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THE FACTS

The facts of the case presented by the parties and apparently not in

dispute between them may be summarised as follows:

The applicants, who are husband and wife, are Danish citizens living

in Varde. Mr. Kjeldsen was born in 1913 and is a galvaniser. Mrs.

Kjeldsen was born in 1921 and is a school teacher. They have a daughter

born in December 1962. The applicants are represented by Mr. Jorgen

Jacobsen, a lawyer practising in Copenhagen.

On 10 March 1970 the Danish Minister of Education tabled a Bill to

amend the Act relating to Public Schools (Lov om aendring af lov om

folkeskolen). This Bill, which received the Royal Assent on 27 May

1970, contained, inter alia, a provision whereby sex education was to

become a compulsory and integrated part of the curriculum in Danish

public schools. Before the passing of this Act, it had been obligatory

for pupils in the public schools to learn about the "reproduction of

man". This had formed part of the biology syllabus. But detailed sex

education had been an optional subject and parents had been free to

decide whether or not their children were to attend the relevant

classes. Teachers had also been free not to give sex instruction if

they did not wish to do so.

After the Act had been passed, the Minister of Education requested the

Curriculum Committee to prepare a new guide to sex education in public

schools. This Committee had been constituted in 1958 and had, in 1960,

provided a general guide to teaching in public schools. It produced,

in April 1971, a new guide to sex education in public schools

(Vejledning om seksualoplysning i folkeskolen) and this was sent out

to the school authorities together with an Execution Order

(bekendtgörelse) and Circular (cirkulaere) from the Ministry of

Education both of which were dated 8 June 1971. The Execution Order

provided that sex education should be integrated with the instruction

given in other subjects, preferably Danish, religious knowledge,

biology (hygiene), history (civics) and domestic relations. Section 2

of the Execution Order provided that the organisation and scope of

sexual guidance should be laid down in, or in accordance with, the

school curriculum. This left the choice about the organisation and

content of sexual guidance to the local school authorities. This guide

also set out general restrictions as to terminology and also as to the

teaching aids which were not to be employed. Local school authorities

could decide to ignore these restrictions, but could not oblige an

individual teacher to ignore them if he preferred to follow them.

On 15 June 1972, the Ministry of Education published a new Executive

Order and Circular. The Executive Order of 8 June 1971 was revoked. The

new Circular explained that the object of the new Order was to give

parents greater influence over the organisation of teaching. The new

Order did not contain any reference to the guide but the guide remained

unaltered.

On 25 April 1971 the applicants wrote to the Minister of Education

requesting that their daughter, who was then attending a public schools

in Varde, should be exempted from sex education. They stated that they

wished to give her this instruction themselves. The Minister of

Education replied on 6 May 1971 explaining that new regulations

concerning obligatory sex education were in the course or preparation.

In a further letter dated 14 July 1971, the Ministry explained that the

regulations had been issued on 8 June, and that under the regulations

sex education was integrated with the teaching of other subjects,

except for a separate course laid down in the sixth and ninth school

years. For practical reasons it was not possible to exempt children

from integrated sex instruction.

On 5 August 1971 the applicants again wrote to the Ministry, this time

enquiring about sex education in private schools. The Ministry replied

on 20 September to the effect that the freedom of parents to influence

the form of instruction in private schools was not interfered with and

that private schools were not obliged to provide instruction beyond

that which, since 1960, they had been obliged to give in the biology

syllabus.

On 31 August 1971 the Local School Commission (Skolekommissionen) of

Varde refused a request by the applicants that their daughter should

be given private education in Varde. The Commission stated that under

the law a child could be educated only in a public schools, in a

recognised private school or at home (hjemmeundervisning). On 13

October 1971 the Ministry replied to a further letter from the

applicants in which they had requested new legislation to provide for

free education without sex instruction. The Ministry stated that they

did not intend to introduce the legislation requested and they further

refused to arrange for the separate education of the applicants'

daughter. The Ministry also referred to a reply given to another person

who had alleged that compulsory sex education violated Article 2 of

Protocol No. 1. In the Ministry's view the provision of private schools

of exempting children from instruction which contained a particular

religious or moral foundation, meant that the Danish authorities had

complied with the terms of Article 2.

In May 1971 the applicants wrote a letter of complaint to the Danish

Parliament. They received no reply. They then wrote to the

Parliamentary Commissioner (Folketingets ombudsmand) but were informed

on 2 June 1971 that he had no competence to deal with the matter.

From August 1971 onwards, the applicants educated their daughter at

home. It appears that they were unable to continue this arrangement and

she returned to school in the autumn of 1972.

Complaints

The applicants alleged that the respondent Government had, by making

sex education compulsory in the Danish public schools, failed to

respect their right to ensure that the education of their daughter

should be in conformity with their religious and philosophical

convictions. In this connection, the applicants also referred to the

manner in which this education was carried out by the various

authorities concerned. Furthermore, as there was no private school in

Varde, the introduction of compulsory sex education in the only school

available might oblige them to keep their daughter away from school and

amount to a denial of her right to education.

In both respects they alleged a violation of Article 2 of Protocol No.

1.

SUBMISSIONS OF THE PARTIES

1. As to the Danish school system in general and the rules governing

sex education

The respondent Government first pointed out that Danish parents were,

under Article 76 of the Danish Constitution, under no compulsion to

send their children to public schools, although all children were

entitled to free education in public schools. They were entitled to

send them to private schools or to educate them at home. Their only

obligation was to ensure that their children received an elementary

education. Furthermore, parents had a decisive voice in the

administration of public schools. Parents of children at a public

school constituted a majority on the school board and, if they objected

to a particular book or to a particular teaching aid, it would not be

used. Although sex education had been compulsory in the whole country

since 1970, it was for the Minister of Education to decide from which

school year and in connection with which subjects it should be given.

The administration of public schools was decentralised. They were run

by local government councils, school commissions and school boards.

Each school board supervised the schools and organised co-operation

between schools and parents. School Committees drew up the curriculum

for their schools. These had to be approved by the local government

councils who were in turn assisted by "guidelines" issued by the

Minister of Education and prepared by the Curriculum Committee of the

public schools.

Private schools in Denmark received large subsidies from the State. As

a result, a pupil at a private school in Denmark did not generally pay

an annual fee in excess of 1,200 kroner.

The question of sex education in schools had been considered by various

Committees during the past 35 years. The Curriculum Committee, which

was set up by the Minister of Education in 1958 and which published a

"Guide to Teaching in Public Schools" (1960), distinguished between

teaching "the reproduction of man", which was part of the biology

syllabus, and sex education proper. The reproduction of man and been

an obligatory part of the syllabus (outside Copenhagen) since 1960, but

until the 1970 amendment of the Act in the Public Schools, sex

education was optional both for children and for teachers.

In 1961 the Government set up a Committee on Sex Guidance which was

composed of prominent doctors, lawyers, teachers, clergy and civil

servants. The chief object was to prevent unwanted pregnancies. Denmark

suffered at this time from a high abortion rate and a high illegitimacy

rate. Many couples, often very young, were married because the bride

was pregnant. Such a situation was unfortunate both for the young

parents and for their children.

The Committee submitted a report in 1968. The report was entitled "Sex

Education in Public Schools" (Report No. 484) and recommended that sex

education should henceforth be both an integral and an obligatory part

of the school curriculum. It was necessary that once the teaching of

sex was integrated into the curriculum it was also made obligatory.

This was because it was not practical to exempt a child from 5 minutes'

teaching in one class and 10 minutes' teaching in another . In making

sex an obligatory subject Denmark was following the model taken by

Sweden some years previously.

The Act of 27 May 1970 was a direct result of the Committee's

recommendation. As soon as the Act had provided for obligatory sex

education, the Minister of Education requested the Curriculum Committee

to prepare a new guide to sex education in public schools. This was

sent out to the school authorities concerned together with an Executive

Order and a Circular issued by the Ministry on 8 June 1971.

The Executive Order provided that the objectives of sex education at

school should be "to impart to the pupils knowledge which could:

(a) help the pupils to avoid such insecurity and apprehension as would

otherwise cause them problems;

(b) promote understanding of a connection between sex life, love life,

and general human relationship;

(c) enable the individual pupil independently to arrive at standpoints

which harmonise best with his or her personality;

(d) stress the importance of responsibility and consideration in

matters of sex."

The guide set out the same objectives. It also stressed the necessity

of strict objectivity in ethical and moral questions.

The Executive Order further provided that sex education at all levels

should form part of the instruction given in general school subjects.

The organisation and scope of sexual guidance should be laid down in,

or in accordance with, the curriculum. Thus the local school

authorities were secured direct influence on sex education.

The guide set out certain general restrictions (which according to the

above Executive Order, bound the teacher regardless of the curriculum):

(a) the teacher should not use expressions taken from vulgar sex

terminology;

(b) the teacher should in no way give the individual pupil any sex

guidance which could ave the character of personal advice;

(c) the teacher should not give information about the technique of

coitus;

(d) the teacher should not use photographs depicting certain erotic

situations.

As parents formed a majority on school boards and were also well

represented on school commissions, they had ample opportunity to make

sure that teaching aids of which they did not approve were not used.

It was not possible to guarantee that every parent approved of every

book used in a particular school, but the system as a whole ensured

that the wishes of parents were taken into account as much as possible.

In addition to integrated sex education which was obligatory for both

pupils and teachers, a survey of the main topics covered by sex

education might be given in the sixth and ninth school years. This

special instruction was voluntary for pupils as well as for teachers.

On 15 June 1972 a new Executive Order was published. This revoked the

Order of 8 June 1971. The Ministry of Education also issued a Circular

on the same day. The Circular explained that the object of the new

Order was to give parents greater influence over the organisation of

teaching. The objective of sex education had also become more confined;

placing greater emphasis on imparting factual information. At the same

time, however, minimum requirements were established for the scope of

the instruction. Section 3 (2) of the new Order stated that teachers

should not be under any obligation to give the additional instruction

which was voluntary for the pupils, nor should the teachers be obliged

to "impart information about coital techniques or to use photographs

representing erotic situations", if they did not wish to. Unlike the

1971 Order the new Order contained no reference to the guide but the

guide remained unaltered. It was intended by the Ministry to emphasise

that the guide was an aid to local school authorities in drawing up

curricula.

In Varde itself, the sex education provisions of the 1970 Act had, in

December 1972, still not come into effect. The schools were still using

curricula which were adopted in 1969 and, although the Varde School

Commission had forwarded a new draft curriculum to the school boards,

this had not been approved but was expected to be adopted early in

1973. None of the teaching aids which the applicants had submitted as

evidence to the Commission had yet been approved for use in Varde and

the Act of 1970 had, as yet, no effect in the town.

At the hearing it was conceded by the applicants' counsel that Article

76 of the Danish Constitution did, indeed, grant all parents the right

to free public education for their children and also the right to opt

out of the state system and have their children educated privately. But

it was not relevant to the second sentence of Article 2 to say that

parents could opt out of the state system. The second sentence of

Article 2 protected parents when their children were within the state

system. The applicants did not attack the motivation of the Government

in introducing sex education. But they attacked the compulsory and

integrated nature of that education. Again, they did not dispute that

the majority opinion of parents could make itself felt in the running

of the schools and in the choice of teaching aids. This case, however,

raised the question not of majority opinion but of minority opinion.

Furthermore, the applicants were complaining about the use of certain

books and films which they considered to be offensive. It might be true

that these were not yet in the use in Varde but they could come into

use there at any time or, alternatively, the applicants might move to

a part of Denmark where they were already in use.

The applicants felt that it was their right to choose in what way their

daughter learned about sex. They believed that a child should be taught

about sex in such a way as to explain to her its connection with love

and to explain that love life is more important that sex life.

The Government had stated that the Executive Order and guide prevented

the teaching of sex from taking a form which could offend the parents.

But it was apparent that the theoretical restrictions were not intended

to be, or were not being, applied. Although the guide "dissuaded"

teachers from using vulgar terminology and "recommended" them to use

conventional terms, it could be seen that a book by Bent H. Claësson

"Dreng og Pige, Mand og Kvinde" which had been produced to the

Commission and which was intended for use by 10 to 14 years old

contained a large amount of vulgar terminology. This book was used in

many schools and 55,000 copies which was a very large sale by Danish

standards, had been issued. The book also gave information about the

technique of coitus and contained erotic photographs. All this was

contrary to the policy officially laid down in the guide. It should

also be noted that, while the Act of 27 May 1970 had made integrated

sex education compulsory both for pupils and for teachers, there had

been vigorous protests from many teachers and, on 15 June 1972, the

Ministry had been obliged to issue an order permitting teachers to free

themselves from the duty to give instruction in sex. There was thus now

a distinction between teachers and pupils. The former were now under

no duty to give sexual instruction but the latter remained under a duty

to receive it.

The applicants were not opposed to sex education but believed that it

was their duty, not the duty of the State, to explain sex to their

daughter. In this respect the applicants referred to and adopted the

arguments of the Minister of Religion and author, Mr Sören Krarup (Den

helige hensigt, 1969, pp. 40-47).

2. The respondent Government observed that the applicants had made

no attempt to take their complaint before the Danish courts. Although

the Convention had never been incorporated directly into Danish law by

legislation, this was because special enactment was not considered

necessary. Rules similar to the provisions of the Convention were in

force in Denmark before 1953 when the Convention was ratified. But,

when a treaty had been ratified and no special implementing legislation

had been passed, it was the duty of the administrative authorities and

of the law courts to interpret internal law in such a way as to ensure

its compliance with such treaty. This principle which was referred to

as the "rule of interpretation" ensured that a legal provision whose

meaning was obscure should be interpreted so as to conform with treaty

obligations. There was also a second principle which had been referred

to by legal writers in Denmark as the "rule of presumption". This rule

went further and was to the effect that a legal provision enacted after

a treaty had come into force should be interpreted to comply with the

treaty even if its prima facie meaning seemed to be at variance with

the treaty. An express statutory provision which was clearly contrary

to a treaty provision would, however, under Danish law, prevail over

the treaty, if the legislator had intended to enact the statute so as

to vary the international obligation. The Government further referred

to Article 63 of the Danish Constitution which authorised the courts

to "decide any question bearing upon the scope of the authority of the

administration".

Following these rules, it would be open to the applicants to plead

before the Danish courts that the provisions for compulsory integrated

sex education were at variance with Article 2 of Protocol No. 1. Not

only had academic writers maintained that it was possible to raise the

Convention before the Danish courts but the Town Court of Copenhagen

had specifically referred to Article 6 (3) (e) of the Convention in a

case where it had ordered that the cost of interpretation should be

paid out of public funds and not by the defendant who was a foreigners.

As a further example the Government referred to the discretionary

powers given to the Ministry of Justice, under the act on Aliens' Entry

and Residence in Denmark, to take decisions on the expulsion of aliens.

In exercising these powers the Minister of Justice had taken into

account the right to respect for family life as guaranteed under

Article 8 of the Convention.

The rules of interpretation and presumption should be borne in mind

when noting the way that compulsory integrated sex education was

introduced in Denmark. When the competent Danish authorities introduced

administrative measures under the Act of 1970 they would at all times

attempt to ensure that these measures complied with Denmark's treaty

obligations. It seemed that counsel for the applicants intended to cite

a Supreme Court (Höjesteret) decision of 16 September 1972 but this

decision was irrelevant. It merely held that the Supreme Court could

not decide whether or not a draft bill was compatible with the Danish

Constitution. But the present case was not concerned with a draft bill.

It was concerned with the compatibility of administrative regulations

with the European Convention.

In the Government's submission the applicants were at liberty to bring

an action against the Minister of Education claiming that the Minister

be ordered to recognise the applicants' right to have their daughter

exempted from obligatory sex education. In support of their claim they

could plead that the administrative rules which precluded exemption

were not binding on them because these rules were not adequately

provided for in the 1970 amendment and this amendment should be read

in the light of Denmark's international obligations, in particular

Article 2 of Protocol No. 1. The Government considered that such a

legal action could be based on Article 63 of the Convention and stated

that in such proceedings the Minister, or the Solicitor General acting

on his behalf, would not ask that the claim be declared inadmissible.

The respondent Government submitted that the application should,

therefore, in the first place be rejected on the ground that the

applicants had failed to exhaust the domestic remedies available to

them.

In reply the applicants pointed out that they had written a letter to

the Danish Parliament in May 1971. This letter had not been answered.

It was not justifiable for the Government now to say that the

applicants had failed to exhaust domestic remedies which the Government

had failed to point out to them when it had had the opportunity.

Alternatively, Article 63 of the Danish Constitution was completely

irrelevant. It stated that the Danish courts were entitled to decide

any question bearing upon the scope of the authority of the

administration. But the present case was not about the authority of the

administration. It was about an Act of Parliament which had itself laid

down the basic rule, i.e. compulsory sex education and authorised the

Minister of Education to issue regulations to implement this rule. The

decision of the Danish Supreme Court of 26 September 1972 showed that

Article 63 of the Convention could not be invoked against an Act of

Parliament.

3. As to the question whether the application is incompatible

The respondent Government submitted that the travaux préparatoires to

Article 2 of Protocol No. 1 showed that one of the notions behind the

efforts to include educational matters in the Convention or in a

Protocol was the principle of freedom of private education. The aim of

the provisions was to ensure that there would be no revival of the

forced regimentation of children and young persons organised by

totalitarian regimes before and during the second world war. Freedom

of private education was not a privilege reserved for parents having

religious convictions but also included philosophical convictions. The

other notion was the idea that parents should be free to demand that

their children should be exempted from religious instruction in the

public schools to the extent that such instruction would not be in

conformity with the convictions of the parents.

The respondent Government argued that a State had fulfilled all its

obligations under Article 2 when parents were free to provide education

and teaching for their children in private schools. Hence, the

obligation to give parents the right to have their children exempted

from taking part in certain parts of the education provided in public

schools would arise only where attendance of a public school was

compulsory. In Denmark, however, parents had a right to have their

children educated at private schools or to arrange for them to be

taught privately at their homes. For these reasons the application

should therefore be declared incompatible with the provisions of the

Convention.

The applicants submitted that Article 2 of Protocol No. 1 gave parents

the right to have their children exempted from certain parts of the

syllabus in public schools. This right existed even when attendance at

public schools was not compulsory.

It was not open to the Government to introduce sex education in a

vulgar form in the public schools and then tell parents that, if they

did not wish their children to be indoctrinated, they could send them

to a private school 19 kilometres away.

4. As to the question whether the application is manifestly

ill-founded

Alternatively, if the Commission were to hold that the complaint was

not incompatible with Article 2 of Protocol No. 1, the respondent

Government argued that any right to exemption contained in Article 2

must be construed very narrowly. On this new right to exemption was a

right to exemption from religious education of a denominational

character. It was impractical to extend the right further . It would

not be possible, for example, to allow pacifist parents to have their

children exempted from history lessons dealing with wars. The present

complaint was, therefore, manifestly ill-founded.

As for the applicants' allegation that their daughter had been "denied

the right to education" and there was thereby a violation of the first

sentence of Article 2 of the Protocol, the Government pointed out that

there was nothing to prevent her being sent to a private school in

Esbjerg 19 kilometres from Varde.

The applicants submitted that the words "manifestly ill-founded" should

be read as they stood. They were very strong words indeed. The

Government had argued that any right to exemption contained in Article

2 must be construed very narrowly. It had based its argument on

"practical considerations" and on the travaux préparatoires. But it

would be wrong to declare the application inadmissible when the

problems raised were of a complex and difficult nature. The applicants

contested that the right to exemption under Article 2 should be

narrowly defined. Article 2 of Protocol No. 1 governed a clearly

defined sector of private life. The Government had quoted the Executive

Order of 8 June 1971 which was full of nice-sounding words and phrases

such as - "avoiding insecurity" - "promoting understanding" -

"standpoints" - "stress". But who was to decide which "insecurity",

which "understanding", which "standpoints", what "stress"? Was it to

be the State? The applicants maintained that compulsory and integrated

sex education might have a destructive influence on their daughter's

sexual and religious life. They were of the opinion that the

Darwinistic concept of life which prevailed in this education was

contrary to their philosophical and religious convictions.

Lastly, the applicants wished to stress that they did not stand alone.

Their counsel quoted newspaper articles to show that a body of

responsible opinion in Denmark stood behind them.

THE LAW

1. The applicants have complained that the respondent Government,

by making sex education compulsory in Danish public schools, have

failed to respect the applicants' right to ensure that the education

of their daughter conforms with their religious and philosophical

convictions, and thereby violated Article 2 of Protocol No. 1 (P1-2).

They have further alleged that the Government are denying their

daughter her right to education as provided for in the same Article,

by making it impossible for her to attend any public school where such

compulsory education is given.

The respondent Government have submitted that the application should

be rejected on the ground that the applicants have failed to exhaust

the domestic remedies available to them under Danish law;

alternatively, that the application should be declared inadmissible as

being incompatible with the provisions of the Convention; and in the

further alternative, that it should be declared inadmissible as being

manifestly ill-founded.

As regards the first ground, it is true that under Article 26 (Art. 26)

of the Convention, the Commission may only deal with a matter after all

domestic remedies have been exhausted according to the generally

recognised rules of international law.

The respondent Government have here submitted that the applicants

could, under Article 63 of the Danish Constitution, have brought a

court action against the Minister of Education, claiming that the

Minister be ordered to recognise their right to have their daughter

exempted from obligatory sex education. In the Government's view, the

applicants could have argued, in support of their claim, that the

administrative rules which precluded exemption were not adequately

provided for in the Act of 27 May 1970 amending the Act on the Public

Schools as this amendment should be read in the light of Denmark's

international obligations, in particular under Article 2 of Protocol

No. 1 (P1-2).

The applicants have admitted that they did not bring any proceedings

before the Danish courts in regard to the matters of which they now

complain. They have, however, submitted that a legal action of the kind

suggested by the respondent Government would not be an effective remedy

for the purposes of Article 26 (Art. 26) of the Convention. They point

out that the basic rule making sex education compulsory was laid down

in the 1970 Act itself and could therefore not be challenged under

Article 63 of the Constitution which only authorises the courts to

decide questions bearing upon the scope of the authority of the

executive power.

The Commission first recalls that it has frequently held that, in order

to comply with the requirements of Article 26 (Art. 26) of the

Convention, an applicant is obliged to exhaust every domestic remedy

which cannot clearly be said to lack any prospect of success (see e.g.,

the decisions on admissibility of applications No. 712/60, Retimag S.A.

v. Federal Republic of Germany, Yearbook, Vol. 4, pp. 384, 400, and No.

2257/64, Soltikow v. Federal Republic of Germany, Yearbook, Vol. 11,

pp. 180, 224.)

It is true that in the present case the respondent Government have not

been able to show that the Danish courts, in proceedings brought under

Article 63 of the Constitution, have ever ruled on the question whether

the Convention could be invoked in judging the legality of

administrative regulations. On the other hand, the Government have

explained that it is a widely accepted view in Danish legal theory that

a valid treaty, such as the Convention, imposes on the domestic

authorities an obligation to apply and interpret national law in a

manner to ensure that, wherever possible, Denmark's treaty obligations

are fulfilled.

The Commission finds that, insofar as the present application relates

to the directives issued by the Ministry of Education and other

administrative measures taken by the Danish authorities regarding the

manner in which the sex education referred to in the 1970 Act should

be carried out, it cannot be said that the remedy indicated by the

respondent Government would clearly have been without any prospect of

success. Moreover, an examination of the case, as it has been

submitted, does not disclose the existence of any special circumstances

which might have absolved the applicants, according to the generally

recognised rules of international law, from exhausting this remedy.

It follows that, in this respect, the applicants have not complied with

the condition as to the exhaustion of domestic remedies and this part

of the application must therefore be rejected under Article 27 (3)

(Art. 27-3) of the Convention.

2. The Commission has next considered whether there was any remedy

against the Act of 27 May 1970 which laid down the principle of

compulsory sex education and authorised the Minister of Education to

issue regulations as to how this instruction should be given.

The applicants have asserted that no proceedings could be taken under

Article 63 of the Danish Constitution against an Act of Parliament. The

respondent Government have not contested this assertion and have not

suggested that any other specific remedy might be available to the

applicants insofar as the provisions of the 1970 Act are concerned. The

Commission therefore concludes that there was no effective domestic

remedy available to the applicants with regard to the principle of

compulsory sex education as embodied in the Act. It follows that, in

this respect, the application cannot be rejected as inadmissible under

Article 26 (Art. 26) of the Convention.

3. Without in any way prejudicing its final opinion as to the

interpretation of Article 2 of Protocol No. 1 (P1-2), the Commission

is nevertheless fully satisfied that the applicants' complaint cannot

be considered as clearly falling outside the scope of this Article. The

complaint cannot, therefore, as submitted by the respondent Government,

be rejected as being incompatible ratione materiae with the provisions

of the Convention. On the contrary, the Commission considers that the

complaint raises important and complex issues under Article 2 of

Protocol No. 1 (P1-2) whose determination should depend on an

examination of the merits of the case.

For these reasons, the Commission

1. Declares admissible the application insofar as the applicants

complain that the Act of 27 May 1970 providing for obligatory sex

education in the public schools constitutes a violation of Article 2

of Protocol No. 1 (P1-2).

2. Declares inadmissible the application insofar as it relates to

the directives issued and other administrative measures taken by the

Danish authorities regarding the manner in which such sex education

should be carried out.