



Economic and Social Council

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Distr.
GENERAL

E/1983/WG.1/SR.16
3 May 1983

ORIGINAL: ENGLISH

First regular session, 1983

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

SUMMARY RECORD OF THE 16th MEETING

Held at Headquarters, New York,
on Thursday, 28 April 1983, at 3 p.m.

Chairman: Mr. JOHNSON (Ecuador)

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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 Senegal (continued) (E/1982/3/Add.17)

1. Mr. DIA (Senegal) said, in reply to a question about the number of Senegalese students studying abroad, that for obvious reasons most went to France: for instance, of 270 scholarships granted for foreign study in 1960/61, 260 were for study in France, while in 1973/74, of approximately 480 scholarships, some 300 were for study in France.
2. Information had been requested on the training of primary-school teachers in Senegal. Teachers' aides received one year of post-secondary training in any of eight regional teachers' training centres and fully accredited teachers received three years of training in one of the two regional teachers' colleges in Senegal. Their salaries, supplemented by housing subsidies, were comparatively high on the civil service scale.
3. Special schools for the handicapped did exist in Senegal, under the auspices of the Ministry of Social Development. In Dakar there was a school for the speech- and hearing-impaired and one for the physically handicapped, and in Thiès a school for the blind. There were also associations for the disabled which provided educational, cultural and professional training.
4. As for government scholarships, the resources available were, of course, very limited: candidates were selected through regional and then national competitions and on the basis of financial need.
5. The concept of "African education", the stated objective of article 3 of the National Education Act, should be self-explanatory. Prior to independence in 1960, Senegalese children had received an education identical in every respect to French education; he himself remembered being taught, for instance about his ancestors the Gauls. Since independence, education in Senegal had been based on African studies and methods, and Senegalese children were learning about their own as well as world history and culture. The study of one foreign language was compulsory in the first four years, and in the following three years a second language was added. French, the official language of Senegal, was not considered a foreign language.
6. His Government's promotion of culture, and particularly its purchase of noteworthy paintings by Senegalese artists, not only brought the artists financial rewards but gave their works very valuable public exposure. Cultural activities in Senegal were directed, as stated in the report, by the Ministry of Culture, according to a policy established by the Head of State. There were a number of private professional associations of artists as well.

(Mr. Dia, Senegal)

7. The handicrafts of Senegal enjoyed a world-wide reputation, and 1969 figures showed that there were an estimated 30,000 to 50,000 craftsmen in the cities, and about 40,000 to 60,000 in rural areas. There were 8,000 urban crafts enterprises, representing 40 different crafts, concentrated mainly in the Cap Vert area. The added value of the crafts sector's production was estimated at 5 billion CFA francs annually.

8. In conclusion, he said that the name of the Compagnie de théâtre Daniel Sorano commemorated a part-African actor who had gained fame in the 1950s in France.

9. Mr. TEXIER (France) observed that all the statistics that had been provided by the representative of Senegal related to periods prior to 1978, the date of the entry into force of the Covenant in Senegal. More recent figures for school enrolment and the financing of education would have been useful, and Senegal might wish to submit such figures to the secretariat of the Working Group as soon as possible.

10. He also wanted clarification on one of the sets of figures given regarding secondary school pupils: if he had understood correctly 95 to 96 per cent of Senegalese secondary-school pupils went on to higher education. That figure, if correct, would be absolutely extraordinary.

11. Mr. DIA (Senegal) confirmed that in 1960/61, 5.8 per cent of students had gone on to study for the Agrégation, 64.2 per cent to take the C.A.P.E.S. or licence and 30 per cent to study for other degrees, which made a total of 100 per cent who had gone on to higher education of one kind or another.

12. He would provide up-to-date figures, as requested, to the secretariat.

13. Mr. BENDIX (Denmark) said that he agreed that it was very important to have recent educational statistics that would give a picture of the situation in Senegal since its accession to the Covenant. He would also appreciate receiving some specific information on how the Government planned to implement the three guiding principles of Senegal's educational policy of which the representative of Senegal had spoken at the previous meeting.

14. The CHAIRMAN said that the Working Group had completed its consideration of the report of Senegal (E/1982/3/Add.17).

15. Mr. Dia (Senegal) withdrew.

Report of the Libyan Arab Jamahiriya (E/1982/3/Add.6)

16. At the invitation of the Chairman, Mr. Burwin and Mr. Alkalbash (Libyan Arab Jamahiriya) took places at the table.

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17. Mr. AGBASI (Secretary of the Working Group) informed the Working Group that the Libyan Arab Jamahiriya had submitted an 18-page supplement (document E/1982/3/Add.25) which was to have been considered part of the report. Since, however, the document had been issued only on 25 April, it had not been possible to have it translated into the working languages in time for the meeting. The secretariat had therefore consulted the Libyan Government and it had been agreed that two pages of statistics from pages 17 and 18 of document E/1982/3/Add.25 would be distributed at the meeting in English and that the remainder of the document would be summarized by the representative of the Libyan Arab Jamahiriya during the meeting.

18. Mr. BURWIN (Libyan Arab Jamahiriya), introducing the report, said that the Libyan Arab Jamahiriya was an Arab, Islamic, African, non-aligned country with a population of 3 million and an area of 1,754,000 square kilometres. After a number of centuries of Ottoman rule, which had ended in 1911, the Italian occupation of about 30 years and the Anglo-French administration during and after the Second World War, it had gained its independence in 1951.

19. According to information provided by the United Kingdom Government to the United Nations, there had been at the time of independence in the two most populous provinces of Tripolitania and Cyrenaica 195 primary schools with 544 teachers and 29,882 pupils, of whom only 3,700 had been girls, and six secondary schools with 80 teachers and 800 pupils, 26 of them girls enrolled in a teacher-training institute. The report of the French Government on the province of Fezzan, which it had administered, mentioned the existence of only two schools and about 50 pupils. University education had been non-existent, and at the time of independence there had been only 16 graduates in the country, most of them from Egyptian universities. That situation had largely been the result of the two world wars fought on Libyan soil and the war of liberation against the Italians, in the course of which Libyans had been deprived of educational opportunity. The aim of that war had been to drive the Libyans into the desert, to try to exterminate them and to replace them with an Italian population. For that reason he had, at the first meeting of the Working Group, raised the issue of the educational situation in colonized and occupied areas so that such a tragedy would not be repeated with another people.

20. In the belief that Libyan society could be changed only by changing the individual, who was both the means and the end, interest in education had increased following the revolution of 1969. Article 14 of the Constitutional Declaration had stated that education was a right and a duty for all Libyans, that it was compulsory up to the end of the preparatory stage, that the State would set up schools, institutes, universities and cultural and educational institutions, that education therein would be free, that the conditions in which private schools might be set up would be regulated by law and that the State would, in particular, be concerned with the physical, intellectual and moral care of youth. Consequently, legislation had been enacted making education compulsory at the primary and preparatory stages, and free at all levels and in all branches. Legislation had also been enacted concerning basic education and the provision of literacy instruction by means of evening classes for persons who had either not received or not completed their primary education.

(Mr. Burwin, Libyan Arab Jamahiriya)

21. Primary education extended over a period of six years, and the preparatory and secondary stages over three years each. Higher education, at the higher technical institutes and universities, lasted for between four and six years.

22. The right of foreigners to open private schools for themselves was guaranteed by a provision of the Free Education Act, No. 69 of 1958.

23. Among the aims of education in the Libyan Arab Jamahiriya were: the integrated development of young people; the inculcation in them of knowledge, of an understanding of the laws and customs of their society and of the history of mankind, with a view to the creation of good relations between the members of one society and another; and preparing children to meet life's demands and to contribute to the development of their society and its defence. Arabic was the language of the nation; English was the first foreign language and French the second.

24. Priority had been given to the education sector in the belief that it was one of the fundamental instruments with which society must equip itself in order to achieve the progress to which it aspired, since the educational system of a society was the principal means by which values were inculcated in and skills imparted to its members. Accordingly, educational strategy had concentrated on the qualitative improvement of education and not only on quantitative growth. It had, at the same time, striven to extend educational services to remote areas and to distribute them equitably throughout the country. Particular emphasis had been given to the extension of educational services at the compulsory level, the education of girls and support for technical education in order to meet the manpower needs of development plans.

25. Between 1969 and 1982, the number of classes had risen from 12,502 to 39,044, the number of teachers from 16,334 to about 76,600 and the number of students at all educational levels from about 382,000 to 1,075,000.

26. Interest in kindergarten education had increased with the aim of preparing children for entry to primary school. In 1972/73 there had been 22 kindergartens with 77 classes, 2,398 pupils (1,344 boys and 1,054 girls) and 96 teachers. By 1981/82 the number of children in kindergarten had reached 10,600 (5,500 boys and 5,100 girls), the number of teachers 569 and the number of classes 269.

27. The number of pupils in primary education had risen from about 16.2 per cent of the population in 1970 to 19.8 per cent in 1982. The figures available indicated that, in 1970 84.9 per cent of all persons attending educational establishments were in primary schools, but that the proportion had fallen to 66.8 per cent in 1981/82. The number of primary school teachers had been 39,214 in 1981/82, as against 12,137 in 1969/70. In 1981/82 the number of classes in primary schools had been 27,527, an increase of 16,781 over the earlier figure. The number of pupils in 1981/82 was 718,100, almost equally divided between boys and girls.

28. The data available showed that, in 1970, 10 per cent of all persons receiving education had been enrolled at the preparatory level, a figure which had risen to

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(Mr. Burwin, Libyan Arab Jamahiriya)

21.3 per cent in 1982. In 1969/70, girls had represented 17 per cent of the total number of pupils at that level, increasing appreciably to 41.3 per cent in 1981/82. In 1969/70 the number of classes had been 1,210, the number of teachers 2,539 and the number of students 38,200. By 1981/82 the relevant figures had risen to 7,921, 19,359 and 229,300.

29. In the 1981/82 academic year the number of pupils in secondary education had represented about 1.6 per cent of the total population as against 0.5 per cent in 1969/70. In 1969/70 there had been 309 classes, 882 teachers and 9,100 pupils; by 1981/82 those figures had risen to 1,759, 4,532 and 57,100.

30. The number of students at teacher-training institutes had risen to 27,800, an increase of about 23,100 over the 1970 figure. The rate of increase for women had been greater than that for men, at an annual compound rate of 21.3 per cent as against 11 per cent. Thus, in 1969/70 there had been about 1,700 women students, a figure which had increased to 17,300 by 1981/82. The reason for the increase was the desire of women to work in the field of education, a profession in keeping with their social position.

31. In 1969/70, there had been 1,500 students enrolled in technical education; by 1981/82 the number had increased to 16,900. Whereas in 1969/70 there had been no women at all enrolled in that branch of education, the number had reached 5,300 by 1981/82. The number of teachers employed in technical education, including teacher-training institutes, was about 3,926, representing an increase of about 3,150 over 1969/70. In the same period, the number of classes in technical schools and teacher-training institutes had increased from 237 in 1969/70 to about 1,568 in 1981/82.

32. University and higher education had been accorded great attention during the period 1970-1982, and the number of students had risen from 4,100 to 25,700. In 1969/70 there had been only about 400 women students; the number had increased to 6,100 by 1981/82. There were three universities in his country: Al-Fatih University in Tripoli, with 10 colleges; Qar Yunis University in Benghazi, with 10 colleges; and a university of technology at Burayqah. There were five Higher Institutes: one each for petroleum studies, technology, electronics, electrical and mechanical engineering, and management and banking.

33. To sum up, the number of persons enrolled in educational establishments had increased from 382,200 in 1969/70 to about 1,075,000 in 1981/82, a percentage increase from 19.1 per cent of the total population to 29.7 per cent. It was also noteworthy that the response of women to education had been impressive. Not only was education free, but the State paid stipends to students at the university and higher levels and at intermediate and higher technical institutes, and sent students abroad.

34. Since the Libyan Arab Jamahiriya was a newly independent country and had at an earlier period had the misfortune to fall prey to Italian Fascist colonialism, to be used as a theatre of operations during two world wars and to be subjected to Anglo-French administration, the Libyan people had been deprived of opportunities

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(Mr. Burwin, Libyan Arab Jamahiriya)

for education. At the time of independence, the country had been one of the poorest in the world and its oil wealth had borne fruit only in the 1960s. Consequently, education had been faced with a number of problems. A shortage of school buildings had obliged the authorities to resort to three shifts a day; there was a shortage of qualified teachers, and there was a problem with communications since the population was dispersed in widely separated villages.

35. Since facilities for university education and advanced studies had only recently been established, his Government had adopted the practice of sending students to industrialized countries, particularly in Europe and North America. Many of those students had not returned to their country, thereby inflicting harm on their families and the society which had been responsible for their education and contributing to the brain drain problem. An example of the problems encountered by Libyan students in the United States was the order issued in the previous month banning them from pursuing studies in the fields of aeronautics and nuclear energy.

36. With regard to the quality of education, the creation of an appropriate educational environment would take a long time and require much experimentation.

37. Mr. SOFINSKY (Union of Soviet Socialist Republics) said that the statement made by the representative of the Libyan Arab Jamahiriya in introducing the report had been of such high quality that it had anticipated most of his questions. The report itself was fully satisfactory and had been ably complemented by the oral statement, copies of which had been distributed to members of the Working Group.

38. The representative of the Libyan Arab Jamahiriya had said that a number of Libyan students pursuing their studies abroad had decided not to return home. It was, unfortunately, all too often the fate of developing countries that their students were tempted - by higher salaries, better conditions and more abundant facilities for scientific and other work - to remain abroad. It might be useful for the Working Group to develop a recommendation, based on data such as that contained in the statement, that host countries should provide education in the proper sense, should not induce students to settle and should encourage them to return to their home countries.

39. There were apparently many thousands of students from the Libyan Arab Jamahiriya studying abroad. He asked whether there were among them any students who had completed their studies in the Soviet Union and who had decided not to return home. It was his belief that foreign students in the Soviet Union were educated with a view to returning to their countries, where they had a duty to work for a number of years.

40. With reference to the rights covered by articles 13, 14 and 15 of the Covenant, he stressed that their essential aim was that education should be provided free of charge. It was stated in the first paragraph of the report that education was a right and a duty for all Libyans and that education in State schools, institutes and universities was free of charge. That was an impressive

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(Mr. Sofinsky, USSR)

example of the implementation of the rights concerned. He noted with interest the provision made for the eradication of illiteracy and the abolition in 1978 of private schools other than those for foreigners.

41. Mr. TEXIER (France) said that, when reading the report, he had been a little disappointed to find mention only of the legal framework of education in the Libyan Arab Jamahiriya. The thoroughness of the report was gratifying, but it was frustrating to find no details on how the legislation in question was applied. The oral presentation and the supplementary information contained in document E/1982/3/Add.25 had, however, rounded out the report. It was regrettable that the latter document had been distributed in only one language, but he was confident that the necessary steps would be taken to have it translated into the other working languages.

42. The report had addressed itself to only two of the three articles in question, articles 13 and 14. He asked why no reference had been made to article 15.

43. He noted that article 14 of the Constitutional Declaration had been intended to implement the various provisions of article 13 of the Covenant. Paragraph 3 on page 2 of the report stated that in 1978 private schools had been abolished. Perhaps the representative of the Libyan Arab Jamahiriya could explain how such schools had functioned before 1978, under what conditions the change-over had been effected and what its effects had been on the children and the teachers in those schools. The report acknowledged the freedom of parents and guardians to send their children to the school of their choice, as upheld in article 13 (3) of the Covenant, and at the same time stated that only public schools were now admissible.

44. The report cited various legal decisions implementing article 14 of the Covenant, governing both primary and secondary education. The curricula at each level of education always listed Islamic education as the first subject. He would like to know if there were any other religious communities in the Libyan Arab Jamahiriya other than the Muslims, and if so, what freedom they had to teach their religion in the schools. The whole of chapter III of the Decision of the Council of Ministers on the Regulation on Secondary Education, governing the curricula and objectives of secondary education, was most interesting. Article 8, paragraph 3, cited on page 12 of the report, stressed the need to avoid partisanship among students except in favour of what was right. That last proviso seemed to indicate that one could on occasion be partisan and he would like to know what causes would be deemed to justify that.

45. Chapter IV of the Decision, concerning secondary school organization and administration, also provided many interesting specifics and article 14, paragraph 8, cited on page 14 of the report, was particularly noteworthy since it established the basic orientation of education for life.

46. The statistics submitted showed that there had been a much greater rise in the number of female students at all levels of education, and such figures were

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(Mr. Texier, France)

eloquent. The representative of the Libyan Arab Jamahiriya had said in his introduction that the greatest rise had occurred in the teacher training institutes. Did the figures represent progress compared to the past and was it a deliberate policy of the Government to promote the access of women to education? In his oral introduction, the representative had given still more recent figures and there seemed indeed to have been spectacular progress.

47. Mr. KORDS (German Democratic Republic) said he was sorry that it had not been possible to provide the Working Group with the additional information submitted by the Libyan authorities, but he looked forward to studying it at a later stage. The Libyan Government was to be congratulated on the progress it had made in developing the educational system over the past 10 to 15 years. It had made noteworthy efforts to increase the numbers of women at all levels of education. He wished to stress that the introduction of free and compulsory education up to the secondary level was a great achievement.

48. Since the report before the Group provided little information on the subject, he would like to have more details concerning higher education in the Libyan Arab Jamahiriya: what the entry requirements were, for example, what examinations had to be passed, what opportunities there were for students to take part in the decision-making process in higher education institutions, and whether university education was free.

49. He found it curious that the Decision of the Council of Ministers on the Regulation on Preparatory Education specified, in article 22, that boys should be kept separate from girls at the preparatory stage of education - which he took to mean between the ages of 12 and 15. Since the regulations on other levels of education contained no such provision, he wondered why the stipulation was made in the current case.

50. Mr. FUJII (Japan) asked how widespread primary education was in the Libyan Arab Jamahiriya, and what percentage of school-age children received a primary education. He would like to know how much was spent on education at each level, and whether religious education of any kind was available. He was interested in having more details of the Government's project to combat illiteracy and like the French representative, he looked forward to receiving information concerning article 15 of the Covenant.

51. Mrs. BUTRAGUENO (Spain) said that she, too, was interested in receiving more information about the university system, and hoped to be told more about women's involvement in education. She wondered whether Libyan legislation included a law against sex discrimination, since she observed that the Decision of the Council of Ministers on the Regulation on Primary Education stipulated, in article 8, different subjects for boys and girls.

52. She had found the Libyan representative's statistics on the number of secondary school pupils difficult to follow, and asked for a further explanation. Like other members of the Group, she would also like to be told something about that country's implementation of article 15 of the Covenant.

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53. Mr. BENDIX (Denmark) commented that the report described the preparatory education stage as the "second part of the compulsory education" which the State guaranteed for all citizens. He had been under the impression that only the six years of primary education were compulsory, while admission to secondary education depended on the performance and abilities of the pupil; he asked the Libyan representative to clarify that point. The Libyan representative had not said in his opening statement that education was provided free of charge: did that mean that education was compulsory but not yet available free of charge, and if so, what proportion of the costs had to be borne by students or their parents?

54. He wondered whether Libyan parents who wished their children to attend schools other than those provided by the State could send them to the private schools used by foreigners, and whether such schools received any subsidies.

55. He especially commended the Libyan authorities' objective of educating children to make good use of their free time, which was explicitly stated in article 4 of the Decision of the Council of Ministers on the Regulation on Primary Education. The conditions of admission laid down in chapter II of that Decision implied that, at least when the legislation had been promulgated, there had been a shortage of school facilities and classrooms. He wondered whether priority in admission still had to be given to older children, or whether compulsory education now really did begin at the age of six. He also noticed that children who had attended kindergartens were required to submit a "file of study" in order to register for primary education. He did not think that children were actually supposed to study in kindergartens, and wondered, therefore, what was meant by the term. He would also like to know how many days and how many hours of teaching the school week comprised, and what the teacher-pupil ratio was at the primary education level.

56. On the subject of secondary education, he noted that article 1 of the relevant Decision of the Council of Ministers specified that secondary education should be free of charge "in all schools established by the State". He wondered whether that provision was still in force, and whether it was possible to set up schools independent of the State at the secondary level. He would also like to know what happened to pupils who could not fulfil the requirements of article 6. Curiously, the curriculum of the second and third classes in the "arts division" appeared to include no artistic or creative subjects. He wondered whether children were introduced to music, painting and other arts at the secondary level.

57. Article 19 of the Decision of the Council of Ministers on the Regulation on Secondary Education referred to penalties laid down in the Regulation on Student Discipline. He wished to know what kind of penalties were meant, for what kinds of transgression they would be applied, and what kind of incentive was offered to outstanding pupils.

58. He was not sure that separating boys from girls in schools at the pre-secondary level was wise if the intention was to avoid some of the problems of adolescence. Certainly adolescents had difficulties, but they could learn from them. If boys and girls were kept apart at that age, they would merely postpone the difficulties until later in their lives.

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59. Ms. UMANA (Colombia) said that it was extremely difficult, if not impossible, for the Working Group to form a clear picture of the extent to which economic, social and cultural rights were enjoyed in a country without knowing the political price which was paid in exchange. She was aware, moreover, that cultural differences could be an obstacle to the understanding of the situation in a given country. She would be interested to know whether the international policy of the Government of the Libyan Arab Jamahiriya reflected ideas taught in the country and how the Government gave effect to the general principles embodied in the Covenant, in particular in article 1, paragraph 1, article 5 and article 13, paragraph 1. She also looked forward to hearing the replies to the questions asked by previous speakers.

60. Mr. BURWIN (Libyan Arab Jamahiriya) said that his Government was aware of the shortcomings of its report and hoped to be able to submit a further report on cultural life in the country at a later date. It had also submitted the additional information in document E/1982/3/Add.25 to enable members to have a better idea of the situation obtaining in the country. He regretted that, owing to a shortage of time, it had not been possible for that document to be translated into French.

61. The representative of the Soviet Union had inquired about study by Libyan students abroad. While there were Libyan students studying abroad, inter alia in the Soviet Union, very few of them remained abroad.

62. Private schools had been abolished in his country. Among the reasons for taking that step had been the substandard physical conditions in many such schools and the inadequate qualifications of many of the teachers they employed. The Government's aim was to promote unity among all Libyans and to eliminate social distinctions which might lead to conflicts in the future. As to the nearly 800,000 foreigners resident in Libya, schools were provided for the various national groups.

63. On the subject of the teaching of Islamic religion in the schools, he pointed out that more than 98 per cent of the population belonged to a single sect of Islam. Islam was a vital force in the national life of all the Arab countries which had won their freedom from colonial domination. For example, when his country had been occupied by the Italian Fascists, the only place where children could obtain even the most rudimentary education had been at mosque schools. The Government considered it important for every citizen to learn the general precepts of Islam and believed that the public schools were the best places for that purpose. As to religious minorities, there were very few; most of them were made up of foreigners residing in the country on a temporary basis. The Christians, for example, had churches in Tripoli. Anyone could practise his religious beliefs anywhere in the country without interference from the State.

64. It was one of the goals of education to inculcate in students a commitment to just causes, including the elimination of racial discrimination and other important issues dealt with in the United Nations.

65. The representative of France had referred to the increase in the number of female students in teacher training institutes. One of the reasons for that

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(Mr. Burwin, Libyan Arab Jamahiriya)

situation was that women were now entering the work force and found teaching an attractive profession. It was felt by many that it was more appropriate for women to teach at the primary level because of their better understanding of children and their greater ability to handle them. The representative of the German Democratic Republic had inquired about the granting of scholarships to girls. In that connection, he recalled that education at all levels was free of charge. At the university level, the Government provided students with monthly grants for subsistence. Books were free of charge for all. Scholarships were available for study abroad, usually for advanced education. With regard to the separation of boys and girls at the secondary level, he said that his country had chosen that arrangement because it had a conservative, Moslem society and because adolescence was a particularly stormy period in the development of young people. However, boys and girls did mix to a large extent out of school, and it was his view that separate schools for boys and girls would gradually become less prevalent in the future. At the secondary level, girls followed the same curriculum as boys and were required to sit the same examinations.

66. Turning to school enrolment, he said that the percentage of children in the relevant age-group attending secondary schools had increased from 1.9 per cent in 1970 to 6.3 per cent in 1982. The rate of increase in enrolment at the primary level over the same period had been 24 per cent. As to the preparatory level, 21.3 per cent of the relevant age-group had been enrolled in 1982, as against 10 per cent in 1970. The number of university students had risen from 4,100 to 25,700 between 1970 and 1982. In the academic year 1981/82, 6,100 women had been enrolled in universities, as against only 400 in 1969/70. There were three universities in Libya, and there were specialized institutes providing advanced training in oil production, electronics, electricity, administration and banking and other technical fields. The arts and sciences curriculum in Libya was much the same as in any other country. With regard to the provision of compulsory education for all, he referred members to article 14 of the Constitutional Declaration, which was reproduced in the report. Children were admitted to school at the age of six, or earlier, depending on the child's ability and physical condition. Libyan children returning from abroad, or foreign children wishing to attend Libyan schools, might be required to take a placement test to determine their educational level. Libyan children were permitted to enrol in schools for foreigners if their parents so wished, particularly in the case of children returning from abroad.

67. A number of questions had been asked about the use of incentives and punishments in the schools. Punishment might consist of suspending a child from school for a period of time or, if the child was a boarder, of refusing permission to go home on a weekend. If a child damaged school equipment or property, his parents would be expected to pay for replacements or repairs. Prizes were awarded to pupils and students for various reasons.

68. Referring to the questions asked by the representative of Colombia, he said that discrimination did not exist in Libyan society, which upheld the values of tolerance and understanding.

(Mr. Burwin, Libyan Arab Jamahiriya)

69. His colleague would endeavour to provide the Working Group with some information on the enjoyment of the right to culture, which had not been covered in the report.

70. Mr. ALKALBASH (Libyan Arab Jamahiriya) said that the mass media played an important role in the cultural life of his country. In the national development plan for the period 1982-1986, \$423,000 had been allocated for culture and information. The Government's cultural policy was that culture should be popular and should reflect the way of life and beliefs of the masses. Some 97 cultural centres had been established throughout the country and there was an active programme for mobile libraries.

71. The CHAIRMAN suggested that, in view of the lateness of the hour, the representative of the Libyan Arab Jamahiriya might continue with his replies at the next meeting.

72. Mr. Burwin and Mr. Alkalbash (Libyan Arab Jamahiriya) withdrew.

ORGANIZATION OF WORK

73. The CHAIRMAN announced that a letter had been received from the Permanent Mission of Guyana to the United Nations, dated 28 April 1983, stating that the Government of Guyana was not in a position to present a report on the implementation of the Covenant at the current session owing to an unavoidable delay in the arrival of its expert in New York, and requesting a postponement of the Working Group's consideration of the report until the following session. If there was no objection, he would take it that the Working Group wished to accede to the request of the Permanent Mission of Guyana.

74. It was so decided.

The meeting rose at 6 p.m.