



# The Education System of the Democratic People's Republic of Korea

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**Abstract:** Korea was under the Japanese colonial rule up to August, 1945. So in a sense, education never had a chance to develop in the country. There were millions of illiterate adults in northern half of Korea in the pre-liberation period and majority of children could not afford to go to school before its liberation. After liberation an advanced education system has been established in the Democratic People's Republic of Korea, which eliminated the remnants of the Japanese colonial slavery education in a short span of time and ushered in a new age of socialist civilization on its land which was once a land of illiteracy and ignorance. The education system of the Democratic People's Republic of Korea comprises the universal compulsory education system, the universal free education system, the study-while-you-work system, and the state childcare system. The education system of the Democratic People's Republic of Korea is based on the *Juche* idea, which centers on man.

**Keywords:** Democratic People's Republic of Korea, Education System, Compulsory Education, Free Education, Childcare, Study-While-You-Work System

## 1. Introduction

In modern era, education is considered the fundamental basis for ensuring the progress and future prosperity of a nation ([1] p. 9) and numerous countries attempted to improve education. ([2] p. 1) Education is an undertaking that cultivates the future of mankind and the everlasting prosperity of the country and the nation. In present times, which is marked by knowledge-based economy, and in which science and technology play an important role in social development, and nation's power and its economic and cultural development are decided by well-educated people, the importance of education is ever increasing. The need for better education is reflected in the policy of the D. P. R. K. of giving priority to education, and in its effort to build a civilized socialist power with development of education in front.

The kind of educational policy a country pursues determines the nature of its education and the direction of its development, the quality and speed of education, the influence of educational achievements on social progress.

The Democratic People's Republic of Korea has long been pursuing a policy of giving importance to education. Recently the D. P. R. K. is pursuing a policy of giving importance to education that meets the requirement of the new century. The education policy of the D. P. R. K. in the new century is to put education, which gives continuity to the Korean nation and brings about progress of the country, above other affairs and never stop or neglect it no matter how difficult it may be. This position of state is manifested in the recent policy of the government of the D. P. R. K. of revolutionizing education in the new century.

The main objective of the D. P. R. K. in the area of education is to make Korea a power of education in the 21<sup>st</sup> century by bringing up children and young people as reliable builders of powerful nation and making all the people well-versed in science and technology. In order to achieve this grand objective, the D. P. R. K. is giving ever greater importance to education and is pursuing a comprehensive policy for its development.

The education system of the Democratic People's Republic of Korea is an advanced, people-centred educational system

that embodies the *Juche* idea. The education system of the D. P. R. K. comprises the universal compulsory education system, the universal free education system, the study-while-you-work system and the childcare system.

## 2. Discussion

### 2.1. Enforcement of the Japanese Imperialists' Policy of Colonial Slave Education in Korea and Its Aftereffects

The Japanese imperialist aggressors introduced a vicious colonial slave education following their occupation of Korea in November 1905. This was aimed at establishing an ideological and spiritual foothold for the "rule by the governor-general" by paralyzing the Korean people's consciousness of national independence and fighting spirit, and by "Japanizing" them. The main objective of the colonial slave education enforced by the Japanese imperialists was to keep the Korean people in ignorance and make them obey their colonial policy blindly and, in the long run, "Japanize" the Korean nation. With this objective in mind, the Japanese imperialists promulgated the Act on Education in Korea on August 23, 1911, established a colonial slave education system and enforced education that discriminated against the Korean people.

First of all, they deprived the Korean people of their right to basic education and restricted it to the greatest possible extent. It was violation of the International Declaration of the Rights of the Child, which says "(S) He shall be given an education which will promote (her) his general culture and enable (her) him, on a basis of equal opportunity, to develop (her) his abilities, (her) his individual judgment, and (her) his sense of moral and social responsibility, and to become a useful member of society." ([3] Principle 7)

The Japanese imperialists made a normal (primary) school for Korean children a four-year course and that for Japanese children a six-year course; a secondary school for Korean boys a four-year course and that for Korean girls a three-year course, and that for Japanese boys and girls a five-year course. This added up eight years for primary and secondary education for Korean children but eleven years for Japanese children. Korean children entered a four-year normal (primary) school at the age of eight whereas Japanese children entered a six-year primary school at 6. After leaving a four-year primary school, Korean children were not allowed to attend the five-year secondary school which Japanese children went to. They were only permitted to go to two-to-three-year job-training schools. As shown above, the Japanese aggressors discriminated against Korean children by separating their schools from the Japanese, designating different school names and school years, and denying Koreans the right to higher education.

While discriminating against Korean children in the education system, the Japanese intended to inculcate inadequate educational contents into Korean children in a limited period of time with a view to turning them into obedient colonial slaves. The teaching contents for Korean children were pervaded with the Japanese language and worship for the Japanese emperor. This was evidenced by the proportion of the Japanese language lessons in the composition of subjects for normal (primary) schools. The total number of lesson hours for a week was 26 hours for the first and second years and 27 hours for the third and fourth years, out of which the time for the Japanese language subject was ten hours in both cases, the ratio being 38.5% for the former and 37% for the latter.

The Japanese imperialists suppressed national education while enforcing their colonial slave education policy. In a bid to obliterate national education they repressed public schools for Korean children which had served as strong-points inspiring nationalism, patriotism and anti-Japanese spirit in Koreans. They promulgated the Rules on Public Schools in October 1911 and revised them in March 1915, with an aim of precluding the establishment of Korean public schools. As they banned the existing schools one after another, the number decreased very year. To see by years, 1,973 public schools existed in 1910, but the number was reduced to 1,317 in 1912, to 1,240 in 1914 and to 690 in 1919. In February 1918, they adopted the Rules on Village Schools as Ordinance No. 18 of the Government-General and clamped down on those that were supposed to inculcate the anti-Japanese spirit in Korean children. Consequently, the number of village schools decreased from 24,294 in 1918 to 18,510 in 1925, which means that on average 826 schools were shut down in a year.

Due to this pernicious enslavement policy, the majority of the Korean working people's children had no access to schools. Immediately after Korea's liberation 2,309,089 adults, 81.3% of whom were women, turned out to be illiterate in the northern half of Korea. Every year more than 400,000 children of school age were denied access to schooling. The few secondary schools and colleges that Korea had were only for the children of the Japanese, landlords and capitalists. Few children of poor peasants and workers ever attended them. For example, just before the liberation, Pyongyang Secondary School No. 3 had an enrolment of 971 children. 9% of them were the children of landlords and capitalists, 47% those of traders and the rest those of officials. Pyongyang Medical College had an enrolment of 313 students. 62% of them were Japanese children and the rest were Korean children (39.6% for those of landlords and capitalists, 12.2% for those of traders and 29.3% for those of officials). [4]

**Table 1.** Attendance rate of Korean and Japanese children of school age at normal (primary) schools in Korea in 1922 under the Japanese colonial rule.

Nationality	Attendance rate at normal (primary) schools
Korean children of school age	10.2%
Japanese children of school age	100%

**Table 2.** Attendance rate of Korean and Japanese children of school age for secondary schools in Korea in 1924, under the Japanese colonial rule.

Nationality	Population resident in Korea	Number of secondary school students resident in Korea		Percentage of secondary school students in population resident in Korea	
		Male	Female	Male	Female
Korean	17,619,540	3,000	480	0.017%	0.0028%
Japanese	411,595	2,900	3,600	0.7042%	0.877%

## 2.2. The Universal Compulsory Education System of the D. P. R. K.

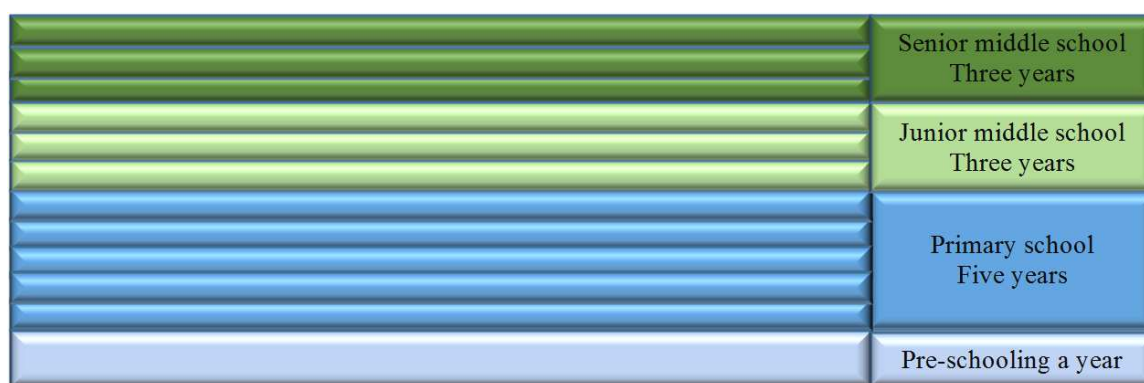
Fully aware of the important role of education in building a new society and the specific situation of the country, President Kim Il Sung advanced the original policy of enforcing a universal compulsory education system and wisely led the efforts to this end. Under his leadership, the Democratic People's Republic of Korea has established a compulsory education system that provides all the people with access to compulsory education. The education system of the D. P. R. K. is universal compulsory in its nature. In the D. P. R. K., everyone has the right to education. ([1] p. 31)

The characteristic feature of this education system of the D. P. R. K. is, in short, that the state provides all the people with the right to and freedom of learning and development. Providing all the people with the right to and freedom of learning and development is the basic condition to eliminate all sorts of inequality in education and it is the most important criterion by which goodness of any education system is judged. The universal compulsory education system of the D. P. R. K. is an advanced system that provides all the people with the right and freedom of learning, because it is an all-people-education system that provides everybody with access to learning without exception.

Whether or not a particular education system makes sure that everybody learns is an important criterion in judging whether that system really provides the people with the right

and freedom of learning. The right to and freedom of learning is not simply provided by legal arrangement or proclamation. Even if everybody is provided with the right and obligation to learn by law, the system that fails to make everybody learn cannot be said to be one that provides all the people with the right and freedom of learning. Only when an education system is supported by the provision of the right and freedom of learning by law and becomes a system under which all the member of society learns without exception, can it be called a system that provides all the people with the right and freedom of learning.

Based on the principle of giving all the people access to schooling without exception, the D. P. R. K. has pursued a people-oriented education policy, ensuring an appropriate structuring of its education system, rational distribution of educational institutions and enforcement of free education. First, the state has established a full-time education system to educate all the children. It introduced universal compulsory primary education in 1956, universal compulsory secondary education, the first of its kind in Asia, in 1958, and the universal 9-year compulsory technical education in 1967. In 1972, it introduced universal 11-year compulsory education for the first time in the world and, in 2012, adopted a law on enforcing universal 12-year compulsory education with another year of extended compulsory education (1 year for pre-schooling, 5 years for primary school, 3 years for junior middle school and 3 years for senior middle school).

**Figure 1.** 12-year compulsory education system in the D. P. R. K.

The age at which students pass from one stage to another is clearly governed by the age of initial entry into the system and the number of repeated years. ([5] p. 250) The D. P. R. K. government has decided to introduce a 12-year compulsory education by extending school years by one more year with a view to improving the quality of education as required by developing realities in the age of the knowledge-based

economy as well as the educational trends in the world. The new system has helped to reduce the workload of pupils in primary schools resulting from the excessive number of subjects and positively affected the secondary education with the entrance age of eleven for junior secondary schools.

Under the universal 12-year compulsory education system, all the children in the D. P. R. K. receive education from the

age of 5 to 17, the working age, to be possessed of general knowledge of secondary education, basic technological knowledge and creative ability.

The education system in the D. P. R. K. covers not only normal children but also children with different abilities. A number of countries recognize the importance of eliminating segregated education of students with special educational needs and integrate them into primary schools with the aim of ensuring equal access to education for all students. ([6] pp. 51-62) There is an education system in place in the D. P. R. K. that ensures even differently abled children education ranging from primary to tertiary education including schools for blind and deaf children.

The state assumes full responsibility in providing all the children and working people with conditions for universal compulsory education, so that they can learn to their hearts' content without any inconvenience. It has a network of schools proportionally distributed across the country and trains teachers to staff educational institutions of all levels in a planned way, thereby satisfying the need for teachers necessary for universal compulsory education. In addition, it provides schools with all kinds of educational facilities, equipment and materials at its own expense. Particularly, with the introduction of the universal free education, it has freed the working people and their children from the burden of education expenses, allowing them to enjoy the benefits of the compulsory education.

As explained above, the universal compulsory education system of the D. P. R. K. is an advanced compulsory education system, an all-people-education system unique in its coverage and standard.

### ***2.3. The Universal Free Education System of the D. P. R. K.***

The education system of the D. P. R. K. is essentially universal and compulsory. In the D. P. R. K., everyone has the right to education. The education in the D. P. R. K. is supported by a scientific educational system and is realized through free education.

The characteristic feature of the universal free education system in the D. P. R. K. is, in short, that it is genuinely free education system based on the principle that the state takes full responsibility for the education of the people. The universal free education system provides a sure guarantee for a universal compulsory education system that ensures all the people learning. Compulsory education can be genuinely compulsory only when it is supported by a genuinely free education. The right to and freedom of learning is not realized just because it is declared that everybody is entitled to learn; it is realized only when a substantial condition is provided for learning and, for this, before anything else, people should be freed from the burden of all kinds of education expenses that constrain the right to and freedom of education. Compulsory education which is not guaranteed by free education cannot be realized and even if it is realized, it cannot be secure one nor can it be called compulsory education in its true sense of the word. Compulsory education can be genuinely compulsory education that

provides the right to and freedom of learning to all the people only when it is combined with and supported by free education.

In the D. P. R. K. the universal free education is guaranteed by the popular policy of the Workers' Party of Korea and the Government, which spare no expense for the education of the rising generations and training of the native cadre. The enforcement of universal free education incurs a huge amount of financial burden on the part of the party and the state. In the past, educational policy has principally focused on increases in the quantity of education-enrollment. The LEAPS studies bring into the forefront two other outcomes, price and quality. ([7] p. 1) The level of educational development has a bearing on the expenditure of the educational fund, and analysts can estimate their country's financial expenditure. ([8] p. 28) However, whether the state has enough financial resources or not is not the main factor that determines whether it can enforce free education or not. What plays a decisive role in it is a people-oriented policy of the state, which is based on the point of view that everything should be oriented towards and serve people, the position that the state takes full responsibility for their education. The D. P. R. K. has enforced the universal free education from the point of view that the expenditure on education is not a burden, but something to take pride in and that it should be a firm principle in its activities.

The characteristic of the universal free education system of the D. P. R. K. is, first of all, that it provides free education for all children and students learning at different educational institutions at the expense of the state.

With realization of President Kim Il Sung's idea of free education, the D. P. R. K. took measures to exempt children of poor families from school fees and provide scholarships for college students immediately after the liberation when the country was badly-off. This made it possible for the children of the broad strata of the working people including workers and peasants, who had not been able to afford to learn under the colonial educational system of the Japanese imperialists before the liberation, to learn to their heart's content, benefiting greatly from the free education system of the state. The D. P. R. K. put in force a universal compulsory primary and secondary education in the post-war years when the country was badly-off and abolished school fees in both primary and secondary schools. On the initiative of President Kim Il Sung, a genuinely free education system was in place in 1959 in the D. P. R. K. whereby education has been given in educational institutions at the expense of the state. As a result, in the D. P. R. K., the school fees, which had been the remnant of the obsolete society, disappeared once and for all from all the educational institutions and all the school-goers have been given chance to learn with a lot of state benefits, free from the burden of school fees. This marked a revolutionary change in the history of human education and the D. P. R. K. has become the first country to free its people from the burden of educational expenses.

Today the universal 12-year compulsory education in the D. P. R. K. is free and the state shoulders the costs of

education of all the children and students at all levels of education from kindergartens and universities. As there is no other country out of those that have announced enforcement of free education, which has free education in place from pre-school institutions like a kindergarten to institutions of higher education like university, the education system of the D. P. R. K. is unique in its nature. In the D. P. R. K., all schools are built and run at the expense of the state and all the educational facilities and equipment are provided free of charge by the state supply system.

Another characteristic feature of the universal free education system of the D. P. R. K. is that the state even provides learning conditions, living conditions and commuting conditions for pupils and students free of charge. The extent and coverage of free education is one of the indicators of its thoroughness. For free education to be truly in the interest of the working people and their children, the state should not only abolish school fees but also assume full responsibility for providing learning conditions, living conditions and commuting conditions for pupils and students. In the D. P. R. K., children and students go to school and college even without knowing the words "school fee". On the contrary, college and university students are given scholarships from the state. In the D. P. R. K., the state provides pupils and students with textbooks and school things at a very low price and other necessities including uniforms according to seasons. In addition, children in remote and mountain areas are provided with commuting buses by the state. The state sets up branch schools for a small number of children in remote mountain villages and islands and appoints full-time teachers for these children. It provides scholarships to those children from island villages and commuting trains, buses, cars and boats for children from remote villages. As seen above, unprecedented in the extent to which the state shoulders the cost of education, the free education system of the D. P. R. K. is an advanced system whereby the state assumes full responsibility for education of pupils and students.

Another characteristic feature of the universal free education system of the D. P. R. K. is that the state shoulders the cost of all forms of social and adult education as well. The state's shouldering of costs of social and adult education means that it enforces free education for all the members of society beyond the frame of school education for children and young people. The free education of the D. P. R. K. is not confined to school education; it covers all the courses of pre-school education, school education, social education and adult education. The state has built children's palaces, children's after-school activity centers, camps for the Children's Union, children's libraries, children's parks across the country and runs them at its expense. It shoulders the costs of pupils and students' visits and tours to historical sites, factories, farms, and the costs of camping activities, sports and art activities. In addition, the state expenditure covers the cost of adult education for cadres and working people.

In the D. P. R. K., the state also runs factory colleges, farm

colleges, fishermen's colleges, on-line colleges, correspondence courses and evening courses at university, training schools for chiefs of workshops and work teams and skilled workers at its expense with all the working people enrolled with them receiving their salaries while studying. All the officials of the D. P. R. K. learn at re-education institutions on a regular basis receiving their salary in addition to attending regular study sessions every week.

As seen above, the extensive coverage of free education is the very characteristic of the universal free education system of the D. P. R. K. since the state assumes full responsibility for the whole course of education covering pre-school education, school education and adult education, shouldering all its expenses. The D. P. R. K. allocates a considerable part of its budget for education, increasing it systematically.

#### ***2.4. The Study-While-You-Work System of the D. P. R. K.***

The characteristic feature of the study-while-you-work system of the D. P. R. K. is, above all, that it facilitates all-people education. To enhance the technical and cultural standard of all the working people is an important matter related the development of the country and prosperity of the nation. The Lisbon commitment for a European Knowledge Society together with policy of lifelong learning and social inclusions has significantly affected the education systems and teaching practices in Germany and other European countries.([9] pp. 391-402) However, this matter cannot be solved only by a full-time education system, because a full-time education system has limited coverage and time for education. Particularly, it is practically impossible to enroll all the people working in different sectors of society on full-time courses because most of full-time institutions of higher education are located in and around urban areas and their number is limited.

Full-time education systems are not likely to cater for people of different technical skills and educational backgrounds, because they have a limited teaching period and are of continuous and systematic nature as in primary school, secondary school and college or university. It is also because the working people have to be engaged in learning and in their job at the same time. If they are removed from various sectors to be sent to schools for education, the socialist construction cannot be carried out successfully. Conversely, if the education to enhance the cultural and technical standard of the working people is neglected for the importance of socialist construction, the socialist construction, which is based on modern science and technology, cannot be carried out successfully, either. Under the circumstance, what is needed to realize all-people education is a study-while-you-work system in addition to a full-time education system. Only under this kind of system, can not only pupils and students but also all the working people in different sectors of society be involved in one or other kind of education system while continuing their work and jobs. In addition to full-time education system, the D. P. R. K. has a well-structured on-site-education system which includes factory colleges, farm colleges, fishermen's

colleges, correspondence and evening courses at university, on-line colleges, and regular courses for officials and working people, which makes it possible to carry out the socialist construction and at the same time educate all its people continuously.

Another characteristic feature of the study-while-you-work system of the D. P. R. K. is that it facilitates training of a large number of national cadre possessed with a revolutionary outlook, theories and practical abilities. A study-while-you-work system is an effective way of training a large number of competent national cadre possessed with a revolutionary outlook, theories and practical abilities. Practice is a starting point of cognition, a criterion for truth and a driving force of theoretical development. On the other hand, theories have emerged from practical needs and their mission is to serve practice. Therefore, if a theory is to be useful knowledge as befits its mission, it should be acquired in combination with practice. A theory for its own sake, which is not connected with practice, is good for nothing.

Unlike a full-time learning system, the study-while-you-work system combines theories with practice and education with production activities on a high level. All those enrolled with the study-while-you-work courses are learner workers and officials in their jobs. Naturally they already have some experience in whatever work they have been engaged in and subsequent skills. They also know the problems at work better than anybody else. What they need is to enhance their theoretical standard in the areas of their specialty, build theoretical foundations and solve technical and other problems related with their work and job. The learners who are engaged in production activities most of their time are likely to learn better the theories which practice requires and to apply them to their practical activities at work. In this way, learning and practical activities, and education and production are combined in an inseparable process for worker learners.

As an embodiment of the principle of socialist education that requires close combination of education and revolutionary practice, the study-while-you-work system conforms to the principle of socialist pedagogy and is an effective way of training competent officials that can contribute to the building of a powerful socialist country. Thanks to the leadership of its great leaders, the D. P. R. K. has an advanced study-while-you-work system with all the working people learning in it and has become *a land of learning*, the first country to realize all-people education in the world.

### 2.5. The Childcare System in the D. P. R. K.

The characteristic feature of the childcare system of the D. P. R. K. is, first of all, that children are looked after and educated collectively in good facilities on a scientific basis, thereby bringing them up as masters of society and builders of a powerful socialist country. Pre-school education is the first stage of education for all people. There is now an overwhelming consensus that early childhood development is

considered the most important stage in building a learning foundation for all later learning. ([10] p. 4) For this reason, childcare is one of social issues and a great concern of parents in all countries and great effort are made to improve childcare systems. Since man's ideas and intellectual abilities develop from childhood, pre-school education is the first step in the work of bringing them up as independent and creative social beings. It is basic to achieving overall objectives of socialist education.

Thanks to the good childcare system, which was established by President Kim Il Sung, children in the D. P. R. K. are brought up collectively and socially under the responsible supervision of the state, with nothing to envy in the world. If children are brought up collectively and scientifically, they will be accustomed to being a member of an organization and discipline and develop collective ideas and socialist morality. Personality and ideas are formed from early childhood. Good education and habit in childhood influence their outlook on the world and their future development to a considerable extent. Therefore, upbringing children collectively in nurseries and kindergartens provides a good condition for children to be accustomed to an organizational life and discipline and to develop collective ideas and socialist moral traits, because they live a collective life and receive good education from early childhood. Upbringing children collectively and scientifically exerts positive influence on their intellectual development and physical growth as well. People's intellectual development begins in early childhood and physical growth in early childhood becomes the basis of their mental and physical growth in adulthood. The children who have grown up in a nursery and a kindergarten show much faster intellectual development and physical growth than those children who have grown up in a household situation, because they receive systematic and scientific education. For this reason, children can grow up as reliable masters of society only when they are brought up collectively and scientifically in good facilities.

The childcare system of the D. P. R. K. guarantees the first stage in the socialist education system that provides life education to all members of society by bringing them up collectively and scientifically from early childhood. Under the leadership of respected Supreme Leader Kim Jong Un, a great number of nurseries and kindergartens with modern facilities have been built everywhere in the country, and their management systematically improved, so the D. P. R. K. has one of the most advanced childcare systems that ensures that all children under school age are brought up collectively and scientifically in nurseries and kindergartens.

Another characteristic feature of the childcare system of the D. P. R. K. is that all the costs of bringing up children collectively and socially are entirely shouldered by the state and cooperative organizations. Upbringing all children collectively and socially presupposes tremendous material condition for it. Only when the huge expenses for upbringing of children are borne by the state and cooperative

organizations, will it be possible to provide facilities needed to bring them up scientifically and hasten the process of their physical growth, thereby providing a material guarantee for bringing them up as competent and able persons who are knowledgeable, morally sound and physically fit.

What is important in the responsibilities of the state and society for childcare is, first of all, provision of the buildings, facilities and equipment of nurseries and kindergartens by the state and social cooperative organizations. In the D. P. R. K., modern nurseries and kindergartens with good childcare facilities and sports and play facilities are built everywhere there are children at the expense of the state budget, and state and social cooperative organizations. In the D. P. R. K., as the number of children increases every year, the number of nurseries and kindergartens increases. It is one of its principles to build a nursery and a kindergarten wherever new residential quarter, a factory or an enterprise is built. Therefore, in the D. P. R. K. today wherever people live, there are good modern nurseries and kindergartens built at the expense of the state and social cooperative organizations, covering the country with the network of nurseries and kindergartens.

Another important matter in the responsibilities of the state and social organization for childcare is the provision of food, and children's things needed for childcare by the state and social cooperative organizations. In the D. P. R. K., children are given food by the state and cooperative organizations from the time they are born. Foods for children are provided through the state food supply system and sideline production systems of factories and enterprises. There are factories and workshops that specialize in production of children's things in many parts of the country and they are provided to children at a very low price.

Another important matter in the responsibilities of the state and social organizations for childcare is the provision of free and systematic medical service for children, and care of women with young children by the state and social cooperative organizations. In the D. P. R. K., as part of the universal free medical service, a free and compulsory medical service is provided to children. Through the medical service for pregnant women, children enjoy the protection of the state and society even before they are born and after they are born, they receive free medical service through doctors working in their residential area or nursery or kindergarten. In the D. P. R. K., childcare is provided to all children on an equal basis at the expense of the state and social cooperative organizations whether they have parents or not and regardless of the quantity and quality of their work. As seen above, the childcare system of the D. P. R. K. is an advanced system bringing up children as masters of powerful Korea and firmly supporting the school education system.

The education system of the D. P. R. K. which comprises the universal compulsory education system, the universal free education system, the study-while-you-work system and the childcare system, is based on the theory and the methods of the *Juche* idea, which has elucidated the position and role of man in the world.

### 3. Conclusion

Today the D. P. R. K. is pushing forward the construction of a civilized socialist power through the policy of giving importance to education, which reflects the needs of the new century. Building a civilized power is a common desire of all the people of the countries that aspire towards independence and it is the strategic objective of the D. P. R. K. government to usher in a flourishing age of civilization by putting greater efforts into it.

The civilized power the D. P. R. K. is building is a country where socialist culture will develop in a comprehensive way and where the people, possessed of a high level of creativity and culture, will create and enjoy the highest quality and standard of civilization.

Today the Government of the D. P. R. K. is pushing forward the policy of revolutionizing education in the new century, which reflects the policy of giving importance to education, with the aim of making all the people powerful builders of socialism who have a wealth of knowledge and high cultural attainments, and providing them with the conditions and environment for leading an affluent, civilized life to their heart's content.

With the education-importance policy of the government stressing training of talents and building of a socialist civilized power, the D. P. R. K. will be a power of education of the 21st century in the near future.

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