**Input of Poland to the raport of the United Nations Special Rapporteur on the right to education, pursuant to Human Rights Council on academic freedom and freedom of expression in educational institutions.**

*1. How is academic freedom defined and protected in the constitution or laws of your country, and what are possible limitations or restrictions? Please provide the original citation and source, as well as a summary of relevant judicial practice, if any.*

The autonomy of higher education institutions is stipulated in the article 70(5) of the Constitution of the Republic of Poland, *the autonomy of the institutions of higher education shall be ensured in accordance with principles specified by statute*.

It is also reflected in the Act of July 20, 2018 – the Law on Higher Education and Science where the Preamble states:

*Recognising that the pursuit of truth and the transmission of knowledge from generation to generation is a particularly noble human activity and understanding the fundamental role of science in the creation of civilisation, the rules for the functioning of higher education and the conduct of scientific activities are hereby established based on the following principles:*

*– It is the duty of the public authorities to create optimal conditions for the freedom of scientific research and artistic creation, freedom of teaching and autonomy of the academic community,*

*– every scientist is responsible for the quality and reliability of research and for the education of the young generation,*

*– higher education institutions and other research institutions carry out a mission of particular importance for the country and the nation: they make a key contribution to the innovativeness of the economy, contribute to the development of culture as well as to the establishment of moral standards in public life.*

Moreover:

*The mission of the higher education system and science is to provide the highest quality of education and scientific activity, to shape citizenship, and to participate in social development and the creation of an economy based on innovation* (article 2).

*The basis of the system of higher education and science is the freedom of teaching, artistic creation, research and publication of its results as well as the autonomy of higher education institutions* (article 3(1)).

*The system of higher education and science shall respect international standards, ethical principles and good practice in education and research activities as well as take into account the particular importance of the social responsibility of science* (article 3(2)).

*A higher education institution shall be autonomous on the principles set out in the Act. A higher education institution shall conduct studies in at least one field of study. A higher education institution shall conduct its activities in its seat, and if the seat is located in the area of a metropolitan association – in this area. A higher education institution may conduct its activities outside its seat or this area – in its branch. Public authorities may take decisions concerning higher education institutions only in the cases provided for in legislation (*article 9*).*

*2. Are academic staff, teachers, students all entitled to academic freedom? Does this*

*differ by level of education? Please explain.*

According to the article 73 of the Constitution of the Republic of Poland, *the freedom of artistic creation and scientific research as well as dissemination of the fruits thereof, the freedom to teach and to enjoy the products of culture, shall be ensured to everyone*.

According to the Law on Higher Education and Science, the basis of the system of higher education and science is the freedom of teaching, artistic creation, research and publication of its results as well as the autonomy.

The system of higher education and science shall respect international standards, ethical principles and good practice in education and research activities as well as take into account the particular importance of the social responsibility of science.

Moreover, the higher education and science community has its representative institutions as defined by the Law on Higher Education and Science. These are:

* the General Council for Science and Higher Education,
* the Conference of Rectors of Academic Schools in Poland,
* the Conference of Rectors of Public Professional Universities,
* the Conference of Rectors of Vocational Schools in Poland,
* the Students’ Parliament of the Republic of Poland,
* the Polish National Association of Doctoral Candidates.

Employees of higher education institutions, doctoral students and students shall constitute a community of the higher education institution. Each member of a community of the higher education institution shall has the right to vote.

Students shall establish a student council at the higher education institution. Representatives of students and doctoral students are part of the electoral college as well as the higher education institution senate.

Representatives of the student councils constitute the Students’ Parliament of the Republic of Poland representing all students in Poland. Students shall have the right to associate in student organisations at the higher education institution.

All doctoral students constitute the doctoral students council at the higher education institution. Representatives of the doctoral students councils constitute the Polish National Association of Doctoral Candidates representing all doctoral students in Poland.

The higher education institutions educate in accordance with the principle of the curriculum autonomy giving them the right to develop freely their educational offer. Thus, the higher education institutions have the right to create and modify their study programs, select staff or undertake cooperation with the socio-economic environment. The curriculum shall require consultation with the doctoral student council.

According to the document entitled: ”Good manners in science” published by the Polish Academy of Sciences, the scientist should defend scientific freedom.

Scientific freedom is essentially the freedom to select topics, and choose the methods by which they are addressed, and above all, freedom of thought and of speech. The scientist agrees to limitations on free speech and the selection of topics, if such limitations are made necessary byoverriding considerations (e.g. State secrets), and are introduced by competent scientific bodies.

The scientist opposes all that is harmful to the development of science, including:

- censorship of speech and scientific publication,

- the limitation of access to primary sources,

- limitations on the free flow of information,

- the limitation of personal contacts between scientists.

The scientist strives to make self-government a universal and permanent form of scientific life at all levels. A requirement that a scientist declare loyalty toward the political authorities or other nonscientific institutions compromises the freedom of science and should meet with protest from the scientific community.

Additionally, the Minister of Education and Science prepared the "Academic Freedom Package" which was introduced by the Law on Higher Education and Science The main objective of the Academic Freedom Package is to guarantee teachers freedom of teaching, freedom of speech, freedom of scientific research, publication of its results, and freedom of academic debate on the basis of pluralism of world views. The proposed legal changes strengthen respect for the constitutional right to freedom of expression of religious, philosophical and world-view beliefs in the academic field.

The rector will have the additional task of ensuring that freedom of teaching, freedom of expression, research and the publication of its results are respected in the higher education institution. This will also apply to academic debate organised by members of the community of the higher education institution, while respecting the principles of pluralism of world views and the rules of order of the higher education institution.

The rector will be able to fulfil this task by monitoring the respect for freedoms in the university, and in particular by introducing appropriate provisions in this respect in the internal acts of the university, defining "good practices" related to this issue, as well as taking specific actions in case of violation of these freedoms, within the scope of his/her competence.

The choice of instruments for this task will be made within the autonomy of the higher education institution.

A provision has been introduced whereby the expression of religious, philosophical or ideological beliefs by academic staff will not constitute a disciplinary offence.

A possibility of lodging a complaint against the decision of the rector to instruct the disciplinary commissioner to start a case has been introduced. This complaint will be considered by the disciplinary committee at the Minister.

The possibility of lodging a complaint against the rector's decision will, however, be limited only to cases where the matter covered by the decision concerns the expression of religious, philosophical or ideological beliefs by an academic staff member.

The disciplinary commisioner will not be able to commence proceedings until the time limit for lodging a complaint or reviewing the case by the disciplinary committee at the minister has expired without effect.

A decision of the disciplinary committee of the Minister may be appealed to the Court of Appeal in Warsaw - Labour and Social Security Court, but the consideration of the case by this court will no longer stop any action in the case.

The rector will no longer be able to suspend an academic staff member in the performance of their duties during the investigation of their case. Suspending an academic staff member at such an early stage of the case does not seem necessary and justified

*3. What do you consider to be (a) the main challenges to academic freedom, and (b) gaps in the legal framework for protecting academic freedom?*

There is no doubt that the scientific research should be carried out without any restrictions as much as possible. Nevertheless, they should be based on the assumptions and the research methods guaranteeing their reliability and a certain scientific value. Thus, the guarantee of freedom of scientific research and the quality of those research at the same time can pose a potential challenge to the development of science.

*4. Please explain the autonomy and self-governance enjoyed by educational institutions at the different tiers of education. Please explain what autonomy and self-governance entail. Are there restrictions on police or military personnel entering educational institutions? If so, please share the rules.*

Regarding higher education, according to the Law on Higher Education and Science, the rector shall be responsible for matters concerning the higher edu­cation institution, except for matters reserved by this Act or the statutes for the compe­tence of other authorities of the higher education institution.

The tasks of the rector include in particular:

1) representing the higher education institution;

2) managing the higher education institution;

3) ensuring at the higher education institutions respect for freedom of speech, teaching, research, publication of its results as well as the academic debate organized by the members of the higher education institution community in compliance with the principles of worldview pluralism and the higher education institutions’ order regulations;

4) preparing the draft statutes and the draft strategy of the higher education institution;

5) reporting on the implementation of the strategy of the higher education institution;

6) performing tasks required by the labour law;

7) appointing and dismissing persons holding managerial positions in the higher education institution;

8) implementing a personnel policy at the higher education institution;

9) creating studies in a specific field of study, level and profile;

10) creating doctoral schools;

11) conducting financial management of the higher education institution;

12) ensuring the implementation of regulations applicable in the higher education institution.

The higher education institutions have the right to determine the detailed rules for admissions to their studies independently on the basis of the provisions of the Law on Higher Education and Science.

The rector shall maintain order and safety on the premises of the higher education institution.

The premises of a higher education institution shall be determined by the rector in consultation with the competent local government body. Public services responsible for maintaining public order and internal security may enter the premises of the higher education institution:

1) at the rector’s request;

2) without the rector’s request - in case of direct threat to human life or health or in the event of a natural disaster. Nevertheless, in that case the services shall immediately notify the rector of the entry into the premises of the higher education institution.

The rector may conclude an agreement with the competent body of the services, specifying other cases related to the maintenance of order and security and justifying the presence of the services in the higher education institution. The services shall be obliged to leave the premises of the higher education in­stitution immediately after the reasons which justified their entry have ceased to exist or at the request of the rector. The rector shall immediately report any circumstances preventing the proper functioning of the higher education institution which pose a threat to the safety of per­sons or property to a significant extent to:

1) authorities competent for security, civil protection and crisis management;

2) the minister.

For **schools and kindergartens** each units of the education systemindependently adopts the statute which is the basic partial document regulating its work/functioning. The statute specifies, among others: goals and tasks of the school, school bodies and their competences, organization of school work, rights and obligations of students, scope of teachers' tasks, detailed conditions of internal school assessment.

Moreover, schools and institutions develop an educational and preventive program, which is adopted by the parents' council in consultation with the pedagogical council. The program includes educational content and activities addressed to students, as well as preventive content and activities addressed to students, teachers and parents. The educational and preventive program is developed on the basis of the results of an annual diagnosis of the developmental needs of students which occur in the school environment, including protective and risk factors, with particular emphasis on the risks associated with the use of psychotropic substances, substitutes and new psychoactive substances. Each school uses the results of the diagnosis to develop specific content and activities to be implemented in a given school year.

Student councils operate in schools and institutions for children and youth and they are created by all students of a given school or institution. The rules for electing and operating student councils’ bodies are specified in the regulations adopted by all students in an equal, secret and universal vote. The students’ council’s bodies are the only representatives of all students.

The education system provides, among others: shaping pro-social attitudes in students, including through the opportunity to take part in voluntary works that support students' active participation in social life. The local government, in consultation with the director of the school or facility, may undertake voluntary works and may appoint a council for volunteering from among its members.

On September 1, 2022, the Act of June 9, 2022 on the support and social rehabilitation of minors entered into force. The Act introduced additional powers for the school principal in relation to a minor whose behavior is unacceptable. The school principal may apply educational measures (instruction, warning, and apology to the injured party, restoration of the previous situation and performance of specific cleaning works for the school). The school principal's proposal requires the consent of the minor's parents or guardian and the minor himself. However, the lack of consent has consequences for those involved - the case is referred to the family court according to the standard procedure.

*5. Please provide examples of institutional guidelines/codes of conduct developed to ensure respect for academic freedom, including from external public or private actors.*

There is no regulation directly requiring the introduction of a code of ethics in an educational system unit, but the justification for creating such a regulation results from the standards regarding the principles of management control, which require that ethical values are respected in the unit. Maintaining management control documentation is the responsibility of every organizational unit of the public sector.

School and kindergarten employees should be informed about what ethical values are promoted by a given employer in order to be able to follow them when performing their assigned tasks. The procedure conveying the required ethical attitudes to employees may have any form, but the code is the most common form.

The Code must take into account the employment structure appropriate for schools and kindergartens, which are characterized by the fact that they employ people subject to various pragmatics, i.e. both teachers, subject to the regulations of the Teacher's Charter, and non-teaching employees, also having their own official pragmatics - the Act on local government employees. In practice, this means that two codes of ethics can be adopted in educational units - for each of these professional groups separately, or one covering both teachers and local government employees within the scope of its regulation.

Practice shows that a school's code of ethics is usually a supplementary document to: 1) School statute; 2) Regulations of the Pedagogical Council; 3) other school documents. This document concerns the attitudes of teachers, students and other employees of a given school, their culture, personal responsibility, self-criticism, honesty, hierarchy of values, knowledge and competences.

*6. How is funding, including for research, regulated? Is the process transparent, and are there any guarantees put in place to ensure respect for academic freedom?*

Particularly, according to the Law on Higher Education and Science and *Regulation of the Minister of Science and Higher Education of 9 September 2019 on the distribution of funding for the maintenance and development of the teaching capacity and the research capacity, managed by the minister responsible for higher education and science, and funding for tasks related to the maintenance of training aircrafts and specialist training centres for aircraft staff,* the State budget remains the main source of funding for the public higher education institutions. Higher education funding is part of the section of the State budget managed by the minister responsible for higher education and the part ‘Higher education and science’ included in other sections of the State budget. The overall budget allocated for this purpose is set annually in the Budgetary Act.

Non-public higher education institutions are financed primarily with tuition fees contributed by learners.

The minister distributes funds among the higher education institutions. The level of funding depends primarily on the type of the higher education institution (university-type or non-university, and public or non-public). The minister lays down, by regulation, detailed arrangements for the allocation of funding to the higher education institutions. However, the Law on Higher Education and Science defines the funding allocation criteria that the minister should take into consideration. These are the following:

* Maintenance and development of the teaching capacity (e.g. training of students in full-time programmes; maintenance of student dormitories; professional development of staff)

Funding allocation criteria applied in algorithms

Data concerning, in particular:

* group of the higher education institutions;
* academic staff and students in full-time programmes;
* cost indices of disciplines.
* Maintenance and development of the research capacity (e.g. training provided in doctoral schools)

Funding allocation criteria applied in algorithms

Data concerning, in particular:

* the type of entity;
* doctoral students;
* research categories;
* cost indices of disciplines;
* employed staff conducting research activity.
* Financial benefits for students (maintenance grants; grants for students with disabilities; aid payments; the Rector’s scholarships)

Funding allocation criteria applied in algorithms

Data concerning, in particular:

* students receiving a maintenance grant;
* students with disabilities.
* Tasks related to the provision of adequate conditions for full participation of persons with disabilities in the teaching / learning process and research activities

Funding allocation criteria applied in algorithms

Data concerning, in particular:

* students and doctoral students with disabilities

In justified cases, the minister may increase the amount of the subsidy granted from the financial resources having regard to the needs connected with education or scientific activity, in particular with:

1) implementation of a task of particular importance for the state science policy;

2) occurrence of a fortuitous event which interferes with or prevents the proper conduct

of education or scientific activity;

3) increase in the number of students entitled to the benefits.

The minister may increase the amount of the subsidy granted from the financial resources taking into account the amount of financial resources at his/her disposal and:

1) a type of the entity of the system of higher education and science or;

2) the quality of education or scientific activity conducted.

Students in non-public higher education institutions may apply for financial support based on the same regulations as students in public higher education institutions.

Grants for the higher education institutions to provide conditions for full participation of people with disabilities are te following:

The subsidy is distributed among individual higher education institutions after the total amount available is divided into grants for public and non-public higher education institutions. A grant is a sum of the following components:

* Student component: based on the number of students with a disability, holding a disability certificate from the competent body, who are enrolled on programmes in each field of study at a given higher education institution, multiplied by the relevant weightings;
* Doctoral student component: based on the number of doctoral students with a disability, holding a disability certificate from the competent body, who are enrolled in doctoral schools at a given higher education institution, multiplied by the relevant weightings;
* Staff component: based on the average number of staff with a disability, holding a disability certificate from the competent body, who are employed at a given higher education institution (in full-time equivalents).

Moreover, there are some funds under the minister's programs granted through calls for proposals. Their rules and results are transparent and available to everyone (published on the Ministry's website). There are no points in the rules of these programs that would assess ideological issues.

*7. Which rules and regulations protect academic freedom from interferences by commercial actors and financial sponsors, at different tiers of education? Please explain how conflicts of interest that may arise are addressed.*

The higher education institutions operate as independent and autonomous organizational units, and their bodies are not organizationally subordinated to any public administration body.
A higher education institution is an entity that makes decisions regarding its operation and management on its own and at its own responsibility.

The management of the higher education institution remains within the autonomy of this institution and it is within the responsibility of the rector (see: question no. 4)

*8. Please explain whether and the extent to which academic staff and students, at all levels of education, are subject to surveillance by public authorities, for example through on-site cameras or online scrutiny. Has this led to undue restrictions to academic freedom and freedom of expression in educational institutions?*

**The higher education institutions** operate as independent and autonomous organizational units, and their bodies are not organizationally subordinated to any public administration body. The management of the higher education institution remains within the autonomy of this institution and it is within the responsibility of the rector (see: question no. 4).

Any other claim of a civil law character shall be settled by a court of law. On the other hand, investigative activities are taken by the prosecutors or other state bodies responsible for the prevention, detection, and investigation of criminal offences.

The minister can take supervisory activities, but only in cases specified by law. The minister exercises supervision over the higher education institutions which must be carried out with respect for their autonomy guaranteed under the Constitution.

The minister may request information and explanations from the higher education institutions (public and non-public), as well as perform inspections of their activities. The minister shall declare invalid the following:

1) an act issued by the bodies of a higher education institution, excluding an administrative decision,

2) an act concerning studies at a doctoral school issued by an institute of the Polish Academy of Sciences, a research institute or an international institute, excluding an administrative decision,

3) founder’s act on bestowing statutes

– if they prove to be unlawful.

The scope of supervision does not include individual matters of employees or students. The minister can declare invalid acts adopted by the bodies of the higher education institutions - the rector, the senate, the higher education institution council.

**In schools and educational institutions**, video monitoring may be introduced, which may include special supervision in the form of technical means enabling image recording.

The principal of a school or institution may introduce monitoring over the premises of the school or institution or the area around the school or institution, only if it is necessary to ensure the safety of students and employees or to protect property.

It is introduced in consultation with the governing body of the school or institution and after consultation with the pedagogical council, parents' council and student council. Monitoring is not obligatory. Monitoring should not constitute a means of supervising the quality of work performed by school or facility employees.

*9. Do teachers and professors, at all levels of education, enjoy freedom of expression in their own teaching? Are there any limitations imposed, such as remaining “neutral” or forwarding a particular perspective, e.g. on religious and political matters?*

The tasks of the rector include in particular ensuring at the higher education institutions respect for freedom of speech, teaching, research, publication of its results as well as the academic debate organized by the members of the higher education institution community in compliance with the principles of worldview pluralism and the higher education institutions’ order regulations.

The basis of the system of higher education and science is the freedom of teaching, artistic creation, research and publication of its results as well as the autonomy of higher education institutions.

Academic teachers are expected to behave ethically nad to be guided by such principles as: respect for human dignity, freedom of research and teaching, freedom of speech, honesty, truthfulness. Different opinions and research should be presented at the higher education institutions. Everyone should be guaranteed freedom of speech and opinion. However, it should be underlined that the higher education institutions have to be free from politics and ideology.

The tasks of the rector include in particular performing tasks required by the labour law, appointing and dismissing persons holding managerial positions in the higher education institution, implementing a personnel policy at the higher education institution. The minister is not entitled to examine and make his voices on matters arising from the employment relationship at a higher education institutions. Disputes concerning claims arising from the employment relationship of an employee of a higher education institution shall be resolved by labour courts.

During the process of creating a new field of study a higher education institution is obliged to ensure, among other things, that staff is with appropriate competences. Nevertheless, all those initiatives are at the discretion of the higher education institutions and fall within their autonomous decision. Moreover, the higher education institutions have the right to create and modify their study programs.

The Minister does not have the right to introduce specific content or subjects into the studies programs. Moreover, the minister cannot order the higher education institutions to create specific field of studies. The cost analysis, recognition of the capabilities of the higher education institution (staff and infrastructure), assessment of the demand of the socio-economic environment, the interest of candidates for education in a given field of study as well as the relationship of the field of studies with the higher education instution strategy are made before taking decision about creating new field of study.

As far as the doctoral students are concerned, the education shall be carried out on the basis of a doctoral training and an individual research plan. The curriculum shall be established by the senate or the scientific council. The curriculum shall require consultation with the doctoral student council. In the event of the ineffective expiry of the period laid down in the statutes, the requirement to consult shall be deemed to have been met. Doctoral students, in consultation with the doctoral student supervisor(s), shall draw up an individual research plan including in particular a schedule for the preparation of the doctoral dissertation and they shall submit it to the entity operating the doctoral school within 12 months of the date of the commencement of education. If an assistant supervisor is appointed, the plan shall be presented after the provision of opinion by that supervisor.

One of the requirements that a person working as a teacher in a kindergarten, a school or an educational institution must meet is compliance with basic moral principles (Article 9(1)(2) of the Teacher's Charter Act).

Moreover, in accordance with Art. 5 of the Act - Education Law, in his/her teaching, educational and caring activities, a teacher is obliged to be guided by the good of students, concern for their health, moral and civic attitude, while respecting the student's personal dignity.

At the same time, in implementing the curriculum, the teacher has the right to freely use such teaching and upbringing methods as he/she considers to be the most appropriate ones recognized by modern pedagogical sciences, and to choose from textbooks and other teaching aids approved for school use.

The teacher should improve his general and professional knowledge, exercising the right of priority to participate in all forms of professional development at the highest level.

*10. Please explain the extent to which teachers and professors at different education levels can chose school manuals and other books/resources for teaching, and the reasons for any restriction in this regard. Have any specific books/materials been banned, including from school libraries, and alternatively is some material mandatory? If so, why?*

The study program is developed by the higher education institution within its autonomy. The regulations specify the formal requirements concerning the study program. The higher education specifies, among other things, the classes or groups of classes assigning learning outcomes to them as well as literature recommended for a specific field of study. When deciding to establish a field of study, the higher education institution is obliged to ensure, among other things, access to the necessary infrastructure and library resources. When developing the study program, the higher education institution chooses the methods of teaching and literature recommended for this field of study autonomously.

The quality of education is enhanced by the Polish Accreditation Committee. The primary objectives of the Committee are to ensure compliance with quality standards in higher education, reflecting the European and global best practices, and to support public and non-public universities in the process of enhancing the quality of education and developing quality culture. These measures are aimed to ensure a high position of Polish higher education graduates on the national and international labour market and to increase the competitiveness of Polish higher education institutions as European institutions.

The overarching value which the Polish Accreditation Committee is guided by in its work is social good, because the quality and effectiveness of education significantly contribute to the development of intellectual capital and building of civil society.

The Polish Accreditation Committee carries out its mission by making mandatory program evaluations and formulating opinions on applications for granting the right to conduct studies. The Committee concern is that its opinions and assessments, as well as recommendations and recommendations leave wide scope for autonomous initiatives promoting the innovation of the didactic process and a high quality culture of education.

The Polish Accreditation Committee acts in a sense of responsibility for decisions affecting the development of higher education, building its credibility through objectivity of assessments and opinions, professionalism of undertaken actions, observance of the principle of openness and transparency of applied procedures, precision of argumentation, observance of ethical principles and respect for academic traditions.

The Polish Accreditation Committee recognizes its comprehensive cooperation and dialogue with all stakeholders of the education process, including the academic community, candidates for studies, employers as well as state and public administration bodies. Committee undertakes initiatives in the field of such cooperation, also internationally, actively cooperating with other accreditation committees and international organizations grouping them in the implementation of the Bologna Process and the construction of the European Higher Education Area.

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10. Please explain the extent to which teachers and professors at different education levels can chose school manuals and other books/resources for teaching, and the reasons for any restriction in this regard. Have any specific books/materials been banned, including from school libraries, and alternatively is some material mandatory? If so, why?

Pursuant to Art. 22aa of the Act on the Education System, a teacher has the right to implement the curriculum using a textbook or educational material and exercise material, but may also decide not to use the textbook or the above-mentioned materials..

At the same time, the choice/type of educational and exercise materials is an autonomous decision of the teacher of a given subject.

Additionally, it should be noted that numerous and proven educational materials for teaching and learning individual subjects are available free of charge on the Integrated Educational Platform www.zpe.gov.pl run by the Ministry of National Education.

However, the teacher is obliged to implement the required readings and to choose from the list of supplementary readings indicated in:

- the regulation of the Minister of National Education of February 14, 2017 on the core curriculum for pre-school education and the core curriculum for general education for primary schools, including for students with moderate or severe intellectual disabilities, general education for stage I vocational schools, general education for a special school preparing for work and general education for post-secondary schools - Journal of Laws of 2017, item 356, as amended.

- the regulation of the Minister of National Education of January 30, 2018 on the core curriculum for general education for general secondary schools, technical schools and second-cycle vocational schools - Journal of Laws of 2018, item 467, as amended.

The above mentioned regulations are basic documents mandatory in schools. The titles of books included in them constitute a canon of literary works, which are included in the external exams.