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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 9th MEETING

Held at Headquarters, New York,
on Monday, 25 April 1983, at 10.30 a.m.

Chairman: Mrs. KUROKOCHI (Japan)

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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 10.45 a.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 Denmark (E/1982/3/Add.20)

1. Mr. DYRLUND (Denmark) said he had taken note of the various comments that had been made on the format of the Danish report. He agreed that some of the reference material listed in the annex might have been quoted in the body of the report, but in that case the report would have been considerably longer and might have caused a problem for the Secretariat. He would welcome any recommendations from the Economic and Social Council clarifying and expanding the guidelines for the submission of reports; it was in accordance with the guidelines that emphasis had been placed in the Danish report on developments since 3 January 1976, when the Covenant had entered into force.

2. A number of questions had been asked about primary schools in Denmark. As he had noted in introducing the report, one of the main aims of elementary schooling was to prepare pupils to take an active interest in their environment and to participate in the decision-making process of a democratic society. The courses in contemporary studies referred to in the report were compulsory in the eighth, ninth and tenth grades of the Folkeskole, their aim being to give students an insight into the local, national and global problems of the time and to encourage them to take an interest in political relations. As indicated in the report, it was for the local education authorities and the schools themselves to determine how that aim was to be achieved. There was a class-teacher system in the elementary schools and subjects of particular interest to the students, which often included social and educational issues, were discussed in the regular weekly free periods.

3. In response to the questions that had been asked about the working conditions of teachers, he said that elementary school teachers were trained in teachers' colleges, of which there were 31 in Denmark. The training took from three and a half to four years. The regular school year consisted of 200 school days, with no classes on Saturday or Sunday. School attendance for young children could not exceed 20 hours a week, and for older children the maximum was 34 hours. Classes could not be larger than 28 students, the average class size being 19. Teachers' salaries and other working conditions were negotiated between their professional organizations and the local authorities.

4. With regard to the system of private independent schools, groups of parents with special interests were free to establish such schools. All private schools were entitled to a State subsidy, provided that they complied with the regulations pertaining to elementary schools and offered an education equivalent to that given by the public school system. Apart from their specific ideological or religious background, such schools often employed different teaching methods from the State schools. Private schools were subject to government inspection, and if they failed

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to maintain a satisfactory level they were given a deadline for correcting shortcomings. If they still failed to give satisfaction they were reported to the local Schools' Commission, which decided whether they should continue to receive the government subsidy. In order to receive public support, private schools also had to meet a number of requirements concerning size. For example, a private elementary school from first to seventh grade, must have not less than 28 students. In 1980, government subsidies to private schools had amounted to 588 million kroner. There were also provisions for government support for pupils in private schools, depending on the income of the parents. Thirteen per cent of elementary schools were private and 7.7 per cent of all pupils attended independent private schools.

5. Where educational equality between men and women was concerned, the report referred to financial constraints. While men and women in Denmark had long enjoyed equal access to education, certain imbalances had been noted in practice. Accordingly, a national committee had been established in 1976 to study sex roles in education, review the problems surrounding equality in the educational system and make proposals for promoting such equality. It had been found that sex patterns emerged as soon as choices had to be made in the educational programme. No specific pattern appeared in elementary school but once optional subjects began to be studied, in the eighth and ninth grades, sex patterns started to emerge. In the upper secondary schools, the Gymnasia, the number of male and female graduates was balanced, but in terms of choice of subject there was a pronounced tendency among girls to choose languages and social studies rather than technical and scientific subjects. While women constituted 47 per cent of all university entrants, only 22 per cent of them chose natural sciences while 60 per cent chose arts subjects. The drop-out rate was also higher among women. In vocational education, 44 per cent of the students were girls, but 81 per cent of them chose studies in the services area. It had been deduced from those figures that equal access was not enough, and recommendations had been made for increasing awareness of the problem through teacher training, special vocational guidance, improved textbooks, and so on. Some of those measures had financial implications, which accounted for the reference to financial constraints in the report. There had also been an effort to create equality of opportunity for men. In the period 1977-1978, there had been 19,000 male teachers and 25,000 female teachers, and attempts were being made to improve the balance in that respect.

6. In the case of the handicapped, the aim was to normalize their education as far as possible. In 1978, 125,000 students out of a total of 900,000 had required special attention, and 100,000 of them had been accommodated in ordinary classes while receiving special assistance. Of the remainder, 15,000 had been referred to special classes in the regular schools and 10,000 had been accommodated in special schools attached to institutions where treatment could be provided.

7. With regard to examinations, there was no overall school-leaving examination for the Folkeskole, but such examinations could be taken in individual subjects. Students could take an advanced examination in five subjects after the tenth grade, which could be important from the point of view of entry to vocational training. There was a higher preparatory examination given by the Gymnasia for entrance to the university, but provision was also made for other qualifications for university

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entrance, subject to evaluation by the universities. The number of students proceeding to higher education had increased considerably, from 7,920 entrants in 1960 to 17,476 in 1980. Regarding financial support for higher education, there was a system of government grants and State-guaranteed bank loans, depending on the financial status of the student and in some cases the taxable income of the parents. In the period 1980/81, 114,000 students had received grants totalling 1.2 billion kroner, and loans totalling 940 million kroner had been made to 61,000 students.

8. With reference to youth employment, he drew attention to the new course in vocational studies being offered in the elementary schools. The course was intended to acquaint pupils with the range of opportunities available and to give them some knowledge of working life. Regular vocational training consisted of a basic course lasting one year, followed by two years of alternating work experience and theoretical courses. In addition, the Municipal Youth Schools provided basic courses for semi-skilled workers and those with reading difficulties, special studies for the mentally or physically handicapped and training courses for persons up to the age of 25 specially designed to combat youth unemployment.

9. In reply to the questions about Greenland, he said that the country had a population of approximately 50,000, 20 per cent of whom had been born in Denmark. In a referendum held in 1979, 70 per cent of the population had voted for home rule. As a result, a number of administrative fields, including education and culture, had passed to the Government of Greenland. Economically, Greenland was not self-supporting, and it received grants of more than 1 billion kroner a year from the Danish Government. In 1980, the Greenland budget had included 19 million kroner for education.

10. Questions had also been asked about the research councils in Denmark. Six such councils had been organized, in the technical, natural, medical, agricultural, social and humanistic sciences, to give advice on research and to support projects. Each council had its own budget, and in 1982 the Government had provided them with a total amount of 159 million kroner.

11. With regard to film censorship in Denmark, he said that, according to the 1980 legislation, films to be shown to children under the age of 12 or under the age of 16 must be approved by the National Film Board, which assessed any possible damage to their mental health. The Board was appointed by the Ministry of Cultural Affairs and its decisions could be appealed.

12. As for the radio and television system, Radio Denmark was an independent public institution which had in the past possessed the sole right to broadcast radio and television programmes. In 1981, however, a three-year trial period had been started for local radio and television transmission. A number of applications had been received for permits to broadcast, and as at June 1982 the committee responsible for the task had been evaluating recommendations for 53 local radio stations, 22 cable television networks and one station to provide both services, together with a number of applications for government financial support.

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13. The CHAIRMAN said that the Working Group had concluded its consideration of the report of Denmark (E/1983/3/Add.20).

14. Mr. Dyrlund (Denmark) withdrew.

Report of Poland (E/1982/3/Add.21)

15. At the invitation of the Chairman, Mr. Nowak (Poland) took a place at the table.

16. Mr. NOWAK (Poland) said that the report of the Government of Poland (E/1982/3/Add.21) covered the period from 3 January 1976, when the International Covenant on Economic, Social and Cultural Rights had entered into force, to 1 September 1981. It gave a faithful picture of the implementation by Poland of the rights covered by articles 13 to 15, detailing both the successes achieved and the difficulties experienced. In keeping with Poland's character as a socialist democracy, education was available free of charge, without discrimination, throughout the country. The Government was making every effort to see that the education provided was fully compatible with the articles of the Covenant, as well as to increase awareness of other international instruments ratified by Poland, such as the Helsinki Final Act, which referred to the Covenant and considerably extended its provisions in the field of international co-operation in culture and education. The Government was also making a very considerable effort to implement the United Nations Declaration on the Preparation of Societies for Life in Peace. It was ready to engage in a regular and fruitful dialogue with the Working Group regarding any problems encountered in implementing the relevant articles of the Covenant.

17. Mr. BOUZIRI (Tunisia) said that both the form and the content of the Polish report were highly satisfactory, striking an admirable balance between the statistical and the descriptive. He had been impressed by the wide humanistic nature of the principles on which the educational system was founded, as described in section B of the report, and by the special importance attributed to UNESCO and to international co-operation in general.

18. He had, however, a few specific questions. With regard to section C, on the right to primary education, he would like an explanation of the word "independently" used in the third paragraph. Regarding section E, on the right to higher education, he noted that the number of university places was limited and asked whether that limitation was the result of a political decision or a question of physical facilities. He also asked whether the decision to give additional points for university entrance to candidates from workers' or farmers' families was made on the basis of class discrimination or whether it was an effort to compensate for special difficulties that they might encounter. Lastly, he wondered what happened when those who passed the university entrance examinations were unable to find places. Regarding section F, on the right to fundamental education, he would like figures for the actual number of persons attending extramural primary or primary professional schools.

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(Mr. Bouziri, Tunisia)

19. The table on page 5 of the report showed that the number of pupils in primary schools had declined slightly between the school years 1975/76 and 1980/81, the decrease being attributed to changes in the population's demographic structure. When those figures were compared with the corresponding figures for primary school graduates in the same years, there was an enormous disparity between the numbers enrolled and the numbers graduating. In 1980/81, for example, 4,161,000 pupils had been enrolled and only 487,000 had graduated. The figures for university students, in comparison with those for primary and secondary school pupils, also showed a great disparity. He would be grateful to the representative of Poland for a clarification of those differences, which seemed to be greater than might be expected.

20. With regard to the improvement of the material conditions of teaching staff under the legislation promulgated in 1981, information on which was given in section I of the report, he would like to know how many hours were worked each week by teachers in primary, secondary and higher education. Such information would give members of the Working Group a more precise idea of the efforts made by teachers and of the conditions in which students studied.

21. It was a tribute to the honesty and seriousness of the report that it did not seek to conceal the difficulties that existed. The Government frankly admitted that the salaries of university teachers were lower than those of others with comparable qualifications and experience, that their salaries had not kept pace with increasing prices and that teachers might add to their income by taking on additional employment.

22. Concerning the right to choice of school, the information given in section J, paragraph 3, of the report was of great importance and established that ethnic groups in Poland received an education that enabled them to study their native language as well as the history and tradition of their respective peoples. Additional information on those ethnic groups and the education they received would be welcome; for example, did such education extend beyond the primary level?

23. While Poland had made remarkable progress with regard to the principle of compulsory education free of charge for all, there were problems with children who failed to complete school. In spite of the efforts of the school principals and teachers' councils mentioned in that connection, there were no doubt children who simply refused to study. It was difficult to know what should be done in such cases, but the very fact that the problem had been mentioned was gratifying.

24. In the context of the right to take part in cultural life, some of the difficulties encountered in the development and popularization of culture were candidly admitted in section A, paragraph 3, of the part of the report concerning article 15 of the Covenant. He would like the representative of Poland to give some indication of how the Government envisaged overcoming those difficulties, which were considerable. Perhaps international organizations such as UNESCO could be of assistance in the framework of bilateral relations. Where section B of that part of the report, dealing with the right to enjoy the benefits of scientific progress and its applications, was concerned, he was greatly interested in the long-term SINTO programme and hoped that it would be further developed.

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(Mr. Bouziri, Tunisia)

25. He would have liked to see greater attention paid in the report to artistic, literary and musical creation. He himself, when visiting art galleries in Poland, had been struck by the freedom of expression of painters in both representational and abstract art.

26. Another matter on which the report could have gone into greater detail was the great efforts made by Poland to encourage cultural exchanges with foreign countries. There was a cultural exchange agreement between Tunisia and Poland which had led to visits of dance groups, exhibitions and the like. Moreover in spite of the shortage of facilities for study, Poland welcomed many students from abroad.

27. Mrs. de los ANGELES GIMENEZ BUTRAGUENO (Spain) noted, with regard to the right to higher education, that the report referred to the right to pursue university education upon completion of secondary school and stated that all candidates might freely choose any of the university faculties and specializations after - with certain exceptions - passing entrance examinations. She would like to know for whom exactly exceptions were made and how many such persons there were.

28. On the question of the right to choice of school, she would like further information on the schools and other educational establishments, other than those established by the public authorities, which were mentioned in that connection.

29. Under article 14, concerning the principle of compulsory education, special treatment was mentioned for handicapped or chronically ill children. She would like to know whether all such children were obliged to attend educational institutions or whether they were exempted from doing so in certain cases.

30. In connection with article 15, the report stated that co-operative organizations ran their own network of cultural institutions, rural clubs and centres for women. She would like to know what kind of educational activities were involved and, if they concerned household matters, whether they were also available to men.

31. Mr. TEXIER (France) said that he wished to join the representative of Tunisia in requesting additional information on the decline in the number of students at all levels of education.

32. On the right to choice of school, the report stated that organizations, institutions and corporate bodies had the right to establish schools of the types that conformed to prescribed statutes. It would be of interest to know what those organizations and institutions were, whether they had in fact established schools and, if so, how those schools functioned. Additional information would also be welcome on the ethnic groups mentioned in relation to the same right and later, in connection with article 15 of the Covenant, in subparagraph (d) on page 11 of the report.

33. The term "voivodship" was used at a number of places in the report and its meaning was not evident from the context. He would appreciate an explanation.

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(Mr. Texier, France)

34. The report was dated 27 August 1982, and the representative of Poland had stated that it covered the period up to 1 September 1981. While he did not wish to introduce a polemical note, it was well known that a major event had taken place in Poland on 13 December 1981 when the military had assumed power in a manner reminiscent of a coup d'état. He would like to know whether that important event, which had not been referred to either in the report or in the statement of the representative of Poland, had had an impact on the right of everyone to take part in cultural life. He wondered whether there had been an increase in censorship in any form, and whether the event had had consequences for the implementation of article 15 of the Covenant.

35. Mrs. KOLAROVA (Bulgaria) said that the report of Poland adhered to the guidelines and was concise while at the same time comprehensive. It gave a clear picture of all stages of education in socialist Poland and also contained interesting and concrete data on the right to take part in cultural life. The report did not assert that all problems had been solved, although what had been achieved in Poland went far beyond the rights proclaimed in the Covenant.

36. The representative of Poland had mentioned the implementation by his country of the Helsinki Final Act. She would like further information on that and on the implementation of article 15, paragraph 4, of the Covenant, concerning the encouragement and development of international contacts and co-operation in the scientific and cultural fields.

37. Mr. FUJII (Japan) noted that, according to section D of the report, secondary school graduates who did not intend to continue their education at the university level could take advantage of the network of post-secondary schools. He would like to know what the purpose of those post-secondary schools was and whether a diploma was given on completion of a course there. It seemed to be the case that the schools for music and the arts mentioned on page 12 of the report were not included in that category. He would appreciate an explanation of how secondary and higher education were defined in the Polish educational system.

38. With reference to the right to higher education, he would like to know whether young people who began work after graduating from secondary school had the option of beginning university studies at a later date. Were evening classes available at universities to enable those who worked during the day to obtain degrees?

39. Mr. JOHNSON (Ecuador) said section I of the report stated that, because the salaries of university teachers were relatively low, criticism had been voiced both by teachers themselves and by the ministry concerned and that a new salary structure was being studied. He wondered whether any result had been reached in the analysis of the new structure since the time when the report had been prepared.

40. Mr. BENDIX (Denmark) said that he wondered whether the difficult situation in Poland since the end of 1981 had influenced access to education and cultural freedoms for certain categories of persons.

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(Mr. Bendix, Denmark)

41. Section C of the report mentioned "less organized" and "better organized" primary schools and went on to speak of schools employing one teacher or a number of teachers. It would be interesting to know what the term "organized" meant; did it refer to materials, to schools in sparsely populated areas or to the centralization of educational services?

42. The reference in section E to the "needless formality" of university entrance examinations for "champions and final winners of the 'Olympics' in various subjects and the winners of the 'Tournaments of Young Masters of Technology'" was puzzling, in view of the statement at the end of the same section that "from the beginning of socialist Poland there has been no discrimination as regards access to universities" and that, practically, it was hardly possible that the problem would occur. He would like to know why it was not also made theoretically impossible, and wondered whether it was fair to allot scarce places to special categories of students. Moreover, section H of the report stated that the scholarship system and the broadly conceived material aid for students were not subject to any unequal criteria or discrimination; in that connection, he wondered whether the system of "champions and final winners" was applied in allocating scholarships to various groups or whether they were allocated on the basis of economic need and without regard to the social class background of students.

43. On the question of the right to choice of school, he asked whether the organizations, institutions and corporate bodies mentioned in section J also included parent groups. He requested clarification of the "minimum requirements" to be met by schools in order for them to acquire the same rights as State schools. The report stated that the number of schools for ethnic groups had proved sufficient to meet the needs of the children concerned. Information on the number of pupils and the number of schools involved would enable the Working Group to compare their situation with that of the ordinary schools.

44. With regard to the implementation of article 15, there were many references throughout the report to the possibilities for association with a view to the protection of personal or material interests. Membership in the Union of Polish Artists or the Film Distribution Union, for example, seemed to be advantageous for those desiring to exhibit their work. He would like to know whether it was possible to do so outside one of those organizations.

45. Mr. KORDS (German Democratic Republic) said that Poland had achieved great success over the past 30 years, especially in overcoming the destruction of the Second World War and rebuilding its educational and cultural system. The success in reconstruction was clearly visible in such cities as Warsaw, Gdansk and Kraków, the centres of which had been completely rebuilt. The cultural education provided in Poland was very advanced and was a good example to other countries.

46. In connection with the entrance examinations to universities referred to in section E of the report, it would be helpful to have further information on how the examinations were organized by the universities, and also about the "Olympics" and

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(Mr. Kords, German Democratic Republic)

"Tournaments of Young Masters of Technology". He asked how many winners in those contests gained free entrance to universities.

47. He would like to know what had been and was being done to overcome the economic and other difficulties referred to in section A, paragraph 3, of the part of the report concerning article 15, especially during the past two or three years.

48. Mr. SOFINSKY (Union of Soviet Socialist Republics) said that the report of Poland was highly satisfactory; although it contained an abundance of figures, it was not a statistical manual but an interesting and informative document. Poland's achievements in the educational and cultural fields were undeniable. It was commendable that the school system provided education in accordance with the ideas and principles of the United Nations, based on humanistic attitudes towards other nations and races and on the ideals of peace, and that, in addition to the general system of education, there were various forms and programmes of education in the spirit of tolerance and friendship among nations, races and religions as part of the quest for world peace. It was noteworthy that education was provided free of charge and was compulsory for the first eight years, and that 95 per cent of children completing their primary school studies went on to attend secondary schools; that showed that Poland was serious about its obligations under the Covenant and that it considerably exceeded the requirements of the Covenant. It was significant that, under the university entrance system, additional points were given to candidates coming from workers' or farmers' families. It was not enough to proclaim equality of rights; such equality must be ensured in practice, and children from less educated families must have the same opportunities as other children. In the Soviet Union, there were special preparatory faculties at institutions of higher education to enable children of workers and peasants to bring their qualifications up to university entrance standard.

49. The authors of the report admitted that problems were encountered in the educational system in Poland and that material and financial conditions were not yet fully satisfactory. However, it was surprising to learn that the salaries of university teachers were relatively lower than those of other comparable employees; in the Soviet Union, university teachers, especially those with advanced degrees, were in the highest paid category. It was encouraging that measures were being taken to correct that situation.

50. He was surprised at the decline in the number of students attending schools and universities, as shown in the table in section G. He asked whether the underlying changes in the population's demographic structure were a result of the Second World War, in which Poland had lost six million men, or nearly one fifth of its population, or of a general reduction in the birth rate.

51. Mr. Nowak (Poland) replying to some of the questions that had been put, said that 27 August 1982 was the date on which the report had been received by the Secretariat for translation and distribution. As he had indicated, however, it covered the period from 1976 to September 1981. The representative of France had referred to the introduction of martial law in December 1981 as a kind of

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coup d'état. That was not correct, since the action had had none of the characteristics of a coup d'état; it had been taken in accordance with the Polish Constitution, no government had been removed and the parliament had not only continued to function but had approved the martial law decree. His Government intended to submit a further report describing the situation since 1 September 1981 and covering the whole period of martial law.

52. Martial law had been introduced in accordance with article 4 of the International Covenant on Civil and Political Rights and had not influenced the implementation of articles 13 to 15 of the Covenant on Economic, Social and Cultural Rights. There had been very brief interruptions in education, limited to only a few days at a time; one of the first steps taken to eliminate the most difficult aspects of martial law had been the resumption of classes in schools and universities. No one from academic or artistic circles had been arrested or detained for professional or artistic activities; if any such individuals had been arrested it had been on purely political grounds. In response to an appeal from the Ministry of Culture, most persons with cultural or scientific backgrounds who had been interned had been given priority in release. The implementation of articles 13 to 15 of the Covenant was continuing without significant changes.

53. Reference had been made to the independently functioning schools for handicapped children. Independent schools were educational enterprises directed not by the State but by other organizations, often religious organizations or orders; they were required to operate within the framework prescribed by law. Most of the independent schools for handicapped children were operated by the Catholic Church; they were fully supervised by the Government and the education provided had to accord with the standards for general education. Financial and material assistance and educational counselling was provided to such schools. The teachers were paid by the Government and the pupils received government assistance.

54. On the question of the award of additional points to candidates from workers' or farmers' families in respect of university entrance, he said that Poland was faced with the problem of limited resources and shortage of places and therefore had to ensure fairness and real equality for all students in terms of access to higher educational institutions. The points system was regarded as a temporary measure which would be suspended when material and other conditions allowed. The question was under constant review and the views of the public were taken into account. The system had been devised for students from small towns and villages where, for many reasons, the State could not ensure as high a level of education as was provided in major cities, in order to give such students the same opportunities as others. The comments made on problems created by the points system would be transmitted to his Government, and the next report would include information about new developments in that system from 1981 onwards. The system raised no problem of class discrimination; at present, nearly one third of university students came from the intelligentsia and the rest from peasants' and workers' families.

55. A difficult problem arose in the case of students who passed the university entrance examinations but could not be accepted because of the shortage of places. The examination results of such students remained valid for one year and they could

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be awarded additional points while they were working, which would allow them to enter the establishments they had applied to. They might also be offered places in other higher educational institutions, although not necessarily in the faculties for which they had applied or in the area where they lived. Even so, almost all students who passed the entrance examinations were able to study in accordance with the results they achieved.

56. Turning to the questions about the organization of the educational system, he said that there were eight years of primary schools after which pupils proceeded to general secondary schools or technical or vocational schools, all offering the possibility of going on to university studies. A reference had been made to the disparity between the number of pupils in primary schools in 1975/76 and in 1980/81. The decline was partly due to demographic developments; in addition, between 1976 and 1980, the primary schools had changed from a seven-year to an eight-year cycle. Sixty per cent of Polish schools had been destroyed during the Second World War; a considerable effort to rebuild the schools had been made immediately after the war, and again in the late 1960s and early 1970s, but those efforts had not always accorded with the fluctuations in the population. There had been a great increase in population immediately after the war, a decline in the early 1950s, a peak in the late 1950s, a decline towards the end of the 1960s and then a further increase. Those developments were reflected in a relative decrease in the number of students completing the various levels of education.

57. With regard to the question of improving the working conditions of teachers, teaching was a specially protected profession and, on the average, teachers worked only 26 hours a week. They often worked additional hours, however, especially in small schools with few teachers. A new law raising the salaries of teachers in all types of schools and universities by 31 per cent as compared with 1976 had been introduced in October 1982 and would be described in the next report. Some special allowances had also been introduced for school-teachers; they were being paid more for additional hours and for work on free days, and there was a new system of bonuses for long service.

58. In overcoming the difficulties experienced in the development and popularization of culture, the Government had to rely on its own resources; changes introduced in 1981 and 1982 had been aimed at improving the overall contribution of social funds to education. Poland also hoped to overcome the difficulties through bilateral co-operation, in the first instance with socialist countries and then with other countries. However, it had encountered restrictions in exchanges with the Governments of certain West European countries and, in particular, with the United States Government during the past year or so. It hoped to be able to overcome those difficulties in co-operation with UNESCO.

59. Reference had been made to limitations on creativity in Poland, but he did not believe that there was any limitation on the creative arts in his country. There had been a decline in the number of students travelling abroad because of the situation in Poland and the unfavourable international situation, especially in relation to certain Western countries. Even so, 5,600 creative artists had

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(Mr. Nowak, Poland)

travelled abroad in 1982 either under the terms of agreements or privately, and 514 persons had come to Poland to study or for artistic purposes. In the same year, which had been an exceptionally difficult one for Poland 450 artistic groups had travelled abroad and 217 had visited Poland, while Polish artistic institutions had sent 172 exhibitions abroad and 67 exhibitions had been sent to Poland.

The meeting rose at 1.05 p.m.