

National Report
on the Development of Education
in the Democratic People's Republic of Korea

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1. General background

Today when we have entered into the 21st century, the IT age, wherein science and technology develops at an unprecedented speed every country of the world sees education as one of the central issues that decide the destiny and prosperity of the country and puts national emphasis on it.

The Great leader of the Korean people, Comrade **KIM JONG IL** has taught as follows.

“Education is one of the fundamental issues that decide the destiny of the country and the future of the nation.

No country or nation can achieve social progress and prosperity and think of national dignity and bright future without education.”

Thanks to the wise leadership of the respected leader Comrade **KIM IL SUNG** and the great leader Comrade **KIM JONG IL** the government has enforced compulsory free education system since long ago to fully put into practice the education for all.

Following the introduction of the universal compulsory primary education in 1956, the government put into force the universal 7-year compulsory free secondary education since 1958 and universal 9-year compulsory technical education since 1967.

And free education was introduced at all levels of education since 1959 and universal 11-year compulsory education system has been enforced since 1972.

This has enabled all the children in their age groups from 5 to 16 to receive compulsory free education; one year in the senior class in the kindergarten, 4 years in the primary school and 6 years in the secondary school.

The government put forward the policy of launching nationwide anti-illiteracy campaign and dynamically carried it forward under the unified guidance of the state, which resulted in the outstanding success of eliminating 2.3 million illiterates irrespective of sex in a little more than three years from 1946 to March, 1949.

The government continued to develop adult education and established the education system whereby all the working masses acquire general knowledge as

high as secondary school graduates and more than one skill, with the result that all the working people, including workers and farmers regardless of sex, could have attained general knowledge as high as or above the secondary school graduates by the end of 1989.

By putting a great effort in improving the higher education, we increased the number of universities to more than 310 and thus trained a huge army of 1.8 million intellectuals and were able to solve the problem of national cadres completely.

This heralded the approach of the socialist civilization in our country, which was previously the land of ignorance and darkness.

After 47th International Education Conference held in Geneva in September 2004, our country has achieved many successes in the work to consolidate the achievements we have made in EFA.

Currently we are pushing forward the intellectualization of the whole society and the improvement of the quality of universal 11-year compulsory education to meet the requirements of the new century, IT age.

2. Introduction of education system

Composition, development and operation of education system

The popular education system has undergone continuous adjustments to suit the requirement of the development of revolution at every period and stage.

Education system

- General education

Kindergarten 2 years (from 4~5 years of age)

Primary school 4 years (from 6~10 years of age)

Secondary school 6 years (from 11~16 years of age)

* 11-year compulsory education system is in place in our country. It consists of 1 year of preschool compulsory education and 10 years of compulsory school education - that is from the senior class in the kindergarten up to the secondary school.

- Post secondary education

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

❖ Regular higher education system

Specialized high school 3 years
 University and other colleges 4~5 years

❖ In-service higher education system

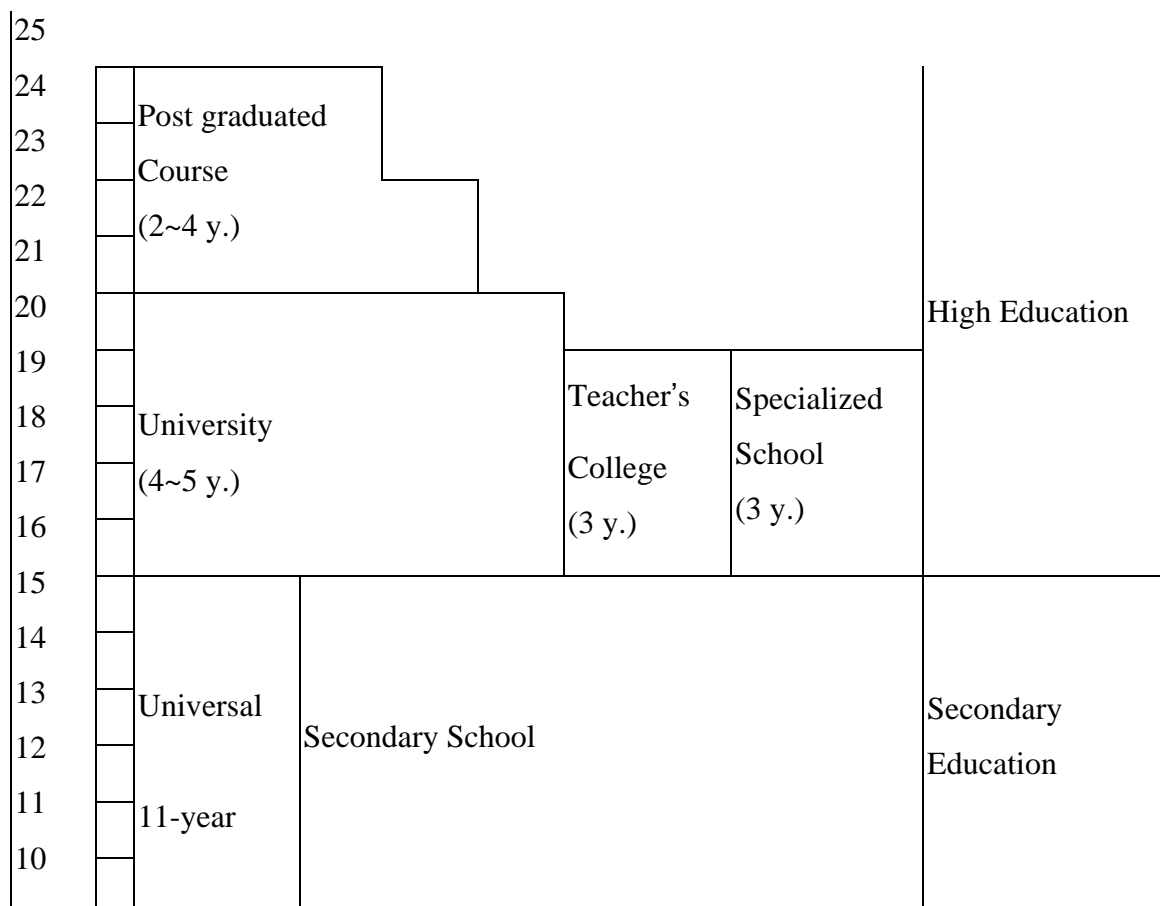
Factory college 5 years
 Farm college 5 years
 Fishermen's college 5 years
 Factory specialized high school 3~4 years
 Regular college (night course) 6 years

- Postgraduate course

MA Course (full time, correspondence) 3~4 years

PhD Course (full time, correspondence) 2~3 years

Diagram: 1 **Education System In DPRK**



9		Compulsory Education	Primary School	Elementary Education
8				
7				
6				
5				
4		Kindergarten	Pre School Education	
3 A			Nursary	
2 G				
1 E				

The characteristics of the education system in DPR of Korea are that it is universal compulsory free education and that it is the education system for all.

No one is excluded from education and no one stops education in the middle.

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

Our country adheres to the principle of giving priority to education over all other work.

2.1.1. Development and operation of pre-school education system

The "Law on the Nursing and Upbringing of Children" stipulates as follows.

"DPRK shall bring up all children at the expense of the state and the public in nurseries and kindergartens."

In the DPRK we have nurseries and kindergartens as children's daycare institutions and orphanages and baby homes for those who can not have the care of parents.

We must provide necessary material conditions in order to bring up children well. One of the most imminent issues here is to enroll all the children in the facilities that can provide scientific and cultural education.

The state set the principle to build nurseries and kindergartens wherever there are children to bring them up at the cost of the state and the public. Thanks to this measure the whole country could have a close network of nurseries and kindergartens throughout the country even in the countryside, fishermen and forestry workers' villages.

In addition to daily nurseries and kindergartens we have weekly nurseries and kindergartens for working mothers in urban areas and 10-day kindergartens in the countryside.

In distributing nurseries and kindergartens, we adhere to the principle of building the facilities near the workplaces and/or at the centre of residential quarters, considering the convenience for working mothers and commuting distance of the children.

As a result, we have nurseries and kindergartens in residential quarters in towns and villages in the countryside, factories, enterprises, work teams in cooperative farms, and all other places wherever there are women and children.

Nurseries consist of nursing class, weaning class, education class and preparatory class. The kindergarten has a junior class and a senior class.

As mentioned above we have divided classes in such a way that children can be brought up in scientific and cultural manner according to the different stages of their growth and development.

We also have orphanages and baby homes for those who can not receive the care of parents, which means that all the children are receiving preschool education without discrimination.

The daycare institutions may adopt different management methods and systems but they all bring up children in a cultural, hygienic, and scientific manner in all the areas of the country, urban and rural, irrespective of the difference in sex in a well-equipped nursing and education environment according to the unified daycare program and regulations.

The DPRK has introduced the 11-year compulsory education system since September, 1972. We enroll 100% of the 5-year-olds in the kindergartens

disregarding the difference in sex, thus creditably ensuring compulsory preschool education.

In the DPRK, all the children enter 2-year term kindergarten upon leaving the nursery. Kindergarten has junior class of 4-year-old children and senior class of 5-year-old children, and it is in the senior class where all the children receive 1 year of compulsory preschool education.

2.1.2 Development and operation of primary and secondary education system

- Enforcement of universal primary and secondary compulsory education system

In order to introduce universal compulsory education system the government maintained the policy of giving precedence to education and geared all its energy to the preparation of compulsory education even in the hard situation after the liberation.

With the policy of giving precedence to education thoroughly implemented and the preparation for compulsory education vigorously propelled, our country was able to establish the universal compulsory primary education system (4 year primary school) from August, 1956 making it possible for 100% of school-age children to receive primary education.

The government stepped up the preparation for putting into practice compulsory secondary education system since 1957. At the fourth session of the second Supreme People's Assembly in October, 1958, the DPRK government proclaimed the introduction of the universal compulsory secondary education system (4-year primary school and 3-year secondary school) from November 1st, 1958.

The DPRK proclaimed and enforced the universal free education from April, 1959.

Thanks to the establishment of the universal compulsory free education system, all the people in our country were freed from the burden of school fees for good and were able to study in all the educational institutions from preschool institutions to universities without paying a penny at the expense of the state and society.

- Enforcement of universal 9-year compulsory technical education

After the successful and comprehensive enforcement of compulsory secondary education we made preparation from 1961 to 1967 to introduce universal 9-year compulsory technical education, a further developed form of education, in accordance with the developing reality.

The 9-year compulsory technical education is an advanced education system that prepares all the rising generation to be talented people equipped with rich general knowledge and more than one technical skill by combining general and basic technical education and education and practice.

To this end, the government introduced one technical school as a new compulsory education facility in each county, and through the experimental process, tried to define the right term, structure, teaching content and level of the compulsory technical education.

Later, the state introduced 2-year technical schools that gave basic technical education on specific areas of agriculture and industry as well as general secondary education in every corner of the country.

Based on the experience and success gained during the course the government completely reorganized the popular education system in 1959. This enabled us to get rid of the former senior secondary school system that gave almost no technical education and whose contents were alienated from real life, and we established the system of technical school (2-year course) and senior technical school (2-year course) that closely combined general education with technical one and education with practice.

The 2-year term technical school was an advantageous type of school that inherited the 3-year lower secondary school and basically rounded off general secondary education and imparted modern basic technical knowledge to pupils.

The DPRK government had confirmed the superiority of a new type of technical school during its management. As all the young people were supposed to receive compulsory education for 9 years the government saw to it that 5-year secondary school was introduced that integrated the 3-year

secondary school and 2-year technical school to maintain the inheritance in teaching content and to ensure rationality and effectiveness in the organization and management of schools.

The 5-year secondary school was the only compulsory educational institution that gave general secondary education after graduation of 4-year primary school and ensured close combination with basic technical education.

On the basis of such achievements made in the course of preparing compulsory education the DPRK promulgated a law to put into force the universal 9-year compulsory technical education (including 4-year primary and 5-year secondary schools) across the country from April 1, 1967 in the 6th Session of the 3rd Supreme People's Assembly in November, 1966.

Thanks to the successful enforcement of universal 9-year compulsory technical education all the young people were provided with compulsory school education till they reached working age and the overall cultural attainment level of the working people were raised even higher.

- Successful realization of universal 11-year compulsory education

The universal 11-year compulsory education has been put into practice since 1972 in the DPR of Korea.

The universal 11-year compulsory education comprises 1 year of preschool compulsory education and 10 years of compulsory school education (4 years of primary and 6 years of secondary education). It is an advanced education system which gives preschool education and primary and secondary education free of charge to all young people in the age groups from 5 to 16.

The 11 years of compulsory education is the period of time needed for the state to give education to people from birth to the working age. It is also the period of time required for every member of the society to acquire the basic secondary general knowledge.

At 4-year primary schools children are given primary education based on the preparatory education in kindergartens, while at 6-year secondary schools they are given general secondary education on the basis of what they have learnt in primary schools.

In this course children learn valuable scientific achievements of humankind in a principled manner and solidify what they have learnt from textbooks through experiments, field visits and practice, thus further developing their application ability.

In our county all the schoolchildren, whether they are in the city or in the countryside or whether they are boys or girls, have access to compulsory free education and receive non-discriminated education with the same textbooks.

When we teach urban children how to drive a car and operate a machine tool, while we teach rural children how to drive a tractor and farming machines, we do not mean to strike a difference in the content and level of teaching but to give education in accordance with the different geographical characteristics.

Therefore, all of our younger generation receives the same level of all-round secondary education, and after the compulsory education they have access to various levels of higher education, including university education, if they wish.

Many schools should be built to guarantee 100% enrollment rate of children under the universal 11-year compulsory education.

From the first moment of preparing for compulsory primary education system till today the government has dynamically conducted nationwide, all-people campaign to ensure educational conditions.

We have schools wherever there are children, i.e. in the city, remote mountain village or in the secluded islet so as to ensure that all the children study at school free of charge when they reach school age.

Currently, the schools are evenly distributed across the country, at least one school in every 2 km. Each residential quarter in the town and *ri* in the countryside have compulsory educational institutions.

As 80% of our territory is covered with mountains and we have many islets and are sea bound on the west and the east we have more than 1,600 branch schools in the remote areas and on the islets.

Therefore, even in the mining and forestry workers' villages and small islets far off the coast we have branch schools and teachers for 3 or 4 children.

The government makes sure that schools are built wherever there are children and ensures the full attendance of the children by providing exclusive commuting trains, buses, boats and cars.

Educational goals and the implementation strategy at different stages

Preschool, primary, secondary and higher education is sequential educational levels at different stages of growth of people as well as continuous process of educating and training people.

The goal and implementation strategy of pre-school education

Preschool education is a first step in the education of people.

The core of preschool education is to provide fundamentals needed for school education.

The government set it as one of the main goals to nurse and bring up all children (from 0-6 years old) from birth to admission into school on a compulsory basis at the expense of the state and social cooperative organizations while giving priority to increasing the existing capacity of the present institutions of nursing and upbringing of children and improving and consolidating their quality.

- Firstly, the government has increased the investment and social assistance to bring about great progress in ensuring excellent educational conditions and environment that suit the pedagogical and hygienic requirement.

Either by building new kindergartens or by extending the existing capacity the state has made sure that all the children in their kindergarten age have access to preschool education in kindergartens and have reconstructed and expanded the kindergarten buildings and other educational facilities in a more hygienic and cultured manner.

In particular, measures have been taken to equip kindergartens with napping rooms, dining rooms and kitchens, bathrooms and swimming pools and social

support has been strengthened to provide kindergartens with adequate playgrounds and sufficient sport facilities so that children can play at their fill.

Along with this, the state has consolidated the production bases for toys, school things and other stationeries and established a well-regulated supply system and increased state concern and investment to make a sufficient supply of foodstuff necessary for healthy growth of children.

- Secondly, dynamic campaign has been launched to reorganize educational program and recompile textbooks to be used in the kindergartens in conformity with the demand of the times and intellectual capabilities of the children.

To this end, the state has reviewed the educational program for kindergarten education and reorganized it to suit the intellectual preparedness of children and the demands of the new century.

In 2006, we reorganized the educational program in kindergartens in such a way that education is given in the form of story-telling, games, songs and dances and sport games in the junior class and the basics of school education imparted in the senior class. Accordingly, the recompilation of textbooks was successfully completed under the concern of the state by 2006.

Thanks to this measure the children are taught to hold pencils, read and write simple letters and understand numbers up to 50 and add and subtract within the range of 10.

The state has also paid deep attention to the development of the kindergarteners' intellectual powers and taken steps to produce and supply a great number of intellectual development books and reference books.

Together with this, good results have been made in the work of cultivating the emotions of children and building up their bodies.

In particular, the state has seen to it that songs and dances are integrated into daily routines of the kindergarteners so that they can grow into human beings with rich emotions who could dance, sing, draw and play musical instruments.

- Thirdly, the state has recorded scores of successes in its constant work to research on and introduce new teaching methods that suit the age and psychological features of the kindergarteners.

In the past the government has constantly demanded that various teaching methods like story-telling, talking, showing and let-doing, using textbooks and picture books, praising, singing and dancing and playing games are organically combined in the preschool education and this effort is now paying off.

Presently, the kindergartens in our country explore and apply on a large scale the heuristic methods of teaching like teaching children through story-telling and questions and answers and praising them to encourage to do many good things.

Along with this, work is being done vigorously to widely introduce the multimedia programs to the kindergarten education as required by the new century.

For this, the state is establishing a system to produce multimedia courseware needed for kindergarteners and taking actions to supply them on a regular basis.

- Fourthly, the state has attained successes in its efforts to keep up with the demand on nursery and kindergarten teachers and improve their qualifications.

In order to meet the growing need for teachers the government reintroduced the city and county teachers' training centers to train the kindergarten teachers in rural areas in 2006. In the meantime it pushed ahead with the training of teachers through teacher's colleges.

And in order to improve the qualifications of teachers the state is organizing training courses twice a year for each subject and in-service training is being given in a planned way every 3 years.

Alongside this, the government is organizing seminar for exchanging experiences gained in education and teaching contest on the national level and

is increasing the kinds and copies of books and periodicals designed for the enhancement of the teaching qualifications.

The goal and implementation strategy of primary education

The primary education in our country aims to lay the firm basis for forming the world outlook, give basic knowledge about nature and society and to prepare pupils for secondary general education and basic technical education.

Such main goals are fulfilled through the primary school education, the stage of basic education.

The government has set it as one of the most important tasks to improve the quality of primary education in its strategy for implementing the goal in this sector.

- Above anything else, the government has completed the educational program for primary schools in the direction of giving basic knowledge and skills that are required of the IT age and has positively propelled the work of recompiling textbooks.

The state, therefore, has constantly improved the teaching content with the main stress on arming the students with Juche idea and bringing them up to be talented human beings equipped with practical knowledge and strong physique.

Above all, it has intensified the education in Juche idea and in good morals to make sure that they are possessed with independent ideological consciousness and noble traits. To do this the government has improved teaching content and is giving importance to the education in law observance so that pupils abide by laws of the country since they are very young.

From 2004 to 2005 we either newly wrote or revised textbooks for morality subject for primary schools in order to help pupils cultivate the habit of helping each other and loving to work from early age and to enhance their ability to act independently.

We are actively carrying forward the work of introducing foreign language and computer education in primary schools.

As was planned, the state reviewed foreign language education experiment done up to 2005 in some schools including the primary school affiliated to Pyongyang Senior Middle School No. 1, verified its feasibility and ensured that all the primary schools in the country start foreign language and computer education from September, 2008.

Along with this, the government is improving the contents of cultural sciences and physical culture in order to ensure that the students are well equipped with high standards of cultural attainments and strong physique.

Presently, the government is revising the music textbooks for primary school and is improving the content of physical culture in such a way that it actually contributes to labor.

- The successes have also been made in the improvement of teaching methods.

The policy principle we hold fast to in the improvement of teaching methods is to completely get rid of cramming and dictating method in education and comprehensively introduce heuristic method of teaching.

To this end, we have encouraged teachers to make use of different teaching methods such as explanation in the form of conversation, group discussion and debate, object and demonstrative teaching in accordance with the features of teaching content and the preparedness of the students.

In addition, we are successfully making active use of multi-media courseware in primary schools in conformity with the demands of the IT age.

For this, we have produced and supplied various audio-visual products like video materials and provided schools with modern educational means including computers in a planned way according to the state plan and cooperation plans of international organizations.

We have renamed the Video Studio in the Academy of Education Science as “Educational Multi-media Studio” and seen to it that this studio produce many multi-media coursewares needed for education for different levels of schools.

Currently at schools multi-media courseware is widely used in various subjects including Early Days of the Three Generals of Mt. Paekdu, Mother tongue, Math and Nature to boost cognitive effect of the teaching content.

We have also discarded the old practice of evaluating learning achievements of students by giving uniform exams and have applied a good method whereby pupils are assessed through regular and daily study records, which proved to be very effective.

- Next, in order to ensure a quality primary education we have taken steps to make a rational use of mass media and social education means such as social education institutions.

In each city and county (district) there are libraries and reading rooms for the pupils and students to cater to their different tastes and hobbies and reading and presentation of impression after reading are held there.

Mental arithmetic contest, composition contest, quiz are organized via TV and on the provincial, city and county level so as to develop creative thinking and intellectual faculties of children and enhance their zeal for learning.

Along with this, the schools regularly inform parents of study and life of their children in the form of family visits and letters and hold PTA meetings more than twice a year to strengthen cooperative link between teachers and parents.

- Achievements have also been made in improving educational conditions and environment.

Efforts have been made to provide better educational environment, standardize school management and modernize means of education on a nationwide scale to suit the requirements of the developing events.

At present we are vigorously working towards creating well-equipped model schools with good educational environment at least one in every province, city and county and generalizing their successes to other schools.

The goal and implementation strategy of secondary education

The major goal of secondary education in our country is to ensure that students form the correct world outlook and acquire complete general knowledge of the secondary school graduate required of all members of modern society as well as at least one technical skill related to modern production.

This goal is met through middle school education, which corresponds to the secondary education stage.

Recognizing that improving the quality of middle school education is one of the important elements in improving the quality of the universal 11-year compulsory education, the government organized and conducted the work to achieve the goals reflected in the national action plan through several stages.

Particularly, we concentrated our efforts on strengthening education on information and communication technology and on practical training and life skills education in line with the demand of the new century so as to enable students to go over to higher education and social life more quickly and smoothly.

- First of all, on the basis of the new concept of what is expected from a talented person in the new century, we have vigorously pushed forward the work of scientifically reorganizing the educational program and recompiling the textbooks for middle schools.

We successfully organized and completed educational program in middle schools in such a way as to concentrate main efforts on the basic natural sciences like math, physics, chemistry and biology, and computer education and at the same time gradually improved the level of foreign language education, while focusing on laying the firm foundation for enhancing intellectual abilities needed for the IT age.

So since 2006, the textbooks of math, physics, chemistry and biology of senior middle schools No.1 were recompiled under the national concern and from 2007, we started teaching students with the new textbooks. We successfully carried out the rearrangement of the teaching contents for basic science subjects in ordinary middle schools.

At the same time, on the basis of the results of experiments in foreign language education at primary schools, educational experiment and the

recompilation of textbooks have been under way since 2007 aiming to strengthen the foreign language education at middle schools.

And actions were taken to teach computer science as a new subject and give basic education on information technology such as software in middle schools.

Also work is being creditably carried forward to improve and strengthen education in accordance with the characteristics of the respective area or locality in the stage of secondary education

We have enhanced the roles of local administrative bodies to make sure that “elective subjects” are chosen properly in keeping with the local and regional characteristics and they conform to the social demand and prove profitable.

So we are improving the teaching contents of the elective subjects in a way that the basic technical education is intensified for students living in cities and towns; agricultural education for students in rural areas; forestry education for students living in mountainous areas; and fishery education for students in fishermen’s villages

Together with this, work is dynamically carried forward to develop students’ physical strength in a healthy and harmonious way and make them grow tall by improving the contents of physical education and actively performing after-class sports activities.

- Also the modernization of educational method has been actively carried forward.

The government directed great efforts to strengthen the theoretical and practical education, the audio-visual education and education through practical experiences and widely introduce various educational methods that enhance independence and creativity of students, with a view to removing the legacy of the old educational methods that used to suppress students’ active thinking.

Above anything else, the government has gradually increased the proportion of using modern educational facilities including computers, videos, projectors and tape recorders, and organized and carried forward in a planned manner

the exploration and generalization of effective teaching methods with which teachers can help develop the intellectual power of students.

Today in our country, seminars on new teaching methods are held every year for each level of education.

Good presentations made in the seminars are selected for deliberation at the national level, and the teaching methods that are considered worthy of generalizing throughout the country are being put into practice through various means like teaching courses, model lectures and demonstration lectures.

In order to increase the ratio of visual and experimental education and raise their educational effect in teaching, we hold nationwide exhibitions of experimental equipment and visual aids every 2-3 years.

We also organize a teaching competition every year to improve teachers' teaching skills and to heighten educational effect of teaching.

Activities are being widely carried out to locate many intelligent elements in teaching materials and address them in teaching plans and to prepare many intelligent questions for each subject, in order to tap the intellectual faculties of students.

Besides, we are actively introducing modern audio-visual tools in schools.

Nowadays many schools are being provided with videos, computers, projectors and tape recorders, while at the same time they positively try to modernize teaching tools by themselves.

In particular, we are directing great efforts to intensify experiments and practice in order to give students practical knowledge that can be applied to the actual situation.

If educational experiments and practice are to be done sufficiently, the problems of fuel and power should be solved and many supplies like reagents should be provided. So the government has taken steps to supply sufficient fuel, power and reagents to schools and, at the same time, to intensify simulation experiments and practice with computers.

Another success made in improving teaching methods is that we have creditably solved various theoretical and practical matters arising in the assessment of students' learning achievements.

The government has already undertaken research, in cooperation with UNICEF, on learning achievement assessment for improving teaching methods, the project currently under way in the Southeast Asian region, and we have seen positive results in this effort.

Today in our country, the old method of examination that required students to memorize everything they learnt was discarded and an orderly system has been set up that ensures the comprehensive assessment of students' learning achievements focusing on the understanding of theoretical principles and the ability to apply, and it is showing greater vitality day by day.

In improving the teaching method, the state is paying deep attention to ensuring that students learn things through practices and by experiencing the reality; and this is undertaken in a planned way under the concern of the state.

Field visits to revolutionary museums, historical revolutionary sites, scenic spots, factories, enterprises and co-op farms are included in regular curricula so that students can learn a lot about social phenomena and grasp comprehensive knowledge.

- Besides, a number of achievements have been made in teacher training and in-service training.

We have concentrated our efforts on better equipping teacher training colleges and universities of education, setting the right training size in accordance with the demand for teachers and improving the quality of normal education.

In addition to this, we have reinforced the in-service training institutions and raised the quality of in-service training courses given at universities in provinces, cities and counties so as to train teachers in active service nonstop and establish the revolutionary habit of study among teachers.

We have provided teaching courses, model lectures and in-service training for 15 - 20 days during summer and winter vacations every year according to the schedules.

We think this has been very effective in ensuring unity of teaching and constantly raising its quality.

- We are also pushing ahead with improving educational environment and material conditions.

Now we are newly constructing or expanding school buildings in a planned way in order to fulfill the goal of switching over to one-shift class in all schools.

Special attention is constantly being paid to rehabilitate schools in the areas hit by natural calamities.

In addition to this, we have organized and carried out the work, under the concern of the state, to solve the problem of paper so as to meet the demand for textbooks and reference books and fully supply basic stationeries like notebooks, pencils and etc.

In particular, national actions have been taken to pay deep attention to the education for disabled children such as the blind and the deaf and to preferentially provide educational and living conditions for disadvantaged children who have lost their parents due to the natural disasters.

3. Active Expedition of Education For All

Laws supporting Education For All

The Constitution of the DPR of Korea

The Socialist Constitution of DPRK was first adopted at the First Session of the Fifth Supreme People's Assembly on 27th of December, 1972 and amended and supplemented twice at the Third Session of the Ninth Supreme People's Assembly on the 9th of April, 1992 and at the First Session of the Tenth Supreme People's Assembly on the 5th of September, 1998 and now serve as the main law of the country.

The Socialist Constitution comprises a preface, 7 chapters and 166 articles and Chapter 3 “Culture” stipulates the educational policies to be carried out by the government.

- The Socialist Constitution elucidates that the major principles of socialist pedagogy should be implemented to the letter in order to bring up the rising generation to be revolutionaries who are well prepared mentally, morally and physically.
- It also stipulates that definite precedence should be given to popular education and to the training of national cadres and close link should be made between general and technical education and education and production.
- It also manifests our state’s popular educational policies.

It states that the comprehensive 11-year compulsory education that includes one year of compulsory pre-school education has to be developed onto a higher level to keep up with the development trend of modern science and technology and to meet the actual requirement of the socialist construction.

It also clarifies the policies of developing various forms of informal education system together with the regular education system and of training competent technicians and experts by enhancing the level of technical education and theoretical part of social and basic science.

And it comprehensively lays down such issues as giving free schooling to all students, supporting university and higher specialized school students with scholarships, underlining social education, providing the entire working people with all favorable studying conditions and rearing children of preschool age in nurseries and kindergartens at the state and public expense, and etc.

It also stipulates that every citizen has the right to education and that this right is ensured by the advanced education system and the state’s popular educational policies.

All the provisions stipulated in the Socialist Constitution become the guideline for the government to follow in organizing and implementing

educational work as it states the purpose of socialist education and the means of its implementation, the contents and methods of the socialist education, and provision of educational conditions

The Law on Education of the DPR of Korea

The “Law on Education of the Democratic People’s Republic of Korea” was adopted as the decree No. 847 of the Presidium of the Supreme People’s Assembly on July 14, 1999.

Chapter 1 “The Fundamentals of the Law on Education” stipulates the purpose of education, the fundamental principle of socialist pedagogy, and principles and tasks for educational work.

This chapter defines the purpose of the socialist education to be preparing people into talented ones armed with independent ideological consciousness and creativity and clarifies that it is the principle of the socialist pedagogy to develop people into talented ones with sound ideological consciousness, profound scientific knowledge and strong physique.

It also stipulates such principled requirements and tasks to be implemented in organizing and carrying out educational work as dynamically pushing ahead with social education while combining education with practice, enhancing the role of formal school education, strengthening education for gifted children and turning education into the responsibility of the state the society.

Chapter 2 “Universal Compulsory Free Education System” stipulates the term of compulsory education and the scope of free education.

The law regulates that it is one of the main guarantees for enhancing cultural and technical attainments of the members of the whole society to put into practice universal compulsory free education system and that the entire people receive general secondary education till they reach working age and the term of full education is 11 years.

It also writes that all forms of education are free and that students and pupils who attend universities of higher education system and the schools for gifted pupils and the schools for the deaf and blind shall receive scholarships.

Chapter 3 “Educational Institutions and Educational workers” stipulates the position and types of educational institutions, the position of educational workers and addresses the issues that may arise in educational administration.

Above anything else, it defines the educational institutions as the bases for education and writes about schools, the major form of educational institution and other institutions that belong to the category of social education institution.

The law also states that the educational officials are the direct masters of education and stipulates the tasks of central guidance bodies, local power organs, and other relevant parties.

Chapter 4 “The Content and Method of Education” lays down the main components and forms of educational content and method.

Before anything, the law regulates that teaching content is made in such a way that it gives sound morals, high level of knowledge, strong physique and rich emotions to pupils. It also stipulates that the teaching method should be heuristic method of teaching so as to enhance the independence and creativity of students.

It also states that the educational program is the reflection of teaching content and method and sheds light on the issues rising from its correct implementation.

Chapter 5 “Provision of Educational Conditions” clarifies responsibilities of organs, establishments and organizations involved in the provision of educational conditions.

The law clarifies that it is one of the most important duties of the socialist state to ensure educational conditions sufficiently and stipulates duties of financial institutions, educational equipment production and supply institutions, transportation institutions, and local power organs.

Chapter 6 “Guidance and Control of Educational Work” addresses the issues of enhancing the roles of central and local organs charged with guidance over educational work and of tightening their guidance and control.

The Law on the Nursing and Upbringing of Children of the DPRK

The “Law on the Nursing and Upbringing of Children of the DPRK” was adopted at the 6th Session of 5th Supreme People’s Assembly on April 29, 1976.

The “Law on the Nursing and Upbringing of Children” consists of 6 chapters and 58 articles.

Chapter 1 “Fundamentals of the Law on the Nursing and Upbringing of Children of the DPRK” regulates the social position of the children in our country, the historical root, guiding ideas, mission of this law and the principles that has to be maintained in the guidance and management of this law.

The “Law on the Nursing and Upbringing of Children of the DPRK” states that the children are the future of the motherland and the successors to the revolution and that the Juche idea is the guiding idea.

It stipulates that it is the mission of this law to bring up children to be Juche-type new revolutionary humans, to relieve women from the heavy burden of rearing the children and to contribute to the historic cause of revolutionizing and working-classing the whole of the society and propelling forward the socialist construction.

Chapter 2, “Childcare at the State and Public Expense” defines the demands, principles and tasks in the upbringing of children.

It stipulates that the state and social cooperative organizations take on the responsibility of providing everything required for nursing and upbringing of children under the principle of “best things for children”.

The “Law on the Nursing and Upbringing of Children of the DPRK” regulates that the children who can not receive the parents’ care should be brought up in the orphanages and baby homes and that special protection and care should be given to the children of revolutionary martyrs, patriotic martyrs, the family of people’s army and disabled soldiers and pregnant women should be protected specially and deals with other issues arising in the upbringing of children at the state and public expense.

Chapter 3, “Cultured and Scientific Childcare” stipulates principled requirements for bringing up all the children of the country into strong and resourceful human beings.

The law addresses such issues as taking care of children in nurseries and kindergartens with motherly love and in accordance with the norms of collective upbringing and the hygiene and anti-epidemic regulations, taking better care of their nutrition in line with age-specific requirements and their characteristic, giving systematic medical service to children as required by the universal free medical system, equipping nurseries with children's ward to help promote children's health and other issues that might arise for rearing children in a cultured and scientific way.

Chapter 4, "Education of Children in Revolutionary Ideas" writes about revolutionary and scientific teaching content and methods for rearing all the children to be Juche-type communist revolutionaries based on socialist pedagogy.

Above anything else the law states that children should be armed with class consciousness of the working class, revolutionary optimism, collectivism, the spirit of the love for labor and patriotism and be cultured with courteousness and cultured and hygienic habits, rich emotions and artistic skills so that their intellectual power is developed on all sides.

It also regulates that all the children should be given one year of preschool education in the senior class of kindergarten and that they have to be educated and trained in diverse forms and methods.

Chapter 5, "Nursery and Kindergarten Teachers – The Revolutionaries Who Raise the Reserves of the Revolutions" first lays down the mission and tasks of nursery and kindergarten teachers and the moral traits and qualifications to be possessed by the nursery and kindergarten teachers.

Chapter 6, "Institutions of Nursing and Upbringing of Children, and the Control and Guidance over those Institutions" addresses tasks and forms of institutions for nursing and upbringing of children and its management system and the content of its work.

Ensuring the right to education

In the DPR Korea there is no instance of students leaving schools halfway.

In our country where children receive free education in regular childcare and educational institutions from kindergarten to university including complete secondary general education for all children regardless of sex, region and the

positions of the parents, there are no reasons or conditions for children to drop out of school.

In the first place, the state bears responsibility for and takes care of the people's life through benevolent politics like free education and free medical care (in our country complete and universal free medical care system has been introduced since Jan. 1, 1953). Therefore no student drops out of school due to heavy burden of tuition or difficult economic condition of the family.

And there is legal provision prohibiting child labor. So the problem of child labor has not arisen and can not arise.

As sound way of life prevails in our society, there is nobody in our country that uses anesthetic or stimulant and especially there is no instance of children using, producing or trading in drugs.

Moreover there is no student who can not go to school due to difficult transport conditions as the government has set up schools and branch schools wherever children live including mines, remote mountainous villages and isolated islands and provided teachers, teaching instruments and equipment and school buses to them.

In our primary and secondary schools there is no instance of students repeating the course of the year and every student is promoted to the next year.

Teachers make much effort and the state takes necessary measures to make sure that all the students go up to the next grade without exception.

Above all, teachers continue to improve their teaching methods to teach students more effectively the content included in the curriculum of the year and spend much time giving after-school guidance to individual students who are not good at school.

In particular, thanks to the thorough implementation of universal free medical care system and the policy of preventive medicine there are very few disabled children in our country. And the noble trait of teachers and students sincerely helping disabled students prevails in our society so that they can go to school without any inconvenience.

If any student in the school or class lags behind in study or is disabled, his/her classmates take it for granted that they should help him/her going to school and with his/her study and there are teachers who show such noble trait as carrying disabled children on their back to and from school.

Besides, teachers visit student's families and give them after-school guidance on a regular basis and always keep in close touch with parents so that they improve their role in guiding their children in their study.

In our country as all the members of the society have the level of knowledge of at least a secondary school graduate, parents can guide and help their children's study and they actually are much interested in the education of their children. So the family education plays a great role in the education of students.

And there is social habit established among students to love friends and help and lead one another forward for the benefit of the collective from early years, which makes great contribution to improving their learning achievements.

At the same time educational administrative bodies make sure that teachers raise their sense of responsibility so that no students repeat the course of the year due to poor performance.

Today in our country there is no dropout from schools and almost all the students are promoted to the next grade.

Above all, efforts have been made to strengthen the on-the-job education system to make sure that all the working people, after leaving secondary schools, continue to study at their post of socialist construction

First of all, measures are being taken to systematically increase the scope of enrolment of existing regular universities and colleges and to integrate faculties and doctorate courses into a regular continuous educational course in many universities including **KIM IL SUNG** University.

At the same time, measures are taken to enable working people and technical officials to take part in certain educational systems for lifelong learning while working in their workplaces and offices.

In order to enable all working people including workers and farmers to learn and study under a study-while-working system, colleges of various kinds have been created such as specialized schools, factory colleges, farmers' colleges and fisherman's colleges. And "mobile college lectures" are given on the workplace to those people who can not leave their workplace due to the nature of their job.

Production sites have well-established system of technical extension to help workers acquire more than one modern technology and technical skill.

Workers are able to constantly raise their technical standards through skills training, technical extension and skills apprenticeship regularly organized by factories and enterprises.

In the meantime the rural areas have agricultural science and technology extension rooms in each *ris* and these extension rooms serve as bases for teaching Juche farming method and scientific and technological knowledge in a systematic way.

Curriculum policy, educational content and strategy for educational means

Curriculum policy

In the DPRK, the curriculum assumes a legal character that has to be implemented compulsorily as a composing part of the educational program.

The important requirement of the state policy in the formation of the curriculum is, first, to make it according to the requirement of our revolution and our country's situation on the basis of the fundamental principle of socialist pedagogy.

The fundamental principle of socialist pedagogy is to arm students with the revolutionary idea and on the basis of that, train them to gain a profound scientific knowledge and strong physique.

This requires that subjects are organized in such a way that focus is given to politico-ideological education while scientific and technological education is well combined with cultural and physical education.

Second requirement is that curriculum is made in conformity with the students' development of the ideological consciousness and the law of the learning process of science and technology.

This requires that curriculum is drawn up to ensure sequence and system of educational stages, from low to upper stage and to give knowledge according to students' preparedness, from simple and basic knowledge to more complex and high level knowledge.

Curriculum is prepared subject-specific for different levels of schools. Here we decide the composition of the subjects to be taught to the pupils, the educational forms, and the process of school education.

Improvement of educational content

The state is constantly directing efforts to arm the students with Juche idea and bring them up to be talented human beings equipped with practical knowledge and strong physique in line with the requirements of the new century, the IT age.

The government is intensifying the education in Juche idea and in good morals to make sure that they are possessed with independent ideological consciousness and noble traits. To do this the government ensures that teaching content is being improved and the education in law observance is enhanced so that pupils can abide by laws of the country since very young.

The state concentrates main efforts on the basic natural sciences like math, physics, chemistry and biology, and computer education and at the same time gradually improves the level of foreign language education in middle schools, while focusing on laying the firm foundation of enhancing intellectual abilities necessary for the IT age.

It has heightened the roles of local administrative bodies to make sure that "elective subjects" are chosen properly in keeping with the local and regional characteristics and to conform to the social demand.

Along with this, the government is improving the contents of cultural sciences and physical culture in order to ensure that the students are well equipped with high standards of cultural attainments and strong physique.

By improving the teaching content of art subjects, we are trying to enhance the students' cultural attainment and their ability of imagination, composition and expression.

Work is dynamically pushed ahead with to develop students' physical strength in a healthy and harmonious way and make them grow tall by improving the contents of physical education and actively performing after-class sports activities.

In the higher education section, we put efforts to provide students with modern science and technology such as information technology by improving the level of scientific and theoretical education, and train more capable technicians and experts who can fully display their creative ability by closely combining theoretical education with practical education.

Our country is directing big efforts to ensure that people study science and technology regularly in factories, enterprises and cooperative farms.

Workers and officers in the factories, enterprises and cooperative farms study new science and technology in their sector on a regular basis and the high ranking officers take the lead in this effort.

Strategy for educational means

It is very important to provide sufficient educational means such as experimental apparatuses in improving the quality of education in line with the requirement of the new century.

The DPRK government has actively tried to provide sufficient supply of various educational means to schools with the support of the state and the public.

However, we are faced with some difficulties in our economic development due to the persistent economic sanctions and its consequences. And this greatly affects education.

We have some challenges in manufacturing and providing educational means and experimental equipments to schools, in building and repairing schools, and in supplying textbooks, reference books and school things.

We haven't yet solved the problem of providing students with enough textbooks and also have many challenges in efficient use of ICT in education and introduction of state-of-the art educational technologies and means to suit the demands of the IT age.

The government shall provide better educational means by systematically increasing state investment as the economy of the country revitalizes and the GDP increases.

First of all we shall push forward the construction and repairing of school buildings in a planned manner and ensure that pupils study in a well-equipped and hygienic educational conditions and environment.

We will make special efforts to improve educational conditions for the pupils in disadvantaged areas such as areas hit by natural disasters, rural and mountainous areas and far-off islands, and for the disadvantaged pupils such as those in baby homes and orphanages.

We will supply in greater quantity modern educational means such as videos (VCR) and computers and meet the demands for textbooks and experimental facilities and apparatuses.

For this, we are exerting our efforts to ensure the production and supply of various video materials and other audio-visual teaching aids for different subjects in time by upgrading technical equipments of the Educational Multi Media Studio. We also strive to provide students with enough textbooks by modernizing the production equipments of the Educational Books Printing Factory and by reinforcing paper production base across the country.

Establishment of the system for teacher training and refresher course

The government is intensifying teacher training and in-service training in order to raise the quality of education.

Our country has a well-established teacher training system to meet the demands for teachers with the enforcement of compulsory education.

Kindergarten and primary teachers are trained in teachers' college and middle school teachers in normal universities. Students who have finished post graduate course become university and specialized school teachers. There are 2~4 normal universities and teachers' colleges in each province and the number of teachers to be trained is decided according to the number of students in the respective province.

From the viewpoint that the quality of teachers decides that of education, the government has put a great effort in further improving the quality of teachers.

First of all, the government has pushed forward in-service training.

In-service training for kindergarten, primary and middle school teachers are done in normal universities and teachers' colleges. At the same time, the teacher training centers and in-service training institutions organized and run by each province, city and county authorities give training and refresher course and demonstration lectures to kindergarten, primary and middle school teachers for 15~20 days during summer and winter vacation every year.

In addition the government is making active efforts to improve post graduate education so as to provide reliable teaching staff and science forces in a promising way.

4. Inclusive education: The way of the future

Approaches, scope and content

The current vision of inclusive education

Inclusive education is the one that is aimed to educate all the members of the society comprehensively and continuously and bring them up into capable people so that they can give full play to their independence and creativity.

First of all, inclusive education is education for all that includes all members of the society.

In our country, the right and freedom to receive education is ensured for everyone and nobody is excluded from education.

Thanks to the introduction of the universal 11-year compulsory free education system, all the children in our country receive complete secondary general education without paying a penny at the expense of the state from kindergarten until they are old enough to get a job, regardless of regional difference, sex, rich or poor, the position, merits or religious belief of the parents.

Some children are in difficult education conditions as they live in remote mountainous villages or isolated islands or as they don't have parents or legal guardians. But the state has taken measures to make sure that even those children have access to quality education according to their ages and maturity without any discrimination compared to the other children.

Branch schools are set up and teachers are assigned even for 3~4 children in mine and forestry villages and in lighthouse islands far away from the main land; trains, buses, ships and cars are provided for children who have to go a long way to school.

Parentless children receive equal education without any inconvenience in orphanages, baby homes, primary and secondary schools at the expense of the state.

Blind or dumb children go to schools that were set up especially for them and children without a limb or with other minor handicaps are mainstreamed in regular schools with ordinary children.

Next, inclusive education is lifelong education to enable people to learn and study all their life.

Successful completion of regular schools during the school-age does not mean that education is completed or there is no further need for education.

Everyone should continue to receive education even after finishing school. Moreover, the reality of today when science and technology is developing rapidly shows that without receiving continuous lifelong education one can not meet the requirements of the times and fulfill one's duty and role as a social being.

In our country there is a well established adult education system and social education network.

When he or she is assigned to a post after finishing school, everyone receives training and refresher course needed for the post.

And everyone is provided with conditions to study on a regular basis to train oneself politico-ideologically and acquire scientific and technical capabilities.

Inclusive education is also comprehensive education to bring people up into capable social beings by fully displaying their independence and creativity.

The aim of education in our country is to develop all children into capable people with independence and creativity.

Developing children into capable people with independence and creativity means developing them intellectually, spiritually, morally and physically so that they can defend their dignity and self-pride satisfactorily and fully enjoy their rights and freedom without being subjected to any subordination or oppression.

In order to achieve this aim of education, we have put forward it as an important task to give them knowledge and moral education and physical training and determine the content of education that is capable of culturing noble personality and moral traits in them and ensure their intellectual and physical development.

In our country every child receives secondary general education regardless of their social origin, sex, region or socio-economic conditions and gives full play to his/her individuality, talent and mental and physical capabilities.

Challenges for ensuring educational and social inclusion

We have difficulties in improving the quality of education in accordance with the demands of the new century and information age.

First of all, we face some problems in intensifying the education on computers and foreign languages in primary and secondary schools.

In the new century we've done the educational experiments on introducing computer and foreign language education in primary schools. We're now trying to generalize these successes to schools in every province.

However, these efforts face many challenges like selection of teaching materials and methods and provision of equipments and facilities.

In addition to this, we have applied new learning achievement assessment methods, making great successes in the course.

There arise several other difficulties in improving teaching content and method, reviewing and revising curricula, recompiling textbooks, improving learning achievement assessment and collecting and analyzing the information on education.

Besides, in terms of improving the quality of education as required by the new century, there are some difficulties in sufficiently providing experiment and practice equipments for education.

There are difficulties in providing schools with modern educational means and experiment equipments, building and repairing schools and supplying textbooks, reference materials and stationery etc.

There are still problems with providing students with sufficient textbooks, making effective use of ICT in education, introducing modern educational technical means as required by IT era.

Some parts of the country had suffered natural disasters and the calamities that hit the middle part of the country in 2006 and 2007 were particularly disastrous.

This inflicted some amount of damage on the country's economy and people's living and weakened material and technical foundations of education.

The government has adopted measures to ensure that school age children have access to education without let up and school uniforms, caps, shoes and the like are supplied to them and seen to it that orphans from the afflicted areas in baby homes and orphanages are taken care of at the state and public expense.

To rehabilitate the schools that were hit by natural disasters and bring education back to normal we still need to build and repair schools, produce educational equipment and materials, textbooks, reference books and stationery and we also need financial support.

Legal and regulatory frameworks for inclusion

As far as legal and institutional framework for inclusive education is concerned, there is universal 11-year compulsory education system and universal free education system in our country.

Under the system every child of our country goes to school and receives free education without exception.

Adults can study at their workplaces under regular education system, studying-while-working system, vocational technical education system and on-the-job training system.

Nobody is excluded from these education systems.

Apart from this, under the National Action Plan for EFA, the national action plan committee supervises and guides in a unified way the implementation of EFA, the inclusive education.

Public policies

DPRK, with the great Juche Idea as its invariable guiding principle, has put forward the most just educational policies and is implementing it with credit.

The main items of educational policies that the government consistently pursues are as follows.

- The most important part of the state's educational policies is that it strictly adheres to the principle of keeping education well ahead of other work.

No man is born with idea or knowledge. Only through education can man gain independent ideological consciousness and profound knowledge about nature and society and cultivate creative ability to perceive and reform the world.

Hence the government attaches precedence to education, regarding it as one of the important matters related to the future of the country.

- Other policies it pursues are to arm people with the revolutionary idea in conformity with the principle of the socialist pedagogy and thereby training them to gain a profound scientific knowledge and strong physique.

First, it pays primary attention to political and ideological education to make sure that all students grow into revolutionary talents that have revolutionary world outlook and noble personality.

And to train them to be revolutionary talents useful for revolution and construction the state takes necessary steps to give pupils sufficient basic general knowledge in close combination with basic technical education at the stage of secondary general education. And at the stage of higher education specialized technical education in natural science and specialized education in social science are being intensified.

At the same time, in order to enable students to culture rich cultural and artistic qualities and become health and strong, we are closely combining the development of their artistic skills and physical training so that they acquire basic knowledge to appreciate and create literary and artistic works, play at least one musical instrument and have aesthetic sense.

We are also carrying out physical training in schools with the main focus on building their physical strength and developing their body harmoniously, making sport activities an integral part of their life and organizing after-school sports activities on a wide scale.

- Another important element in the state's educational policies is to give the rising generation free compulsory education until they become eligible for work.

We abolished the Japanese colonial slavery education system and set up a democratic educational system serving the interests of people within a short time after the liberation. On this basis, the government has developed compulsory education step by step in accordance with the progress of revolution and construction.

Today, the rising generation enjoys full compulsory secondary general education without paying a penny by the favor of the state till they reach working age thanks to the universal 11-year compulsory free education system.

- Another crucial part in the government's educational policies is to accelerate the intellectualization of the whole society.

Intellectualization of the whole society means to engage all members of the society in a certain form of higher education system and thereby remake them to be all-round developed human beings with high cultural and technical knowledge of the university graduates.

To realize the intellectualization of the whole society, the government is improving and strengthening the work of the existing universities while taking measures to set up new ones.

At the same time, it is trying to increase the number of factory college, farm college, fishermen's college and correspondence and evening courses for university education under the on-the-job higher education system and enhance their roles.

Education of people does not end even after finishing schools and people should receive education throughout their life. So the government is directing great efforts also to strengthen social education.

- Another important part of educational policy of the government is to constantly develop the state system of nursing and upbringing of children. The DPRK is carrying out the work of nursing and upbringing of children entirely at the state and public expense.

Everywhere across the country, not to mention in towns and villages, nurseries and kindergartens are located proportionately and children are regarded as kings of the country.

They are bringing up children in a cultural and hygienic way and taking care of children's nutritional conditions and the state of their growth in a

responsible manner according to the norms of collective upbringing and hygiene and anti-epidemic regulations.

Medical service for children is free since the introduction of the universal free medical system in the early 1953.

State and social benefit to each child is completely equal regardless of the parents' occupation and the quantity and quality of their work and the number of children they have.

- What is particularly important in the educational policy of the government is to improve the quality of education continuously in line with the requirement of the new century.

To improve the quality of education, the government is directing its efforts to improve the content and method of education, enhance the quality of teachers and consolidate the material foundation of education.

The government is strengthening the basic science education and foreign language education which are the main link in completing the content of general secondary education.

At the same time, the state is paying special attention so that the pupils acquire basic technical knowledge linked with production of modern times in proper combination with basic technical education.

Great efforts are made to improve scientific and theoretical level of higher education. For the present, deep attention is being paid to education to further develop various fields of science such as basic technology, advanced science and technology, major technical engineering and basic science and to increase the proportion of using computers.

The policy requirement in improving the educational method is to get rid of cramming and dictating method in teaching and to fully apply heuristic method of teaching.

Other policy requirements are to combine theory with practice, education with production activities and school education with public education, and ensure parallel development of preschool, school and adult education.

The government is paying special attention to increasing the proportion of using modern educational and technical devices and practical training.

The government is also taking measures to improve teachers' qualifications and enhance their responsibilities and roles.

Systems, links and transitions

In our country there is no political, social obstacle that hinders inclusive education.

It is only that due to difficult economic situation of the country, there are some problems and difficulties in providing material conditions necessary for education.

The most important driving force of inclusive education in our country is the responsibility and role of the state.

The government of the DPRK carries out education on the principle that the state bears full responsibility for education.

The state takes care of all the issues arising in inclusive education, EFA, including the establishment of educational system, the scientific formation of educational content and the provision of material conditions for education. As a result, the work is progressing successfully.

Besides, working people's high enthusiasm to learn and study is also an important driving force.