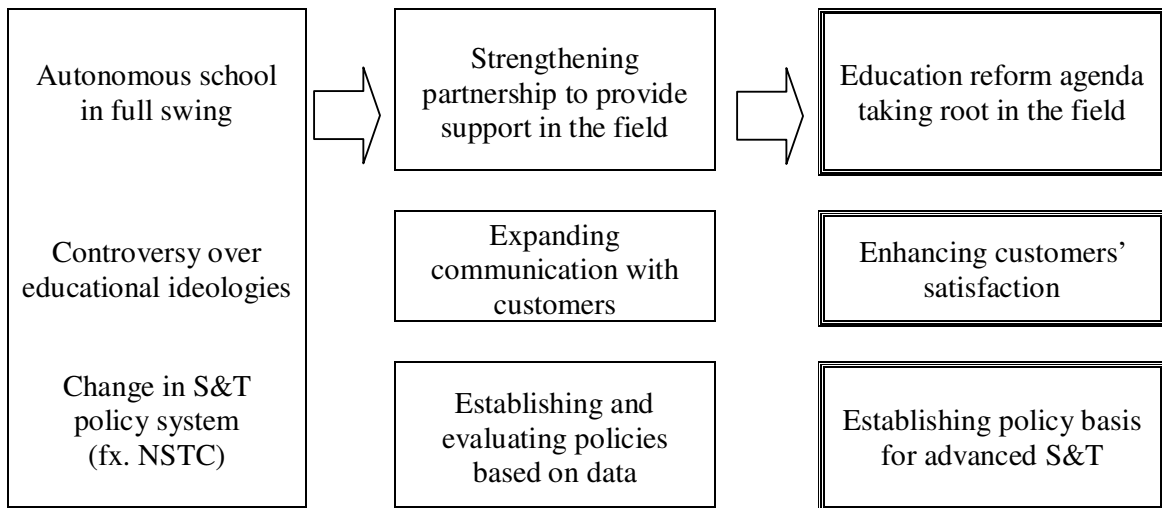


Major Policies and Plans for 2011

Ministry of Education, Science, and Technology

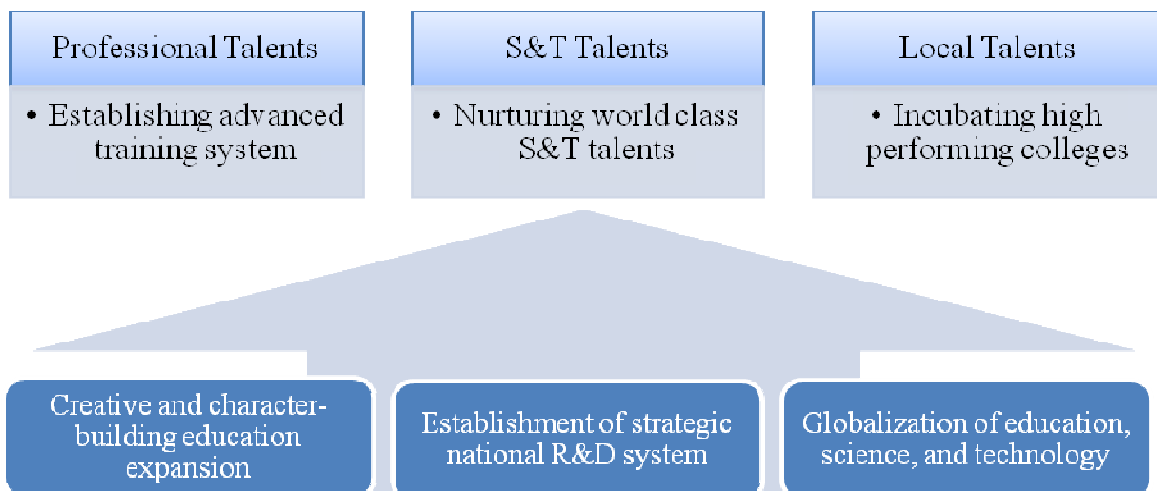
I. Strategies and Policy Directions for 2011

1. Policies in Response to Environmental Changes



2. Vision and Major Tasks

Opening the Future of Korea with Creative Talents and Advanced S&T



3. Education Reform Agenda Taking Root in the Field

Strengthening and Supporting School Autonomy

School	<p>Strengthening school autonomy</p> <ul style="list-style-type: none"> - Principals: Expand the public recruitment system of principals in order to appoint competent principals with clear sense of responsibility and authority. - Teachers: Start customized-training program according to the teacher evaluation results and institutionalize the Master Teacher System so that teachers can concentrate more on teaching. - Financial support: Consolidate complex financial support programs to strengthen schools' financial autonomy while benefitting more schools. - Accountability: Introduce school-based performance award system and assess schools.
District office of education	Support schools with consulting scholarship and parents support center
Municipal and provincial office of education	Support schools to expand autonomy and reduce workload
Central government	<p>Run “Educational Reform Council” under the Prime Minister</p> <ul style="list-style-type: none"> - Review policies and strengthen cooperation among relevant agencies - Identify challenges for policy implementation in the field. <p>Evaluate offices of education on the basis of merits, Finance local offices according to performances</p>



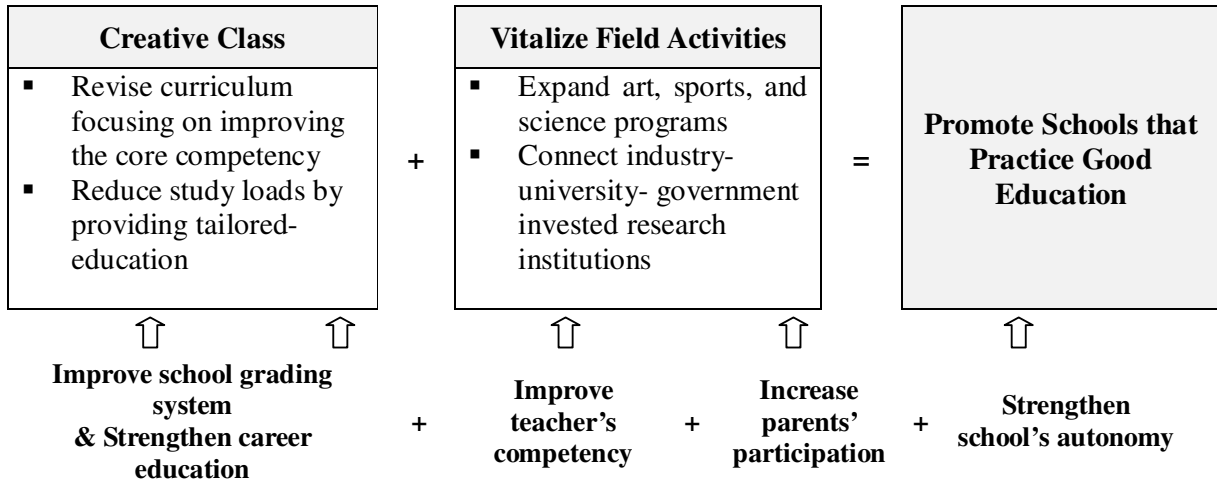
Expanding Communication and Monitoring

Minister/Vice Ministers' Visit	Direct communication in the education field through visits and meetings
Office of Education	Municipal and provincial superintendents' monthly meeting to review educational reform
Education policy network	Regular debates in education field & Consulting for education policies by the Network of the MEST, offices of education, and research institutions
Customer opinions	Field monitoring group that consists of staff members of the Ministry Municipal and provincial parents' groups that monitor major policies every two months

II. Six Major Tasks

1. Expanding Creative and Character-building Education to Strengthen Public Education

1-1. Classes that Boost the Joy of Learning



Start Creative Classes

An intensive course completion system, which reduces the number of required courses to be completed in each semester, will be introduced in order to alleviate study load. Also, block-time system will improve learning efficiency. The Ministry will operate subject-based classroom system, enhance school's autonomy in setting up curriculum, and adopt elective subject courses for all grades in high school as a part of its effort to support level-differentiated and customized courses that take into account students' career paths and aptitudes. The Ministry will also revise school curriculum to significantly reduce study load which is heavily focused on cramming in information. Instead, the new curriculum will enable students to improve core competency through school education.

Vitalize Creative Hands-on Activities

Existing discretionary and club activities will be integrated into Creative Hands-on Activities that will boost students' creativity and character. Also, students' performances in extracurricular activities such as club activities and community services will be systematically recorded and managed so that the data can be referred when they enter a school of higher grade. The Ministry will expand various art, sports, and science programs which connect experiences in and out of the school. It will also set up a system to vitalize creative hands-on experiences. For example, it will encourage industries, government-funded institutions, and universities to provide human resources, facilities, and equipments for students' extracurricular activities. On top of that, resources for the hands-on activity programs will be allocated to local educational based on course subjects. Parents, college

students, and local figures will also volunteer to support creative experiences of students, manage various programs, and guide students.

Strengthen Grading System and Career Education to Promote Changes in Classes

Narrative evaluation will be expanded to assess problem-solving ability and critical thinking while performance evaluation takes into account the process and result of students' performance in classrooms. The Ministry will also improve the relative evaluation system that grades students into 9 ranks on the school report. It will increase the number of teachers who specialize in career counseling to help students find a future job or enter a school of higher grade while creating an environment where other teachers focus on teaching only.

Improve Teacher's Ability with Customized Training and Course Development

The Ministry will expand its support to education research institutions which develop various creative and character-building courses. Outstanding schools and teachers in creative and character-building education will be recognized to promote such education. The Ministry will also revise the Teacher Evaluation System to make it more suitable for schools. It will propose a basic evaluation framework and expand the autonomy and accountability of municipal and provincial offices of education and schools. After the evaluation, high-performing teachers will be entitled to the Research-Year System, and underperforming teachers will receive short and long term trainings. Teachers with expertise will be selected as Meister teachers and dispatched to other schools to support preparing and developing teaching materials and provide consultation.

Promote Parents' Participation in Schools

The Ministry will provide sufficient information to parents so that they can participate in school education with knowledge and make an informed decision for their children's education such as entering a school of higher grade. In order to increase parents' participation in monitoring school programs & education policies and volunteer works, it will strengthen support for parents' meetings, identify good examples of parent's participation, and promote such activities. On top of that, various parents training programs and parent supporting centers will be operated nationwide to empower parents.

Strengthening School's Autonomy to Translate Changes into Performances

The Ministry will expand school's autonomy in HR and financial management while enhancing the advanced training system for principals and extending the public recruitment system of principals. It also aims to reduce the rate of students without the basic academic competency from 7.2% in 2008, when the National Assessment of Students' Academic Performance was first conducted, to 2.4% in 2012. With such goal, schools with a certain number of underperforming students will be designated and supported as a target school for academic performance improvement. Also, the Ministry will provide "Comprehensive Student Support Service" which will identify the causes of low performance and offer tailored solution to all schools. It will assess educational achievements based on quantitative indices and provide financial support accordingly. This system will encourage schools and education offices to voluntarily make effort for better education. Lastly, the

Ministry will support and monitor the implementation of the Consulting Supervision System so that education support centers can better assist schools.

Increase Good Specialized Schools that Offer Quality Education

The Ministry will integrate financial support systems for schools to streamline the funding process and expand schools’ autonomy in managing finance and programs. It will designate more specialized schools in areas where demand for vocational education is high and provide consultation for better school management. First, it will designate school foundations that meet legal requirements as an autonomous private high school. Second, it will expand autonomous public high schools among schools where teachers have a strong will to reform education despite poor educational environment. Third, it will support program operation costs for public boarding high schools.

1-2. Happy Schools that Build Better Character

Facilitate Democratic Education	Step Up Supports for Students in Need of Extra Care
<ul style="list-style-type: none"> * Spread the culture of complying with school regulations * Establish an experience-based education system for citizens 	<ul style="list-style-type: none"> * Tailored support for children with special needs, students from multicultural family, and young North Korean defectors * Support tuition and scholarship for low-income families * Strengthen support for students with adjustment issues <ul style="list-style-type: none"> - Expand programs for students' mental health - Expand Wee project
Free Schools from Violation and Safety Accidents	
<ul style="list-style-type: none"> * Strengthen the safety of students at school * Establish an integrated control center for CCTVs near elementary schools 	

Facilitate Democratic Education Focused On Experience and Practice

The Ministry will encourage students to take the lead in school events and club activities so that they can plan and manage major school event such as graduation and entrance ceremonies, school festivals, and presentations. It will also expand students’ participation in enacting and revising school regulations, thereby creating a culture where students voluntarily comply with the regulations. Students will experience democratic education through various resources and programs such as “Teen court” provided by government agencies. Also, the “I love Korea” school campaign will be supported and expanded, and model schools will be named after Korea’s famous figures.

Strengthen Tailored Education for Students in Need of Extra Care

[Students with Special Needs]

The Ministry will extend compulsory education for young children with special needs to 4-year-olds and increase the number of school-based enterprises among special schools in order to support vocational education for students with special needs. In order to effectively increase special students’ opportunities for higher education, it will establish

support centers for special needs students in colleges, and provide facilities and caregivers.

[Students from Multicultural Families]

The Ministry will establish a support system tailored to each developmental stage, mobilize parents of multicultural families for education, and enhance teachers' capacity in teaching multi-cultural students. It will select 100 high-performing students from multicultural families and nurture them into key talents for the "Global Bridge" project, in which they can play an important role in exchange with the countries that their parents are from.

[Young North Korean Defectors]

The Ministry will expand services such as mentoring, counseling, and complementary education for subjects that students from North Korea lag behind. As a part of such effort, it will increase the number of coordinators who help students from North Korea in everyday life by providing comprehensive consultation and welfare services.

[Students from Low Income Families]

The Ministry will continue to expand its support for students from low-income families with education expenses such as free vouchers for after-school programs. At the same time, it will improve the education expenses support system to protect the self-esteem of beneficiary students, enhance parents' access to the relevant services, and alleviate administrative load of teachers. Regarding college student assistance, it will reduce tuition burden by expanding scholarship program and stabilizing tuitions. It will introduce a special referral system and improve living expense support system while continuing to cut loan interest rates for the Income Contingent Loan (ICL) to take firm root. More students will receive academic excellence scholarship and work-study scholarship, and a new scholarship project for high-performing students in junior college will be introduced. Furthermore, the Ministry will further stabilize the Tuition Cap System and take into account colleges' tuition level when deciding government funding projects in order to put pressure on tuition hike and set the tuition at an appropriate level.

[Students with Troubles Including Maladjustment]

The Ministry will introduce "Alternative Autonomous School" that provides creative character-building education based on experiences for students who have difficulties in adjusting to general schools. In order to identify and assist students with adjustment difficulties, Wee (We+Education+Emotion) project which offer consultation and therapeutic services will be expanded. The Ministry will identify emotional and behavioral problems such as ADHD and depression at an early stage and provide consultation and therapy to the students with such problems, thereby expanding a psychological health service for students. As a part of such effort, it will gradually increase the number of schools that receive emotional and behavioral development screening test every year, and according to the results of the test, it will support counseling and therapy services in cooperation with the Wee project and community mental health centers. Lastly, it will support Air and Correspondence High School (ACHS) so that students who cannot attend regular schools can also receive various educational contents and obtain high school diploma.

Establish Preschool/Primary Edu-Care System

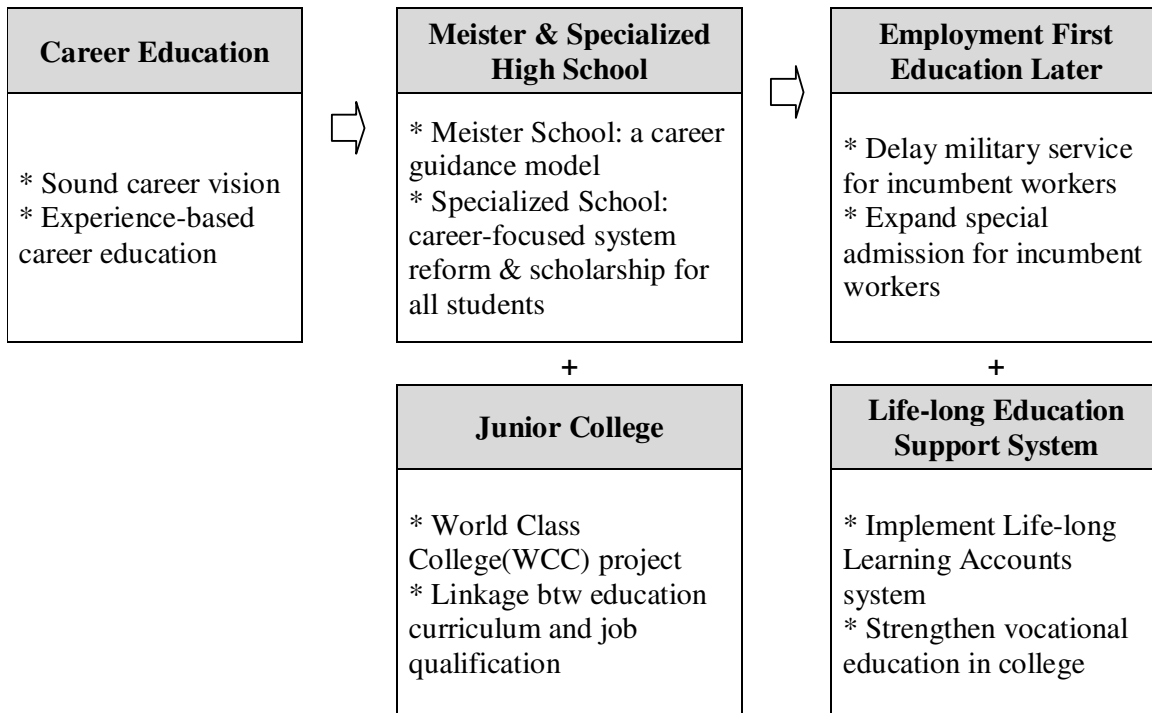
The Ministry will expand its support for preschool education expenses for the

working poor and middle-income families in order to reduce the financial burden of parents and ensure education opportunity for preschool children. By introducing a standardized curriculum for 5-year-old children and raising support for education expenses, it will strengthen the basic education for preschoolers. In addition, it will run edu-care (education+care) centers named “All Day Mother’s Care Class” which operates from 6:30 am to 22:00 pm for preschool and primary school students from low-income and double-income families.

Free Schools from Violence and Safety Accidents

The Ministry will investigate schools’ safety status, provide tailored consulting according to the investigation result, and develop & distribute a manual for responding to school violence. In order to create a school environment that is safe all year round, the Ministry will ramp up its support in various ways. First, it will analyze the frequency of school violence, distribution of students with troubles, and unsafe school environment. Then, it will pick high-risk schools with safety problems and focus on strengthening students’ safety in those schools. By 2014, the Ministry will build an integrated CCTV control center in cooperation with MOPAS and local governments. Finally, it will continue its “School Safety Measures” focusing on high traffic areas in school zones such as main gates and nearby roads of schools.

2. Establishing an Advanced Vocational Education System that Links Education and Work



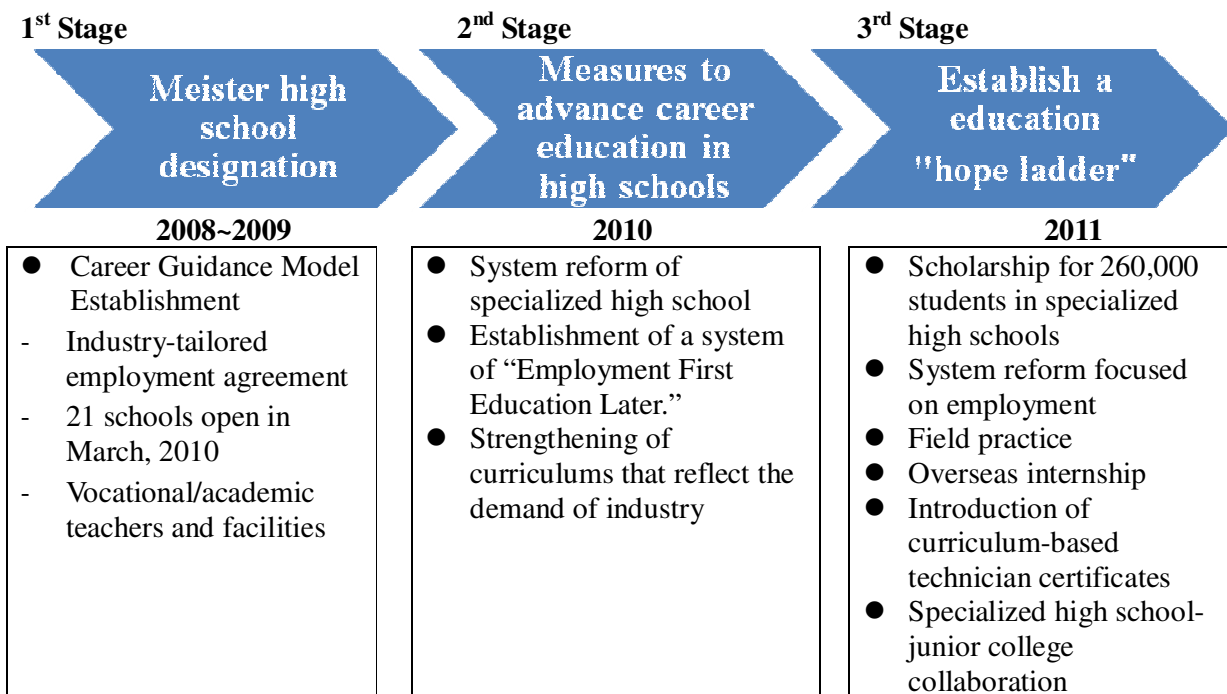
Facilitate Career Education in Primary and Secondary Schools

The Ministry will strengthen career education by systematically supporting students in identifying their talent and aptitude and selecting career paths and schools of higher degree. It will bolster career education in school curriculum so that what students learn from school can be translated into their future career. Also, a pilot program for “Career Zone,” a place for career information, will be run for “Career and Job” subject as a part of subject-based classroom system.

Establish Meister High School as Model Schools for Career Education

The Ministry will operate industry-customized curriculums and increase the number of partner companies and employment agreements. In cooperation with business, economic organizations, and relevant agencies, the Ministry will expand Meister high school.

<Strategy for Advancing High School Career Education>



Streamline Specialized High Schools

The Ministry plans to provide scholarship to about 260,000 students in specialized high schools. It will reduce the number of specialized high schools and diversify them into schools focusing on industry-academic cooperation and support for students’ employment in order to increase the employment rate. It will also reform the curriculums according to industries’ needs and bestow technician certifications for each course. In addition, it will significantly expand support for the employment of students in specialized high school by introducing Employment Capacity Strengthening Project, Overseas Internship and Field Training Programs and conducting pilot OJT internship. It also plans to introduce a specialized high school-business-junior college program in order to foster technicians for

mid-sized company.

Support Work-Study Balance by Expanding Employment First Education Later System

The Ministry will establish a measure to expand education system that fosters work-study balance to nurture human resources for field work during the first half of 2011. It will also delay conscription for employed graduates from specialized high schools from 2012 regardless of the industry and company size. In addition, the Ministry will expand and improve the special admission system for current employees to nurture them into experts in the field without a break in their study. For example, it plans to give credit for career experiences before the college admission, adopt cyber courses, and establish a comprehensive information system about special admissions for workers.

Upgrade Practical Education for Junior Colleges

The Ministry plans to reform school curriculums according to the NCS (National Competency Standards) and upgrade practical education by promoting field experiences of teachers and students. Teachers' career experience in industry and performances in industry-academic cooperation will be incorporated into teacher evaluation, and curriculum reforms and evaluations will be carried out from the industry perspective. Junior college students who completed education courses that are evaluated and certified by the industry will receive national qualification for industrial engineer according to the courses they take. This system will be pursued in cooperation with the Ministry of Employment and Labor.

Strengthen Competitiveness of Junior Colleges via Nurturing High-Performing Schools

The Ministry will concentrate its effort to foster 20 World Class Colleges (WCC.) It will select colleges with higher employment rate among graduates, sound finance, and global competitiveness, and maximize their autonomy. For example, it will expand the autonomy of colleges in deciding admission quota and methods, hiring teachers, and in asset disposition.

Junior colleges' capacity will be further strengthened through specialization. The Ministry will select colleges with high capacity according to education and employment indices and develop strong points of colleges into brand departments. Only small number of colleges will receive such support in a concentrated manner.

Consolidate Life-long Education Support System

The Life-long Learning Account System will record people's various learning experiences in the online career management system. Measures to provide academic degree and qualification for such record are under preparation. On top of that, the Ministry will encourage universities to make their system more suitable for adult education in order to strengthen colleges' career training. In addition, colleges' remote lifelong education will be revitalized to develop career skills of adults and senior citizens.

3. UNIVERSITIES OFFERING QUALITY TEACHING

3-1. Strengthening the Global Competitiveness of Universities



Establish Admissions Officer System & Revise College Scholastic Ability Test to Advance the College Entrance Process

A high-quality admissions officer system will be established in universities and the admissions process for public universities will be converged and made mandatory. An evasion/exclusion system will be introduced for fair practice and a search system to solve plagiarism. Financial support will be discontinued for universities running a "perfunctory" admissions officer system. The obligation of universities towards selecting students will be evaluated based on whether the admissions procedure features a simplified application process, the possibility of invoking private education, and the diversity of the admitted student pool.

There will also be improvements on coming up with the questions for the college scholastic ability test and the test itself, as well as how to link the questions with EBS. The questions for the test should be true to the curricula and school teaching. In addition, more current teachers should participate in creating the questions as well as in the review process. An "inspection/analysis team linking the college scholastic ability test and EBS" will be formed to come up with means for improvement by analyzing the achievements and limits of this year's link to the test, including the current status and effects.

The college scholastic ability test will be revised (applicable from 2014) and the pressure on students taking the test will be significantly reduced in preparation for when the college entrance system will be changed to one centered on the admissions officer system. Ample consideration should be given to field opinions to settle on the revision measures for the college scholastic ability test for the academic year of 2014. The revision should take into consideration students who are currently in the third year of middle school, to whom the change will first be applied.

Support for Undergraduate Education of World-Levels

[Strengthen University's Autonomous Education Capacity]

Although support will continue for education, training, and teaching conditions through the "University Capacity Building Project", the number of universities receiving support will be cut for a selection and concentration system. The evaluation indices should newly include "part-time lecturer's salary", "extent of the college entrance process' emphasis on public education" and also consider showing the employment rate of those who remain employed to avoid a deviation of facts. There should also be an overall advancement in school affairs, faulty personnel, and curriculum, to create and disseminate the "Leading University in Undergraduate Education" model to boost the quality of education.

The basic liberal education of universities should also become future-oriented to nurture creative talents. For this, a General Education Center will be built to analyze the current status and achievements of liberal education and to create interdisciplinary courses, thereby developing and disseminating the model of a new general education curriculum. Also, part-time lecturers should be given faculty standing and be subject to better treatment including research funding and unit price increase, to promote the quality of education and research.

[Support Globalization of Universities]

A comprehensive system for foreign students in Korea will be established to increase lodgings, create an organization assuming full charge, and support the entire preparation process to attract foreign students and allow multi-regional changes. Prestigious foreign universities will be attracted to the Free Economic Zone in Songdo, Incheon to induce better quality through competition and cooperation. The institution of universities will be improved to allow domestic universities to expand overseas with localization strategies and the strong points - such as Korean studies and science and technology - will be emphasized to promote dissemination overseas. There will be more global exchange on the university level, including joint and double degrees, credit exchange, exchange professors/students, foreign internships, and foreign volunteer services. The vision and goals for the globalization of universities were promulgated through the establishment of the "Development Plans for the Globalization of Universities".

Accountability of Universities in the Quality Management System

The quality of university education will be enhanced through the education accreditation system for universities and junior colleges. The Korea Council for University Education (KCUE) and the Korea Council for University College Education (KCCE) were designated as the institutions to evaluate and accredit the universities. The result of the accreditation test will be reflected in the government's administrative and financial support of the university. The imbalance in the supply and demand for teachers will be solved through a mid to long-term plan and through measures to determine the optimum scale of universities

and colleges of education. Moreover, the autonomous and constant restructuring of defaulting universities will be prompted and supported by emphasizing the link between the student loan restriction policy and the university restructuring policy. The universities restricting student loans will be subject to investigations and consulting for restructuring, including consolidations and abolitions, department revisions, and staff downsizing. An exit strategy will be provided for incompetent universities by amending the private school law.

Privatization of Seoul National University and other Developments for National Universities

A leading model for privatization will be created with the launch of the Seoul National Corporate University. The follow-up for the enactment of the privatization bill for Seoul National University includes creating a preparatory committee, enactment of an enforcement ordinance, transfer of national assets, and status changes for faculty and staff. Universities situated in main locations and other national universities with matching conditions will undergo gradual privatization, in view of the opinions of the university authorities. The competitiveness of national universities will be strengthened through various measures, including the enactment of a financial/accounting act, abolition of the direct election system for the university president, enforcement of a performance-based pay system, and implementation of a management information disclosure system.

3-2 Mutual Growth of Regional Universities and Industries

Advancement/Consolidation of Financial Support Projects for Industry-University Cooperation	<ul style="list-style-type: none"> ▪ Reinforcement of Practical Education ▪ Increased University Support for Companies 	OBJECTIVE
Enhanced System to Promote Industry-University Cooperation	<ul style="list-style-type: none"> ▪ Innovation of Industry-University Cooperation Foundation ▪ Institute an Industry-University Cooperative School System ▪ Enhance University Information Disclosure 	

Increase Excelling Industry-University Cooperation Programs by Reorganizing the Financial Support Projects for Industry-University Cooperation

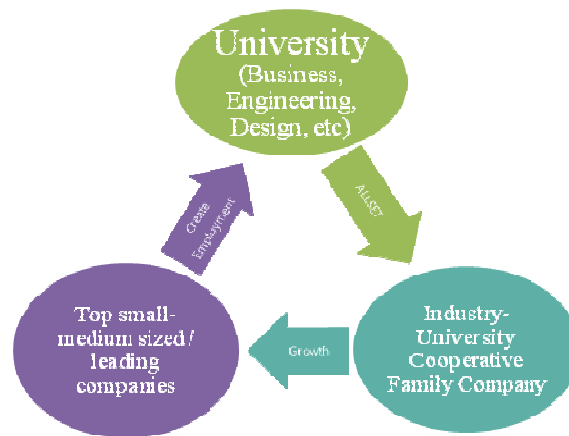
[Strengthen University's Practical Education]

The educational track guaranteeing employment upon graduation should be extended and universities should offer specialized majors reflecting the demand of companies. More hands-on experience and internships will be made available through closer university-government-industry cooperation and by deploying industry workers to the campus. The number of professors with industrial experience should be increased and the contribution towards industry-university cooperation should be more heavily reflected in the professor

evaluations.

[Increase University's Support for Companies]

The ALLSET (All Support for EnTerprise) system will be introduced to nurture industry-university family companies with development potentials into an excelling company, through customized and comprehensive support.



Schools should make more use of university-owned equipment/machinery companies in the local region by deploying workers and availing themselves of commissioned companies. Moreover, an “industrial complex campus” should make the industry-university cooperation system permanent and field-oriented by transferring departments to the industrial complexes among other measures.

[Revamp Financial Support Project for Industry-University Cooperation]

The project to foster industry-university workforces will be consolidated and reorganized to nurture 50 leading industry-university schools. To further promote the project, the key index will be reflected in the performance indices of the Metropolitan HR Development Program and industry-university centric universities.

KEY INDEX FOR INDUSTRY-UNIVERSITY COOPERATION

- Revamp to an industry-university centric university system: Strengthen the evaluation and compensation for hiring professors with industrial experience and industry-university cooperation
- Nurture workforce linked to employment: Work experience credit system, Capstone Design, Corporate-customized curriculum
- Support companies with industry-university relations: Industry-university cooperative family companies, Industry-University Cooperation Conference,

Technology development, Refresher and Extension Training

In 2012 the project will be consolidated and reshuffled into LINC (Leaders in Industry-university Cooperation).

2010	2011	2012~2013	
Metropolitan HR Development Program (102 billion won, 20 schools)	Enhance Business Indices (100 billion won, 20 schools)	LINC	Type I 100 billion won, 20 schools Metropolitan Leading Industry (Undergraduate)
Industry-University Program (36 billion won, 17 schools)	Enhance Business Indices (31 billion won, 17 schools)		Type II 90 billion won, 30 schools Regional Strategic Industry (Undergraduate)
Regional-based Research Team (14.5 billion won, 7 schools)	Enhance Business Indices (14.5 billion won, 7 schools)		Type III 40 billion won, 30 centers Regional Industry Leading R&D (Graduate)
	Industrial Complex Campus (3 billion won, 3 schools)		Type IV 30 billion won, 15 campuses Regional SME funding (Undergraduate/graduate)

Higher emphasis will be placed on industry-university cooperation for the Educational Capacity Building Project. Each university will invest 15% or more of its funding in industry-university programs from 2011.

Enhanced System Promoting the Industry-University Cooperation

[Innovation of the Industry-University Cooperation Foundation into an Industry-University Organization]

The role of the Industry-University Cooperation Foundation will be expanded to support employment and promote joint researches by industry-university-research. A larger expert workforce (“industry-university match-makers”) will be procured and expert executives will be induced to serve as the chair of the Industry-University Cooperation Foundation in order to promote the professionalism of the foundation’s operations. A specific portion of the foundation’s profits will be funneled towards industry-university cooperation.

[Introduce Industry-University Cooperative School System]

A combined undergraduate and graduate program (5-year) for industry-university cooperation will be implemented to nurture an excelling regional industrial workforce that has both work experience and research capacities.

(Example)

Year 1	Year 2	Year 3	Year 4	Year 5
<ul style="list-style-type: none"> • General Subjects 	<ul style="list-style-type: none"> • General Subjects+ Major Courses • Pre-internship 	<ul style="list-style-type: none"> • Major Courses • Semester-long work experience 	<ul style="list-style-type: none"> • Core Major Courses • Industry-University R&D Project 	<ul style="list-style-type: none"> • Core Major Courses • Industry-University R&D Project

A graduate and doctoral program for industry-university cooperation will be run jointly by the university and industry.

[Improve University Information Disclosure]

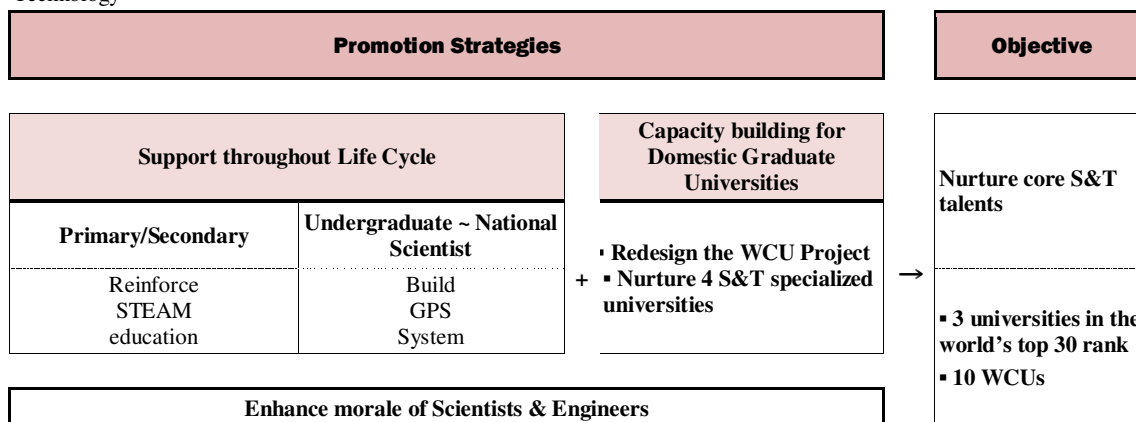
Universities should disclose the ranking of employment rates for each department as well as the ranking of thesis results per field to control the number of enrolled students by department and to induce field specialization.

[Enhance Outcome through Revision of Policies for all Government Departments on Nurturing Regional Workforces]

There will be an analysis of the situation of the policies for nurturing regional workforces for all government departments and the National Employment Strategy Meeting (TF for nurturing workforce) will be regulated to enhance the effectiveness of the pan-government policy.

4. NURTURING WORLD-LEVEL SCIENCE & ENGINEERING TALENTS

◆ Systematic Nurturing of Science & Engineering Talents using the Converged Synergy of Education and Science Technology



[Reinforce STEM for Primary & Secondary Education]

The learning contents of STEAM (Science, Technology, Engineering, Arts & Mathematics) will be restructured to promote interest and understanding of science technology and to nurture the ability to engage in converged thinking and solving problems. The hi-tech facilities and workforce of government-funded institutions, universities, associations, companies, and foreign institutions will be used to run work experience programs for professors and students. A classroom model and futuristic S&T classroom will be developed to make better use of the hi-tech facilities to stimulate interest, elevate learning effects, and enhance use of modern equipment.

[Complete GPS (Global PhD Scholarship) System from the Undergraduate to National Scientist level]

A nurturing program for PhDs will be completed and linked with the researcher funding program, building a system that supports the entire cyclical process from the undergraduate to national scientist level.

Undergraduate	Masters & PhD	Post-doctorate	Researcher	National Scientist
Science Presidential Scholars	Global PhD Fellowship	Presidential Post-Doc Fellowship	New, Intermediate, Leader	National Scientist Support Project

An environment should be created for scientists to concentrate on their studies and research during the masters, PhD and the post-doctorate program. A “**Global PhD Fellowship**” will be funded in order to nurture PhDs of world-levels in Korea (30 million won funded to 300 PhD students for two years). There are also plans for a “**Presidential Post-Doc Fellowship**” offering the initial job (university or research institute) and research funding to young doctors with the best research capacity.

[Foster Universities with Emphasis on Graduate School]

The goal for 2015 is to nurture 10 world class universities (WCU) with three ranked in the world’s top 30. The financial support program for graduate schools – which are dispersed into the BK21, WCU, etc – will be consolidated and systemized into the WCU project and the GPS system with strict performance evaluations. Top three global universities will be fostered through the category assignment on building capacity for graduate schools through the block funding method under the WCU project. Potential universities will have concentrated support of the WCU project and the GPS system (private support).

The focus on the master’s program of the current graduate system will be shifted to the doctoral program. The consolidation of the master’s and doctoral program will be expanded based on excelling universities to reduce the time period required to acquire a degree following the undergraduate program as well as for entering the doctoral program (approx 7 yrs → approx 5 yrs). The undergraduate student pool will be downsized to induce an increase of students in the doctoral program. The standard for establishing the PhD

program will be enhanced based on the quality index including the ratio of lectures offered by full-time faculty.

Specialized research universities will be fostered by specializing four S&T universities (undergraduate and graduate). A specialization and development strategy needs to be established and supported to create a worldwide research hub, since the functions of the university and government-funded research institutions have already been converged.

Institution	Specialized Area
KAIST	Emphasis on national strategic areas including cutting-edge converged and compound technology, etc
GIST	Photonics, IT based converged technology, etc
DGIST	Medical/New medicine, intelligent vehicles, etc
UNIST	Advanced biomaterials, nuclear energy, etc

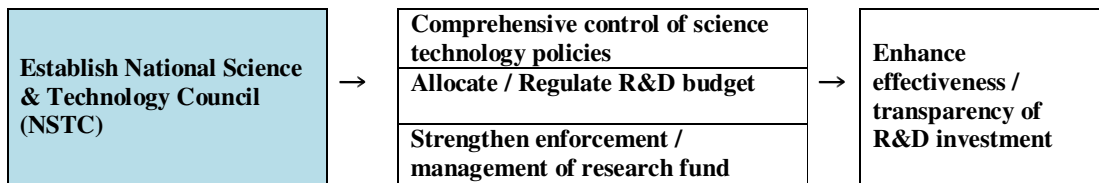
A mutual cooperative system will be built to support the development of the converged R&D project between universities linked with the specialized area of each institution.

[Enhance Morale of Scientists & Engineers]

Expenses for the institution will be increased and an effective management of the workforce will be reviewed and promoted within the given total labor cost, in order to give more autonomy to government-funded research institutes. A master plan will be devised in order to increase the benefit rate of pensions for scientists & engineers. The retirement age for selected excelling researchers will be prolonged after review.

5. National Strategic R&D System

5.1 Create a National Science Technology Control Tower



Enhance Overall Control of National R&D

A pan-governmental S&T policy will be interlinked and regulated based on the National Basic Plan for Science and Technology, established by the NSTC. The NSTC will be in charge of the comprehensive planning for the national R&D portfolio and will also be responsible for overseeing the entire process, including distributing the R&D budget and managing the evaluation and performances.

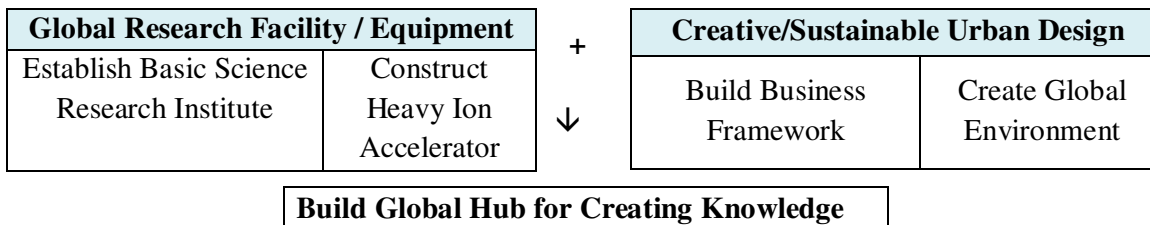
Establish Framework for New S&T Administrative System

Laws related to managing and evaluating performance will be revised, including the revision of the enforcement ordinance for the Science & Technology Basic Law and the project on the national research development.

Advance Government-Funded S&T Research Institutes

There will be a revision of the governance through on-site suggestions and discussions on redefining the role of government-funded institutes according to the changing environments, nurturing them as main bodies of global technological innovation.

5-2 Creating a Global Science Business Belt



Establish Basic Science Research Institute and Construct Heavy Ion Accelerator

The Basic Science Research Institute will create new scientific knowledge where the world's top brains will be able to influence humanity, engaging in large-scale research that would be difficult to carry out in universities or government-funded institutions. Research teams will be formed and disbanded according to the research theme and a site-lab will be established in important hubs both domestically and overseas. A basic construction plan and promotion system will be created for its establishment.

The heavy ion accelerator will become the basis of cutting-edge frontier research and the pivot point for attracting talents. Focus will be on developing new matters and studying nuclear physics. Detailed designs are to be launched once the concept design is completed. The location should be designated based on legal procedures and the best suitable conditions. A basic plan should also be established, including creation of a business framework and a friendly global environment.

6. Globalization of Education, Science and Technology

Promotion Strategies	Objective
More overseas expansion of domestic talents	Continuously enhance national image by strengthening education, science, and technology diplomacy
Increase support of international society	
Ministerial-level consultative group with major countries	

Overseas Expansion of Domestic Talents

Korean teachers will receive more support for going overseas and for overseas training. An exchange program for teachers is being carried forward between major countries including the U.S., Japan, and China, and a special training is being promoted at global large-scale research facilities, including CERN (Conseil Européen pour la Recherche Nucléaire). Also, 1,800 current and incoming teachers will receive support until 2012 for overseas dispatches, teacher exchange, and overseas training programs.

Young adults will have more internship opportunities abroad in order to enhance global competitiveness and for the creation of jobs. Overseas Korean schools will also be further advanced through the application of new models in order to publicize the superiority of our education overseas.

Enhanced Support for Global Society

Korea will expand its ODA programs in order to transfer its development experience in education, science, and technology to developing countries. Experience in vocational technology training will be passed on to underdeveloped countries in Africa through the Korea-UNESCO trust fund project. Holistic ODA projects will be promoted for developing countries including South East Asia, such as development of higher education programs and support of programs to develop and utilize technical/research tools.

A framework will be built to promote the foreign advancement of the e-Learning system. An e-Learning center and Korea-ASEAN Cyber University will be created in four ASEAN countries (Cambodia, Laos, Myanmar, and Vietnam). A pilot school for education informatization will be established and run in key countries (Thailand) to open up an outlet for e-Learning exports. Also, the Korean language will be further disseminated overseas. The Korean Education Centers and overseas diplomatic offices will form a cooperating system to increase the number of countries where the Korean language is being disseminated.

Education, Science and Technology Ministerial Group with Key Countries

Ministerial meetings will be established for Korea and the U.S., and for Korea, China, and Japan. A Korea-China-Japan Science Technology Ministerial Meeting is also being considered. There will be discussions for an MOU between Korea and the U.S. in educational cooperation, a Korea/China/Japan CAMPUS ASIA pilot program, and ways to increase exchange between young scientists. A framework for discussion will also be created through the establishment of a Joint Science & Technology Committee with large countries with development potential, such as India and Brazil.