

Democratic People's Republic of Korea

National Plan of Action

on

Education for All

DPRK Ministry of Education

DPRK National Commission for UNESCO

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Introduction

Education is one of the key issues, which determines the rise or fall of a country and the future destiny of a nation.

On the basis of the man-centered Juche ideology, the Government of Democratic People's Republic of Korea (DPRK) has consistently pursued the policy of giving primary importance to education aimed at training people into powerful beings.

The DPRK Government has set a high goal and objectives for EFA by applying the noble ideal of Jomtien Declaration and Dakar Framework for Action to the specific conditions of the country, and made a dynamic effort for their implementation.

In the last decade after Jomtien Declaration (1990), the DPRK suffered temporary difficulties in the economy and people's life due to radical change in its external situation and several years of severe natural disasters. Education was not an exception.

Nevertheless, the DPRK Government invariably continued to ensure the compulsory free education and other social benefits to the people: it paid deep attention to the well-being of the children and working people and increased the state investment in free education of children and students, who account for nearly half the population, and of all people through study-while-working system.

Today, the DPRK Government is confronted with important, yet worthwhile tasks to reconstruct and revitalize the whole of national economy on the basis of the latest technology in accordance with requirements of the new century and developing events, bring about a new change in the economy and culture, and to provide the people with more abundant and civilized living conditions.

The DPRK Government, which has adhered to the policy of giving definite priority to education, has adapted the noble ideal of the Jomtien Declaration and Dakar Framework for Action to the specific conditions of the country and drawn up the National Plan of Action for EFA for the period up to 2015 aimed at ensuring the working people full access to education and improve the quality of education for all.

The National Plan of Action will be implemented throughout the country on the basis of the government policy of giving primary importance to education and the state laws and regulations, including the DPRK Socialist Constitution, the Law on Sex Equality, the Law on Nursing and Upbringing of Children, the Education Law and the Family Law.

Through the implementation of the National Plan of Action for EFA, the DPRK Government will actively strive to carry out the Jomtien Declaration and Dakar Framework for Action to suit the actual condition of the country, thereby making a positive contribution to the building of a more secure, sound and prosperous new world, as well as to the social, economic and cultural progress of humanity.

Chapter 1.

Present Status of Education in DPR of Korea

1.1 Summary

The Democratic People's Republic of Korea is situated in the middle of East Asia. To the north it borders on China and Russia along River Amnok and River Tuman. It is washed by the sea on three sides - to the east, west and south.

Before liberation of the country (August 15, 1945) it had only 44 Korean middle schools with no universities at all in the northern part of the country, owing to the Japanese imperialist colonial policy of keeping the Korean people in ignorance.

Those middle schools could enroll less than 2 % of primary school graduates.

Before the liberation more than 65 % of school-age children were out of school, while over 80 % of the adult population were illiterate.

When the country was liberated, it had less than a dozen of natural scientists and technicians, and only four Korean engine drivers.

It had very backward economy and technology, and the people lagged far behind the modern civilization.

In this situation it was impossible to build a new society without developing education.

For the last half a century, the education in the DPRK, which started from scratch, has made a great progress to become a "land of education", a "land of learning".

In the DPRK all the working people have now reached the level of cultural and technical attainments equivalent to, or beyond that of secondary school graduates. The number of universities has increased to over 300, which have produced the large contingent of 1,895,000 intellectuals. This has led to the satisfactory solution of the issue of training national cadres.

The enrollment rate of educational institutions up to secondary level is 100%. The universal 11-year compulsory education is now in full force and positive preparation is under way for the introduction of compulsory higher education.

As a result, Korea, which was once overwhelmed by ignorance and darkness, has ushered in a new era of modern socialist civilization.

The DPRK has now the following Educational System:

- General Education

Kindergarten	2 years	4 ~ 5 - year olds
Primary School	4 years	6 ~ 10 - year olds
Secondary School	6 years	11 ~ 16 - year olds

- Tertiary Education

Specialized education is given to those who have finished the 11-year compulsory education.

o Formal Higher Education

Specialized Schools	2 ~ 3 years
Universities and Colleges	4 ~ 6 years

o Informal Higher Education (Study-While-Working System)

Factory Colleges	4 years
Farm Colleges	4 years
Fishermen's Colleges	4 years
Specialized Factory Schools (evening courses)	3 ~ 4 years
Evening Courses at Regular Universities	5 years
Correspondence Courses at Regular Universities	5 years
Licensing at Specialized Schools	4 years (It may be shortened to 3 yrs)
Licensing at Teacher Training Colleges	4 years (It may be shortened to 3 yrs)
Licensing at Universities of Education	6 years (It may be shortened to 4 yrs)
Licensing at other University-level Institutions	7 years (It may be shortened to 5 yrs)

o Education of skilled hands

Skilled hand schools	1 ~ 3 years
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o Special education

Schools for the blind	9 years	9 ~ 18 years old
Schools for the deaf	9 years	9 ~ 18 years old

Also belonging to this category are orphanages, boarding schools and schools for the children with step-parents.

o Post-graduate Courses

Master Course (full-time/correspondence)	3 ~ 4 years
Master Course (special course)	1 year
Doctorate Course (full-time/correspondence)	2 ~ 3 years
Doctorate Course (special course)	1 year

The socialist educational system of the DPRK is characterized by the fact that it is a universal free and compulsory system, and that it is an education for all people.

Education is open to all without exception, and continued education is ensured for all.

School education, social education, adult education and all other forms of education are provided at the expense of the State.

The DPRK adheres steadfast to the principle of giving definite priority to education.

1.2 EFA Analysis

1.2.1 Pre-school Education

Pre-school education in the DPRK is guaranteed by the system of State-supported upbringing and education of children.

The DPRK Law on Nursing and Upbringing of Children reads:

“The DPRK shall bring up all children in nurseries and kindergartens at the State and public expenses.”

When the country was liberated, there were no nurseries and kindergartens, except a few kindergartens run by churches.

After the liberation of the country the State appropriated a large amount of fund to building and managing nurseries and kindergartens in urban and rural areas, as well as at factories and enterprises.

As a result one-year kindergarten classes were set up as a link in the chain of the system of democratic education which was proclaimed by the decision of the Provisional People’s Committee of North Korea in December 1946 and were promoted to three-year kindergartens which took up full shape of the establishment of preschool education in 1947.

Even in the grim situation of the Fatherland Liberation War, the public nursing and upbringing of children was uninterrupted, and in the post-war period when the solid foundation of independent national economy was laid and the socialist system was established, the State-supported system of nursing and upbringing of children entered the phase of its full development.

As a result, the number of kindergartens increased to 4,470 with the enrollment of 295,400 children in 1960. It was 70-fold increase in the number of kindergartens and 75-fold increase in the number of kindergarten children as against 1946.

With the planned State investment and dynamic nation-wide movement, a great number of nurseries and kindergartens came into being throughout all urban and rural areas and their management was systematically improved.

The Socialist Constitution of the DPRK promulgated at the 1st Session of the 5th Supreme People’s Assembly (Dec. 27, 1972) codified the upbringing of children at the State and public expense, and the 6th Session of the 5th Supreme People’s

Assembly (Apr. 29, 1976) adopted the DPRK Law on Nursing and Upbringing of Children.

Hence the establishment of the socialist system of nursing and upbringing of preschool children at nurseries and kindergartens at the state and public expense.

The institutions for nursing and upbringing of children include not only nurseries and kindergartens but also baby homes and orphanages which take care of those children bereaved of their parents, thus ensuring equal access of all children to preschool education.

In order to bring up all preschool children at the State and public expense, the State has formed a narrow-meshed net of nurseries and kindergartens all over the country, including farm, fishing and forestry villages, in the principle of building them wherever there are children.

To meet the demand of working women, and for their own convenience, weekly nurseries and kindergartens, as well as 10-day kindergartens in rural areas, are run along with daily nurseries and kindergartens.

A nursery is divided into breastfeeding class for newly-born babies, weaning class for 1-year-olds, weaned class for 2-year-olds, transitional (from nursery to kindergarten) class for 3-year-olds. A kindergarten is divided into junior class (for 4-year-olds) and senior class (for 5-year-olds).

The universal 11-year compulsory education system introduced in 1972 includes compulsory 1-year pre-school education, which is given to all 5-year-old children without any discrimination in the senior class of kindergarten.

At present more than 1,523,000 children are brought up at over 28,000 nurseries, and about 757,000 children at 14,312 kindergartens.

1.2.2 Primary and Secondary Education

Under the wise leadership of the great leader President **Kim Il Sung** and respected Comrade **Kim Jong Il**, and thanks to their policy of giving primary importance to education, the universal compulsory primary education was introduced in 1956, the universal 7-year compulsory secondary education in 1958, and the universal 9-year compulsory technical education in 1967.

The universal compulsory primary and secondary educations were given free of charge, and in 1959, the universal free education system was introduced for all education institutions to give education wholly at the State expense.

Since 1972 the universal 11-year compulsory education (from the age of 5 to 16) has been in force to include 1-year pre-school education and 10-year primary and secondary education.

1.2.2.1 Universal Compulsory Primary Education

The DPRK Government has consistently pursued the policy of giving definite priority to education.

Immediately after the liberation of the country, the Government devoted all its efforts to preparation for compulsory education, despite the difficult conditions of the country.

94.3 % of school-age children were enrolled in primary schools already in the autumn of 1948, and almost all of them in the new academic year of 1949.

Even in the difficult post-war conditions, the Government put primary importance on the building of schools in the rehabilitation and increased the State investment in education in order to ensure successful introduction of universal compulsory primary education.

In the Three-Year Plan (1954 ~ 1956) period the classrooms of over 19,000 schools at different levels were newly built or rebuilt into modern ones. In 1956 the number of primary school children increased to 101.1% and that of junior middle school pupils to 124.3% as against 1949 respectively.

With a purpose to provide enough number of teachers, specialized schools of education, teacher-training colleges and universities of education were rehabilitated and highly qualified teachers were sent there. Besides, positive measures were taken to improve the quality of education.

In addition, with a view to meeting the rapidly increasing need for teachers, the State found out in all fields of national economy those people with teaching career and returned them to schools.

In this way the DPRK was able to train by its own efforts a huge number of teachers needed for compulsory primary education. The number of teachers for schools of different levels amounted to 50,000 by early 1956.

On the basis of these achievements, the Government took the historic measure of introducing the universal compulsory primary education from August 1956.

With the introduction of universal compulsory primary education, the new generation was able to have an obligatory access to primary education and the Korean people made another big stride in the building of a civilized and prosperous new society.

1.2.2.2 Universal 7-year Compulsory Secondary Education

For the earlier introduction of the compulsory secondary education, the Government appropriated a large proportion of State capital construction investment to the building of educational and cultural establishments. On the

other hand, it encouraged the agricultural cooperatives to launch a vigorous movement for accumulation of school funds to assist the construction of schools.

As a result, the number of secondary schools increased by 2,277 and amounted to 4,199 in 1958.

While consolidating the specialized schools of education and teacher-training colleges, the Government allowed provincial educational workers' institutes to give 1-year course for training secondary school teachers (day and night courses).

In addition, short training courses (5 months) were held at the specialized schools of education.

As a result, in 1958 the number of junior secondary school teachers increased over two times the 1956's figure that was over 1,300 and amounted to more than 2,700.

The Government increased the issues of secondary school textbooks and references by 1.5 million in 1958 as against 1956. It also paid special attention to providing better laboratories and practice conditions, as well as enough teaching tools and fixtures.

On the basis of these successes, the Government introduced the universal 7-year compulsory secondary education in November 1, 1958.

For full attendance under the compulsory secondary education system, dormitories were set up at schools in remote mountainous areas and the boarding children of physical and office workers were given necessary subsidies.

With the adoption of the Cabinet decision on abolishing tuition fee at all educational establishments from April 1, 1959, the universal compulsory secondary education was given wholly at the expense of the State.

The introduction of the universal 7-year compulsory secondary education enabled the all rising generation to start their social life as civilized laborers with secondary school education, and developed the level of compulsory education from primary to secondary.

1.2.2.3 Universal 9-year Compulsory Technical Education

The DPRK established in many parts of the country 2-year technical schools which gave basic technical knowledge on industry, agriculture and some other professions along with general secondary education. On the basis of the experience and achievements gained in running those schools, it reformed the educational system in 1959. Through the reform, it established technical schools (2-year course) and high technical schools (2-year course), which closely combined general education with technical education, schoolwork with productive labour.

2-year technical school was a school, which gave basic modern technical education while completing general secondary education as a continuation of 3-year secondary school.

First of all, the Government directed a great effort to increasing the number of technical schools. In 1960 the number of technical schools was 555 all over the country and the number increased to 1,207 in 1966 which resulted in at least one technical school in three or four *ris*. It also ensured that schools were distributed in a rational way and curriculum was properly made up in full consideration of the practical and perspective need of the national economy for technical personnel and the specific realities of each locality.

Besides, the Government made a special effort to consolidate the material and technical foundation of technical schools. It also established a college of technical education for the systematic training of teachers for technical subjects. In addition, it set up a system of training technical teachers at universities of education and technical universities so that they could produce a large number of teachers who had mastered technical knowledge of industry, agriculture and other fields of the economy.

As a result, in 1964 the number of technical teachers increased three times the 1959's figure and in 1966, 19 teacher training institutions produced over 8,000 graduates.

Instead of keeping 3-year secondary schools and 2-year technical schools in parallel, the State incorporated them to make 5-year middle schools.

This form of middle schools were a unique compulsory technical education establishment which gave basic technical education along with continued general secondary education following primary education.

The new form of middle schools matured the conditions for the successful introduction of 9-year compulsory technical education – 4-year primary school course and 5-year secondary school course – which combined general education with basic technical education, schoolwork with productive labour.

On the basis of the preparation for compulsory technical education, the 6th Session of the 3rd Supreme People's Assembly held in November 1966 adopted a historic ordinance on the introduction of universal 9-year compulsory technical education throughout the country from April 1, 1967.

The introduction of universal 9-year compulsory technical education enabled all of the rising generation to learn to their hearts' content until they reached the working age and grow up into all-roundly developed beings equipped with Juche idea, rich general knowledge and basic modern scientific and technical knowledge and skills.

1.2.2.4 Universal 11-year Compulsory Education

On the basis of the successes achieved in the course of the 9-year compulsory technical education, a new compulsory education system was prepared, for which it was envisaged to lower the school age from 7 to 6. Accordingly, a new epoch-making measure was taken to give compulsory 1-year pre-school education at kindergartens so that 6-year-old children could readily get school education.

In the light of lowering the school-entering age and introducing a compulsory preschool education system, the State implemented an experimental project from October 1970 in order to recompose the curriculum and education content to suit the new system: 40 primary schools were selected from different parts of the country to enrol 6-year-old children on an experimental basis.

The experimental project proved the lowering of school-entering age by one year to be appropriate as the children of that age demonstrated that they could get primary education with no difficulty once they had gone through 1-year preparatory course at kindergartens, where they learnt how to hold pencils, how to write, how to count, etc.

Afterwards, the experimental project was expanded to over 400 schools and all problems which would arise in the new compulsory education were identified and addressed on a scientific basis.

In April 1972, the 2nd Session of the 5th Supreme People's Assembly made public the decree "On the Introduction of Universal 10-year Compulsory School Education and 1-year Compulsory Pre-school Education".

The full introduction of the universal 11-year compulsory education in the DPRK was a great national event which enabled the people to realize their centuries-old desire for their children's education on a higher level; it was a historic event which brought about an epoch-making advance in consolidating the socialist education system and carrying on the cultural revolution.

The universal 11-year compulsory education is characterized by the following factors:

- a) It gives complete general secondary education.

Anyone that has finished the universal 11-year compulsory education acquires such complete general secondary knowledge that he/she can continue regular study at specialized schools, colleges, universities and other higher educational institutions or get informal higher education while working.

The general secondary education pays special attention to enabling all students to master basic modern technical knowledge and more than one skill by combining general basic education properly with basic technical education.

- b) It enrolls all school-age children.

All children without exception, including those in remote forestry villages and on small isolated lighthouse islands, are given an equal access to the universal 11-year compulsory education.

- c) Its compulsory character is guaranteed by completely free education.

In the DPRK all children and students are now learning free of charge at educational establishments of all levels, ranging from kindergartens to universities.

Not only school education but also all kinds of social education and adult education are given at the State expense.

At present 1,655,000 children are learning at 4,948 primary schools and 2,252,000 children at 4,825 secondary schools, all free of charge at the expense of the State.

1.2.3 Training and Refresher Training of Teachers

- Training of Teachers

A teacher is directly responsible for education of coming generation and implements the State's strategy for the development of education.

The rise and fall of the country and nation depends on education of new generation, whose success is, in turn, determined by the responsibility and role of teachers.

Stemming from this point of view, the DPRK Government has consistently directed great efforts to training and retraining of teachers, regarding universities of education and teacher-training colleges as the "Seed Farms" for education of rising generation.

After the liberation, the country started the training of teachers from scratch.

In order to train many new teachers of working people's origin, the Government immediately established the regular teacher-training system as well as many short-term teacher-training centres.

Already by 1948, 13 specialized schools of education were established, one in each province, to train primary school teachers. Subsequently, there opened 3 teacher-training colleges for producing teachers of junior middle schools and 1 university of education for training teachers of senior middle schools, as a result, well-regulated teacher-training system was established.

Besides, many short-term teacher-training centres were established in the capital and localities of the country to contribute to meeting the rapidly increasing need for teachers in time.

Even during the Fatherland Liberation War (June 25, 1950 ~ July 27, 1953) the Government did not stop the training of teachers. After the war, it steadily improved the teacher-training system to keep abreast with the rapid development of education.

When the universal compulsory primary and secondary education was introduced, the Government increased the registration of students for teacher-training colleges and universities of education, and on the other hand, established short-term teacher-training centres in each province, in order to meet the need for teachers.

With the introduction of 9-year compulsory technical education, the Government newly opened a university of technical education. It also gave teacher-training assignment to technical universities to produce teachers of corresponding technical subjects.

At present the teacher-training system in the DPRK includes teacher-training colleges, universities of education and post-graduate courses of universities.

Teachers of kindergartens and primary schools are produced by 2-3 year teacher-training colleges; teachers of secondary schools, by 4-year universities of education; teachers of teacher-training colleges and universities of education, by Kim Hyong Jik University of Education; and teachers of universities and colleges, through their own post-graduate courses.

Each province has one or two universities of education and teacher-training colleges, thus producing its own teachers for the schools of all levels under its jurisdiction.

In this way, the “seed farms” for education of rising generation have been evenly distributed from the centre down to all localities of the country, and accordingly, almost all teachers for schools of all levels from kindergartens to universities are qualified teachers who have finished college/university course or post-graduate course.

- Refresher Training of Teachers

The rapid development of science and technology, as well as constant improvement of educational content and methods demands steady enhancement of the qualification of existing teachers.

In order to meet this demand, the Government has established the national system of continued refresher training of in-service teachers to keep abreast with the developing reality.

Under the system, the Government has set up refresher-training centres in the capital, provinces and counties, which hold 10- or 16-day training courses on teaching materials, teaching methods and improvement of teachers' qualification twice a year during summer and winter vacations, according to the uniform training programme and training plans drawn up to suit the specific realities of each unit.

Since kindergartens are all scattered to different districts, villages and work-teams of cooperative farms, mobile training teams are formed to give field training to kindergarten teachers.

The Government also encourages teachers to improve their teaching skill and raise their academic degrees so that they can have normal education by correspondence or pass qualification examination.

All teachers go through 3 ~ 6-month refresher training every four or five years on a regular basis at universities of education, teacher-training colleges and refresher-training centres in provinces, cities and counties.

At present there are 37,000 kindergarten teachers, 69,000 primary school teachers and 11,200 secondary school teachers, and the teacher-student ratio is 1 to 21 in general education.

Female teachers take the proportion of 57 % of all teachers, and 100 % for kindergartens, 86% for primary school teachers, 58% for secondary school teachers, 23% for teachers of colleges and 19% for universities according to the educational institutions.

1.2.4 Eradication of Illiteracy and Adult Education

1.2.4.1 Complete Eradication of Illiteracy

Immediately after the liberation of the country in 1945, there were more than 2.3 million illiterates in the northern part of Korea. In particular, almost all women who accounted for half the population and most of farmers did not know how to write their own names.

Without eradicating illiteracy was it impossible to establish a democratic independent sovereign state and provide free civilized life to working people.

Therefore, the Government called upon all people to launch a nation-wide anti-illiteracy campaign under the unified guidance of the State.

- Adult Education System

The nation-wide campaign against illiteracy, first of all, presupposed the establishment of appropriate adult education institutions, to which all illiterate people could have easy access.

In April 1947 a decision on adult and field education was adopted to establish secondary schools (4 months) specialized in abolition of illiteracy, adult schools (2 years) which gave primary school-level education and adult middle school (3 years) which gave junior middle school-level education.

These schools formed a well-substantiated adult education system which ensures continuity in curriculum and education level.

- Unified State Guidance to Anti-illiteracy Campaign

In order to give dynamism to anti-illiteracy campaign, the Government established a state guidance system for it, which included the Central Anti-illiteracy Guidance Committee in the capital and local anti-illiteracy guidance committees in provinces, cities and counties.

These committees were mandated to give unified guidance and control over all matters arising in implementation of state policies and decisions concerning the anti-illiteracy campaign, management of literacy schools, training teachers, provision of learning conditions, etc.

The Government adopted a series of state decisions, set 3 stages for more intensive anti-illiteracy campaign and encouraged all our people to totally abolish illiteracy.

The period of 4 months from December 1, 1946 to March 31, 1947 was set as the first stage for winter anti-illiteracy campaign.

As a result, in 1946 alone, more than 556,000 adults learned at 16,178 literacy schools throughout the country.

- Mass Anti-illiteracy Campaign

From the very outset of anti-illiteracy campaign, all working people were encouraged to become its masters in the principle that any one who is literate should teach while any one who is illiterate should learn.

The involvement of all people brought about conspicuous success in anti-illiteracy drive.

Thus, already more than 800,000 people came to rid themselves of illiteracy in March 1947 and 950,000 in 1948. And the total number of newly literate people after the liberation reached 2,100,000.

On the basis of this achievement, the Government adopted a decision to abolish illiteracy completely all over the northern part of Korea by March 1949 and gave greater impetus to anti-illiteracy campaign.

The decision was carried into effect and a historic victory was achieved in March 1949.

The successful abolition of illiteracy in a very short period of time spanning less than 3 years after liberation of the country laid a solid foundation for the country to develop adult education to a higher level and further improve the cultural and intellectual attainments of working people.

1.2.4.2 All People's Acquisition of General and Technical Knowledge Equivalent to that of Secondary School Graduates

After the abolition of illiteracy, adult education developed mainly through 3 stages: the first stage was to raise the intellectual level of all working people to that of primary school graduates, the second stage was to ensure that they reached the same intellectual level as that of secondary school graduates, and the last stage was to raise their intellectual level to that of senior middle school graduates.

These stages of adult education, which corresponded to the development of compulsory school education, were the consecutive course to systematically raise the general cultural and technical standard of society as a whole.

- Raising Working People's Intellectual Level to That of Primary and Secondary School Graduates

The effort to raise all working people's intellectual level to that of primary and secondary school graduates started when the anti-illiteracy campaign was successfully under way.

In 1947 the state decision on adult education system was adopted to establish 2-year adult schools and 3-year adult secondary schools, which gave primary and junior secondary education to adults.

In April 1948 1-year short adult primary school course was held for newly literate people, particularly for young working people who desired to prepare themselves to get further education.

The endeavour to raise the working people's cultural and intellectual level entered a new phase of development with the full swing of socialist construction after the war.

In November 1958 the Government adopted a decision to improve the adult education system in conformity with the requirement of developing reality into a new one, which included working people's primary and junior middle schools.

According to the decision, two-year working people's primary schools and three-year working people's middle schools were set up at factories, enterprises and cooperative farms as main units. The managers of those units were concurrently headmasters of the schools with the responsibility not only for managing production but also for providing their workers with conditions for study.

The teaching staff included officials of the units concerned, teachers of regular educational institutions and some social figures. The teaching programme and textbooks for them were drawn up and published in a unified way by the State.

Working people's schools and working people's secondary schools were set up across the country in a short period. At the end of 1958 there were over 6,100 working people's schools and more than 2,900 working people's secondary schools with a total student enrollment of 1,370,000. In 1959 there were over 7,500 working people's

schools and over 3,000 working people's secondary schools with a student enrollment of over 991,000 and a large number of graduates from them.

In particular from 1958 when the universal compulsory secondary education was introduced, the Government set the goal of raising the working people's intellectual level to that of secondary school graduates. To this end, it expanded the working people's middle schools and enhanced their role.

As a result, all members of society came to acquire knowledge equivalent to, or higher than that of secondary school graduates.

- Acquisition of General and Technical Knowledge Equivalent to That of Senior Middle School Graduates

With the introduction of the universal 11-year compulsory education, 3- to 4-year working people's senior middle schools were open to ensure that all working people attained general and technical knowledge equivalent to, or higher than that of senior middle school graduates.

The working people's senior middle schools opened at production sites because they mainly aimed at giving complete general secondary education to all working people.

In addition, different forms of technical study system was established at production sites so that working people could master more than one modern technique and enhance their technical skill.

At the same time, skilled-worker-training schools were set up at major factories and enterprises. On the other hand, working people steadily raised their technical standard through regular training courses, technical study and passing-on-skill work.

In the rural areas, agricultural scientific and technical dissemination rooms opened in all *ris* to disseminate Juche farming methods as well as scientific and technical knowledge to agricultural workers on a systematic basis.

In this way the goal that aimed at making all working people acquire general and technical knowledge equivalent to that of senior middle school graduates was successfully hit in 1989.

1.2.5 Development of Higher Education

Higher education has developed mainly in two systems: regular education and study-while-working system.

1.2.5.1 Regular Higher Education

Regular higher education has advanced in line with the country's social and economic development.

Immediately after the liberation of the country, one of the most pressing tasks for the building of a new society was to train its own national cadres.

To meet this requirement, the Government pursued the policy of establishing a university first and expanding it as a parent university to derive other universities and colleges from it.

- Establishment of **Kim Il Sung** University

The great leader of the Korean people President **Kim Il Sung** advanced a unique policy of establishing a university first, and then with it as a parent university, derive other universities and colleges from it.

In May 1946 the Government set up the preparatory committee for establishment of a university and stepped up its preparation, ranging from structural plan and teaching programme to the construction of buildings.

In order to fill the teaching staff, one of the bottlenecks in the preparation, the Government sent its delegates to all parts of the country to find out progressive and patriotic teachers and scholars.

On the other hand, it saw that the preparatory faculty be set up within the university so as to open up a road to learning for the sons and daughters of workers and peasants, who had had no access to education in the past.

On the basis of the full preparation, the inaugural ceremony of the university was held in a grandiose way on September 15, 1946, with the first enrollment of 1,500 students in 7 faculties. In accordance with the unanimous will of all Korean people, the Provisional People's Committee of North Korea decided to name the university as **Kim Il Sung** University.

The establishment of the university laid a solid foundation on which new national cadres of worker/peasant origin were trained and opened up a broad vista for setting up other universities and colleges with it as a parent university.

- Rapid Expansion of Regular Universities and Colleges

With consolidation of the first university and increase of teaching staff, the Government made dynamic timely efforts to establish other universities and colleges from it.

First of all, the faculties of engineering, medical science and agronomy were separated from **Kim Il Sung** University to set up 3 colleges: Pyongyang Technical College (present Kim Chaek University of Technology), Pyongyang College of Medicine (present Pyongyang University of Medicine) and Pyongyang College of Agriculture (present Wonsan University of Agriculture).

In 1949 there were already 15 universities and colleges, 55 technical specialized schools, which enrolled more than 76,500 students.

Even in the grim period of Fatherland Liberation War (June 1950 ~ July 1953), higher education continued without any interruption. In the post-war period universities and colleges were expanded or newly founded in such a way that more than 70% of all students majored in engineering and natural sciences, with main emphasis on training technicians badly needed for the development of national economy.

In the period of laying the socialist foundation (1956 ~ 1961), the technical reconstruction and expansion of national economy, as well as the high rate of its development increased the need for technicians and demanded a change in their quality.

In conformity with this reality, a Cabinet decision on founding and extending universities and colleges was adopted in March 1959. And 15 universities and colleges, including Pyongyang University of Mechanical Engineering and Chongjin University of Mining and Metallurgical Engineering, were newly established within a year and a great emphasis was put on improving the quality of training of technical personnel.

In the 1960s, the number of the establishments of higher education increased from 78 to 129 and 376 higher technical schools were newly set up. They produced a great number of technicians and specialists.

In the 1970s, the universities and colleges were newly founded to meet the immediate and long-term demand of the national economy in its development, and thus the number increased to 155 between 1970 and 1976. With over 600,000 technicians and specialists produced during these period the number of intellectuals of the country amounted to one million.

In 1980 Pyongyang University of Agriculture, Sinuiju University of Light Industry, University of Printing Engineering, Hyesan University of Mining were newly set up, and some specialized schools with qualified teaching staff were upgraded to colleges.

In this period the number of institutions of higher education increased continuously. The number of universities amounted to 270 as of 1989 and technical personnel were trained in great numbers and technicians and specialists increased to over 1.6 million.

The Government paid profound attention to rational geographical distribution of higher educational institutions, in full consideration of specific features of each part of the country and balance between urban and rural areas, industrial and agricultural districts.

At the same time, the Government ensured that all higher educational institutions restructured their faculties and departments and decided on enrollment scope on a scientific basis.

Major universities and colleges now have their post-graduate courses (Master course and Doctorate course).

Kim Il Sung University and some other major universities have thematic research centres where they train qualified scientists.

University and college graduates are certified as engineers, specialists, teachers, medical doctors and economists, while graduates of specialized schools are qualified as assistant engineers, assistant doctors and assistant economists.

Access to post-graduate course is given through examination to the students who have finished university/college with honour or who have proved themselves to be promising as educators or scientists. Those people who are recommended by relevant institutions and enterprises are also admitted to it.

Those who have finished 3-year post-graduate courses are conferred Master's Degree or Doctor's Degree of their majoring subjects.

The Government is now directing a great effort to raising scientific and theoretical standard of higher education in order to improve the training of technicians and specialists in keeping with the requirement of the new century.

It now tries to raise scientific and theoretical standard of specialized technical education on the basis of intensified basic scientific education, including mathematics, physics, chemistry, biology and other subjects.

With a view to teaching useful knowledge to students, it puts emphasis on experiment and practice and restructures the technical education system steadily to perfection to meet the requirement of developing reality.

1.2.5.2 Study-While-Working System

In the principle of ensuring that not only the younger generation but also all people, including workers and peasants, study without exception, the Government consistently developed the study-while-working system along with formal higher education.

The study-while-working system now includes factory colleges, farm colleges, fishermen's colleges, factory specialized schools, correspondence and evening courses.

- Establishment and Development of Factory Colleges

Since the very first days of establishing higher educational institutions, the Government incorporated correspondence and evening faculties in regular universities and colleges to train a large number of working people into national cadres without keeping them out of work.

In 1951 when the country was fighting the fierce Fatherland Liberation War, the Government took a historic measure to establish a first factory college.

The high rate of economic development and technical revolution after the war required that the broad sections of working people were enrolled in educational networks to be trained into competent technicians of working class origin.

The number of factory colleges and students in them was 24 and 8,083 respectively in 1960, 37 and over 25,000 in 1963. And 39 factory colleges produced over 13,000 able engineers of working-class origin by 1970 in ten years.

In 1981 the first farm college was founded, and on the basis of experience gained in its management the number increased to 11 and one fishermen's college was set up in the early 1993.

The Government has also paid a deep attention to broadening networks of correspondence and evening course.

After the liberation of the country, already in 1948 correspondence course were run in 4 universities including **Kim Il Sung** University, where about 4,260 working people received higher education without being divorced from production. Between 1957 and 1960 the number of evening and correspondence colleges increased more than 8.3 times. As a result, in 1960 the students who studied while on the job amounted to over 49,000 more than half the total number of students.

The informal higher education (study-while-working system) now takes an important part in making all members of society intellectuals.

- Superiority of Study-While-Working System

- o It ensures success of education for all.

The informal higher educational system enables the working people to continue their study without being broken off from their work.

The regular educational system is limited in scope and term. On the other hand, it is inevitable to develop education along with the economy. Therefore, the regular educational system alone is not enough for education for all.

The study-while-working system gives to all people an access to education and makes it possible to train a large number of technicians in a very short span of time.

- o It can train a large number of competent national cadres equipped with both theory and practical ability.

All people enrolled in the study-while-working system are students who are concurrently producers.

Since they are directly engaged in practical activities, they learn theory according to the urgent needs in practice and apply what they have learned in theory to practice.

In this way, it enables all people to prepare themselves to be competent beings equipped with both theory and practical ability.

- It does not affect production while lessening the State burden.

Since the informal educational system is incorporated in regular educational institutions or production sites, it is easy to provide teaching staff, teaching facilities and conditions for experiment and practice.

At the same time, the people enrolled in study-while-working system are not kept away from production, and therefore, it does not affect the labour forces for economic construction.

1.2.5.3 Local System for Training Specialists

In the period of 7-year Plan of National Economy (1961 ~ 1967), when the socialist foundation had been laid and the historic task of socialist industrialization came to the fore, the local economy also expanded rapidly in depth and width along with the central industry.

It required that the training of specialists be developed further in full consideration of the specific conditions of each locality and the increasing demand.

In order to meet this practical requirement, the Government defined province as a main unit to establish local training centres.

- In the DPRK, a province is a local unit which is suited to give guidance to political, economic, cultural and all other activities under its jurisdiction.
- In consideration of natural and geographical conditions, availability of teaching staff, and material and technical foundation, a province is the most reasonable unit for establishment of training centres.

For establishment of training centres in provinces, the Government set forth the following principles:

- to start with training of specialists most badly needed in each province;
- to organize educational work to suit the specific features and conditions of each province; and
- to distribute educational institutions evenly to urban and rural areas, to provincial seat and other areas in the province.

First of all, all provinces set up universities of agriculture to train agronomists needed in the provinces.

Then, they established relevant colleges to train medical workers needed in large number to promote people's health and implement the State's policy of prophylactics and the district medical care system, and to prepare enough number of teachers for universal 11-year compulsory education.

They guarded against the concentration of educational establishments in provincial seats and set up universities, colleges and specialized schools evenly at major factories or enterprises and in industrial districts.

As a result, each province now has its own university of agriculture, university of medicine, university of education, teacher-training college, college, specialized schools of art and physical culture, etc.

Factory colleges and specialized schools have been set up in and around major factories, enterprises and industrial districts. In addition, each county has one or more specialized schools to train workers so that they can manage the county affair with competence.

Establishment of comprehensive local training system has removed the dependence on central institutions for local specialists and made it possible to train qualified specialists in keeping with the specific features of each locality. It has also given strong impetus to dissemination of modern technology and civilization throughout the locality concerned, and improvement of working people's technical and cultural attainments. This has led to balanced development of cultural standard all over the country.

Chapter 2.

Education Policy of the DPR of Korea

2.1 Socialist Constitution of the DPR of Korea

The Socialist Constitution of the DPRK, which was adopted on the 27th of December, 1972 in the 1st Session of the 5th Supreme People's Assembly and amended and supplemented on the 9th of April, 1992 in the 3rd Session of the 9th Supreme People's Assembly and on the 5th of September 1998 in the 1st Session of the 10th Supreme People's Assembly, is now serving as the main law of the country.

The Socialist Constitution consists of the Preface, 7 Chapters and 166 Articles and the government education policies are stipulated in Chapter 3.

- The Socialist Constitution expounds the tasks to bring up the rising generation to be revolutionaries fighting resolutely for the society and the people and to be talented beings equipped with rich knowledge, sound morality and strong physique by thoroughly implementing the fundamental principle of pedagogy.
- The Socialist Constitution stipulates that absolute priority should be given to the education of people and the training of national cadres, and that general education and technical education, education and production labor should be closely combined.
- The Socialist Constitution clarifies the people-centered education policy of the DPRK:
 - To constantly develop to a higher level the universal 11-year compulsory education system keeping with development tendency of modern science and techniques and the practical demand of socialist construction;
 - To develop various forms of education system, including formal education system and study-while-working system, and to train highly qualified technicians and experts by raising the scientific and theoretical level of technical education, social science and basic science education;
 - To educate all the children at the expense of the state and to grant scholarship to the university and college students;
 - To strengthen all-people education and to provide every necessary condition for the working people to study; and
 - To raise children of pre-school age at nurseries and kindergartens at the expense of the state and the society;

The Socialist Constitution defines that all the citizens have the right to learn and that the right is guaranteed by the advanced education system and people-centered education policy of the state.

All these provisions stipulated in the Socialist Constitution serve as guidelines of the Government education policy, by codifying the purpose and means, content and methods of socialist education, provision of necessary conditions, etc.

2.2 Education Law of the DPR of Korea

The Education Law was adopted as the Decree No. 847 of the Presidium of the Supreme People's Assembly on the 14th of July, 1999.

It is composed of 6 Chapters and 52 Articles.

- Chapter 1 "Basics of the Education Law" clarifies the objective of education, fundamental principle of socialist pedagogy and the principles and tasks of educational work.

The Education Law defines it as an important objective of socialist education to bring up people into beings with independent ideological consciousness and creative ability and, on this basis, clarifies that the fundamental principle of socialist pedagogy is to equip the rising generation with sound ideological consciousness and morality, rich knowledge and strong physique.

At the same time, it lays down the following principles and tasks of the educational work:

- To combine education with practice
 - To put emphasis on social education, while enhancing the role of school education
 - To intensify the training of talented students
 - To convert the education to an undertaking of the whole state and the whole society
- Chapter 2 "Universal Compulsory Free Education System" defines the duration of compulsory education and the scope of free education.

First of all, the Education Law clarifies that the introduction of the universal compulsory education system is a fundamental guarantee for the raising of the cultural and technical level of the whole society. Then, it defines that everybody shall receive secondary general education until they reach the working age. The duration is 11 years.

The Education Law also stipulates that all forms of education shall be free of charge, and scholarship shall be granted to the students of universities and colleges of formal

higher education, schools for the talented children and schools for the blind and the deaf.

- Chapter 3 “Educational Institutions and Workers” defines the position and types of the educational establishments and the status of the educational workers and the problems arising in the guidance to educational administration.

Defining the educational institutions as main bases of educational work, it classifies main types of educational institutions into two categories – school education institutions and social education establishments.

The Education Law defines that the educational workers are directly entrusted with the task of education and clarifies the mandates of the central educational guidance body, local organs of power and other relevant establishments.

- Chapter 4 “Contents and Methods of Education” expounds the main components of education contents and methods and their specific means and forms.

It is stipulated in the Education Law that the contents of education should be formulated so as to equip the students with sound ideology and morality, rich knowledge, strong physique and full of emotions, and that heuristic teaching method should be applied so as to enhance the independence and creative ability of students.

Defining that the education program is the reflection of the contents and methods of education, it expounds the main tasks for the correct implementation of the education program.

- Chapter 5 “Provision of Educational Conditions” stipulates the duties of agencies, enterprises and other organs that are engaged in the provision of educational conditions.

It defines it as an important duty of the socialist state to provide proper conditions for education and clarifies respective duties of financial and banking agencies, production and supply units of educational apparatus and materials, transportation organs and local organs of power in providing the necessary conditions for education.

- Chapter 6 “Guidance and Control over the Education” stipulates that the role of educational guidance organs at the central and local level should be enhanced and their guidance and control over the educational work be intensified.

2.3 Content of the Educational Policy

The DPRK has formulated the most correct educational policy with the great Juche idea as an unshakable guiding principle, and is implementing it thoroughly.

The contents of the educational policy consistently pursued by the DPRK include the following:

- To give absolute priority to the educational work

Nobody is born with ideology and knowledge. It is through education that men acquire the independent ideological consciousness, knowledge about nature and society and creative ability to understand and transform the world.

That's why the Government regards education as an important thing that decides the country's future and gives absolute priority to it.

- To arm the people with revolutionary ideas and, on that basis, equip them with rich knowledge and strong physique.

Primary attention is paid to the political and ideological education to train all the students into revolutionaries possessed of revolutionary outlook on the world and good manners.

With a view to embodying the Juche-oriented and national character in training the students into able technicians and experts equipped with practical knowledge and skills that can be used in our revolution and construction, general basic knowledge education is being strengthened in proper combination with basic technical education at the secondary education level, and specialized education in the fields of social and natural sciences and specialized technical education is being strengthened at the higher education level.

At the same time, close attention is paid to the education in art and physical culture in order to make all the students possess rich emotion and strong physique.

Basic knowledge to evaluate and create literature and art works is given to all students, and they are trained to play more than one musical instrument and have rich aesthetic sentiments.

Education of physical culture at schools is mainly aimed at improving the students' physical fitness and developing their body harmoniously, and after-school sports activities are widely organized by popularizing physical culture and making it a daily routine to do sports.

- To grant free and compulsory education to all the rising generation until they reach working age.

After the liberation of the country, the DPRK abolished the colonial slave education system of the Japanese imperialists and established a people-centered democratic education system in a short span of time. On this basis, the Government has developed compulsory education system step by step as the revolution and construction advance.

Thanks to the enforcement of the universal 11-year compulsory education, all the rising generation are receiving the compulsory secondary general education at the expense of the state from the pre-schooling age until they reach the working age.

- To hasten the intellectualization of the whole society.

To intellectualize the whole society means to enlist all the members of the society in the higher education system and train them into comprehensively developed beings possessed of high cultural and technical knowledge of university graduate level.

For the preparation of compulsory higher education, the Government is paying deep attention to the establishment of new universities and colleges, while improving the education at the already-existing universities and colleges.

In the study-while-working higher education system, factory colleges, farm colleges and fishery colleges, and the correspondence and evening courses of universities are increased and their roles enhanced.

Education does not end at the school level. People should receive life-long education even after finishing school education. The Government is, therefore, directing great efforts to the development of social education.

- To give full display to the advantage of the system of educating and upbringing children at the expense of the state.

Educating and upbringing children in the DPRK is carried on wholly at the state and public expense.

The child nursing and educational establishments are evenly distributed throughout the country and the children are regarded as “kings” of the country.

According to the norms of diagnosis for nursing and the regulations of hygienic and anti-epidemic work, all nurseries and kindergartens are responsible for tendering the children in a highly civilized and hygienic condition, as well as for their nutrition and growth.

Medical service for the children is free of charge, thanks to the universal free medical care system which has been enforced since early 1953.

All the children are granted the state and social benefits on an equal basis, irrespective of their parents’ job, amount and quality of the work done by their parents and number of children in a family.

- To constantly improve the quality of education in conformity with the requirements of the new century.

The Government is paying attention to the improvement of education content and methods, the enhancement of teachers’ qualification and the consolidation of the material foundation of the education.

Basic science education and foreign languages teaching, which are the key point for the improvement of the general secondary education, are being strengthened.

At the same time, deep attention is paid to the proper combination of basic technical education so as to give children basic knowledge of modern production and techniques.

In order to intensify the training of technicians and experts, emphasis is put on the raising of the scientific and theoretical level of higher education.

At present, active measures are taken to further develop various scientific fields, including IT, electronic engineering, thermal engineering and biological engineering, and to intensify the education for the introduction of various cutting-edge techniques in the fields of machine-building industry, electronic and automation industry, etc.

The requirement of the education policy for the improvement of the teaching method is to discard the old dictating and “force-feeding” methods and widely introduce heuristic teaching method. It is also imperative to combine theory with practice and the education with production labor, as well as to maintain close cooperation between school education and social education and carry on pre-school education, school education and adult education simultaneously.

In particular, the Government is paying special attention to the modernization of technical means of education and increasing the proportion of the practice in education.

Measures are also taken to develop a high sense of responsibility of teachers and enhance their role and qualification.

- For the development of EFA and the proper provision of educational conditions, the Government is systematically increasing the educational budget.

In 2001, the Government spent 38.1% of the total state budget expenditure for various public welfare such as the payment of subsidies, free education, free medical service, social insurance, pension, etc.

The DPR of Korea will continue to increase the expenditure for the education systematically to give full display to the advantage of the universal compulsory education system and to further facilitate the welfare and the right of working people.

Chapter 3.

Educational Development Plan for the Period up to 2015 in the DPR of Korea

3.1 Educational development goal to be attained by 2015

In his treatise “**On further development of educational work**”, the great leader comrade **Kim Jong Il** said:

“Education is one of the fundamental issues that determines the prosperity of the country and future of the nation. Without education can no country or nation achieve social progress and prosperity, nor can it expect its national dignity and bright future.”

The DPRK Government, whose consistent policy is to give priority to education, sets it as its educational development goal to improve the quality of education to a higher level by 2015, in full consideration of the achievements gained in the last century and socio-economic and scientific development prospects of the country in the new century by applying Jomtien Declaration and Dakar Framework for Action on Education for All to the specific conditions of the country.

This is one of the follow-up tasks to propel forward the educational development in the country, on the basis of the institutional guarantee for EFA that has been provided by universal 11-year compulsory education system.

This major goal shall be reached through the implementation of development goal and strategies for preschool, primary, secondary and higher education.

3.2 Preschool education goal and strategy for its implementation

3.2.1 Goal for preschool education

Preschool education is the first process in the comprehensive education.

The Government shall set it as its major goal for the implementation of Dakar Framework for Action on Education for All to give precedence to the enhancement of the roles of childcare centers while improving their qualities, and to shoulder the responsibility of taking care of, and educating all preschool children (0-6 year olds) at the expense of the state, social institutions and cooperatives.

The Government shall ensure that children are brought up physically, mentally and intellectually sound through unified and comprehensive education based on rational methods.

The Government shall increase state investment aimed at ensuring education of good quality through diverse plans and services for children and families, and establish state coordinating system to provide regular supervision over the implementation of the objectives.

The Government shall achieve following objectives for the attainment of the goal:

- a) To ensure that all children are brought up in adequate space of buildings by carrying out construction and maintenance of nurseries and kindergartens with increased state investment.
- b) To produce greater number of up-to-date teaching aids and toys required for the education of preschool children.

Teaching materials that suit psychological aptitudes of children shall be produced and sent to kindergartens. Audio-visual equipment such as VCRs, slide projectors and overhead projectors shall also be provided.

- c) To construct modern foodstuff processing factories to provide nutritional food that meet children's physical needs.
- d) To produce and publish many textbooks and reference books that can be helpful for intellectual development of children by making intensified study of teaching methods and contents in nurseries and kindergartens.
- e) To train competent kindergarten teachers by providing training centers for nursery and kindergarten teachers with modern educational equipment and improving their educational program and quality.
- f) To upgrade the standard of nursery and kindergarten teachers' retraining by equipping refresher training centers with better facilities, and increase the number of qualified nursery and kindergarten teachers.

3.2.2 Implementation strategies for preschool education goal

3.2.2.1. Improvement of educational contents and methods

Special attention shall be directed to the improvement of childhood care and education of preschool children (0-schooling age) to meet the new requirements for early childhood care and education in the new century.

- Educational programs and textbooks in nurseries and kindergartens shall be newly framed and drawn up in conformity with the requirement of the times and children's intellectual development.

- i. Childcare and education programs for infants in nurseries (age group 0-4) shall be adapted to the requirements of the times and physical and mental characteristics of children.

Old conception that children in nurseries need only to be brought up healthy and lively should be got rid of, and scientific childcare and education programs shall be developed to meet the demands and capacities of children from a new standpoint that children ought to be developed cognitively and intellectually as well as physically.

- ii. The existing educational programs of kindergartens shall be reviewed in a comprehensive way and adapted to the demands of children and requirements of the IT era.

The process of reforming curriculum and re-editing textbooks in kindergartens shall be undertaken under the state concern.

- Deep attention shall be directed to the development of intellectual faculties of children.

The essence of early childhood education is to develop basic intellectual capacities that guarantee effective and efficient study in the future, rather than give isolated bits of knowledge.

- i. For the education of children in nurseries emphasis shall be put on the improvement of intellectual education to develop their intellectual and cognitive capacities of children.
- ii. Children of kindergarten age shall be given deep attention so that they can be ready for basic formal education and develop their intellectual faculties.
- iii. Experiments shall be undertaken on systematic development of observation, thinking, and memorizing power of children. In order to facilitate this process more books aimed at intellectual development of children, reference books shall be published, and more playthings that contribute to the development of intellectual faculties shall be produced.

- Collective and individual education shall be properly combined in order to meet the diverse demands and aptitudes of children.

- i. Conditions shall be provided to ensure sufficient individual education while intensifying collective education by taking into account the aptitudes, tastes, personalities and capacities of children.
- ii. Special attention shall be given to physically handicapped children to ensure better care and education conditions.

- Talented children shall be timely identified and early education for them shall be intensified.
- Children shall be brought up to be fit physically, mentally, and emotionally by intensifying education through games, sports, singing and dancing and other pleasure games and artistic activities.
- The modernization of educational equipment in nurseries and kindergartens shall be given deep attention and education through audio-visual means shall be enhanced.
 - i. Nurseries and kindergartens shall be provided with VCRs, slide projectors and other modern educational equipment.
 - ii. 1 or 2 model kindergartens shall be chosen in each county to furnish them with audio-visual facilities and put their education method on a modern basis in order to generalize their experience throughout the country.
 - iii. State investment and concern shall be increased to enable video teaching materials studios to produce on a normal basis video teaching materials necessary for children in nurseries and kindergartens.
- Deep attention shall be paid to the introduction of ICT in the early childhood care and education, and state investment and social assistance shall be increased to this end.
 - i. Computers shall be introduced first to the kindergartens in Pyongyang City and other provincial seats, and positive measures shall be taken to introduce them to all kindergartens throughout the country by 2015.
 - ii. State investment shall be increased to produce a larger amount of more effective education program conducive to the development of the intellectual faculties of children and their learning efficiency.
- Education through firsthand observation of nature shall be promoted in various forms and methods.
 - i. Children shall have vivid impression of nature and society, and thus widen their vision through regular organization of walk and tour to streets, villages, nearby hills and countryside or fishing villages.
 - ii. Adequate measures shall be taken to bring children into contact with the nature and social life by organizing visits to historical revolutionary sites, famous spots, factories, enterprises and cooperative farms.
 - iii. Children shall be encouraged to participate in the artistic performances and propaganda activities.

- Exhibition of modern teaching materials and teaching aids shall be organized once or twice a year, and national seminars shall be held for exchange of experiences with other countries.

3.2.2.2. Improvement of education conditions and environment

Provision of good education conditions and environment is one of the issues of primary significance in improving early childhood care and education.

The state will increase its investment in and have active social assistance given to ensuring good childcare and education conditions in order to meet the educational, nurtural and hygienic requirements for children.

- The Government shall see that new nurseries and kindergartens are constructed and that existing ones are expanded.
 - i. The Government shall ensure that all children are brought up and educated collectively in nurseries at the state expense and through assistance from social and cooperative organizations by newly constructing nurseries or expanding existing ones by 2015.
 - ii. Kindergartens shall be newly built and existing kindergartens expanded by 2010 so that all children of kindergarten age can receive preschool education.
- The Government shall see that are reconstructed and expanded nurseries and kindergartens and their educational facilities in a more hygienic, cultural and modern manner so that these institutions are fully equipped with all the necessary conditions needed for childcare and education.
 - i. The buildings and facilities of all nurseries shall be modernized in accordance with hygienic and educational requirements.
 - ii. All kindergartens shall be equipped with education rooms, sleeping rooms, play rooms, dining rooms, kitchens, bathrooms and swimming pools so that all children have access to these facilities.
 - iii. Playgrounds shall be built in all kindergartens and necessary sports facilities installed there so that children can play at their hearts' content.
 - The area of playgrounds that are not up to the standard shall be expanded and new ones be laid for kindergartens which have no playgrounds.
 - Every kindergarten shall have more than 15 kinds of sports facilities for different exercises and games by 2008, and more than 20 by 2015.

- The Government shall pay special attention to the improvement of conditions for early childcare and education for the most vulnerable children in the areas seriously hit by natural disasters, and isolated countryside, mountainous areas and islets, as well as the disadvantaged children in baby homes and orphanages.

The Government shall pay its attention to modernizing childcare and education facilities of nurseries, kindergartens, baby homes and orphanages in the said areas and gradually increasing the supply of nutritional food.

- In remote mountainous areas and far-off islets where there are few preschool children, branches of nurseries and kindergartens shall be organized and operated.
- The number of weekly or 10-day kindergartens shall be increased to make it possible for the children of working women to have access to preschool education without any inconvenience.
- Production bases for toys, school things and other teaching aids shall be modernized, and the well-regulated supply system shall be established.
 - i. In order to produce up-to-date toys and games facilities the existing production equipment in toy factories and educational materials factories shall be fully furnished and their production capacities enhanced by 2008.
 - ii. Sufficient amount of wisdom toys and other kinds shall be provided to children to help boost their intellectual creativity.
 - The Academy of Pedagogy and the Educational Experimental Apparatus Institute and other research institutions shall actively research in, and develop various kinds of toys that help develop intellectual faculties of preschool children.
 - State-owned enterprises and local and social cooperative organizations shall make plans for, and realize the production and sales of different kinds of toys required for childcare and education and establish a well-regulated supply system.
 - Nurseries and kindergartens in local areas shall make various kinds of favourite toys by themselves in good consideration of their local characteristics and their specific situations.
 - iii. More animation films shall be made and children's books be published to contribute to the education of children.
- State investment shall be increased to ensure that nurseries and kindergartens are provided with sufficient amount of food required for healthy growth of children.
 - i. The supply of nutritional food to children in nurseries and kindergartens shall be increased and their quality raised on a systematic basis.

- ii. Milk production bases shall be set up in each province and the production conducted on a normal basis in order to provide milk everyday to all nurseries and kindergartens throughout the country.
- iii. Children's foodstuff production plants in each province shall be reconstructed and modernized to systematically increase the production and supply.
- iv. Special attention shall be paid to the supply of sanitary water to the children in nurseries and kindergartens.

3.2.2.3. Training of nursery and kindergarten teachers and improving their qualifications.

Intensified training of nursery and kindergarten teachers and improvement of their qualifications is an important requirement for the development of preschool education.

The Government shall:

- Increase the number of nursery and kindergarten teachers in a planned manner to meet the growing demands and steadily increase the child/teacher ratio.
 - i. Excellent students shall be enrolled in teacher training universities and colleges to train highly qualified teachers and thus, meet the needs for teachers both qualitatively and quantitatively.
 - ii. Qualified nursery and kindergarten teachers shall be trained through strengthening the training centers of nursery and kindergarten teachers in provinces, cities and counties.
 - iii. The number of nursery and kindergarten teachers shall be increased in a planned way to ensure that child/teacher ratio reaches 8:1 by 2015.
- Strengthen the state examination system and give an examination every other year for upgrading nursery and kindergarten teachers in eastern and western parts of the country.
- Hold the short-term training courses for nursery and kindergarten teachers twice a year through the existing central, provincial, city, county-level retraining system and ensure that their qualifications are kept up to the developing reality.
- Hold refresher courses for nursery and kindergarten teachers for 3~6 months every 4~5 years.
- Organize twice a year observation of demonstration classes and meetings for exchange of experiences on a nationwide scale for improving teaching methods of nursery and kindergarten teachers.

- Hold national teaching competition every year and create new teaching methods and generalize them in order to improve teaching techniques of nursery and kindergarten teachers.
- Hold meetings for the exchange of teaching experiences and teaching skills competitions regularly at county, provincial and central level in a planned manner so that nursery and kindergarten teachers can improve their qualifications.
- Provide all necessary research conditions to the Academy of Pedagogy and other preschool education research institutions in order to ensure that they contribute to the enhancement of the qualifications of nursery and kindergarten teachers.
- Improve the content of “Kyowonshinmun (teachers’ news)”, “Kyoyangwon (kindergarten teacher)”, “Poyukwon (nursery teacher)” and other educational periodicals and books so that better articles on teaching experiences are carried, and ensure that the circulation of those publications are increased by one and half or two times.

3.2.2.4 Combination of family education, social education with school education.

Keeping close ties between parents and nursery/kindergarten teachers is an important issue to improve the quality of early child care and education.

The state will pay deep attention to keeping close ties of nursery/kindergarten teachers with family and society.

- Parents shall be provided with enough publications and reference books needed for family education of children so that they can enhance their roles.
- Nurseries and kindergartens shall make use of various means, including regular calls at children’s homes and convocation of meetings of mothers’ association in order to strengthen ties with families.
- Uninterrupted attention shall be paid to intensifying child education through TV and radio.
 - i. TV and radio shall enhance their function and role for educating children.
 - ii. Contents and forms of the programme for children shall be made more interesting and diversified in order to meet the demands and psychological features of children.
- Picnic, mountaineering and other activities shall be widely conducted by families, nurseries, kindergartens or villages so that children have better access to surrounding nature and society.
- Parks, pleasure grounds, zoos and botanic gardens of different sizes and styles shall be built wherever there are children, in accordance with the specific local conditions,

and those facilities shall be made best use of in order to conduct child education in a diverse way.

3.3 Primary and secondary education goals and strategy for their implementation

3.3.1 Primary and secondary education goals

Primary schools, a phase of elementary education, shall implant a firm basis for world outlook in the minds of children and encourage them to acquire basic knowledge on nature and society and ensure that they are well prepared to receive secondary education and basic technical education.

Secondary school level pupils shall acquire the correct world outlook, as well as complete secondary general knowledge which is essential for the members of modern society, and acquire more than one technical skills associated with modern production process.

In particular, ICT education shall be intensified in conformity with the requirements of the new century and emphasis shall be put on practice and life skills education so that pupils can have easy and rapid access to higher education or actual world.

3.3.2 Implementation strategies for primary and secondary education

The improvement of the quality of universal 11-year compulsory education comprising primary education and secondary education plays key role in attaining the education goal for the period up to 2015.

The Government put forward as the most important task in the state strategy for the implementation of EFA goal the improvement of the quality of universal 11-year compulsory education in order to meet the requirements of the new century.

3.3.2.1. Improvement of Educational Content

The content of education decides the characteristics and quality of education.

Rapid increase in the quantity of knowledge and constant enhancement of the function of education require as a matter of urgency the improvement of educational content.

The Government shall pay deep attention to the improvement of education content on the basis of the new concept of talents in the new century.

The Government shall:

- Improve the educational programs and textbooks with main emphasis on rearing pupils into beings who are developed in an all-round way with rich knowledge, noble morality and strong physique.

- i. The scope and level of education shall be defined properly according to different educational stages, and educational programs be drawn up on a scientific basis.

In particular, primary and secondary schools shall give priority to teaching general concept, essence and developing principles of matters and phenomena, and other basic and fundamental knowledge on them.

- ii. Composition of subjects and rewrite of textbooks shall be completed for primary and secondary schools by 2008 with a view to unifying the educational process.
 - iii. Emphasis shall be put on improving basic science education, such as mathematics, physics, chemistry and biology and foreign languages at the secondary school level.

Experiment aimed at exploring the possibility of teaching foreign languages at the primary school level shall be carried out till 2005, on the basis of which its practicability shall be decided on.

- Continue to pay deep attention to the development of intellectual faculties of pupils.

Instead of merely giving knowledge for knowledge's sake, schools shall pay special attention to the development of such capacities as to observe and deal with matters and phenomena on one's own initiative, to make troubleshooting strategies, to choose necessary knowledge for him/her from the vast knowledge system and to synthesize and analyze such information.

In particular, primary and secondary schools shall encourage pupils to acquire basic studying ability, which will serve as sound foundation for education throughout their lives.

- Intensify education through optional subjects and combine collective and individual education in order to develop individuality of pupils and meet their various demands.

- i. Elasticity shall be given to recomposition of educational programs, and "compulsory subjects" and "optional subjects" shall be combined in a reasonable way with the increase in the proportion of the latter as the grade goes up.
 - ii. "Optional subjects" shall be selected in conformity with the specific regional and local characteristics and the education through optional subjects shall be made so that it may be conducive to the provision of actual profits and satisfaction of the social requirements.

Educational program of optional subjects shall be improved in such a way as to give basic industrial technical education to the pupils in urban areas, and basic agricultural technical education to those in the countryside.

To this end, emphasis shall be put on teaching mathematics, physics and chemistry to pupils in urban areas, and biology and chemistry to those in the countryside.

- iii. Individual education shall be encouraged to suit different preparedness of each pupil.

Team and individual education shall be promoted, particularly individual education for such subjects as art and sports that require a lot of skill training.

- iv. Circle activities shall be organized on a regular basis for basic scientific subjects, including mathematics, physics, chemistry, and other subjects, including literature, art and sports, so that pupils can receive optional education after school.

- Direct its effort to proper selection of talented pupils and their systematic training.
 - i. The educational program shall be recomposed to perfection for the middle schools No.1 newly built in cities and counties designated for systematic education of talented pupils, and the recompilation of their textbooks shall be finished within 2-3 years.
 - ii. Mathematical, biological and computer talent shall be trained in senior middle schools No. 1 in the central and provincial level and, more schools shall be built for intensive special education of the talent in literature, art and sports.
 - iii. The education system shall be improved to find out and give special education to talented pupils. And contests, quiz shows, exhibitions of creations and art festivals shall regularly be held every year in order to encourage the development of children's talents.

3.3.2.2. Improvement of Education Methods

Education method, alongside education content, is one of the important elements that determine the quality of education. Unless proper education method is applied, the quality of education cannot be ensured, however well education content is composed.

In order to get rid of out-dated education methods that hamper the active thinking of pupils, the Government shall ensure that theoretical, practical and audiovisual education, as well as education through direct observation, are intensified and

various education methods geared to the enhancement of independence and creativity of pupils are developed.

- Independent and creative attitude towards study shall be encouraged among pupils by applying heuristic method of teaching.

Teachers shall introduce various methods of teaching such as interactive way of teaching, discussion and debates, education through visual aids and actual objects in order to tap intellectual potential of pupils fully and encourage them to acquire creative method of study to delve into knowledge by their own brains and efforts.

Particularly, teachers in primary and middle schools and pedagogues shall cooperate with each other so as to develop and introduce effective heuristic method of education.

- Technical equipment of video material-making studios shall be renovated and modernized as early as possible for better audio-visual education, and video material shall be used in all subjects from 2008 through development of video education materials that meet the characteristics of each subject.

At the same time, special measures shall be taken to provide primary and secondary school classrooms with modern educational equipment such as videos and projectors in a planned manner in order to improve the quality of audio-visual education.

- The level of computer education at the secondary school level shall be raised, and positive measures shall be taken to provide computers to secondary schools in a planned way in order to raise the rate of computer introduction in teaching.
 - i. The number of computers shall gradually be increased for pupils' sufficient practice on computers, and the meticulous plans shall be drawn up for full provision of computers.
 - ii. Relevant measures shall be taken to increase the number of computers in middle schools No. 1 designed for the upbringing of talented pupils.
- Visits to old revolutionary battles, historical revolutionary sites, famous spots, factories, enterprises and cooperative farms shall be organized in a planned manner as part of the curriculum in primary and secondary schools so that pupils can have firsthand experience in actual reality and acquire knowledge of different sectors

Meanwhile students shall be encouraged to take an active part in propaganda activities and artistic performances during vacations and after school.

- Special attention shall be paid to correct assessment of the results of pupils.
 - i. Outdated examining method whereby pupils answer by rote shall be got rid of and a new system of assessing scholarly performance of pupils be established on the basis of the all-round analysis of theoretical understanding and practical capabilities of pupils.

- ii. Examination and assessment of pupils' scholarly performance shall be conducted in good consideration of how pupils have studied during a specific term and IT means such as computers be introduced in analysis and synthesis of scholarly performance of pupils.
- Teachers shall be encouraged to design and develop new experimental apparatuses and educational visual aids.

Exhibition of experimental apparatuses and teaching aids shall be organized every year on a regular basis at provincial, city and county levels, and every two years at national level.

During these exhibitions low-cost experimental apparatuses and teaching aids with high educational value shall be chosen for generalization throughout the country, and an appropriate plan shall be made up to produce them under the state concern.

- In order to improve education method, model and demonstration lectures and meetings for exchanging experiences shall be held regularly at provincial, city and county levels. National seminar on teaching method shall be held once a year to introduce new methods of teaching.

“Diploma for Introduction of New Teaching Method” shall be conferred to those teachers who have been recognized as excellent at the seminar so that it can play a positive role in the study of new teaching methods.

3.3.2.3. Provision of Educational Conditions through State Investment and Social Assistance

Material demand for EFA is, indeed, enormous.

And the rapid development of education suited to IT era requires the provision of modern educational conditions.

The DPRK Government shall systematically increase the investment to the education sector with the revitalization of national economy and the increase in the country's gross output value, and take state-level measures to provide pupils with better education conditions.

- The state investment shall be increased to build more school buildings in order to meet the growing need for them.

The Government shall:

- i. More schools shall be built and the existing capacities be increased by 2008 in order to go over to one-shift system in all primary and middle schools so that pupils can study in better educational environment.

- ii. The hygienic facilities in all provincial, city and county-level schools shall be modernized in accordance with hygienic requirements by 2008 and those in rural schools be constantly improved in conformity with specific local conditions.
- Branch schools shall be furnished with better educational conditions and provided with favorable commuting conditions.

The Government shall:

- i. Provide all necessary educational facilities to more than a thousand and several hundreds of branch schools in remote mountainous areas and isolated islets and conduct maintenance work of these schools in a planned manner.
- ii. Increase the number of commuting boats, cars, trains and buses and take measures for their normal operation.
- All schools shall be provided with various modern experimental and practice equipments and apparatuses in greater numbers.

The Government shall:

- i. Renovate the equipments in educational materials production factories and increase their production capacities by 2008.
- ii. Provide all the primary schools with musical instruments by 2008 in order to enhance the quality of music education and bring about emotional development of pupils.
- iii. Constantly enhance the level of modernization of education by supplying greater number of modern educational means such as slide projectors, overhead projectors, computers, TVs and videos.

All schools shall make up a plan to equip themselves with computers and videos and increase the number of computers.
- iv. Take proper measures to provide in a planned manner various reagents and apparatuses needed for experiments of pupils so that practice education for pupils is conducted on a satisfactory level.
- Schools shall be equipped with adequate playgrounds and various sports apparatuses on a normal basis.
 - i. Gymnasiums shall be built in all seats of provinces, cities and counties and in important schools in the workers' districts by 2015.
 - ii. Swimming pools shall be installed in all primary and secondary schools and possible measures for the normalization of their management be taken.

If some schools fail to install swimming pools for a lack of water resources, they shall take such measures as to go swimming in the nearby sea or rivers and solve the problem of necessary transportation means by themselves.

- The Government shall take appropriate measures to ensure timely provision of textbooks and various reference books.

The Government shall:

- i. Modernize production equipments in education books printing factories and increase their production capacities to ensure timely provision of textbooks in every academic year and increase the circulation of different kinds of reference books.
- ii. Modernize central and local paper factories in order to solve the problem of paper needed for the production of textbooks and reference books and increase their production capacities and put the supply of raw materials on a normal basis.

Solution of paper shortage shall also be sought through external channels.

- iii. Pay deep attention to the satisfactory supply of raw materials and electricity needed for the production of textbooks and reference books with the easement of strained fuel and electricity situation.
- Appropriate measures shall be taken to meet the needs of pupils for school things.

The Government shall equip central and local school-things production bases with modern facilities and normalize their production in order to fully meet the needs of pupils for notebooks, pencils, school bags and other school things and put emphasis on the improvement of the qualities of the products.

- Special attention shall be paid to the development of education of disadvantaged children.

Priority shall be given to the provision of their educational and living conditions to the disadvantaged children in the schools for bereaved pupils and the schools for the deaf and dumb.

- The role of supply centers of education books and teaching materials shall be enhanced in order to provide primary and middle schools with textbooks and school fixtures in a planned way.

3.3.2.4. Closer Ties between School education and Social education

It is one of the important requirements for the enhancement of educational standards to ensure close cooperation of parents, community and educational institutions, and to make active use of social education institutions and means of mass media.

With a view to improving the quality of education the Government shall ensure that school and home education are strengthened and such means of education as social education institutions and mass media are utilized in a rational manner.

- Schools shall regularly inform parents of how pupils study and behavior at schools through a call at pupils' homes and messages and keep close cooperation and contact of parents with teachers by convening PTA meeting more than two times a year.

They shall identify pupils who do not have good attendance rate due to this or that reason and vigorously conduct various renovation activities in order to meet their different education demands.

Particularly, they shall pay deep attention to ensuring that pupils in the areas affected by natural calamities and in the countryside attend schools.

- The Government shall enhance the sense of their responsibility and role encourage to social education institutions and make good use of social education facilities and means of education through propaganda.
 - i. The Government shall repair existing 138 schoolchildren's palaces and halls by 2015 step by step and take relevant measures to provide in a responsible manner diversified extracurricular activities to pupils.
 - ii. In order to help pupils in their after-school study the pupils' libraries in the cities and counties shall actively hold meetings where pupils' impressions of a book are told.
 - iii. The government shall build new children's camps and expand existing ones in famous places and scenic spots and ensure their normal operation at state expense so that many pupils have access to benefits of social education.
- Families shall be encouraged to pay deep attention to the study of their children in order to enhance educational functions of families.

Pupils are under constant and strong educational influence while they are at home. Therefore, all families shall live life soundly so that family life itself can exert good influence on pupils.

Meanwhile, state help and social assistance shall be given to families that are under big burden for education of children so that parents can fulfill their responsibilities they assume before the society.

- State emphasis shall be put on the provision of agreeable social environment that may give good educational influence on pupils.

State shall see to it that more fables, children's novels, animation films and scientific films are written or produced.

Alongside this, the state shall ensure that the content of TV program for education and culture and that of school curricula are brought into closer relationship, and bring in new education TV broadcasting channel.

3.3.2.5. Improvement of Educational Management System

The success of education depends, to a large extent, on the functions and role of the state, which is directly responsible for the organization and management of education.

The Government shall constantly improve to perfection the educational management system based on the principle that the state assumes direct responsibility for organizing and managing education.

- The government shall hold fast to the principle of giving precedence to education above anything else.

The Government shall consistently maintain the stand to focus major emphasis on education and solve all other issues through education.

- The Government shall incessantly improve education management in the direction of enhancing unified guidance of the central organs and developing creativity of local organs to the full.

The Government shall intensify control and guidance over the whole education process, ranging from making education policies to execution of them and set education goal on a national level and make proper strategies for its execution.

At the same time, the Government shall identify qualitative and quantitative education indices of local organs that conform to the framework of national educational program and control their implementation.

- The Government shall consistently improve the work of management of schools in conformity with developing reality.

It shall continually improve school management system including teaching and work among teachers and pupils so that actual results are produced in education.

It shall also involve local organs, enterprises, public organizations, school supporters' organizations, parents and other people in the work of school management and control.

- The Government shall enhance the ability to analyze information for policy-making in education by improving the work of information collections from educational institutions of all levels ranging from central, provincial, municipal and local. It shall do that by establishing educational management information system from central to provincial level by 2003 and throughout the country by 2008.

- The Government shall intensify the work of formulating laws and regulations on education that accords to the requirement of the new century.

The Government shall realize popularization of education and establish the system of life-long learning. It shall also constantly amend education laws for the purpose of standardizing education and give guidance and control over their strict implementation.

- Emphasis shall be put on research and development in order to put educational work on a firm scientific foundation.

Enhancement of research and development of education is an important guarantee for improving the quality of education and placing education on a firm foundation to suit the requirement of the new century.

The Government shall put major emphasis on placing educational work on a firm scientific basis by introducing good results from research work and equipping pedagogical research bases with modern facilities.

- Research work for continuous improvement of education system shall be promoted in accordance with developing reality.

The Government shall perfect the existing educational system and ensure that its vitality is displayed to the full by intensifying research work on the educational system of primary and secondary education.

- The Government shall properly identify the scope and level of different stages of education, formulate education program in a scientific way and improve teaching methods.

The Government shall:

- i. Complete research in the scope and level of education content in accordance with the requirements of IT era by 2008, scientifically define the proportion of social and natural science and that of theoretical and practical content, and ensure that education contents of primary education is strictly inherited by secondary schools.
 - ii. Intensify research in the pedagogy, educational psychology and teaching methods and complete to perfection formation of education content and educational psychological foundation of teaching methods.
- The Government shall introduce modern technical means for education in primary and secondary education and make and carry out plans for the research and development of videos materials and other various multimedia products.

- The Government shall see that modern technical means for education are introduced in universities and colleges of education so that students there can be trained to be able primary and secondary teachers possessed of modern science and technique.
- The Government shall pay deep attention to readjusting, pedagogical research institutions including Academy of Pedagogy and enhancing their functions and role for research and development purpose.
- The Government shall strengthen international exchange and cooperation in the pedagogical research field and encourage joint research, and exchange of educational information.

3.4 Higher Education Goal and Its Implementation Strategies

3.4.1 Higher Education Goal

The higher education goal in the DPR of Korea is to make the preparation of compulsory higher education for the purpose of realizing intellectualization of the whole of society and to train competent technicians and experts possessed of modern scientific and technical knowledge and remarkable creative ability by enhancing the quality of higher education.

3.4.2 Strategy for Attaining Higher Education Goal

3.4.2.1 Enlarged Training of Technicians and Experts

The DPRK shall increase the institutions of higher education in large numbers, with focus on study-while-working system.

This will make it possible to give higher education to the young people who have finished the 11-year compulsory education without affecting the labor force of the socialist construction.

- a) The Government shall properly establish technical and vocational education system and ensure its qualitative operation.

The Government shall strengthen secondary technical and vocational education.

The Government shall:

- i. Comprehensively examine and complete the distribution, the indices and scope of training, and the school year system of specialized schools according to different sectors of national economy and in different regions.

- ii. Recompose the education program and content of specialized schools on the principle of bringing them closer to production to suit the characteristics of technical and vocational education.
- iii. Attain the proportion of practical education to more than 70% in the education of specialized.
- iv. Thoroughly examine the contents of textbooks and reference books of technical and vocational education and rewrite and publish them by 2005.
- v. Provide enough funds, equipment and materials needed for the strengthening of technical and vocational education.

b) The Government shall increase the scope of training by regular universities and colleges.

- The scope of training by regular universities and colleges shall be broadened.

The Government shall:

- i. Build new university and college buildings and dormitories, and reconstruct and expand existing ones according to annual plans.
 - ii. Modernize existing educational facilities and equipments of the universities, colleges and provide necessary new ones.
 - iii. Train teachers in line with the scope of training.
- New universities and colleges for training of technicians and experts in the field of new science and technology shall be constructed.

With the maturity of the condition, new universities and colleges or faculties shall be established for training of technicians and experts in the fields of information science, power development, life science, space development, nano science and maritime science.

c) The Government shall strengthen the study-while-working system.

The Government shall:

- i. Build more factory or farm colleges and specialized schools in big factories and enterprises and major industrial and agricultural areas.
- ii. Build more colleges that give schooling to the working people on the basis of good material foundation and well-prepared teachers and sufficient preparation, and properly identify subjects of these universities and ensure good quality of education.

3.4.2.2. Improvement of education program and content suited to the rapid development of science and technology

- Computer education shall be strengthened through active introduction of information science and technology.
- Nano technology shall be widely introduced.

Such nano science subjects as nano physics, nano chemistry and structural analysis, nano electronic engineering, nano material and nano material synthesis shall be introduced to the technical engineering sector.

- Genetic engineering, molecular biology and life science shall be actively introduced to biological and medical sectors.
- The latest achievements in energy development, space science and oceanography shall be included in the teaching content.
- Education shall be intensified in basic sciences, including mathematics, physics, chemistry and biology.

To this end, the Government shall:

- i. Encourage teachers and researchers to make more intensive research work in state-of-the-art science.
- ii. Ensure exchange and collection of internal and external information on a large scale by making active use of science library and electronic library.
- iii. Strengthen the work of exchanging and collecting information through external cooperation and internet.

3.4.2.3. Improvement in education methods

The Government shall:

- Divide the existing higher education into the education process geared to ensuring continuous education through postgraduate course and the general education process aimed at training vocational technical personnel.
- Encourage extracurricular activities of pupils.
- Improve learning assessment methods.

Test methods shall be improved in the direction of promoting pupils' creativity development in order to correctly assess learning achievement of pupils.

The Government shall:

- i. Introduce new credit system in order to comprehensively assess learning achievement and scores of pupils.
 - ii. Encourage a test method in which textbooks, reference books and other study materials are used altogether and introduce new test method aimed at giving comprehensive assessment of theoretical and practical abilities of students.
 - iii. Ensure that the proportion of test scores and daily study.
- For the purpose of encouraging development of new teaching methods the “new teaching methods” introduced by teachers shall be examined by the state and those who have developed good ones shall be conferred “Diploma for the Development of New Teaching Method”.

3.4.2.4. Intensification of training of hard cores needed in education and science sectors.

The Government shall:

- Strengthen training of hard cores needed in education and science sectors through postgraduate course.
 - i. Broaden the training scope of postgraduate courses and enhance the level of their standardization.
 - ii. Introduce postgraduate courses in the universities that have enough educational and scientific forces and sufficient conditions.
 - iii. Increase the number of students attending the postgraduate courses.
- Encourage all teachers to win academic degrees or titles by enabling them to intensify scientific research work and improve their qualifications.
- Consolidate hardcore bases for education and science by reinforcing research centers in the central universities.
- Intensify the work of training the reserves of teachers in order to recruit enough number of teachers in time to meet the growing demands.
- Intensify re-education of in-service teachers.
 - i. As the renewal cycle of science and technology has reduced to 2 to 3 years the cycle of re-education of teachers shall also be reduced and its quality raised.

- ii. On the principle, the teachers of universities shall be re-educated every 4 to 5 years.

In those sectors that have shorter technical renewal cycle, teachers shall have re-education every 2 to 3 years.

- iii. Re-education shall be divided into re-education in political subjects, re-education in basic subjects, re-education in foreign languages and re-education in major subjects according to its content; and into central re-education, regional re-education and re-education organized by an institution itself according to its organizer.
- iv. The term of re-education shall be 3 to 6 months.
- v. In order that all teachers have access to re-education, night- time re-education classes and short-term courses shall be widely introduced.

3.4.2.5. Reinforcement of material and technical foundation of universities

- Educational equipments of universities shall be modernized.

The Government shall:

- i. Intensify research work in experimental apparatuses among teachers and actively wage the work of making new experimental apparatuses by themselves.

For this purpose national experimental apparatuses exhibition shall be organized every 2 to 3 years and excellent ones shall be generalized throughout the country.

- ii. Increase the number of computers of all universities, establish computer net within the universities and realize education management information system throughout the country.
- iii. Provide universities with modern experimental and practice equipments such as high performance machine tools, high vacuum induction furnace, high performance analyzing and measuring equipments and electronic microscope.
- iv. Provide sufficient amount of general experimental and practice equipments and apparatuses, reagents and materials.

- Enough education and service facilities shall be provided.

The Government shall:

- i. Overcome the shortage of university buildings and dormitories according to yearly plan by 2015.

- ii. Making and implement yearly plans for the construction of science libraries, electronic libraries and in-door stadiums by 2015.
- iii. Equip universities with sufficient service facilities in order to provide students with satisfactory living conditions.

Chapter 4.

Medium Plan (2004-2008) for Education Development in DPR of Korea

Drawing on the policy of giving precedence to education the Government shall set the goal to be attained by 2008 and formulate strategies and carry on them for the successful implementation of education development goal to be reached by 2015.

4.1 Goal to be reached by 2008

4.1.1 Preschool education

The Government shall:

- a) Expand the kindergarten networks and increase the existing capacities of kindergartens in order to enroll all the 4-year-old children in the junior class of kindergartens.
- b) Finish the work of reformulating education program and rewriting textbooks to suit the requirements of the times and intellectual faculties of children.
- c) Improve generally the childhood care and education conditions for the children in the regions affected by natural calamities, the disadvantaged children and the children in the remote mountainous villages, isolated islets and other unfavorable conditions.
- d) Meet the demands for nursery and kindergarten teachers and ensure that their degrees are upgraded.
- e) Reinforce the equipments in children's foodstuff factories and toy factories in the provinces, cities and counties on a large scale and normalize their production.
- f) Build pleasure grounds, parks and swimming pools in all communities and normalize their operation.
- g) Reinforce scientific research bases for childcare and education so that comprehensive research about the characteristics of mental and physical development of children can win success.

4.1.2 Primary and Secondary Education

The Government shall:

- a) Promote mental, emotional and physical development of male and female pupils and lay firm foundation for the intensive moral education and education through environment.
- b) Encourage school age children to maintain their attendance rate at higher than 98% at primary and secondary schools.
- c) Pay special attention to the rehabilitation of schools in the regions affected by natural calamities in order to restore them to the original state and wage a dynamic movement to construct school buildings to go over to one-shift system at all primary and secondary schools.
- d) Provide schoolchildren with textbooks for all subjects every year on a regular basis and meet demand for basic school things on a satisfactory level and improve their qualities.
- e) Scientifically formulate education program and rewrite most of the textbooks in the primary and secondary schools to suit the demands of the new century.
- f) Widely introduce heuristic method of teaching, which encourages pupils to develop their own independence and creative ability and enhance the level of audio-visual education.
- g) Broaden the training scope of teacher training colleges and universities of education to meet the demands for teachers and ensure that degrees of teachers are upgraded by strengthening re-education work of teachers.

4.1.3 Higher Education

The Government shall:

- a) Broaden the training scope of the existing formal universities systematically.
- b) Make preparations for the introduction of more informal universities and colleges, such as those attached to factories, farms and fishing farms.
- c) Recompile and increase training indices and size of vocational technical education institutions such as specialized schools meant for the training of assistant engineers and skilled workers in accordance with the requirements of developing economy.
- d) Renew education content and methods at Kim Il Sung University and other main universities based on state-of-the art scientific and technological achievements and make it a regular practice to continue studying in the post graduate course after completion of graduate course.

- e) Set examples in main universities for realizing information-oriented education and generalize those examples model to lay foundation for materialization of information-oriented education throughout the country.

4.2 Strategies for Education Development

While consolidating the successes gained in the implementation of the national plan of action by 2000 in improving the basic education, the Government shall carry out the following strategies for the attainment of the educational development goal from 2004 to 2008.

4.2.1. The Government shall make correct feasible plan and improve educational administration.

The Government shall draw up a yearly education development plan for the attainment of the medium plan in order to provide solid legal guarantee for its implementation and execute it in close combination of the central plan and the local plan.

The Government shall:

- Increase state investment in education systematically, estimate budgets for education scientifically and ensure efficiency of the investment.
- Strengthen guidance and control over, and summing up of preparation and execution of education program and make sure that sense of responsibility and creativity of local and university administration is displayed to the full.
- Provide education sector with sufficient materials and take timely administrative measures for close combination of state investment and social assistance.

The Government shall give priority to the construction of school buildings to suit the demands for the growing number of pupils and the requirements of the developing reality and provide schools with sufficient laboratories, practice bases, hostels and service facilities.

It shall provide schools with sufficient amount of textbooks, stationery and other school things and equip education apparatus and materials production bases with enough facilities to ensure planned production and supply of education facilities.

4.2.2 Intensification of social assistance to the educational work

The Government shall intensify material assistance to education.

The organs, enterprises, factories and cooperative organizations shall sponsor the nearby schools and give them assistance so that a firm material foundation can be laid in the schools.

In particular, assistance shall be strengthened so that all schools can be equipped with computers, TV sets, VCRs, projectors and other experimental equipments and that they can create good environments for education.

The Government shall:

- Ensure that publishing houses, factories and enterprises shall establish systems whereby newly published books and newly produced machines and equipments are sent to schools first if they are necessary for education.
- Build schoolchildren's palaces, halls, bivouacs, libraries and other social education facilities in provinces, cities and counties in a planned manner and have social education conducted through diverse forms and methods in close collaboration with schools.
- Enhance educational function of families.

The Government shall ensure that parents are deeply concerned for the education of their children and that they give more assistance to schools. It shall also coordinate school and family education in a harmonious way.

- Ensure that the content of radio and TV broadcasting, publications and films proves helpful to the education of children and youth and increase the circulation of publications for children and youth.

The youth league, trade unions, women's union and other social organizations shall pay their great attention to education and discharge their responsibility and role for the development of education.

4.2.3. Enhancement of the sense of responsibility and role of teachers

The Government shall:

- Improve the qualifications of teachers.
 - i. Make sure that teachers improve their qualifications through well established re-education system and define 3-5 years as a re-education cycle.
 - ii. Regularly organize inspections of model and demonstration classes at work, seminars and meetings for exchange of experiences among teachers, apply stricter regulations in the state examination for screening the qualification of teachers and ensure that teachers enhance their qualifications to a higher level.
- Give precedence to the training of teachers to suit the requirements of the development of education.

- i. Reinforce teacher training colleges and universities of education, define training scope of students in accordance with the demands for teachers and enhance the quality of pedagogical education to a higher level.
- ii Give preferential treatment to teachers and have people respect them
 - Find out, as many as possible, teachers who devote all their hearts to the education of the rising generation and give wide publicity to them through mass media and give them official commendations.
 - Preferentially provide teachers with good working and living conditions and establish social habit of giving respect to teachers.

4.2.4. Promotion of international cooperation and exchange

The Government shall strengthen cooperation and exchange with international organizations including UNESCO and friendly countries in different forms, including exchange of visits, seminars, and exchange of education information, common research and joint ventures.

4.3 Priorities in Education and Their Strategies

4.3.1 Improvement of educational environment and material conditions

The Government shall:

- a) Ensure one-shift system for all primary and secondary schools by building new schools or increasing the capacities of existing schools by 2008.
- b) Pay special attention to rehabilitation of schools in the areas affected by natural calamities and restore them to original state by 2005.
- c) Form primary and middle school networks in rational manner according to the distribution of school age children so that not a single school-age child is excluded from compulsory education.
- d) Ensure that pupils do not suffer from commuting inconvenience and normalize the operation of the commuting means, which failed to work due to strained fuel and electricity situation, by 2005.
- e) Modernize school buildings and education facilities to suit the requirements of developing science and technology in the new century and provide enough material conditions to improve the quality of primary and secondary education.

- f) Have school buildings repaired and education facilities renewed in a planned manner and direct special attention to the provision of heating conditions to the schools during the winter season in the northern and northeastern areas.
- g) Install swimming pools at all primary and secondary schools by 2005 and provide all the classrooms in the primary schools with musical instruments by 2008.
- h) Modernize the production equipment of the education books printing factory by 2008 and satisfactorily solve the problem of paper to meet the needs of pupils for textbooks and increase the circulation of reference books.
- i) Meet the needs for notebooks, pencils, schoolbags and other basic school things and pay special attention to the improvement of their qualities.
- j) Operate, in a rational manner, special schools for disabled children such as the deaf and the dumb and improve the education and service facilities of these schools.
- k) Pay special attention to having disadvantaged children who happened to lose their parents due to natural disasters receive education with no discrimination and preferentially provide them with education and living conditions.

4.3.2 Improvement of educational content in accordance with the requirements of social development in the new century and of the quality of education.

The Government shall:

- a) Complete by 2005 the education program of primary and secondary school in the direction of giving pupils sufficient basic knowledge and skills required by the information era and finish rewriting of textbooks by 2008.
- b) Try computer and foreign language education at the primary school affiliated to Pyongyang Middle School No. 1 by 2005 and confirm its possibility.
- c) Improve and intensify life skills education and technical and vocational education among students in the secondary education stage by strengthening education that suits regional and local features, and to this end, examine education program of secondary schools and take relevant measures.
- d) Pay special attention to the education geared to the development of personality of pupils, and to this end, timely find out talented pupils and further develop an educational system for developing their talents.
- e) Recompose education program of middle schools No 1 in cities and counties by 2005 and finish the work of rewriting textbooks within 2 to 3 years, improve and complete the content of child psychology, one of basic subjects of education, and to this end, install Institute of Psychology in the Academy

of Pedagogy by 2005, equip this institute with modern facilities and introduce the results of success in education.

4.3.3. Scientification and Modernization of Education Method

The Government shall:

- a) Actively develop and disseminate heuristic method of teaching geared to developing independence and creativity of pupils.
- b) Conduct trial education based on educational and psychological research on the characteristics of the process of pupils' acquisition of knowledge and generalize good intellectual teaching methods through observation of model classes and training courses.
- c) See that the production and dissemination of various audio-visual teaching materials including video materials and the supply of modern educational means including computers shall be promoted stage by stage according to the state plan and plans for assistance from international organizations.
 - i. Renovate and modernize technical equipment in the video materials producing center by 2005 and ensure that video teaching materials are produced on a timely basis.
 - ii. Make model units which introduce modernization of education in each province within two to three years and generalize their successes and experiences.
 - iii. Increase the number of computers in secondary schools stage by stage in order to raise the utilization rate of computers in the education of different subjects.
- d) Establish the system of synthetically assessing learning achievement of pupils based on how they have understood texts and on their ability to put into practice and take measures to introduce information technical means in the analysis and summing up of pupils' learning achievement.

4.3.4. Closer Tie among School, Home and Social Education

The Government shall:

- a) Enhance the sense of responsibility of parents on children's education by keeping closer ties of schools and homes.
- b) Build and operate schoolchildren's palaces and halls, juvenile libraries, camps, parks and pleasure grounds in residential areas and scenic spots in provinces, cities and counties.

- c) Increase the number of fables, juvenile novels, films for children and scientific films for the development of intellectual faculties of pupils.
- d) Systematically increase broadcasting hours for primary and secondary school children out of the currently broadcasting education and culture TV channel.

Chapter 5.

Monitoring and Evaluation

Under the unified guidance of the DPRK Cabinet, the State Planning Commission, the Ministry of Education, the Ministry of Finance, the Ministry of Labour, and the Central Bureau of Statistics shall take the responsibility for the implementation of the National Plan of Action for EFA, in active partnership with the people's power organs of all levels, the **Kim Il Sung** Socialist Youth League, the General Federation of Trade Unions, the Union of Agricultural Workers, the Democratic Women's Union and other social organizations.

The implementation of the National Plan of Action for EFA shall be monitored and evaluated at different stages.

The DPRK Government shall be responsible for detailed organization of the monitoring and evaluation of the implementation of the National Plan of Action for EFA.

The Government shall establish a well-regulated national system of monitoring and evaluating the process of implementing the National Plan of Action for EFA, and tighten its supervision over the Ministry of Education and other ministries and local organizations of all levels.

In close cooperation with relevant statistics offices, the Ministry of Education and the local educational administrative bodies of all levels shall steadily update the databases for collection, analysis, evaluation, reporting, preservation and service of education-related information.

The implementation of the laws on the rights of children and working people to education shall be monitored and evaluated mainly by the relevant judicial bodies.

The DPRK shall set the stages for monitoring and evaluation of the implementation of the National Plan of Action for EFA with the cycle of 5 and 10 years and supervise the process.

Through monitoring and evaluation of the implementation process of the National Plan of Action for EFA, the Government shall make a detailed analysis of well-being and rights of the children and working people and take follow-up measures necessary for its satisfactory implementation.