measures taken

19. Amongst the projects launched by the Mexican Government to tackle a high-priority problem stemming from national development is the national education plan, the broad outlines of which were announced on 5 February 1977.

20. This document is a distillation of the philosophical principles by which the Government is guided in its constant concern to develop the national community to the full. These principles are based on the contents of international instruments on human rights, which include every individual's right to a basic education, as this is indispensable to the betterment of both the individual and the community.

21. The national education plan redefines the State's educational task as the social imperative par excellence and, within a participatory framework encompassing all the sectors involved in education, makes it plain that education should not be isolated from the over-all context but, on the contrary, must be linked to each and every action taken by the State within a national framework, as required by the precepts of the Constitution.

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22. The democratic character of Mexican education is framed in a set of specific goals and programmes, listed according to priority in order to meet the most pressing demands of the moment.

23. Amongst the educational projects, the "Education-for-All" Programme should be singled out as it implies a vast endeavour to bring about social justice and to educate and train all Mexicans so as to improve their chances of meeting their own needs.

24. In its attempt to educate everyone, the Federal Government has sought the support and participation of all citizens, especially those in sectors involved in the educational process, in order to turn the purposes of the programme into effective action.

25. The "Education-for-All" Programme is a joint venture, in which all the states of the Republic participate. The Federal Government, through the Department of Education, draws up the guidelines for the Programme so as to be able to assist in evaluating the results. Thus the State, exercising its sovereign power, invites the state governments to decide on the specific targets to be attained in their territories. Under this approach efforts are made to give the special problems of each entity direct - which is to say, regional - attention, with the associated organizational capacity and determination to take action. In every state, furthermore, the problem is different. In some, the illiteracy rate is barely 10 per cent, in others it is nearer 50 per cent. There are states with over half a million illiterates, and others with fewer than 10,000. 3/

26. With its "Education-for-All" Programme, Mexico hopes to eliminate illiteracy in a few years. It has set moderate targets, which it intends to review after a reasonable time has elapsed.

27. To attain its goal, the Government is proposing to pursue the following action programmes:

(a) Providing all Mexican children with primary education;

(b) Encouraging the teaching of Spanish to those who do not know it;

(c) Expanding adult education significantly by means of a major literacy campaign and also by seeing to it that people learning to read and write follow additional studies and become involved in cultural or training activities, or in productive occupations where they use their reading and writing skills.

1. Primary schooling for all children

28. The object of this programme is to ensure that all children aged between 6 and 14 have a chance to enter and finish primary school, and to improve the quality of

3/ SEP (Department of Public Education), "Educación para todos", Mexico, 1978, p. 13.

their education. To this end, the Government, through the Department of Education, has drawn up the following strategies:

- (a) Encouraging participation in the programme by state and municipal governments as well as by the community as a whole;
- (b) Attaining a uniform educational level among and within individual states;
- (c) Promoting the administrative decentralization of the Department of education by strengthening the offices in each State; and
- (d) Establishing a one-year period of national co-ordination for the programme so as to set the groundwork for its operation, improve its resource allocation systems and identify the main problems besetting primary education and propose solutions.

29. These strategies enabled the State during the 1978/79 school year to meet 92 per cent of the actual demand for primary education by bringing 13.6 million children of school age into the system. Thus the number of children remaining out of primary school was reduced from 1.8 to 1.3 millions (see table 1). At the same time the number of states meeting over 95 per cent of the actual demand rose from 5 to 10 and the states meeting under 85 per cent dropped from 9 to 3 (see table 2).

30. Primary education was made available in more than 7,500 localities where there had been no schools, and children in more than 3,000 localities were for the first time given the opportunity to obtain a complete primary education.

31. It should be noted that, beyond the strategies just mentioned, the State has sponsored other experimental projects to improve the quality of education and administrative efficiency, namely:

- (a) Intensive primary education for children and young people from 11 to 14 years of age in urban areas, tailored to the circumstances and motivations of that segment of the population;
- (b) A restructuring of the system of school supervision for greater efficiency in the programming, allocation and timely provision of operating funds for educational services, and an improvement of communication between the educational authorities and the schools;
- (c) The identification and development of ways in which the community can participate in the educational process;
- (d) The design and development of a support service that will make it possible to bring some education to children living in communities with fewer than 40 inhabitants;
- (e) The identification of factors responsible for school drop-outs and failures;
- (f) Regional research projects to determine school supply and demand; and

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(g) A review of the regulations on primary education to ensure consistency and relevance.

32. Along with these activities, some others of an administrative order have been initiated by the State with a view to:

(a) Responding adequately to the variety of educational requirements and making the system more effective;

(b) Promoting the training of persons qualified to carry out educational work, especially in rural areas;

(c) Publicising and undertaking advance enrolment for new pupils and drop-outs in primary schools so as to be able to assess demand accurately and in good time.

33. The strategies and projects just mentioned have made it possible to gather precise information, evaluate results and plan activities for the years to come. Thus, for the 1979/80 school year, the Programme proposed accommodating 14.7 million children, that is, 96 per cent of the national demand, and reducing the number of those left out by almost 50 per cent, that is, from 1.3 million children to 700,000.

34. Furthermore, an effort was made to increase to 14 the number of states meeting more than 95 per cent of the demand and to see to it that no state met less than 85 per cent.

Table 1

Fulfilment of the demand for primary education

(millions of children)

POPULATION	1977-78		1978-79		1979-80	
Demanding admission	14.4	100%	14.9	100%	15.4	100%
Accommodated	12.6	87%	13.6	92%	14.7	96%
Not accommodated <u>a/</u>	1.8	13%	1.3	8%	0.7	4%

a/ Includes 300,000 children with special needs who require special education.

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Table 2
Number of states

PERCENTAGE OF ACCOMMODATION	1977-78	1978-79	1979-80
Over 95%	5	10	18
Between 85 and 95%	18	19	14
Under 85%	9	3	0

Source: Department of Education, Education for All (Mexico, 1979).

2. Programme to introduce the use of Spanish

35. It has been a special concern of the Mexican State to make the monolingual indigenous population Spanish-speaking. Efforts have been made for a number of decades to integrate those Mexicans who are still marginal to national development. The programme to introduce the use of Spanish is part of the national education plan. The objective is to see to it that Spanish taught under the programme will fulfil its function as a link among all Mexicans and serve as an instrument for communication and defence of the interests of the indigenous communities.

36. The primary aim of this programme is to introduce the use of Spanish by 1982 to all indigenous children between 5 and 7 years of age so that they can attend bilingual primary schools. Beyond that, a 25-per-cent reduction in monolingualism in the adult population is planned, also by 1982, to allow adults to participate in the national culture while at the same time reinforcing their own culture.

37. The programme to introduce the use of Spanish is carried out in "school hostels" which serve to bring together children who live in very small and scattered localities and ranch communities in order to teach them the basics of Spanish and enable them to attend bilingual primary school. These hostels house and feed the children and provide allowances for laundry and cleaning expenses.

38. Over 918 hostels accommodating over 47,000 indigenous children on scholarships are currently in operation. Others are in the process of construction, and are about 60 per cent completed, in 67 regions in 18 federative districts.

39. Spanish is introduced by bilingual instructors of indigenous origin who have generally completed secondary education, and the language spoken is that of the children for whom the educational programme is intended.

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40. The programme to introduce the use of Spanish covers at the present time a total of 64 indigenous areas, with 31 linguistic groups, in 17 federative districts.

41. Currently, 11,402 teachers and teaching assistants participate in the programme, working in 5,005 schools in 21 states, where a total of 328,136 children attend the first through sixth grades of bilingual primary school.

42. A significant part is played in the programme to introduce the use of Spanish by the so-called bilingual radio support programmes for oral teaching of Spanish as a second language, which are operating in various indigenous areas of the country. These are radio training programmes broadcast by teachers specialized in the introduction of Spanish and by bilingual teaching assistants.

43. These broadcasts are reaching an increasingly wide audience, and the hope is that in the future they will be of definite support to development programmes in indigenous communities. In the state of Guerrero this type of programming activity is already being carried out.

3. Adult education programme

44. The objective of this programme is to provide adults who did not receive basic education with literacy services and primary and secondary education at various levels.

45. There are currently in the country some 6 million persons over 15 who cannot read or write - in addition to the monolingual indigenous population - plus 13 million who were unable to finish their primary education and 7 million who did not complete secondary school. These persons provide the greatest teaching challenge.

46. The goal of the adult education programme is to reduce illiteracy in the country to 10 per cent of the adult population by 1982 (it is now approximately 20 per cent), and to see to it that 3 million adults who have completed primary school receive accreditation for the primary grades or participate in adult education services.

47. The programme, as designed, has two stages. In the first, those outside the education system will be dealt with over a period of 8 years and an efficient system will be set up. In the second, those who never had any formal education will be dealt with for as long as necessary.

4. Obstacles

48. For several years the Mexican State has been striving for strict observance of the constitutional injunction making primary education compulsory. However, the recent population increase has prevented full observance. The following data show this development: in 1958, out of 7.3 million children, the system accommodated only 4.1 million, that is, 56 per cent of the population between 6 and 14 years of age; in 1969, out of 12.5 million children the primary system accommodated 9.2 million, or 73 per cent of the population of school age; in 1977 there were 12.6 million pupils enrolled in primary schools, representing 78 per cent of the population between 6 and 14 years of age and 84 per cent of the actual demand.

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49. During the 1977/78 school year 800,000 children were outside the education system.
50. The preceding data demonstrate, however, that the efforts made by the Mexican State to extend coverage by the system have had a favourable impact.
51. The educational services offered in the 1977/78 school year were unable to reach all communities or meet the needs of all social groups. For example, there were still no services for the great majority of the scattered communities with a small number of children and the prevailing educational methods were not of a suitable character for working children in urban and rural areas.
52. Moreover, the lack of schools offering a complete primary education, above all in small localities, and the incompatibility between school activities and the social and economic environment surrounding the schools have given rise to other situations which have made for school failures and drop-outs, problems which have particularly affected the children from less-favoured social groups. In the 1971/72 school year, for example, only 46 out of every 100 children who entered the first grade managed to complete primary school six years later.
53. One of the factors which has raised the most problems for education in Mexico is the broad dispersal of the population throughout the country. In 1978, more than 10,000 children of school age required primary education in 12,000 localities, and 27,000 localities had schools that did not offer the full primary course. Such schools represented 50 per cent of the country's total.
54. At the end of the 1977/78 school year, the primary education system had 315,000 federal and state teachers distributed among more than 53,000 schools in 45,000 localities, or one school and 7 teachers per locality. The data show the extent and distribution of services and give an idea of the difficulties in administering the system.
55. The following tables provide data on primary education in Mexico during the 1980/81 school year; the first gives a breakdown of all children enrolled in Mexican primary schools and the second relates to the education of children with physical and mental handicaps.

Primary education in Mexico

1980/81 SCHOOL YEAR

(Achievements in accordance with the priority goals set by the
educational sector)

Mexican primary schools: total pupils enrolled

14 535 806

Category	Pupil enrolment
General primary education (Includes urban and rural schools, boarding schools, article 123 and integrated groups)	9 842 591
Bilingual and bicultural primary education	351 922
State education (Includes schools supported by the Federative districts and municipalities)	3 376 150
Community courses (In rural and indigenous communities)	245 920
Private schools accredited by the Federation (Department of Education)	442 436
Private schools accredited by the state governments	276 787
TOTAL	14 535 806

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Education of children with physical and mental handicaps

Children in primary schools

24 055

(This figure is included
in the total of primary
school pupils)

Note: 177 units of integrated groups are
operating in the country and are
responsible for providing special
education for primary pupils with
learning disabilities.

Children with learning
disabilities who were
educated during the
1980/81 school year
outside the primary
school system

68 490

Note: It is estimated that the children with physical
or mental handicaps who are in the educational
system represent 10 per cent of the population
with such disabilities in the country.

56. Listed below are the legal provisions relevant to article 13 of the
Conventions:

(a) Right to education

1. Co-ordination of Higher Education Act, 29 December 1978.
2. Agreement No. 14 of the Minister of Education establishing the organization
and functions of the Co-ordinating Council for Open Systems, 28 July 1978.

(b) Legislation relevant to the school system

1. Co-ordination of Higher Education Act, 29 December 1978.
2. Decree establishing the Pedagogical University, 29 August 1978.
3. Agreement establishing the organization and functions of the Co-ordinating
Council for Open Systems, 28 July 1978.
4. Agreement No. 17 establishing the norms governing the procedures for
evaluating student performance in the different types and categories of education,
under the supervision of the Ministry of Education, 28 August 1978.

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5. Agreement establishing the organization and functions of the Council for Educational Subjects and Methods, 9 October 1978.
6. Rules of the Council for the National System of Technical Education.
7. Rules for the organization of services in basic general adult education.

(c) Establishment of an adequate fellowship system

1. Agreement establishing that material support provided by the Executive Branch to "student hostels" and to individual students is to be channelled through the Organization for Assistance to Students from the Provinces in the Federal District, 8 March 1977.
2. Agreement No. 18 establishing a planning and co-ordination system for the award of fellowships by branches of the Ministry of Education and agencies in the educational sector, 23 August 1978.
3. Decree setting up the Council for Support to Students in the Provinces, 28 February 1980.
4. Agreement No. 43 establishing the organization and functions of the General Fellowship Commission, 31 March 1980.

(d) Improvement of the material conditions of teaching staff

1. Co-ordination of Higher Education Act.
2. Decree establishing the National Pedagogical University, 29 August 1978.
3. Rules of the Council for the National System of Technical Education, 10 January 1979.
4. Rules of the National Advisory Council on Teacher Training, 27 April 1979.
5. Supplementary Agreement between the Ministry of Education and the National Executive Committee of the Educational Employees' Union and the National Commission of Teachers in charge of Televised Secondary Education.

(e) Right to choice of school

1. Agreement establishing the Parents' Advisory Unit within the Ministry of Education, 9 April 1981.
2. Rules for Parents' Associations, 2 April 1980.
3. Official list of errata in the rules for Parents' Associations, 14 April 1980.

(f) Liberty to establish and direct educational institutions

On this particular point it should be noted that the Federal Education Act of 29 September 1973 establishes the restrictions applicable to private educational establishments and requiring action by the Directorate-General for Accreditation and Incorporation in all matters under its jurisdiction.

1. Co-ordination of Higher Education Act, 29 December 1978.
2. Agreement No. 11 empowering the Director-General for Accreditation and Incorporation to impose the sanctions provided for in article 68 of the Federal Education Act, 14 July 1978. (Repealed by Agreement No. 35).
3. Agreement No. 15 regarding the official accreditation of advanced secondary and higher-level courses of study taught by private persons, 3 August 1978.
4. Agreement No. 17 establishing the norms governing the procedures for evaluating student performance in the different types and categories of education, under the supervision of the Ministry of Education, 28 August 1978.
5. Agreement No. 35 of the Minister of Education empowering the Director-General for Accreditation and Incorporation to substantiate decisions taken with respect to the penalties provided for in articles 68 and 86 of the Federal Consumer Protection Act, 24 September 1979.
6. Agreement No. 44 empowering the Under-Secretary for Educational Planning of the Ministry of Education to sign documents granting, revoking or withdrawing, as the case may be, authorizations or official accreditation of courses of study given by private persons, 19 June 1980.

II. RIGHT TO SECONDARY EDUCATION

A. Basic secondary education

57. Basic secondary education at present constitutes a system of training and social integration which is of utmost importance to Mexico in view of the fact that the young people in the nation who are eligible to attend existing schools number 3.4 million.

58. For administrative purposes the schools which offer basic secondary education are divided into three classes: federal, state and private. The federal schools are administered by the Ministry of Education; the state schools are administered by the federal units which make up the Republic of Mexico; the private schools, which are incorporated in or attached to the Ministry of Education, are maintained either on the basis of private initiative or the fees paid by the students themselves.

59. The secondary schools administered by the Ministry of Education fall into the following categories:

General secondary schools	2,713
Technical secondary schools	1,175
Secondary schools offering televised courses	1,080
Total	4,968

60. Secondary education in general has a twofold purpose in accordance with the concept of goal oriented education: to improve modes of living and to promote national development. All of this is undertaken in accordance with the educational policy established by the Mexican Government: to provide basic education to all, especially children and young people.

61. The Mexican Government, it should be pointed out, considers that basic education encompasses pre-school, primary and secondary education.

62. Secondary education in general plays a very important role because it shapes the individual personality during adolescence, guides young people in deciding on their future occupations and provides an opportunity to imbue them with a number of abstract values and concepts such as those of nation, fatherland, justice, solidarity, freedom and independence.

63. This means, therefore, that secondary education is formative, serves as an introduction to higher study, and is designed to prepare pupils for integration into the work force. The last characteristic is given special emphasis in the technical schools, which offer various fields of specialization.

B. Technical secondary education

64. This type of education evolved directly from the special education schools and the pre-vocational schools of the national Polytechnic Institute, which were designed to inculcate in students scientific, humanistic and technical principles in order to facilitate their enrolment in the vocational schools and the schools of higher education in the Institute itself.

65. The technical secondary schools are currently designed to provide students who have completed the elementary level with a comprehensive education, expand the opportunities available to them for continuing higher studies, and give them technical training to enable them to participate in the productive activities of the country.

66. To this end, technical secondary schools fall into three categories: (a) agricultural; (b) industrial; and (c) fishery.

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67. Technical secondary education in Mexico is designed to achieve the following objectives:

(a) To contribute to the general education of the student by providing a basic knowledge of science and technology, and

(b) To develop his innate abilities, inculcate attitudes in him and equip him with skills which will enable him to participate actively in productive work.

68. In order to achieve these goals, this type of education has been given considerable impetus and the number of schools has increased from 1,032 to 1,171 in the last three academic years. In September 1978 446,966 students received instruction from slightly more than 22,354 teachers, while at present 541,429 students are being taught by a teaching staff of 27,532 members. The goal set for the academic year 1982-1983 is 700,000 students.

69. At the present time there are 785 agricultural schools which train their students to become assistants in five fields of specialization: cultivation of the soil, bee-keeping, cattle-raising, poultry-raising and food preservation.

70. Furthermore, there are 354 industrial schools which offer 23 technological fields of specialization, such as: industrial design, electricity, mechanics, electronics, data processing, machine tools, accounting, ceramics, construction and many others in which students are trained to become technical assistants in the course of study which they have chosen.

71. Likewise, there are 32 fishery secondary schools which, in order to meet as far as possible the needs anticipated in the fishing sector, provide five fields of specialization: fishery assistant (off-shore and deep-sea), fisherman-sailor, fisherman-mechanic and specialist in the processing of sea products.

72. In order to achieve the goals set for technical education in Mexico, the Ministry of Education has directed the Department of Secondary Education to carry out, through the Directorate-General of Technical Secondary Education, the following functions, inter alia:

(a) To propose pedagogical standards, subjects, study plans, curricula and methods for technical secondary education, and to disseminate those that are approved;

(b) To verify, with the participation of the general offices of the States, that the schools which provide this type of education are complying with the pedagogical standards, subjects, study plans, curricula and methods which are approved;

(c) To organize, operate, develop and supervise the technical secondary schools of the Ministry of Education which are functioning in the Federal District;

(d) To ensure, in accordance with the appropriate arrangements, that the institutions which have been incorporated into the Ministry, and which provide

technical secondary education in the Federal District, comply with the applicable rules;

(e) To evaluate on a country-wide basis the education which the Ministry provides in this field and to propose, on the basis of the results obtained, changes designed to ensure its consistent improvement.

73. In accordance with these principles the technical secondary schools will have the task of providing students with a suitable education and job-related training of a general technical nature. The latter will introduce them to productive work, through the implementation of programmes designed to promote the acquisition of skills, aptitudes, habits and attitudes which will further regional and national development.

74. As to the measures aimed at making technical secondary education in its different forms generally available and accessible to everyone, it should be pointed out that, in accordance with the general goals set forth in the national educational plan of 1977, the executive branch of the Federal Government has consistently endeavoured to:

- (a) Democratize the educational system by promoting its continuous growth;
- (b) Ensure equal opportunity throughout the system;
- (c) Increase substantially the quality of services; and
- (d) Link these services closely with the general process of development.

C. Measures aimed at making technical and vocational secondary education generally available and accessible to everyone

75. With a view to making technical and vocational secondary education generally available and accessible to everyone, measures have been taken to:

- (a) Provide all those who have completed primary education access to secondary education;
- (b) Link the educational system with production;
- (c) Link the final stages of education with the productive system of goods and services necessary to society and the nation;
- (d) Develop different forms of technical secondary education in keeping with the needs of each region;
- (e) Train teachers and enhance their professional skills;
- (f) Evaluate the performance of schools;

(g) Promote scientific and technological research;

(h) Decentralize technical secondary education.

76. Plans and legal provisions adopted or proposed in order to achieve the progressive introduction of free secondary education for all, with reference to the problems encountered therein are contained in the following statutes:

(a) Constitutional articles (referring to education) 3, 5, 31, 73, section XII, and 130 (annex 1).

(b) Federal Education Act. Articles 1, 3, 5, section XIII, 6, 10, 17 and 46 (annex 2).

III. RIGHT TO HIGHER EDUCATION

A. General framework

77. Throughout the world higher education is playing an increasingly important role in education systems and the lives of nations. It attends to the new needs arising from the rapid transformation of society and the desire of individuals for economic, cultural and intellectual progress.

78. Higher education seeks to enable all Mexicans to improve the quality of their lives themselves by strengthening their critical awareness as individuals and members of society, which in turn will lead to a freer and more just homeland.

79. For this purpose, Mexican policy towards higher education has three fundamental aspects, which are closely related to the universal premises of the Universal Declaration of Human Rights proclaimed by the United Nations. These three aspects are:

(a) Achieving the balanced development of higher education throughout the country by rationalizing the use of resources allocated for it; this is intended to give the country's population greater opportunities for access to higher education and to make their training correspond qualitatively and quantitatively to the country's needs;

(b) Promoting vocational education at the post-secondary level with a view to the number of graduates with that of post-secondary level technical workers in relation to the country's labour structure. Fulfilling the universal principle of access to higher education on the basis of capacity or merit; and

(c) Raising the professional level of educators; training teaching staff and enhancing their skills continuously and permanently as a means of consolidating the progress and efficiency of our educational system.

B. Legal framework

80. In Mexico, higher education has a broad legal framework, which covers all aspects that this educational level is responsible for co-ordinating, for the purpose of helping to apply the universal right of equal access to higher education on the basis of capacity or merit.

81. Article 3, paragraph 8, of the Constitution, states that "In order to unify and co-ordinate education throughout the Republic, the Congress of the Union shall pass the laws required to allocate the social education function among the Federation, the states and the municipalities". Consequently, we see that:

(a) The Federal Education Act states that the purposes of higher education are to furnish the necessary conditions for stimulating research, artistic creation and the dissemination of culture and to promote and direct scientific and technological activities so that they relate both to the needs of independent national development and to the improvement of the cultural heritage of society in general terms. This Act categorizes as higher education the bachelor's, the master's, and doctor's degrees, including courses that terminate prior to the completion of the bachelor's degree, and teacher training at all levels and in all disciplines.

(b) The Co-ordination of Higher Education Act is the legal instrument which is generally applied and whose objective is to lay the foundation for distributing the higher educational function. This Act recognizes the importance for Mexico of higher technological education and teacher training. It therefore establishes two normative bodies charged with co-ordinating activities in each of these educational fields: ^{4/} the Council for the National System of Technical Education, and the National Advisory Council on Teacher Training. These are consultative bodies which co-ordinate the activities of the educational system and help to bring about equal access to higher education.

(c) Among other legislative measures relating to higher education which have also been initiated in order to respond to the constant transformation of the country's situation, we must mention the Presidential Decree establishing the National Pedagogical University, the objectives of which are to reconcile the means of improving the quality of the teaching staff with the educational system's actual needs, to offer more alternatives for those desiring to receive higher education and to reinforce the foundations of education in Mexico.

C. Action and measures taken, 1973-1979

82. As stated above, the economic and social transformation process which Mexico has undergone in recent years has highlighted the role of higher education in the country's life, and thus facilitated the considerable growth it has achieved, for

^{4/} Arts. 14 and 15 of the Co-ordination of Higher Education Act.

the purpose of meeting the demands which have arisen in both the social and the productive sectors.

83. The principal ways in which higher education can be expected to improve the quality of life are by strengthening democracy, equality and social justice and incorporating marginal groups in national development.

84. One of the problems which has restricted the exercise of the right to higher education on the basis of social justice is the uneven growth of higher education in the country as a whole as a result of the concentration of such development factors as industry, finance and trade. This imbalance has affected the higher education institutions, leading to a scarcity of services in areas remote from urban centres and creating a situation of educational marginality and backwardness.

85. In order to solve these problems, the national higher education system has instituted reform (linked to the over-all educational reform and other reforms in the country) aimed at achieving a more just distribution of higher education in order rapidly to incorporate the marginal groups of the population and to offer more opportunities for academic improvement.

86. Some of the priorities of this reform are those discussed earlier in part 1 of this report, namely:

(a) Achieving the balanced development of higher education throughout the country;

(b) Promoting vocational education at the post-secondary level; and

(c) Raising the professional level of teachers.

87. All of these aspects are designed to serve a single objective: facilitating equal access to higher education on the basis of the relevant merits.

88. During the period 1973-1979, a series of activities were launched under each of these headings in order to facilitate attainment of the above-mentioned objective. Some of the most important are the following:

89. With regard to the first area, "Achieving the balanced development of higher education throughout the country", the National Association of Universities and Other Establishments of Higher Education was established for the purpose of co-ordinating and structuring the work of higher education institutions.

90. In 1973, a congressional law established the Autonomous Metropolitan University (along with legislation on it) in order to contribute to the solution of the growing problem of demand for higher education.

91. During the period 1970-1971, ^{5/} approximately 271,275 students studied in 385 schools, whereas in 1979, the total enrolment was 651,700 students in 750 schools.

92. Regarding the second area, "Promoting vocational education at the post-secondary level", in 1977 the National Polytechnic Institute introduced new techniques and methods of instruction, courses that terminate prior to the completion of each main course of study and interdisciplinary studies.

93. With respect to technical education, a system based on the industrial, agricultural and fishing technology schools was established, offering basic secondary education. A higher level of education is offered at centres of scientific and technological studies, centres of technical agricultural studies and centres of education in marine sciences and technology, where, in addition to a bachelor's degree, the graduate receives a technical qualification in some specialized field in accordance with regional needs.

94. In 1977, the Directorate-General of Regional Technical Institutes of the Ministry of Education carried out socio-economic studies in order to determine 14 new fields of study, and these were subsequently approved. One hundred and two subject curricula were brought up to date in order to expand the cultural scope of each course, thus improving the academic level.

95. In 1978, the National College of Technical Vocational Education was established as a decentralized public body. Its objective is to contribute to national development through the training at the post-secondary level of the qualified staff required by the country's productive system.

96. In 1979, in accordance with the Co-ordination of Higher Education Act, the Council for the National System of Technical Education was established for the purpose of providing advice to the Ministry of Education, the federal entities and the public institutions of higher technical education regarding co-ordination of the activities of that system and assistance in gearing them to the country's needs and development.

97. In the period 1970-1971, approximately 279,455 students were educated in 645 post-secondary schools, whereas in 1979, 876,500 students attended 1,500 such schools.

98. With respect to the third area, "Raising the professional level of teachers", teacher training is considered part of higher education, since the teaching staff plays a fundamental role in the education-apprenticeship process.

99. A programme aimed at instituting a degree in education for teachers who are already employed has been established. It provides open courses supplemented by summer workshops.

^{5/} Because of projection, the statistics contained in this document cover the period 1970-1979.

100. In 1979, in accordance with the Co-ordination of Higher Education Act, the National Advisory Council on Teacher Training was established as a consultative body for the Ministry of Education and the federal entities. Among other functions, it has those of assisting in the planning of the expansion and development of teacher training at the national level and co-ordinating activities connected with the conclusion of agreements which ensure that the expansion and development of teacher training are in line with the country's education policy objectives and the state, regional and national needs for teachers and other specialists in education.

101. Whereas 55,943 students attended 231 teacher training schools in 1970, approximately 150,400 students attended 380 schools in 1979.

102. Finally, since the expansion of education requires considerable resources, for which the financing is at times lacking, new machinery to attend to the requirements of higher education is necessary. The latter include educational loans, the objective of which is to provide financial support to all persons who cannot afford to pay for higher education studies and who have the academic and personal merit to qualify for that type of financial assistance. This is a type of cultural and socio-economic promotion which ensures equality of opportunity and is an investment in the country's future development.

103. The current educational loan system is made up of the following bodies: the National Council of Science and Technology, the National Council of Education Promotion and the Fund for the Development of Human Resources of the Bank of Mexico, S.A.

104. The quantitative and qualitative transformation (the latter, in particular) which higher education has undergone in changing from the exclusive privilege of a few to the aspiration of the majority implies a basic supposition: that education can and must promote the balanced and integrated development of society and, inevitably, of the individuals which make it up.

105. In social and political terms, the basic role of higher education must be to equip a person to be a full-fledged citizen, a conscious and active member of a democracy. It must awaken in him a sense of social responsibility which will enable him to see clearly how to fulfil his responsibilities and exercise his rights.

IV. ESTABLISHMENT OF AN ADEQUATE FELLOWSHIP SYSTEM

106. The text of Agreement No. 43 (annex 3) of the Minister of Education and the draft general regulations on fellowships (annex 4) are attached. The latter document is subject to the approval of the competent authority.

107. The granting of fellowships has been organized with a view to the evaluation of applicants in accordance with objective and equitable criteria, the primary purpose of which is to ensure that due consideration is given to the information on financial means and academic performance of the student. To give effect to and improve upon this principle, regulations and manuals are now being drawn up. The document referred to in paragraph 1, which describes the entire fellowship administration system in general terms, serves as a point of departure.

108. Various surveys and studies have indicated that existing fellowship systems are having no significant effect on the economic conditions of the population and that this situation will not alter unless the number of fellowships is sufficient to assist all economically handicapped students with a good academic record and the amount awarded is adequate to their financial needs. At present, the school population numbers 21,394,310 students. If a rough calculation is made and it is assumed that a student requires for his support at least 3,000 pesos monthly, and that those who merit and need fellowships constitute about 10 per cent of the student body (a conservative estimate of students with high performance ratings and few resources), then it will be seen that 642 million pesos monthly will be needed in order to provide fellowships for all.

109. Since such a sum is well beyond our means, the solution to the financial problems of students is not to grant them fellowships, but to provide productive opportunities for their parents, or for the students themselves if they can study and work. Fellowships, in short, cannot be seen as a serious means of overcoming poverty.

V. LIBERTY TO ESTABLISH AND DIRECT EDUCATIONAL INSTITUTIONS

110. See the text of the second paragraph of article 3 of the Political Constitution of the United Mexican States, articles 25 and 32 to 41 of the Federal Education Act (annex 5), articles 16 to 20 of the Co-ordination of Higher Education Act (annex 6), article 70 of the Income Tax Act (annex 7) and article 15 of the Value Added Tax Act (annex 8).

111. The Political Constitution of the United Mexican States, in article 3, second paragraph, refers to the freedom of private persons to teach. Such freedom is fully respected in practice, and the only formal restriction is that those who impart primary or secondary education, teacher training or any type or level of education intended for workers and peasants must first receive express authorization from the State. This restriction has the fundamental purpose of ensuring that the educational plans and curricula used by private persons are official.

112. Apart from this formal restriction, educational activity by private persons is not impeded but rather encouraged, as demonstrated by the tax exemptions granted to them. Types and levels of education other than those mentioned above may be provided, and any certificates, diplomas or other documents awarded will be valid if the studies are accredited by the State.

VI. IMPROVEMENT OF THE MATERIAL CONDITIONS OF TEACHING STAFF

113. Principal laws, administrative regulations, collective agreements and other types of arrangements designed to continuously improve the material conditions of teaching staff.

The laws which provide for the improvement of the material conditions of workers are contained in the Political Constitution of the United Mexican States, primarily in articles 3 and 123. The need for such improvement is also clearly stipulated in the Federal Public Administration Act, the Federal Education Act, the Internal Regulations of the Ministry of Education, and agreements and treaties concluded with international bodies through UNESCO and OAS.

114. Measures adopted in the public and private sectors, including those relating to working conditions, salaries, social security, career possibilities and continuing education for teaching staff.

115. The working conditions and salaries in the public and private sectors are provided for in the Federal Labour Act, section "A", which covers workers in the private sector, and section "B", which relates to teachers employed by the State.

116. Social Security is the responsibility of public bodies, which take care of workers in both the public and the private sectors. These social bodies are the Social Security Institute for State Workers and the Mexican Social Security Institute. Where health is concerned, the Ministry of Health and Welfare and the National Commission for Integral Family Development also provide assistance.

117. With regard to career possibilities and continuing education, the following institutions are entrusted with the study of national plans and programmes for teaching careers and for the provision of refresher training for teaching staff:

(a) National Pedagogical University;

(b) Directorate-General of Training of Teachers and Improvement of Teaching Standards;

(c) Other institutions which co-operate in the training of teachers, such as the National Autonomous University of Mexico, the College of Mexico, the National Council of Science and Technology and the National Polytechnic Institute.

118. Extent to which teachers and their organizations are able to participate in the formulation of educational plans, both national and in the educational establishment in which they are employed, and preparation of curricula and teaching materials.

119. The Ministry of Education is in charge of all educational activities at the national level. It delegates the responsibility for the organization, development and preparation of educational plans, curricula and teaching materials to the National Council of Technical Education.

120. Factors and difficulties affecting improvement of the material conditions of teaching staff.

121. Improvement of the material conditions of teaching staff is affected by the inadequate budget allocated to the educational sector, as a result of which the quality of education has deteriorated somewhat and teachers' salaries are out of line with existing socio-economic conditions.

VII. RIGHT OF PARENTS TO CHOOSE THE TYPE OF EDUCATION TO BE IMPARTED TO THEIR CHILDREN

122. Chapter 1 of the Political Constitution of Mexico, on individual guarantees, establishes the right of Mexicans to receive an education without regard to race, economic situation or religious belief, and provides that both the State and private persons (with recognition and authorization from the State itself) may provide education of all types and at all levels.

Part 2. Article 15

VIII. THE RIGHT TO TAKE PART IN CULTURAL LIFE

A. General framework

123. Mexico is a country possessing a rich cultural heritage, by which is meant the ensemble of material and intellectual assets which form the patrimony of a people. The conservation, development and diffusion of those assets reflect the fundamental purpose of the State's cultural policy, which is to give all Mexicans access to them, since they are the property of all, and to make them the basis on which the national identity is built.

124. The democratic nature of Mexico's cultural policy is in conformity with the Universal Declaration of Human Rights, which lays down that: "everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits". ^{6/} Thus the period 1973-1979 was marked by great activity in the cultural field, in the form of measures whose ultimate goal is to make cultural events accessible to a greater number of Mexicans, as well as to give protection to the work of national and foreign artists and intellectuals. Similarly, the fostering of intellectual activity and respect for intelligence and for freedom of expression are matters of continuing concern to the Mexican State, which believes that they are not only the foundation of any democratic undertaking but also the nourishment of the spiritual life of our people.

^{6/} Article 27 of the Universal Declaration of Human Rights.

125. In order to carry out the tasks which the law requires of the State in the cultural field, the Civil Service has developed a number of specialized departments and decentralized agencies of considerable structural complexity. This has been done in order to meet the need to give more wide-ranging and at the same time closer attention to the various aspects of the country's cultural life, through the delegation of responsibility for specific tasks to teams of specialists under the supervision or co-ordination of higher political or administrative authorities.

126. Within the Ministry of Education, the State agency primarily responsible for cultural development, is the Department of Culture and Leisure, which was established specifically to take charge of that work. The Department's responsibilities include the organization, management and promotion of activities which strive to integrate marginal communities, so as to ensure their participation in the development of the country, together with the organization, management and promotion of all kinds of artistic and cultural events in general, audio-visual education, the Ministry's library system and its publications. It is also the Department's responsibility to co-ordinate and supervise the activities of the Institutes of Anthropology and History and of Fine Arts and Literature.

B. Legal framework

127. The legislation which defines and protects Mexico's cultural heritage and promotes its development and diffusion is entirely the creation of the governments which emerged from the revolutionary movement that began in 1910.

128. In 1917 a new Constitution was promulgated, replacing and improving significantly on the one drafted 60 years before by the members of the liberal reform movement. In article 3 of this new fundamental law, culture is referred to in close association with education. The changes in political direction which the country experienced during successive governments between the time of the promulgation of the Constitution and the end of the Second World War similarly imposed alterations in the wording of the article of the Constitution relating to education and culture. The definition which has prevailed since 1946 makes education a democratic practice - in the sense that democracy, in addition to being "a juridical structure and a political system", is a way of life based on "the continuing economic, social and cultural advancement of the people" - and national in scope, in that its function is to safeguard the continuity and development of the country's culture.

129. 1921 saw the creation of a Ministry of State for Education and Culture. The idea and the draft law were both the work of José Vasconcelos, who was the first holder of the office. The decree establishing the Ministry of Education cited, among its responsibilities, the development of the people's artistic education by means of lectures, dramatic productions, recitals of music, and other similar events, such as exhibitions of works of art, cinematographic and other types of cultural propaganda and the holding of competitions. The decree also made all questions relating to literary and artistic property the responsibility of the Ministry.

130. These functions and responsibilities have been ratified, clarified and amplified by the relevant laws and regulations successively passed by Congress. Finally, the Federal Education Act (1973) and the Federal Public Administration Act (1976) make the encouragement and diffusion of all forms of cultural activity and the mounting of campaigns to raise the population's cultural level, especially in rural and in marginal urban areas, an integral part of the function of education. The same Acts state that it is a duty of the State to contribute to the enrichment of the national culture by stimulating creativity in the cultural sphere, disseminating universal values and ideas and facilitating research, with the aim of shaping a cultural patrimony in which innovations blend with tradition.

1. Cultural heritage

131. From the outset, the activities of the State in fulfilling its duties to protect, develop and diffuse culture highlighted the need to define the country's cultural heritage in legal terms. A number of legislative enactments have tackled the question. One which deals with it in particularly specific terms is the General Act on National Property (1969), which proclaims national dominion over a wide range of cultural assets, such as archaeological, artistic and historic monuments - whether movable or immovable - the documents and archives of government offices; important or rare original manuscripts, incunabula, books, periodicals, maps, pamphlets etc., together with collections of such objects and of ethnological and palaeontological specimens, numismatic and philatelic items, weapons and, in general, objects embodying images or sounds of cultural interest, as well as any work of art which is part - either as a constituent element or as decoration - of the immovable property of the Federation or the decentralized agencies.

132. This Act and others, together with the regulations arising from them, have gradually established and refined the procedure to be used in specific cases when the State, through the Ministries of Education and of patrimony and Industrial Development, recognizes a given object as being of interest to the culture of the country and declares its owner - which may be the Federation itself, one of the states or municipalities or a private person - obliged ipso facto to preserve all those features in which the object's cultural value lies and not to restore or alter it in any way without the requisite permission. The same Act on National Property establishes that the cultural property of the Federation or the states cannot be disposed of as a gift except with presidential approval, save in cases where the value of the object is insignificant.

133. Another statute which seeks to define the cultural heritage and determine the regulations governing it is the Federal National Cultural Heritage Act (1970), which has been superseded by the Federal Act relating to Archaeological, Artistic and Historic Monuments and Sites (1972). The first declares that it is in the public interest to protect, conserve, recover and develop the collection of objects having a value from the point of view of art, history, tradition, science or technology, as such property constitutes the country's cultural heritage. The list of cultural property given in the Act includes, in addition to the items mentioned in the General Act on National Property, scientific and technological collections, picturesque sites, areas of natural beauty and "any other item of property of sufficient national interest to be considered part of the cultural heritage".

134. The Federal Act relating to Archaeological, Artistic and Historic Monuments and Sites, as well as generally incorporating the stipulations and provisions of the Cultural Heritage Act, establishes the public value of culture-related research, and makes it a duty for the departments responsible for preserving and diffusing culture to maintain co-ordination among themselves and with private associations and interested individuals, with a view to conducting continuing campaigns to promote knowledge of and respect for archaeological, historic and artistic monuments and their sites. In addition, the Act requires the setting up of regional museums and establishes the Public Registry of Archaeological and Historic Monuments and Sites and the Public Registry of Artistic Monuments, under the auspices of the National Institute of Anthropology and History and the National Institute of Fine Arts and Literature respectively. The registries are required to record not only the monuments owned by federal, state or municipal authorities and by the decentralized agencies and companies with state participation but also those in the possession of private citizens. The Act further requires the orders designating a given piece of immovable property as a monument to be inscribed in the public property registry of the appropriate jurisdictional district. One of the most significant provisions of the Act is the declaration that all the movable and immovable property produced by the pre-Hispanic civilizations which flourished within present Mexican territory, together with human remains and those of flora and fauna associated with those civilizations, are the property of the nation. Under the terms of the Act, the right to carry out physical work directed to the discovery or excavation of archaeological monuments is exclusive to the Institute of Anthropology and History and such "scientific institutions of good reputation" as may be given the appropriate authorization. Besides enacting legislation to protect the integrity of the cultural patrimony, the Government is testing more direct and specific methods, such as the treaty signed in 1971 with the Government of the United States of America, which provides for the recovery and return of cultural property taken out of the country illegally and seeks to encourage the discovery of monuments forming part of Mexico's cultural heritage and the work of excavation, conservation and academic research associated with them.

2. Copyright

135. The exercise of copyright is guaranteed and governed by the Federal Copyright Act (1956) and by the Decree which amends and supplements it (1963). All aspects of the implementation of this Act are the responsibility of the Ministry of Education, which takes care of the registration of literary, artistic and scientific property and also records agreements or contracts affecting that property, together with the constitutions and bylaws of authors' associations and the agreements which they conclude with foreign associations. The Act accords authors the right to recognition of their authorship, to oppose any distortion of their work, to take legal action in connexion with such distortion and to derive temporary monetary benefit from their work. The Act proclaims, however, that it is in the public interest to publish any intellectual or artistic work which may be appropriate or necessary for the diffusion and advancement of science, culture or education and to that end empowers the federal executive authorities to place a limit on the copyright of any author in order to bring about the publication of a work which, although essential, is not available to those who would benefit from it (in specific terms, this restriction on copyright operates, for example, when in a

certain year there are no copies of the work in question available in the capital of the Republic and in three of the cities of highest population, or when the price at which it is offered for sale significantly restricts its general use).

3. Cultural exchanges

136. In addition to agreements on specific subjects (such as that signed between Mexico and the United States of America on the return of archaeological objects), by 1979 the Mexican Government had entered into 19 cultural exchange agreements with as many different countries. In general, the purpose of such agreements is to share recent experience and knowledge relating to culture, art, education and the information media, by means of establishing and developing relations between the departments and institutions responsible for those activities. The circulation of cultural materials among the institutions, mutual assistance in the training of specialists and exchanges of researchers, teachers, well-known personalities and post-graduate students, as well as of artists, artistic groups and civil servants whose administrative functions have a bearing on culture, art, education or information, are also encouraged.

4. Awards

137. With the aim, among others, of stimulating cultural production, the Federal Congress passed the Civil Prizes, Incentives and Rewards Act (1975), which superseded earlier provisions similar in intent. This Act establishes, among other awards, the National Prize for Arts and Sciences, in the fields of linguistics, literature, fine arts, history, social sciences and philosophy, and cites as eligible those persons who, by their work or by their activities in teaching, research or information, have significantly enriched the country's cultural heritage or have made an outstanding contribution to the advancement of the activities to which the prize relates. In awarding the prize, no account whatsoever may be taken of the prizewinner's ideological or doctrinal position, the merit and value of his work being the sole consideration.

5. Culture and public administration

138. Another general statute which deals with culture, although not exclusively, is the Federal Public Administration Act (1976), which defines inter alia the cultural obligations of the branches of the federal executive branch of government. The Ministry of Education has the greatest responsibility in terms of the promotion, conservation and diffusion of culture; it is entrusted under the Act with the organization and development of official artistic education as well as that provided by establishments which are part of the national education system, both in fine arts and in the folk arts. This Ministry is also responsible for the administration and systematic upgrading of the general and specialized libraries of which it has charge, together with school libraries, and also for the establishment of scientific and technological research institutes and of laboratories, observatories and other centres necessary to the development of education at all levels and in all forms. The Act also requires it to sponsor and organize congresses, assemblies, events, contests and competitions in the scientific, technological, cultural, educational and artistic fields and empowers it to grant

scholarships to enable Mexican citizens to carry out research or to complete a course of education abroad. In addition, the Ministry of Education has a general responsibility for encouraging the theatre and for organizing competitions to stimulate the activity and supervision of authors, actors, producers, stage designers and others in related occupations, along with the organization of cultural centres, in rural and urban areas, and the compilation of the catalogues of the national historic patrimony and national monuments.

139. The Public Administration Act also entrusts functions which are directly or indirectly associated with culture to other departments of the executive branch.

6. Cinema, radio and television

140. In addition to those already mentioned, Mexico has other laws which deal with more specific cultural issues, such as the Cinematographic Industry Act (1949), and its related regulations (1951, 1968), and the Federal Radio and Television Act (1960), with its regulations (1968). The former Act establishes that the film industry is of public interest and for that reason requires the relevant regulations and agreements which, together with any other measures taken by the Federal Government with respect to the industry, are the province of the Ministry of the Interior, to be understood and applied.

141. The Federal Radio and Television Act lays down that the method of broadcasting by means of electromagnetic waves falls under the direct dominion of the nation and is therefore subject, when it results from a planned activity, to the control, protection and supervision of the State. Having once established that radio and television are in the last instance subject to the State according to the system of federal jurisdiction, the Act assigns them the social role of assisting in strengthening the integration of the country and promoting amicable coexistence by striving to raise the cultural level of the population, while respecting particular characteristics, customs and traditions, and by maintaining the purity of the language and extolling the virtues of nationhood.

7. Cultural institutes

142. Besides the general provisions, the internal regulations of almost all State Ministries and administrative departments contain provisions relating to the promotion of culture among the employees of these bodies; however, the laws establishing the various cultural, educational or social advancement institutes - ~~under the direct or devolved control of the executive branch and its associated regulations~~ - more than anything supplement and clarify in specific terms the cultural functions assigned to the Ministries of State in general terms by the laws already mentioned.

143. Such is the purpose of the laws establishing the National Institute of Fine Arts and Literature (1946), the National Institute of Anthropology and History (1936), the National Institute of Indigenous Peoples (1948), the National Polytechnic Institute (1974) and the National Autonomous University of Mexico (1945).

C. Action and measures taken, 1973-1979

144. During the reporting period, cultural activities were carried out which can be classified under three main headings: conservation, promotion and dissemination of culture.
145. Under the heading of conservation, we include any action taken during the reporting period to help protect our cultural property.
146. Under that of promotion, we refer to incentives in the form of prizes and privileges given to those engaged in artistic and cultural activities.
147. Finally, under the heading of dissemination, we mention activities to publicize different artistic and cultural events, both Mexican and foreign. Such activities include lectures and roundtables, exhibitions, music recitals, cinema, radio, television, theatre and publications.

IX. CONSERVATION OF OUR CULTURAL HERITAGE

148. The National Institute of Anthropology and History explores archaeological sites and guards, preserves, restores and exhibits national archaeological, historic and artistic monuments and objects found therein; it conducts research on the subjects concerned and on national anthropology and ethnography and publishes the results of such research; and it conducts campaigns to enhance the public's knowledge of and respect for archaeological and historic monuments and remains and keeps a public record of such monuments and remains. The Institute is also responsible for providing technical, vocational and specialized training in subjects within its field of competence. All these separate functions can be summed up as one general responsibility which the Institute shares with the Institute of Fine Arts and Literature: the conservation of the country's tangible and intangible cultural heritage.
149. The Institute is responsible for: drawing up lists for the protection of components of the cultural heritage, issuing licenses for exploration work, and inspecting and supervising such work; acquiring examples of that heritage; carrying out restoration and maintenance work on monuments, areas with historic monuments, and movable objects; and providing advice, expertise, counselling, etc.
150. Because of the high degree of specialization required to perform its functions, the Institute comprises a number of different units: boards, departments, divisions, regional centres, offices, schools and museums.
151. During the period 1973-1979, on the basis of the Act of 6 May 1972 and in co-operation with other institutions, the National Institute of Anthropology and History carried out a programme to delimit, save and guard those archaeological and historic sites which undergo most looting. The programme also covered areas with historic monuments in order to protect them from urban development, public works and private interests.

152. Among the activities under this programme, we might mention: exploration work in various areas of the country, salvage operations, maintenance work and, in some cases, the provision of services.

153. The Templo Mayor project, which includes research work and archaeological rescue, was launched following the discovery of the monolith to the goddess Coyolxauhqui in the centre of Mexico City.

154. Work is also under way to register archaeological remains and make charts of archaeological sites.

155. With the assistance of the Office of the Procurator General of the Republic, the Ministry of National Heritage and the governments of the different states, the National Institute of Anthropology and History recovered more than 26,000 archaeological and colonial relics which were illegally in the possession of private individuals. Once restored and catalogued, the recovered pieces were sent to national and regional museums.

156. Work was also done in co-operation with the Ministry of Public Works to give access to isolated archaeological sites and provide others with the necessary installations for guarding them and opening them to tourists.

157. In order to encourage institutions and private individuals to join actively in rescuing archaeological and historical remains in their area, the Institute organized local, community and neighbourhood meetings to appoint committees to guard local monuments. Citizens' associations and cultural groups for the protection of archaeological remains were also founded and promoted in various parts of the country.

A. Restoration

158. The National Institute of Anthropology and History dramatically increased its capacity to restore objects and monuments forming part of Mexico's cultural heritage. The magnitude of this task forced the Institute to take such steps as the training of restoration experts and the launching of a programme for larger-scale salvage work on collections of colonial paintings, excavated pottery and diverse historical objects. Various pre-Hispanic and historic colonial monuments were also restored.

159. The National Institute of Fine Arts and Literature includes among its many activities the registration of property forming part of the country's artistic heritage, which it is responsible for cataloguing, restoring and preserving in the most appropriate manner.

160. In 1972, this Institute established the National Centre for the Preservation and Restoration of Works of Art, which turned first to the murals of Diego Rivera, José Clemente Orozco, David Alfaro Siqueiros, Rufino Tamayo and others.

161. Four hundred and fifty-four canvases were also restored, some of which are now to be found in the Palacio de Bellas Artes, the Museo de San Carlos and the Museo de Arte Moderno.

162. The Institute's architectural restoration work includes that on the Pinacoteca Virreinal and on the Capilla de Santa Teresa la Antigua. Technical advice has also been given to federal, state and private bodies.

B. Acquisitions

163. During the period 1973-1979, valuable additions were made to the national heritage, including the purchase of Dr. Alvar Carrillo Gil's painting collection. Dr. Carrillo Gil also donated more than 800 works.

164. The Ministry of Finance and Public Credit purchased 19 works by European painters, which went to join the permanent collection of the Museo de Arte Antigo, also known as the Museo de San Carlos.

165. The library of writer Alfonso Reyes and the Casasola photographic archive also became part of the national heritage.

166. The Museo de Arte Prehispánico Rufino Tomayo was founded in the city of Oaxaca with the donations made by that painter to the Mexican people. The Fonoteca Helmer, a collection of 300 tapes of folk music from various parts of Mexico recorded in the field, was also donated.

X. PROMOTION OF CULTURE

167. Each year, the Mexican Government awards national prizes for the sciences, letters and arts through the National Institute of Fine Arts and Literature. To that end, it sets up committees comprising representatives of the country's main cultural institutions such as the National Autonomous University of Mexico, the National Polytechnic Institute, the National College, the Academy of Arts, the Seminary for Mexican Culture, the Mexican Academy of History and the Mexican Academy of Languages. These committees give their verdict after considering the work of each of the most outstanding individuals in the three branches, especially the work done in that year. Prizes consist of a diploma and cash.

A. Competitions

168. Each year, the National Institute of Fine Arts organizes several national and regional competitions in order to promote cultural activities. Among these activities, we might mention the following:

- (a) The autumn festival for Mexican dramatists, held in the Federal District;

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(b) The competition for the National Poetry and Plastic Arts Prize, held at Aguascalientes;

(c) The competition for the National Story Prize, held at San Luis Potosí;

(d) The competition for the Guanajuato National Theatre Prize;

(e) The competition for the National Young Mexican Poets' Prize, held at Lagos de Moreno, Jalisco;

(f) The competition for the Hans Christian Andersen National Children's Story Prize, held in the Federal District;

(g) The competition for the National Literary Essay Prize, held at Gómez Palacio, Durango.

169. All the above prizes consist of 30 thousand pesos in cash and a diploma.

170. The narrative and literary criticism workshops were established in 1973, and the poetry workshop in 1975, to encourage young Mexican writers. Literary workshops were also set up in the cities of San Miguel de Allende, Aguascalientes, San Luis Potosí, Zacatecas, Gómez Palacio, Torreón and Mexicali.

XI. DISSEMINATION OF CULTURE

171. One of the main tasks of the Ministry of Education is to promote and carry out programmes for the dissemination of culture, through the units directly responsible to it (Division of Publications and Libraries, Audio-Visual Production Centre, Television Channel 11) and with the support of decentralized cultural bodies (National Institute of Fine Arts and Literature, Radio Educación and the Seminary for Mexican Culture).

A. National Institute of Fine Arts and Literature (INBAL)

172. In order to implement the right to take part in cultural life at national level, since 1973 INBAL has been promoting activities in 27 cultural centres in the country's main cities. These centres provide introductory teaching on dance, music, the plastic arts, theatre and literature and, as part of these activities, organize series of lectures on various cultural topics.

173. In addition to the cultural centres, the Institute has 6 regional institutes, 4 regional centres, 5 galleries, 12 art schools and various museums in different parts of the country.

174. Literary workshops for stories, poetry, novels, essays and theatre have been established in 39 of the country's cities. A number of periodicals have also been launched: the Revista de Bellas Artes, published every two months, with original essays and articles on the cultural areas with which the Institute is concerned; the quarterly magazine Artes Visuales, published by the Museo de Arte Moderno, with

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articles on contemporary Mexican and foreign art; the quarterly magazine Tierra Adentro, published by the Regional Fine Arts Council (one of the means by which the various cultural centres remain in regular contact with one another); and the Boletín of the Museo de San Carlos, with information about the museum's collection and activities.

175. The Department of Plastic Arts is responsible for preserving, restoring, exhibiting and circulating the paintings and sculpture in the Institute's collection. For this purpose, it has the following units: the Museo de Arte Moderno (with permanent exhibitions of Mexican painting and sculpture and temporary exhibitions of national and foreign works), the Pinacoteca Virreinal de San Diego (religious paintings from the colonial period), the Museo de San Carlos (collections of paintings by European artists: El Greco, Murillo, Zurbarán, Rubens, Bosch, Brueghel, Van Dyck, Titian, Goya, Sorolla, etc.) a room of colonial paintings; and a collection of copies of Greek, Roman and Renaissance works of sculpture donated to the former Academy of Arts by King Carlos IV of Spain) and the following galleries: José María Velasco, Chapultepec, Salón de la Plástica Mexicana, José Clemente Orozco and the gallery of the Palacio de Bellas Artes.

176. In addition to the above, the country has other museums devoted to preserving and exhibiting various works belonging to the national heritage, including the Museo Regional de El Carmen in Mexico City (with religious works of art on display in the building of the former Carmelite convent); the Museo Frida Kahlo (with examples of pre-Hispanic art, colonial paintings and works by Diego Rivera and Frida Kahlo); the Museo Regional de Querétaro (seventeenth-, eighteenth- and nineteenth-century painting); the Museo Regional de Puebla (weapons, paintings and furniture from the colonial period); the Museo de la Colonia de Santa Mónica at Puebla (religious objects from various convents in the region); the Museo Regional Cuauhnáhuac at Cuernavaca (which contains murals by Diego Rivera and canvases illustrating the history of Mexico); the Museo Casa de Morelos at San Cristóbel Ecatepec (nineteenth-century furniture), etc.

177. In the field of art education, INBAL has 65 educational institutions, which teach various academic disciplines.

178. One of the Institute's main tasks is to promote and disseminate culture at all levels. It has 72 centres for the promotion of culture, scattered throughout the country, which it uses for this purpose.

B. Dissemination of publications

179. Realizing that, because of poor access to books and lack of guidance on reading the public tends to read low-quality publications, and seeking to improve the country's cultural environment, the present Government has given priority to a programme to encourage the habit of reading by improving and establishing libraries and the production of quality publications at reasonable prices and their more efficient distribution.

180. In the period 1978-1979, the following activities were undertaken:

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181. In order to encourage children, young people, students and new readers to read suitable publications, the Ministry of Education brought out a number of new books: some were published in the Colibrí collection of selected children's books, 12 were on world history suitable for students and young people in general, 40 were for new readers, 29 for adult education, 9 for high-school diploma courses, and 6 were books of short stories for children.

182. It also brought out the bulletin Correo del Libro, which is designed to encourage the promotion, investigation and dissemination of the various examples of printed culture and to elicit an exchange of views with the country's teachers in order to find out how they feel about the topics and books that Mexico's teachers prefer. This bulletin has an average circulation of 500,000 copies an issue. Nine issues were published in 1978-1979 and 17,202 schoolteachers were registered in its directory.

183. The distribution of publications was promoted through the Correo del Libro, offering 600,000 schoolteachers working all over the country a large number of publications at accessible prices. Book sales totalled 64,449 books for an approximate total value of 2 million pesos. A system was devised for the proper and efficient delivery of both the bulletin and the books ordered by schoolteachers through the mail.

C. Libraries and reading-rooms

184. By expanding and improving library services, the Government is hoping to develop and operate a library system which will give the population access to educational, cultural and recreational reading matter produced within the country. In this connexion, 1,250 people were trained as librarians and archivists by means of courses, workshops, seminars, etc.

185. In 1978-1979, public libraries run by the Ministry of Education served more than one and a half million readers.

186. Plans approved for the remodelling of 10 public libraries were entrusted to the Division of Buildings, which is in the process of implementing them. The furniture, equipment and bookshelves of all the public libraries and most school libraries were also replaced. There are currently 173 federal public libraries and 967 school libraries. The latter dealt with a total of 5.4 million readers. The Administrative Committee of the Federal School Construction Programme (CAPECE) will also build nine new libraries this year. Four of these are already in progress: one in the Federal District, one at Veracruz, one at Guanajuato and one in the State of Mexico.

D. Support to new bookshops

187. The establishment of new bookshops in work centres throughout the country is being encouraged. These bookshops stock between 60 and 80 books which workers can buy at low prices and on credit. The Fund for Economic Culture and the National Development and Guarantee Fund for Worker Consumption (FONACOT) are co-operating with the Ministry of Education in this work.

188. Another institution which plays a major role in disseminating culture throughout the country is the College of Mexico, an independent higher education and research institution supported by the Federal Government. The College does a considerable amount of publishing work, producing magazines and book collections containing the results of its research and contributions from other institutions and countries.

E. Distribution of films

189. The basic function of the Audio-visual Production Centre of the Ministry of Education is to produce and distribute educational, scientific and cultural films for the entertainment and development of the various sectors of the population. In order to put its materials into circulation, the Centre has established relations with the following autonomous universities: the National University of Mexico, the Metropolitan University, the University of San Luis Potosí and the University of Oaxaca, as well as the National Polytechnic Institute, the College of Bachilleres, the College of Sciences and Humanities, and other secondary or higher-education institutions.

F. Educational and cultural television

190. Channel 11 has taken a number of steps to extend the range and improve the quality of its broadcasts. Mention should be made of the complete modernization of its transmitters, the opening and operation of two colour studios and the use of the microwave system of the Ministry of Communications and Transport for hook-ups with the federal network.

191. In July 1978, Channel 11 started producing programmes relating to history, art, technology and science.

192. In 1973, the Ministry of Communications signed a contract for the use of the space segment necessary for the establishment of a television circuit via satellite to enable Mexican broadcasts to reach the other countries of Latin America, thus helping to strengthen the cultural and socio-economic ties and the bonds of solidarity between the Latin American peoples through the regular exchange of television programmes.

G. Cultural radio programmes

193. Radio Educación is a decentralized organ of the Ministry of Education; its function is to promote and support the Ministry's own programmes, as well as other cultural or public-interest programmes.

194. During the reporting period, Radio Educación concluded co-operation agreements or established permanent relations on an informal basis with various organs and agencies of the Ministry of Education.

195. Finally, mention should be made of the National Indigenist Institute, established in 1948. Its over-all objective is to integrate into Mexican society groups of Mexicans who have preserved their cultural identity. It seeks to raise their living standards with a view to putting them on a footing of equality with the rest of the country's population. In addition, the Institute, in co-ordination with the Ministry of Education, carries out any activity likely to benefit indigenous groups.

196. In attending to the needs of the country's indigenous population, the Institute has at its disposal various types of services, including the development-and-improvement brigades working among the indigenous population, and the schoolhouse-shelters, where bilingual front-line cultural workers are among those who have functions to perform.

197. The following is a list of, inter alia, the principal laws, administrative regulations and collective agreements relating to the right of everyone to take part in cultural life, including those aimed at the conservation, development and diffusion of culture:

1. Additional Decree to the Decree establishing the Organizing Committee for the International Cervantes Festival (21 February 1977).
2. Decree proclaiming that the International Cervantes Festival will be held in the city of Guanajuato every year on a date to be announced in due course (15 August 1977).
3. Decree proclaiming that 12 November of each year, the day on which the birth of Sor Juana Inés de la Cruz is commemorated, will be dedicated to the nation-wide dissemination of literature (6 September 1979).

Protection of moral interests of authors

Principal laws, administrative regulations, collective and other agreements and court decisions relevant to the right of everyone to benefit from the protection of moral and material interests resulting from any scientific, literary or artistic work of which he or she is the author:

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1. Agreement concerning the award of the 1976 National Prize for Scientific and Artistic Achievements to outstanding Mexicans, designated by name, in the fields of linguistics and literature, fine arts, history, social sciences and philosophy, physical, mathematical and natural sciences, and technology and design (21 December 1976).
2. Agreement concerning the award of the 1977 National Prize for Scientific and Artistic Achievements.

Steps taken for the conservation, development and diffusion of science and culture

Principal laws, administrative regulations, collective agreements and court decisions designed to conserve, develop and diffuse science and culture at the constitutional level, within the national educational system and by means of the communications media:

1. Decree establishing the National College of Vocational and Technical Education (27 April 1978).
2. Decree establishing the National Pedagogical University (29 August 1978).
3. Decree proclaiming that 12 November of each year, the day on which the birth of Sor Juana Inés de la Cruz is commemorated, will be dedicated to the nation-wide dissemination of literature (6 November 1979).
4. Agreement stipulating that national and regional museums, archaeological and historical monuments and the sites of archaeological monuments under the jurisdiction of the National Institute of Anthropology and History shall not be used by any natural or legal person or by any federal, State or municipal agency for purposes inconsistent with their *raison d'être* or nature (31 October 1977).
5. Agreement establishing an inter-ministerial commission to co-ordinate the activities of government ministries and other agencies or departments authorized by legislation to study, protect and conserve objects of archaeological, historical or artistic value which are part of the country's cultural heritage (31 October 1967).
6. Decree declaring it to be in the public interest to continue studying, excavating, exploring, recovering, consolidating, restoring, protecting and conserving the archaeological monuments situated between Calle de Guatemala, Calle de Argentina, Calle Justo Sierra, Calle del Carmen, Calle Moneda and Calle Seminario. To this end, the Decree provides for the expropriation of the properties situated at Nos. 5 and 7, Calle de República de Argentina, Mexico City, Federal District (14 June 1979).
7. Agreement enabling the Ministry of Programming and Budgetary Matters to authorize State participation in a civil association whose objective will be to obtain originals or reproductions of records, maps, plans and

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drawings relating to the period between the discovery of the Americas and the independence of Mexico (29 June 1979).

Right to the freedom of scientific research and creative activity

Principal laws, administrative regulations, collective agreements and other types of arrangements designed to promote the right of everyone to the freedom indispensable for scientific research and creative activity.

We believe that since this question falls within the competence of the Copyright Office, it should be dealt with more fully by that Office.

1. Agreement No. 49 establishing the rates of royalties to be paid to performers for the use of gramophone records at public performances for purposes of profit (8 October 1980).

Encouragement and development of international contacts and co-operation in the scientific and cultural fields

Principal laws, administrative regulations and collective agreements designed to encourage and develop international contacts and co-operation in the scientific and cultural fields:

1. Agreement No. 37, concluded on 23 November 1979 by the Minister for Foreign Affairs, under which the Department of International Relations will be responsible for representing the Ministry of Education in international organizations and agencies active in the educational and cultural fields.

Agreement

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in the Diario Oficial
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2. Agreement on Cultural Co-operation between the Government of the United Mexican States and the Government of the United Kingdom of Great Britain and Northern Ireland, signed at Mexico City on 25 February 1975 11 January 1977
 3. Agreement on Cultural Co-operation between the Government of the United Mexican States and the Government of the Hungarian People's Republic, signed at Budapest, Hungary, on 19 September 1975
- Decree approving the Agreement: 29 November 1976 11 January 1977

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Date of publication,
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Agreement

4. Agreement on Scientific and Technical Co-operation between the Government of the United Mexican States and the Government of the Argentine Republic, signed at Mexico City on 12 February 1973

Decree approving the Agreement: 29 November 1976 12 January 1977
5. Agreement on Cultural Co-operation between the Government of the United Mexican States and the Government of the Republic of India, signed at New Delhi, India, on 23 July 1975

Decree approving the Agreement: 29 November 1976 12 January 1977
6. Agreement on Scientific and Technical Co-operation between the Government of the United Mexican States and the Government of the People's Republic of China, signed at Mexico City on 9 September 1975

Decree approving the Agreement: 29 November 1976 14 January 1977
7. Agreement on Co-operation in the Scientific and Technological Fields between the Government of Mexico and the Government of India, signed at New Delhi, India, on 23 July 1975

Decree approving the Agreement: 4 January 1977 28 January 1977
8. Basic Agreement on Scientific and Technical Co-operation between the Government of the United Mexican States and the Government of the Empire of Iran, signed at Teheran on 21 July 1975

Decree approving the Agreement: 4 January 1977 28 January 1977
9. Agreement on Cultural and Educational Exchanges between the Government of the United Mexican States and the Government of the Republic of Venezuela, signed at Mexico City on 22 March 1975

Decree approving the Agreement: 4 January 1977 28 January 1977

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<u>Agreement</u>	<u>Date of publication in the Diario Oficial of the Federation</u>
10. Cultural Agreement between the Government of the United Mexican States and the Government of Canada, signed at Mexico City on 25 January 1976	
Decree approving the Agreement: 4 January 1977	1 February 1977
11. Agreement on Scientific, Technological, Educational and Cultural Co-operation between the Government of the United Mexican States and the Government of Trinidad and Tobago, signed at Port of Spain on 16 August 1975	
Entry into force: Applied provisionally from the date of signature	
Decree approving the Agreement: 4 January 1977	1 February 1977
12. General Agreement on Co-operation between the United Mexican States and Japan, signed at Mexico City on 14 September 1976	
Decree approving the Agreement: 4 January 1977	3 February 1977
13. Agreement on Cultural, Scientific and Technical Co-operation between the Government of the United Mexican States and the Government of Japan, signed at Mexico City on 14 September 1976	
Decree approving the Agreement: 20 January 1977	16 February 1977
14. Agreement on Cultural Co-operation between the Government of the United Mexican States and the Government of the Empire of Iran, signed at Tehc. an on 21 July 1975	
Decree approving the Agreement: 20 January 1977	17 February 1977
15. Agreement on Cultural and Scientific Co-operation between the Government of the United Mexican States and the Government of the Republic of Senegal, signed on 21 May 1975	
Decree approving the Agreement: 28 January 1977	30 March 1977

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	<u>Date of publication in the Diario Oficial of the Federation</u>
<u>Agreement</u>	
16. Agreement on Cultural and Technical Co-operation between the Government of the United Mexican States and the Government of the People's Republic of Bulgaria, signed at Mexico City on 9 May 1977	14 February 1978
17. Agreement on Scientific and Technical Co-operation between the Government of the United Mexican States and the Government of the Hungarian People's Republic, signed at Mexico City on 7 February 1977	14 February 1978
18. Cultural and Scientific Agreement between the United Mexican States and the Portuguese Republic, signed at Lisbon, Portugal, on 9 February 1977	14 February 1978
19. Agreement on Cultural Co-operation between the United Mexican States and the People's Democratic Republic of Algeria, signed at Mexico City on 30 June 1977	14 February 1978
20. Basic Convention on Scientific and Technical Co-operation between the Government of the United Mexican States and the Government of Spain, signed at Madrid on 14 October 1977	8 March 1978
21. Agreement on Cultural Co-operation between the Government of the United Mexican States and the Government of the Federal Republic of Germany, signed at Mexico City on 1 February 1977	16 May 1978
22. Convention on Cultural and Educational Co-operation between the Government of the United Mexican States and the Government of Spain, signed at Madrid on 14 October 1977	30 May 1978
23. Co-operation Agreement concluded by the countries of Latin America and the Caribbean in order to restructure the Latin American Institute of Educational Communication (ILCE), signed at Mexico City on 31 May 1978	
Decree approving the Agreement: 24 January 1979	28 March 1979
24. Basic Agreement on Scientific and Technological Co-operation between the Government of the United Mexican States and the Government of the Republic of Ecuador, signed at Quito on 13 July 1974	
Decree approving the Agreement: 19 December 1978	17 May 1979

- | <u>Agreement</u> | <u>Date of publication
in the Diario Oficial
of the Federation</u> |
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| 25. Basic Agreement on Scientific and Technical Co-operation between the Government of the United Mexican States and the Government of the People's Republic of Bulgaria, signed at Sofia on 28 May 1978

Decree approving the Agreement: 30 January 1979 | 12 July 1979 |
| 26. Co-ordination Agreement between the Ministry of Education, the Ministry of Labour and Welfare, the Ministry of Communications and Transport and the Department of Fisheries | 16 September 1979 |
| 27. Agreement on Cultural and Educational Co-operation between the Government of the United Mexican States and the Government of the People's Republic of China, signed at Peking on 27 October 1978

Decree approving the Agreement: 23 January 1979 | |
| 28. Basic Agreement on Scientific and Technical Co-operation between the Government of the United Mexican States and the Government of the Republic of Colombia, signed at Mexico City on 8 June 1979

Decree approving the Agreement: 22 November 1979 | |
| 29. Agreement on Cultural and Educational Exchanges between the Government of the United Mexican States and the Government of the Republic of Colombia, signed at Mexico City on 8 June 1979

Decree approving the Agreement: 22 November 1979 | |
| 30. Additional Agreement to the Basic Agreement on Scientific and Technical Co-operation and to the Agreement on Economic and Industrial Co-operation in Geology and in the Mining Industry between the Government of the United Mexican States and the Government of the People's Republic of Bulgaria, signed at Mexico City on 16 April 1979

Decree approving the Agreement: 18 December 1979 | |

Date of publication
in the Diario Oficial
of the Federation

Agreement

31. Basic Agreement on Scientific and Technical Co-operation between the United Mexican States and the Czechoslovak Socialist Republic, signed at Mexico City on 20 April 1979

Decree approving the Agreement: 18 December 1979

ANNEX

LIST OF REFERENCE MATERIAL a/

1. Articles of the Constitution relating to education (Constitution of the United Mexican States, published in the Diario Oficial of the Federation on 5 February 1917
2. Secretaría de Educación Pública, Diario Oficial, 29 November 1973
3. Secretaría de Educación Pública, Diario Oficial, 31 March 1980
4. Proyecto de reglamento general de becas
5. Ley Federal de Educación, Diario Oficial, 29 November 1973
6. Ley para la coordinación de la educación superior, Diario Oficial, 29 December 1978
7. Ley del impuesto sobre la renta, Diario Oficial, 30 December 1980
8. Ley del Impuesto al Valor Agregado

a/ This reference material can be consulted in the original language, as received from Mexico, in the archives of the Secretariat.