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

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

GERMAN DEMOCRATIC REPUBLIC

15 December 1981<sup>7</sup>

INTRODUCTION

1. Already on two occasions in the past, in 1977 and 1979, the German Democratic Republic reported on its performance in implementing the International Covenant on Economic, Social and Cultural Rights, in accordance with the procedures set forth in resolution 1988 (LX) of the Economic and Social Council with regard to Articles 6 to 9 and Articles 10 to 12. 1/

2. Linking up with those reports, the present one focuses on Articles 13 and 15, due account having been taken of the guidelines for reports which were attached to the Secretary-General's note.

Article 13. Right to education

3. Thanks to further progress in socialist construction over the last few years and thanks to the policy of prosperity for all, pursued by the Government and the Socialist Unity Party of Germany, the country's leading organized force, the effective enjoyment by citizens in the German Democratic Republic of the basic human right to an all round education and the free development of the personality has been ensured with an ever higher degree of quality, in accordance with the Constitution of the German Democratic Republic and the 1965 Education Act.

4. Under the Constitution, the exercise of the right to an all round, scientifically-based education is guaranteed for every citizen of the German

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1/ E/1978/8/Add.8 and Corr.1 and E/1980/6/Add.6, respectively.

Democratic Republic, irrespective of nationality, race, sex, philosophy or religious confession, social origin or position.

5. The Constitution, in its Article 20, also guarantees freedom of conscience and freedom of belief.

6. The constitutional foundations of the right to education are embodied in Article 25, which provides.

"(1) Every citizen of the German Democratic Republic has an equal right to education. Educational facilities are open to all. The integrated socialist educational system guarantees every citizen a continuous socialist education, training, and higher training.

"(2) The German Democratic Republic ensures the march forward of the people to a socialist community of universally educated and harmoniously developed people imbued with the spirit of socialist patriotism and internationalism, and possessing an advanced general and specialized education.

"(3) All citizens have the right to participate in cultural life. Under the conditions of the scientific technical revolution and increasing intellectual demands this becomes of growing significance. The State and society encourage the participation of citizens in cultural life, physical culture and sport, for the complete expression of the socialist personality and for the growing fulfilment of cultural interests and needs.

"(4) In the German Democratic Republic general ten-year secondary schooling is compulsory; this is provided by the ten-year polytechnical comprehensive school. In certain cases the secondary schooling may be completed within the framework of vocational training or the further education of the working people. All young people have the right and the duty to learn a vocation.

"(5) Special schools and training establishments exist for mentally and physically handicapped children and adults.

"(6) The solution of these tasks is ensured by the State and all social forces in joint educational work."

7. The basic legal instrument on the right to education in the German Democratic Republic - besides the Constitution, with whose Articles 19, 20, 25 and 26 it forms a coherent whole - is the Law on the Integrated Socialist Educational System (Education Act), adopted on 25 February 1965. The aim of the integrated system is to provide a high standard of education for the whole people and to bring up and train universally and harmoniously developed socialist personalities who consciously organize their social activities, transform nature and lead a happy and fulfilled life worthy of human beings. The integrated system comprises mainly preschool education facilities; the ten-year polytechnical comprehensive school; vocational training facilities; educational establishments leading to university entrance standard; engineering and technical training schools leading to technician-level qualifications; universities and other institutes of higher

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learning, and facilities for adult training and further education of working people. Pupils and students at the various stages of this system are provided with a high level of up-to-date education, both general and specialized.

8. Figuring prominently among the tasks of the socialist educational system is that of bringing up youth in the spirit of international peace and friendship and of inspiring them to stand up for the cause of détente and disarmament.

9. The constitutional right to education, guaranteed to every citizen alike, and his or her right to transfer to the next higher stage of education, up to the highest educational institutions, is put into practice with an ever higher degree of quality, because the socialist State and all social forces involved in running its affairs regard the implementation of the aims of the Education Act as a common responsibility.

10. The relevant decisions adopted by the Tenth Congress of the Socialist Unity Party of Germany (April 1981) as well as the orientation given by the Eighth Educational Congress (1978) and the Fifth Conference on Higher Education (1980) determine the policy to be followed in further developing the content of the socialist educational system in keeping with the needs of society. It is the general purpose of that policy to ensure that the basic rights concerned are implemented ever more fully and with an ever higher degree of quality, according to the German Democratic Republic's current needs and conditions. This is in the interests of all and of each.

11. The ten-year polytechnical comprehensive school is the backbone of the integrated socialist educational system. It is one hundred per cent co-educational, which shows that equal rights for men and women, as guaranteed under the Constitution with respect to all spheres of German Democratic Republic society, have become a living reality also in the educational field.

12. Section 8 of the Education Act reads:

"In the German Democratic Republic general ten-year secondary schooling is compulsory. This corresponds to the right of all children and young people to receive a secondary education."

13. In connexion with compulsory schooling the Constitution provides that there are no tuition fees and that training allowances and free study materials are granted according to social aspects (Article 26).

14. From the first to the tenth grade, pupils of the polytechnical comprehensive school receive an up-to-date general education which is scientifically substantiated and closely linked to the realities of life and the practice of socialist construction; it provides the basis for vocational life as well as for any form of education preparatory to higher studies. To meet the resulting higher demands, a new curriculum was developed in conformity to the Education Act, ensuring a uniform process of educational provision which is complete in itself and affords all pupils an opportunity to acquire a high level of knowledge, commensurate with the needs of society.

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15. In the German Democratic Republic general education along socialist lines not only comprises the traditional subjects, but necessarily includes the mediation of a basic understanding of the role of labour, of production and technology, and of the economy.

16. The upbringing and education of youth is closely related to productive work. Socialist school thus lives up to its polytechnical character; in that it materializes the principle of combining study with the realities of life and instruction with productive work.

17. This approach, which regards general education as a means of all round development of the pupil's personality, is clearly reflected in the distribution of subjects under the new curriculum: the time-table allocates 41.1 per cent of all lessons for the social sciences (history, civics and geography), German language, literature, arts and music; 29.8 per cent for mathematics and the natural sciences (physics, astronomy, chemistry and biology); 10.6 per cent each for polytechnical training (initiation into socialist production and productive work) and foreign languages; and 7.9 per cent for sport.

18. This up-to-date general education, which all pupils receive during their years of compulsory schooling, fully equips them for life in society and, at the same time, enables them to prepare for their future occupational activities, any post-school studies and, in a general way, for life-long education, taking into account their particular interests, aptitudes and career preferences.

19. Section 2 (3) of the Education Act provides:

"As part of the socialist educational system's organic structure and uniform aim, a differentiating approach shall be applied with regard to courses in the upper grades, according to the needs of society and to individual aptitudes."

In keeping with this provision, and in close relation to their compulsory general education, pupils may, starting from the seventh and the ninth grade, respectively, learn a second foreign language besides Russian and acquire specialized knowledge in various fields as members of interest groups. Currently, about 50 per cent of all pupils in the ninth and tenth grades participate in such interest groups, whose main purpose is to deepen the knowledge already acquired in scientific-technical fields, in the arts and culture, or in social sciences. Furthermore, with a view to promoting certain aptitudes and abilities, a number of specialized schools and classes have been set up, which, while providing the same general education as ordinary ten-year schools do, require pupils to assimilate specialized or additional knowledge in subjects such as Russian, mathematics, various scientific-technical disciplines, music, artistic dance, sport etc. As a rule, they lead to university entrance standard. Specialized schools and classes function on the basis of section 18 of the Education Act, which states:

"They help to meet special needs as regards the building up of the new generation of industry executives, scientists and scholars as well as young talent in sports and cultural fields. Eligible for admission to specialized schools shall be pupils who have achieved excellent results in schoolwork and display particular aptitudes."

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20. The high degree of quality attained in ensuring the full enjoyment of the right to education is also manifest in the care and attention which the socialist society devotes to children and young people with disabilities of mind or body. Physically or mentally handicapped pupils are taken care of in a variety of special schools which provide curricula so adapted to their needs that they attain the educational aim "completely or to the extent that the potential left by their particular physical or mental handicap permits" (section 19 (2) of the Education Act), and that they are enabled to take a full and equal part in the life of society, consonant with their individual abilities and the qualifications acquired. 1979 figures show that there were, at that time, 523 special schools for the physically handicapped, deaf, partially hearing, blind, partially sighted, mentally handicapped and those suffering from speech defects, and special classes in hospitals and social assistance facilities organized for persons who suffer from chronic diseases or other conditions requiring prolonged medical treatment. During the period between 1976 and 1980, an additional 1,404 classrooms and 6,160 boarding houses were created to accommodate pupils afflicted by such disabilities. Specially trained teachers and an adequate number of medical personnel are available to take care of them in every respect. Thanks to the intense efforts deployed by the staff of those special facilities, it is no rarity that pupils attending special schools can be transferred to ordinary educational establishments.

21. Particular attention is also devoted to children and young people of Sorb nationality who live in the bilingual area of the German Democratic Republic. Young Sorbs enjoy all-round encouragement and support in their education which, while it is predicated on the generally binding principles, aims, tasks and content of the national curricula, reflects the specific traditions of their native language and culture. Prospective teachers or other educators to be assigned to schools in the bilingual area receive the necessary general and specialized training at corresponding institutions. Article 40 of the Constitution stipulates:

"Citizens ... of Sorb nationality have the right to cultivate their mother tongue and culture. The exercise of this right is encouraged by the State."

And section 31 of the Education Act provides, inter alia:

"(1) In observance of the rights of the Sorb population, the upbringing and education of all children and young people in the bilingual area is guaranteed in accordance with the principles, aims, content and structure of the integrated socialist educational system.

"(2) The bilingual area shall have ten-year comprehensive schools and eleventh-twelfth grade high schools where the Sorb language is taught; Sorb-language ten-year comprehensive schools and eleventh-twelfth grade high schools; and corresponding preschool education facilities.

"(3) Youths and working adults have the opportunity to learn the Sorb language in the framework of studies and further training, respectively."

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22. The effective enjoyment of the right to education in the German Democratic Republic is also apparent from the fact that there the educational level of children and young people attending rural schools is not different from that of pupils at urban schools. The backwardness of rural schools has been gradually overcome. Village schools with a single class or only a few classes have been completely abolished in the process. They have been replaced by full-scope centralized schools which have the same educational capacity as urban schools and which facilitate the further elimination of remaining disparities between town and country. Pupils' transportation to school and back by school buses or public conveyances is free of charge.

23. The full implementation of the right to education also applies with regard to all forms of vocational training. Access to an apprenticeship is ensured for all school leavers. Relying on the high level of education acquired at the ten-year comprehensive school, they can thus train as skilled workers in accordance with the needs of society as well as with their individual interests, inclinations and abilities. All apprentices having successfully completed their vocational training are guaranteed of employment. Vocational training is designed in such a way that a worker who trained in and acquired the skills of one of the 291 occupations, which cover about 600 specialized orientations, can acquire further qualifications on a continuous basis, thus increasing his versatility.

24. It is proof of the high quality of vocational training that already more than 90 per cent of apprentices are performing their jobs as effectively as skilled workers, and that their production results are constantly growing. In the past five years more than one million school leavers were trained as skilled workers. With new classrooms, apprentice homes and gymnasiums built in the same period, the material conditions have improved, including for those youths who, after ten-year comprehensive school, take up an apprenticeship combined with training for university entrance standard. They, too, have the guarantee of employment or higher study.

25. In training and work women and girls have the same rights as men. They have equal access to technical occupations and they get equal pay for equal work. Public information activities assist the Government's policy of ensuring the full enlistment of girls for technical occupations. Career and study guidance services help to reconcile personal interests and social requirements as far as possible when young people are about to choose their future occupation.

26. The planning of and provision for apprenticeships five years in advance by state enterprises and local authorities do not only ensure training for all young people but also their full-time employment in the occupation for which they have been trained. Furthermore, the principle of an informed and free choice of an occupation is also applicable because every fourth apprentice can be accommodated in an apprentice home, so that in cases where opportunities for training in a given occupation chosen do not exist near home, such training may be received elsewhere.

27. Mentally and physically handicapped young people fit for training and work are given priority access to appropriate vocational training and employment. Vocational training is free, and every apprentice gets monthly pay and is entitled

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to social benefits, enabling them to live without financial worries. To ensure a smooth and direct transition of young people to working life, the Labour Code of the German Democratic Republic provides that six months before completion of an apprenticeship every apprentice must be offered a job and given an employment contract in his or her training enterprise, corresponding with the qualification acquired in training.

28. The number of persons who go in for further training in various fields has been growing from year to year. To acquire higher knowledge in vocational, cultural, pedagogical, political and other fields, they can choose among a variety of facilities, such as correspondence or evening courses, personnel training academies at enterprises and in villages, innovator schools, courses at clubs and cultural centres, senior citizen academies and television courses. The educational standard of working people has increased significantly; between 1976 and 1980, 310,000 workers, especially women, qualified as skilled workers; 75,000 skilled workers qualified as masters, and over 1.5 million attended various further training courses. While only 5 per cent of all members of co-operative farms held skilled worker's or higher qualifications in 1960, by 1979 this proportion had risen to 84.7 per cent.

29. These figures are eloquent proof that the right to education is not merely written into the Constitution, but that the necessary conditions also exist to ensure its realization to the full extent. In July 1979 the Council of Ministers and the National Executive of the Confederation of Free German Trade Unions adopted a joint decision to further raise the level of adult education. Under that decision, scientific academies, universities, and other higher institutions as well as technical training schools, are required to facilitate adult education in every possible way.

30. Under Article 26 of the Constitution, the State ensures the possibility of transference to the next higher stage of education and up to the highest educational institutions, i.e., universities and other institutes of higher learning, in accordance with the performance principle, social requirements and with due regard to the social structure of the population. A well developed system of correspondence and evening courses, which offers the same standards as full-time studies, enables people pursuing a gainful activity to acquire higher or technical school education.

31. The provisions of the Constitution concerning higher education are consistently implemented. The Education Act entitles every citizen of the German Democratic Republic who has reached university entrance standard to apply for admission to an institute of higher learning. That standard can be obtained either at an eleventh or twelfth grade high school, at an institution of vocational training or adult education, or in special courses held at institutes of technology. Performance is the essential criterion for admission. The number and breakdown of admissions per branch of study are laid down in national plans. They guarantee that the most capable youths from all classes and sections can take up higher studies, due account being taken of the social composition of the population. The proportion of children from workers' and farmers' families in the total number of students has been roughly 55 percent since the mid-fifties. The number of female students has been rising constantly, currently accounting for more than 50 per cent of the student body, which reflects the equal status of women in socialist society.

volume is determined by the objective of socialist cultural policy to make culture and the arts accessible to all citizens free of charge or at minimum charges, which involves high public subsidies. That accords with legislation enacted by the Government and decisions taken by the elected bodies.

45. The source of the Government's financial support of cultural activities is the national budget. Major recipients of budgetary support include theatres, puppet theatres, variety theatres and cabarets; state orchestras, choirs and other musical activities; film producers and cinemas; light entertainment activities; music colleges and other training facilities; houses or clubs of culture, youth clubs, amusement parks, open-air theatres and folk art activities; monument preservation agencies and libraries, and museums, memorials, scientific institutions etc. The financial material and human resources allocated by the socialist State for those and similar activities in the endeavour to satisfy the intellectual and cultural needs of the people have almost doubled over the past ten years, amounting to 2,300 million marks in 1980.

46. These public allocations, however, constitute only part of the expenditure spent on the promotion of cultural activities. Another remarkable share, which is systematically used to enhance the cultural standards of the working people, is contributed by nationally-owned production and trade enterprises and socialist co-operatives. Contributions come from the individual enterprises' cultural and social funds established under the annual economic plans. Pursuant to pertinent legislation, directors of enterprises, in consultation with the enterprise trade union committees, have to ensure that the funds are effectively employed to meet cultural and social needs of their staff, notably the progressive improvement of working and living conditions through well-directed cultural measures, medical and social care and vacation and sports facilities. The respective allocations by combines, factories and other public enterprises have steadily increased in recent years, totalling 3,500 marks in 1980.

47. Another important part of the financial and other resources required for cultural activities is provided by social organizations such as the Confederation of Free German Trade Unions, the Free German Youth, the League of Culture, the German-Soviet Friendship Society, and others. Partly using their own facilities, those organizations have been developing and maintaining various schemes of intellectual and cultural activities.

48. The Confederation of Free German Trade Unions, for example, runs some 3,600 libraries and about 350 clubs and cultural centres. Likewise, the youth organization spends considerable funds on the development and cultivation of young people's intellectual and cultural interests. Those organizations finance a wide spectrum of cultural activities ranging from the promotion of popular art (e.g., song movement, encouragement of young talents, poetry contests, youth choirs etc.), to assistance to youth clubs and the sponsoring of youth tourism. At present, there are some 4,000 youth clubs in the German Democratic Republic.

49. The socialist State provides finance not only for the maintenance of mass cultural activities but also for the promotion and encouragement of artistic creativity. A Government administered fund for the promotion of socialist culture

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and art has been established for this purpose, which is predominantly employed to stimulate new literary works, the visual and performing arts, music and light entertainment, and to improve working and living conditions for writers and artists. In particular, the fund finances the purchase and distribution of works of art, stipends for junior artists as well as promotion contracts and study tours, and is used to construct, maintain or extend studios, workshops and recreational facilities for artists and writers and for different social benefits.

50. Since the German Democratic Republic was founded, its Government's cultural policy has been aimed at ensuring equal opportunities for all citizens to participate in cultural life, and at promoting individual cultural interests and artistic creativity.

51. In addition to State-run cultural institutions, there is a great number of cultural facilities which are owned by enterprises or social organizations. The level of the country's cultural infrastructure is reflected in the following figures. The German Democratic Republic's 7,554 cities, townships and villages have:

- 17,985 municipal and trade union libraries;
- 33 scientific libraries;
- 1,041 cultural homes and clubs (run by the State, the trade unions or social organizations);
- 93 State conservatories;
- 142 theatres and stages;
- 86 orchestras;
- 837 stationary cinemas;
- 98 zoos and smaller local animal parks;
- 636 museums.

52. Access to cultural values is not the only objective of the cultural promotion and the participation of the people in cultural life. Another important aspect in that context is the development and encouragement of cultural and artistic activities or creativity of the citizens themselves. Therefore, most cultural facilities offer opportunities for citizens to attend to their cultural, artistic or scientific interests in circles and interest groups. Those circles and groups are guided by professional experts and they greatly enrich the cultural scene by way of exhibitions, programmes and performances by their members.

53. During the 1970s, numerous cultural policy measures were implemented, and respective legislation adopted, which largely influence cultural development and artistic work. Particular mention should be made of the measures taken to improve the material and social status of artists, to find and promote young talents and to modify legislation on the protection of the natural environment and of cultural and art monuments. The system of basic and advanced training in the fields of aesthetics, cultural theories and cultural policies has been significantly improved.

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54. These facets of cultural life in the German Democratic Republic are reflections of the Constitution, which provides, in Article 18:

"The promotion of the arts, the artistic interests and abilities of all working people, and the dissemination of artistic works and creations, are the obligation of the State and all social forces. Artistic work is based on close contact between artists and the life of the people."

55. Another major responsibility of cultural policy is the preservation and promotion of the artistic and cultural traditions of the country's Sorb minority. By virtue of the Constitution, members of that minority have the right to cultivate their language and culture, and the State encourages them to exercise that right. Sorbs can freely choose special schools for education in their own language, and they can use it for official communication and in courts. In 1948, a legislative act was adopted providing for the safe-guarding of the rights of the Sorb population, which has become the basis of wide-ranging measures to promote Sorb art and culture. Those measures have produced tangible results: the German Democratic Republic's broadcasting service employs a Sorb editorial staff; there is a State Ensemble of Sorb Culture, a Sorb Folk Theatre and a House of Sorb Folk Art; festivals of Sorb culture are organized, and Sorb literature is being published. Sorb art and culture flourish as part of the German Democratic Republic's socialist national culture and share its values, while the State helps protect and promote the minority's cultural identity.

56. A significant role in the further improvement of the population's cultural levels is being played by the mass media, notably the television and radio broadcasts. Nearly every household is equipped with television and radio. Television and radio broadcasts can be received throughout the country so that the physical conditions are given for those media to fulfill their cultural function. There is no competition between the media, they rather tend to complement each other.

57. Radio programmes do much to propagate developments in the cultural scene. Radio stations promote all kinds and genres of music (in fact, they commission new works of music), publicize mass cultural activities of all sorts, and devote much programme time to radio plays as a literary genre in its own right which is distinguished by high artistic quality and broad popularity. Radio and television invite their audiences to discuss various items of programmes in enterprises and neighbourhoods with a view to further increasing their mass appeal. The television service offers a well-balanced programme, including broadcasts for children and youth, feature and documentary films, reports and commentaries, news, educational and cultural programmes, shows and other entertainment.

58. The professional organizations of authors play a particularly important role in the promotion of cultural creativity. The Writers' Union, the Composers' Union, the Association of Visual Artists, the Association of Film and Television Artists and the Journalists' Union are centres of creative activities.

59. Besides the Academy of Arts, the National Research Institute and Memorials of Classical German Literature and numerous other institutions, it is above all the

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German Democratic Republic League of Culture which attends to the right of every citizen to participate in scientific research and other creative activities. The League's Statute provides that "the League of Culture considers it its task to integrate the history and achievements of science and technology into cultural life and to encourage scientific creativity." In 1980 alone, the League organized some 84,000 conventions and other events with more than 7 million participants. Such figures are evidence of a great general interest in matters of science and research and other creative work, which many people also pursue in their leisure time.

60. The objective of the involvement of citizens of different social status and different age in amateur creative activities has been reflected in the adoption by the Presidium of the German Democratic Republic Council of Ministers of the "Measures to Promote the Work of Amateur Artists" in 1977. Statistical data show that in 1979, 1.5 million people of the German Democratic Republic's population of some 17 million engaged in amateur artistic activities, approximately 850,000 being organized in 40,000 groups and circles specializing in a wide variety of artistic genres.

61. The cultural centres and clubs under full-time management, which can accommodate a total of half a million people, have been organizing over 500,000 events with about 59 million guests. Those events were devoted to arts, literature, subjects of general education, questions of social developments, current political and economic issues, and natural sciences. In addition, more than 19 million people attended social evenings, dances and other entertainment.

62. The objectives and the operations of houses of culture are regulated by a decree adopted on 20 October 1977, which provides that they are "cultural establishments open to all citizens and serving them as institutions of education and instruction in conformity with the world outlook of the working class and as meeting places for exchanges of views, social contacts, entertainment and cultural, artistic, scientific, technological, sport and tourist activities".

63. The essence of cultural life in the German Democratic Republic is to promote the preservation, creation and dissemination of cultural works. In that context, particular attention is being paid to works of contemporary socialist art, to the treasure of the proletarian, revolutionary and humanist cultural heritage, and to progressive cultural traditions which are explored, evaluated and advanced for the benefit of socialist society.

64. From the outset, the cultural policy of the German Democratic Republic has been aimed at involving the people at large in the assimilation of the historical and cultural heritage. It was essential to create and promote a general desire to examine the history of culture and humanity in a productive sense. A wide range of activities has been based on the concept for the cultivation of folk art in popular art activities as approved by the Minister of Culture in 1977, and on recommendations and decisions adopted by the National Council for the Cultivation and Dissemination of the German Cultural Heritage, which was set up under the chairmanship of the Minister of Culture in 1980. Evidence of the attentive and creative attitude of the German Democratic Republic and its citizens towards their

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national cultural heritage and the world's cultural patrimony is the wide array of measures with regard to the preservation of monuments and the cultivation of traditions, as exemplified in the establishment of memorials to eminent artists and cultural figures, the dissemination of works of world literature, the promotion of museums, and the keen public interest in museum exhibitions and theatrical, literature and film festivals.

65. The German Democratic Republic is interested in the promotion, cultivation and dissemination of the national and international cultural heritage without losing sight of the contemporary scene. Editing and film import policies, the acquisition of licenses for music and drama productions, the exchange of artistic troupes and soloists, the mounting of exhibitions and the display of art on loan from other countries, are ways and means of enhancing the appreciation of other nations' cultures and civilizations. Through its initiatives and projects in the pursuit of those cultural policies, the German Democratic Republic seeks to make an effective contribution to a better mutual knowledge among nations, to the strengthening of détente and hence to the promotion of international security and co-operation. In that way it fulfills the accepted principles of international law as laid down in the Charter of the United Nations and in the Final Act of the Conference on Security and Co-operation in Europe. Its participation in the United Nations Educational, Scientific and Cultural Organization and numerous other international organizations, and its bilateral cultural agreements and exchanges with many countries, are an outflow of the German Democratic Republic's consistent policy of cultivating and developing cultural relations and co-operation in the spirit of internationalism and humanism.

66. Article 17 of the Constitution defines the German Democratic Republic's science policy as follows:

"(1) The German Democratic Republic promotes science, research and education to protect and enrich the community and the life of its citizens. For this purpose the scientific and technological revolution is combined with the advantages of socialism.

"(2) The German Democratic Republic assures all citizens of a high standard of education corresponding to the constantly increasing social requirements through the integrated socialist educational system. It enables citizens to shape socialist society and to participate creatively in the development of socialist democracy.

"(3) Any misuse of science directed against peace, international understanding and against the life and the dignity of man, is prohibited."

67. The German Democratic Republic is anxious that scientific research and technological progress should exclusively serve humanistic aims and benefit the people.

68. The Socialist Unity Party of Germany as the leading working-class party and the Government of the German Democratic Republic believes, in full agreement with the country's citizens, that the policy of further improving the people's material and

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cultural living standards, formulated by the party on a scientific basis, rests on a high pace of economic growth which, in turn, essentially depends on accelerated scientific and technological progress and an advancing application of its results. Scientific and technological progress is the main factor and crucial prerequisite for living standard improvements, a rapid increase in labour productivity, better product quality and greater efficiency in all endeavours of society. The German Democratic Republic has been making great efforts to ensure that science and technology contribute to the strengthening of the material and technical base and to a greater performance and effectivity of its national economy. They have produced the economic, social and cultural prerequisites essential to the further development of the country's socialist society.

69. The citizens' working and living conditions improved considerably in the 1970s as a result of sustained economic growth. This was reflected in comprehensive social welfare measures enhancing job security, vocational training opportunities, and the social security system with its allowances, benefits and services for mother and child, senior citizens, and the sick and handicapped.

70. The housing situation has eased further as 1.4 million flats were newly built or modernized in the last 10 years for about 4.25 million citizens. 813,000 flats were provided between 1976 and 1980, alone. By 1990 housing will cease to be a social problem in the German Democratic Republic. In addition, consumer prices for essential commodities, rents, charges for services and repairs, and fares, have remained constant at their low levels. Those facts are particularly weighty in view of heavy price increases for raw materials and fuels on international markets and their effects on the German Democratic Republic as a country possessing few raw materials of its own.

71. The utilization of scientific and technological progress for man's benefit, which is a humanistic concern of socialism, is also reflected in the fact that heavy physical jobs, health hazards and industrial accidents have been further reduced. The social disparities between intellectual and physical work, and between urban and rural jobs have been gradually diminished.

72. Among the factors relevant to socialist intensification and rationalization, science and technology play a key role. Scientific and technological achievements have accounted for no less than 90 per cent of the labour productivity increase in the last five years. The prime task has been, and remains, to harness the potential of science and technology for consistent reductions of the specific inputs of labour, energy, raw materials and primary products in all economic branches and to guarantee a constantly high quality and dependability of manufactures.

73. The socialist system in the German Democratic Republic has increasingly provided opportunities for all citizens to engage in scientific or other creative activities. Over the years, there has been a mounting proportion of workers who contributed to scientific and technological solutions. As production innovators they have been bringing forward ideas, proposals and inventions for improving technologies and products which yielded a great benefit for the whole economy.

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Young people have played a particularly active role in the innovators' movement. Many excellent exhibits displayed at young innovators' fairs held in industrial enterprises, agricultural co-operatives, schools, universities and other higher institutes of learning, testify to the creative spirit and the capabilities of those youths, among them many females.

74. The German Democratic Republic's policy in promoting science and technology and accelerating scientific and technological progress has produced results that fully benefit its citizens.

75. On the basis of the Constitution, copyright law, together with other elements of the integrated socialist legal system, in particular civil law, labour law and commercial law, protect the moral and material interests of authors and recognize and promote their role in society. In addition to the Copyright Act of 13 September 1965, there are numerous other instruments in force, for example, the decree on the protection of rights concerning the performance or reproduction of musical works dated 17 March 1955, and the directive of the Minister of Culture on the protection of copyrights by the Copyright Agency, of 7 February 1966.

76. The German Democratic Republic is a Party to the Berne Convention for the Protection of Literary and Artistic Works, as amended in Paris, and of the Universal Copyright Convention.

77. The basic rights of inventors were laid down for the first time in the Patent Act of the German Democratic Republic of 6 November 1950. That Act, providing for inventors' rights in accordance with socialist society's requirements, represents a completely new approach to patents.

78. The legal institution of the "inventor's certificate" enables the socialist State to use in the interest of society any invention protected by such certificate.

79. Under the Patent Act, an inventor enjoys effective legal protection and is assured remuneration for his or her accomplishment. Inventions are financially and morally recognized in accordance with the socialist principles of performance rating, which include the right of inventors to give their names to their inventions and to receive remuneration in a situation where an invention protected by an inventor's certificate is put to use.

80. To meet the requirements of planned national economic development and the need for advances in science and technology, the Council of Ministers, in March 1978, adopted a decree on measures promoting inventive activity and providing guidelines for the organization of creative efforts geared to the solution of scientific and technological tasks. While it promotes all kinds of inventive activities, the decree gives priority attention to basic scientific and technological problems. Together with the Patent Act and other pertinent laws and regulations, the decree stipulates major incentives for inventors' achievements. Besides the naming of inventions as referred to above, authors of outstanding inventions are rewarded as "Distinguished Inventors" or with academic degrees. The application of the pertinent legal provisions is primarily incumbent upon the Office for Inventions and Patents. In addition, inventors get a bonus from their enterprise for every

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patent application filed. An additional bonus is paid by the State for very important inventions; inventors who can substantiate their claim to remuneration receive the additional bonus, irrespective of the beginning or extent of the subsequent exploitation of their inventions by other national entities.

81. The German Democratic Republic develops its international scientific and technological relations with a view to contributing to the promotion of an equitable and mutually advantageous division of labour with regard to science and technology. The German Democratic Republic has co-operated for decades in major science and technology programmes and projects of international organizations, such as the United Nations, the United Nations Educational, Scientific and Cultural Organization and the Economic Commission for Europe - specifically the Man and the Biosphere Programme, the International Hydrological Programme, oceanic exploration and research programmes, and in international activities for the exploration of the Antarctic.

82. The German Democratic Republic views its participation in the United Nations Conference on Science and Technology for Development, the United Nations Intergovernmental Committee on Science and Technology for Development and the Advisory Committee on Science and Technology for Development, as an essential contribution to the development of world-wide international scientific and technological co-operation on global problems of mankind, such as energy and raw materials, health preservation and the enhancement of the environment, to name but a few.

83. In that context, it appears appropriate to point to the substantive intertwinement among international peace, détente, disarmament and co-operation. Considerable resources could be released for science and technology if the arms drive were halted and international tensions lessened.

84. In the view of the German Democratic Republic, the escalation of the arms race and the concomitant politics of threat, boycott, and interference in the internal affairs of other States, as pursued by forces hostile to détente, are the main obstacles to the development of fruitful and close international co-operation in the fields of science and technology. The successful proceedings of the Conference on Security and Co-operation in Europe have created favourable prerequisites and conditions for expanding international co-operation on science and technology. After the Conference, the German Democratic Republic concluded a great number of agreements and arrangements on scientific and technological co-operation with other signatory States. Thousands of scientists from the German Democratic Republic participate every year in scientific and technological events convened by international organizations.

85. Attaching great importance to exchanges of views among scientists, the German Democratic Republic participates in expert meetings, symposia, colloquiums and in the publication of scientific and technological knowledge and achievements.

86. The German Democratic Republic will continue to make maximum efforts to conduct and develop its scientific and technological relations with other States, in conformity with the principles of peaceful coexistence and of mutual benefit, and in the broader context of its foreign policy aimed at international peace, détente and disarmament.

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