

At the time of this study, the Post-2015 era will be coming to its end, and this study was designed to examine dynamic discourse about global education and its alignment with national policy in order to establish of new milestones for the International Development Cooperation in the field of education during the next 15 years (i.e. 2016~2030). Further, the study aims to analyze the diverse dimension of global education agenda and suggest a new direction for future educational development cooperation programmes, strategies, and core dedicated tasks to propose a policy measure which would enhance the effectiveness of the Korean educational development cooperation project.

In chapter one, the overall direction of the study was described such as the need and purpose of the study, methodology of the study used for data analysis. Although there have been previous research studies about the Post-2015 global agenda, this study is especially meaningful because no previous study of educational development cooperation has recommended a direction within the context of Post- 2015 or has suggested crucial strategies and substantial assignments yet. The authors of this study have participated in the international conference for Sustainable Development Goals (SDGs) and Post-2015 Global Education conferences convened by United Nations and UNESCO, which enabled this research vivid in terms of observation and discussion. Even more, through the means of intensive discussion and cooperation of various educational stakeholders, professional dialogues were shared among policy makers, expert consultants, practitioners, and business leaders for implementing effective improvements to the Korea Educational Development Project.

In chapter two, theories about the relationship between education and development in relation to the newly established global education agenda in the Post-2015 era were discussed in terms of educational development cooperation. Theories on education and development are divided into five fundamental categories. Among the most desirable perspectives in the field of educational development cooperation and also a significant

theory of this study was presented as the fourth theory, "Education itself is a process of development." If the perspective that "Education itself is a process of development" was not assumed, it will be difficult to achieve a sustainable outcome for the Educational Development Cooperation Project enhancing human development and dignity when it is planned and implemented.

Chapter three discussed the current trends in the Post-2015 global education agenda. There were two main themes at the center of the agenda for global education during the past 15 years, those being Education for All (EFA) based on the United Nations Organization for Education, Science and Culture (UNESCO) and Millennium Development Goals (MDGs) supported by the United Nations (UN); however, for the Post-2015 era the international community proposed a wide-range of goals for a global guideline called as the Sustainable Development Goals (SDGs). The global education agenda was set forth with a total of 17 goals. In order to form these universal worldwide goals, the international community collaborated together through various discussions and consultations in many international conferences. As an active participant in this process, Korea hosted a venue for positive discussion about the framework for global education by holding the 'World Education Forum 2015' in May in the city of Incheon which brought together delegates from all countries and included education officials, international organizations, civil society organizations, Non-Government Organizations (NGOs) and private sectors. What became known as the 'Incheon Declaration' was formed during the conference and it presented the first clear direction for the Post-2015 Global Education Agenda. Since then, further discussion and decisions were finalized through additional international meetings such as the 'Oslo Summit on Education for Development' and the 'Third International Conference on Financing for Development' in Addis Ababa. As a result of the extensive series of conferences and discussion, a UN General Assembly in New York last September officially announced the SDGs and outlined the milestones for the next 15 years of international development which were decided by the international community.

Likewise, in conjunction with the formation of Post-2015 Global Education goals, the latest trends of Korean education development cooperation were also examined. 2015 is a significant year not only abroad but also domestically. In Korea, from 'the Second

International Development Cooperation Plan' which is announced every 5 years (i.e. 2016~2020) to rearranging core collaborative countries, it is time to set a new direction of international development with Korea as a donor country. Korea's history as a contributive country is not long, thus it is essential to determine the level of development cooperation and effective support as it is directly related to the success of internal development cooperation. Therefore, in this chapter, not only were development circumstances from abroad discussed but also trends of the internal development cooperation of Korea, and one step further, conditions of support and importance in the field of education were analyzed.

In chapter four, strategies to enhance Korea's education development cooperation project in the context of the Post-2015 Global Education agenda are discussed within each education sector. The educational field, in accordance with the education framework provided by the OECD/DAC, is divided into basic education, secondary education, higher education, and general education, and then given direction, strategy and focal assignments with emphasis on contextual challenges. Besides, this study proposed a keen direction and focal tasks on ICT in education and humanitarian assistance as other core areas as those are included in the fourth goal of SDG are categorized.

The main outcomes of the study were as follows: increased emphasis on the Global Education framework, UBE for the past 15years, and how it should still be highlighted in the Post-2015era. Basic education is the starting point and groundwork of all future learning and it is also associated with the most basic of human rights. Although the efforts made by the international community have achieved remarkable progress for increasing the enrollment numbers for basic education, drop out rates remain high and the proportion of children out of school continues to be a problem that needs solved. Additionally, as the main goal of education shifted from the quantitative growth to qualitative growth, basic education should make the effort to improve qualitative elements of learning such as cultivating highly qualified teachers and improving students' achievements.

With the ongoing gains being made in basic education, the focus should now be directed at investing in and increasing enrollment rates to expand the educational

opportunities available in secondary education. According to the OECD/DAC classification, secondary education is the successive paths of education for students who have completed basic education; it contains conventional secondary education as well as vocational education and job training. Especially, vocational education and job training are currently highly recommended in the educational field, as most of the bilateral aid institutions that are implementing development cooperation projects are linked to vocational education. As the international Post-2015 Global Education agenda is currently set with the goal of quality education, the international community is also increasing its high interest in reshaping secondary education. There still needs to be an ongoing effort given to the improvement of quantitative aspects such as expanding access to education for the public, safety in schools, the training of highly qualified teachers and also creating effective teaching materials for qualitative growth.

There also needs to be a strong system of networking between countries for ongoing and effective secondary education development cooperation projects that leads to a continuous partnership for significant improvement. When vocational education and job training development cooperation projects are employed, it will generate a workforce with the knowledge and skills needed by industries, and it should also extend to adults including teenagers.

The importance of higher education is a part of the Post-2015 Global Education agenda which has been recently emphasized. As mentioned earlier, in the international community, investment rates in basic education are significantly higher in proportion as compared to the investment for higher education in the past 15 years. However, in highlighting the importance of a quality education, a current emphasis on equal access has now been shifted towards higher education. Higher education is the final phase for a person's formal education, and it is directly linked to an individual's livelihood. This stage of education is directly connected to the future earning potential in a person's career and employment, which increases significantly with each and every step beyond a basic competence. Hence, knowledge and skills learned from the level of education become the foundation that supports their lives in the future. Higher education Development Cooperation projects in Korea have been thoroughly supported which has led to a center for new software development and building of new infrastructure. Still,

software industries that specialize in developing curriculum resources and hosting venues for sharing research outcomes should receive adequate supported as a means for improving the quality of higher education. Also, for monitoring effective education, sporadic follow-up on projects should be conducted with a procedural system developed for evaluation and measuring of short-term results.

Meanwhile, according to the classifications by OECD/ DAC, the field of general education is divided into three segments which are 'educational policy and administration', 'educational facilities', and 'teacher training'. The current study examines each segment for its direction and strategies, and suggests its own proposed goals for each department. ODA investment in general education within Korea is rather insignificant still general education only receives one third of funding by comparison with vocational education and job training. But the importance of improving the quality of education is apparent, so development cooperation in the general education field for mid and long-term visions are needed. The study suggested a push in the direction for implementing one of three SDGs for 'educational facilities' and 'teacher training.' It is again emphasized that a safe and efficient educational setting should be provided for ensuring a quality education is provided. Even when effective materials are developed and delivered as part of a complete curriculum, the goal of qualitative education will not achievable if educators are not qualified and performing quality work. Besides, the study considered methods to enhance the overall quality of developmental cooperation in the field through improvement of educational policy and administrative management systems.

Other core areas which were newly included in the agenda for Post-2015 education, for example the ICT in education and humanitarian aid projects were explored in this study. In Africa, where the number of educators is already extremely deficient, ICT in education has the potential to improve children's access to education beyond geographical borders. It can solve hardware problems such as the shortage of teachers, inadequate school facilities and materials including books, etc. through online classes. Thus, it offers opportunity for more children and can increase access rates to education if infrastructure for on-line classes is installed. Also, the international community has already stressed the importance of about humanitarian assistance for several years. This

area carries noteworthy meaning in the sense that comprehensive educational involvement in conflict areas and refugee camps has been emphasized.

Chapter five presented policy recommendations and comprehensive suggestions about the direction of education development cooperation in Korea. Specific issues and challenges are discussed for each main topic. In addition, the study proposed plans that overreach the entire field of education which may successfully employ education development cooperation projects.

The basic framework for international development cooperation during the next 15 years has been completed. International community has collaborated to establish and agree upon sustainable universal norms (SDGs). Education goals has been declared and confirmed with the form of seven specific goals and three means of implementation(MOI) under the fourth goal of the global education framework. The international development cooperation plan has developed and shared innovated education techniques around the world to implement global agenda, and Korea is also stepping towards a new landmark to promote education development cooperation domestically and abroad. For the effectiveness of the education development cooperation programmes and projects in Korea, responsive follow-up based on evaluation and monitoring on ongoing projects and robust R &D is paramount. In any case, newly promoted plans should be encouraged as projects that inspire characteristics of each education sector improve and strengthen mutual ownership and responsibility. In conclusion, we should re-construct education development cooperation projects in the framework of lifelong learning to ensure inclusive access for global communities regardless race, ethnicity, gender, nationality, class and thus education development cooperation projects could be gradually amplified in a sustainable way.

Key Words: Post 2015 global education agenda, substantiable development goals, education development cooperation, education ODA