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

SUMMARY RECORD OF THE 14th MEETING

Held at Headquarters, New York,  
on Thursday, 15 April 1982, at 3 p.m.

Chairman: Mr. BURWIN (Libyan Arab Jamahiriya)

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by States Parties to the Covenant, concerning rights covered by articles 13 to 15  
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The meeting was called to order at 3.20 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 Mexico (E/1982/3/Add.8)

1. Mr. RUIZ CABAÑAS (Mexico), introducing the report, emphasized the importance, reflected in the country's Political Constitution, which his Government attached to education, and especially fundamental education, regarding it as the essential underpinning of Mexico's social and economic development and its democratic system and structures. It was accordingly pursuing an educational policy centred on human development in both its individual and social aspects.
2. The educational system was governed by the provisions of the 1973 Federal Education Act, which reaffirmed that education was a public service provided by the State, its decentralized agencies and individuals, established methods for the democratization of education, accorded equal status to extramural and formal education and generally laid the foundation for expanded educational activities linked to working life and aimed at improving the material living conditions of those being educated. The practical efforts of the Government in implementing the precepts of the Act were reflected in the fact that 77.8 per cent of children between the ages of 6 and 14, amounting to 84 per cent in terms of real demand, were enrolled in primary schools in 1977.
3. However, the rapid growth of the population and its wide dispersal, together with problematical geographical factors seriously hampered the Government's policy. The National Education Plan, an integral part of the Global Development Plan, was designed to overcome those difficulties, its major objectives were: to provide a universal 10-year basic education; to relate the educational system to the production of goods and services necessary to society and the nation; to improve the efficiency of the educational system and the quality of the schooling provided; and to raise the nation's cultural level. The Plan included a programme entitled "Education for All", which was being implemented by the Ministry of Public Education with the participation of State governments and municipal authorities. Its primary aim was to provide primary schooling for all school-age children and in three years it had increased school enrolment by 9 per cent, to 96 per cent in 1980, and was expected to accommodate 100 per cent of the school-age population by the end of 1982. Although the drop-out rate over the six years of primary schooling was massive, the Government was committed to eliminating the trend completely within the decade.
4. Emphasis was also given in the programme to the education of adults; it was hoped to reduce the level of illiteracy to 10 per cent of the adult population within the year.
5. A third objective of the programme was to promote the teaching of Spanish; the targets for 1982 were to teach Spanish to all the children of the indigenous population aged between 5 and 7 so as to enable them to enter primary school

(Mr. Ruiz Cabañas, Mexico)

already bilingual, and to reduce monolingualism among the adult population to 25 per cent.

6. Secondary education, was available in almost 5,000 schools, to 3.4 million young people. Measures had been taken to make secondary schooling available to all those finishing primary school, to prepare young people for work by relating education to the country's productive system, to develop technical education in accordance with the needs of each region and to expand and update the training of teaching staff.

7. Higher education was also being expanded and upgraded throughout the country, especially at the vocational training level, with the aim of providing equal opportunities for all in accordance with ability. The number of students catered for had approximately trebled in the last 10 years. University education had also been similarly expanded.

8. The liberty of individuals to establish and direct educational institutions was safeguarded by the Constitution, which gave private persons the right to impart education at any level with the prior authorization of the Ministry of Public Education.

9. Commenting on the right to take part in cultural life, covered by article 15 of the Covenant, he said that the conservation, development and diffusion of the country's exceptionally rich cultural heritage was the cornerstone of the Government's cultural policy. For that purpose it had created and empowered a number of specialized departments and decentralized agencies to take charge of activities in each cultural area. In addition, cinema and broadcasting were important instruments of State educational and cultural policies; through radio and television, cultural programmes had been extended to isolated and inaccessible rural areas.

10. Copyright was guaranteed and governed by the 1956 Federal Copyright Act, which at the same time gave the State the right to publish any intellectual or artistic work which it considered necessary to the diffusion and advancement of science, culture or education.

11. The Government also actively fostered cultural exchanges with other countries and regions and had concluded many bilateral cultural agreements.

12. Mr. ALLAFI (Libyan Arab Jamahiriya) drew attention to the wide fluctuations in the illiteracy rate from one state of Mexico to another, according to the statistics given in paragraph 25 of the report. He asked whether any Government measures were being taken to redress the balance.

13. Paragraphs 111 and 112 referred to the freedom of private persons to engage in educational activity. He would like to know whether those provisions applied only to individuals or also to institutions, what was the form and purpose of the encouragement given to them, how much control the Government had over those "persons" and the relationship between private education and the public school system.

14. Mr. VEITIA (Venezuela) emphasized, in connexion with article 15 of the Covenant, that Mexico's particularly rich and varied cultural heritage had enabled it to serve as a bridge, a channel of communication, both within Latin America and between the region and the rest of the world; that was reflected in the number of cultural agreements concluded largely on Mexico's initiative. He commended the report for its full treatment of that aspect of the question.

15. He noted that in the table in paragraph 55 the children with physical or mental handicaps catered for by the educational system represented 10 per cent of the population with such disabilities. That was rather a low figure; he would be interested to know what measures the Government was planning in terms of providing expanded special attention for such children and what part, if any, was played by the private sector.

16. Paragraph 53 appeared to indicate that 50 per cent of the country's primary schools did not offer a full course of education. He would be interested to know why it was deficient in that respect and to what extent the situation had improved since 1978.

17. Paragraph 22 of the report was rather vague about the priority given to specific goals and programmes; was he right in assuming that the reduction of illiteracy was a top priority as a problem affecting large groups of the population? Some idea of the infrastructure and practical programmes involved would be useful.

18. Mr. MARDOVICH (Byelorussian Soviet Socialist Republic) commended the report for its candor in that it did not try to conceal the problems and inadequacies affecting the educational system in Mexico. Illiteracy was a particularly severe problem and he would be interested to know the reasons for the social inequality between regions reflected in paragraph 25. Paragraph 26 stated that the country hoped to eliminate illiteracy "in a few years"; was it possible to give a more specific estimate? It would also be useful to know how long it had taken to achieve the advances noted in paragraph 30 in the provision of a complete primary education.

19. Mr. MRACHKOV (Bulgaria) noted that the latest figures given in the report, for example, in paragraph 33, for the programme "Education for All" dated from 1979/80. It would be useful to have more recent statistics if possible.

20. Section IV of the report, and especially paragraph 109, indicated that it had not been found appropriate to introduce a system of granting fellowships to students; instead, they were being offered opportunities to work while studying. He would be interested to know how many students were engaged in work-study activities and what facilities were available to them in terms of special courses, for example, or paid leave.

21. Mr. BOUFFANDEAU (France) requested more information on the extramural education programmes mentioned in paragraphs 6 and 47 of the report. He echoed the questions raised by other members of the Working Group concerning the factors underlying the regional variations in the illiteracy rate, noted in paragraph 25.

(Mr. Bouffandeau, France)

He wondered whether the freedom of state governments to decide on the specific targets to be attained in their territories might partially explain the situation. In that connexion, he would like to know whether the state governments controlled sufficient funds to carry out independent programmes.

22. Mr. AKAO (Japan) asked what specific measures the Government intended to implement in order to fulfil its commitments to reduce illiteracy and eliminate the problem of the primary school dropout rate, and particularly, in the latter case, how it intended to deal with the parents concerned.

23. Reference had been made to relating education to the nation's production of goods and services. He would appreciate a fuller explanation of how that was being achieved.

24. Mr. BORCHARD (Federal Republic of Germany) commended the report both for its frankness on the question of the obstacles and difficulties encountered in implementing the Mexican educational policy and for its comprehensive description of the action being taken to conserve and promote cultural activities of all kinds.

25. He wondered how the role of education was reflected in the over-all development strategy of the country, especially in view of the social imbalances and deficiencies commented on in paragraph 1 of the report. Had the development strategy of the 1940s been adjusted to take account of those imbalances and other changes, and what in general was the Government's long-term policy on the question?

26. He would be interested to know the basic goals and targets of the expanded system of higher education and whether any particular specializations or skills were given priority.

27. He would like some information regarding the Government's general policy with respect to educational institutions run by the Church and whether they received any financial or other encouragement.

28. The remarks in paragraph 109 of the report indicating that students were offered productive opportunities rather than fellowships implied that the general aim was to give priority first to the expansion of employment and to raising the level of wages. Such an approach was likely to lead to injustices in practice if it was not backed up by at least a minimal grant scheme especially in a developing country like Mexico where, despite its rich industrial potential, certain groups of the population had great difficulty in earning a living.

29. Mr. BERGTHUN (Norway) asked, in connexion with paragraph 141 of the report, how the State exercised its control and supervision over broadcasting activities in Mexico. In connexion with paragraphs 45 to 47 on the programme to introduce the use of Spanish among the monolingual indigenous population, he asked what was being done to preserve the indigenous languages and whether the indigenous peoples could obtain higher education in their own language. He would also like to hear more about the activities of the National Institute of Indigenous Peoples referred to in paragraph 143.

30. Mr. SOFINSKY (Union of Soviet Socialist Republics) congratulated the Mexican Government on its frank and courageous report. It was clear that Mexico was well aware of the major problems that still existed in implementing human rights covered by articles 13 to 15 and was taking action to solve them. In relation to the programme to introduce the use of Spanish, he asked what proportion of the population was Indian and how many tribal languages there were. He would also like to know what was being done to keep those languages alive and if there was any printed literature available in them. He noted that the principle of compulsory primary education had been in force in Mexico for 10 years. Nevertheless, every year some 200,000 children reached the age of 15 still illiterate and some 2 million children of school age were unable to attend school at all. The report blamed geographical conditions, isolated settlements and the considerable increase in population, among other factors. He asked whether it might also be true that the schooling provided was not always compatible with social and economic conditions. He asked whether in the major cities all children attended school.

31. The CHAIRMAN thanked the Mexican representative for presenting his country's report.

Report of Hungary (E/1982/3/Add.10)

32. At the invitation of the Chairman, Mr. Rac'z and Mr. Nagy (Hungary) took places at the table.

33. Mr. RAC'Z (Hungary) said that the Government of the Hungarian People's Republic attached paramount importance to the continuous improvement of the country's educational, cultural and scientific life. Education and culture had contributed significantly to the survival of the Hungarians as an independent people with their own language and their own distinctive culture. Demands for progress and cultural advancement had always been linked and the country's great historical struggles had enriched its culture with new values and strengthened its conviction that that culture must be democratic.

34. The post-war Government of Hungary had inherited heavy burdens in coping with cultural as well as political and economic affairs. Illiteracy was widespread, the school system was outmoded and undemocratic and the network of cultural institutions was extremely limited. Although it had inherited a rich folk art, developed over the centuries, it had also inherited a society that was handicapped in its cultural development. After liberation, Hungary had undertaken the reconstruction of the war-devastated country, the organization of economic life and preparations for political stabilization and had made a start in organizing education. The people had demonstrated their thirst for culture, knowledge and information, and public education had developed by leaps and bounds. The present network of cultural centres, public libraries and cinemas had been created in those years, and with their help it had been possible to assure the basic conditions for extracurricular education and community life in even the most backward areas of the country. As development accelerated, attention had turned increasingly towards public education and popular culture. A cultural policy had been adopted based on a scientific approach and the further development of public education.

35. The State played a fundamental role in public education. It was the State's

(Mr. Rac'z, Hungary)

task to establish and develop most of the means, to see that personnel and material were available and to provide direction. At the same time, the social character of public education was recognized and various social agencies and organizations would continue in future as in the past to play a considerable role in that field.

36. Hungary maintained extensive international relations in the cultural and scientific fields. To date, the Hungarian Government had concluded cultural and scientific-technical agreements with nearly 70 countries, including all its neighbours. In the field of education, for instance, such agreements had been instrumental in establishing fruitful co-operation with Czechoslovakia, the Soviet Union, Austria, Romania and Yugoslavia. They served to promote mutual understanding of national cultures and cultural values and helped to strengthen friendly relations between the nationalities living in those countries. In that way the nationalities living in Hungary and Hungarians living in neighbouring countries could serve as a bridge.

37. Mr. MARDOVICH (Byelorussian Soviet Socialist Republic) said that the fact that the Hungarian Government's report had been presented by that Government's Ambassador and Permanent Representative to the United Nations reflected the importance attached by Hungary to educational, scientific and cultural development and to the work of the Sessional Working Group. He noted from paragraph 12 of the report that primary education had been compulsory and free since 1961 and asked when it was intended to make secondary education compulsory.

38. Mr. SOFINSKY (Union of Soviet Socialist Republics) said that Hungary had been one of the first States to accede to the International Covenant and clearly attached great importance to implementing its provisions. With regard to higher education, he noted that paragraph 50 of the report stated that payment of a tuition fee was required of 24 per cent of students, with the amount varying according to school achievement and family financial situation. He asked why a tuition fee was necessary in some cases, and whether the average fee of 389 forints per term was a large amount.

39. Mr. BOUFFANDEAU (France) said that it appeared that in practice, secondary education was universal in Hungary. He would like to know, however, whether the 96.7 per cent of primary school-leavers who sought admission to secondary schools had actually completed the primary course. He also noted that more girls than boys failed to apply to secondary schools and asked whether the discrepancy persisted or increased in respect of the completion of secondary school and admission to higher education, and whether the authorities had plans to resolve any possible imbalance.

40. Mr. AKAO (Japan) said that according to paragraph 2 of the report, Hungarian legislation on education had been enacted prior to the entry into force of the Covenant. He wondered whether any adjustments had had to be made in order to be in a position to accede to the Covenant.

41. Mr. MRACHKOV (Bulgaria) requested more information on the benefits accorded by the State to children of low-income families, referred to in paragraph 15, and asked what special benefits were provided for students who combined work and study.



42. Mr. VEITIA (Venezuela) said he had been impressed by the statistic that there was approximately one library in Hungary for every 1,000 inhabitants. He was also impressed to learn that in villages where 15 children or more wished to enter school, a kindergarten or primary school was set up with teaching in the local language. He asked whether the denominational high schools referred to in section J of the report on the right to choice of school were part of the State system or whether they provided mainly religious instruction. He noted from paragraph 30 that the number of students from developing countries attending specialized secondary schools in Hungary was expected almost to double in the next five years. He asked whether such students came under intergovernmental agreements or whether students were able to travel directly to Hungary and apply on their own behalf to enter educational institutions.

43. Mr. BERGTHUN (Norway) said that he would also welcome information regarding the extent to which the Government provided economic support for the 10 denominational high schools mentioned in paragraph 79 of the report. He would also be interested to learn whether as many women as men were enrolled in education at the university level.

44. He had been impressed by the information provided on the cultural rights of ethnic minorities, which clearly enjoyed a considerable degree of independence as well as their own cultural identity. He would like to receive information on the extent to which the associations of ethnic minorities were involved in economic activities and whether they had budgets for that purpose.

45. Mr. ALLAFI (Libyan Arab Jamahiriya) said that there appeared to be some inconsistency between paragraphs 49 and 50 of the report; while regular benefits, in kind and/or in money, were accorded to virtually all students, nevertheless 24 per cent of them were also required to pay a tuition fee. He would also like to have information regarding the consequences for graduates of the contractual social scholarships mentioned in paragraph 65 in the event that they should decide not to serve with the grantees after completion of their studies. With reference to paragraph 103, it would be interesting to learn the percentage of the population whose mother tongue was not Hungarian.

46. Mr. BORCHARD (Federal Republic of Germany) said that he would like to receive information on the difference between the fellowships and social grants mentioned in paragraph 62. There seemed to be no difference in real income between students in the two categories but he would like to know whether a distinction was made on the basis of achievement. If there were two systems, there must be some difference between them.

47. He would also like to receive information on the guidelines governing foreign language instruction in schools and what languages were taught.

48. The report did not indicate any major problems or areas where performance could be improved. He would like to know whether any problem areas remained and, if so, how the Government proposed to find solutions.



Report of Australia (E/1982/3/Add.9) (continued)

49. At the invitation of the Chairman, Mr. QUINLAN and Mr. THWAITES (Australia) took places at the table.

50. Mr. QUINLAN (Australia) replying to questions which had been raised about his country's report recalled that the representative of France had asked about the problems involved in providing education in a country where the population was so widely dispersed. The Government had developed pioneer techniques, such as schools of the air, which provided a link-up with students by radio-telephone supplemented by correspondence. The Government was also looking into the possibilities offered by satellite systems for isolated areas. In 1973 a scheme for subsidizing parents of isolated children had been introduced.

51. The representative of France had also inquired whether the minimum educational standards were set by the State or by local authorities. In fact, the basic authority was local. Performance was measured by common external assessment although a method for continuous internal assessment was being experimented with.

52. Mr. THWAITES (Australia) said that the representative of France had also asked for a chronology of Australian policy towards the aboriginal population. In historical terms, that policy had passed through four phases. The first phase had coincided with the early European settlement of Australia and had been marked by conflicts with the indigenous population. The period which followed had been characterized by a combination of neglect and paternalism. During the 1950s, the views of the Government had changed in favour of trying to assimilate the aboriginal population into the population as a whole; however that policy had not proved acceptable to the aboriginal groups. During the past 15 years the Government had come to recognize that the aboriginal population itself must handle its own affairs and current policy combined optional integration with self-management. It applied in the educational field as elsewhere.

53. The representative of France had also referred to mission schools. For a time the aboriginal population had been confined to reserves or missions and only the most basic educational services had been provided in those communities. Recently, however, strenuous efforts had been made to change that situation and details of programmes like the one for the Torres Strait Islanders were contained in the report. Such special measures were designed to guarantee access of the aboriginal population to the facilities to which all citizens of Australia were entitled.

54. The representative of France had also asked what percentage of the aboriginal population attended public, as distinct from private schools. No statistics were available but most aboriginals attended Government or Government-assisted schools which were run by aboriginal groups with Government assistance.

55. In reply to a further question by the representative of France, he said that the teaching of foreign languages was not compulsory but was offered as an option at the secondary and occasionally at the primary level. Growing emphasis was being laid on languages such as Indonesian and Chinese, which were widely spoken in the geographic area to which Australia belonged. Language study was not very popular, however, and reflected a lack of interest on the part of the community.

(Mr. Thwaites, Australia)

56. Replying to a query from the representative of the Soviet Union, he said that the aboriginal population was increasingly being taught in its own languages, but programmes were still under development. One problem had been that aboriginal languages were mainly oral and not written, presenting problems for traditional teaching methods. A vigorous training programme was being pursued for teachers and aides; in the Northern Territories there were 15 schools where the teaching was in aboriginal languages.

57. Mr. QUINLAN (Australia), replying to the representative of Bulgaria, said that the cost of private schooling varied widely between A\$100 and A\$1,500 per term. Private schooling was optional. No figures were available regarding the illiteracy rate among the aboriginal population. Statistics produced during the 1970s had shown that approximately 25 per cent of the aboriginal inhabitants not enrolled at that time had never attended school; that would presuppose illiteracy. The low level of literacy among aboriginal groups had been an impediment to the provision of training and employment for them.

58. The representative of Bulgaria had inquired about the criteria for measuring economic disadvantage which would entitle a student to educational aid. Disadvantage was established mathematically through a means test. All the states of Australia provided some form of educational assistance; the federal authorities provided supplementary aid.

59. Replying to the representative of the Byelorussian SSR who had inquired what was being done to correct the impact of economic and social inequalities on education, he emphasized that the fundamental principle in education in Australia was equal access of all to education. That principle was operative and was being achieved in so far as basically everybody had access to education through the types of affirmative action set out in pages 13 to 19 of the report.

60. In reply to a further question from the representative of the Byelorussian SSR, he observed that public education was available throughout the whole of Australia; there were no areas where only private schooling was available. Private schooling was invariably supplementary and optional.

61. Mr. THWAITES (Australia) commenting on the view expressed by the representative of the Byelorussian SSR that girls were at an educational disadvantage in Australia, said that the disparity in educational opportunities continued to be acceptable in Australia, as was apparent in school curricula and administration. The issue was receiving close attention from the Government.

62. In reply to the representative of Japan, he noted that a number of assistance schemes were available to students; such schemes were based on a means test. The maximum available to a full-time student was a living allowance of between A\$4,000 and A\$5,000 per year. If the candidate had already been accepted by the educational institution, no further academic qualification was required.

63. The representative of the Federal Republic of Germany had inquired whether the recently constituted Human Rights Commission in Australia would be responsible for monitoring the implementation of the International Covenant on Economic and Social

(Mr. Thwaites, Australia)

Rights. The Government had considered whether the Covenants should be specifically listed in the Commission's terms of reference but had decided against that course of action on the grounds that the Commission should not be given a specific mandate in that area but should retain maximum operational flexibility and should be free to interpret its own work. In the meantime, there were other institutions, such as the State Ombudsman, to whom individuals could go if they felt that their human rights had been violated.

64. Mr. QUINLAN (Australia), replying to the representative of the Federal Republic of Germany, who had inquired about the relative merits of public and private schooling, said that schooling was based on government-guaranteed minimum standards and permitted access to the university level. The relative merits of the two systems were a matter for subjective judgement by parents and students. Some parents preferred to send their children to religious schools and others chose private schools for social reasons. While some private schools were better equipped than those run by the Government, all schools were good measured by international standards. The right of everyone to an education was supplemented by the right to freedom of choice. In terms of curriculum, the difference between private and State schools was marginal and did not affect standards. Some private schools, for example, might offer more foreign languages than the State schools.

65. The representative of the Federal Republic of Germany had also noted the statement on page 40 of the report that a problem in the area of the development of curriculum materials had been that materials produced by some national working parties had not proved acceptable to all states. Although bureaucratic differences prevented complete agreement on curriculum, there was still a high degree of uniformity and compatibility of curricula and liaison between the states insured consistency.

66. The representative of the Federal Republic of Germany had asked about student participation in school administration. There was a strong trend in that direction and students were members of university councils and other administrative bodies. There was much less student participation in secondary education.

67. The representative of Norway had asked whether Government assistance had been responsible for the success of the Australian film industry. Government assistance had certainly contributed to that success, but so had tradition. Australia had produced the world's first feature film back in 1899. An interesting development in that connexion was that the Australian film industry now required less government support because the private sector now had less fear of investing in it as a high risk enterprise.

68. The representative of Norway had also asked about subsidies to the performing arts and the price of theatre tickets. The performing arts were subsidized in order to keep prices low. Many performing groups could not operate through ticket sales alone. The most expensive tickets, such as those for an opera, amounted to some 10 per cent of average weekly earnings, but most tickets cost considerably less than that.

69. The representative of Norway had asked further about the significance of the

(Mr. Quinlan, Australia)

statement on page 114 of the report that Australia had become the first of the 15 signatories to ratify the Convention on the Conservation of Antarctic Marine Living Resources. Australia was pleased that it had been first to ratify that important Convention because in a federated State the process of ratification was normally very complicated.

70. The CHAIRMAN said that if he heard no objection he would take it that the Committee had concluded its consideration of the report of Australia concerning the rights covered in articles 13 to 15 (E/1982/3/Add.9).

71. Mr. Quinlan and Mr. Thwaites (Australia) withdrew.

Report of Hungary (E/1982/3/Add.10) (continued)

72. Mr. RAC'Z (Hungary) said that in Hungary the problems of education and cultural development were under continuous study by the country's leadership, the Communist Party and the competent associations with a view to raising the general level of knowledge and to gearing education more closely to the country's needs.

73. Reverting to a point raised by the representative of the Byelorussian SSR, he said that every effort was being made to increase the percentage of students who continued their education through secondary school and efforts were under way to make secondary school compulsory for all.

74. Turning to a question raised by the representative of the USSR, he said that students who had performed satisfactorily could enter secondary schools without any difficulty. State fellowships were provided to students with financial need so as to ensure equality of opportunity for everyone and also to students with a high level of academic achievement. Some students could qualify for fellowships in both categories and others could not qualify in either.

75. Turning to the questions raised by the representative of France, he said that there were still some school drop-outs but that the trend was declining. Seventy per cent of secondary school students completed their studies. The ratio of girls to boys was satisfactory and in certain disciplines girls even outnumbered boys.

76. Turning to the question raised by the representative of Japan, he said that compulsory elementary education had been introduced in Hungary in 1948 and that subsequent legislation had continued to raise the level of education in a manner reflecting the country's general development and progress, with the result that Hungary's implementation of articles 13 out of 15 of the Covenant was constantly improving.

77. Turning to the question raised by the representative of Bulgaria, he said that handicapped children in Hungary received monthly financial assistance, especially if they were not placed in specialized institutions. The Bulgarian representative had also asked what help was provided to those who continued their studies while working. Such persons received extra paid holidays to enable them to continue their studies for the length of time depending upon their educational level.

(Mr. Rac'z, Hungary)

78. The representative of Venezuela had asked whether the State tried to influence religious education. It did not. Families were free to provide their children with a religious education and denominational schools were run by the churches. Under an agreement with the Hungarian Government, the churches received 30 million forints in Government subsidies to maintain their museums and religious and historical monuments. The representative of Venezuela had also asked about students from developing countries studying in Hungary. The great majority of such students were in Hungary under scientific and cultural agreements with their countries, each of which had a quota which it could use in accordance with its own needs and interests. Some students were studying in Hungary on a private basis and paid their own expenses.

79. The representative of Libya had asked whether there was any contradiction between paragraph 49 of the report indicating how many students received fellowships and scholarships and paragraph 50, which said that a tuition fee was required of 24 per cent of students. There was no contradiction. As he had already indicated, tuition was paid only by those students in a relatively good financial situation and whose school achievements were not the best. The representative of Libya had also asked about students who did not wish to work in the enterprises with which they had contracted. In such cases the students had to pay back the sums received from the contracting enterprise.

80. The representative of Norway had asked about the consultative and advisory functions of the associations of ethnic groups referred to in paragraph 114 of the report and about the ethnic composition of the country. Those associations worked to preserve the national cultures of a country in which 98.8 per cent of the population had Hungarian as its mother tongue, 0.3 per cent German, 0.2 per cent Croatian, 0.1 per cent Slovak, 0.1 per cent Romanian and 0.3 per cent Romany.

81. The representative of the Federal Republic of Germany had asked about the study of foreign languages in Hungary. In secondary school, the study of Russian and one other language - either English, French, German, Italian or Spanish - was compulsory. There were also schools which offered intensive language study.

82. Mr. ALLAFI (Libyan Arab Jamahiriya), referring to his question regarding the scholarship system, wanted to know whether a student with a social scholarship could still get another job if, upon completion of his studies, he failed to fulfil the terms of his contract with the enterprise, but through no fault of his own.

83. Mr. RAC'Z (Hungary) said that in that case he had no obligation to pay back the enterprise and he could get a job in another one.

84. The CHAIRMAN said that if he heard no objection he would take it that the Committee had concluded its consideration of the report of Hungary on the rights covered in articles 13 to 15 (E/1982/3/Add.10).

85. Mr. Rac'z and Mr. Nagy (Hungary) withdrew.

The meeting rose at 6.20 p.m.

