

Abstract

**Research on Education Development Cooperation for
Achieving Sustainable Development Goals (SDGs): Action
Strategies in Basic Education**

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This study is aimed to establish action strategies for basic education in Sustainable Development Goals 4 (SDGs 4), the fourth goal of SDGs that is envisioned by the international community, including the United Nation to provide 2030 visions. In line with the adoption of SDGs, the policies of Korea, one of member countries of OECD

Development Assistance Committee, have been reorganized in direction. Especially for education targets of SDGs 4, there is a growing domestic and international demand for new strategies for the fulfillment of the education targets.

This study focuses on searching for action strategies for basic education required to accomplish education targets of SDGs. First, key subjects in basic education have been identified in the context of SDGs through analysis on key issues and takes in basic education of home and abroad. Those key subjects are specified and used as a framework of action strategies for basic education. Ultimately, this study conducts in-depth analysis on targets and execution plan of SDGs to set up action strategies and proposes the ways to advance into the next step where those strategies can be actually used for development and implementation of education development cooperation projects and programs.

To be specific, this study analyzes basic education issues and challenges that attract global attention in a multi-dimensional way through literature analysis, international cooperation research, statistics data collection and analysis, case study, expert conference and forums. To identify regional uniqueness in basic education, it analyzes the current status and challenges in basic education of Asia, Africa, Latin America and other three regions. This study also includes surveys about the current status of basic education-related development cooperation projects and about cases of development cooperation projects carried out by Korea. Then it classifies partner nations into certain groups and the survey and classification are used for development of basic education-related development cooperation strategies. Lastly, action strategies for basic education development cooperation are drawn based on the research and analysis to implement SDGs. The details of the study are as follows.

In Chapter I, it describes the needs and contents of the study, and analyzes preceding research to lay a ground for this study. While typical studies on education development cooperation have been mainly focused on global education agenda from macro perspective,

newly-set SDGs requires more specific, specialized research by field and more efficient action plan. In that sense, a series of studies to draw action strategies for education development cooperation will be conducted for 5 years to come in order to fulfill SDGs, starting from this year with this study. The study is intended to focus on basic education, which includes early childhood education, primary, and secondary education, and to set up action strategies for basic education development strategies.

In Chapter II, key subjects in basic education that need to be focused in the contexts of SDGs are identified, and various global issues and challenges are highly relevant to the current status by each key subject are explained in details. This study sets up 6 key subjects in basic education for primary and secondary education as follows: ①education initiatives and policies, ②curriculum and evaluation, ③education facilities and environment, ④teacher training, ⑤education equity, and ⑥children/youth out of school. Besides those subjects, major issues of early childhood education, which is the very first level of basic education, are described separately, and new information related to education initiatives, policies, curriculum, evaluation and teacher training that bear more significance than other subjects among the six are additionally included as well.

It is necessary to take strategic approach to international support for primary and secondary education till the target year of SDGs implementation in a way to expand the achievement and complement shortcomings of Millenium Development Goals (MDGs). To do so requires continuous support for 6 subjects of Δ education legislation and policies, Δ curriculum and evaluation, Δ education facilities and learning environment, Δ teacher training, Δ education equity, Δ out of school children/adolescents, and especially the subjects of monitoring and evaluation, education equity and expansion of basic education support for children, and girls/youth set SDGs apart from MDGs. In addition, it is important to secure stable supply and equal distribution of development resources that guarantees the substantiality of ODA supports from the international society, and to expand corporative partnership that engages all parties from donors, recipients to

international organizations. Early child education is highly relevant to policies of other fields and requires choice and focus strategy. This is because coming 15 years of SDGs must be transitional years toward the gradual development of early child education considering that ODA support from international society for the level of education has been insufficient. Therefore, comprehensive and sustainable methods to provide gradual ODA support for early child education is necessary, and the assistance of international society for the level of education needs to be allocated first to education initiatives and policies, curriculum and evaluation, and teacher training that bear higher priority. In addition, the international society needs to make efforts for multi-sectoral policy coordination and integration in a more balanced way when it provides ODA support for early child education as this level of education requires higher political connection with other relevant sectors including health, nutrition, environment, safety, and gender equality.

Chapter III discusses the current status of basic education in Asia, Africa, Latin America, and other three regions. Korea has focused on cooperation with Asia and Africa in terms of education development cooperation, so it is true that it has paid less attention to that of Latin America and other regions. In a broad context of quality enhancement and expansion of access to education with focus on the key subjects in basic education, this study identifies the current status of basic education in each region by reviewing documents and data issued by international organizations, including UNESCO and Development banks, and then it draws tasks to be done by region. In addition, this chapter shows case studies on basic education development cooperation projects that are being conducted by advanced countries in each region, and it shows analysis on the implication of developing basic education development cooperation strategies based on the case studies that needs to be done by Korea.

While basic education index of Asia has been improved thanks to continuous supports from international society, almost 30% of children out of school around the world are

living in Asia, which is still problematic. Especially, when it comes to supports provided by Korea for basic education in Asia, most of them are project-based works with small size of budget that focus specific region or school, which shows that Korea has made less contribution to basic education development in Asia compared to other donors and international organizations. Although Africa has been intensively supported by international community, Sub-Saharan Africa remain the one where education inequality is most severe in the world. Especially education inequality between ethnic groups, gender and income brackets are noticeable, and this prolonged inequality in education is mainly due to social conflict, and political and religious disputes. In addition, it is also attributed to poor development of early child education and little support by international society for the level of education during the MDGs period. It is urgent task to come up with comprehensive strategies for supports that involves all relevant sectors, including health and nutrition, in order to secure quality basic education and to enhance education equity in Sub-Saharan Africa. Furthermore, teacher training in basic education, higher teacher qualification, and improvement of education facilities and environment (drinking water, nutrition, health, and child protection) are also required. It has been confirmed that Latin America, Middle East, Soviet Union, and Oceania has received less aid by international community for basic education, compared to Asia and Africa. Although comprehensive basic education indicators of those regions concerned show better condition than that of Asia and Africa, complex racial composition, social economic issues, prolonged conflicts and frequent terror attacks of Latin America, and poor capability of providing quality basic education of Soviet Union and Oceania are main obstacles to basic education development in some regions, ethnics, and countries. To solve this problem requires selective, customized support strategies of international community.

In Chapter IV, the study focuses on the current status and cases of development cooperation project related to basic education of Korea, and shows analysis on those cases by partner nation. To identify where Korea is, this study used ODA statistics data between

2011 and 2015 collected by EDCF of Korea and the subject to the analysis is limited to the businesses classified as “basic education” in division among ODA projects in education. As for statistics data, frequency of business and net expense by year are analyzed based on indicators of each target from SDG 4.1, 4.2, 4.a, to 4.c. According to the analysis, aids in basic education provided by Korea between 2011 and 2015 were focused on “education facility and environment” and “teacher training”, and it has been found that the supports for curriculum and evaluation, and for 4.a.1 index (the number of schools that are equipped with sanitary facility suitable both to boys and to girls) have been gradually growing. Trend in the number and frequency of ODA projects, and the size and shares of net expenses by key subject and index shows that the trajectory of ODA by Korea for basic education has become in line with international education agenda of MDGs, EFA and SDGs although Korean ODA for education had been tilted toward education facility and environment, and teacher training. SDGs index of education initiatives and policy, curriculum and equity reveal limitations where budget for basic education support is small and supports for those fields has been limited.

In case studies of basic education development cooperation in home and abroad, ODA projects in Asia and Africa conducted by advanced donors and Korea for early child education, primary and secondary education are discussed. This case study emphasizes the significance of planning and setting the direction of education development cooperation at a national level by reflecting global trends to enhance effectiveness and substantiality of projects. In addition, the study shows the need for establishment of system to push forward projects from planning to follow-up stage; for securing stable financial source; and for providing supports for hardware and software in a harmonized way. Furthermore, it indicates that it is necessary to designate nations which will serve as a priority partner country, to conduct projects for better access to basic education and quality education in those countries, and to make those works successful. The study also emphasizes willingness and efforts of those priority partner countries for basic education.

Analysis on type of partner countries is conducted, subjecting nations on the list of

OECD DAC recipients, and the nations are categorized based on characteristic of basic education in each country. Additionally, the characteristics of countries in each group and where the direction of cooperation with partner countries by group are identified. Statistics collected by UIS of UNESCO are used, PCA is conducted and several factors required to explain characteristics related to basic education are abstracted for the identification. Furthermore, a cluster analysis is conducted based on the factors abstracted by principal component analysis and data related to water and sanitary facility collected by WHO–UNICETF JMP.

Type of counties is classified based on the result of the cluster analysis as follows. In the top priority group for basic education support, there are 16 countries, including Ethiopia, Mozambique, Tanzania, and Uganda that are designated as a priority partner nation of Korea. Those countries are most in need in terms of improvement of water and sanitary facility, and through the improvement, access to basic education in those countries is expected to expand. In the priority group, there are 23 countries, including only one priority partner country of Korea, which is Ghana. Out of 23, 15 are one of the lowest income countries by the standard of OECD DAC, two are low income countries, 5 are lower middle income country, and one is upper middle income country. Although basic education, and water and sanitary facility of those 23 nations are slightly better than those of the countries in the top priority group, their basic education and infrastructure for basic life are still problematic in general. In the potential priority group of partner nations for basic education, there are 29 countries included. Compared to those in the top priority and the priority group, they are better in terms of basic education, and water and sanitary facility. However, they still lag far behind those in the potential partner country group in terms of access to education, water supply and sanitary facility. Out of 145 countries subject to the analysis, 77, or 52%, are classified as a potential partner country. They are at relatively higher level in terms of access and equity of basic education, and water and sanitary facility. For these countries, projects and business for teacher training or for better access to secondary education are to be carried out first than others.

In Chapter V, policies are proposed based on the results of the analysis mentioned above and basic education action strategies for implementation of SDGs 4 are suggested. Proposed from policy and strategic perspective, the recommendations for policy and strategy include Δ enhancement of ownership of a country for willingness to implement education 2030 action plans and SDG education targets, Δ enhancement of governance in education, Δ prioritization of SDG education targets by country, Δ development of technical guidance, Δ enhancement of education-related discussion and competence of a country and Δ enhancement of capability to provide data and information for monitoring and evaluation, and for policy and strategy information. Second, the recommendation for monitoring and reporting about progress in fulfillment of SDG4 education targets includes Δ production of global data for monitoring SDG education targets, Δ implementation of follow-ups of GEM report recommendations, Δ development of monitoring mechanism at a regional level, Δ prioritization of education targets, Δ development of key global indicator, and the setting of table benchmark and minimum target. Third, the method to secure financial resource necessary to fulfill SDGs includes Δ securing stable financial resource within recipient countries, Δ securing financial information by each level of education with usage of financial data in general, Δ expanding the shares of education in financial support for development cooperation, Δ expanding financial resource for development cooperation, and Δ securing ECW fund. Lastly, the recommendation of policy for advocacy activities includes Δ extension of advocacy activities at a global level, Δ global communication and information sharing, Δ provision of strategic guidance. Meanwhile, this chapter contains policy recommendations by key subject of basic education as well. The recommendation of education legislation and policy includes Δ diversification of PPP and reinforcement of monitoring, Δ supporting countries in conflict and poverty and expanding selective support, and Δ increasing cross sectional cooperation and adjustment of policies for the support of early childhood development. The recommendation in terms of curriculum and evaluation includes Δ continuous and active participation of Korea in projects to improve international curriculum, and Δ support for

cooperation on evaluation of achievement of Education for All. The recommendation for education facility and learning environment includes Δ projects to improve integrated education facility that engage household, school and local community, and Δ projects to support education program for ICT use. As for the subject of teacher training, the recommendation includes Δ increase in the number of qualified teacher, Δ providing more motivation and support for teachers, and Δ establishing institutions of teacher education for ECCE and supporting the development of ECCE curriculums. As for education equity, Δ expansion of education welfare programs, and Δ expansion of programs to improve the academic achievement of girls in school are recommended, and as for the subject of child and youth out of school, the recommendation includes Δ more inclusive education in school to increase the number of students enrolled and coming back to schools, and Δ increase in access to education by enhancing non-formal education. The action strategies recommended in this chapter are drawn in consideration of “policy and strategy, monitoring, securing of financial resource, and advocacy activities” that are previously discussed.

Key Words: Sustainable Development Goals(SDGs), Education Development Cooperation, Basic Education, Action Strategy