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

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

YUGOSLAVIA

[10 October 1986]

INTRODUCTION

1. This report deals with the implementation of articles 13 to 15 of the International Covenant on Economic, Social and Cultural Rights. It provides information on: (a) the right to education and the right to take part in cultural life stipulated by the Constitution; (b) promotion of the educational system and the system in the field of culture aimed at achieving the fullest possible realization of the constitutional principles; and (c) the efforts of the Yugoslav society to promote education and culture and enable all persons to exercise their right to education and their right to take part in cultural life.

2. The first part of the present report gives information on the right to primary, secondary and higher education, the right to education in the languages of nationalities and the right to elementary education. It also contains information on the efforts of society to eradicate illiteracy, the development of the school system, the implementation of the principle of solidarity and reciprocity in the field of education, and raising the standard of living of the teaching staff.

3. The second part (on article 15) gives information on the main features of the Yugoslav cultural policy which enhances the concept of self-management in this field. According to this concept, workers themselves are the protagonists of the cultural policy. Thus, they are enabled to exercise their rights directly through the self-management communities of interest for culture. Furthermore, the report gives basic information on equitable and balanced development of cultural activities of all the nations, nationalities and ethnic groups of Yugoslavia and on cultural co-operation with other countries. The chapter on the legislation in the field of culture, the institutional infrastructure and financing in this area illustrates the realization of the constitutional principles and the policy established in the field of culture.

4. The present report covers mainly the latest developments in this field. In order to provide more detailed information and a better insight into the latest developments as compared to the preceding period, the following publications are annexed to this report: \*/

La politique culturelle en Yougoslavie (UNESCO, 1980);

La politique éducative en Yougoslavie (UNESCO, 1980);

La politique scientifique en Yougoslavie (UNESCO, 1980);

"Educational and cultural co-operation between Yugoslavia and foreign countries", Yugoslav Survey, 1983.

#### ARTICLE 13. THE RIGHT TO EDUCATION

5. The Constitution of the Socialist Federal Republic of Yugoslavia and the Constitutions of the Socialist Republics and of the Socialist Autonomous Provinces guarantee all citizens the right to education without discrimination as to sex, race, nationality, religious belief, etc. Over 95 per cent of the population between the ages of 7 and 14 is enabled to acquire the eight-year compulsory education and a high percentage is also enabled to attend institutions of secondary and higher education. The extension of the duration of compulsory education from 7 to 8 years is considered particularly significant. In the past, the enrolment in secondary and higher schools practically depended on the number of schools. Presently, however, it depends on the cadre planning policy and the actual needs.

6. In Yugoslavia, the democratization of the educational system is exemplified also in the separation of the school and the church (no church community enjoys preferential treatment; all of them enjoy equal status vis-à-vis schools and other forms of education; they are free to organize and conduct religious instruction and to establish their own schools and organize and conduct religious instruction and training of clergy). Furthermore, the democratization of the educational system is also manifested in the equality of all languages and cultures (all nations of Yugoslavia have schools at all

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\*/ The reference material is to be forwarded by the Government of Yugoslavia and will be available for consultation in the files of the United Nations Centre for Human Rights.

levels where teaching is conducted in their own language while the more populous nationalities, in addition to primary schools, have their secondary schools and study groups at the universities; there is also a considerable number of bilingual schools). Furthermore, with respect to offering education opportunities to persons of different races, Yugoslavia occupies a prominent position since it offers persons of different races from developing countries the opportunity to study in Yugoslavia. In Yugoslavia there are no obstacles whatsoever concerning the education of women, i.e. classes in all schools and other educational institutions are mixed. <sup>1/</sup> Consequently the percentage of women at the universities is increasing. However, the number of women enrolled varies from one school to another and depends on the type of studies.

#### A. Primary education

7. In the SFR of Yugoslavia primary education lasting eight years is compulsory for children between the ages of 7 and 15. Teaching is conducted in primary schools, specialized schools for handicapped children and various institutions for the primary education of adults.

8. The eight-year primary education has been compulsory since the 1952/53 school year. It has been developing rapidly and today an average of about 95 per cent of the children between the ages of 7 and 15 attend primary school. An average of about 90 per cent successfully complete primary school and some 89 per cent enrol in secondary school immediately, while 11 per cent continue their education subsequently. These percentages vary from one republic, province or community to another depending on the geographical features and the level of development of the particular area.

9. The principal objectives of the educational policy were, and still are, the following.

10. The first objective is to cover all children of school age by the primary eight-year education and decrease as much as possible the number of drop-outs and repeaters; to eradicate illiteracy - above all, illiteracy among the economically active population. This objective is continually and consistently being realized by: the application of the Law on Compulsory Primary Education; the expansion and improvement of the school network; the construction of new and the reconstruction of the older school buildings; improvement of the transportation provided free of charge for pupils attending distant schools; the building of dormitories for pupils in the upper grades of primary school to permit extended and full-day stay of pupils in schools; providing meals in school cafeterias; organization of permanent care and occasional activities aimed at eliminating illiteracy among the adult population; improvement of and changes in school programmes, organization and teaching methods; observance of standards of school aids and the so-called pedagogical standards by introducing technological innovations in education; professional and in-service training of teachers, etc.

11. Yugoslavia devotes special attention to providing all nationalities with primary schools and classes where teaching is conducted by teachers of a particular nationality in their respective mother tongue (see table 1). Nationalities are also provided with corresponding textbooks and other reference material. Furthermore, in Yugoslavia there also exist bilingual schools.

Table 1. Schools where teaching in 1980/81 was conducted in the languages of nationalities

	Primary (regular) education		Secondary (regular) education		Other	
	Schools	Pupils	Schools	Pupils	Pupils in schools for special education	Pupils in schools for education of adults
TOTAL	1 547	409 923	274	89 556	1 173	3 077
Albanian	1 165	359 162	164	77 016	372	2 555
Bulgarian	63	2 895	-	-	-	-
Czech	11	551	-	-	-	-
Hungarian	165	30 719	67	9 570	747	522
Romanian	31	2 533	7	461	-	-
Ruthenian	3	861	3	278	15	-
Slovak	19	5 336	9	812	30	-
Italian	27	1 065	12	635	-	-
Turkish	63	6 801	12	784	9	-

12. Yugoslavia is making an active contribution to providing supplementary education for the children of Yugoslav migrant workers: language and civics classes.

13. Special education and training for handicapped children is organized in special primary schools and special classes in regular primary schools. Furthermore, there are special institutions for the disabled (the blind, disabled children and others from the more disadvantaged categories). Yugoslavia has done a great deal concerning coverage, categorization, improvement of teaching methods and modernization of teaching aids in schools for disabled children.

14. Efforts have been made lately to integrate less serious categories of handicapped children into regular primary schools in order to achieve their easier integration and a better development.

15. The second objective of the primary education development policy of Yugoslavia is to change the programme and organizational structure of primary education. According to the conception and the laws and regulations, primary school is a school of general education where children acquire the basis for further education and development of their personality. As such the primary school has many tasks. First, it is not strictly speaking a selective type of school but a developmental type of institution and it should, therefore, contribute to the optimum development of each individual pupil in accordance with his own individual development possibilities and capabilities. Second, as a compulsory school, it must do all it can to enable all mentally and physically fit children to complete successfully their primary education. This poses great requirements for the school and for teachers. In practice, such a conception of primary school is reflected in a very rich and most diversified general primary school curriculum, including a considerable number of educational areas and subjects and covering a wide range of forms and methods of work.

## B. Secondary education

16. The largest number of problems and changes in Yugoslavia, as in other countries, are encountered at the level of secondary education. At this stage young people opt for a particular field of studies; by choosing a particular school they actually decide on their further education and future area of work. Within the framework of the educational reform Yugoslavia has focused its attention on secondary education. In addition to ensuring equal rights, the imperative of further democratization of education was securing equal educational opportunities and equal opportunities for work and higher education in line with the general trend of the self-management transformation of society. In brief, the following targets have been set:

(a) To upgrade general education (understood in a modern sense of the word, and to include polytechnic education as an integral part) and to offer such educational opportunities to the whole generation in the form of a common programme basis for all kinds of further differentiated types of education;

(b) To harmonize the further differentiated education with job requirements and to harmonize equally complex workers' and administrative jobs.

17. These objectives are being realized through the radical structural reform of secondary education that has been effected. Secondary education - instead of the earlier division into schools for qualified workers, schools for the so-called technical cadres and high schools (secondary schools of general education) is now divided into two phases.

18. The first phase is actually a joint educational basis of secondary education. At this stage pupils enrich and systematize their knowledge from the primary school and acquire a new quality of general education with a polytechnic orientation and elements of productive work, and self-management gained through practical work in organizations of associated labour. The joint educational basis consists of the following educational areas:

- (1) General and cultural;
- (2) Social and economic;
- (3) Natural sciences and mathematics;
- (4) Productive and technical; and
- (5) Optional.

19. The second phase of secondary education provides professional training for occupations requiring a certain level of qualification. In order to ensure preparation for occupation and education, the curricula include three groups of subjects and programmes:

(a) Subjects common to all professions and occupations (native language and national literature, Marxism and socialist self-management, physical and health education);

(b) General vocational courses (general vocational courses relative to a certain occupation and profession, including foreign languages);

(c) Specialized vocational courses and practical subjects preparing directly for a particular job.

20. Productive, i.e. practical, work is compulsory.

21. This concept of secondary education emanates from agreement and pooling of all the interested social factors and also from integration within the educational sphere itself. The forms of integration are educational centres of the same or a related branch, where young people and adults can:  
(a) acquire education at the level of a common basis; (b) prepare for (first) employment; (c) pursue further studies while working, and (d) engage in refresher training, retraining, specialization or in-service training.

22. The term "guided vocational education" has been established in the Yugoslav legislation in the area of education. This term reflects the concurrence of the personal, educational and working aspirations of each individual, on the one hand, and the educational system, on the other. The social function of the educational system is not manifested exclusively through the preparation of individuals for work (which ensures their personal and social subsistence and development) but also through their preparation for becoming direct protagonists of all social processes and changes and the creators and beneficiaries of goods. Here we are dealing with education that prepares the individual for work based on self-management, for political life and leisure time.

#### C. Higher education

23. In Yugoslavia there is a whole range of institutions within the system of post-secondary education: faculties, art schools (art academies), institutions of high and higher learning. Students who have completed the third and/or fourth level of guided secondary vocational education may enrol in institutions of post-secondary education. As a rule they are admitted to these institutions on the basis of a competition. Requirements are established by each institution independently (on the basis of merits in secondary school in general or in a group of subjects, the entrance examination and a test of specific capabilities, etc.). For candidates with special diplomas, i.e. cum laude graduation certificates from secondary schools, in the majority of cases there is no entrance examination. Foreign students may study in Yugoslavia under equal conditions.

#### D. Fundamental education

24. The Constitution of the SFR of Yugoslavia (art. 165) stipulates that: "Primary education lasting at least eight years shall be compulsory". Over 95 per cent of the children between the ages of 7 and 14 are covered by primary education. Adults may also acquire primary education and secondary education as well as vocational qualifications in schools for the education of adults, in adult classes at regular schools and at educational centres. They are enabled to attend school after working hours, pass examinations etc. Institutions such as workers' universities, popular universities and employment bureaux provide various forms of education and training and organize other educational and cultural activities. Educational centres of large work organizations are also engaged in training, preparation for work and retraining. As a rule, adults complete their primary education in four years. Both curricula and the textbooks have been adapted to their needs.

25. The efforts made and the results achieved in the realization of the right to fundamental education can best be exemplified by table 2. It gives statistical data and percentages of the illiterate population.

Table 2. Illiterate population: percentages

	Total	Male	Female
1921	50.5	40.4	60.0
1931	44.6	32.3	56.4
1948	25.4	15.4	34.4
1961	21.0	11.0	30.2
1971	15.1	7.5	22.2
1981	9.1	4.1	14.7
<u>Breakdown by age groups</u>			
Between 10 and 14	0.9	0.7	1.2
15 - 19	1.2	0.8	1.7
20 - 29	1.7	0.9	2.5
30 - 39	3.1	1.2	5.1
40 - 49	9.2	2.8	15.6
50 years of age and over	24.7	12.2	34.8

#### E. Development of the system of schools

26. Within the framework of the socio-economic development in Yugoslavia, significant results have also been achieved in the development of all types and levels of schools. The general characteristics of this development are the extremely rapid growth of the number of those attending all educational institutions, i.e. in all types and levels of schools; an increased number of educational institutions, teachers and other associates; and the expansion of the material base for educational work. This quantitative growth in the field of education was followed by qualitative changes of the programme, of the organizational and methodological basis of education and of the character of the socio-economic relations in this sphere of social work.

27. The basic targets of the educational policy have been the following: expansion of the network of pre-school institutions and increased coverage; increased coverage (the entire generation between the ages of 7 and 15) by primary schools; a rapid increase of the number of young people attending secondary schools, especially vocational schools; democratization of the access of young people and adults to institutions of higher learning; incorporation of working people in the various institutions of general, vocational and socio-economic education; strengthening of the self-management position; democratization of education and enhancement of the role of the working people and citizens in the management in this sphere of social work; the continuous increase of funds allocated to education, and increased spending on education from the national income; and ensuring equal conditions for education regardless of the economic status of the family and the economic strength of the social community of the students and/or pupils, i.e. the beneficiaries of education. It should be noted that significant results have been achieved in this area.

### Pre-school education and training

28. Pre-school education and training was completely underdeveloped in the period immediately preceding the Revolution and in the post-war years. Only about 1.5 per cent of the children up to seven years of age attended pre-school institutions for the education and training of children. However in the 1977/78 school year one out of every six children of the aforementioned age group could find a place in these institutions. In some of the republics and provinces the number of institutions for pre-school education and training of children increased 10 times and the number of children attending these institutions increased 20 times.

29. Significant results have also been achieved in linking the final phase of pre-school education and training with the initial stage of primary education. In many communes and cities, practically all children prior to their enrolment in primary schools attend institutions for pre-school education and training. Recently, many primary schools have organized work with pre-school children, especially in the year immediately preceding their first grade of primary school.

30. Generally speaking, in 1977, a total of 234,000 children under the age of six were beneficiaries of pre-school institutions, out of which: 170,000 were in kindergartens, 40,000 were in nurseries and 24,000 in crèches. Out of the said total number in these institutions, 37 per cent were children of agricultural, industrial and mining workers, 21 per cent were children of administrative and financial workers, 13 per cent were children of experts and artists, and 11 per cent were children of workers employed in the trading business, the catering trades, etc.

### Primary education

31. In the entire post-war period, primary education and training in Yugoslavia experienced an evident quantitative and qualitative growth. Since 1938/39, when 1.4 million children (aged between 7 and 11) attended the four-year primary school, the number of pupils has more than doubled. In the 1977/78 school year some 3 million children between the ages 7 and 15 were attending the eight-year primary school. In other words, about 98 per cent of the children between 7 and 15 years of age attended 14,000 primary schools, i.e. 105,000 classes. After primary school, 90 per cent of the children enrol in secondary school.

32. Teaching is conducted in the languages of all the nations and nationalities, and in the multilingual areas of the country significant results have been recorded in the introduction of bilingual teaching.

33. The programme, organization and technology of primary education has been experiencing continuous transformation. The continual upgrading and updating of the programme substance, rationalization and modernization of the educational and training process, improvement of the overall success of the school and the increased rate of pupils completing primary education, the equalization of conditions for primary education, development of different forms and programmes of extra-curricular activities, etc. have been conceived and realized as priority targets and the task of all social factors.



34. By basing the overall educational and training process and mutual relations in the primary school on self-management principles, and by encouraging different forms of self-management involvement of both pupils and teachers, the primary school itself is increasingly becoming not only the base for further education but also the elementary school of self-management, where the young are prepared for an active participation in the social life of the self-managing socialist community.

#### Secondary education

35. Secondary education has experienced a very dynamic development in the post-war period. The number of pupils in 1977/78 was five times greater than in 1938/39, increasing from 200,000 to over 1 million. During the same period, the number of secondary schools doubled while the number of teachers recorded a fourfold increase. Secondary schools for the education and training of qualified workers and technicians experienced a real boom. The number of pupils in these schools increased seven times since the pre-war period. Today there are over 1 million pupils in 2,730 schools with 30,000 classes. These schools employ 58,000 teachers.

36. Owing to the growing number of pupils in all types of secondary schools, in the last two decades alone the coverage of pupils between the ages of 15 and 18 has increased from 26 per cent to 51 per cent. Actually about 90 per cent of the children finishing primary school go on immediately to secondary school.

37. As in primary school, the possibilities of the young to acquire education in their own native language have been expanding in secondary schools as well. The nine nationalities living in Yugoslavia have around 430 secondary schools attended by almost 70,000 pupils (20 years ago there were 33 schools and 4,500 pupils) which is 50 times more than in the pre-war period. With a view to ensuring national equality, special attention is devoted to the location of secondary schools and to the socio-political orientation of their development policy and activities.

38. In addition to their quantitative growth, secondary schools have experienced significant qualitative changes. Year after year, curricula and syllabi have been upgraded and the general educational base expanded. Increasing attention has been attached to didactic and technical modernization (introduction of laboratory and cabinet work; a more massive utilization of audio-visual methods; a greater utilization of television as a teaching aid; introduction of responders-teaching machines, programmed teaching, etc.), which has produced greater efficiency of secondary education itself and a better integration of education and associated labour.

39. In addition to enhancing the self-management position of the teaching staff, special attention has also been devoted to the self-management of pupils (self-management communities of classes and the school; involvement of pupils in the school self-management bodies; organization of extra-curricular activities of pupils on a self-management basis, etc.).

#### Higher education

40. Higher education recorded the most dynamic development. The number of students in the 1977/78 school year was 25 times greater than in 1938/39 (it increased from 17,000 to 425,000 students). Twenty-five years ago only

1.6 per cent of the young people between 19 and 25 years of age were covered by schools of higher education and colleges, while today 12.4 per cent are covered. At the 19 universities associating over 130 schools of higher learning, some 160 faculties, academies and higher schools, there are 425,000 students and 20,000 professors. In order to democratize the access to the institutions of higher education, instruction is conducted in about 32 cities.

41. Female students account for 40 per cent of the total number of students, while in 1952/53, for instance, 31 per cent of the students were girls.

42. The breakdown with respect to particular areas is the following: 24 per cent of the students study technical sciences, 20 per cent economics, 17 per cent law, 7 per cent philosophy, 7.5 per cent medicine, 5.5 per cent natural sciences and mathematics, and 5 per cent agriculture and forestry.

43. During the 30 post-war years 607,000 students graduated from the Yugoslav institutions of higher learning. Furthermore, 9,176 obtained a doctor's degree and 10,447 obtained a master's degree. This means that an average of about 20,000 persons a year obtained a bachelor's degree, while in the most recent period this number has increased to 40,000 (that is to say, 20 times more students now obtain a bachelor's degree each year than in the total period between the two wars).

44. The duration of studies is unsatisfactory. In schools where studies, according to programmes, last two years, the average duration of studies is 3.7 years; in schools where programmes provide for four years of study, the average duration of studies is 6.1 years; while in five-year schools, students on the average graduate after 7.1 years.

45. The social structure of the students has changed considerably. While in 1949/50, 8.2 per cent of the students were children of industrial, building and mining workers and craftsmen, in 1977/78 this percentage was 21.4. Thus, children from workers' families and children from farmers' families accounted for 40 per cent of the total number of students. At some faculties and schools of higher education (particularly the latter) up to four fifths of the total number of students come from workers' and farmers' families.

46. The network of schools of higher education has been particularly developed. In 1977/78 more than 63 cities all over Yugoslavia had schools of higher education. These schools were attended by 120,000 students. In comparison to the pre-war period, the number of students in schools of higher education increased more than 75 times. The largest number of students opt for economics (28 per cent), pedagogy (20 per cent) and technical sciences (19 per cent). Certain faculties and schools of high education in the past had a two-phase education, which meant that after having completed two years of education in such schools students could apply for a job in certain fields.

47. In addition to the quantitative growth of the schools of high education, significant qualitative improvements were also achieved. The changes planned and the partial results achieved in the qualitative development of high education include the following: rationalization of study programmes and their continual updating, with due regard for the requirements of social and economic development of society, scientific achievements and the needs of the young; harmonization of the network of institutions of high education with

employment requirements of the economic and social sector; accommodation of the organization and programme of the institutions of high education and the socio-economic needs of the country; integration of educational and scientific research work by enabling students to take part in research projects at the faculties and scientific institutes, and especially in research and development programmes of economic and other organizations of associated labour (economic enterprises and institutions involved in social activities); strengthening of the Marxist base as well as of the role of practical work of the students during their studies in the production and social spheres; a broader application of the achievements of the modern educational technology, especially technical aids; deepening and strengthening of the self-management organization in the institutions of high education and making professors and students equal partners in self-management relationships at faculties and schools of high education; ensuring a broader application of the principle of solidarity (scholarships, credits, etc.) with a view to equalizing conditions for acquiring education, i.e. reducing social differences in society.

#### Adult education

48. Within the framework of the overall development of education in the post-war period, special attention has been devoted to the education of adults, especially working people employed in the production work organizations. From over 5 million persons employed in the social sector, i.e. economic and non-economic activities, over 800,000 persons a year attend different forms and types of general, specialized and socio-economic schools (schools of self-management). In the institutions of higher and high education in 1977/78 there were some 160,000 extramural adult students, or almost 40 per cent of the total number of students. In some of the large economic work organizations up to 30 per cent of the workers a year attend corresponding organized classes.

49. In Yugoslavia there is a whole system of advantages and stimuli for the employed to enrol in schools for general, vocational and socio-economic education. The following are among the advantages offered to working people: a free choice of shifts, which helps to avoid overlapping of working hours and classes; shorter working hours (from one to three hours) with full or average remuneration; absence from work with pay for examinations (about three to seven days for each examination); leave with pay, i.e. corresponding leave from work for the preparation of or attendance at examinations (for graduation, master's degree or doctor's degree); assistance during the preparation of theses for diploma, master's degree or doctor's degree (financial assistance for research work, elaboration of projects, printing, etc.); paid or ensured means of transportation to and from the educational institution; travel expenses and allowances for presentation at examinations outside the worker's place of residence; textbooks and other teaching aids free of charge, i.e. allowance for purchasing textbooks and other utensils for studies and the preparation of examinations; assistance for ensuring lodgings for children while the parent is attending studies; occasional cash allowance in cases when only one parent is employed and when the personal income of the person attending studies is a minimal one; teaching expenses when these have not been ensured by the regular system of financing.

F. Establishment of a corresponding system of scholarships

50. Self-management agreements regulating mutual relations in organizations of associated labour for vocational training and organizations of associated labour whose educational and cadre needs are attended by educational institutions (either by direct free exchange of labour, or within the framework of self-management communities of interest) stipulate also the rights and duties of people attending various classes (pupils/students, working people incorporated in the process of education).

51. Persons benefiting from the right to education (and thus also financial means from the part of the workers' income in basic organizations of associated labour) have certain social and material responsibilities vis-à-vis those ensuring funds. Actually, in the system of socio-economic relations in the sphere of development and upgrading of education and training of cadres, based on the principle of income and a free exchange of labour, the rights, position and duties of the beneficiaries of education are changing. The system of granting credits and scholarships as well as providing other facilities, used by the beneficiaries of education, is gradually being transformed into a system of mutual relations of rights and duties established between the pupils/students and workers in associated labour, i.e. self-managing communities of interest for vocational training.

52. Proceeding from the experience gained so far in certain working and social environments and on the basis of new experiences and ideas, the following are the elements adopted for regulating the rights of pupils and students: the right to opt for a certain programme of vocational training which is realized in a corresponding educational institution of vocational training; the right to utilize funds that constitute a part of the income of the organizations of associated labour allocated for educational purposes; the right to acquire vocational training; the right to acquire education at work and by means of the production practice in the organizations of associated labour; the right to take part in the distribution of income and personal income proportionately to one's participation in the labour during the said practice or other forms of productive or socially beneficial work; the right to establish fixed-term employment - as a rule during the realization of a given programme of education - priority being given to the provision of the education necessary for obtaining the first job; the right to an "apprentice" status as the form of finalization of education and means of practical introduction to a particular job; the right to work, i.e. obtaining a job depending on the needs and possibilities of the organizations of associated labour and society as a whole; the right to pursue further education in accordance with individual capabilities and inclinations and in view of the requirements and possibilities of associated labour and society in general; the right to enrol in institutions of higher vocational education from the established relations of mutual rights and duties, i.e. labour relationship.

53. The enumerated rights of pupils/students and all the working people and citizens in the process of acquiring education imply that they also have certain responsibilities and duties, including the following: study of the mutually agreed contents and programme; successful and timely completion of studies; participation in productive or other work while attending the educational institution; enrolment in the educational institution agreed upon; working for a defined period of time after completing studies in the

organization of associated labour which has covered the expenses; financial liability for not completing the educational programme (if the student abandons his studies or does not complete his studies until after the specified period of time) if the non-fulfilment of the obligations is due to the fault of the pupil/student, i.e. the beneficiary of education.

54. The aforementioned relations, rights and duties (responsibilities) constitute the new socio-economic substance of the participation of pupils/students (and all other beneficiaries of education) in the process of self-management in the field of education. In other words, the position of the pupil/student in self-management no longer emanates exclusively from the educational process, but also emanates directly from the relation vis-à-vis work and self-management in the basis of society.

G. The application of the principle of solidarity and reciprocity in the field of education

55. The establishment of equal opportunities for education, regardless of the economic status and conditions of the family and the level of development of that part of society where the school is located, and the alleviation of the negative consequences of the social differences in the field of education by the application of various social measures of solidarity and reciprocity in this area, constitute one of the basic goals of educational and socio-economic policy in socialist and self-managing Yugoslavia.

56. Solidarity and reciprocity are two principles concerned with value in the socialist self-managing system. The system of self-management is based on stimulating work. Furthermore, it is also based on solidarity and co-operation among workers in associated labour and certain parts of associated labour, proceeding from the fact that associated labour as a whole shares the common results (achievements) and also the common failures or difficulties in development. This, naturally, emanates from the social character of ownership, sociability of both work and income. Therefore, the socially optimal results (economic and social) may be achieved only by observing both principles: the principle of the distribution of income according to the results of work and the principle of the distribution on the basis of solidarity and reciprocity.

57. In the development of the socialist society, differences in the conditions of production, distribution, exchange and consumption of goods and cultural goods have not yet been overcome; this, therefore, is reflected in the area of education. The inherited characteristics of class structure of society, socialist stratification of society, disproportion in the development of sectors and production activities and regional inequalities in the level of economic development and cultural potential are significant factors of existing inequalities in the conditions for the realization (implementation) of the social policy in the field of education. Contradictions in the primary and secondary distribution directly influence the approach to education. The forms of social change and socio-cultural stereotypes in education are manifested through education to a greater or lesser degree. The different conditions for education and the unequal effects of education, on their part, emerge as causes of new forms of social inequalities or as a reproduction of the existing forms.

58. The frameworks of inequalities can be viewed through the different conditions for acquiring education, through the class and social status of the beneficiaries (pupils/students), through the level of coverage and the efficiency of education (knowledge). The following are some of the consequences of social inequalities: unequal aspirations towards education, unequal expenses (standard) for education, unequal success in education and unequal efficiency of the educational system.

59. For the Yugoslav socialist self-management society, which is developing on the basis of self-management and agreement as well as on the basis of money-commodity and market economy and according to the principle of distribution according to the results of work, economic inequalities (which influence also the possibilities for acquiring education) are not considered as a mere repetition of the past, since they are continuously being reproduced with the development of the production forces and socio-economic relations based on the principle of income. Therefore, solidarity in education is understood and accepted in Yugoslavia as a social need, as the economic necessity and law, i.e. as a way of alleviating the effects of the material status of the family on the conditions for acquiring education. Therefore solidarity in education is not understood merely as a phenomenon of ethics, but as a specific form of the observance of the principle of distribution according to the needs with respect to the conditions for acquiring education. The principle of solidarity in education - as understood in Yugoslavia - implies the synthesis of the effects of both principles of distribution: according to the results of work and according to the needs.

60. In view of the fact that the educational and the acquired professional level in socialist self-managed society vitally affect not only the position of individuals in the distribution (the level of the personal income and purchasing power and the standard of a family), but also conditions for the reproduction of the family, the political power and the possibility of benefiting from the cultural goods, Yugoslavia is developing and implementing a system of solidarity and reciprocity with a view to equalizing conditions for acquiring education. According to the Yugoslav position, the access to education of individual members of the Yugoslav self-managing socialist community - at the regular school age or at the age when education becomes a prerequisite for job seeking and professional advancement - constitutes one of the most important criteria for identifying the achieved level of democratization and humane relations of society and the degree of its advancement in the process of liberation of work and man.

61. Among the financial instruments and other measures of social intervention aimed at reducing inequalities in education are the following:

(a) In the Federation: the Federal Fund for the Accelerated Development of the Less Developed Republics and the Autonomous Province of Kosovo and the Fund for Additional Financing of Social Activities in these republics and the AP of Kosovo;

(b) In republics: the Republican Fund for Promoting the Development of the Less Developed Regions; funds of the republican self-management communities of interest for elementary and vocationally-directed education and training (additional financing of communal and intercommunal/regional self-managing communities of interest for education; student grants;

co-financing of elementary and secondary school construction in the underdeveloped regions; investments in high education, etc.); the Tito Scholarship Fund for Young Workers and Workers' Children;

(c) In communes, funds of the communal self-management community of interest for education and the self-managing community of interest for child welfare.

62. The republican self-managing communities of interest for elementary education play an important role in the policy of harmonizing the conditions for elementary education. These communities are engaged in the additional financing of elementary schools in the underdeveloped communes, in compliance with the Regulations concerning the criteria for the allocation of funds for additional financing of work and the development of elementary education. Additional financing, i.e. funds allocated for these purposes, may be used by all communal self-managing communities of interest for elementary education which are unable to finance elementary education according to the so-called pedagogical standards envisaged for the republic concerned.

63. Self-managing communities of interest for elementary education to which additional funds are allocated to ensure normal work in the elementary schools in their territories are also granted compensation for the transportation of pupils from the place of their residence to school and vice versa. In view of the specific character of the elementary school network, some republican self-managing communities of interest for elementary education and training grant remuneration for the transportation of pupils also to those self-managing communities of interest for elementary education which do not have the right to additional funds.

64. Self-managing communities of interest for elementary education and training are granted additional funds for the participation of the republican self-managing communities of interest for elementary education in the financing of free textbooks for elementary school pupils, in proportion to the percentage in which the republican self-managing community of interest takes part in the financing of the pedagogical standards of elementary education.

65. Together with the Republican self-managing community of interest for child welfare, the Republican self-managing community of interest for elementary education and training provides part of the funds for ensuring that pupils receive a meal in the school canteens and for providing accommodation in the pupils' hostels (in some communes, pupils' hostels have been constructed for the accommodation of children living in the mountainous regions without good communication facilities, while they spend week-ends at home with their parents).

66. In the socialist republics and the socialist autonomous provinces, pupil and student grants are provided by social compacts on a solidarity basis. The signatories of social compacts jointly provide funds and other conditions for financing and granting scholarships to pupils and students, for the construction and equipment of pupils' and students' hostels and restaurants, physical education facilities, recreation and health care of pupils and students, publishing for the needs of pupils and students, etc.

H. Improvement of the material conditions of the teaching staff

67. Tutors who have completed a school of higher learning (previously secondary school) at the pedagogic academies work in pre-school institutions. However, secondary education and training exist only in one republic. Applicants with completed elementary education are accepted in the secondary school classes of the pedagogic academies, and the rest who apply for pedagogic academies have to complete secondary education.

68. Teachers and individual subject teachers teach at elementary schools (they are trained at two-year pedagogic academies, with the rank of schools of higher learning), as well as professors who acquire training at faculties (philology, philosophy, natural sciences and mathematics, etc.).

69. Professors of general education subjects teach at secondary schools (they are trained at faculties of philosophy, philology, natural sciences and mathematics, and pedagogic and technical faculties), as do professors of specialized (technical) subjects who have completed corresponding faculties (technical engineering, economics, medicine, etc.) and have obtained additional training in pedagogy.

70. Professors with a master's and doctor's degree also teach at some elementary and secondary schools.

71. In pre-school institutions, elementary and secondary schools, certain jobs in educational work are performed by school pedagogues and psychologists (with high educational preparation) and social workers (with higher learning or high academic preparation) - as expert assistants. In vocational schools, practical instruction and productive work are taught by teachers of practical work, i.e. instructors with higher education or secondary education.

72. Applicants for teacher-training schools and faculties apply for enrolment at public competitions. The candidates for some groups (i.e. psychology, etc.) have to take various other tests as well.

73. During their studies, students have compulsory tests in pedagogy, andragogy, methodics of their major subject, psychology, school organization, the basis of Marxism and sociology, and compulsory practice during the school year, i.e. teaching at schools.

74. All beginner teachers (trainees) are bound to take an examination after two years of practice. After passing the examination, they acquire the title "educator", "teacher" or "professor".

75. Examinations for trainees ("state examinations") have been eliminated in some republics (Macedonia, Croatia, the Socialist Autonomous Province of Kosovo, etc.) because of the introduction of the system of permanent professional training. They are replaced - as in Slovenia and Bosnia and Herzegovina - by the system of compulsory in-service professional training under the mentorship of senior teachers.

76. The teachers are bound, during their work, to continue to advance their professional training in their respective field, in the field of pedagogy and psychology and in their function in self-management. Professional, pedagogic and social education and advanced training are organized at schools,



teacher-training and other faculties, adult education centres, within the pedagogic institute and its training centres, within trade unions and other socio-political organizations and scientific associations and through self-education.

77. At universities, i.e. faculties, educational work is performed by university teachers, holders of a doctor's degree, docents (only exceptionally with a master's degree), associate and full-time professors. They are bound to take up scientific work actively. Assistant trainees and assistant professors help university teachers as professional aides in instruction. Teaching is also performed by junior lecturers and language lecturers. Persons who take part only in research work are scientific workers, high scientific workers and scientific advisers.

78. In the education and advanced training of teachers, changes are being effected or are envisaged in the following directions:

(a) Preparatory education for higher or high education of teaching staff is envisaged to take place in the final phase of secondary vocationally-directed education for teachers in pre-school institutions (Serbia) or for all candidates (Croatia) and candidates who attended various specialized courses in secondary education;

(b) There is a strong tendency to require a high professional training at schools of higher learning for all teaching staff - from pre-school to secondary vocationally-directed education;

(c) Professional specialization in service training is intensifying. As part of the preparations for implementing the transformation of the educational system, all teachers attend compulsory forms of pedagogic, professional and methodic training. Particular attention is being devoted to Marxist education, getting to know the modern teaching methods, and new relations between teachers and students, encouraging a greater engagement of students in the process of education, productive work and extra-curricula activities and their greater participation in self-management;

(d) In some republics (Slovenia, Macedonia) there is a shortage of elementary school teachers - particularly for work in village schools. Measures are being undertaken to improve this (scholarships, material stimulation, engagement of candidates). In other places, there is a surplus of secondary school teaching staff (due to the decrease in the total number of classes weekly and changes in certain curricula), particularly in some subjects. Some of the teachers receive additional training or are retrained for similar subjects or new subjects for which teachers were not trained previously (for example, the basis of technology and production). All teachers who are temporarily left without classes are provided with regular personal income;

(e) Engagement of prominent experts (engineers, etc.) from production is encouraged so as to take over some or all lessons in certain subjects. They are given expert pedagogic assistance, however, their engagement is sometimes hindered due to the differences in personal income at certain branches of economy and education.

79. All teachers and other staff in schools (associates, administrative and technical staff) sign a self-management agreement on associating their labour. They decide on certain questions regulated by the statute at workers' assemblies and in referendums. The most important self-management organ, the school council, is elected by secret ballot for a period of two years. The council confirms the proposed statute (which is adopted by referendum and confirmed by the communal, republican or provincial assembly), adopts the school curricula, the financial plan, decides on the admission of new teachers, on teachers' personal incomes, appoints the headmaster for a period of four years and can relieve him of office, and performs other duties defined by the statute. Secondary school and university students participate, on an equal footing through their delegates, in decision-making in the council and other organs on all questions these bodies deal with and on questions of general social interest determined by law and statute. They have their special self-management bodies: the community of pupils in each class and the school (in elementary and secondary schools) and students' councils and assemblies (at schools of higher and advanced learning). At some universities, faculties and schools of higher learning, apart from the rector and vice-rector i.e. dean (director) and vice-dean, a student vice-rector, i.e. student vice-dean, is also elected.

80. All those employed in the school elect, by secret ballot, the workers' control.

81. Also elected by secret ballot is the school delegation which sends delegates to the assembly of other self-management bodies outside the school: local community, commune, self-management communities of interest (education, culture, health, housing, etc.).

82. In larger schools (large elementary schools, secondary education centres, large faculties, universities, etc.), there are several basic organizations of associated labour, with all management organs included. A joint council is also formed.

83. Students' delegates also participate in faculty and university assemblies.

84. The teachers' council in elementary and secondary schools is an expert body chaired by the headmaster. The teachers' council also exists at faculties and universities.

85. Teachers and other school staff (staff of education centres, etc.) receive personal incomes in keeping with the quantity and quality of their work, responsibilities, conditions of work, etc., on the basis of regulations they adopt themselves. Part of the personal income may be received in advance each month, and in the ensuing period accounts are made up and the differences worked out and distributed. In distributing personal incomes, the average personal income in the republic, region, town, etc., is taken into account.

86. The schools dispose independently of resources obtained from self-management communities of interest and other sources (e.g., from special services or productive work) create and realize their financial plans and determine the amount of personal income of teachers and other staff in keeping with the results of their work. If students participate in the generation of income (by productive and other socially useful work), they also participate in the distribution of income.

I. The right to a choice of schools

87. Training and education are provided by:

Training and educational organizations of associated labour (schools);

Associated labour organizations for science, culture and information, and other organizations of associated labour (e.g. work organizations);

Socio-political and other social organizations;

Citizens' associations;

The family.

88. The working people and citizens of a local community realize their common interests in training and education through self-management agreements and direct contact with training and educational organizations of associated labour, self-managing communities of interest for education and other self-managing organizations and communities.

89. The self-managing organizations and communities, social organizations of citizens' associations and families co-ordinate their activity in order to achieve the goals and objectives of training and education.

J. Freedom of establishment and management of educational institutions

90. Workers of associated labour organizations and working communities and working people and citizens organized in self-management define their needs and interests in training and education and realize their right to a free exchange of labour with the workers of training and educational organizations and other associated labour organizations which are directly engaged in training and education, in the framework of and through self-managing communities of interest for education.

ARTICLE 14. THE PRINCIPLE OF COMPULSORY FREE EDUCATION

91. Elementary, secondary and high school education is free, while other corresponding expenses are borne by the parents, pupils and their respective work organizations. There is often free transportation and a free supply of textbooks. A considerable number of pupils and students are facilitated in their studies by scholarships, credits and accommodation at youth hostels.

ARTICLE 15. THE RIGHT TO CULTURE

A. General characteristics of the cultural policy

92. In the Yugoslav multinational socialist community, a model of self-managing cultural policy has been developed and strengthened in the 1977-1983 period, as a result of the character of the self-managing relations in production - that is, from the socio-cultural basis of the Yugoslav socio-economic system. The model of self-managing cultural policy differs in essence from the models existing in other countries. In the Yugoslav system, the basic protagonists in the cultural policy are not authorities but direct

producers (workers) who decide directly, within the system of self-managing organization of culture, on all relevant questions concerning the cultural policy: expression, harmonization and satisfaction of their cultural interests and needs; preparation, adoption and realization of cultural development projects. In this period, the basic objectives of the self-managing cultural policy have been reached, more or less successfully, in some Yugoslav milieux. Briefly, these objectives are the following:

(1) Different experiences in cultural and artistic activity were an immediate concern of all workers and citizens;

(2) The cultural development in general was achieved through the direct linkage (exchange) of work in the field of culture and work in material production, and other fields of associated labour, thus diminishing the possibilities for any form of monopoly in the cultural policy and unnecessary administrative (state) mediation;

(3) Integration of culture and work in material production on a self-managing socio-economic basis through different forms of labour exchange;

(4) The realization of the constitutional right of workers in associated labour to decide on the uniform expanded reproduction of material and mental (cultural) activities, as one of the pre-conditions of their true potential to satisfy their personal and social need for culture;

(5) Development of the specific Yugoslav cultural pluralism, incorporating on a lasting basis the equitable and equal development of the different cultures of the Yugoslav nations, nationalities and ethnic groups, which guarantees the freedom of creation and expression, and a free development of national cultures, implying the use of the mother tongue as a lasting historically granted right. The cultural policy goals defined in this manner show that, in this period as well, the self-managing model of the Yugoslav cultural policy tended to integrate culture in associated labour and politics, so that the collective creative social (civilization) reality would be enriched (by culture) through its universal characteristics: the spirit of democracy, understanding, equality, tolerance, freedom and inalienable humanism.

93. In the Yugoslav self-managing cultural policy model, the functions and competencies of state (administrative) organs differ considerably as compared to the role of state organs in other socialist States. Since the signing of the International Covenant on Economic, Social and Cultural Rights, a new step has been taken in the development of self-management, by the establishment of self-managing communities of interest for culture based on the principle of delegates and by putting into operation cultural and arts institutions on the basis of the Associated Labour Act, which brought about many changes in the work of government authorities - executive councils of the assemblies of republics and provinces (governments), as well as on the local level - executive committees of the communal assemblies. Republican and provincial executive councils have a vice-president in charge of cultural development, and there are republican and provincial committees-secretariats (former ministries) for culture. These organs are of an administrative and managing character and are held responsible to their respective assemblies. Such an organ has not existed in the federal administration since 1971. In this period, the republican and provincial committees for culture did not decide on

the financing of cultural activities and creativity, but mostly prepared laws and monitored their implementation, as well as the application of other administrative and self-managing regulations: they also took part in the preparation and passing of social plans in the field of culture. The realization of the common functions of the cultural policy in the federation was in the competence of the Federal Committee for Science and Culture, whose members were delegated by the republican and provincial councils. However, the work of this organ ended in 1978, with the development of different forms of co-ordination, accommodation and co-operation among the republics and provinces, as well as communes and cultural work organizations, their associations and social organizations for culture, which provide a uniform basis for Yugoslav cultural pluralism: democratic organization of international cultural co-operation. All the republics and provinces, and within this framework all nations, nationalities and ethnic groups, participated on an equal footing in international cultural co-operation, as well as local social communities - communes, work organizations, cultural institutions and their associations. All these numerous entities in international cultural co-operation co-operated, in accordance with their material (financial) and programme possibilities, with relevant foreign partners. In this period, Yugoslavia developed various forms of bilateral and multilateral co-operation through the Federal Administration for International Educational, Scientific, Cultural and Technical Co-operation and relevant organs of the republics and provinces and the Yugoslav Commission for co-operation with UNESCO. In Yugoslavia agreement is reached for co-operation in this field through the Co-ordinating Committee for International Cultural and Educational Co-operation. In this period, Yugoslavia had regular cultural contacts with over 100 countries, and signed agreements on cultural co-operation with 83 countries. Bilateral conventions, as basic instruments of international cultural co-operation, regulate the exchange of artists, exhibitions, education and training of artists, translation and publishing of literary works, and participation in festivals and competitions. Most of the multilateral co-operation was carried out through UNESCO and specialized international non-governmental organizations. Yugoslavia took part in subregional and regional co-operation through the direct co-operation of its socio-political communities, i.e. republics, provinces and communes, and above all through bilateral international agreements. In this period, Yugoslavia developed a very wide and intensive international co-operation based on the well-known principles of equality and equitability. Priorities in this co-operation were: (i) co-operation with neighbouring countries and (ii) development and deepening of cultural links with developing countries.

94. The entire self-managing cultural policy in the Yugoslav community was realized in this period through the activity of self-managing communities of interest for culture, and other subjects of self-managing cultural organizations. Self-managing communities of interest are associations in which working people and citizens satisfy their personal and common needs and harmonize their cultural interests. The realization of the objectives of self-managing organizations in the field of culture includes, in its initial forms, the elimination of the dichotomy producer-consumer, inherent in the modern consumer civilization. In self-managing communities of interest, according to the Constitution of the SFR of Yugoslavia, cultural workers:

(1) Earn their income through the free exchange of labour with the working people whose needs they are to satisfy;

(2) Effect this exchange directly or through their organizations of associated labour and self-managing communities of interest;

(3) Acquire, by the free exchange of work, the same socio-economic position as workers in material production and other fields of associated labour. Therefore, working people and citizens associate freely and exchange labour and means of labour and make decisions thereon on an equal footing in the communities of interest.

95. The activity of the self-management communities of interest for culture is of particular social interest; their basic functions are:

(a) Development of culture as an integral part of social work, i.e. creation of conditions for culture to become accessible to all working people and citizens;

(b) Realization of solidarity and reciprocity of working people in the satisfaction of collective needs and interests in culture;

(c) Creation of conditions for an equitable development of national cultures and the cultures of nationalities and ethnic groups; and

(d) The planning of the development of culture in accordance with the economic development of society.

96. In this period, specially established interests have been realized within the self-management communities of interest for culture through their statutes and self-management agreements;

(a) Decision-making on an equal footing by those who create material goods by their work and the workers in cultural activities on all questions of culture and cultural policy;

(b) Encouragement of all forms of artistic and cultural creativity;

(c) Ensuring of the conditions for cultural activities in basic organizations of associated labour and local communities;

(d) Improvement of the conditions for the satisfaction of cultural activities of workers and youth and for the cultural transformation of rural areas;

(e) Even and equitable development of cultures of the Yugoslav nations, nationalities and ethnic groups;

(f) Functional linking, on the basis of self-management, of basic organizations of associated labour of culture for the purpose of creating unified systems in individual cultural activities;

(g) Promotion of socio-economic relations in the field of culture on the principles of the free exchange of labour; 2/

(h) Development and further advancement of the model of self-management and interest organizing of culture;

- (i) Improvement of the material basis of culture, particularly in underdeveloped areas;
- (j) Strengthening of the role of education in developing cultural needs;
- (k) Critical use of the cultural heritage in the overall development of the environment;
- (l) Inter-republican interprovincial and international co-operation;
- (m) Rational and efficient organization of work in activities and organizations of associated labour of culture for the purpose of realizing long-term goals and stabilization measures. <sup>3/</sup> The activity and functioning of communities of interest for culture in this period has been based on the delegate principle. The users and providers of cultural services have had an equal say in decision-making in the assemblies of the interest communities of culture. These assemblies, which, as a rule, consist of two councils - the council of providers and the council of users - ensure the accommodation of the interests and cultural needs of the population. The overall work of the interest communities of culture in this period, as well as decision-making in their organs, has been based on reaching agreement between, and accommodating the positions of, the delegates. These assemblies have the position of an equal (fourth) council in the assemblies of socio-political communities.

97. The self-management and interest organizing is an open model which has been amended and further developed in this period, the evidence of which is the adoption of new laws and the amendment of legal and statutory provisions in almost all republics and provinces, as well as in local social communities. Mutual linking, co-operation and association of the self-management interest communities of culture have enabled rational satisfaction of the most immediate interests and cultural needs of the founders of the interest communities of culture (working organizations, local communities, communes, provinces and republics) on the one hand, but also the realization of a unified cultural policy and cultural development of the republics and provinces as a whole, on the other. The elements of the realization of a unified policy and a comprehensive cultural development of each republic and province have been ensured by the republican and provincial interest communities of culture in conjunction with other subjects of self-management and interest organizing and with the participation of the Republican and Provincial Committees for Culture through the establishment of programmes (plans) for the policy of cultural development and the accommodation of the development of cultural activities and artistic creativity, as well as the promotion of culture at the place of work and in the environment. Although the system of self-management organizing of culture envisages two principles of establishing communities of interest - territorial and functional (branch) - the territorial principle of organizing self-management communities of interest prevails in practice (see table 3).

Table 3. Self-management communities of interest for culture in republics and provinces

Territory	Total	Interest community of culture				
		Basic	Communal	City and regional	Republican/Provincial	Functional
Yugoslavia	553	16	527	7	8	4
Bosnia and Herzegovina <sup>a/</sup>	113	-	109	-	1	3
Montenegro	21	-	20	-	1	-
Croatia	132	15	113	2	1	1
Macedonia	36	-	34	1	1	-
Slovenia	68	-	65	2	1	-
Serbia	183	1	178	1	3	-
Serbia proper	116	-	114	1	1	-
Kosovo	23	-	22	-	1	-
Vojvodina	52	-	50	1	1	-

Source: Statistical Bulletin, No. 1248, The Self-Management Communities of Interest, Federal Institute of Statistics, Belgrade, 1979, reports of the Republican and Provincial Interest Communities of Culture.

<sup>a/</sup> In Bosnia and Herzegovina, in addition to 109 communal and three branch interest communities (functional at the republican level, the Self-Management Interest Community of Cultural-Historical and Natural Heritage, the Self-Management Interest Community of Librarian Activities and the Self-Management Interest Community of Cinematography), there is also the Association of the Interest Communities of Culture.

98. This shows, among other things, that their development is still in the initial phase and that the interest communities of culture should be further developed and continue to reach agreements in an organized manner. From the overall number (553) of self-management interest communities of culture one can judge also of the democratic (self-management) basis of cultural policy in the Yugoslav multinational community. The quality of Yugoslav cultural democracy is evinced by the number of communal and basic interest communities of culture (527 and 16) in whose self-management bodies and organs decision-making is done directly by a great number of delegates (see table 4). The territorial principle organizing communities of interest that has prevailed in the past period has been caused in great measure by the accumulation of financial resources on that same (territorial) principle. But since the system of self-management communities of interest is on a completely new basis in comparison with previous modes of conducting cultural policy (administrative/budgetary and the system of cultural activities funds), in its essence it permits the realization of a self-management and democratic cultural policy.



Table 4. Delegates of the assemblies of the self-management communities of interest for culture

Delegates from the basic organizations of associated labour and work organizations:		
Economic activities	8 284	7 674
Non-economic activities	6 151	5 751
Delegates of individual agricultural producers and artisans and professional people		
	929	965
Delegates of the working communities of State organs and socio-political organizations		
	913	922
Delegates of local communities		
	4 809	4 616
Other delegated members		
	1 234	1 268

Source: Statistical Yearbook of Yugoslavia for 1981 and 1982.

99. It is well illustrated also by the purview of the work of the interest communities of culture, which in this period, in all republics and the two provinces, included:

(1) Traditional forms of culture - protection of cultural and natural monuments, the archives, libraries, music and drama activities, cinematography, painting and literature, museums and scientific and research work;

(2) In Montenegro, Macedonia, Serbia proper, Vojvodina and Kosovo, publishing activity;

(3) In Bosnia and Herzegovina, the activities of workers' and people's universities;

(4) In all republics and the two autonomous provinces, various forms of cultural amateurism and the work of social organizations (associations and unions) in culture, and

(5) In the Belgrade communes, the culture of labour, the culture of the work place and the environment. In Serbia proper, Croatia and Vojvodina, these areas of activity of the interest communities of culture have been extended to include also certain aspects of publishing activity, such as publishing of magazines from the field of culture and arts and special issues which emanate from some of the cultural activities and the so-called chefs-d'oeuvre. In this period the necessary obligations in the solidarity, equitable and even development of cultural activities of all nationalities and ethnic groups have been realized in the self-management interest communities of culture in all republics and provinces: in Serbia proper, of the Albanian and Bulgarian nationalities, as well as the members of the Romani community; in Croatia, of the Italian, Hungarian and Czech nationalities, Burgenland Croats and members of the Romani community; in Vojvodina, of Hungarian, Slovak, Romanian and Ruthenian nationalities; in Kosovo, of the Turkish nationality and the members of the Romani community; in Macedonia, of the

Albanian nationality and the members of the Romani community. The interest community of culture of Slovenia has funded in this period also the cultural activities of the Slovenes living abroad, and the Republican Interest Community of Culture of Serbia has regularly allocated special funds for the protection of the cultural monuments of the Serbian people in foreign lands.

100. Such a democratically developed purview of work of the interest communities of culture stems from the delegate system on which they are based. Owing to the functioning of the delegate system in the self-management interest communities of culture - though it has admittedly not always been successful in the past - significant results have been achieved in this period in the socialization of the development of culture and cultural policy. The indices on the number of delegates in the assemblies of the self-management communities of interest (see table 4) (the smaller number of delegates in 1981 is the result of the streamlining of the network of the self-management interest communities of culture) testify that conditions have been created in the Yugoslav socialist community for the initial overcoming of the dichotomy between culture and labour in material production, between culture and associate labour as a whole. The structure of the delegates in the self-management communities of interest shows that the delegates from the economy of local communities and other non-economic activities prevail, and that the number of delegates from State organs and socio-political organizations is small. This ratio of delegate representation is the key to the realization of self-management cultural democracy in the Yugoslav socialist community. The participation of a great number of workers and citizens in decision-making in the field of culture in the recent past has shown that the necessary conditions have begun to be created for a faster overcoming of the traditional enlightenment constitution of culture and the inception of the values of self-management culture. However, the functioning of the delegate system in the self-management interest communities of culture up to now has not prevented some individual professional, group or other separate interests from asserting the work of their self-management synthesis in the free exchange and association of labour. The work of the self-management interest communities of culture in this period has been plagued also by sluggishness and inefficiency in making appropriate decisions. This is in a great measure accounted for by the fact that there have been tendencies in a number of self-management interest communities of culture in all parts of the Yugoslav community to exaggerate the role and influence of the communities' expert services (administration) and of certain executive bodies in establishing the goals of cultural policy, formulating the criteria and priorities, verifying the programmes of work and allocating the funds. But these phenomena are the result also of the complexities of the functions and the number of social tasks of the self-management interest communities of culture.

101. It is evident, however, that the self-management interest organizing of culture in this period has permitted the establishment of income-based socio-economic relations in the field of culture, which has undoubtedly contributed to the improvement of the material basis of culture and socialization of the allocation of funds and speeded up the process of the overall self-management socialization of culture. The self-management interest organizing of culture has permitted a more rapid development of all national cultures and the establishment of important national institutions of culture in all republics and provinces, and artistic creation in all areas has experienced a new boom (development of national literatures, film, fine arts, music).

102. The historically inherited unequal and uneven economic and cultural development of individual republics and provinces is demonstrated by the presence of certain contradictions in self-management development, as well as in the Yugoslav policy for cultural development. The self-management cultural policy is faced with numerous contradictions and dichotomies which are present in the everyday life (culture) of the Yugoslavs, such as, among others:

(1) Territorial unevenness of cultural development, manifest in the contradiction between the ever more developed urban culture (developed town centres) and the poverty (underdevelopment) of rural culture (the culture of the village);

(2) Unsatisfactory elementary (general) culture but at the same time a high percentage of students in proportion to the total population, 4/

(3) Uneven territorial distribution of cultural institutions; there are 13 operas and 66 professional theatres in Yugoslavia, but certain regions have not one single theatre or concert hall;

(4) Contradiction between cultural centres and provinces - 99 per cent of the artists and cultural workers live and work in republican and provincial centres; urbanization and the development of mass media have made the cultural needs of certain areas much greater than their material resources. All these contradictions, as well as the shortage of professional cadres, are the basis which generates certain conflicts and the surfacing of nationalist and other separatist interests and phenomena in the contemporary cultural development of individual Yugoslav nations and nationalities. These problems of the development of culture came particularly to the fore at the beginning of the 1980s in certain underdeveloped regions of the Yugoslav community.

#### B. Legislation in culture

103. The Yugoslav legislation reflects the federal political system on which Yugoslavia, as a multinational community, is founded. It encompasses first of all the body of the federal legislation created by the federal parliament, which comprises the representatives of all federal units. Then follows the legislation of the federal units - the so-called republican and provincial legislation, created by the assemblies - parliaments - of the republics and provinces. There are eight of these units. They are the six republics (Bosnia and Herzegovina, Croatia, Macedonia, Montenegro, Serbia and Slovenia) and the two autonomous provinces (Kosovo and Vojvodina, both of them within the Socialist Republic of Serbia).

104. In addition to this traditional legislation adopted by State organs, Yugoslavia has, with its other specific feature (self-management), a body of self-management legislation created by the organs of self-management units (in production, in the field of consumption or social services). Self-management in Yugoslavia is the system of socialization of classical State functions, based on the institutions of direct democracy (through workers' and citizens' assemblies, workers' councils in enterprises and factories and service institutions, in culture, education and health, whereas these forms of direct democracy in territorial units are realized through local communities and communal assemblies - municipalities - where citizens make decisions directly or via their delegates). The system of self-management includes also the self-management communities of interest, voluntary communities of various

personal and social interests, formed by individuals, territorial or production units and institutions in order to realize and protect some of their separate interests. Members of the self-management communities of interest enter self-management agreements on the establishment of the communities, adopt their statutes by which they order the business of common interest for the members of the communities and other decisions (acts). The self-management agreements, social compacts, statutes and other acts of the self-management communities of interest of territorial or production units, based on the principles of self-management, constitute a body of legislation equal to the traditional body of laws and other general acts adopted by the federal parliament and the parliaments of the federal units. The self-management legislation is also protected by regular courts of law, but its effects are limited to the individuals, social groups or territories which have associated themselves in the given form of self-management. In the field of culture there are numerous interest communities of related institutions, interested individuals (e.g. community of museums, community of libraries, communities for cinematography), but also communities which are created in order to realize general social interests (communities of culture, created on the territorial principle - from the commune up to the province or republic).

105. In the period 1977-1983 which is covered by this report one can notice a further process of decentralization of Yugoslav legislature. The Federation relinquished its competence in the field of culture and education in favour of a more intensified legislative work of the parliaments of the federal units and an ever broader radius of the self-management body of law. This is a step toward a fuller democratization of the whole Yugoslav political and social system and a better expression of the policy of national equality and direct self-management rights.

#### Federal legislation

106. The federal legislation is limited in volume, since the federal competence in the field of culture is minimal. It mainly relates to the unified protection of royalties and the regulation of international cultural co-operation (bilateral and multilateral cultural conventions) and the work of some federal institutions (the Yugoslav Bibliographical Institute, the Yugoslav Lexicographical Institute, etc.). In addition, the Federal Parliament may be party signatory to certain social compacts concluded by self-management institutions in the territory of all Yugoslavia. The names of the legal acts listed below are followed by a parenthetical reference to the relevant official gazette (initial letters of the Federation or a federal unit, the number of the official gazette and the two final digits of the year of publication).

107. The Royalties Act (SFRY 19/78) is the most recent law in the area of royalties; it regulates especially the complete protection of the material and moral rights of authors and executants. Other legislative acts of the Federal Parliament in the period covered are:

(1) The Foreign Co-operation Records Act in the Field of Science, Culture, Education and Technology (SFRY 59/81). Its basic features have been used in the drawing up of all laws of the same name in the federal units. This act is followed also by the instructions on unified methodological principles on the ways of keeping these records (SFRY 64/81);

(2) The Protocols Ratification Act with the Agreement on the Import of Objects of Educational, Scientific and Cultural Character (SFRY-International Agreements, 7/81);

(3) The AVNOJ (Anti-Fascist Council of the National Liberation of Yugoslavia) Award Act (SFRY 49/79) and the "Edvard Kardelj" Award Act (SFRY 25/81) regulate the federal awards for creation in the field of science, culture and art;

(4) The Decree on the conditions and methods of acquisition, use, safeguarding and protection of objects of artistic and cultural value used by federal organs (SFRY 62/81);

(5) The Social Compact on international co-operation in the field of lexicography (SFRY 21/82);

(6) The Social Compact on the Book (SFRY 31/82), an agreement on the promotion of the status of the book in society and publishing activity;

(7) The Instructions on the ways of using the languages of the peoples of Yugoslavia in concluding international agreements (SFRY 29/80).

Legislation of the federal units (republics and provinces)

108. The legislator has focused on a few areas in this field which had not previously been standardized (regulated) or which, in order to express a further step of decentralization and self-management up and down the country, have had to undergo certain amendments. These areas are: (1) protection of cultural monuments and nature (extension of the protection of national parks, natural assets, archaeological sites, public monuments, monuments of the Yugoslav Revolution 1941-1945, cultural assets); (2) museums and archives; (3) libraries; (4) publishing activity; (5) self-management interest communities of culture; (6) the activity of free-lance artists (artists under no contractual commitment to any one institution) and their socio-economic status; (7) the academies of arts and sciences, their activities and status (in Kosovo, Vojvodina, Bosnia and Herzegovina, Macedonia and Montenegro); (8) theatres; (9) conditions for the publication of personal letters, portraits, photographs and phonographs; and (10) awards given by federal units in the field of arts and sciences.

109. A list of the acts adopted by federal units in the period from 1977 to 1982 is given below. 5/ Since each of these units has its own official gazette, the number of the gazette and the year of publication are given in parenthesis.

Bosnia and Herzegovina:

Academy of Arts and Sciences of Bosnia and Herzegovina Act (33/81);  
Self-management Interest Communities of Culture Act (41/78, 28/80 and 33/81);  
Act on the Self-management Agreement on the Establishment of the Union of the Interest Communities of Culture of Bosnia and Herzegovina (1/80 and 39/82);  
Statute of the Union of the Interest Communities of Culture of Bosnia and Herzegovina (32/80, 39/82);

Free-lance Artists Act (3/78, 26/82);  
Librarian Activities Act (14/78, 1/80);  
"27 July" Award Act (14/78);  
Self-management Agreement on the Protection and Use of the Cultural,  
Historical and Natural Heritage (3/78);  
Self-management Agreement on the Establishment of the Self-management  
Interest Community of Culture for the Cultural and Historical Heritage of  
Bosnia and Herzegovina (1/80, 39/82);  
The "Sutjeska" and "Kozara" National Parks Act (3/78);  
Act on the Conditions for the Publication of Personal Letters, Portraits,  
Photographs, Films and Phonographs (33/80).

Croatia:

Free-lance Artists Act (48/79);  
Archive Materials and Archives Protection Act (25/78);  
Museum Activity Act (12/77);  
Act on the Establishment of Natural Parks in the Areas of Medvedica,  
Velebit, the Bokovi and Kumrovec (24/81 and 39/77 for Kumrovec).

Macedonia:

The Macedonian Academy of Arts and Sciences Act (30/78);  
Self-management Interest Communities of Culture Act (9/78, 43/78, 41/81);  
Museum Activity Act (25/79);  
Free-lance Artists Act (46/82);  
Monuments and Memorials Act (46/82);  
The "11 October" Award Act (36/77);  
National Parks Protection Act (33/80);  
Publishing Activity Act (24/78);  
Protection of the Ohrid, Prespan and Dojran Lakes Acts (45/77).

Montenegro:

The Montenegrin Academy of Arts and Sciences Act (26/81);  
Self-management Interest Communities of Culture Act (18/82);  
Self-management Agreement on Association with the Republican  
Self-management Interest Community of Culture (27/82);  
Libraries Act (16/77);  
Rules and Regulations on the Establishment of Libraries (30/78);  
Archives Activity Act (11/78);  
Rules and Regulations on the Establishment of Archives (11/79);  
Rules and Regulations on the Collection and Selection of Archive  
Materials (20/79);  
Museum Activity Act (26/77);  
The "Njegoš" Literature Award Act (2/81);  
Cultural Monuments Protection Act (16/77);  
Rules and Regulations on the Conditions for the Conservation and  
Restoration of Cultural Monuments (6/80);  
Rules and Regulations on Archaeological Excavations (25/80);  
Nature Protection Act (36/77);  
National Parks Act (6/78).

Slovenia:

The Slovenian Academy of Arts and Sciences Act (30/80),  
Publishing Activity Act (25/78, 27/78),  
Free Exchange of Labour in the Area of Cultural Activities Act (1/81),  
Independent Cultural Workers Act (9/82),  
Libraries Act (27/82),  
Nature and the Cultural Heritage Act (1/81),  
The "Prešern" Award Act (1/82),  
Act on the Obligations of the Socialist Republic of Slovenia to  
Compensate for the Damage Done to Objects of Exceptional Cultural or  
Artistic Value Sent Abroad for Exhibitions (33/79),  
The National Parks "Triglav" and "Trebče" Acts (17/81, 1/81).

Serbia:

Self-management Communities of Interest Act (50/80),  
Self-management Agreement on the Pooling of Collective Needs, Means and  
Interests in the Republican Interest Community of Culture (54/79),  
Act on Independent Artistic and Other Activities in the Field of Culture  
(30/82),  
Rules and Regulations on Free-lance Artists' Records (61/82),  
Act on the Guarantee for the Exhibits of Foreign Exhibitions of  
Exceptional Cultural Value (6/77),  
Libraries Act (47/77),  
Cultural Assets Protection Acts (28/77, 34/81),  
Decision on Deciding the Exceptional Importance of Archive Materials  
(18/79),  
Decision on Deciding the Exceptional Importance of Old and Rare Books  
(54/79),  
Decision on Deciding the Exceptional Importance of Film Materials (19/80),  
Nature Protection Act (41/81),  
The National Parks "Tara" and "Kopaonik" Act (41/81, 15/82),  
Social Contract on the Monuments of Liberation Wars and the Socialist  
Revolution (52/82),  
Self-management Agreement on the Establishment of Unified Criteria for  
the Realization of Copyrights (10/79),  
Act on the Publication of Letters, Portraits, Photographs, Films and  
Phonographs of Personal Character (28/80).

Kosovo:

The Kosovo Academy of Arts and Sciences Act (24/78),  
Libraries Act (24/78),  
Rules and Regulations on the Protection of the Book and Other Library  
Materials (13/82),  
Theatre and Stage Activities Act (5/79),  
Rules and Regulations on Archive Activities, the Establishment of  
Archives and the Collection and Registration of Archive Materials (16/78,  
13/79),  
Museums Act (37/77),  
The "December" Award Act (46/80),  
Cultural Monuments Protection Act (19/77),  
Nature Protection Act (15/81),

Publishing Activity Act (17/77, 36/80),  
Act on the Conditions for the Publication of Private Diaries, Letters,  
Portraits, Photographs, Films and Phonographs (46/80).

Vojvodina:

The Vojvodina Academy of Arts and Sciences Act (17/79);  
Publishing Activity Act (14/78);  
Self-management Interest Communities of Culture Act (5/78);  
Statute of the Self-management Interest Community of Culture of Vojvodina  
(25/80, 12/81);  
Stage Activity Act (40/78);  
Free-lance Artists Act (21/80);  
Archive Materials and Archives Act (7/77);  
Social Contract on the Protection of Archive Materials (18/80);  
Museums Acts - revised edition (28/81);  
Cultural Monuments Protection Act (20/77);  
Public Monuments Act (14/78);  
Nature Protection Act (27/78);  
The "Fruška gora" Park Act (28/81, 32/81) and the Deliblato Sand Dunes  
Act (1/77).

110. All this rich legislative activity illustrates the efforts made to realize a new concept of culture and cultural rights, which will have first and foremost full autonomy in relation to the traditional functions of the State, that is to say, it will be imbued with the spirit of self-management and the broadest democratization and decentralization. These last attributes should be particularly taken care of, since Yugoslavia is a federal State, the community of many peoples (six) and nationalities (nine) whose cultural identity is fully guaranteed and realized in these acts.

C. Institutional infrastructure for implementing cultural policies

111. In Yugoslavia, as in many other multinational communities, the exercise of the right to cultural development requires the creation of equal conditions for all nations and nationalities and, no less important, of the conditions for the cultural development and life of working people and citizens regardless of the size of the community or the enterprise in which they live or work.

112. The first of these tasks was accomplished by the creation of the Socialist Federal Republic of Yugoslavia. All the nations comprising the Yugoslav community have their own traditional national cultural institutions. These include the institutions for the protection of the cultural heritage (museums, archives, institutions for the protection of cultural monuments), newspaper and publishing houses, radio and television companies and studios, cinematography, libraries, various cultural events, awards, professional or artists' associations, drama, literature and theatre, philharmonic orchestras and other musical ensembles. In addition, nationalities, i.e. national minorities enjoying the same treatment as other Yugoslav nations, have their own institutions making possible their full and equal cultural development. Social treatment and economic support are the same for all. Since such a situation has existed for decades, there could not have been any significant and, particularly, quantitative changes in the period which this report covers.



113. The second task has long been the main orientation and interest of the cultural policies in Yugoslavia. The creation of equal conditions for all communities, some of which live in relatively unfavourable geophysical conditions (the average population in a local community being about 1,700), taking into account the rather modest economic potential, is possible only over a longer period. The situation with respect to work organizations is similar. However, it was obvious a long time ago that the creation of conditions for cultural development implies not merely the presence of cultural institutions (cultural centres, libraries, cinemas, cultural and art amateurism, etc.) in each community and work organization but, in addition, the activities of the numerous cultural institutions that exist in cities and communal centres.

114. Nevertheless, regardless of these general remarks, some quantitative changes were introduced in the period since 1977. In this context, it should be stressed that the dynamics of regular statistical research do not permit the monitoring of all the activities in the field of culture in the same periods (annual research encompasses cinemas, production, export, flow and import of films, theatres, philharmonic orchestras and professional ensembles; radio broadcasting organizations; publishing houses and press; three-year research encompasses libraries, museums and art galleries; archives; cultural centres; workers' and national universities; and five-year research encompasses cultural and artists' associations and cultural and art amateurism).

115. Before the individual sectors are reviewed, the following general indicators may be given: (a) the total number of those employed in the field of culture and art rose from 47,129 in 1977 to 51,490 in 1980, i.e. by 10 per cent; (b) income from culture and art in 1977 amounted to 10,190.8 million dinars, compared to 19,853.7 million dinars in 1980; (c) the number of cultural institutions rose in the same period from 1,498 to 1,614.

116. Cultural institutions, with the exception of those of national, republican or provincial significance, could be divided, on a territorial basis, into two basic categories: local and communal (cultural centres, libraries, cultural and art amateurism, cinemas); and intercommunal and regional (archives, museums, publishing houses, newspapers and magazines, radio stations, professional and children's theatres).

117. Publishing activities are particularly developed in the capital cities of the six republics and two autonomous provinces and in towns - centres of some national minorities and regional centres. In Yugoslavia, in 1977, 10,418 books and brochures were published in a total of 60,544,000 copies. In 1981, the number rose to 11,088 and 65,120,000 respectively. These publications were in the languages of the Yugoslav nations (Serbo-Croat, Croatian, Slovenian, Macedonian) and in nine languages of Yugoslav nationalities (Albanian, Bulgarian, Czech, Slovak, Italian, Hungarian, Romanian, Ruthenian, Turkish). In the same period, the number of magazines rose from 2,538 to 3,700 and the number of copies from 15,555,000 to 16,667,000. In Yugoslavia all nationalities have their newspapers and magazines.

#### National libraries

118. National libraries had in 1977 a total of 19,630,000 books and in 1980 23,553,000. Furthermore, the number of libraries rose from 1,922 to 2,101. This network covers all the communes and about 16 per cent of the primarily rural and urban local communities. The number of books read increased from 31,046,000 to 34,538,000 and the number of the readers from 3,630,000 to 4,368,000, i.e. by 20 per cent of the total population.

#### Radio and television network and subscribers

119. In 1977 there were 188 radio stations, and in 1981 there were 197, which means that each third commune has a local, regional, republican or federal radio station. The total of the hours of radio programmes broadcast increased from 317,000 to 352,000 and the transmitter power from 9,166 kW to 11,366 kW. The number of radio subscribers in 1977 of 4,548,000 rose to 4,891,000 in 1981 (i.e. one subscriber per 1.2 households).

120. The network of television studios in the capital cities of the republics and provinces that existed in the last decade met the needs. In the meantime, the length of national programming increased from 15,765 hours to 19,361 hours, or by 23 per cent, and the transmitter power from 16,875 kW to 20,525 kW, or by 22 per cent; the number of television subscribers increased from 3,701,000 to 4,574,000, i.e. by 23 per cent (in 1981, there was one subscriber per 1.4 households).

121. As regards the radio and television, it is important to note that the programmes are broadcast in the languages of all the nations and nationalities and sometimes in the language of the Romanian ethnic group. In this context, the provincial television studios and all the radio stations are particularly active.

#### Cinema

122. There was a considerable increase in the production of full-length feature films and a certain decline in the production of short films. In 1977, 21 feature films and 492 short films were produced and in 1981, 31 feature films and 441 short films. Both in 1977 and 1981, there were 28 film companies and other film organizations in the SFR of Yugoslavia. In the same period, the number of cinemas declined from 1,385 to 1,287, the number of seats from 451,000 to 425,000 and the number of shows from 523,000 to 509,000. On the other hand, however, their activities became more efficacious; thus, the number of cinema visitors increased from 76,078 million to 78,276 million and the number of shows from 1,315 to 1,441.

123. According to the data for 1981, there are about two (2.4) cinemas per commune.

#### Cultural and educational institutions

124. It is difficult to present the number of cultural and educational institutions (cultural and youth centres, workers' and national universities, etc.) over the longer period since the statistical data on the latest research (made each third year) have not been published yet.

125. In 1978/1979, there were 882 such institutions. In this context, it should be emphasized that this figure includes only those institutions which have the status of legal entities and not other relevant institutions, particularly those within the framework of local communities in rural areas. In Yugoslavia, there has not been for quite a long period a commune without an institution carrying out a wide scale of complex cultural activities. In this period, various forms of cultural and educational activities (lectures, seminars, courses, performances, exhibitions, cinema and theatre shows, concerts, literary events, etc.) attracted over 18 million visitors, or 82 per cent of the total population. The majority of the visitors attended cultural and artistic events (16.5 million) and a considerably smaller number of educational ones (1.5 million).

#### Theatre

126. Theatres (professional and children's) exist in all major towns of Yugoslavia. In the 1976/1977 period, there were 63 professional and 29 children's theatres. In the period 1980-1981, the number of professional theatres rose to 66 while the number of children's theatres remained unchanged. In the meantime, the number of seats in professional theatres increased to about 3,000. However, the activities of and visits to professional theatres marked a considerable decline; the number of performances decreased from 11,471 to 10,523 and the number of visitors from 3,932,782 to 3,380,682. Children's theatres have mainly marked a stagnation; there are over 5,000 performances annually and about 1.2 million visitors.

127. The largest national minorities of Yugoslavia also have their own professional theatres; Albanians in Pristina and Djakovica (Kosovo), Hungarians in Subotica and Novi Sad (Vojvodina), Turks in Skopje (Macedonia), Italians in Rijeka (Croatia) and members of the Romanian ethnic group in Skopje (Macedonia).

#### Archives

128. Archives not only maintain the cultural and historical heritage but also promote other cultural activities, mainly through exhibitions and lectures. In the 1978/1981 period, the number of archive institutions increased from 114 to 123, which means one archive per commune.

#### Museums

129. Museums are included in the data for other protection activities and therefore it is difficult to present the actual situation. According to the 1972 data, in Yugoslavia there were 387 museums (multifarious, 151; social and historical, 113; art, 95; economic and technical, 16; and natural sciences, 12). Their exhibitions, both permanent and temporary, were seen, in 1972, by 11,661,000 persons. Their collections consist of 5,380,000 objects, and only 479,000 of them are exhibited - i.e. about 9 per cent.

#### Philharmonic orchestras and professional ensembles

130. In the 1976/1977-1980/1981 period the number of concerts given by philharmonic orchestras and professional ensembles, increased from 830 to 972 and the attendance also increased, from 619,776 to 709,082, but the number of

orchestras remained unchanged. Most of them are located in the capital cities of the republics and provinces, but there are also some in supra-regional centres (such as Nis, Split, Mostar and Maribor).

#### Amateur cultural and art associations

131. These associations attract large audiences. Almost every citizen of Yugoslavia attends, at least once a year, an amateur, cultural or art event. In the 1975/1976 period, there were 1,743 cultural and art associations in Yugoslavia with 134,418 active members. Each national minority, including the Romanians, has more than one such association (the latest data refer to the 1975/1976 period and according to these, active associations of national minorities are the following: Albanian, 53; Bulgarian, 3; Czech and Slovak, 32; Italian, 8; Hungarian, 77; Romanian, 33; Ruthenian, 15; Ukrainian, 2; Turkish, 11; Romanian, 6; others, 21). They prepared 33,588 various manifestations and exhibitions, attended by 14,045,638 visitors. In the 1980/1981 period, the cultural and art amateur movement marked a considerable increase. Thus, the number of associations rose to 2,179 and the number of active members to 182,567; the number of manifestations and exhibitions and of visitors rose to 42,454 and 20 million respectively.

#### D. Self-management system of culture financing

132. Within the framework of the Yugoslav multinational community, there is a specific model for financing cultural and art activities and creative cultural work. This is the self-management system of culture financing. Resources for financing the cultural activities and needs of the population are provided by the contributions earmarked from personal incomes, in compliance with the programmes of cultural development, the programmes of social and economic development and the established policy of general and joint consumption in the territory of a socio-political community. In providing resources for activities in the field of culture and art and other creative activities, the following may participate and determine the use of these resources: organizations of associated labour, socio-political communities, self-managing communities of interest and other self-management organizations and communities. Resources for the republican and other relevant self-managing communities of interest (city, regional, local communities) are provided by the communal communities for culture, on the basis of the separate self-management agreements.

133. The provisions contained in the Constitution of the SFR of Yugoslavia and the constitutions of the republics and provinces define the rights, obligations and responsibilities of working people in their mutual relations within the framework of the self-managing communities of interest to which "they pay contributions from their personal incomes and the income of the basic organization of associated labour, in accordance with the purpose or targets for which these resources are designed". 6/ The law on self-managing communities of interest for culture and, in particular, self-management agreements on association in self-managing communities of interest for culture, even further elaborate this basic constitutional principle: (i) working people earmark contributions for culture from their personal incomes for the community in the territory in which they reside (this contribution to the communities of culture is derived from the existing personal income tax base); (ii) the rate of the contribution is determined by

the assembly of the community of culture on the basis of a prior decision of consent taken by the corresponding assembly, (iii) the financing of the republic and other (provincial and regional) communities is provided by the communal communities for culture, on the basis of the separate self-management agreements. Self-management agreements on association in a republican community for culture also envisage that it has the right, like other self-managing communities of interest, to realize resources which belong to it by carrying out the activities provided for in other laws and self-management agreements, resources obtained from donations, endowments, interest on the resources deposited and other sources. Self-managing communities of interest for culture - communal, regional, provincial and republican - may pool resources with other self-managing communities of interest, organizations of associated labour, socio-political communities and other self-management organizations and communities, in order to enhance and promote cultural development.

134. Resources that are pooled within the self-managing communities of interest are used on the basis of annual programmes of institutions and organizations and the financial projects and other general enactments adopted by self-management organs - assemblies of self-managing communities of interest. Resources are fixed and distributed in accordance with the financial plan. The plan is adopted each year and is harmonized with the long-term plan and the annual plan of the relevant community. A final statement on the financial performance of a self-managing community of interest is made each fifth year, and the income of the community and its distribution are finally determined.

135. The self-management system of culture financing should prevail over the budgetary financing of culture. It was expected that the establishment of the self-management system of culture financing would reduce the involvement of the State in the organization and activities in the field of culture and reduce and eliminate mediation and prevent monopoly and manipulation in the field of art and culture and cultural activities in general. Culture financing based on the delegation system, within self-managing communities of interest, should make the methods of acquiring resources from the organizations of associated labour, and from the economic sector and non-cultural activities, more democratic and, at the same time, socialize the distribution of resources to a greater degree and enhance the establishment of an income relationship in the field of culture.

136. The practice of exchange and pooling of labour and resources is multifarious and cannot be understood without knowing the principle of the functioning of the income system within the organizations of associated labour in the sphere of material production (economy) and other spheres of associated labour.

137. Organizations of associated labour in the economic sector acquire income through free exchange of labour, the sale of products and services, various forms of compensation and the like. When the resources for production and amortization are earmarked from the total income acquired, what remains is the net income of the organization of associated labour. Then the contributions (resources) for the social services and other amenities provided for by law (children's and social welfare, education, science, culture, etc.), the contributions and dues for economic associations (chambers, commercial and other associations) and the resources for the so-called functional

amortization (over the figure of final balance of payments at minimum rates) are deducted, the rest is the real income. The workers decide on its distribution by direct vote as follows: (1) fund of individual and joint consumption; (2) fund for expanded production (investment fund) and reserves.

138. Personal earnings are paid from the fund of individual and joint consumption and the workers earmark resources from these funds for their various needs, including the cultural ones. Self-management agreements determine each year the rates of contributions earmarked from personal earnings designed for culture financing. Workers directly decide on their level. These resources are pooled in self-managing communities of interest, and decisions on their distribution are made by the delegates representing all areas of associated labour: employees in the field of culture, economic and non-economic sector, representatives of State organs, socio-political organizations and communities - local communities, communes, provinces and republics.

139. In addition to the resources earmarked from personal earnings and incomes of work organizations, the system of financing self-managing communities of interest has been permanently improved in this period. Thus, in Bosnia and Herzegovina, Montenegro, Slovenia, Serbia proper and Vojvodina, the resources pooled into self-managing communities of interest for culture have since 1978 been earmarked from personal earnings alone and their rate determined by self-management agreements concluded each year (Bosnia and Herzegovina, Serbia proper and Vojvodina). This rate of contribution is unique only in Slovenia. In Macedonia, in addition to the contributions from personal earnings, resources are also earmarked from the incomes of work organizations. In Croatia and Kosovo, in addition to the contributions from personal earnings for financing the activities of self-managing communities of interest, resources are also earmarked from the funds of the socio-political communities.

140. Resources for the Self-Managing Community of Interest of the City of Belgrade are provided by contributions from the personal earnings of the employed. 7/ This Self-Managing Community of Interest for Culture earmarks resources (27 to 30 per cent) for the Republican Community for Culture for satisfying the common - republican - interests and cultural needs. Another part of the resources (about 15 per cent) is earmarked on the basis of the criteria and standards determined by self-management agreements for the communal communities for culture, i.e. for the activities of the basic organizations of associated labour for culture, which play a specific role in developing culture in local communities and communes (national libraries, cultural centres, workers' and national universities, cultural and art amateurism). The rest of these resources (50 to 55 per cent) is available to the City Community for Culture for satisfying the cultural needs of Belgrade - for financing activities of the cultural institutions that have a republican character and the various forms of cultural and artistic creativeness.

141. In Serbia proper, the funds of the communal communities for culture designed for common needs and interests realized within the framework and through the Republican Community for Culture have since 1980 been pooled in absolute amounts proportional to the total personal earnings of the employees in a socio-political community.

142. In all the republics and autonomous provinces, only somewhat over one third of the total income for culture is provided by pooling and exchange of labour within and through self-managing communities of interest. Two thirds of the income for culture in Yugoslavia are realized on the market or by direct exchange of labour. Therefore, the total income in the field of culture cannot be assessed on the basis of the income realized by the self-managing communities of interest for culture. On the basis of the data on the income growth and its global distribution within self-managing communities of interest for culture (table 5), one can note the main features of socialization and perceive the character and scope of structural and institutional changes in the field of culture and, accordingly, reach conclusions as regards the creation of new values in the cultural development of Yugoslavia. Data on (i) income growth of self-managing communities of interest for culture, (ii) the sources from which the resources are pooled within self-managing communities of interest, and (iii) income distribution, are the confirmation of a general positive assessment of the strengthening of the material basis of culture in the Yugoslav socialist community.

143. In the four-year period, from 1978 to 1982, the total income of the communities increased at an annual average rate of 42 per cent. Contributions from incomes increased at a slower rate compared to the contributions from personal earnings. Funds from those two sources amount to about 70 per cent of the total income of the communities for culture, while the share of the budgets of the socio-political communities was reduced (from 18.3 per cent in 1977 to 15.5 per cent in 1981). This is an indication of a certain consolidation of income relationship, on the one hand, and of overcoming budgetary culture financing, on the other.

144. On the basis of the data on the expenditure of self-managing communities of interest for culture, one can note certain changes in the sphere of culture brought about by the self-management model of organization. The expenditure increased at a higher rate compared to the total income growth of the communities. This resulted from a large increase in expenses and a high rate of inflation. In the organizations in charge of culture, the increased expenses frequently have a drastic impact on the ever lagging personal earnings of employees in the field of culture. Such a trend can be viewed as a general feature of distribution within the self-managing communities of interest in this five-year period.

145. It is characteristic that income of the organizations of associated labour for culture acquired through exchange of labour via and within the framework of the self-managing communities of interest for culture increased at a slower rate compared to the total expenditure of the self-managing communities for culture. This fact indicates that such cultural and economic policies are carried out within self-managing communities of interest for culture and in the society respectively, thus accelerating self-management transformation of the cultural institutions. Since the income of the organizations of associated labour for culture obtained from self-managing communities of interest has objectively stagnated, the cultural institutions turned to direct exchange of labour and income linking, however, there are no data available for evaluating the extent to which this was realized.

146. The major part of the expenditure of self-managing communities of interest for culture is earmarked for the expenses of the programmes of cultural activities (expenses of the programmes of work organizations in

Table 5. Income and expenditure of self-managing communities of interest for culture

	Millions of dinars			Index	
	1977	1979	1981	1979/1977	1981/1977
<u>Income</u>					
Total	4 697	8 060	12 239	172	152
Contribution from income	473	963	884	203	92
Contribution from personal earnings of workers	2 797	4 377	7 920	156	161
Contribution from personal earnings of employees and citizens	199	330	518	166	157
Other sources and compensations	24	27	79	113	213
Funds from socio-political and other communities	860	1 627	1 892	189	116
Last year's surplus transferred	237	392	425	165	108
Other earnings	107	344	521	321	151
<u>Expenditure</u>					
Total	4 124	7 334	11 405	178	155
Funds for OU on the basis of free exchange of labour through or within self-managing communities of interest	3 077	4 520	7 025	146	155
Funds for fixed purposes	492	1 385	2 021	281	145
Funds for ensuring social protection and other amenities of working people and citizens	5	7	10	140	142
Transferred funds	285	1 006	1 540	353	153
Financial expenditures and amortization	44	82	170	186	207
Individual expenditure, funds for work community and taxes and other charges	146	229	406	157	177
Remaining expenditure	75	105	233	140	221

Source: Statistical Bulletin of Yugoslavia for 1978, 1980 and 1982.



charge of culture), then for the expenses for special purposes, implying other non-institutionalized cultural activities and the maintenance of infrastructure and investments in the field of culture.

147. Despite a certain increase in the funds for culture, the economic status of culture in general is lagging behind the economic growth. The self-management system of organizing in the field of culture, as a system, has certainly brought about more equitable earmarking and investment of funds in the field of culture throughout the Yugoslav territory and has particularly benefited the culturally less developed regions and communes in all republics and autonomous provinces.

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Reference material \*/

1. Development of education in the SFR of Yugoslavia.

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\*/ This document, as submitted by the Government of Yugoslavia in English is available for consultation in the files of the Centre for Human Rights of the United Nations Secretariat.

Notes

1/ In the 1977/78 school year 47.08 per cent of the pupils in elementary schools were girls; in secondary schools 45.51 per cent were girls, while 37.32 per cent of adults attending educational institutions were women. (With respect to the teaching staff, 59.57 per cent and 42.64 per cent of teachers in primary and secondary schools, respectively, were women.)

2/ Free exchange of labour basically means various forms of expressing, accommodating and associating the interests of workers in cultural activity, on the one hand, and the interests and needs of workers in economic and non-economic activities, on the other. The free exchange of labour presupposes and determines the prices and establishes price structures of cultural services.

3/ The basic functions, goals and tasks of self-management communities of interest in republics and provinces are formulated differently and they reflect the specific features of each republic, province and commune. The special tasks (interests) are contained in legal provisions and statutes of all republican and provincial communities of culture.

4/ According to the latest census (1981), 9.5 per cent of Yugoslavia's population is illiterate, but the percentage of illiteracy in individual republics and provinces varies significantly: 14.5 in Bosnia and Herzegovina, 5.6 in Croatia, 10.9 in Macedonia, 9.4 in Montenegro, 11.1 in Serbia proper, 17.6 in Kosovo and 6.0 in Vojvodina. In the academic year 1978/1979 there were 439,608 students at 17 universities in Yugoslavia, and in 1981/1982 there were 402,037.

5/ Towards the end of the 1970s the federal legislation in the field of culture was finally rescinded. It had been characterized by centralized and uniform solutions and institutions in the field of cultural policy, cultural creation and the activities of cultural institutions (museums, libraries, theatres, the cinema, television, etc.).

6/ Constitution of the SR of Serbia, Official Gazette, Belgrade, 1974, p. 50.

7/ In 1982, the rate of contributions from personal earnings of the employed in Belgrade amounted to 0.91 per cent, which can be considered as an average rate for all the communes in Serbia proper. A higher rate (1 per cent) was introduced in 41 communes, 0.91 per cent to 0.99 per cent in 10 communes, 0.86 per cent to 0.90 per cent in 10 communes and below 0.85 per cent in 47 communes. Data given in: M. Ivanisevic, R. Djokić and R. Ljubićanović, Social and Economic Status of Culture in Belgrade (Belgrade, Administration for Research of Cultural Development, 1982).