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

Reports submitted in accordance with Council resolution 1988 (LX)
by States Parties to the Covenant, concerning rights covered by
articles 13 to 15

HUNGARY

[14 October 1981]

I. GENERAL OBSERVATIONS

1. The Hungarian Government attaches paramount importance to the International Covenant on Economic, Social and Cultural Rights and to the full implementation of its provisions. The Hungarian People's Republic was therefore among the first to become a Party to the Covenant.
2. The principles and measures required by this instrument were laid down in Hungarian legislation prior to its entry into force.
3. The right to self-determination is respected and given full effect as recognized in article 1 of the Covenant.
4. Discrimination of any kind as to race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status is alien to the socialist order of society in Hungary, as expressed in articles 61 and 62 of the Constitution, and any violation of the relevant laws and regulations is a punishable offence.
5. There is no essential difference between nationals and non-nationals in respect of the application of articles 13 to 15 of the Covenant.

6. The equal rights of men and women to the enjoyment of the rights set forth in articles 13 to 15 are covered by article 61 of the Constitution, the legislative enactment of the highest level, and are consistently ensured.

7. No limitations are imposed on the exercise of the rights dealt with in articles 13 to 15.

II: ARTICLE 13: RIGHT TO EDUCATION

A. Principal laws, administrative regulations, collective agreements, court decisions and other arrangements relevant to the right of everyone to education in its various aspects

8. The right of everyone to education as set out in article 13 is covered by article 59 of the Constitution as follows:

"1. The Hungarian People's Republic ensures the right to education for every citizen.

2. The Hungarian People's Republic enforces this right by a general extension of public education, by means of free and compulsory primary education, provision of secondary and higher education, extension courses for adults and financial support for those receiving education."

9. The legislative enactments of a lower order following on those constitutional provisions will be treated in the body of this report.

B. Measures taken to promote the full realization of the rights of everyone to education

10. The full development of the human personality, the observance of human rights and fundamental freedoms, the development of human rights teaching, the effective participation of all citizens in public affairs, the promotion of understanding, tolerance and friendship among all racial, ethnic and religious groups, and the furtherance of the activities of the United Nations for the maintenance of peace are fully ensured by the socialist order of society in the Hungarian People's Republic, the laws and regulations of Hungary, and the domestic and foreign policy principles and practices of the Hungarian Government.

11. The Hungarian People's Republic not only gives legislative coverage to those rights but also creates the conditions for the practical exercise thereof.

C. Right to primary education

12. Under Act III of 1961, the Law Decree No. 14 of 1962, all children of school age have the right and duty to receive compulsory and free primary education. Compulsory school attendance extends from the sixth to the sixteenth year of age. Lower grade education is provided in primary schools of eight grades and in further

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training schools for two years. A child who has completed the eighth grade of primary school before reaching his sixteenth year and attends neither a secondary school nor a factory apprenticeship school, nor is in employment of excess of four hours of work per day, shall attend a further training school until the end of the school-year in which he reaches his sixteenth year.

13. Children who suffer from bodily, mental or sensory infirmity, but are trainable, are given education in institutions for defective children.

14. The rights of nationalities - equality, the right to use their mother tongues, to maintain and develop their national cultures and to receive education in their mother tongues - are guaranteed by the Constitution. In villages or towns where so required by the representatives of at least 15 school-age children belonging to a nationality, the State ensures that they receive education in their mother tongue or that their mother tongue is taught as a compulsory subject.

15. Children of low-income families are accorded various benefits by the State, while defective children, children living far from school and children committed to the care of the State receive education in boarding schools.

16. Total enrolments in the 1980-1981 school-year were 1,162,203 for primary schools and 37,285 for schools for defective children. Of children in the 6 to 14 age group, 98.8 per cent participate in organized schooling, while 99.3 per cent of pupils in the fifth to eighth grades are taught by subject teachers. The number of children in State care is 33,000.

17. Primary education is free for the entire period of compulsory schooling.

18. The enforcement of the right to primary education or of compulsory school attendance is assisted by various sanctions, the State obliging the parents of school-age children to send them to school and initiating administrative proceedings against them for failure to do so.

D. Right to secondary education

19. Under conditions laid down in legislative provisions, children may, upon completion of the eighth grade of primary school, continue their studies in high schools, specialized secondary schools, vocational training schools, shorthand-typing schools, or health schools.

20. Like general schooling, education in the daytime courses of secondary schools is free of charge, with no registration and tuition fees. Textbooks and school supplies are purchased by students themselves at low prices subsidized by the State, with grants-in-aid received by those in need.

21. The period of training is four years in high schools and specialized secondary schools, with students required to pass a final examination and also a proficiency examination in some of the specialized secondary schools; and three years in vocational training schools, with students required to pass a proficiency examination in their speciality.

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22. At present, 203,238 students attend the country's 531 secondary schools (high schools and specialized secondary schools), with 44 per cent enrolled in high schools and 56 per cent in specialized secondary schools.

23. In 1981, 96.7 per cent of the primary school pupils sought admission to secondary schools (the ratio of school-leavers being 2.7 per cent for boys and 4 per cent for girls). The ratio of enrolments is highest in specialized secondary schools (112.3 per cent as compared to the level envisaged) and increased by 2.6 per cent in vocational training schools, but remained below the planned level, totalling 94.5 per cent.

24. The progress of secondary school students is facilitated in several forms established by central measures, such as study rooms, compensatory training, special attention to talented students, and study groups.

25. The principal law governing education in specialized secondary schools is Act III of 1961 on the Educational System of the Hungarian People's Republic, which gave a comprehensive definition of the basic principles, institutions, aims and tasks of a socialist system of education and mapped out the path of its further development with a view to achieving the objectives of educational policy, in keeping with the Constitution.

26. The specialized secondary schools established in accordance with the aforementioned Act, issue students with a school-leaving certificate and a skilled worker's certificate, qualifying them for employment in certain types of work made subject to secondary training (book-keeping, statistics etc.).

27. Act III of 1961 was amended by Law Decree No. 24 of 1965 to create a new type of specialized secondary school aiming "... to impart to its students up-to-date general knowledge and secondary vocational training; to help them grow into versatile men and women educated in a socialist spirit; to give them professional, theoretical and practical training and to develop their skills and aptitudes which will qualify them for employment corresponding to their speciality in types of work defined by separate provisions of law, including the ability to solve tasks in areas ranging from direct production to direction of partial processes of work, and to prepare them for admission to higher educational establishments."

28. A further amendment of the Act by Law Decree No. 25 of 1973 affected the specialized secondary schools, maintaining the orientation of training as defined in Law Decree No. 24 of 1965 on the basis of updated curricula introduced in 1979 for most specialities, but requiring vocational training for specified occupations (calling for a higher degree of theoretical knowledge) in some areas of industry, the food industry and forest economy, and preparing students for higher studies corresponding to the nature of specialized secondary schools.

29. Accordingly, the specialized secondary schools provide at present vocational secondary training. Education is practically free of charge, with students enjoying benefits extending to low-cost school supplies, textbooks, meals and transportation.

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30. Currently there are some 700 students from developing countries attending specialized secondary schools in Hungary. Their number is expected to reach 1,200 during the next five years.

31. The training of skilled workers is governed by a separate legislation. Under Act VI of 1969, skilled workers for the national economy are trained in vocational schools which, forming part of the educational system and built on the eighth grade primary schools, are "middle-level educational institutions providing vocational training instead of a complete secondary school education" (article 6).

32. The establishment and maintenance of vocational schools is the responsibility of the State. The vocational schools are open to any young person who has successfully completed his primary education and satisfies the age and health requirements prescribed for his chosen occupation. At present nearly 50 per cent of primary school leavers continue secondary studies in vocational schools.

33. The vocational training of young people is free of charge. Trainees pay neither enrolment nor tuition fees. At the same time, depending on occupation and term and school achievement, all of them receive stipends for the period of training. The stipends in the first year are paid by the school and in the second and third years by the enterprise where practical training is provided.

34. Between two school-years, trainees are entitled to a vacation of 30 working days, as well as a winter holiday of two weeks and a spring holiday of one week.

35. Before admission, pupils are subjected to a medical test and receive regular medical attention and care during the period of training. In case of illness they enjoy free social security services (medical examination, hospitalization, supply and medicine etc.).

36. The period of training in vocational schools is three years, during which pupils receive theoretical training.

37. Theoretical training, including general and professional education, is provided by council-run vocational schools. Practical training takes place within the framework of division of labour between schools and enterprises under the direction and supervision of the vocational schools. Under the organizational scheme of training, practical training is provided in the training shops of the schools for pupils of the first year, in the training shops (workshops) of enterprises for pupils of the second year, and in workplaces of enterprise production for pupils of the third year.

38. The documents of vocational training (syllabuses, textbooks etc.) are prepared and issued by the central state organs of competence.

39. While at work, vocational school graduates may, with allowance made for the period of training, continue studies in three-year specialized secondary schools for skilled workers and in the evening or correspondence courses of the specialized secondary schools for adults, qualifying them for admission to higher educational establishments.

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40. An important role in supplying the national economy with skilled workers is played also by the vocational training of adults (persons in employment). For them, enterprises organize training courses for skilled workers open to workers over 20 years of age who have completed the primary school, satisfy the health requirements of the occupation involved and have obtained professional practice of the prescribed length. The duration of courses is normally from 30 to 32 weeks. The training programme includes grounding and subject-matters related to the occupation as well as basic ideological knowledge. Participants are required to pay a tuition fee, but its payment may be assumed wholly or in part by the employing enterprise.

41. On completion of studies in any form of vocational training, special examinations are taken before State Boards of Special Examiners attached to vocational training schools. The requirements for examinations are uniform, and the certificate of proficiency examination qualifies candidates for employment in a given occupation anywhere in the country.

E. Right to higher education.

42. Admission to all institutions of higher education is subject to a certificate of final examination at a secondary school (high school or specialized secondary school). A final examination is required on completion of studies in both types of secondary school. Graduates from a vocational training school may apply for admission to a higher educational establishment after having obtained a certificate of final examination at the secondary level. To be admitted to any institution of higher education, applicants are required to pass an entrance examination. With the exception of some special institutions such as arts colleges, the entrance examination generally includes two subjects taught at the secondary level and a subject of relevance to the line of higher education. The examination consists of two parts, written and oral. The sets of requirements are centrally determined for both oral and written examinations, the latter including uniform topics of nationwide applicability.

43. The admission procedure is designed to evaluate fundamental qualities of the applicants, namely their level of preparedness, talents and attitude.

44. The number of students enrolled in the daytime courses of higher educational establishments is some 16,000 annually, amounting to 35 to 37 per cent of secondary school graduates. That figure is indicative, among others, of the fact that 11 to 12 per cent of the given age-group pursues studies in higher educational establishments and that 93 to 94 per cent of university and college students obtain a degree, meaning that the number of persons with higher education is 291 per 10,000 inhabitants, and that the number of active earners with higher education is 525 per 10,000 earners.

45. In order to promote appropriate social mobility, the chosen institutions of higher education contact children from disadvantaged home backgrounds (manual workers) in the third year of secondary school and on the basis of pre-application, giving them increased attention and providing them with compensatory education

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(special courses, trial admission test, etc.) with a view to facilitating the success of the entrance examination.

46. Essentially the same end is served by one-year courses of partially intensive preparation organized for skilled workers who have graduated from a secondary school and are engaged in productive work. Persons in employment may pursue studies in evening classes and correspondence courses at the institutions of higher education.

47. In 1980, the students of higher educational establishments numbered 64,500 in daytime courses and 39,00 in evening classes and correspondence courses. The children of manual workers represented a ratio of nearly 40 per cent in daytime courses.

48. One of the aims of developing the admission procedure is the proper evaluation of talent and aptitude, for which no fully adequate means of measurement are yet available.

49. Regular benefits, in kind and/or in money, are accorded to 80.1 per cent of university and college students, with fellowships enjoyed by 44.3 per cent, social grants by 47 per cent, and social scholarships by 13.6 per cent.

50. As against this, payment of a tuition fee is required of 24 per cent of students. The amount of tuition fee varies according to school achievement and financial situation and averages 389 forints per term.

F. Right to fundamental education

51. Under Act III of 1961 and its Decrees for implementation, workers are accorded the opportunity to continue studies while at work. Workers who have not completed the period of primary education before reaching their sixteenth year (end of the age of compulsory school attendance) may acquire primary education by attending evening classes, participating in correspondence courses, or by passing an examination on the basis of private study.

52. The instruction of adults takes place in the primary schools or in separate courses organized at industrial or agricultural plants and at co-operative farms. The aforementioned Decrees also provide that in villages and towns where a primary school for nationalities is operated, instruction in the native tongue shall, if so required by at least 15 students, be ensured, and the teaching of the native tongue as a compulsory subject shall be included in the programme in the primary schools for adults as well.

G. Development of a system of schools

53. A publication of 1979 containing principal comparative data for the system of schools in Hungary appears in the annex to this document.

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54. With the structural pattern of schools remaining unchanged, the dominant factor of recent years has been a modernization of public education with regard to its content.

55. The continual modernization of the principal documents relating to instruction and education has been accompanied by the introduction, from 1977, of new measures and schemes as follows (in chronological order):

(a) In the school-year of 1977-1978, in vocational training schools, shorthand and typing schools, and primary schools teaching native tongues as compulsory subjects;

(b) In the school-year 1978-1979, in primary schools, schools for defective children, and vocational secondary schools;

(c) In the school-year of 1979-1980, in high schools and specialized secondary schools;

(d) In the school-year of 1980-1981, in primary schools where teaching is in the native language of a nationality;

(e) In the school-year of 1981-1982, in schools of music, high schools teaching optional subjects, and high schools where teaching is in the native language of a nationality.

56. In the school-year of 1982-1983, the introduction of new curricula for the different types of school will be continued in adult education.

57. Under central direction, uniform textbooks have been prepared on the basis of curricula approved by the Minister of Public Education. Textbooks are written as a result of public competitions, for which central directives are issued on each subject and grade. The winners of such competitions will be the authors of textbooks by subject-matter, which are likewise written on the basis of central directives.

58. Preliminary tests play an important role in the preparation of new textbooks. Information is provided, with demonstrative instruction and discussions organized, for the teachers participating in such tests.

59. The elaboration of long-term development schemes is in progress. The permanent modernization process is essentially aimed at an intensive development of education, the main features of which include:

(a) The extension of full-day attention to pupils in the primary schools;

(b) A closer connexion between the content and aim of the different forms of secondary education;

(c) A closer connexion between education and other fields of culture;

(d) A more rational division of labour between schools and workplaces in concrete training.

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B. Establishment of an adequate fellowship system

60. There are two kinds of fellowship in secondary schools: State fellowship and social scholarship. A State fellowship is granted to 17,328 students (of whom 14,050 are children of manual workers) and a social scholarship is enjoyed by 4,375 students (of whom 3,349 are children of manual workers).

61. In addition to fellowships and scholarships, both primary school pupils and secondary school students are accorded various social benefits such as daytime homes, school meals, study rooms, students' hostels and, where necessary, State care, depending on the financial and social situation of their families.

62. The fellowship system for university (college) level is guided by two general principles: giving material support to students in need and thereby preventing dropouts for financial reasons; and stimulating students for better school achievements. Accordingly, there are two basic forms of financial support: fellowship, contingent mainly on school achievements and amounting from 100 to 600 forints per month; and social grant, contingent on the per capita income of families and presently enjoyed in monthly sums of 100 to 600 forints by children of families where the monthly per capita income is less than 2,200 forints.

63. Additional benefits include the Fellowship of the People's Republic, which may be awarded to the best of students in a monthly sum of 1,200 forints, an emergency allowance for needy students, and supplementary financial support to cover extra costs incurred during professional training. Financial benefits are accompanied by benefits in kind, which consist of accommodation in students' homes.

64. As of February 1982, there will be an average increase of 30 per cent in financial support. The fellowship ordinance will accordingly be modified in the second part of this year.

65. Complementary to the general fellowship system as outlined above, is the scheme of social scholarships granted under written contracts between students and enterprises or other entities, with the obligation assumed by the grantor to pay a scholarship grant and by the grantee to enter service with the grantor after the completion of studies for at least as many years as he has been receiving scholarship grants. The monthly amount of the social scholarship is between 400 and 700 forints, payable to the student by the contracting enterprise, in addition to the benefits for which the student is otherwise eligible.

I. Improvement of the material conditions of teaching staff

66. In conformity with, and as part of, the living standards policy for the corresponding plan periods, measures are taken to express the material and moral recognition of the teaching staff's services. Therefore, the current socio-economic programme of the Council of Ministers envisages the elaboration of measures for continued improvements in the living and working conditions of teachers, including proposals for refined schemes of social provisions (housing allocation etc.).

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67. Extension courses are organized for both primary and secondary school teachers. During term and summer, school inspectors and subject teachers participate in professional-methodological courses with the involvement of, and under the direction of, the National Pedagogical Institute. Extension courses are attended by 2,200 to 2,500 teachers annually.

68. The possibility of further training abroad is open to teachers of foreign languages.

69. Participation in further training courses is not mandatory but recommended.

70. Practising teachers are involved in the preparation of new educational materials and serve on the relevant committees, while the teaching staffs of specified schools give their opinions on the drafts and make observations in the discussion thereof. Teachers participate in the testing of new educational plans, as well as in the preparation, criticism and redaction of textbooks. Teachers writing textbooks are entitled, where appropriate, to study leave.

71. The salary of college and university professors is fixed, on the basis of individual consideration, within the limits of the pay-scale applicable to each class of assignment. The basic salary thus fixed is automatically adjusted every three years, but may also be increased annually on the basis of individual consideration. Senior educationalists receive a supplement for the term of their assignment to a leading post, while teachers working in places dangerous to health receive a bonus amounting to 10 to 30 per cent of basic salary. The pay-scale is as follows:

	<u>Nomenclature</u>	<u>Pay-scale</u> (forints)	<u>Mandatory increase</u>
3221	University professor	6,400 - 12,400	350
3222	Assistant university professor	5,200 - 11,000	300
3223	Assistant university lecturer	4,000 - 9,000	250
3224	University professor's assistant	2,800 - 7,500	250
3225	College professor	5,200 - 11,000	300
3226	Assistant college professor	4,600 - 9,500	250
3227	Assistant college lecturer	3,600 - 8,000	250
3228	College professor's assistant	2,800 - 6,500	250

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	<u>Nomenclature</u>	<u>Pay-scale</u> (forints)	<u>Mandatory increase</u>
3229	Professor of college for kindergarten teachers	4,400 - 9,500	300
3230	Assistant professor of college for kindergarten teachers	3,800 - 8,000	250
3231	Assistant lecturer of college for kindergarten teachers	3,200 - 6,500	250
3232	Professor's assistant in college for kindergarten teachers	2,600 - 6,000	250
3233	Language teacher, physical instructor, teacher of students' homes	2,600 - 9,000	250

72. The major additional sources of teachers' income are royalties for authorship of textbooks and notes; earnings from secondary employment, which may amount to as much as 50 per cent of basic salary, and remuneration for jobwork done by universities and colleges on enterprise projects.

Elaboration of curricula

73. The curricula for universities are drawn up by the corresponding faculties on the basis of central directives, with the broad involvement of the teaching staff. The curricula are approved by the faculty councils, which, being representative bodies of all the teachers of a faculty, leave scope for teachers to state their views on questions relating not only to their particular disciplines but to faculty education as a whole. The same possibility exists in the university council, which is responsible for final approval of curricula. The elected members of a university council and a faculty council are at the same time representatives of the teaching staff, so non-members may express their opinions through them. Members give account to their electors of the fulfilment of their tasks as representatives.

74. With a view to ensuring the nation-wide uniformity of curricula, the advisory bodies and special committees of the Ministry of Public Education are likewise involved in the elaboration of curricula. On the basis of the individual views of their members, the special committees adopt collective positions on all questions, including curricula. The working orders of special committees ensure that opinions dissenting from the majority view are also made known to the competent bodies.

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Teaching aids

75. Commissions to prepare teaching aids such as notes, textbooks and reference books, are conferred on individual authors or their collectives, whose works are revised by readers previously assigned.

76. Depending on the nature and purpose of aids, commissions are conferred by the university or the Ministry of Public Education, and the contract is made by the publisher on the basis of such commission. The authors of aids destined for faculty use are commissioned by the university and those of aids for nation-wide use by the Ministry of Public Education.

Ad hoc requests

77. Apart from participation in the work of the bodies of educational institutions or of the advisory committees of the Ministry of Public Education, teachers are invited by other institutions or the supervisory authorities to join, on an ad hoc basis, in specific activities requiring their opinions on questions concerning the structure or content of education.

J. Right to choice of school

78. The freedom of conscience is guaranteed by the Constitution, while the agreements between the State and the Churches make it possible for parents to educate their children in a religious spirit or to give them a religious instruction in accordance with their beliefs.

79. Parents are free to decide whether to enrol their children in a state secondary school or a church-run high school. In Hungary there are 10 denominational high schools, with a student population of nearly 2,500.

80. The establishment of nationality schools is provided for by law. In the school-year of 1980-1981, there were 35,482 pupils in 282 schools teaching the language of a nationality, and in 20 schools where teaching is in the language of a nationality at the primary level (6 to 14 years of age). At the secondary level, there are 5 nationality high schools with a total of some 700 students.

III. ARTICLE 14: PRINCIPLE OF COMPULSORY EDUCATION, FREE OF CHARGE FOR ALL

81. Compulsory and free primary education is guaranteed by Act III of 1961, while the establishment, maintenance and direction of primary schools and institutions for defective children are provided for in Law Decree No. 14 of 1962 and Decree No. 3 of 1966 (XI.4) of the Minister of Education and Culture on its enforcement. The Law Decree provides that compulsory schooling for children in need shall be facilitated by study rooms, daytime homes, students' homes etc. The educational institutions at the primary level follow a uniform pattern of organization and

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operation all over the country. The content of education and instruction is similarly determined by uniform programmes and textbooks of nation-wide applicability.

82. Recent years have seen a smooth development in the implementation of the right to primary education and the fulfilment of the duty of compulsory schooling. That tendency is shown by the figures for compulsory school attendance:

(a) Enrolments amount to 98.8 per cent of school-age children;

(b) 98.5 per cent of first-grade pupils have received pre-primary education (in kindergartens and courses);

(c) In the last school-year, 92.3 per cent of the appropriate age group completed the eighth grade of primary school within the period of compulsory school attendance. Including graduates from the institutions for defective children and from the primary schools for adults, the aggregate ratio of children having acquired primary education is 95.2 per cent.

83. Some 5 per cent of the corresponding age-groups fail to acquire compulsory and free primary education within the ten-year period of compulsory school attendance, mainly for reasons of health or repetition of grades.

IV. ARTICLE 15: RIGHT TO TAKE PART IN CULTURAL LIFE AND TO
ENJOY THE BENEFITS OF SCIENTIFIC PROGRESS AND THE
PROTECTION OF THE INTERESTS OF AUTHORS

A. Right to take part in cultural life

84. The right to take part in cultural life, as well as the desirability and necessity of its enjoyment, are spelled out in the fundamental legislative enactments of the Hungarian People's Republic, such as the Constitution, the Act on Education, the Act on Public Education, and the Act on Youth. The questions relating to cultural centres are directly covered by Act V of 1976 on Public Education, Decree No. 3/1979 (I.20) of the Council of Ministers and Decree No. 1/1979 (I.20) of the Minister of Culture. The related rights and duties find expression in the activities of, and the possibilities offered by, the social organizations and the representative organizations of co-operatives as well.

85. The principal and most comprehensive coverage of the framework of public education is found in Act V of 1976, a salient feature of which lies in extending responsibility for the development of public education not only to educational activists but also to the major entities of society (economic organizations, co-operatives etc.).

86. That Act gave birth to the National Council of Public Education attached to the Council of Ministers, which consists of leading representatives of radio and television, various ministries and social organizations, as well as of outstanding personalities of cultural life. The National Council is concerned with promoting a

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co-ordinated development of public education, and has a right to request individuals and organizations to render account of their work, and has financial resources to support viable initiatives.

87. Local cultural activities are financially supported by State organs, local administrative authorities and economic and social organizations. Enterprises and co-operative farms, for instance, are under the obligation to establish social and cultural funds, the utilization of which is subject to decision by the collectives and their trade union committees. The programmes of work and the financial plans of the local councils are approved by council meetings. Cultural centres have elected social leaderships which likewise have a role in planning, so the participation of the population, both direct and indirect, is ensured also by law.

88. The conservation of culture is guaranteed by laws and regulations concerning museums, libraries, archives, and the protection of historic monuments, while the right of everyone to take part in cultural life is laid down as a civic right in the Act on Public Education.

89. Law Decree No. 15 of 1976 on Libraries, and Decree No. 17/1976 (VI.7) of the Council of Ministers on its enforcement, clearly spell out everyone's right of access to library services. By virtue of the Law Decree, the basic services of libraries are free of charge.

90. The concept of museum is defined by Law Decree No. 9 of 1964 as follows:

"The outstanding material relics, written or otherwise, relating to history, sciences, literature, arts, and the development of production (hereinafter referred to as museum pieces) shall be protected, in a manner determined by this Law Decree, shall be scientifically elaborated and shall be made accessible to the entire people. The realization of these tasks shall be the responsibility of the Minister of Education and Culture.

"National museums are scientific institutions guarding, scientifically elaborating and putting at the service of popular education collections of museum pieces that are outstanding in their specific fields of interest, are of nationwide relevance, and aim at completeness with regard to a particular area (article 5, paragraph 1). With a view to implementation of scientific programmes, national museums shall assist the work of country museums in fields of activity specified by the Minister of Education and Culture (article 6, paragraph 1)."

91. Within the meaning of the Law Decree, scientific research is directed by the Hungarian Academy of Sciences, which, through its committees, makes recommendations concerning the major areas of scientific research in that domain. The members of the Academy's committees include representatives of museums in proportions of 40 to 60 per cent. For every quinquennium, long-term research programmes are drawn up on the basis of recommendations made by the committees of the Academy.

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92. Law Decree No. 27 of 1969 on Archives, and the Protection of Archivalia (article 6) and Government Decree NO. 30/1969 (IX.2) on its enforcement (article 11, paragraph (d)) provide that "archivalia shall be made accessible to research and appropriate sections shall be designated for this purpose". The modalities of implementation of this general principle are laid down in the Regulations of Archives, issued as part of Ordinance No. 130/1971. (M.K.10) of the Minister of Education.

93. With regard to point 2 (a) and (b), activities in this field are financially supported from the State budget and from various funds established for that purpose (Central Cultural Fund, National Fund for Public Education, professional funds, funds essentially provided by State resources for the cultural activities of trade unions and for low-cost cultural amenities for youth).

94. The responsibility to create the conditions for public education is assumed primarily by the State, hence the infrastructural facilities for popular participation in cultural life (with the exception of church institutions and collections as well as certain private collections) are in State ownership. The total investment outlays and a considerable part of operational costs connected with radio and television programmes and broadcasts, libraries, museums, galleries and archives, cinemas, cultural centres and clubs, theatres and music halls, are covered from the State budget, the budgets of local councils, and contributions by enterprises and co-operatives. The development of the educational infrastructure, the gradual reduction of regional differences in cultural provisions, and the modernization of institutions, are planned, organized and directed by the central State planning organs and by the councils.

95. There are three broadcasting stations. In 1979, the broadcasting network had a total capacity of 3,169 kW and a weekly average broadcasting time of 389 hours. In the 1970s, the broadcasting network increased its capacity 3.7 times. The increase was largest for short-wave broadcasting, with the area of coverage expanded. The weekly average broadcasting time increased by some 20 per cent. The entire territory of the country is covered by broadcasts. At present 96 per cent of the population owns a radio set. Television broadcasts on channels 1 and 2 can be received by 95 and 60 per cent of the national territory respectively. The weekly average television broadcasting time is 82 hours, which increased by some 60 per cent in the 1970s. 91 per cent of the population owns a television set.

96. Mass communication media are followed by cultural centers in respect of scope of contact with the public. Cultural centres are institutions destined to organize cultural activities in residential areas. In addition to attending to their specific functions (e.g., active and creative public education in communities), they fulfil the roles of cinema, theatre, music hall and gallery in villages and small towns. According to figures for 1980, the lectures on general knowledge in 2,554 cultural centres of the country were attended by 4.6 million persons and; the number of participants for special circles was 152,000 and 206,000 for amateur artistic groups. Social events with entertainment programmes were attended by more than 9 million persons. Sociological analyses show that with more or less frequency, every segment of the population comes into contact with the cultural centres, young age groups representing the bulk of visitors.

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97. Also, figures for 1980 indicate that a stock of 41.7 million books in the country's 10,500 public libraries was available to 2.2 million registered readers, 52.1 million books were lent, the number of libraries was 9.8 per 10,000 inhabitants, and the number of books was 3,800 per 1,000 inhabitants.

98. There were 16.2 million visitors to 487 museums and 900,000 visitors to 86 art showrooms. While it is difficult to separate foreign visitors, sociological surveys indicate that the number of citizens visiting museums and exhibitions has considerably increased with the expansion of internal tourism.

99. There are cinemas in every town and in 82 per cent of villages. The number of projections in 3,624 cinemas was 703,441, with an attendance of 60.7 million. In the 1970s a slow decrease in attendance could be observed in line with similar international tendencies. The number of projections for a demanding public (film clubs, documentary films) increased together with that of attendance. The film audience was 5,600 per 1,000 inhabitants.

100. The country's 30 independent theatres had a total audience of 4.7 million at 10,756 performances at their locations and in the provinces. The number of theatregoers was 445 per 1,000 inhabitants.

101. Cultural amenities are provided by clubs operated by councils, enterprises and institutions as well as by leisure-time associations and the Society for the Dissemination of Knowledge. Lectures were attended by 5.3 million participants in 1980.

102. With regard to point 2 (c) and (d), the laws of the Hungarian People's Republic guarantee for minority populations all the rights embodied in international instruments on human rights and in accordance with Hungary's socialist system, internationalism and socialist humanism, and give full effect to the equality of nationalities with respect to the enjoyment of the freedom of association, the freedom of speech, the right of representation, economic and social equality, and those specific rights that are indispensable for the preservation of their identity, such as the use and teaching of their native tongues and the preservation of their cultures.

103. On the occasion of the population census in 1980, only a small part of Hungary's population stated that their mother tongue was not Hungarian.

104. Once large, the ethnic population of Hungary has diminished as a consequence of a natural process of assimilation and migration as well as of historical events.

105. The small ethnic population lives in scattered settlements over a comparatively large area (in 18 out of 19 counties), and shows a great diversity, consisting of Croations, Slovenians, Germans, Romanians, Serbs and Slovaks who live in groups of 4,000 to 36,000.

106. Several centuries ago (mainly before the first part of the 18th century), the ethnic populations settled voluntarily in their places of residence and have become largely integrated into their environments.

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107. The ethnic populations of Hungary are to be regarded as national minorities, which are fragmentary population groups of neighbouring countries.

108. The needs and endeavours of the ethnic populations are related to the preservation and development of their national tongues, cultures and traditions, and to the maintenance of contact with their mother countries.

109. A specific feature of Hungary's policy towards those population groups is determined by the small size of ethnic populations, their large diversity, dispersed settlements and historically established cultural needs. In that connexion, emphasis should be laid on two essential aspects of policy:

(a) that it is not dependent on the size of any of the ethnic populations but is based on the principles of a socialist system of society;

(b) that it takes into account not only the needs of people who at the time of population censuses claim to have a native tongue other than Hungarian, but also the demands and requirements of wider segments of society, such as the internationalist education of the entire population. Concern for the ethnic groups is one of the touchstones of that approach. In order to increase concern for them and to strengthen friendly ties with their mother countries, it is necessary for as many Hungarian children and young persons as possible to learn ethnic languages and to get acquainted with their cultures, folksongs and dances etc., which brings them closer to the national cultures of the peoples involved.

110. The associations of ethnic groups came into being under particular conditions after the Second World War. There are four such democratic associations; those of the southern Slavs, Germans, Romanians and Slovaks.

111. The associations are social organizations within the meaning of their by laws and carry out political, social and cultural activities in respect of the rights, recognized for ethnic groups in the Constitution. They regard it to be their task to mobilize the ethnic populations for the building of a socialist society; to make proposals in co-operation with the organs of State power and with social organizations in furtherance of the practical implementation of their rights; to deepen the patriotism of the ethnic groups for their socialist homeland; to foster friendship between the peoples of Hungary and the neighbouring countries, and to preserve and develop their languages and cultures.

112. The associations may also be active in the economic field. They submit proposals and observations to State organs at different levels, which in turn obtain their opinions before making decisions affecting ethnic populations. In co-operation with the Patriotic People's Front, they organize events and arrangements serving to cultivate and strengthen friendship among citizens belonging to different ethnic groups.

113. The delegates to the congresses of the associations, which are held every four years, are elected by the ethnic populations of villages. The delegates elect a national leadership, which elects a presidium, a president, a vice-president and a general secretary from among its own members. The elected bodies carry out the

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principle of collective leadership in accordance with the wishes of the minority populations. They have set up cultural, educational and redacting committees to promote the solution of major tasks.

114. In view of the foregoing it may be stated that, by virtue of their constitutionally recognized collective rights, the ethnic populations of Hungary have a type of social organization which by the exercise of consultative and advisory functions represents their interests. Given their functions, the associations act, in the first place, as cultural centres of the ethnic groups, playing a highly important role in the cultural and folk-art activities of the ethnic populations and in the preservation and cultivation of their traditions, and they carry out political activities within the framework of the Patriotic People's Front.

115. The associations are invested with maximum autonomy in exercising their functions with respect to the ethnic groups and in taking an active part in the implementation of the policy towards the ethnic populations.

116. The educational needs of the ethnic groups are attended to by a network of State schools, providing pre-primary education (in kindergartens), primary education (in primary schools), secondary education (in high schools) and tertiary education (in universities and colleges).

117. In any village where, as a rule, 15 children seek admission to an educational institution, a kindergarten, primary school or group is to be formed in which teaching in a native tongue is taught. Concessions are often made in view of the large-scale fragmentation of ethnic populations, and such schools or groups are established for as little as seven pupils. There are two types of primary school for minorities. In the first type the majority of classes are held in a native tongue, while in the rest Hungarian is taught, or the teaching of subject matters of natural science is in Hungarian. Practically speaking, these are bilingual schools, as the most important terms and concepts related to the subject matters taught in Hungarian are taught in a native tongue as well.

118. In the second type of school, the majority of classes are held in Hungarian, together with the teaching of a native tongue, for non-Hungarian pupils and for Hungarian children wishing to learn a native tongue.

119. Head nurses, primary school teachers and subject teachers for ethnic groups are trained at colleges. Secondary school teachers for ethnic groups are trained partly in Hungary, partly in Czechoslovakia, Yugoslavia, the German Democratic Republic and in Romania on State scholarships.

120. Recent years have witnessed great progress in the educational situation of ethnic populations. The number of educational institutions has increased from 320, in 1968, to 513 at present, while the number of pupils and students has risen from 22,332, in 1968, to 43,377 at present.

121. Educational activity at primary and secondary levels with respect to ethnic groups is directed by the Department for Nationalities at the Ministry of Public Education.

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122. With professional and material support from the central and local organs of State administration, the national minorities carry out intense activities in the field of cultivating their native tongues, traditions and cultures within the framework of 102 local language clubs, 40 amateur theatrical groups, 141 dance groups, 137 choirs and 97 bands. The central dance ensemble of the ethnic populations, "Fáklya", ranks among the best amateur dance ensembles of Hungary. Its performances abroad acquaint the foreign public with the typical folklore of Croatians, Serbs, Slovenians, Germans, Romanians and Slovaks living in Hungary. The ethnic groups live an active cultural life in some 250 cultural centres all over the country.

123. The cultivation of native tongues is facilitated by village libraries. Books in the appropriate native tongue(s) are available in the library of every village inhabited by ethnic populations. In addition, there are 16 basic libraries. The stock of books in native tongues at the basic and village libraries totals more than 250,000. Books of domestic publication are supplemented by imports from the countries of the languages concerned.

124. Museums are significant institutions serving the ethnic populations in the cultivation of their traditions. The material relics of minority cultures are collected by the National Museum of Ethnography and by county museums in the regions inhabited by ethnic groups. In addition, three museums have local units (at Mohács, Tata and Békéscsaba) to serve ethnic populations, while numerous traditional dwelling houses have been transformed into country houses of special interest to those populations. Several collections of local history add to the store of traditional furniture, clothings and tools of a particular ethnic group.

125. The information of ethnic populations is served, and their cultural life is assisted, by the weekly magazines issued by their associations, programmes broadcast by the central and regional radio stations in the German, Serbo-Croatian, Slovakian and Romanian languages, and by television programmes.

126. Research into the lives of the ethnic populations is conducted by the Institute of Social Sciences, under the direction, and with the co-ordination of, the Committee for Nationalities of the Hungarian Academy of Sciences.

127. Every association has a literary section publishing poems, novels and their collections in native tongues. In 1976 a general editorial board was set up within the framework of the State publishing house to handle the publishing of books by ethnic groups.

128. The Hungarian Government considers that cultivation of the cultures of ethnic populations is inseparable from the cultures of their respective mother countries. Therefore, the State provides assistance to, and signs bilateral arrangements for, the training and further training of minority teachers and intellectuals in Czechoslovakia, Yugoslavia, Romania and the German Democratic Republic, the joint publication and import of books and textbooks, visits to those countries and performances in them by school-children and cultural groups, etc.

129. In relation to point 2(e), see the information provided for point 2(a) and (b).

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130. With regard to point 2(f), the presentation of mankind's cultural heritage may be illustrated by exhibitions arranged in and received by Hungary. During the past five years, Hungarian museums mounted 241 independent exhibitions abroad, and provided materials for some 120 exhibitions. The broad range of collections comprises areas from natural science to technical history. For instance, the Museum of the Working-Class Movement sent 38 exhibitions to socialist countries, 13 to capitalist countries, and 16 to developing countries, and received 16 exhibitions over the past quinquennium. The Budapest Museum of History sent abroad 6 exhibitions and received 5, mainly under co-operative arrangements with capital cities of Europe.

131. The Literary Museum, "Petöfi", sent 112 exhibitions abroad, of which 90 took place in socialist countries, 21 took place in capitalist countries and 1 took place in a developing country.

132. The Museum of Fine Arts arranged 3 independent art exhibitions and received 13 exhibitions.

133. The Hungarian National Museum:

(a) mounted abroad the exhibitions of:

Hungarian Goldsmith's Craft (Japan);

Art Treasures from Hungary (Delft);

Historic Hungarian Costumes (Manchester);

Fashions from the Hapsburg Era, Austria-Hungary (Metropolitan Museum of New York);

Huns, Teutons and Avars (Berlin);

(b) collaborated in arranging the exhibitions of:

"Max Emanuel und Europa" (Munich-Schleissheim, 1976);

"Vor hundert Jahren" (Vienna, 1979);

"Die erste Türkenbelagerung" (Vienna, 1979);

"Österreich zur Zeit Kaiser Josephs II" (Melk, 1980);

"Maria Theresia und ihre Zeit" (Vienna, 1980);

"Maria Theresia als Königin von Ungarn (Halbturn, 1980).

134. The in situ exhibition of the Hungarian National Museum, presenting ancient exhibits of the ascent of man, had 42,000 visitors, half of them foreigners, in 1980. Within the framework of ICOM, Hungarian experts assist the United Republic

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of Tanzania in presenting and conserving homo habilis finds of that country, under the sponsorship of the Hungarian National Museum.

135. The conservation of the corresponding cultural heritage of mankind is virtually the responsibility of the library system, but that task is served by some specific additional measures such as programmes designed to protect old and rare manuscripts, books etc., of museum value; to continually intensify restoration work and train restorers and repairers; to establish a national storing library for publications seldom used but worthy of preservation, and to microfilm stocks with a view to conservation, etc.

136. The law accords protection to historic monuments and archaeological locations. At present there are 112 protected areas. The planned amendment of the law on museums will accord added protection in respect of control over objects of art and of regulation of their exportation, in both the private and the public commercial sector.

137. Protection is also enjoyed by architectural relics. The Ministry of Construction allocated an annual lump sum of 3,000 to 5,000 forints each for the maintenance of 400 to 500 folk-building. Until recently, the owners of 130 protected buildings were entitled to a maintenance allowance of up to 30,000 forints. Since 1971, the National Directorate for Historic Monuments has spent 30 million forints in support of the protection of folk-buildings, most of which have been and will be destined for "skanzens".

138. The investment projects carried out under the five-year plans, the programme for the building of some 450,000 apartments, and land amelioration works, bring to the surface historical relics in such quantity that the museums, with an assigned staff of some 180 archaeologists, cannot possibly cope with them. Over the past five years, the State spent 50 million forints on the conservation of finds. Significant progress has been made in the rehabilitation of historic towns, but the continuing town development programmes multiply the load of conservation work. The historical relics of Hungarian technical culture are about to be replaced or removed from their original places, but the technical museums are making efforts to save them for presentation. Relics of rustic culture are still to be found, and the annual number of more than 17 million foreign tourists show a great deal of interest precisely in Hungary's ethnographical and numismatical values and, lately, those of natural sciences.

139. In relation to point 2 (g), there are three avenues of book publishing: works of nation-wide interest are published by State publishers; works on special subjects are published by non-professional publishers (State and social organizations, educational and scientific institution etc.); and authors may, at their own expense, publish and distribute their own works which, for reasons of low standard or scant interest, are not accepted for publication by publishers or the aforesaid organizations.

140. The freedom to disseminate (publish, exhibit, sell) artistic works is not subject to limitations, except in the case of works offending the interests and sensitivity of other peoples, ethnic groups or denominations, offending public morals, and displaying low quality.

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141. In relation to point 2 (h), librarians are currently trained at three levels: at the Eötvös Loránd University of Budapest, two teachers' training colleges (Nyíregyháza and Szombathely) and the Central School of the Central Council of the Hungarian Trade Unions; for library administrators at the secondary level, in the daytime courses of designated high schools, and at correspondence courses under the auspices of central libraries or other large national libraries. Training in correspondence courses and complementary training are likewise organized at universities and colleges.

142. Archivists are trained at secondary and tertiary levels. Tertiary education may be obtained in the daytime and correspondence courses of the Faculty of Humanities of the Eötvös Loránd University, while secondary education is provided in courses run by archives, and in courses organized by high schools for keepers of public collections.

143. In relation to point 2 (i), cultural centres are institutions of a special kind destined mainly to satisfy local needs by serving as cultural meeting-points in communities and settlements, and providing daily information through the services of specialists.

B. RIGHT TO ENJOY THE BENEFITS OF SCIENTIFIC PROGRESS AND ITS APPLICATIONS

144. The activity of the Society for the Dissemination of Knowledge spans all branches of science, contributing greatly to education, with special attention paid to political-ideological, moral, aesthetical, health and environmental education.

145. A fundamental task of the Society is to disseminate the latest and ripe results of science as quickly and as widely as possible.

146. The provision of information published in special literature on the advance of science is assisted by various services of the entire library system. Such services are offered primarily by national libraries, libraries of higher educational establishments and special libraries, with increasing contributions made by public and school libraries, the main goal being to supply users as quickly as possible with information on different levels on scientific advance. The primary objective of the National Information System on Special Literature, which is now being organized, is to provide universal access to special literature, as is the case with the more traditional library services.

C. PROTECTION OF MORAL AND MATERIAL INTERESTS OF AUTHORS

147. The Hungarian People's Republic is a party to nearly all multilateral international conventions on the protection of intellectual property: the International Union for the Protection of Literary and Artistic Works (Berne Union), the Geneva Universal Copyright Convention of 6 September 1952, the Montevideo Convention on Literary and Artistic Property of 11 January 1889, the International Union for the Protection of Industrial Property (Paris Union), the

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Geneva Convention for the Protection of Producers of Phonograms against Unauthorized Duplication of Their Phonograms (29 October 1971), the International Patent Cooperation Union (Washington, 19 June 1970), and the Union for the International Recognition of the Deposit of Micro-organisms for the Purposes of Patent Procedure (Budapest Union, 28 April 1977).

148. Accordingly, scientific, literary and artistic activities and resultant intellectual property enjoy in Hungary at least the same measure of protection as is provided for in the aforesaid international conventions.

149. The protection of moral and economic interests of authors is a long-established practice under Hungarian legislation. In virtue of Act III of 26 April 1969, currently in force, protection is accorded to the literary, scientific and artistic creations of all Hungarian citizens, and of all authors whose works become first available to the public in Hungary.

150. Copyright is vested in the person who has created the work. In the case of works created under an employment contract, it is the employer who is authorized to make use of such works within the sphere of his activities, without prejudice to the moral rights of the author.

151. The economic rights of authors are governed by this provision of law: "Unless otherwise provided in this Act, the consent of the author shall be required for any use of his work."

152. Legislative limitations on copyright are in conformity with international regulations (e.g., Berne Convention, Paris Act of 1971) and include free use without payment (e.g., quotations), legal licence (radio and television broadcast of works already made available to the public, except for whole stage works), and compulsory licence (public performance of already published works, except for whole stage works).

153. Economic rights are protected during the lives of authors and for 50 years following their deaths. Moral rights are unlimited in time.

154. Performers, in respect of the right to the recording and transmission of their performance, to the name indicated and to protection against distortion, and broadcasting organizations, similarly enjoy protection under Act III.

155. Foreign authors enjoy copyright protection in Hungary according to the Berne Convention for the Protection of Literary and Artistic Works, the Universal Copyright Convention and the bilateral Copyright Treaty with the Soviet Union. The protection of authors whose country is not a member of the above-mentioned conventions is governed by reciprocity.

156. The institutions and measures for the implementation of copyright legislation in Hungary are the following:

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(a) The organization responsible for general protection of copyright, as referred to in Act III, is the Hungarian Bureau for Copyright Protection. This function is exercised by the Art Fund of the Hungarian People's Republic in respect of fine and decorative arts. The activities of the Art Fund and other special funds (e.g., Music Fund) include promotion and financial support.

(b) A committee of copyright experts advises courts on technical questions in legal disputes concerning copyright.

(c) For the realization of copyright, the Copyright Act contains provisions applicable to contracts for the use of works, both generally and in specific cases (contract for publication etc.). No departure to the prejudice of the author is permissible from any provision serving to protect the author's interests.

157. The major developments in the Hungarian copyright legislation since 1976, and their analysis, have been published in Copyright, the official review of the World Intellectual Property Organization (see M. Ficsor's letter from Hungary in December 1978 - Hungary's accession to the Geneva Phonogram Convention, the conclusion of the new bilateral Hungarian-Soviet copyright treaty, the modification of the Civil Code with respect to the protection of persons). In addition, Law Decree No. 27 of 1978 amended the Copyright Act in two aspects, modifying the notion of joint works and introducing the "droit de suite" (Copyright of April 1979).

158. As for the future, copyright legislation is being planned to respond to the results of the technological revolution which may affect the authors' right and hence the social process of the creation of new works (e.g., home taping, cable television, video cassettes). The elaboration of a law on home taping (reproduction of protected works by tape and video recorders within households) is at an advanced stage. For detailed information see Copyright, February 1981, pp. 59 et seq. (M. Ficsor: The home taping of protected works: an acid test for copyright).

D. STEPS TAKEN FOR THE CONSERVATION, DEVELOPMENT AND DIFFUSION
OF SCIENCE AND CULTURE

E. RIGHT TO THE FREEDOMS OF SCIENTIFIC RESEARCH AND CREATIVE
ACTIVITY

159. Act III of 1969 on copyright regulates the authors' rights pertaining to their works and creations, as well as the relationship between authors and publishers. Responsibility for the enforcement of the Act rests with the Minister of Education, who may, by decree, determine conditions not covered by the Act for contracts for utilization, as well as the amount of royalties and other fees due to authors under the Act (Government Decree No. 9 of 1969).

160. The conditions for contracts for publishing and royalties are governed by Decree No. 1/1970 of the Minister of Education and Culture as amended by Decree No. 2/1980 (IX.15) of the Minister of Public Education.

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161. The relationship between the author and the publisher is regulated by a contract which, inter alia, specifies the nature and approximate extent of the work, the amount of royalty, and the deadlines for the submission and publication of the manuscript.

162. Moral and material support for the authors is the concern of institutions subject to supervision by the Ministry of Public Education.

163. The Hungarian Writers' Union is concerned with regularly discussing topical questions and problems of artistic creation, assisting the professional development and social integration of young writers, giving professional advice to cultural workshops run by State organs and social organizations, arranging professional discussions and conferences, and making proposals for the award of artistic prizes and distinctions as well as fellowships.

164. The Literary Fund of the Hungarian People's Republic was created by Decree No. 26/1950 (X.29) of the Council of Ministers and by virtue of Government Decree No. 10/1968 (II.28). It functions as a literary section of the Artistic Fund of the Hungarian People's Republic. (The Artistic Fund embraces three important branches of artistic life and has three sections: the fine arts, literary and music sections.)

165. Access to library services necessary for scientific and artistic activities is covered by Decree No. 5/1978 (XII.12) of the Minister of Culture.

166. Libraries are classified into three major categories: public libraries, run by State organs, social organizations and co-operatives; libraries not treated as public libraries and run by legal entities (church libraries, club libraries etc.), and private libraries. Library services on the national level are provided essentially by public libraries and, in specified fields, also by libraries of legal entities.

167. By sphere of activity, public libraries may be national libraries, educational libraries, special libraries, libraries of higher educational establishments, and school libraries. By scope of access to them, libraries are public with or without restrictions. Libraries important to meeting needs related to special literature may be classified as scientific libraries, irrespective of their sphere of activity.

168. The measures designed to promote enjoyment of this right include, in the first place, regular control over compliance with laws and regulations governing libraries. In addition, with a view to creating the necessary conditions and facilities for scientific research and creative activity, the cultural administration provides moral and material support, commensurate with its means, to improve conditions, particularly in the following fields: improvements in furnishings and installation facilities and technical equipment of libraries, as well as their bases of documentation; expansion of co-operation between libraries at national and international levels; training and further training of manpower for libraries etc.

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169. The freedom of exchange of scientific, technical and cultural information is enhanced by libraries making their stocks accessible, providing public services, and, within a more moderate scope, undertaking publication of compilations etc.

170. In Hungary there are 16 church museums, owned by the appropriate churches, and assisted by the State in various ways (restoration, modern installations, air-conditioners, technical specifications). In 1980, church museums had 1.6 million visitors, representing 10 per cent of all Hungarian visitors to museums.

171. Nearly all museums have a documentation department whose national or regional collections comprise full-scale information concerning manuscripts, photographs, museum history and local history, by field of interest or geographical area. The relevant organizational and administrative statute provides that the period of copyright protection is five years, after the expiration of which sources may be freely used by anyone subject to observance of the ethical rules of publication. For instance, the Museum of Ethnography has 2 million pages of folklore data. Interested persons may rely on nearly 20,000 documents of excavation at the Hungarian National Museum, which is the only full-scale storehouse of the country in this respect, and on the relevant data at the county museums. These are the fountainheads for research into local history and for the annual competitions on ethnography and history, in both adult and junior categories. The Picture Gallery of History at the Hungarian National Museum houses basic collections dealing with historical events and personalities of Hungary and is drawn upon by sculptors and painters, film directors and writers, who are supplied with information, photos, print-outs etc., for creative activity, in accordance with the rules governing library services. The same holds for scientific libraries not belonging to museums of nation-wide relevance and open to scientists and creative artists, Hungarian as well as foreign. The professional libraries of the fullest scope are:

- (a) the Central Archeological Library of the Hungarian National Museum;
- (b) the Library of the Museum of Fine Arts (old and modern industrial arts);
- (c) the Library of the Museum of Ethnography (ethnography and folklore).

172. Those libraries secure acquisitions partly from resources allocated by the State on a priority basis, and partly through exchanges with other countries.

173. The network of museums has a stock of 1,863,935 books. International exchanges of books are handled by the special libraries of museums through the National Széchenyi Library. The volume of exchanges averages 5,000 to 8,000 works a year.

174. Copyright is governed by Decree No. 154 of 1969 of the Minister of Education and Culture, the general principle being that the use of any material in the museums shall be free of charge for purposes of education and general culture, while the use of materials for purposes of publicity or other purposes at home and abroad is subject to a moderate charge, mostly involving books in exchange for such a service.

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175. Archives are required to set up research rooms and to keep them open for researchers on a regular basis. To facilitate their work researchers are allowed to use the reproduction equipment of archives (microfilms, photocopying etc.), normally for payment of the full costs incurred.

F. ENCOURAGEMENT AND DEVELOPMENT OF INTERNATIONAL CONTACTS AND
CO-OPERATION IN THE SCIENTIFIC AND CULTURAL FIELDS

176. The Government of the Hungarian People's Republic consistently encourages and promotes, by all means at its disposal, the development of international contacts and co-operation in the scientific and cultural fields.

177. Currently the Hungarian People's Republic has bilateral agreements on cultural and scientific-technical co-operation with 66 countries.

178. The Hungarian People's Republic attaches particular significance to universal and regional international agreements and conventions, concluded to promote scientific and cultural co-operation among the States party thereto. The Hungarian People's Republic is a party to the following agreements which have been deposited with the Secretary-General of the United Nations: Agreement on the Importation of Educational, Scientific and Cultural Materials with annexed Protocol (Lake Success, 15 July 1949); Convention for the Protection of Producers of Phonograms against Unauthorized Duplication of their Phonograms (Geneva, 29 October 1971).

179. In addition, the Hungarian People's Republic is a party to several international agreements which were elaborated and adopted within the framework of the United Nations Educational, Scientific and Cultural Organization, such as the Protocole pour la protection des biens culturels en cas de conflit armé (14 May 1954), Convention concernant les échanges internationaux de publications (3 December 1958), Convention concernant la lutte contre la discrimination dans la domaine de l'enseignement (14 December 1960), Convention concernant les mesures à prendre pour interdire et empêcher l'importation, l'exportation et le transfert de propriété illicites des biens culturels (14 November 1970).

180. Book publishing is being integrated into international co-operation within the community of socialist States. Co-operation with socialist States is regulated by medium-term agreements. In addition, relations with the neighbouring socialist States include very intense activities in the field of joint editions, opening a wider scope for publications in its native tongue by the Hungarian populations living in those countries, and for the dissemination of such publications in Hungary, as well as for supplies of books to the Hungarian populations of the neighbouring countries. Hungary wishes to develop its relations with the developed capitalist States on the basis of mutual advantages. In this area the balance of book publishing is strongly positive on the Hungarian side, and few countries appear to have the intention of remedying this situation. Hungary has drawn up plans, jointly with other socialist countries for the provision of assistance to developing countries in the field of book-publishing.

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181. Recent years have witnessed a broad expansion of the system of international relations concerning the theatrical life of Hungary (exchanges of ensembles, artists etc.). Many countries of the world are visited by Hungarian artists. Such activities are facilitated by the State with all possible means (inter-State programmes of work, direct contacts between sister towns and counties, business contacts of the International Concert Bureau etc.).

182. Almost all major productions of the world's cinematographic art are presented in Hungary. Hungary is trying to make use of all commercial and cultural channels, even outside the framework of agreements, to bring the valuable productions of its cinematographic art to the international public. As a result, Hungarian films are presented at 70 to 75 international film festivals every year; 40 to 45 filmdays and weeks are arranged annually, and use is made of other avenues such as telecasts, programmes in commemoration of directors etc.

183. The Hungarian Pen Club is a member of the International Pen Club. Since its establishment in 1926, it has been regularly represented at international congresses and other Pen Club meetings. Its aim is to integrate Hungarian literature into the international literary stream. The existence and valuable activities of the International Pen Club and its numerous centres make a useful contribution to international contacts between writers, and to the exchange of literary values. In the late 1960s, the activity of the Hungarian Pen Club was expanded to include a programme of translations, seeking to bring about versions of classical, and mainly contemporary, Hungarian literary works, in foreign languages at the highest standard possible. With a view to performing that task, foreign writers and translators are regularly invited from different language areas.

184. Hungary has acceded to the major international agreements and treaties of importance to the development of library services - the most important being the Convention for the International Exchange of Publications - and is for full compliance with their provisions.

185. Representatives of Hungarian librarians regularly participate in international scientific and cultural conferences, seminars, symposiums etc., which may be useful for progress in Hungarian librarianship, or which offer opportunities for a broad dissemination of Hungarian achievements and experiences. It is to be noted that Hungary has acted as host to a number of such conferences and seminars, several of which have served for the training of specialists from developing countries, in conformity with the relevant programmes of the United Nations Educational, Scientific and Cultural Organization.

186. Finally, the Government of the Hungarian People's Republic wishes to note that, on request, it is prepared to supply the Hungarian texts of the national legislations listed in the annex hereto.

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Annex

List of principal laws and regulations concerning
education and culture

I. Acts

Act III of 1961 on the Educational System of the Hungarian People's Republic

Act III of 1969 on Copyright

Act IV of 1969 on Vocational Training

Act V of 1976 on Public Education

II. Law Decrees

Law Decree No. 5 of 1949 on Religious Education

Law Decree No. 13 of 1962 on Compulsory Education

Law Decree No. 14 of 1962 on Lower-Grade Educational Establishments

Law Decree No. 22 of 1962 on Higher Educational Establishments

Law Decree No. 9 of 1963 on the Protection of Museum Pieces

Law Decree No. 24 of 1965 on Secondary Educational Establishments

Law Decree No. 27 of 1969 on the Protection of Archivalia and Archives

Law Decree No. 2 of 1979 on the Promulgation of the Convention concernant les mesures à prendre pour interdire et empêcher l'importation, l'exportation et le transfert de propriété illicites des biens culturels, adopted by the United Nations Educational, Scientific and Cultural Organization at Paris, on 14 November 1970

Law Decree No. 12 of 1979 on the Promulgation of the Agreement on the Importation of Educational, Scientific and Cultural Materials, Lake Success, 22 November 1950

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III. Decrees of the Council of Ministers

Government Decree No. 21/1957 (III.24) on Religious Instruction

Government Decree No. 20/1969 (VI.20) on State Care for Minors

Government Decree No. 25/1969 (VI.20) on Universities and Colleges Treated as Universities

Government Decree No. 29/1970 (VIII.7) on Colleges, Institutions of Higher Education, and College Faculties at Universities

Decree No. 17/1976 (VI.7) of the Council of Ministers on the Enforcement of Law Decree No. 15 of 1976 on Libraries

Decree No. 3/1979 (I.20) of the Council of Ministers on Cultural Centres

IV. Resolutions of the Council of Ministers

Government Resolution No. 1014/1970 (V.10) on the Establishment of Fellowships for the Further Training of Scientific Workers

Government Resolution No. 1014/1971 (IV.20) on General Principles Governing the Development of the System of Further Training for Workers

Resolution No. 1041/1974 (VIII.7) of the Council of Ministers on the Establishment of the Educational and Cultural Fund

Resolution No. 1015/1976 (V.15) of the Council of Ministers on the Development of Physical Education and Mass Sports for Youth

Resolution No. 1035/1976 (XI.13) of the Council of Ministers on the Enforcement of Act V of 1976 on Public Education

V. Decrees of the Minister of Education and Culture

Decree No. 7/1963 (XII.11) on the Enforcement of Law Decree No. 13 of 1962 on Compulsory Education

Decree No. 2/1965 (I.8) on the Enforcement of Law Decree No. 9 of 1963 on the Protection of Museum Pieces

Decree No. 3/1966 (XI.4) on the Enforcement of Law Decree No. 14 of 1962 on Lower-Grade Educational Establishments

Decree No. 7/1972 (X.27) on Study Contracts with persons Receiving Formal Education in Daytime Courses;

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VI. Decrees of the Minister of Culture

Decree No. 5/1978 (XII.12) on the Organization and Operation of the Library System
Decree No. 1/1979 (I.20) on the Enforcement of Decree No. 3/1979 (I.20) of the
Council of Ministers on Cultural Centres

VII. Decrees of the Minister of Education

Decree No. 1/1974 (VI.27) on Proceedings before the Guardianship Authority
Decree No. 10/1978 (VIII.29) of the Minister of Education and the Minister of Labour
on Courses Preparatory to Higher Education for Manual Workers with Skilled
Worker's Qualifications

VIII. Decrees of the Minister of Labour

Decree No. 8/1969 (XI.28) on Some Questions Concerning Social Scholarships for
Students of Vocational Training Schools
Decree No. 13/1969 (XII.30) on the Enforcement of Act VI of 1969 on Vocational
Training
Decree No. 6/1972 (IV.21) on the Further Training of Workers
Decree No. 14/1976 (XII.1) of the Minister of Labour and the Minister of Education
on Vocational Training at Specialized Secondary Schools
Decree No. 15/1976 (XII.7) of the Minister of Labour and the Minister of Finance on
the Creation and Utilization of the Vocational Training Fund
