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Background Paper
‘Education and Development’

The international society has made national strategies and action plans to achieve Millennium Development Goals (MDGs) of the UN and evaluated the level of the achievement annually. Korea has developed socioeconomically in the last half of the century and recently announced to join in ‘globalization’ in response to international society. Today, Korea enters into the planning stage of international development participation and contribution strategy, which suites to world’s 13th in its economic size. As there is a deep concern for the Korea’s comparative advantage in the area of education leading its national development, it increases the demand for empirical analysis of Korea’s educational development experience.

In sequence of researches that have sought to construct Korean education development and cooperation model during the last two years, this research analyzed cases of education policy that could reflect on the past 60 years of Korean education and suggest an education development model. Also, we analyzed Korean education’s developmental experience based on socioeconomic development and furthermore arranged six areas of successful education policy as a model for developing countries. In describing education policy experiences, we tried to maintain objectivity and consistency through documentary research, expert conferences, professional meetings, policy forums, and scholarship seminars.

We described the process of Korean education development and major policies in
each periods. First of all, we overviewed the process of the development of Korean education. We divided education development period into: 1. Period of reconstruction of economy and establishment of a basis of education after the Korean War (1945~1960), 2. Period of quantitative expansion (1960~1980), 3. Period of seeking qualitative growth and restructuring(1990-present). Time periods included from the utilization of foreign aid for education development to the education reform in May 31, 1995. Also, we examined how Korean has changed through statistical data and arranged key factor that contributed to Korean education development.

Analyzing developmental experience of Korean education, we found out that as national resources were not enough, low-cost approach has been valid for the expansion of education opportunities and its quantitative growth. An in-order and bottom-up approach from elementary, secondary, and to higher education were also effective in line with cooperative relation between economic development and education development. Also, through procuring stable financial resources, educational infrastructure and a system for education development were constructed. And through the enactment of private education law, an investment of private capitals for education was possible.

We selected major policy cases which were analyzed as effective for Korean education development, and analyzed the policy implications of them. They are ‘strategy of national development and education policy’, ‘universalization of elementary and secondary education’, ‘universalization of higher education’, ‘educational technology’, ‘effective management of education finance’, and ‘industrialization and training of vocational education’. We chose these as successful cases considering that they, first of all, contributed for Korean socioeconomic development, its successfulness is clear compared to other area, and they are regarded as important bench marketing areas for education cooperation and aid project of ODA for the education development of recipient countries.

First, in analyzing the case of ‘strategy of national development and education policy’, we described by following time periods how a certain education policy was established and enacted under the national development strategy and analyzed the extent, effectiveness, and process of the ripple effect of the policy. Second, in studying ‘universalization of elementary and secondary education,’ we examined how literacy level increased rapidly after 1960’s and the main factors and process of how Korea has achieved
complete enrollment through expansion of opportunities to elementary and secondary education. Third, in examining ‘universalization of higher education,’ we analyzed qualitative improvement based on quantitative expansion of higher education through the last half of the century and its process of structural changes. Fourth, in exploring the case of ‘informationalized education,’ we analyzed the process of educational technology which gets the greatest attention from international society. Fifth, in ‘effective management of education finance,’ we organized and examined national financing policy centering on limited effective management of national finance which is essential to propel education policy. Sixth, in the case of ‘industrialization and training of vocational education’ it is stressed that this area is the main area which Korea nowadays has comparative advantage to other countries. We analyzed how Korea connected the training of vocational education to industrial development through offering quality industrial talents in order to accomplish economic development.

We examined the debates on the experiences of Korea’s education development, current situation of Official Development Assistance (ODA) and bilateral and multilateral education collaboration projects in Korea. Also, we organized cooperative cases of international aid in education through Korea’s experience as a recipient country and also donor country. After the independence, Korea once was an aid recipient country from private aid organization and bilateral government cooperation, of which aid valued $13,976 million. But, Korea has now changed to a donor country after Economic Development Cooperation (EDCF) was established in 1987. Korea is planning to join in OECD Development Assistance Committee (DAC) in 2010 and is aiming to increase its ODA size to 0.15% of GNI from 0.07% now. When Korea was a recipient country, Korea got several different forms of assistance from international organizations such UNDP, ILO, ADB, and IBRD, and from other countries such Germany, Japan, America, and Belgium. The most working area of ODA business was the training of vocational and technical education and this took care of Korea’s industrialization through Korea International Cooperation Agency

We examined several characteristics of developing countries such as poor education financing and management, lack of opportunities for elementary and secondary education, vulnerable industrial foundation and high youth unemployment, and expansion of information gap. Korea achieved education development through education policy that links
to national development plan, finance management policy that utilized limited education resources effectively, quantitative expansion of elementary and secondary education, training of vocational education for industrialization, expansion of educational technology. We tried to find out key points that can be utilized for education development of developing countries based on these development experiences of Korea. Also we tried to establish the Korean model of education development cooperation model and introduced four-stage implementation system. The implementation system is composed of the establishment of linkage with international development community and role allocation, the program areas, the program contents, and program implementation approach. Also, as a program implementation approach, an International Education Development and Cooperation Center (tentative name) was suggested to implement policy study and training for international education cooperation, overall program coordination as well as program evaluation, and educate international education consultants.

Development experience of Korean education, which once got aid from international society, is now an essential developing area for socioeconomic development for under-developed and developing countries. We tried to establish an aid strategy accepting national education agenda and national education demand for productive and effective goal achievement.

Finally followings are developmental policy proposals which organize improvement assignment for international education aid program.

First, we need to execute pre-survey of recipient countries and examine the achievements of international organizations which have accumulated aid experiences for a long time in order to secure the effectiveness of ODA education projects based on the rule of selection and concentration. Above all, it needs to accumulate understanding and analysis of other country’s education area as an area study.

Second, the most important thing to international education aid is the recipient country’s educational demand and analysis of reality of education and furthermore how education aid businesses would reinforce these demand analysis.

Third, the medium and long term plan for the recipient country’s social development needs to be accompanied by a large scale of financial aid. When we see present ODA business’s type, size, and period, small scale of facilities aid in short term is
major. Even though short term education facility aid is successful in qualitative through small talents, it is hard to evaluate as successful for how effective it was for recipient country’s educational development and how long it lasts. Therefore, it needs to follow medium and long term discernment and followed by large scale of financial aid for recipient country’s social development.

Fourth, aid content for education areas need to be diversified and specialized. Present aid business is mainly composed by educational technology business and vocational education and training. However, since the implications of Korean education development for developing countries go beyond the areas of educational technology and vocational education and training, we should be able to provide roadmap for total socio-economic development.

Fifth, a system of assessment for education aid business needs to be made that can improve productiveness, effectiveness and sustainability. The result of national education aid business cannot be evaluated in short term. However, plan, propelling aid, and assessment of business performance for recipient country’s total development needs to be based on long and short term business performance.

Sixth, we need to discover and train experts who can join using their professionalism about national education aid business. Accessibility to expert’s experience, knowledge, and data needs to be higher and a network that can share enough needs to be available.

Seventh, we need to maintain smooth cooperative relationship between supporting organization, NGO organization, and other recipient country’s information sharing. It is recommended that an International Education Development and Cooperation Center (tentative name) should be established in order to properly implement the educational cooperation and assistance with government, NGO, education and research institutes utilizing international organizations.

Eighth, it is desirable that we should keep up with an autonomous development model centering on developing countries as well as international organization centering on developed countries. And we should maintain win-win relations with joint organizations, which were established to construct cooperative relationship.