



EDUCATION IN THE DPRK

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PREFACE

Education is one of the fundamental questions decisive of the rise and fall of a country and the future destiny of a nation. Any country and nation can neither achieve social progress and prosperity nor think of their dignity and rosy future apart from education.

The 40-year-long military occupation of Korea by the Japanese imperialists destroyed the country's education beyond description.

Owing to the brutal colonial policy of the Japanese imperialists aimed at putting the Koreans in the darkness of ignorance and obliterating their national education, the development of national education in Korea was extremely restricted, and the country was reduced to a barren land of education.

To see the actual state of education at the time of the country's liberation (August 15, 1945), there was above all no college in the country.

There were only a few middle schools in each province, which could enrol no less than 2 per cent of primary school graduates. At the time almost all children at school age were denied access to school, and there were a lot of drop-

outs at schools because of high school fees.

The Japanese uprooted even a small sign of national education and coerced their reactionary colonial enslavement education; the Japanese language was made the “mother tongue,” official language, and the subject of the Korean language was abolished; 5 *jon* was fined for the first utterance of Korean language, 10 *jon* for the second utterance and expulsion from school for the third utterance; the history and geography of Korea were severely distorted while the Japanese history was designated as the “national history;” the subject of “moral culture” was added for the education aimed at turning the Koreans into “subjects of the Japanese emperor;” from 1936 the Koreans were forced to change their names in the Japanese fashion while the use of Korean names was banned and the recalcitrant students were excluded from the enrolment registration and even expelled from school.

The brutal colonial obscurantist policy of the Japanese imperialists laid a big obstacle to the development of education in liberated Korea.

After liberation about 2.3 million people accounting for 80 per cent of adults in north Korea were illiterates. The number of native intellectuals who graduated from college was quite a few; they were experts in law, humanity and medicine, and very few in the field of natural science and technology. The reality was that there were only 4 engineers who could drive locomotive.

Thus the post-liberation education in Korea had to start literally from scratch. From the first days of building a new society great efforts were put into education aimed at providing the rising generation access to school and training native talents while freeing the adults from illiteracy and getting them enlightened.

For over 70 years from liberation up to now, phased universal compulsory education was introduced in the Democratic People's Republic of Korea so that all the members of society could reach the level of middle school graduates and above, and today the country is advancing along the road of making all of the people well versed in science and technology.

Under the wise leadership of the WPK and DPRK government, a reliable socialist education system is now established and education is further developing in keeping with the requirements of the developing reality, giving full scope to the advantages of the universal free compulsory education.

This book will give a glimpse of the developing education in the Democratic People's Republic of Korea.

CONTENTS

1. REALIZATION OF DESIRE FOR GETTING CHILDREN EDUCATED	6
1) Liquidation of the Japanese Imperialist Colonial Enslavement Education System and the Establishment of a Democratic Education System	6
2) Consolidation and Development of the Democratic Education System and Establishment of the Socialist Education System	12
2. SUCCESSFUL INTRODUCTION OF UNIVERSAL COMPULSORY EDUCATION	15
1) Development from Compulsory Primary Education to Compulsory Secondary Education	15
2) Enforcement of Universal Nine-Year Compulsory Technical Education	18
3) Enforcement of Universal 11-Year Compulsory Education	20
4) Introduction of Universal 12-Year Compulsory Education	23
5) Education of Prodigies and Bereaved Children.....	26
3. DEVELOPMENT OF HIGHER EDUCATION	30
1) Development of the Full-Time System of Higher Education	30

2) Development of the Part-Time System of Higher Education	33
4. DEVELOPMENT OF ALL-PEOPLE EDUCATION.....	38
1) Adult Education that Started with Abolition of Illiteracy	38
2) Bases for Social Education and All-People Study	42
(1) Bases for After-School Education and Edification in the Stage of Compulsory Education.....	42
(2) Bases for All-People Learning.....	46
(3) TV Education and Online Education	50
5. UNIVERSAL FREE EDUCATION SYSTEM.....	53
1) Emancipation from the Centuries-Old Burden of School Fees	53
2) Educational Expenditure Is Borne Totally by the State	54
3) Education Is Free for All.....	56
4) Scholarship System	57
6. NATIONAL POLICIES FOR ENSURING THE EDUCATIONAL WORK.....	58
1) “Pedigree Farms” for Training Teachers.....	58
2) State’s Trust in and Care for Teachers	60
3) Provision of Textbooks and School Supplies	62

1. REALIZATION OF DESIRE FOR GETTING CHILDREN EDUCATED

From olden times the Korean people are not only industrious and courageous but also resourceful and highly desirous of learning.

Throughout their 5 000-year history they created brilliant national civilization, and despite the Japanese imperialist occupation of their country and the miserable life-threatening living conditions, they still harboured a burning desire for getting their children educated.

Their dream for getting their children educated came true as a result of the accomplishment of the historic cause of national liberation and the establishment of the genuine people-oriented educational system.

1) Liquidation of the Japanese Imperialist Colonial Enslavement Education System and the Establishment of a Democratic Education System

After the country's liberation, the primary task facing the

Korean people in establishing a progressive education system was to create a people-oriented, democratic education system.

The pre-liberation colonial enslavement education by the Japanese imperialists blocked the way of learning for the Korean people and denied the overwhelming majority of them access to school.

Consequently, about 400 000 children who reached the school age were not enrolled in primary schools every year, and the schools, very small in number, had only children of the Japanese, landlords and capitalists: there were little number of sons and daughters of the working people studying there.

Forcing the education for turning the Korean people into “subjects of the Japanese emperor,” colonial enslavement education, the Japanese imperialists saw that all the textbooks were written in Japanese and the whole processes of education were run through with the reactionary idea of colonial enslavement that was aimed at forcing national discrimination and inequality and obliterating the national identity of the Korean people.

On September 20, 1945, after liberation, President Kim Il Sung met political operatives to be dispatched to local areas, and told them that we should eliminate the remnants of the colonial enslavement education system of Japanese imperialism and create a people-oriented, democratic education system, adding that we must not remain indifferent to education, putting it off or underestimating it.

Noting that teaching is a worthy and honourable undertaking for training the pillars for the country, who would shoulder its future, he said that for the time being we must select and assign teachers and rebuild and readjust educational establishments so that school management would be normalized to teach our spoken and written language to the children and youth.

An important thing in establishing a democratic education system was to set up a new type of people's educational institutions and provide a unified guidance over them.

Whether the broad masses of the people could enjoy freedom of and right to education depends on whether they take control of educational institutions as well as state power.

In Korea, revolutionary measures were taken before anything else to place the "public schools" run by the Japanese and their stooges under the control of the people's committees and provide a unified guidance over them.

Consequently within a few months after liberation, all educational institutions came under the control of the local people's committees, and the colonial enslavement educational institutions of the Japanese imperialists gave way to the new people-oriented educational establishments once and for all.

On November 19, 1945, the Education Bureau, one of the Ten Administrative Bureaus of North Korea, was formed to provide a central, unified guidance over them under the new circumstances.

The Education Bureau was a new type of people-oriented

educational administrative organ that provided a central, unified control and guidance over the educational institutions in different provinces.

In November 1945 the bureau made public *Outline of Temporary Measures for School Education in North Korea*.

The outline elucidated the ideals of democratic education based on the Juche idea and clarified the principles and practical measures for improving education to make it serve the building of a new democratic society while abolishing the colonial enslavement education system of the Japanese imperialists; it named the primary educational institutions the people's school to emphasize the people-oriented character of the existing educational institutions and turn them literally into those for all the people; it defined fresh contents and methods of education and determined the system, year, semester and vacation period for schools at different levels in a unified way.

Thanks to such measures, schools across the country conducted edification and education in a unified way with the same teaching programme while the establishment and management of private and religious schools came to be undertaken under the control of the people's committees according to the principle of school establishment set forth by the central authorities.

The Education Bureau satisfactorily performed the function of central unified leadership and control body until the emergence of the central power organ in north Korea, thus overcoming in time the spontaneity and disorder that prevailed in the field of education temporarily and developing education on the de-

mocratic basis to help the new schools at different levels carry on their mission and role as the educational institutions for the people.

Another important thing in the work of establishing a democratic education system was to form a new educational structure on the principle of progressive democracy.

An educational structure directly reflects the class character and features of the education system, the backbone of the relevant social education system. The educational structure set up in Korea by the Japanese imperialists was an extremely reactionary colonial enslavement educational structure, which cruelly trampled upon the right to and freedom of learning by forcing national discrimination and inequality in education on the Korean people and imposing a heavy burden of school fees and all sorts of sanctions on them. Therefore, it was impossible to establish a genuinely people-oriented education system of a new type without removing this outdated colonial enslavement education system completely.

The Provisional People's Committee of North Korea took measures of doing away with the special education system for children of the exploiting classes, and saw to it that the same content was taught at the same kind of schools and in the same school year regardless of difference in region and gender. In addition, it ensured that colleges, institutions and various forms of adult education institutions where the working people studied while working were established to form a well-regulated education system. On December 18, 1946, the PPCNK proclaimed

decision No. 133, *Regulations on School Education System in North Korea and Measure for Their Application*, to definitely legalize the democratic education system in conformity with the socio-economic transformation in the country and the people's democratic system.

The regulations defined the form and system of education at all educational stages, ranging from the elementary to technical education and higher education, school age, qualifications and the relations of succession between schools at different levels, and elucidated the people-oriented and democratic character of the new education system.

The new school education system was a people-oriented, democratic system that opened up for the first time in the history of the country a broad avenue for all the working people and rising generations to enter their favourite schools to study to their heart's content. It was also a revolutionary, progressive education system that ensured the unified guidance of the working-class Party and state over school education and guaranteed the unification and succession in education.

Consequently, a people-oriented, democratic education system was established in north Korea in more than a year after liberation. With its establishment, the colonial enslavement education system of the Japanese imperialists was abolished once and for all, and a sure guarantee was provided for realizing the Korean people's ages-old desire for learning and for steadily developing education in conformity with the aspirations and interests of the working masses.

2) Consolidation and Development of the Democratic Education System and Establishment of the Socialist Education System

The democratic education system in the DPRK achieved further consolidation and gradual development into a socialist education system with the advance in revolution and construction. When the socialist revolution was accomplished and socialist construction was promoted full steam, the system, contents and methods of education were improved to meet the demands of the socialist society, resulting in all-round establishment of the socialist education system.

During the postwar three-year national economic rehabilitation and development plan period (1954-1956), education of the people surpassed by far the prewar level, universal compulsory primary education was enforced and independent national cadre training bases were established. As a result, developing the existing democratic education system into the socialist education system posed as an important matter which brooked no further delay.

In October 1959, the Sixth Session of the Second Supreme People's Assembly of the DPRK adopted the law, *On Reforming the People's Education System*, in order to establish a new people's education system.

The reformation of the people's education system removed

the defects revealed in the existing education system, and ensured an organic combination of education and productive labour during the teaching of curricula at technical schools and higher technical schools, thereby enabling students to acquire secondary general knowledge and production technique, so that they could work independently in certain areas of the national economy.

A steady improvement was also made in the contents and methods of education in keeping with the demands of the socialist society.

Improvement in the contents and methods of education on the principle of combining education with production and theory with practice enabled the students not only to consolidate what they learnt and acquire technical skills but also to cultivate noble moral virtues like ardent love for their motherland and fellow people, earnest attitude towards labour, discipline, collectivism and iron will.

The teaching plan for schools at different levels was improved in the direction of strengthening the education of basic technology. Consequently, a great attention was paid to making students acquire the knowledge and skills of production as well as the fundamental principles of science through the lessons of basic subjects, in particular mathematics, physics, chemistry, biology, drafting and geography. The middle schools offered the subject of practice as well to allow students to learn the basic technical knowledge and rudimentary technical skills.

Schools in the field of higher education increased the number of special internship lessons and cemented relations with facto-

ries, enterprises, construction sites, agro-stock farms and fishing grounds. Therefore, the students were able to consolidate the knowledge they learnt through production and labour and enhance their practical abilities.

Establishment of the socialist education system—this was a main component of achievements in the education sector in the days of laying the socialist foundation in the DPRK.

2. SUCCESSFUL INTRODUCTION OF UNIVERSAL COMPULSORY EDUCATION

The socialist education system in the DPRK is, in essence, universal compulsory education system.

Under the universal compulsory education system, the state ensures complete, equal and compulsory education on its own responsibility for the people without discrimination in their nationality, race, class, stratum, occupation, gender, wealth and residence, thus opening up a broad avenue of learning for the rising generations and broad working masses including the workers and farmers.

1) Development from Compulsory Primary Education to Compulsory Secondary Education

When the building of a new country began after liberation, the situation in Korea was very difficult. However, the government of the Republic channelled every effort into making preparations for enforcing compulsory education, holding fast to the principle of placing education above anything else.

Within a short span of time after liberation the colonial enslavement education system of the Japanese imperialists was eliminated, resulting in the democratization of education, while preparations for introducing universal compulsory primary education were made full steam.

On January 22, 1946, the Education Bureau of North Korea adopted a decision, *On Drawing Up a Plan for Enforcing Universal Compulsory Primary Education*, and launched survey and planning for its implementation.

As a result, the percentage of school enrolment for children at school age already reached 94.3 per cent in 1948.

On September 10, 1949, *Law on the Introduction of Universal Compulsory Primary Education* was made public at the Fourth Session of the Supreme People's Assembly of the DPRK.

The law announced that universal compulsory primary education would be enforced on September 1, 1950 in all parts of north Korea, this compulsory education was guaranteed by the free compulsory education system, and the children of poor citizens would be supplied with textbooks and school supplies free of charge by the state. It also stipulated that the admission age for the first year of primary school is seven to eight, and the parents and guardians of children at school age are duty bound to enrol their children at schools.

Consequently, the percentage of school enrolment for children at school age accounted for 98 per cent, almost all of eligi-

ble children, in the new school year of 1949.

The plan of the government of the Republic for enforcing universal compulsory primary education from the new school year of 1950 was suspended due to the Korean war that broke out on June 25, 1950.

The three-year war reduced everything in Korea to ruins.

The bombing by enemy aircraft destroyed 72% of schools and 88% of classrooms, and burned down most of the educational equipment and teaching materials to ashes.

Despite the difficult conditions after the war, the Workers' Party of Korea and the government took measures for increasing state investment in education, giving priority to school construction in post-war reconstruction for the successful enforcement of the universal compulsory primary education.

As a result, school construction was afoot, which was characterized by the principle of building schools where there were students, discarding the former conception that students went in quest of where there were schools. Schools were built in not only urban and rural areas but also in out-of-the-way mountain areas and fishing villages with students and even in remote lighthouse islands with a few students.

On the basis of such achievements, universal compulsory primary education was introduced completely in August 1956.

During post-war reconstruction, the introduction of universal compulsory primary education went side by side with making preparations for the enforcement of compulsory secondary education, a higher stage.

It resulted in a large-scale expansion of secondary education network, consolidation of material foundations of schools and successful solution of the problem of teachers.

On October 2, 1958, the Fourth Session of the Second Supreme People's Assembly of the DPRK enacted the law, *On Enforcing Universal Compulsory Secondary Education and Making Preparations for the Introduction of Compulsory Technical Education*, and announced that universal compulsory secondary education would be enforced in all parts of northern half of Korea on November 1, 1958.

In addition, the Cabinet decision on abolishing school fees in all educational institutions from April 1, 1959 was released in March 1959, so that universal compulsory secondary education could be undertaken completely at state expense.

With the establishment of universal compulsory secondary education system, the level of compulsory education in Korea developed from primary education to secondary education, the centuries-old desire of the people to get their children educated could be realized at a higher level, and a people-oriented education system was consolidated further.

2) Enforcement of Universal Nine-Year Compulsory Technical Education

In 1959, a year after the introduction of the compulsory secondary education system, the number of technical schools in-

creased, teachers capable of offering technical education were prepared and the teaching programme was improved to suit the new technical school system in anticipation of the upcoming nine-year compulsory technical education.

The Fourth Congress of the Workers' Party of Korea held in September 1961 set forth the task of consolidating and further developing the successes in the compulsory secondary education and completely enforcing universal nine-year compulsory technical education during the First Seven-Year National Economic Development Plan period (1961-1967) in order to improve education as required by socialist construction.

Accordingly measures were taken to set up middle schools for five-year education by merging the previous three-year middle schools and the new two-year technical schools from the viewpoint of development.

With the emergence of a new type of middle schools, a scientific compulsory education system composed of four-year primary school and five-year middle school was established, making it possible to successfully enforce nine-year compulsory technical education that combines general education closely with basic technical education.

Based on such preparations, the Sixth Session of the Third Supreme People's Assembly of the DPRK held on November 24, 1966 published the law, *On Enforcing Universal Nine-Year Compulsory Technical Education*, and announced its enforcement on April 1, 1967.

3) Enforcement of Universal 11-Year Compulsory Education

The government of the DPRK conducted the work of enforcing a new compulsory education on the basis of successful introduction of nine-year compulsory technical education.

The question of education dealing with man needs prudence, and its validity should be confirmed in practice; only then can all people endeavor to implement it with confidence. The government conducted a nationwide tentative education to lower the admission age by one year.

As a result, from September 1970 about 40 primary schools in different parts of the country undertook tentative education for enrolling 6-year-old children, and confirmed the ways for improving teaching methods and contents and raising their levels.

In reflection of the demands of the developing reality, the historic Fifth Congress of the WPK held in November 1970 put forward the enforcement of universal ten-year compulsory education (four-year primary school education and six-year middle school education) as one of the most important tasks facing the education sector during the Six-Year National Economic Development Plan period (1971-1976).

To shorten the distance between home and school for 6-year-

old children, the government built many branch schools, and made other meticulous preparations for enforcing a new compulsory education system, such as training teachers, building schools, publishing textbooks and producing school supplies.

In the course of this, a conclusion was drawn that given the premature admission, the kindergartens need to give preschool education for a more satisfactory education of 6-year-old youngsters. If preschool children were taught how to take a pencil by hand, how to write easy letters and how to count and write the numbers from 1 to 20 at kindergartens, school education would be that much easier for 6-year-old children.

The government enforced one-year compulsory preschool education for all 5-year-old children at all kindergartens according to a unified teaching programme along with the enforcement of universal ten-year compulsory education.

Since the work of enforcing universal 11-year compulsory education was too vast and difficult to start all at once, it was enforced at the rate of over 20 per cent of the whole residential areas every year on the principle of beginning at cities and workers' districts and expanding it gradually to rural and mountainous areas; its enforcement was completed in 1976.

On September 1, 1972 all middle schools were renamed senior middle schools, higher schools were abolished, and higher technical schools and higher physics schools were reformed into colleges in accordance with the teaching programme of universal

11-year compulsory education. Moreover, kindergartens consisted of high and low classes, and the high class offered one-year compulsory preschool education.

As a result, a well-regulated education system was established for making universal 11-year compulsory education a success, and universal 11-year compulsory education switched over from tentative stage to practical stage.

As the effort to ensure all-round introduction of universal 11-year compulsory education was made full steam, the construction of schools and bases for experiments and internships were dynamically conducted as a society-wide campaign with the increase in state investment in education.

In particular, a closely-knit network of schools was established with good calculations of students' commuting distances.

In consideration of the natural and geographical features of the country in which mountainous areas occupy roughly 80% of its territory and which has many islands as it is bound by sea in the east and west, about 1 600 branch schools were built in the rural, miners and forestry areas and islands, and commuting trains, buses, boats and cars were supplied where they were needed.

The Fifth Session of the Fifth Supreme People's Assembly of the DPRK held between April 8 and 10, 1975 adopted a law on completely enforcing universal 11-year compulsory education in all parts of the country on September 1, 1975.

The universal 11-year compulsory education was enforced within a short span of four years, one year earlier than scheduled.

4) Introduction of Universal 12-Year Compulsory Education

For over 70 years from the first days after liberation, when priority was given to the development of national education to train talents necessary for the building of a new country from the ruins, the government of the DPRK has trained an army of millions of intellectuals who can contribute to national development and prosperity while firmly establishing the Juche orientation in education.

Today the WPK and the government has set it forth as their immediate task to train a greater number of scientific and technical talents in conformity with the age of knowledge economy by raising the country's education to a higher level.

The Sixth Session of the Twelfth Supreme People's Assembly of the DPRK held in September 2012 enacted a law of the SPA of the DPRK on enforcing universal 12-year compulsory education. The system underwent a two-year preparatory stage, and was enforced at the same time in all parts of the country on April 1, 2014.

This system is aimed at training students into able talents who can make tangible contributions to the building of a powerful socialist country, armed with independent ideological consciousness and creative abilities by teaching them, during the stage of secondary general education, general basic knowledge, with which to acquire scientific and technical knowledge of

specialized fields in the future.

The system consists of one-year preschool education, five-year primary school education, three-year junior middle school education and three-year senior middle school education.

The one-year compulsory preschool education allows the children to lay foundations for receiving school education, and the five-year primary school education prepares young students to successfully receive secondary education by teaching them fundamental knowledge of nature and society while ensuring their smooth physical growth. The three-year junior middle school education offers students secondary general basic knowledge while the three-year senior middle school education gives them basic technical knowledge that can be used in practice in keeping with the requirements of the IT age. In other words, the universal 12-year compulsory education system gives a finishing touch to secondary general education in keeping with the requirements of the IT age, the age of knowledge economy.

With the establishment of the new compulsory education system, an epoch-making turn was brought about in the contents and qualitative level of secondary education so that students can acquire a wide-ranging knowledge to keep pace with the rapid development of science and technology and conduct independent activities in society after graduation.

With the introduction of universal 12-year compulsory education, the state made sure that textbooks for students were compiled on the basis of a concrete analysis of the development standard of modern education, the development trend of science

and the students' age and psychological features and cognitive faculty, and in such a way that they can really accept and apply their contents to practical activities, and a new turn was made in the teaching methods.

In addition, in view of the important role played by the improved qualifications of teachers in the pedagogic development, it also strengthens the work of building up the ranks of teachers and improving their qualifications.

True to the Party's intention to spare nothing for education, state investment is increasing so as to build up primary, middle and tertiary schools across the country and supply educational equipment to them.

The new universal 12-year compulsory education is a high standard of completely compulsory education that offers education to all of the rising generations until they reach the working age; it is also a people-oriented and advantageous free compulsory education system under which the state is responsible for all expenses for education.

In this way, a great effort has been channelled into education in the DPRK at every stage of the revolutionary development from the first days of building a new country, and the state has lavished concerns and investments on it so that the students across the country can study to their heart's content without anything to worry about.

Now schools are evenly distributed in the country at the rate of one per 2km; there is one at every urban quarter and every rural ri.

5) Education of Prodigies and Bereaved Children

Education of Prodigies

Nationwide efforts are directed to the education of prodigies to produce able talents who can make tangible contributions to the development of science in keeping with the requirements of the developing reality.

Kindergartens including the Kyongsang Kindergarten and Taedongmun Kindergarten in Central District, Pyongyang, offer systematic training in art to children gifted with talents by birth and develop their talents of different kinds. In addition, every province has a prodigy-training kindergarten like the Ponbu Kindergarten in Sinuiju, North Phyongan Province.

The talented children who finished the pedagogic course in kindergarten continue to receive necessary training according to their talents at primary school.

In Pyongyang, the capital city of the DPRK, there is Pyongyang Middle School No. 1. The education system of the school consists of a primary school course and a middle school course. The school enrolls students from different parts of the country who finished the primary school course with top marks and offers them necessary training according to their intellectual level and the world standard of educational development.

Each province has middle schools No. 1, modelled on Pyongyang Middle School No. 1, and they began operation on

September 1, 1985.

Graduates from middle schools No. 1 continue their studies at different colleges and universities according to their hopes and finish their pedagogic career up to the postgraduate course, and thus grow up to be fine scientific and technical talents of the country.

Moreover, there are foreign language, art and sports schools in the capital city and seats of provinces, where talented students receive education that suits their aptitudes in pursuit of their hopes and dreams without regional restrictions wherever they live.

Education of Bereaved Children

In the DPRK there is an education system that brings up sons and daughters of revolutionary and patriotic martyrs who fell in the struggle for the country and people.

The educational institutions for bereaved children of revolutionaries include Mangyongdae Revolutionary School, Kang Pan Sok Revolutionary School and Nampho Revolutionary School.

Institutions that bring up orphans and those without parental care include baby homes, orphanages and primary and secondary schools for orphans.

Mangyongdae Revolutionary School enrolls children of the anti-Japanese revolutionary fighters and children of martyrs who fell in the posts of defending the country and in the struggle for socialist construction and national reunification.

Students of revolutionary schools are supplied free with

school uniforms, red stripes attached on their sleeves and trousers, and the state takes utmost care of them in their living.

Baby homes and orphanages admit and bring up children who are deprived of parental care by the death of their parents or for other reasons.

With the absence of war orphans after the war, the composition of children at baby homes and orphanages underwent gradual changes, and the current enrolment is dominated by sons and daughters of the working people who met premature death or cannot look after their children temporarily for different reasons.

Great national attention is paid to the baby homes and orphanages across the country.

Baby homes and orphanages equipped with modern facilities for nursing and educating children are in good operation at state expense.

The first orphanage in the DPRK was founded in 1946 immediately after the country's liberation. With the introduction of one-year preschool compulsory education, it consists of high and low classes and conducts edification and education according to the curriculum and teaching programme for kindergarten.

The primary and middle schools for orphans look after children, who are parentless or deprived of parental care, and impart them knowledge according to the curriculum of ordinary primary and middle schools.

A primary school for orphans offers the same politico-ideological education, basic knowledge lessons, physical culture and art lessons as ordinary primary schools do according to the

same teaching programme.

All graduates from primary schools for orphans advance to middle schools for orphans.

Middle schools for orphans give education with the same teaching programme as that of ordinary middle schools.

Today orphans who have grown up cheerfully thanks to the grateful policy of the Party and the state go to universities or colleges as they wish or advance to different sectors of the national economy to work with devotion for the Party, motherland and people who have brought them up.

3. DEVELOPMENT OF HIGHER EDUCATION

Higher education in the DPRK has developed into two forms—full-time and part-time forms.

1) Development of the Full-Time System of Higher Education

One of the important problems facing Korea in building a new society after its liberation was to build up the ranks of its own native cadres.

Proceeding from this demand, Kim Il Sung set forth the task of founding a university first and building regular colleges with the university as the parent body.

The Preparatory Committee for Founding a University was formed in May 1946, and preparations, ranging from mapping out a plan for establishing the university and compiling an educational programme to measures for the construction of university buildings, were stepped up.

On September 15, 1946, the opening ceremony of the university was held with 1 500 students at seven faculties, and the

Provisional People's Committee of North Korea decided to name it Kim Il Sung University in reflection of the unanimous desire of the Korean people.

After its establishment, the most difficult problem was the shortage of funds for constructing its buildings.

Although there were a lot of things to do with the funds raised through the peasants' campaign for donating cereals out of patriotism, Kim Il Sung saw to it that the university buildings were built first with that money. On receiving the report that relevant officials had allocated 30 million *won* for the budget of the university construction, he said that it was true that there were many difficulties but nothing was more important than training the native cadres, and saw to it that 130 million *won* was allocated for the university construction. Moreover, he personally climbed up Ryongnam Hill to designate the site for the university, and visited the construction site as many as 16 times in a year to provide energetic guidance to the construction of the university buildings.

The inaugural ceremony of the new buildings was held in the presence of Kim Il Sung grandiosely on the occasion of the second anniversary of the founding of Kim Il Sung University on October 10, 1948.

As the university was built up and its educational force grew, the government wasted no time to quickly increase the number of colleges with the university as the parent body.

As a result, 15 colleges and 55 technical schools were set up in 1949, and afterwards the number of regular colleges increased

with the development of the revolution and construction.

At present the full-time form of higher education includes university and college education and each of the major universities has a postgraduate course. The postgraduate course enrolls brilliant college graduates and persons selected from other organs and enterprises through exams. The period is three or four years, during which students write papers and are awarded with academic degrees in their fields after the deliberations of their papers.

The government has paid big attention to ensuring a reasonable regional distribution in establishing tertiary educational institutions.

It seems to me that colleges and universities are distributed rationally in cities and countryside, the industrial and agricultural areas, by taking into account the regional features and overall balance throughout the country.

Every province has colleges of technology, light industry, agriculture, medicine, education and teacher training; they train agricultural technicians, medical workers needed for improving the local people's health and implementing the policy of preventive medicine and section doctor system and teachers for enforcing universal 12-year compulsory education.

With the establishment of bases for training cadres of different sectors in all provinces, they produce reliable experts in time to suit their own specific conditions, putting an end to the limitations of depending on the capital city for technicians and experts.

This makes it also possible to push ahead more dynamically with the work of propagating modern technical civilization to provinces, and raising the technical and cultural standards of the local working people, while the overall cultural standards of the country are enhanced evenly.

2) Development of the Part-Time System of Higher Education

The working people in the DPRK study to their heart's content under the study-while-you-work system.

The system allows the working people who are living and working in different regions such as cities and farming and fishermen's villages to receive specialized technical education and higher education according to their hopes and abilities while on their jobs, free from the regional or seasonal restrictions.

The DPRK established this system at universities and colleges in 1948, and has improved it constantly.

Broad sections of the working people have been involved in the system to receive higher education, regardless of residence, job and age.

The study-while-you-work system comprised the form of education by correspondence, in which students completed the course with the main emphasis on self-study.

It had some features in drawing up the teaching programme, in arranging teaching and in the methods of education.

First, the teaching programme was compiled in the direction of giving more theoretical education and less practical education like internship though it was based on that for regular education.

Next, the principle was to teach the contents of education on an intensive and priority basis.

In addition, the main emphasis was put on the students' self-study based on textbooks and studying guide, and it was combined with the teachers' on-site lecture and on-site guidance, question-and-answer session and understanding and check-up through the assessment of solutions and exam.

At present the form of education by correspondence was abolished as required by the developing reality. Thus, the study-while-you-work system includes the form of education in which the working people receive higher education after a day's work (factory, farm and fishermen's colleges) and online education.

These forms of education help the working people receive higher education without being divorced from production by teaching them according to a teaching programme on a daily basis.

Factory College

In the DPRK there is a new form of technical college, factory college.

Factory colleges were founded and have developed thanks to the state policy of simultaneously developing the regular system of higher education and various forms of higher education in

which the working people can study without being divorced from production.

During the grim Fatherland Liberation War, a factory college, the first of its kind in the world, was founded in 1951.

Today there are factory colleges wherever there are big factories and enterprises and in major industrial districts, which keep training able technical personnel, allowing a large number of worker-students to learn to their heart's content.

Their management and conditions for education are provided by the factories and enterprises.

The period of learning is five to six years, and the contents and level of education and the postgraduate certificate are the same as those of a regular technical college.

Lectures are given in organic combination with production activities.

Efforts in education in these colleges are directed to introducing the achievements of modern science and technology with emphasis on theoretical education. They also direct their efforts to solving technical problems whose solutions are urgently demanded in practice proceeding from the development of the country's productivity, requirements of the technological revolution and the concrete circumstances of relevant factories.

Factory college makes it possible to build up the ranks of technical personnel by training a large number of new intellectuals of working-class origin and to make them assume the fine traits and qualifications of the working class. It also trains a greater number of able technical personnel necessary for the

technological revolution in a short period and makes it possible to develop production and science and technology at a high speed by closely combining education with production and theory with practice.

The factory college education system is a rational form that makes it possible to consolidate, without hindering the supply of manpower needed for the development of the national economy as well as production and requiring no additional investment from the state, the material and technical foundations and sci-tech force of factories and enterprises to increase the number of national intellectuals quickly and to step up the work of making all the people well versed in science and technology.

Today there are a number of factory colleges in the DPRK, including Pyongyang College of Technology.

Factories and enterprises serve not only as bases of production but also as bases for training technical personnel and hubs of sci-tech development.

Farm and Fishermen's Colleges

Farm and fishermen's colleges are part-time institutions of higher education for the people working in the agricultural and fishing sectors.

In the DPRK the first farm college was founded in Chongsan-ri, Kangso District, Nampho, on November 1, 1981.

On the basis of the experiences gained in managing Chongsan Farm College, the country set up Unjon Farm College in 1987

and the Jongphyong Farm College and Yonbaek Farm College in 1988.

By taking into account their involvement in agricultural production, farm colleges teach students intensively in the daytime in the farmers' slack season from December 1 to the end of February. In the busy farming season students study by themselves while on the job, and teachers guide their studies once a month. And they attend one or two lessons of group study every evening from July 15 to September 15.

As they directly participate in farming, they are given mostly theoretical education and basic experiments excluding internship.

Sinpho Fishermen's College, founded in 1979, is the first fishermen's college in the DPRK.

Education and edification is usually organized and guided by the vice-rector of the college. Its method of education is the same as that of farm college.

4. DEVELOPMENT OF ALL-PEOPLE EDUCATION

1) Adult Education that Started with Abolition of Illiteracy

The government of the DPRK has systematically developed adult education to abolish illiteracy among the working people and raise the level of their cultural knowledge since the initial stage of building a new society, while giving priority to and dynamically pushing ahead with the education of the rising generations and the training of national cadres which are related to the nation's future.

Anti-illiteracy campaign involving all the people

In August 1945 just after liberation there were millions of illiterates in north Korea. In particular most of them were farmers, and 81.3 per cent of them were women.

As long as these people remained illiterate, it was impossible to build a democratic and independent sovereign state and provide them with a free and cultured life.

The government set the task for launching an all-people campaign against illiteracy, and above all took steps of estab-

lishing institutes for adult education that could admit all the illiterates.

According to such measures, the Korean alphabet schools (four-month course) teaching the illiterates, adult schools (two-year course) giving primary school-level education and adult middle schools (three-year course) giving junior middle school-level education were set up.

These schools made up a well-organized system of adult education ensuring continuity in the educational course and level.

In this way, a well-regulated education system and a rational system of adult education were established, which could successfully wipe out illiteracy and continuously raise the working people's level of cultural knowledge.

The government also established a national system of leading this work in order to intensively promote the mass campaign against illiteracy. The Central Anti-illiteracy Guidance Committee was organized in the capital city, followed by anti-illiteracy guidance committees at all levels involving the officials of power organs, public organizations and educational sector in provinces, cities and counties. These committees provided unified guidance over and control of all problems in implementing the state decisions related to the abolition of illiteracy, organizing and running the adult schools, securing teachers and providing studying conditions.

Thanks to the government's measure, a nationwide campaign against illiteracy was launched, leading to a brilliant success of

freeing over 2.3 million people completely from illiteracy irrespective of gender in a little more than three years from the late 1945 to the early 1949.

With the successful abolition of illiteracy, adult education could be developed to a higher stage.

Attainment by All the Members of Society of the Educational Level of Middle School Leaver and Skills

After wiping out illiteracy, the DPRK continued to direct great efforts to adult education to raise the level of the working people's general knowledge to that of middle school graduates and above as required by the developing reality, not to mention the work of preventing them from returning to illiteracy.

In November 1958 the government adopted the Cabinet decision, *On Raising the Level of the Working People's General Knowledge to that of Primary or Junior Middle School Graduates and Above*.

This decision pointed out the need to reform the previous adult educational system and establish a new adult educational system made up of the working people's primary school (elementary education stage) and middle school (low-level secondary education stage) as required by the developing reality, and took measures for improving adult education.

Accordingly, the working people's primary and middle schools admitted the workers or farmers with a factory, an enterprise or a cooperative farm as a basic unit, and the leading

official of each production unit took charge of his or her employees' study as the headmaster of the school as well as their production activities.

Officials of the relevant units, teachers of the regular schools and some members of society served concurrently as lecturers, and the state published and supplied the teaching programmes and textbooks to them in a unified way. And the schools improved the contents of education in step with the development in their educational work, and strove to raise the level of adult education thoroughly to that of regular school education.

In 1958, when universal compulsory secondary education was introduced, the DPRK set the goal of raising the level of the working people's knowledge to that of middle school graduates and above, and expanded the working people's middle schools to enhance their role.

Moreover, the government, with an aim to further develop adult education, established a system for all the working people to acquire the general knowledge of middle school graduates and above, and more than one skills, and saw to it that working people's senior middle schools (three-year course) were set up and operated.

Under the wise leadership of the Workers' Party of Korea and the government, adult education was successfully carried on, and all the working people raised the level of their general knowledge and skills to that of middle school graduates and above, irrespective of gender.

2) Bases for Social Education and All-People Study

(1) Bases for After-School Education and Edification in the Stage of Compulsory Education

Comprehensive Base for After-School Education: Schoolchildren's Palace

Schoolchildren's palaces give political and ideological education to the pupils of primary and middle schools and disseminate sci-tech, literary and artistic knowledge and sporting techniques to them after school and during vacation.

Schoolchildren's palaces in various parts of the country, including the Mangyongdae Schoolchildren's Palace, Pyongyang Students and Children's Palace, Kim Song Ju Schoolchildren's Palace, Kaesong Schoolchildren's Palace, Samjiyon Schoolchildren's Palace, February 16 Schoolchildren's Palace and Kanggye Schoolchildren's Palace, support the school education of the pupils and consolidate its success.

The Mangyongdae Schoolchildren's Palace is located on Kwangbok Street, Pyongyang.

It boasts of peculiar and magnificent architectural beauty by representing the mother's warm bosom embracing her children with open arms.

The palace, inaugurated on May 2, 1989 and splendidly

renovated in December 2015, is a modern base for extracurricular education and edification and a “pedigree farm” for training talents.

Its total area is over 214 000 m² and its total floor space is over 105 000 m².

Carved in bold relief on the front wall of the entrance hall is the autograph of President Kim Il Sung, which reads as follows:

“Children are the country’s valuable asset. Korea of the future belong to our children.

Kim Il Sung

April 15, 1989”

There are 140-odd rooms that can accommodate more than 5 000 students at a time a day.

The eight-storey main building is home to rooms for science, arts and sports groups, a theatre, gymnasium, swimming pool, library, e-library, electronic recreational hall, 4-D simulation cinema, astronomic knowledge learning area, hall of stuffed animals sent by the great leaders and other various halls for mass activities.

There is also a four-storey comprehensive art training centre, and found outdoors are a ground for vehicle-driving practice, studying site, playground, green park, dormitory that can accommodate 1 000 students and comprehensive communal amenity base.

The state supplies modern musical instruments, computers, sports equipment and apparatuses for experiment and practice to train more able and talented students.

Children's Camp

Children's camps are located in such time-honoured and scenic places in the country as Mangyongdae, Mt Jangja, Sogam, Songdowon, Mt Myohyang and Phophyong.

According to the decision of the Central Committee of the Workers' Party of Korea, *On Organizing Students' Rest during Their Summer Vacation*, adopted in April 1947, children's camping in the country commenced in summer that year, when students went to the newly-built children's camp in Onjong-ri, Kosong County, Kangwon Province.

Today children's camping is organized according to a unified plan of the state.

Those eligible for camping are members of the Children's Union, who are recommended with the CU subbranch as a unit by the CU organizations at the schools across the country.

Children's camps are classified into the central children's camp, provincial (or municipal) children's camp and international children's camp. The central children's camps accept schoolchildren from all parts of the country while the provincial (or municipal) camps receive those from relevant provinces or municipalities.

The Songdowon International Children's Camp is a typical camp for children from the DPRK and foreign countries.

It is provided with all conditions necessary for camping and staffed with professional workers who guide the campers' life. All facilities and equipment and all sorts of foodstuffs and other

supply service materials are provided by the state. The children's activities are organized according to a unified curriculum set by the state.

The campers conduct sporting, cultural and artistic activities with the mountain hiking and maritime activities as the main.

Mountain hiking is done by subbranches or collectively, during which they pitch tents and cook meals by themselves. Various activities are conducted during the time: Campers collect various species of plants, insects and minerals to keep their specimens; they play climbing on a rope, crossing a single log bridge, reaching the mountain summit before anybody else; playing at soldiers and cooking; and on the top of the mountain they conduct colourful activities such as painting, presentation of impressions of books, poem recitation and recreation party.

Joyful and interesting maritime activities include boating, swimming, fish-catching, seaweed-collecting and hardening bodies on sands.

The children's camp organizes various sports activities, games and the mass-based cultural and artistic activities such as film-seeing, artistic performance and mass dancing.

Today the Songdowon International Children's Camp, which was renovated as a world-class structure under the special care of the government, has become a place where members of Korean Children's Union and children of foreign countries love to come.

(2) Bases for All-People Learning

Grand People's Study House

The Grand People's Study House, a dissemination centre for the scientific, technological and cultural knowledge, is a great temple of learning for all the people.

The study house has 23 reading areas with 6 000 seats, 14 lecture rooms, information rooms, question-and-answer rooms and music appreciation rooms centring on the library capable of housing tens of millions of books; the lecture rooms and information rooms are equipped with modern educational equipment including computers, recorders, video players, TV sets and overhead projectors.

Every circulation desk board delivers requested books by a trolley.

The house serves as a hub of social education in the DPRK.

It puts main emphasis on lecturing while combining it with information dissemination, question-and-answer session and audio lecture.

It gives lectures, short courses, request lectures and intensive lectures on new scientific and technical problems which are not taught at universities and short courses of foreign languages at regular intervals.

The news of scheduled lectures is broadcast to the students and working people all over the country through radio and TV, promoting convenience for its subscribers.

Lectures are given by authoritative teachers, scientists and experts.

It organizes refresher courses on the trend of sci-tech development and cutting-edge science and technology several times annually for researchers and engineers in active service.

The study house is a dissemination centre for science and technology, an information base of the country.

It builds up its database through data survey and sci-tech information work and offers sci-tech information by forming a network with scientific research institutions including Kim Il Sung University, Central Information Agency of Science and Technology and Invention Bureau of the DPRK and industrial establishments across the country.

It widely organizes reading and lending of books to meet the need of the working people for books more satisfactorily, and makes an active contribution to the country's sci-tech development and socialist construction by giving lectures, imparting new technology and lending sci-tech literature at large-scale factories, enterprises and construction sites.

Every year it translates tens of thousands of foreign sci-tech articles and offers their recordings or copies to the subscribers, and actively pushes ahead with the modernization of sci-tech literature management and service.

It issues bulletins on new scientific and technical books and the data and catalogues on books of different sectors, and sends them to libraries of universities, provinces, cities and counties and large factories and enterprises.

It also publishes and copies books including sci-tech literature for its subscribers as well as provincial, city and county libraries. It issues its weekly, titled, *The Grand People's Study House*.

It gives academic and unified guidance to all libraries in the country.

It maintains relations of friendship and cooperation and actively conducts exchanges of publications with libraries, museums, scientific research institutions and publishing houses of many countries.

Sci-Tech Complex

The Sci-Tech Complex, a grand all-people study house in the 21st century which perfectly embodies the DPRK's plan of building a sci-tech power, a talented nation, was inaugurated on January 1, 2016 on Ssuk Island on the Taedong River which meanders through Pyongyang.

With a total floor space of over 106 600m², the complex is of the form of an atomic structure in which the three ellipsoids representing an electron orbit are laid one upon another. The unique edifice of modern style reminds the lookers of the world of science.

Its large-scale database keeps hundreds of millions of systematically synthesized and arranged volumes of advanced sci-tech materials created by humankind. It has guide halls, e-reading areas for various social strata and for persons with disabilities, sectional sci-tech diffusion halls, online lecture rooms,

seminar halls and rooms, question and answer halls, technical exchange rooms and halls for self-study. Seats for e-readers number thousands.

Hundreds of its experts conduct the building up of database, server operation, programming, network management, and information service.

The complex also offers reading service with the latest sci-tech books and magazines through a new book reading hall which can house over 20 000 books and has over 100 seats.

In the sci-tech exhibition area inside the complex are 10 sci-tech halls by sector, including a sci-tech development history hall, children's dream hall, scientific exploration hall and virtual scientific lab, as well as a 4-D science cinema. There is also an area which serves as a venue for a sci-tech festival and different kinds of exhibitions.

Library

Today various forms of large and small libraries are evenly distributed in the whole country.

Even in the days of the Fatherland Liberation War, libraries continued their work without letup, and the State Academy of Sciences Library was founded.

After the war a dynamic effort was made for the rehabilitation, construction and expansion of libraries under the national economic plan.

As a result, many libraries including those for students mushroomed throughout the country.

The state provides a unified guidance for all libraries in the capital city and provinces so that all-people education is vigorously stepped up in line with the national strategy and policy of developing education.

Libraries have stockrooms capable of keeping tens of thousands of books, and the state ensures that a lot of books are published and sent preferentially to them.

In the new century an undertaking is being conducted vigorously to put libraries on an IT basis as required by the developing times.

(3) TV Education and Online Education

TV Education

Education through TV develops day by day in the DPRK.

TV education is conducted by setting hours for exclusive programs for the working people, students and children and broadcasting presentations that agree with their characteristics.

Presentation of works of art and literature and sci-tech information including feature film, animation, documentary, scientific film, introductory film, singing contest, common knowledge contest, quiz program and request program render tangible contributions to educating the working people, students and children.

In particular, the TV education through the channel, *Ryongnamsan*, gives a lot of help to the university and college students.

The channel introduces historical knowledge and world-

renowned persons, as well as achievements at home and abroad in the field of cutting-edge science and technology. It also conducts foreign languages education according to a teaching programme. It ensures good efficiency of education by giving audio and visual education through screen display and linguistic explanation.

Online Education

Recently the e-library of Kim Il Sung University, e-library of Kim Chaek University of Technology and Library of North Hwanghae Province have been built in the DPRK as reliable bases for information service, and science and technology dissemination centres enough to meet the demand of the developing times. This is a landmark event that can effect a leap in all-people education.

In keeping with the requirements of the IT age, when science and technology is developing at exponential speed, Kim Il Sung University, Kim Chaek University of Technology, Kim Hyong Jik University of Education and other educational institutions and IT development units across the country are conducting research to raise the country's online education to a high level, thus achieving great successes.

Kim Chaek University of Technology Online switched over from the experimental stage of online education for the shop floor technicians of several factories and enterprises to online education for workers and technicians of different factories and enterprises across the country as a form of regular education.

Kim Hyong Jik University of Education runs refresher online courses for college teachers in the country.

The Ministry of Public Health makes sure that online education for doctors alongside the treatment for patients in different parts of the country are conducted by relying on the telemedicine system set up between the central and provincial hospitals.

The Grand People's Study House has established a homepage for online lecture, and presents lectures and service by displaying diversified visual textbooks through real-time video dialogue.

Many units have modern sci-tech learning spaces, allowing technicians and workers on the shop floor to acquire necessary scientific and technical knowledge without going to the Grand People's Study House.

Workers and technicians on the shop floor are involved in the study-while-you-work system, and online education allows them to enrich knowledge, learning the latest science and technology necessary for production from outstanding teachers and researchers of universities and IT bases and reading various kinds of reference books.

5. UNIVERSAL FREE EDUCATION SYSTEM

1) Emancipation from the Centuries-old Burden of School Fees

Anyone in the DPRK has the right and obligation to receive education, and most thoroughgoing free education is enforced on the principle that the state is wholly responsible for the education of the people.

In Korea immediately after liberation registration of children at school age in all parts of the country was followed by meticulous investigation into their living conditions and situation, which led to the measures taken to exempt from school fees the children of poor workers and peasants and revolutionary martyrs.

The state lowered the school fees systematically to create the environment and conditions for children of the working people including the workers and peasants to learn at school to their heart's content.

The government abolished the Japanese colonial system of taking a huge sum of money from the people under the plea of “monthly tuition fee,” “school enrolment fee” and “supporters association fee,” and established a new people-oriented school fee system.

Moreover, while establishing a system of granting scholarships to college and university students in September 1947, it stepped up the gradual introduction of universal free education through the enforcement of compulsory education based on free education.

The state gradually increased the scope of free education while laying basis for socialist industrialization on its own and foundations for an independent national economy by its own efforts, technology and funds. With the introduction of compulsory primary education in 1956, school fees were gone first for the primary schools.

The law on introducing universal compulsory secondary education, adopted in October 1958, put a complete end to school fees for middle schools by stipulating that free education would commence at junior middle schools on November 1, 1958 and the state would supply textbooks and school supplies to the children of patriotic martyrs and children of some citizens who relied on state assistance.

On March 2, 1959, the DPRK Cabinet decision No. 18, *On Abolishing School Fees of Students as a Whole* was released, according to which all educational institutions in the country enforced universal free education from April 1, 1959.

2) Educational Expenditure Is Borne Totally by the State

The universal free education introduced in the DPRK is a

completely free education in which all the expenses needed for education are borne by the state on its own responsibility.

The concept of free education in the country goes far beyond the simple meaning that the “school fees” were abolished.

What the country aims to do through free education is not just to abolish “school fees” and “miscellaneous fees,” legacy of the old society, but to find a substantial solution to the problem of education of the working people, masters of the state and society.

In the DPRK where the people are masters of the country, the state enforces free education on the principle that it is wholly responsible for the education of the working people and their children as their parents.

From 1959 school fees were totally abolished at all schools, and the university and college students have studied on scholarships.

Students from islands who are studying at middle schools on the mainland are on greater scholarships.

In addition, the expenses for after-school activities, socio-political activities, visit to revolutionary battle sites, tour of factories and enterprises and even camping by students are covered by the state.

The state has continued to supply uniforms to all students at schools of all levels from November 1946, the hard time of building a new country, when Kim Il Sung first went over the sample uniforms and caps of university students, up to now.

3) Education Is Free for All

Free education in the DPRK is universal. This means that the state bears expenses of not only school education for the rising generations but also the overall education field—social and adult education that involves all members of society.

All the educational institutions where people study while working, not to mention the regular ones, are managed at state expenses, and every condition for students' studying and life is provided by the state.

The state ensures that officials and workers involved in the study-while-you-work system are given treatment appropriate to their present jobs during the whole period of studying, and that the days when they attend lessons, productive internship, tour and graduation examination are defined as paid holidays for them.

In addition, the costs for return trip to college, internship and tour are borne by the state.

Cooperative farmers, while going to college, are presented with their shares accounting for 70 per cent of the average man-day net income of the past. In this way, they receive financial and material aid, and study and live without any worry about their income.

Students who study while on the job are supplied with textbooks and reference books according to the national compensa-

tion system, and instruments, equipment and reagents for experiment and internship according to the national supply system.

Social education is also free in the country; all officials and working people use institutes of ideological and cultural education including the People's Palace of Culture free of charge just as schoolchildren use schoolchildren's palaces, schoolchildren's halls and libraries free of charge.

4) Scholarship System

Students are regularly granted scholarships in the country.

The scholarship system was enforced in September 1947.

There are special scholarships like the Kim Il Sung Scholarship, ordinary scholarship, scholarship for those with no one to depend on, etc.

The state grants scholarships to college and university students, students of cadre-training institutions, postgraduates in universities and to some special students, including the bereaved children and middle school students from the islands studying inland. And those excellent in school records and exemplary in moral virtue are awarded the Kim Il Sung Scholarship.

Scholarships are granted to the children of Koreans resident in Japan as well.

The source of scholarship is the net social income, and it is included in the state budget as an item for expenditure for social and cultural measures.

6. NATIONAL POLICIES FOR ENSURING THE EDUCATIONAL WORK

1) “Pedigree Farms” for Training Teachers

In the DPRK normal educational institutions are called “pedigree farms” for the education of the rising generations.

Only when teacher training institutions are built up well is it possible to train excellent teachers and bring the new generations into true revolutionary talents.

Proceeding from such a viewpoint, teacher training institutions were established and its work was developed in the country.

In the northern half of Korea before liberation, there were only a few normal schools, teacher training institutions, which enrolled mostly Japanese students to train them into executors of the Japanese colonial slave education.

This being the situation, the country had to start the work of training teachers from scratch.

In order to train new teachers of the working-people origin on a large scale, the WPK and the state saw to it that large numbers of short-term teacher training centres were set up while estab-

lishing a regular system of training teachers in a short span of time.

In 1947 a college for training teachers of primary schools and kindergartens was founded, and the number reached 13 in 1948. And colleges for training teachers of junior and senior middle schools were established, giving rise to a well-regulated system of normal education.

A large number of the short-term teacher training centres set up in the capital city and provinces made positive contributions to timely meeting the rapidly-increasing demand for teachers.

Along with the rapid development of the educational work, the teacher training system in the country has been steadily improved and perfected.

Today, this system consists of the teachers training college, college of education and the postgraduate course at a college or university.

Teachers of kindergartens and primary schools are trained by teachers training colleges and teachers of middle schools by the colleges of education while teachers of colleges are systematically trained by Kim Hyong Jik University of Education and postgraduate courses. Each province has a college of education and teachers training college, and a number of universities including Kim Il Sung University have a postgraduate course.

Great efforts are made to build normal educational institutions as befits a “pedigree farm” both in name and reality.

Colleges of education and teachers training colleges preferentially enrol promising middle school graduates with excellent

school records, discharged soldiers and working people from workshops.

In addition, efforts are also directed to modernizing educational equipment and standardizing everything, ranging from the organization of education and edification to the creation of hygienic, cultural environment of the normal educational institutions in order to build them up as models for all schools.

Normal educational institutions, above all else, firmly equip their students with the revolutionary world outlook and teach them rich knowledge of science and technology in their major fields, teaching methods of different subjects, school management, etc.

And they encourage the students to undertake adequate teaching practice and socio-political activities during their school days so as to acquire not only the scientific and theoretical knowledge but also the teachers' qualifications and practical abilities.

These "pedigree farms" make tangible contributions to the development of the country's education by satisfactorily meeting the increasing demands for teachers.

2) State's Trust in and Care for Teachers

In the DPRK teachers enjoy respect and love from the people and are given preferential treatment in society.

In view of the purpose and mission of socialist education, the state puts forward teachers who are directly responsible for it as career revolutionaries, and provides them with every condition and takes measures so that they can fully perform their sacred mission.

Teachers, who have rendered distinguished services in their educational work, are awarded official commendations, including the Order of Kim Il Sung, Kim Il Sung Prize, the titles of the Hero of the DPRK and Labour Hero of the DPRK, the Order of Teacher's Honour and such titles of honour as the People's Teacher and Merited Teacher.

Teachers' salaries are higher than those of the people in other occupations, and houses are provided preferentially to them.

For example, the magnificent apartment houses for the teachers of Kim Il Sung University and Kim Chaek University of Technology are eloquent testimony to the state's trust in and care for teachers.

Sanatoriums and rest homes including holiday camps built exclusively for teachers accommodate tens of thousands of teachers every year.

In addition, visits to the revolutionary battle sites and revolutionary historic sites, sightseeing of scenic spots and field tour are organized for them on a regular basis at state expense.

In particular, special concern is directed to providing women teachers with better working and living conditions.

Additional number of teachers are sent to the schools, where women teachers hold a majority, to ease the strain of their work, and branch nurseries are in operation for schools with more than five women teachers with children. Weekly and monthly nurseries for women teachers are also established.

A system of giving preferential service to teachers is laid across the country.

3) Provision of Textbooks and School Supplies

In the DPRK the state takes full responsibility for the provision of textbooks and school supplies for students.

In view of the importance of textbooks in the educational work, the government has made great efforts for the compilation and supply of textbooks.

In November 1945, immediately after liberation, a division of textbook compilation was formed under the Education Bureau, one of the Ten Administrative Bureaus of North Korea, and the textbooks of a new Korea, such as Korean History, Korean Grammar, Mathematics, Geometry, Physics and others began to be published in 1946. The division was upgraded to a department in February 1947 and then to the Management Bureau under the Ministry of Education after September 1948.

When the war broke out in 1950, it was renamed the Bureau of Textbook Compilation in keeping with the wartime circumstances, and then in January 1953 it was developed into the Educational Books Publishing House; and many publishing houses related to the education sector mushroomed across the country, including the educational books printing plants and the higher educational books printing plant that edit and publish different kinds of educational books including textbooks, reference books, extracurricular books, maps and wall pictures for educational institutions, ranging from kindergarten to college and university, meeting the demands for textbooks.

The Textbook Compilation Committee and Textbook Deliberation Committee work to compile useful textbooks.

School supplies are important material means for studying, and their adequate supply takes a very important place in providing students with satisfactory conditions for studying.

The problem of pencils was discussed as one of the agenda items at the First Session of the Provisional People's Committee of North Korea held in 1946, and the Samcholli Pencil Factory was built in June that year.

In the 1980s a factory that produces mechanical pencils was built in downtown Pyongyang.

The Mindulle Notebook Factory that produces scores of kinds of notebooks sprang up in April 2016 and the Pyongyang Bag Factory, in January 2017.

* * *

Today the DPRK has set a high goal of making all the people well versed in science and technology, and is improving the environment and conditions of education and steadily raising their level by increasing state investment in education and concentrating nationwide, society-wide concerns on it to attain the goal.

**Grand People's Study House, a temple
of learning for all the people**



Pre-school Education





New pupils at the start of the first year of the school



Students of Mangyongdae Revolutionary School and Kang Pan Sok Revolutionary School



Students at an experimental and practical training lesson

Extracurricular activities at the Mangyongdae Schoolchildren's Palace



Yu Pyol Mi, a special prize winner at the 10th Safonov international juvenile piano contest.



Winners at the International Math Olympiad.



Students from Kumsong School highly appreciated at the 10th Moscow Meets Friends International Festival

Songdown International Children's Camp





Kim Il Sung University



Pyongyang Teachers
Training College



Kim Chaek University of Technology

Sci-Tech Complex



Apartment buildings for lecturers at Kim Il Sung University and Mirae Scientists Street



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