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

SUMMARY RECORD OF THE 6th MEETING

Held at Headquarters, New York,
on Thursday, 21 April 1983, at 3 p.m.

Chairman: Mr. JOHNSON (Ecuador)

later: Mrs. KUROKOCHI (Japan)

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The meeting was called to order at 3.10 p.m.

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

Report of the German Democratic Republic (E/1982/3/Add.15 and Corr. 1) (continued)

1. Mr. BOLLMANN (German Democratic Republic) said that he would try to answer some of the questions which had been raised in connection with article 13 of the Covenant and that his colleague, Mr. Hucke, would then answer the questions concerning article 15.
2. Concerning the format of the report, he said that the suggestion that the various parts of the report be given subheadings would be communicated to the appropriate authorities in the German Democratic Republic so that it could be taken into account in the preparation of subsequent reports.
3. Replying to the questions put by the representatives of Denmark and Tunisia, he said that it was true that the German Democratic Republic was encountering a number of problems in developing and improving its education system. One of the problems was the need constantly to improve education standards. Moreover, the rising birth rate made it necessary to build the necessary facilities and to train the necessary teaching personnel so that all children could attend kindergarten.
4. In answer to the questions concerning the education system raised by the representatives of Japan, Spain and Denmark, he said that 93 per cent of all children in the 3-6 age group attended kindergarten; after that they were compelled to attend secondary polytechnical school for a period of 10 years until the age of 16. Thirty per cent of the graduates of those secondary schools went on to centres of higher secondary education. Where they received two years of vocational training leading to the Abitur (school-leaving certificate). After passing the Abitur exam they could aspire to enter centres of higher education. The remaining 70 per cent went on to various company or community vocational training schools. It was up to the students and their parents to choose the type of education they wanted. There were vocational guidance centres in all districts and in all schools the students were given ample information concerning vocational training several years prior to their graduation. Finally, industrial and agricultural polytechnical training awakened specific interests in young people. Upon graduating from secondary school, students frequently entered the same vocational training centre in which they had received their polytechnical education.
5. In reply to the question put by the representative of Denmark concerning the weekly number of class hours he said that during the first years there were 28 to 30 hours of class weekly; as of the fifth year the number of classes increased gradually from 32 to 36 hours a week.

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Democratic Republic)

6. Concerning handicapped children, he said that education was tailored to the type of handicap, physical or mental. There were some 500 special schools for children with physical handicaps.

7. In reply to the questions put by the representatives of Spain and Tunisia, he said that in the secondary education establishments, students were encouraged to take non-required subjects - foreign languages for example - in addition to the required subjects in order to awaken their interests and stimulate their talents. It was worth mentioning that Russian was a required subject because of the specialties of friendship and the cultural, economic and political bonds between his country and the Soviet people. There were special classes and schools for very talented children or those with special interests - for example there were ballet schools, music schools, schools of sports and schools specializing in sciences, languages, mathematics and so forth. The extra-curricular activities organized by schools and youth organizations played an every important role. For example, 60 per cent of school children belonged to sports groups and 40 per cent participated in cultural activities.

8. Replying to the question put by the representative of the Soviet Union concerning the training and social status of teaching staff, he pointed out that the teaching staff were trained in pedagogical universities and in special teacher-training schools. They were trained for the various levels of education. After completing their academic training they had to undergo various forms of in-service training. Periodically they took part in extra-mural studies during school vacations. It had been possible to reduce the student/teacher ratio from 40:1 in 1950 to 12:1 in 1982. Not only had the number of teachers increased but their quality had improved also.

9. The importance of the teaching function was recognized in the German Democratic Republic. Teachers' day was celebrated on 12 June every year. In addition, the Government paid great attention to the living and working conditions of the teaching staff.

10. Concerning the relationship between education in the school and that in the family, it should be recalled that the aim of education, as stated in article 1 of the Education Act of 1965, determined the education task of all social forces in the German Democratic Republic. Particular importance was given to co-operation between parents and teachers. The rights and duties of the parents concerning the education of their children were stated in the Family Code and in the Civil Code of 1975. There were parent organizations through which co-operation between parents and educational institutions was increased.

11. Regarding the question about religious education, he said that the Constitution of the German Democratic Republic provided for the separation of Church and State and that of the Church and the schools. Every child could choose his religion and the parents could choose the religious education they desired for their children.

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Democratic Republic)

12. The representative of Ecuador had asked a question about education for peace. He pointed out that he had already referred to that subject in an example which he had cited when introducing the report at the preceding session; he could cite other examples of how education for peace was included in the school curricula and the textbooks used in the country. Moreover, a delegation from the German Democratic Republic was participating in an intergovernmental conference convened by the United Nations Educational, Scientific and Cultural Organization for the purpose of disseminating information on experience gained in that sphere. In accordance with a suggestion by the UNESCO secretariat, a brochure had been published on that experience.

13. The representative of Tunisia had stated that education must be detached from politics. He pointed out that that was not possible, for if it was done, the duty to educate children in the spirit of international peace and understanding would not be discharged.

14. With regard to the question put by the representative of the People's Republic of Bulgaria concerning education against neo-fascism and racial intolerance, parents, educators, children, youth organizations and all the other social forces concerned with education took every opportunity to inculcate in those being educated feelings of international solidarity and hatred of any situation of neo-fascism or racial intolerance. In that connection, the population of the country, and particularly the young, had followed with the greatest interest the consideration by the General Assembly at its thirty-sixth session of agenda item 12, "Measures to be taken against Nazi, Facist and neo-Facist activities and all other forms of totalitarian ideologies and practices based on racial intolerance, hatred and terror".

15. State policy in that sphere was reflected in educational policy. For example, in the eighth-grade geography textbook, reference was made to the Declaration on the Granting of Independence to Colonial Countries and Peoples, adopted in 1960. Similarly, in the tenth-grade biology textbook, different racial types were described, and all forms of racial discrimination were condemned. With regard to the results of that type of education, he pointed out that, in the German Democratic Republic, there were thousands of students from Africa and Asia. As an example of international solidarity, educational materials were sent to developing countries, and experienced educators from the German Democratic Republic were working in many countries of Africa and Asia. There were close links between the country's schools and those of other nations. That showed that the struggle against neo-facism and racial intolerance was not only one of the objectives of education but was also reflected in national practice.

16. In conclusion, he referred to the question put by the representative of the Soviet Union on the Wend minority. He regretted that he had not been able to find out the exact size of that minority population, which lived in 2 of the country's 15 districts and dated from the sixth century. The Wends were a Slavic minority. The German Democratic Republic assumed its obligation to conserve the

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Democratic Republic)

culture, language and heritage of that people. Consequently, young people had an opportunity to choose the school and the type of education they preferred, either in their own mother tongue as a principal language and German as a second language, or vice versa.

17. Mr. HUCKE (German Democratic Republic) replied to the questions relating to article 15 of the Covenant. He thanked the representative of Spain for having pointed out an error of detail in the Spanish text. The Government of the German Democratic Republic did not subsidize cabarets in the sense in which the term was used in Spanish but in the sense of theatres where satirical works were presented.

18. The representatives of France, Denmark and the Soviet Union had asked questions about the opportunity of the people of the German Democratic Republic to have access to foreign cultures and participate in international exchanges with other countries. As a participant in international cultural undertakings, the German Democratic Republic had concluded cultural agreements with some 50 countries, including Denmark, France, Great Britain and Austria. In 1981 alone, within the framework of those agreements, invited artistes from 56 foreign groups had performed, and 1,300 concerts had been given by soloists. At the same time, artistes from the German Democratic Republic were constantly receiving invitations to perform abroad.

19. In the sphere of printed publications, there was still a certain lack of balance. Thus, between 1975 and 1979, in the German Democratic Republic, more than 3,000 works by living authors from non-socialist countries had been published, while, during the same period, in those countries, only some 2,000 books by living authors from the German Democratic Republic had been published.

20. Cultural links with the socialist countries, above all the Soviet Union, had always been especially strong. Joint activities were undertaken to commemorate anniversaries, and there was a constant exchange of artistes. Cultural workers in those countries were trying to extend the links of co-operation still further.

21. Every year, works written in nearly 40 languages were translated into German. Again, between 1981 and 1983, the German Democratic Republic had imported 59 films from five Western countries. Those same countries had imported only 36 films from the German Democratic Republic; it should be recognized that that led to commercial problems.

22. The representative of France had requested information about radio and television programmes. In the German Democratic Republic, there were no private radio and television stations. However, in addition to the main central stations, there were special local programmes dealing with the interests of the population of the area. The central stations participated in the international programme of programme exchange; in that way, the population could hear or see important international events in politics, culture and sports. In view of the fact that the German Democratic Republic was in central Europe, everybody could tune in to radio

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and television programmes from neighbouring countries. Similarly, the repertoire of the theatrical companies of the German Democratic Republic included 1,600 productions, including works from more than 30 countries.

23. Although the representative of Tunisia had said that, in the discussions of the Working Group, political statements were to be avoided, his delegation believed that the international situation was of great importance with regard to the results that might be obtained in the implementation of the articles of the Covenant, particularly article 15. Policies of political, economic and ideological confrontation and arms build-up did not contribute to the tightening of cultural links or the promotion of understanding and friendship among peoples.

24. Replying to the representative of Bulgaria with regard to the conservation of the cultural heritage of the country, he pointed out that, in paragraphs 63 and 64, only the general guidelines of policy in that area were set forth.

25. The development of socialist culture in the country was based on the conservation and creative assimilation of the revolutionary and humanist tradition of German cultures. Emphasis was placed on the establishment of a productive relationship among the people and on the results of human creation. There were sufficient indicators that the heritage remained alive and was being promoted in every direction as an integral part of the evolution of the socialist life-style in the country, particularly in literature and music. For example, there was greater assistance to the museums than to football stadiums. The low-cost publication of millions of books had helped to increase awareness of the intellectual achievements of the past. In that regard, primacy had always been accorded to the organization of festivals, conferences, exhibitions and activities of a commemorative character, and such would continue to be the case in the future.

26. The preservation and conservation of monuments also formed an integral part of the promotion of the country's cultural heritage. In 1975, an act had been promulgated on the conservation of monuments in the German Democratic Republic. There were over 300 monuments of international importance in the country, including the centres of 32 ancient villages, national monuments to the memory of the victims of fascism, etc. There were also cathedrals, castles and over 100 special buildings of other kinds, the conservation of which was important to the whole of society. The next few years would see the completion of reconstruction of monuments in the centre of Berlin which had been destroyed during the Second World War.

27. Theatres and publishing houses played an important part in cultivating and disseminating the country's historical heritage. One of the main tasks of publishing houses in the German Democratic Republic was to popularize the literary heritage of Germany and the world. Many cultural and scientific institutions such as the Academy of Science and the Academy of Art, universities, museums and publishing houses, for their part, considered it their duty to cultivate and disseminate the anti-fascist, proletarian and revolutionary heritage of the German people.

28. Mr. SOFINSKY (Union of Soviet Socialist Republics) thanked the representatives of the German Democratic Republic for answering exhaustively the questions raised by members of the Working Group.

29. Mr. BENDIX (Denmark) recalled that, at the previous meeting, he had asked a question which the representatives of the German Democratic Republic had not answered. He wished to know whether the Constitution of the German Democratic Republic protected freedom of research and whether there was censorship as to what could be researched or published. A number of research workers who had published their work abroad had apparently been forced to leave the German Democratic Republic, some of them losing their nationality. He was concerned that the right of individuals to participate in cultural life and to make whatever use they wished of their work was not being protected. At the previous meeting, a member of the Working Group had maintained that article 13, paragraph 3, of the Covenant could not be implemented in the socialist countries, on the grounds that there could be no private schools in those countries since it was necessary to pay for the education received in such schools and that would be contrary to the socialist system. He believed that that problem could be avoided if the State were to subsidize private schools in the same way as it subsidized minority education.

30. Mr. BOUZIRI (Tunisia) expressed regret that, at times, the debate in the Working Group became unnecessarily politicized. The Working Group was an expert group and must not engage in polemics which only fueled prejudice. It was always the small countries that stood to lose the most in that kind of polemics.

31. Mr. BOLLMAN (German Democratic Republic) said that he wished to reply to the further questions raised by members of the Working Group. In response to the question raised by the representative of Denmark: in his country science was regarded as a vital resource for promoting economic growth and raising the standard of living of the population. In the past year, 90 per cent of the increase in labour productivity had been the result of new scientific and technological developments. Each year in the German Democratic Republic, competitions were held to award prizes to the best research workers. Similarly, in production centres there were movements of innovators who also won prizes for their efforts to promote progress.

32. In the German Democratic Republic, scientists' work was not censored and the latter were completely free to choose the subject of their research and to publish the results. Some artists and writers had left the country in the past because, in the German Democratic Republic, art was inseparable from politics. Those who had chosen to oppose the socialist system had turned their backs on their country but nobody had placed restrictions on them in their work. Moreover, many artists from the German Democratic Republic were residing temporarily in the West in order to study or to present their works.

33. Mrs. Kurokochi (Japan) took the Chair.

34. The CHAIRMAN announced that the Working Group had concluded its consideration of the report submitted in accordance with Council resolution 1988 (LX) by the German Democratic Republic concerning rights covered by articles 13 to 15 of the International Covenant on Economic, Social and Cultural Rights.

35. It was so decided.

36. Mr. Bollman and Mr. Hucke withdrew.

Report of Czechoslovakia (E/1982/3/Add.18)

37. At the invitation of the Chairman, Mr. Pulz (Czechoslovakia) took a place at the table.

38. Mr. PULZ (Czechoslovakia) said that economic, social and cultural rights formed an integral part of the Czechoslovak Constitution and were also closely linked to civil and political rights. In Czechoslovakia, as in other socialist countries, rights and duties were based on the harmony of interests of the individual and of socialist society as a whole. That was why the Czechoslovak Constitution underlined the fact that, in a society of the working people, the advancement and interests of each member must accord with the advancement and interests of the whole community. The rights of citizens must serve both the free expression of the individual's personality and the strengthening of socialist society. In socialist countries, the individual was not viewed simply as a bearer of subjective rights but also as having a responsibility towards socialist society. That was why, in Czechoslovakia, the enjoyment of individual rights and freedoms was closely linked with the fulfilment of the individual's basic obligations towards the State and society.

39. Another feature of the socialist concept of fundamental rights and duties was their equality. The Czechoslovak Constitution provided for equal rights and duties in three main categories: among individuals, between men and women and among peoples and ethnic groups.

40. The fundamental rights, freedoms and duties of Czechoslovak citizens were secured primarily by social and economic guarantees, the most important being the existence of the socialist ownership of the means of production and the elimination of unemployment, poverty and social insecurity. Legal guarantees, primarily the Constitution, conformed fully to, and in many cases went beyond, the scope of the obligations assumed by Czechoslovakia under international agreements and treaties, including the Covenants. The most important political guarantee was the fact that political power was in the hands of the working people. There were a number of bodies and agencies whose purpose it was to safeguard, promote and secure the rights, freedoms and duties of citizens. No State organ was empowered by the Constitution to impose even temporary limitations on the exercise of the fundamental rights of any citizen for any reason.

(Mr. Pulz, Czechoslovakia)

41. It should be underlined that the absolute majority of human rights, including economic, social and cultural rights, had been incorporated in Czechoslovakia's Constitution and other laws much earlier than they had been discussed in the United Nations and embodied in the two Covenants. An important basic principle of and a pre-condition for the thorough implementation of human rights was that that was possible only in conditions of stable peace, international co-operation, détente, mutual respect for the sovereign equality, independence and territorial integrity of States and adherence to the principle of non-interference in their internal affairs. That general principle was fully reflected in the provisions of the Constitution and other Czechoslovak laws, including those regulating the rights covered by articles 13 to 15 of the Covenant, and was being consistently implemented in practice.

42. The system of education in Czechoslovakia strove for harmony between the interests of children and young people, their personal capacities and the needs of the national economy. The basic aim pursued by the educational policy had been the development of a unified and democratic system of education, accessible to all social groups, and an increase in the standard of education attained by the peoples and national minorities living in the territory of the State. A reorganization of the school system was under way, the aim being to deepen further the content of education in Czechoslovakia in accordance with the criteria stipulated in article 13 of the Covenant.

43. The right of everyone to take part in cultural life was also duly upheld in the Constitution and was being properly implemented. The aim of the influence of culture and art in Czechoslovak society was to instill in all working people the best cultural values and to encourage permanent growth of the citizens' cultural and social activities. That was an important condition for the development of socialist society.

44. The accumulation of central resources for the development of science and technology and the close interrelation between science, research and production were the main principles governing the implementation of the right to enjoy the benefits of scientific progress in Czechoslovak society. Those principles were duly expressed in the respective laws and were thoroughly put into practice. Czechoslovak legislation also guaranteed protection of the interests of authors.

45. In conclusion, he wished to underline the prominent attention devoted to the realization of human rights in Czechoslovakia by the Communist party and the Government of Czechoslovakia. The question of improving the quality of those rights, including the rights covered by articles 13 to 15 of the Covenant had been discussed, among others, during the 16th Congress of the Czechoslovak Communist Party in April 1981. Important guidelines had been set forth for the further development and increased level of education of youth and working people, and measures had been adopted which would be financed not only from the state budget, but also from the funds of State enterprises and co-operative and social organizations. An overall evaluation of the experience of implementation of the programme for reconstruction of the educational system was being prepared. In the

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cultural field, the year of the Czech theatre was now taking place, and would be followed by the year of Czech music. The expensive reconstruction of the National Theatre in Prague, which would be reopened in several weeks, was a significant contribution by the State to the development of national culture.

46. Mr. FUJII (Japan) said he wished to have a clarification of the concept of "national minorities", which frequently appeared in the report, as well as the expression "nationality question". He also wished to know the exact scope of the reference to the effort to create throughout the country the same conditions for the education of all citizens in their mother tongue, without distinction as to nationalities. In addition, he would be interested to know the reasons why compulsory school attendance had been raised from 9 to 10 years. In the section relating to the right to secondary education, he did not fully understand what was meant by the "first and second cycle" and the "closed cycle".

47. Mrs. KOLAROVA (Bulgaria) noted in the presentation of the report of Czechoslovakia the reference to guarantees for the implementation of rights, especially material guarantees. While there was no doubt that the implementation in Czechoslovakia of articles 13 to 15 exceeded the requirements of the Covenant, she wished to know more about their implementation in the different States and to have further details about the guarantees and implementation of the rights of nationalities, especially the right to education, and about the system of scholarships which prevailed in Czechoslovakia.

48. Mr. TEXIER (France) said he considered that the report showed that in Czechoslovakia articles 13 to 15 of the Covenant were implemented to a considerable degree. However, he wished to ask a few questions. First of all, he noted from table 1 in the report that between the years 1960/61 and 1970/71 the number of secondary schools and gymnasiums had diminished, whereas the number of pupils had increased, which at first sight appeared to be a contradiction. Furthermore, the report had omitted any reference to article 13, paragraph 3, of the Covenant.

49. With regard to the question of access to culture, he said that the details given concerning the mass media appeared to be mainly quantitative, since there was no reference to the plurality of information services. There was no indication whether there were radio and television broadcasts other than those of the State, or whether there was access to other sources of information. With regard to the paragraph concerning the criteria governing the freedom of artistic creation and of dissemination of the results of such activities, which, according to the report, were based specifically on article 28 of the Constitution, he wished to know who ultimately defined that freedom. Furthermore, he wished to have a clarification of the assertion that the creations of drug addicts were inadmissible, when in France and other countries a considerable number of prominent writers had been drug addicts. He did not fully understand what that condition had to do with the artistic nature of a work. In that context, he thought it was dangerous to allow the State to have sole responsibility for judging the quality of an artistic work. Lastly, he noted a lack of precision in the reference to the external conditions that had a divergent impact on the cultural process and wished those external conditions to be better defined.

50. Mr. HUCKE (German Democratic Republic) said that the report submitted by Czechoslovakia was comprehensive and clear, and noted that it provided additional information regarding the implementation of articles 13 to 15 of the Covenant in that country.

51. A question of special importance was that relating to disabled persons. In that regard, and with reference to the implementation of article 13 of the Covenant, he said he wished to have additional information concerning the integration of the disabled into the educational system of Czechoslovakia. He asked what the Government was doing for disabled children and for those persons who needed special attention, and how the latter were being integrated into the normal life of society.

52. Mrs. GIMENEZ-BUTRAGUENO (Spain) requested an explanation regarding the measure referred to in section I concerning improvement of the material conditions of teaching staff that allowed retired teachers to continue teaching and to receive additional salary. Who benefited from that measure and did it also apply to other categories of officials?

53. With reference to tables 1, 2 and 3 of the report she requested an explanation concerning the participation of women in the various education centres. Finally, she asked whether the phrase "level of production" on page 17, in the last paragraph of section (g), should not read "artistic level".

54. Mr. SOFINSKY (Union of Soviet Socialist Republics) asked what were the national minorities referred to in the report of Czechoslovakia.

55. Like the representative of France he, too, would like to know why the number of schools and institutions had declined in the past 20 years notwithstanding the sizeable increase in the number of pupils. Were there other educational institutions in Czechoslovakia aside from the State institutions?

56. Concerning the conclusion of the report of Czechoslovakia (E/1982/3/Add.18) he asked how the principle of international co-operation in the field of culture was applied in practice.

57. Finally, he asked for further information concerning the education system for working people mentioned on page 6 of the report. Was that education free also?

58. Mr. BENDIX (Denmark) thanked the Government of Czechoslovakia for its report (E/1982/3/Add.18) which demonstrated the tremendous strides Czechoslovakia had made in the implementation of articles 13 to 15 of the Covenant.

59. He wondered what was meant by the statement in the second paragraph of section C, that in Czechoslovakia "conditions for education have been created for decades - both in the families and in the educational system - so that the elementary school is attended by all young people with the exception of children who are not capable of being educated". Who decided whether a child was capable of being educated? The rights of such children should also be recognized.

(Mr. Bendix, Denmark)

60. In the following paragraph it was stated that "elementary schools were generally accessible for all young people". Was that access free? At the end of the first paragraph on page 2 of the report it was stated that "national minorities in the Czechoslovak Socialist Republic also have access to free education in both elementary and secondary schools and in institutions of higher learning". Did that mean that they also had a right to education or only that they had access to it? He did not understand why in section F, right to fundamental education, it should say "see section C above" since the last paragraph on page 5 referred to evening and extra-mural studies and that in section J, right to choice of school, mention was made of optional schools.

61. He did not think that the decline in the number of secondary schools mentioned in table 1 was a negative development. Nevertheless, he wondered whether the classes had increased, whether the secondary schools had expanded or whether there had been a centralization process as had been the case in Denmark. Accordingly, he requested more information on the subject.

62. He objected to the inclusion of optional schools in the part of the report dealing with the right to choice of school since the Covenant referred to the right to choice of primary and secondary school; apparently that right did not exist in Czechoslovakia. The same applied to section K, liberty to establish and direct educational institutions, for although the system of secondary schools was differentiated there was an established curriculum and, in theory, it would seem difficult to establish and direct educational institutions. Concerning article 15 of the Covenant, it was stated at the end of the first paragraph on page 9 of the report, with reference to the principal laws, that article 16, paragraph 2, of the Constitution stated that the State "shall see to it that the result of this work serves all the people". It was his understanding that the right to take part in cultural life had to do with an individual's ideas not with serving all the people.

63. With regard to the provisions of the Constitution concerning the rights and obligations of the citizens, he wondered what the right to take part in cultural life consisted of. It seemed strange to speak of the democratization of various institutions which apparently had been nationalized in a process which had started in 1948. The relevant legislation seemed to have come into force some 10 years later. In the first paragraph on page 11 it was stated that the characteristic feature of the stage of the increasing participation of the people in the creation of cultural values was the fact that the citizen increasingly became not only the object of cultural educational activities developed by the State - rather than the individual - but the subject of his own education. That was fine provided that conditions permitted choice of programme and provided that works and the right to publish and use the fruits of individual cultural activity were not limited by criteria which seemed to have little bearing on the right in question.

64. Mr. BOUZIRI (Tunisia) wondered whether teaching of minority languages was compulsory in Czechoslovakia for the members of those minorities and up to what level of education minorities were taught about their language and culture. He also wondered whether the statement in the report to the effect that the creations

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of drug addicts were not admissible meant that they should be condemned simply because they were the creations of addicts irrespective of the fact that their content might be of a high quality and not corrupting.

65. Mr. JOHNSON (Ecuador) asked whether the nationalization of cultural activities which had taken place in Czechoslovakia starting in 1948 hindered the performance or exhibition in Czechoslovakia of works by foreign authors and artists.

ORGANIZATION OF WORK

66. Mr. AGBASI (Secretary of the Working Group) said that the Working Group would not be able to consider at that session the report submitted by Italy in accordance with Council resolution 1988 (LX) (E/1980/6/Add.31) because it was very long and could not be translated, published and distributed quickly. The Government of Italy had been informed of the difficulties which had necessitated postponing presentation of the report.

67. The PRESIDENT said that at its next meeting the Working Group would conclude its consideration of the report of Czechoslovakia and proceed to consider the reports of Cyprus (E/1982/3/Add.19) and Denmark (E/1982/3/Add.20).

The meeting rose at 6.15 p.m.