

National Report
on the Development and State of the Art of Adult
Learning and 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 places 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.”

During the past years, the international community has paid deep attention to the education and adopted various commitments to cater to the demands for education.

In Jomtien was published the “Declaration on Education for All” which was the reflection of the noble ideal of meeting the demands for basic education of all people. The Dakar Framework for Action, adopted in April, 2000, reconfirmed the ideas of the Jomtien Declaration and pointed out 6 main targets and 12 important strategies.

The Jomtien Declaration and Dakar Framework for Action have great significance in that they include the orientations for educational development for all countries of the world to follow.

Drawing on the Juche idea the government of the Democratic People’s Republic of Korea has consistently maintained the policy of giving importance to education from its inception.

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.

With the introduction of the universal compulsory primary education in 1956, all the children throughout the country had access to regular education regardless of sex.

The government put into forces the universal 7-year compulsory free secondary education since 1958 and universal 9-year compulsory technical education since 1967.

Education of all sorts was given free of charge since 1959 and the universal 11-year compulsory education was put into force since 1972.

This 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 could 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.

Therefore, we have set it as major targets of National Plan of Action, which is to achieve the 6 goals of Dakar Framework for Action, to consolidate the successes gained in 11-year compulsory free education and adult education including anti-illiteracy campaign and to improve the quality of education and ensure life-long education.

2. Achievements made in the Abolition of Illiteracy and Adult Education

2.1. Achievements made in the abolition of illiteracy.

From the start of the new nation building the government of the Democratic People's Republic of Korea saw education as one of the crucial issues that concern the future of the country and gave precedence to education and training of national cadres while energetically pushing ahead with the work of eliminating the illiteracy of working masses.

2.1.1. The policy of the state to eliminate illiteracy

As of May, 1944 when the country was under the colonial rule of the Japanese imperialists 77% of the total population were illiterates and as of August, 1945 when the country was just liberated there were more than 2.3 million illiterates under 50 years of age in the northern half of the country. In particular, most of the uneducated grownups in our country were peasants and 81.3% of them were women.

With all these illiterates we could not found a democratic independent state and provide free and cultured lives to working people.

For these reasons the government set forth the policy of waging nationwide anti-illiteracy campaign in November, 1945 and took state measures to set up appropriate adult education institutions that admitted and gave schooling to every illiterate.

Above all, while giving precedence to the work of widely explaining and propagating to officials and broad masses of working people the aim of the abolition of illiteracy and its significance in the nation building, it vigorously led the people to the nationwide campaign against illiteracy under the slogan "Learn, learn and learn!"

And it saw to it that different kinds of schools like adult school, school for evening session, field school and training centre for mother tongue be instituted in local areas of the country and rising generation and adults from all walks of life be taught mother tongue.

The government, as one of its efforts to establish a well-knit adult education system, adopted a resolution on adult education and field education system in April, 1947 and this gave birth to Korean alphabet school (4-month term) and adult school (2-year term) that gave primary school level education and adult middle school (3-year term) that gave secondary school level education.

These schools provided continuity among themselves in terms of system and level of education to form a well-established adult education system.

Together with establishing appropriate adult educational institutions the government made sure that each and every unlettered person attended adult schools in their residential quarters or attached to factories or enterprises.

In addition, the government took steps to solve the problem of teachers, which was the then stumbling block to the operation of alphabet and adult schools.

The state decided to assign the right persons from social and cultural organizations, to say nothing of teachers of schools at various levels, to alphabet and adult schools. At the same time, it organized training courses, model and demonstration classes and teaching workshops to improve the qualifications of teachers.

During winter time anti-illiteracy all-out campaign the state saw to it that the college students and pupils of schools at various levels were actively involved in the anti-illiteracy effort to ease the strain on teachers.

As all the uneducated persons got involved in alphabet schools and adult educational institutions in accordance with the state measure, we could finally get rid of illiteracy and establish well-knit educational system in which all the working masses were able to constantly improve their cultural level.

2.1.2. Unified guidance of the state over the anti-illiteracy work

In order to powerfully propel the gigantic anti-illiteracy work the government took important steps from November, 1946 to November, 1947 to establish a state guidance system over the scheme.

The state adopted the “Resolution on the launch of the anti-illiteracy campaign” on November 12th, 1947 and organized Anti-illiteracy Guidance Committee which comprised central and local political parties and social organizations.

According to the measure the powerful Anti-illiteracy Guidance Committee came into being, the head of which was the Director of Education at the central level and which included senior staff of the sectors concerned and representatives of different political parties and social organizations.

Local Anti-illiteracy Guidance Committees were organized at provincial, city and county level to locate illiterates in their respective jurisdiction, make out plans for anti-illiteracy campaign and allocate adult educational institutions such as alphabet schools in accordance with the specific conditions of the region.

In the meantime, they organized and led in a responsible manner the recruiting of teachers, provision of school things, heating conditions and attendance of pupils and organization of classes.

Pyongyang City and each province had its own audit committee to investigate and check the anti-illiteracy campaign on a regular basis and to put spurs to its implementation.

The Department of Education, in connection with other departments concerned and people's committees at various levels, compiled and published textbooks for alphabet schools and adult education, produced various school things like pencils and trained and sent out anti-illiteracy guidance personnel.

Through the directive "On the progress of anti-illiteracy campaign" issued on November 24th, 1947 and other resolutions, the government divided the anti-illiteracy all-out campaign into three stages and made sure that the entire people turned out as one in the campaign.

The first stage was set for four months from December 1st, 1946 to March 31st, 1947 and winter time anti-illiteracy campaign was launched.

In this way, as of August 1946, over 413,000 adults were enrolled in 8,061 Korean alphabet schools, and in the winter of the same year more than 556,000 working people attended these schools numbering 16,178. In the winter of 1947, one million working people studied at the alphabet schools whose number exceeded 40,000.

2.1.3. Launch of massive anti-illiteracy campaign

From the first moment of the campaign against illiteracy, the government saw to it that it was carried out as a massive campaign.

All the people were the masters of the undertaking from the principle that the educated taught the uneducated and every illiterate had to learn.

Alphabet and adult schools were erected in factories, enterprises, farming villages, streets and villages and wherever there were people and illiterates, and massive campaign was undertaken to teach mother tongue to the illiterates.

With active participation of the broad masses, by August, 1946 thousands of adult educational institutions were set up from the capital, Pyongyang, to the most remote of the regions like Yangdok and Maengsan to successfully educate tens of thousands of unlettered persons.

The government adopted measures to develop the anti-illiteracy campaign on to a higher stage by setting an example in the campaign and generalizing it throughout the country.

As a result, the success of the anti-illiteracy campaign was remarkable.

The number of the working people who were freed from illiteracy reached 800,000, by March, 1947. In 1948 we got rid of 950,000 illiterates, with the number totaling 2,100,000.

By so doing, we have not only passed the critical moment in the anti-illiteracy campaign, but also largely wiped out illiteracy in the northern half of the Republic.

2.1.4. Efforts to consolidate the successes gained in the elimination of illiteracy

The government continued to vigorously carry forward the work of completely eliminating illiteracy and elevating the overall cultural standards of the working masses by consolidating the success in the anti-illiteracy all-people campaign.

On the basis of the success and experiences in the crusade against illiteracy the government made sure that a fresh campaign was launched to completely do away with illiteracy by March, 1949 and the graduates of Korean alphabet school were given continuous education.

According to this measure winter time anti-illiteracy campaign and refresher training of adults were carried out from December, 1948 to March, 1949.

The government set it as major tasks, first to wind up the anti-illiteracy campaign with credit by completely abolishing the remnants of illiteracy and, second to raise the cultural level of the working masses to the primary school level in the fastest possible time by putting emphasis on adult schools and adult middle schools in keeping with the preparation of the establishment of the universal compulsory primary education system.

The government reallocated Korean alphabet school network in a way that facilitated the attendance of working people and made sure that all the remaining uneducated persons were admitted in the schools.

Meanwhile, it ensured that the teaching quality of adult educational institutions was enhanced and state examination system introduced so that the working people were not only freed from illiteracy but also acquired elementary general knowledge during their attendance in Korean alphabet schools.

With the increase of the workers who were rid of illiteracy, the government took steps to establish one-year intensive adult school, while setting up more adult schools and adult middle schools that were already in operation.

Intensive adult school was a short-term primary adult educational institution meant for providing primary education in a short period of time to working people who freed themselves from illiteracy in Korean alphabet schools according to their level and demands.

The school had junior, middle and senior classes, each with 4-month term, and this made it possible for people to admit into any class to get primary education in a short period of time to suit their wishes and level of preparedness.

As a result, in March 1949, we completely abolished illiteracy throughout the country, thus achieving historic victory.

The successful abolition of illiteracy in three short years after the liberation meant the development of adult education on to a higher stage and solid formation of basis for raising the intellectual and cultural and level of the people in our country.

2.2. Achievements made in the adult education

After the elimination of illiteracy adult education in our country developed, largely, through three stages.

In the first stage we were supposed to raise the intellectual level of all the working people to that of primary school graduates and to secondary school level in the second stage and to senior middle school level in the third stage.

The stages of the development of adult education corresponded to that of compulsory school education and were successive courses for systematic improvement of overall cultural and technical level of the society.

2.2.1. Successful fulfillment of the task to ensure the intellectual level of the working masses as high as that of primary and secondary school graduates

Our efforts to raise the knowledge level of all the working people to that of primary and secondary school graduates started when the anti-illiteracy campaign was successfully propelled.

State resolution on adult education system was adopted in 1947, which gave birth to two-year term adult school and three-year term adult middle schools.

These schools were meant to give primary and low level of secondary education to adults and by 1947 there were 1,156 schools in the country with the admission of 54,000 people.

To meet the enthusiasm of the working people for learning, especially, young workers freshly freed from illiteracy to get even higher level of education the state introduced intensive adult school system which was supposed to give primary education in a year.

Intensive adult school became popular among the working people for its advantages. So by 1948 31,754 intensive adult schools were set up with admission of 490,000 people. And the next year the number of the school increased to 114,862 and housed 1,421,000 people. From the period of 1948 to 1949 alone over 1,912,000 young working people successfully completed primary education via school network.

Adult middle school that had been opened since 1946 made remarkable achievements with the rapid development of anti-illiteracy campaign.

In 1948 more than 2000 working people studied in 161 adult middle schools and in 1949 the number increased to 219 thus enabling 25,000 young working people to acquire secondary knowledge. The efforts to elevate the intellectual and cultural level of working masses saw a new development with active acceleration of postwar socialist construction.

The government took steps to extend the adult education network on the basis of the success in adult education.

One-year supplementary class came into being in primary school from the academic year 1955-1956 for the young people who failed to enter a junior middle school and new types of schools such as correspondence secondary school (3 years for primary and secondary classes respectively), evening school for cadres (2 years for primary and secondary classes each) and 6-year term working youth school were instituted in major production shops.

Thus the young adults and other broad masses of the working people had great opportunities to raise their general knowledge to the level of middle school while still on their jobs.

Meanwhile great success was made in education and universal compulsory primary and secondary education system was put into effect. These realities demanded that adult education be developed on to a higher stage as well as provided possibilities for its realization.

In November, 1958, the government reorganized the former adult education system and adopted a resolution to enforce a new adult education system consisting of worker's school (primary level) and worker's middle school (lower secondary level) to suit the demands of the then situation.

According to the resolution, two-year worker's school and three-year worker's middle school were founded in the factories, enterprises and cooperative farms and the person in charge of the foregoing were supposed to be the school masters and responsible for the learning of their staff outside production.

Lecturers were the senior staff of the institutions concerned and teachers of regular schools and some social members were given additional posts as lecturers. The state compiled, published and provided educational program and textbooks in a uniform manner.

Along with this, the government concentrated efforts on adult education in rural areas to raise the general knowledge standards of the farmers.

The work to raise knowledge level of the farmers was vigorously spurred in all of the *r*is and efforts were made to found and operate worker's school and worker's middle school in conformity with the conditions.

Particularly since 1958 when universal secondary compulsory education was being enforced the state held up the slogan of improving the general knowledge of working people to the level of secondary school and made sure that the worker's secondary schools were expanded and their role enhanced.

Worker's school and worker's middle school sprang up in great numbers all over the country and started operating all at once from December 1st, 1958. The number increased so dramatically with each passing year that as of the end of 1958, 1.37 million working people were enrolled in 6,100 worker's schools and 2,900 worker's middle schools. In 1959 more than 991,000 workers studied in 7,500-odd worker's schools and 3,000-odd worker's middle schools. In the meantime these schools turned out a lot of graduates.

General education and technical education were intensified among workers and farmers with the main stress on production unit and as a result in 1960 one million working people studied in primary and secondary adult education institutions.

2.2.2. The whole population possesses general knowledge of secondary school graduates and more than one technology

In 1958 the general knowledge of all members of the society reached above the level of primary school graduates and that of the most of the urban population reached the level of junior middle school graduates.

The government newly enacted and promulgated a provision on worker's school, worker's secondary school and correspondence worker's secondary school in keeping with the requirements of the developing reality in order to put adult education on a regular footing and establish a correct guidance system.

According to the provision worker's school became 2-year course and worker's middle school and correspondence worker's middle school 3 year course respectively. And regulations on founding of schools, procedures for nominating teachers, teaching, forms and method of correspondence education, financing and running of schools were standardized.

Then in the middle of March, 1962 the government adopted the Cabinet decision to improve and intensify adult education.

It pinpointed formalistic tendencies in education and management of worker's school and worker's middle school and proposed measures to improve quality of adult education and place school management on a regular basis.

In addition to that it was ensured that the adults eligible for admission were examined and registered exactly in the enterprises, institutions and agricultural co-op farms and they attended the schools on a compulsory basis and the workers' schools and worker's middle schools increased in great numbers.

It also pointed out in great detail that the teaching quality should be raised and the teaching method and the management of school improved and those factories, enterprises and agricultural co-op farms take responsibility of providing material foundation of adult schools.

Besides it was ensured that workers and farmers were provided with all kinds of learning conditions such as time and materials for study as they had to learn on the job.

Towards the end of 1962 more than 7,700 people served as lectures in worker's schools and worker's middle schools.

In 1962 alone when the Cabinet decision on improving and strengthening adult education was adopted over 896,000 working people studied in more than 8,000 worker's schools and over 4,600 worker's middle schools, making it 120,000 workers and farmers leaving schools of all levels.

With more than 100,000 school leavers every year the work of improving cultural and technical level of working people was carried out successfully.

Together with this an all-people campaign was launched to make sure that all the working people possess more than one technology.

According to the Cabinet measure short-term course for technical apprenticeship (3-6month), course for skills apprenticeship (2 year), course for technical training (3 year) and the like were instituted in factories and enterprises when agricultural technical training courses were organized in agricultural co-op farms to train working people to be skilled hands possessed with more than one technology.

In 1967 it adopted measures to further improve and consolidate technical study system of the working masses and raise the level of high skilled workers to that of an engineer and the technical qualification examination system was established.

It saw to it that technological extension rooms were set up in all *ris* of rural areas and advanced farming method and scientific and technological knowledge were disseminated to ensure that farmers possessed agricultural technical knowledge needed for agricultural production.

It saw to it that power organs and social organizations at all levels organized training courses, model and demonstration classes on a wider scale for the lecturers of worker's school and worker's middle school so as to elevate their scientific and theoretical level and improve their methods of teaching.

Along with this it revised curriculum and teaching program for adult educational institutions and organized and carried out the work of compiling textbooks for the working people.

With successful enforcement of universal compulsory secondary education and 9-year compulsory technical education since long ago the rising generation of the country had access to general secondary education at the time. And adult education was propelled constantly and on-the-job education system was strengthened more than ever before, thus creating a favorable condition for developing overall cultural and technical level of working people on to a higher stage.

The government saw to it that worker's middle schools were set up wherever working people lived and worked – in factories, enterprises, co-op farms, mines, fish farms and the like - and they were in operation on a regular basis.

So from 1964 to 1974 680,000 working people graduated from worker's middle schools and tens of thousands of people received knowledge as high as secondary school graduates.

In addition to the enforcement of the 11-year compulsory education the state put in operation 3~4-year worker's senior middle school in order that all the working masses possess general knowledge higher than that of secondary school graduates and more than one technology.

Worker's senior middle school set it as its main task to impart all-round secondary general knowledge and operated in production sites.

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

Major factories and enterprises had various types of skilled hand schools, and workers were able to constantly raise their technical standards through skills training, technical extension and skills apprenticeship regularly organized by factories and enterprises.

In the mean time the existing democratic propaganda hall in every work-team was renamed agricultural science and technology extension room in 1974 and served as a base for teaching Juche farming method and scientific and technological knowledge in a regular and systematic way.

In the agricultural science and technology extension room engineers and standard-bearers of the co-op farms as well as officials of agricultural science explained the agricultural policy to farmers in a systematic way and disseminated agricultural science and technology through technical lecture and study, exchange of experiences and other various forms.

While ensuring that working people study in education system in order to enhance their general cultural and technical level the government of the Republic strengthened propaganda via publications and further extended TV network.

Thus the task of all the working people acquiring general knowledge as high as senior middle school graduates and more than one technology was implemented with credit by 1989.

3. Current Status of Adult Education

3.1. Legal and policy-level demands of adult education

The Socialist Constitution of the Democratic People's Republic of Korea was first adopted on December 27th, 1972 in the First Session of the 5th Supreme People's Assembly and was revised and supplemented on April 9th, 1992 in the First Session of the 10th Supreme People's Assembly. Currently it serves as the basic law of the country.

Chapter 3 of the Socialist Constitution, "Culture", shows educational policies to be implemented by the government.

Pointing out popular educational policies of the state, the Constitution stipulates that the universal 11-year compulsory education including one year of preschool compulsory education should be developed onto a higher level in accordance with the development trend of modern science and technology and actual demands of the socialist construction.

It also lays down policies to develop various types of educational systems such as regular educational system and on-the-job educational system and to turn out competent technicians and experts by elevating the scientific and theoretical level of technical, social and basic scientific education.

In addition, the Constitution comprehensively regulates such popular educational policies as free access to education, granting of scholarships to the university and specialized higher school students, intensification of social education and provision of all the learning conditions for the working people.

The Socialist Constitution also stipulates that the citizens have the right to education and this right is guaranteed by the advanced educational system and the popular educational policy of the state.

In accordance with the Socialist Constitution, the state adopted the Law on Education of the Democratic People's Republic of Korea as a Decree No. 847 of the Standing Committee of the Supreme People's Assembly.

The Law on Education is composed of 6 chapters and 52 articles and they legally regulate many issues concerning adult education such as dynamically pushing forward social education while heightening the role of school education.

The Socialist Constitution and all the articles stipulated in the Law on Education constitute legal and political demand, which the government abide by in rightly organizing and conducting adult education.

3.2. Adult education as a means of comprehensive and sustainable education

Socialist education should be a comprehensive and sustainable education that gives education to all members of the society for all their lives from young to old.

Man's ideology and personality take shape since young and develop throughout life.

Man's cognition of the world gets deeper with each passing day and the knowledge and experience of the mankind become richer and richer.

In order to bring up all members of the society to be competent revolutionary talents armed with revolutionary world outlook and high level of science and technology we have to provide them with continuous education since they are young till they reach old age.

The ways to give them lifelong education is to correctly combine and develop preschool, school and adult education.

Preschool, school and adult education are successive educational steps for people in their different phases of development and are continuous courses of lifelong education for people.

The first course of education in the whole chain of lifelong education for all members of the society is preschool education.

The ideological and intellectual development of human beings starts with early years and in order to give correct education to children we have to provide sound preschool education via kindergarten.

The most important part of education is school education which is responsible for the education of people in their youth.

Adolescence is the period when the outlook on the world is formed; the inquisitive and cognitive capacities reach climax and people grow very fast physically.

Therefore, school education exerts decisive influence on the lifelong education, especially, on the formation of the world outlook and personality of people.

The main goal of school education in our country is to bring up all the rising generation to be revolutionary talents equipped with revolutionary outlook on the world, modern science and technology and strong physique.

During primary school years (4 years) we try to give firm basis for world outlook and fundamental knowledge for nature and society, and provide foundation for children to get secondary and basic technical education.

In the secondary school years (6 years) we ensure that all pupils have correct outlook on the world and that they are equipped with secondary general knowledge which all members of the society must acquire and more than one technical skill for modern production.

Thanks to the universal 11-year compulsory education all the young generation can attain complete secondary general knowledge, and this gives decisive influence on the lifelong education of the people.

The highest stage of school education is higher education, the basic target of which is to bring up revolutionary talents with firm revolutionary world outlook, modern scientific and technological knowledge and creative ability.

By doing this, we can accelerate the scientific and technological development of the country, vigorously push ahead with technical revolution and hasten the building of a great prosperous powerful socialist nation.

Adult education takes an important position in the lifelong education of people.

Adult education is for the members of the society who have their own jobs.

It has its great significance in that it consolidates and develops the revolutionary world outlook of the working masses and constantly enhances their general knowledge as well as their technical and cultural level.

Ideological consciousness of people is not invariable and is subject to change according to conditions and circumstances. And science and technology, too, is not stagnant but continues to develop.

Even though he has a revolutionary outlook on the world and high degree of scientific and technical knowledge, one can not further consolidate and develop his revolutionary world outlook if he is denied access to continuous education, and he might lag behind developing realities.

Therefore, adult education should be strengthened to consolidate the successes gained from school education and to continually elevate the cultural and technical level of people to suit the developing events.

3.3. The goal of adult education and the strategies for its implementation

Thanks to the universal 11-year compulsory education all the members of the society in this country have reached secondary school level in their overall cultural and technical standards.

Under such circumstances, the adult education had to set it as its main goal to raise all members of the society to be comprehensively developed ones with cultural and technical knowledge of a college graduate. Thus the target of adult education included people who received secondary and higher education at regular schools.

In the past the government formulated the strategy for attaining these goals and positively carried forward its implementation.

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.

To strengthen adult education, various forms of adult education systems should be established considering different knowledge levels of the working people and they should be involved in the education system that suits their own level.

The government has introduced a regular education system and on-the-job education system on the principle of providing all the people including workers and farmers, not to mention young generation, an opportunity to study and has steadily developed them in keeping with the requirements of reality.

In particular, efforts have been made to increase the number of factory and farm colleges in enlarged factories, enterprises and industrial as well as agricultural areas.

As a result, a lot of factory colleges are distributed over the major industrial areas and lots of farm and fisherman colleges have sprung up in major agricultural areas and fishery bases, opening up a broad avenue for learning for working people.

Those who study at factory, farm and fisherman colleges are students, producers and/or officials.

They, who are mainly engaged in practical activities, learn theories according to the urgent requirements of the revolutionary practice and translate them into action for socialist construction.

Consequently, their learning and practice have become inseparable courses.

Currently, the government is trying to increase the number of on-the-job universities on the basis of material foundation of education that had been laid intentionally and full preparation of teaching forces and to properly define courses for on-the-job universities and ensure quality of education.

Along with this, it is also putting efforts on correspondence and night schools to make sure that white and blue collar workers of various sectors of national economy graduate from college anytime anywhere, without feeling the restriction by time and space.

So teaching is being done in diverse forms like university professors visiting worker students in the field to give lectures and worker students coming to the university to get help for their study.

In order to achieve the goal of adult education, the government has worked hard to strengthen social education and establish the revolutionary habit of study across the country.

Adult education is, in itself, an undertaking to raise the cultural and technical standards of all members of the society onto a higher level. Therefore, no matter how favorable the conditions are for working people to study while working this system can not pay off if the workers themselves do not study persistently.

Youth league, trade union and other working people's organizations also carry out the work of establishing revolutionary habit of study among working people from all walks of life and raising the level of their cultural and technical attainments.

To provide people with good learning conditions the government has seen to it that newspapers, magazines and other periodicals and publications are circulated to each and every household in cities and the countryside and that libraries and reading rooms are set up in the capital and localities and in every institution and enterprise.

In particular, in the heart of Pyongyang, we have Grand People's Study House, which serves as a central base for intellectualization of the whole society and fulfils the mission and duty of a correspondence university for working masses. This modernly equipped institution organizes and conducts various forms of activities in different ways to improve the cultural and technical standards of the people.

Therefore, in our country we have not a single person who has not received education or stopped learning and people are provided with conditions and environment under which they can study throughout their lives.

The government of the Republic is vigorously pushing ahead with the cause of accelerating the intellectualization of the whole society through lifelong learning by people.

4. Major Challenges facing Adult Education and its Prospects of Development

The government of the DPRK, whose consistent policy is to give priority to education, pays deep attention to the strengthening of adult education in the new century.

The major issues arising in the enhancement of adult education and its prospects are as follows.

First, we should materialize the intellectualization of the whole society by considerably raising the cultural and technical standards of the whole members of the society.

The intellectualization of the whole society can be completely realized when all the working people study in higher education system after their overall cultural and technical levels have been elevated to that of secondary school graduates.

For this, the government should expand the size of the existing regular universities and establish new ones.

In particular, based on correct calculation of the state demand for national cadres at every stage, the government should properly determine educational program of colleges and their faculties and teaching contents of the subjects according to the different fields of science and decide on the number of students.

Together with this, the government should integrate the postgraduate course into mainstream courses in regular higher educational institutions so as to sufficiently satisfy the need for competent talents in the IT age.

While increasing the number of regular colleges, it should further expand and develop on-the-job higher education system.

The on-the-job higher education system is one of the most advantageous systems that make it possible for all members of the society to receive higher education at the current stage of building socialism.

Only when on-the-job higher education system is further expanded and developed, can we provide all members of the society who finished the universal 11-year compulsory education with higher education without having to affect the labor force in general.

Thus, the government should well operate higher education institutions like factory colleges, farm colleges and fisherman colleges and set up more of them as conditions get ripe to give the working people who happened not to go to college the opportunities to learn.

Along with this, the state should improve the content of education for factory, farm and fishermen's colleges and enhance the scientific and theoretical level of education as required by the IT age of the new century.

In particular, by improving the teaching method and establishing strict education discipline to categorically carry out education program in accordance with the characteristics of worker-students, it should conduct educational administration effectively so that all the students go through pedagogical process properly.

Second, the government has to dynamically carry forward the work of getting distance learning under way on a higher level.

As distance education has become one of the main means of realizing education for all and lifelong education throughout the world, the government is showing special concern over this issue.

To this end, the government should establish regular distance learning system that can involve all members of the society on the national scale and standardize compilation of distance learning lecture plans to suit the diverse educational demands and level of the people.

Besides, it has to complete communications infrastructure, support distance learning and improve and reinforce operational and management system and institutional framework of distance education so as to ensure that all members of the society study anytime anywhere.

Besides, the existing correspondence education system which has limitations on the scale and size of recruitment and teacher-student exchange ought to be gradually changed into computerized distance learning system that can involve broad sections of people.

Third, the government should positively wage struggle to improve the general knowledge level of the society.

Knowledge is the best asset whereas ignorance is the worst poverty in the creation and construction.

Enhancement of the intellectual level of people in the current age of science and technology, the age of IT industry, is presenting itself as one of the most imminent issues.

This is why the government puts great efforts to encourage all members of the society, young and old, to study very hard.

For this, it has to ensure that all people study steadily and passionately and make reading their part of life.

The government should continue to push ahead with establishing the revolutionary habit of study throughout society and closely combine the improvement of intellectual level with practical activities.