

Post-2015 and Korean Education ODA

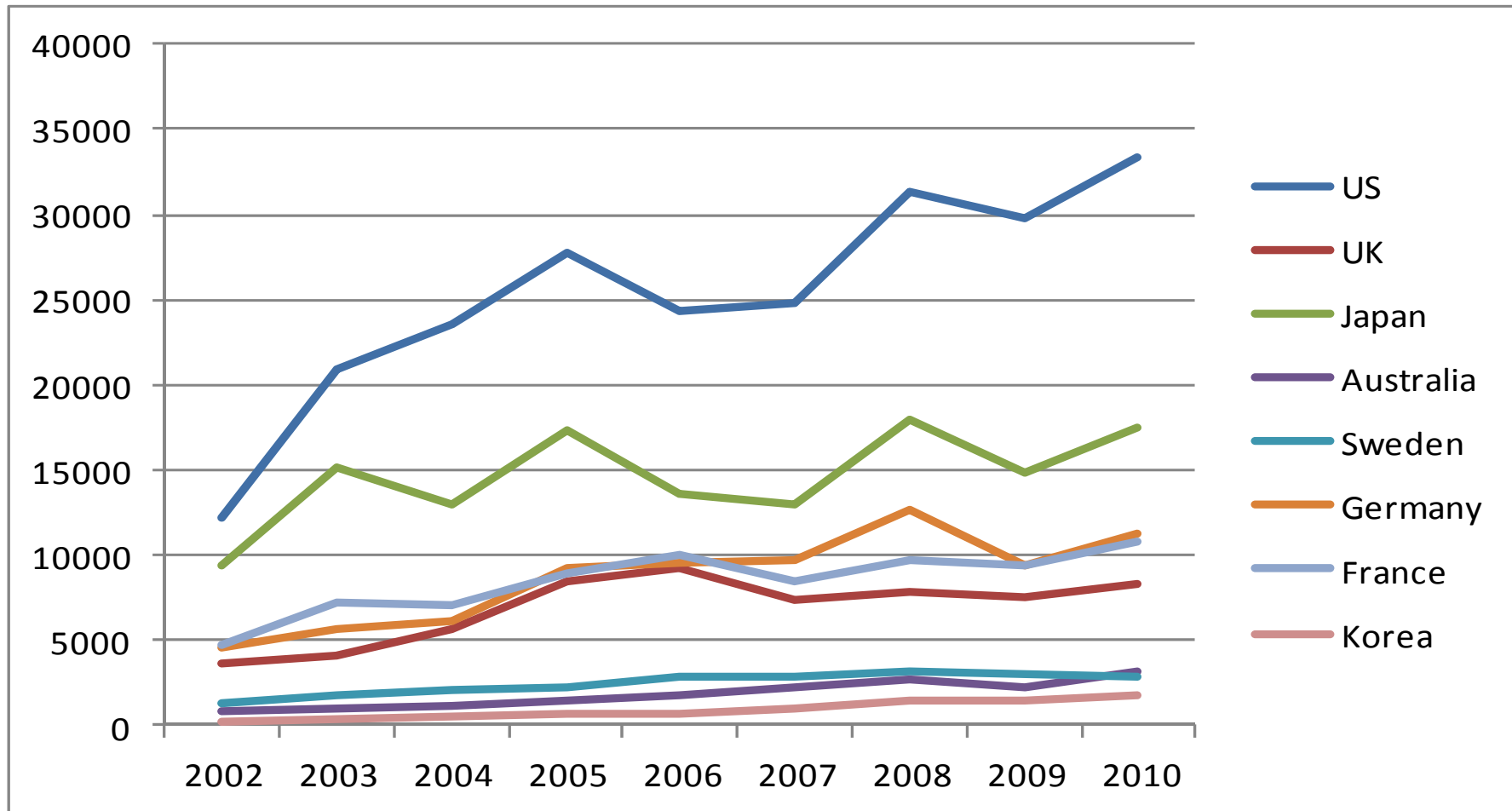
Bong Gun CHUNG
GSIS, Seoul National University
@ GSID, Nagoya University
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What to talk about

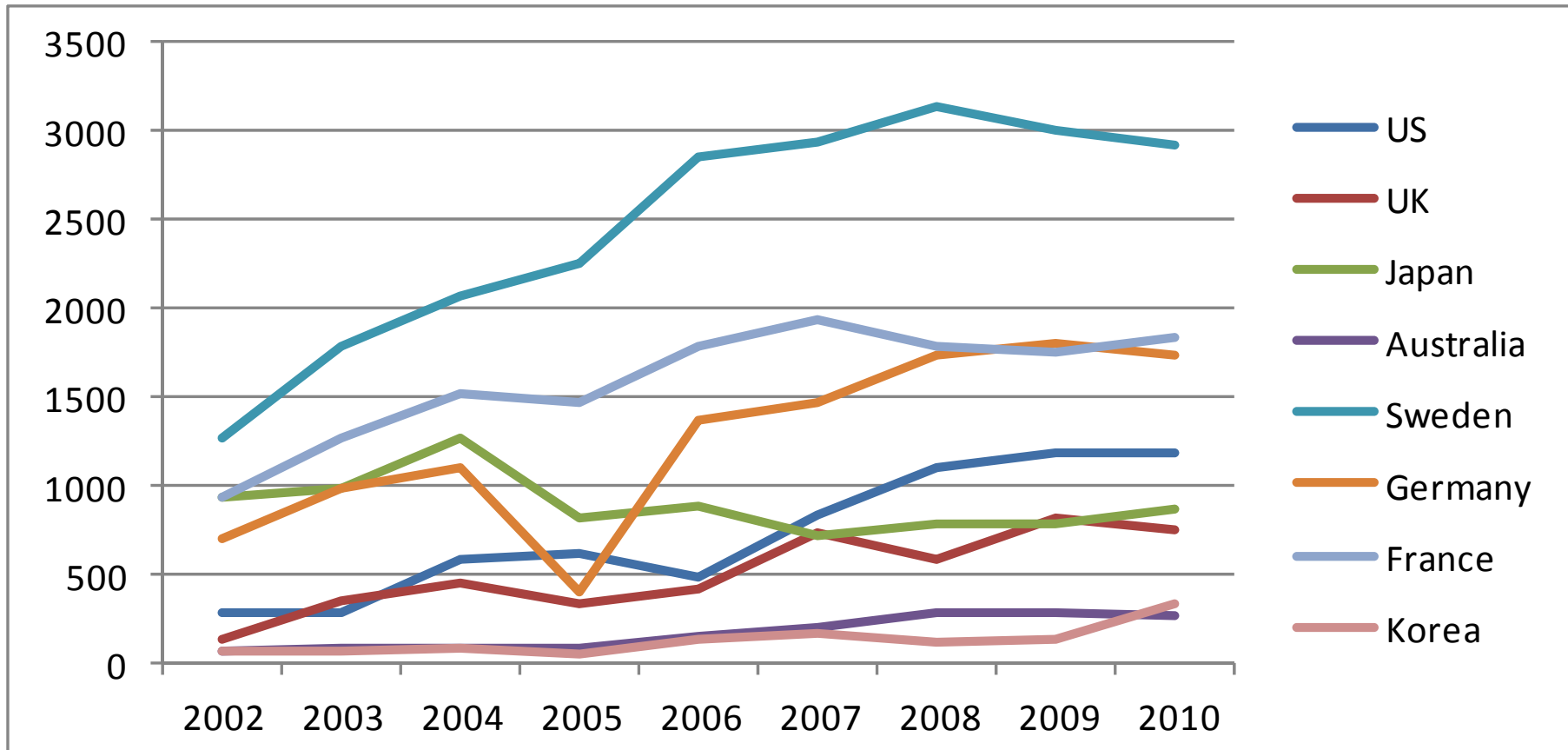
1. Review of Education ODA Trends in OECD CRS data
2. Some reflections on Pre-2015 *vis-a-vis* Post-2015
3. Korea's preparing The World Education Forum 2015
4. Relationship between Global Citizenship Education(GCED) and ESD
5. Korean Education ODA in post-2015 era
6. Concluding Remarks



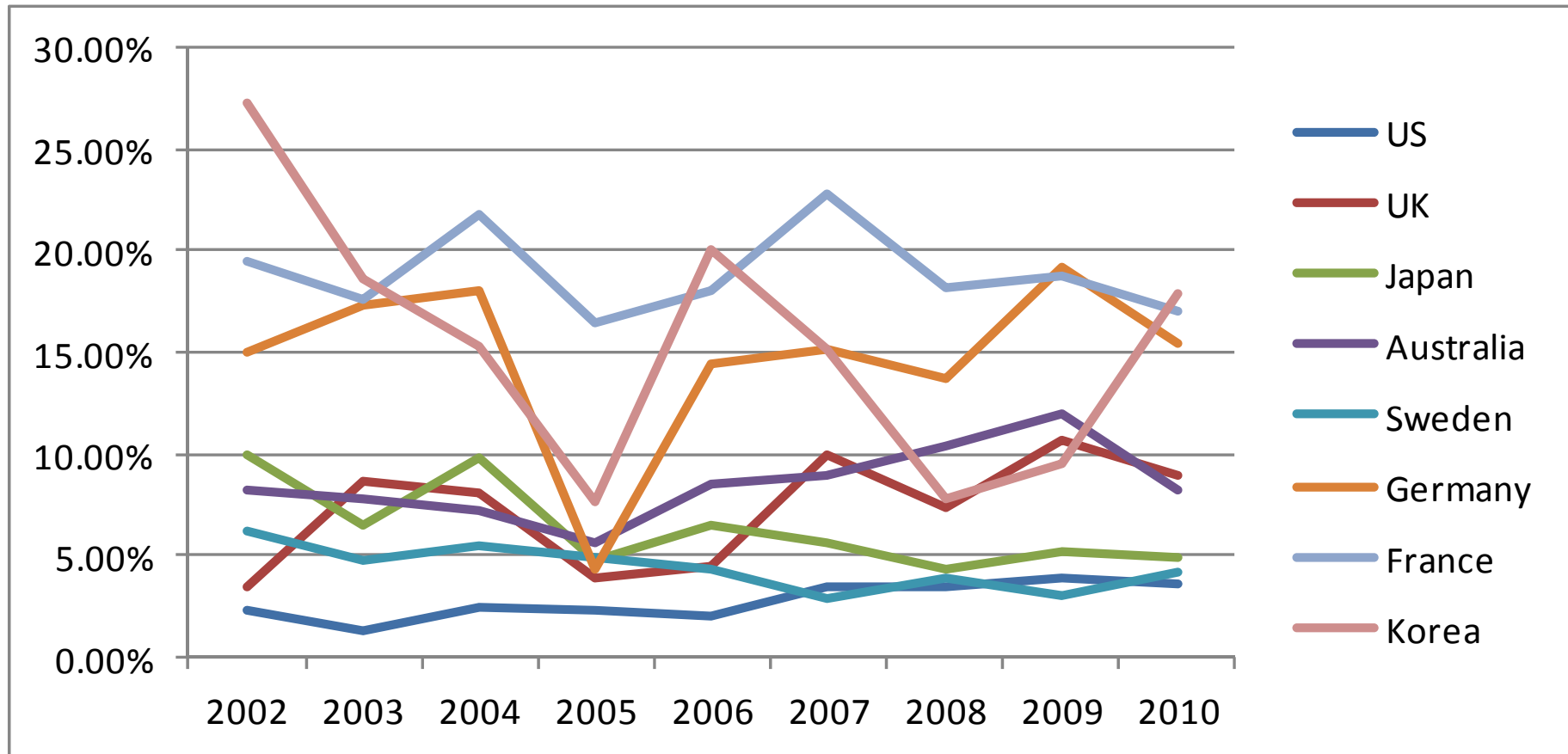
Trend, ODA Total Amount (in million USD)



Trend, Education ODA Amount (in million USD)



Trend(?), Education ODA Portion



Governing of the Korean Education ODA (in million USD)

	2006	2007	2008	2009	2010	Sum
KEXIM	74.98	61.12	38.00	77.91	154.65	406.65
KOICA	33.97	75.40	57.37	41.45	139.51	347.70
Etc	23.31	24.40	18.91	22.01	29.90	118.53
MoFAT	2.90				0.10	3.00
MoEST					0.24	0.24
Sum	135.15	160.92	114.28	141.37	324.40	876.12

Korean Ed ODA by Aid Agencies in School Levels (in million USD)

2010	EXIM	KOICA	etc	MoFAT	MoEST
Education	154.65	139.51	29.90	0.1	0.24
Level Unspecified	0.00	51.32	3.97	0	0.24
Primary	0.00	13.41	1.49	0	0.00
Secondary	49.82	54.60		0.1	0.00
Post Secondary	104.83	20.18	24.44	0	0.00



Pre-2015 and Post-2015 : What are the differences?

When UNESCO suggested the EFA at Jomtien in 1990, they led the agenda setting.

At Dakar in 2000, the operationalization of EFA goals was proactive and ambitious on its own.

However, the advent of MDGs in 2000 from UN, OECD, and the WB eclipsed the EFA and UNESCO.

As such, the GGET(Global Governance of Ed & Training) in this regard has changed, as education development and cooperation is more placed under the influences from non-education actors.

The coupling of the EFA and MDGs caused a concentration on UPE, with negligence on other areas such as Sec Ed, TVET, HE, SciTech & ICT.

By now, the EFA has been turned out to be roughly a half success and half failure, in that still there are countries short of the goals and insufficient quality despite global UPE(Universal Primary Education) expansion.



The WEF 2015, Incheon Korea

UNESCO, passing a decade since Dakar, asked “the new rich Korea” to host the already delayed every ten year so global education event, as it would be symbolic, educational, and practical/logistical as well.

The agendas for 2015 have been discussed in the “winding” stream of GGET, but faced with the “forced” coupling of the ongoing UN SDG making, the second phase of MDG.

In the scramble for agenda setting/inclusion, the number of goals expanded, implementation complicated, resources dispersed, and still some significant issues are missing, e.g., ECEC (Early Childhood Ed & Care).

The SG Synthesis report reveals the contestation, power relations, and the trademarked IO ambiguity/inclusiveness tendency.

The Korean government, particularly the MOFA, successfully dribbled the GCE/GCED at the OWG(Open Working Group) toward the post 2015 goals.

The GCED and the ESD are on a shotgun marriage much to be settled for married life or cohabitation and it is the burden of MOE rather than the MOFA.

GCED and ESD

Emphasis on global citizenship has been overlapped/paralleled with ESD during the past decades.

The GEFI of UN opened the discussion how to relate GCED to the ESD of UNESCO in terms of concepts, implementations, operationalization, and end results.

In thinking the ESD and the GCED by putting “education” to parenthesis, it needs to be reminded that sustainable development is an end, while global citizenship is a means for the end state rather than an end in itself.

However, global citizenship is the means of a double-edged sword, as it includes/conceals enlightenment and criticism on the goals and methods of sustainable development so defined and practiced now, particularly when those are biased to the favorable interest of powers and donors.

On the other hand, GCED should overcome the fundamental limit that public education systems that should do GECD curriculum are innately domestic, inward looking, and nationalistic, rather than global, outward looking, and universalistic.



Korean Education ODA in post-2015 era

Regarding the post 2015 education goals, some current aspects of KoEdODA reveal future direction. They are : less on UPE, more on SE/LLL TVET, mostly HE scholarships, and emphasis on ICT in education.

The governance of education ODA in Korea is rather a concern of the MOFA/KOICA and the MOSF/EDCF than the MOE. In this regard, UN SDGs would likely to gain more attention than MOE's UNESCO post EFA goals.

Two issues are waiting to be discussed. One is the revamping of TVET orientation, the other is the PPP or Public-NGO/CSO Partnership in Korean education DC.

Implementation of “decent work/job”, LLL, and ET in the IO documents would require reviews and a new method of evaluation on past practices of TVET projects of Korea.

In line with the global trend of ODA resource mobilization, the rapid growth of NGOs in DC implies the resources for PPP to induce to education ODA particularly in basic education.



Concluding Remarks

The problems that challenged EFA in pre-2015 were mainly two things. One is the lopsidedness to UPE due to the MDG #2 intrusion, the other is the usual lack of finance to reach education goals.

In comparison, in post 2015 the challenges to education are no less severe and simple, but more complicated and multilateral. There are more number of goals in SDG than in MDGs making education a lesser goal, the GGET of decision making has been prolonged to be difficult to reach any agreement, donors have learned to become more sensitive than before to making of any monetary commitment, and the achievement of UPE itself brings in further challenges to provide the “swollen” primary education graduates with SE, TVET, and HE.

The Korean government, a new DAC member, has been nationally strategic in its ODA policy making, rather than globally responsible. In this regard, Korean education ODA in post 2015 era would remain as it has been in terms of amount, allocation, and governance.

However, GCED, TVET revitalization, and PP(N)P for new resources are gaining policy concerns that could add new dimensions to the education ODA of Korea.



Thank you for listening.

