



## ABSTRACT

### Research on Educational Development Cooperation between Korea and Developing Countries (II) : Latin America and the Caribbean

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“Research on the educational cooperation with developing countries: Research on the method of education cooperation with Central and South American countries,” a long-term project for three years, is being carried out to prepare the method of efficient cooperation by deriving the tasks of educational development cooperation with five developing countries (Guatemala, Bolivia, Colombia, Paraguay, and Peru) in Central and South America. In the first-year study, the educational situation and the trend of educational reform in five Central and South American countries, the trend of educational development cooperation projects in the international society, and the major educational issues in those countries were identified, and policy analysis and basic research to develop the educational development cooperation tasks between Korea and those five abovementioned Central and South American countries based on the Country Partnership Strategy (CPS) established by the Korean Government was conducted. This study, the second-year study, established the educational development cooperation method for each of those five countries based on regional characteristics, country characteristics, and the comparative advantage of Korea; the donor country; and selected priority cooperation tasks. In 2015, the third-year study will be conducted to prepare a detailed implementation method through a feasibility study for the selection and promotion of an educational development cooperation pilot project in each of the five abovementioned Central and South American countries.

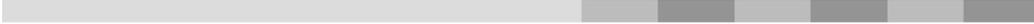


This second-year study drew the implications by analyzing the cases of the educational development cooperation projects carried out by major advanced donor countries and international organizations, and suggested detailed tasks by selecting the priority cooperation tasks that comprehensively reflected the comparative advantage of Korea, project feasibility, and the educational demand of each research country. In addition, this study tried to improve the policy practicability by preparing the roadmap to realize the detailed tasks of each country. To increase the efficiency of educational development cooperation with the developing countries in Central and South America, this study also examined the applicability of triangle cooperation, private-government cooperation, and multiple cooperation.

As major research methods, literature review, experts conference, policy forum, and field research were conducted, and the GE and McKinsey Matrix method was used for the selection of priority cooperation tasks.

The priority cooperation tasks for educational development cooperation selected through the second-year study are as follows:

- Guatemala emphasizes on the basic education area while maintaining the priority tasks suggested in the first-year research results and suggests three priority cooperation tasks, such as “improvement of the quality of primary and secondary education,” “expansion of the educational opportunity for children of the vulnerable class of people and improvement of the quality of education,” and “reinforcement of cooperation between the development institutions and its management system.” In detail, Guatemala is suggesting the teacher competency reinforcement project for the improvement of the quality of primary and secondary education, operation of an after-school system to expand the educational opportunity for children of the vulnerable class of people, and a mathematics curriculum improvement program to strengthen cooperation between the development institutions.
- Bolivia is suggesting, in consideration of the domestic demand for educational development cooperation and the comparative advantage of Korea, detailed



tasks for secondary and postsecondary education areas, such as teacher competency reinforcement and the improvement of the quality of primary and secondary education, including the construction of a teacher training institute for the establishment of an ICT department in universities for the “improvement of the quality of university education and strengthening its competency,” and the establishment of a vocational training institute for the “construction of an education infra.”

- Colombia selected four priority cooperation tasks for postsecondary education areas by properly reflecting the first-year study results and its national and social situation (issue of peace construction after the Civil War). Columbia is suggesting an “e-learning activation project using ICT,” the “construction of an environment to carry out world citizen education (teacher education program),” the “development of a professional human resources training program,” and the “construction of a secondary education quality management system” as priority cooperation tasks.
- Paraguay suggested priority cooperation tasks for secondary and postsecondary education areas, such as “teacher training for the qualitative improvement of education,” “training human resources who will lead the economic growth through the expansion of vocational training programs,” and the “reinforcement of efficiency in educational operation through the advancement of the Education Management Information System (EMIS).” In these tasks, major pending educational issues, such as the problem of educational quality and the need to train human resources that can respond to the rapid economic growth and market demand, are properly reflected.
- Peru is suggesting priority cooperation tasks for secondary and postsecondary education areas, such as “teacher training and a training competency reinforcement program,” a “middle-school ICT education competency reinforcement program,” a “local society educational health- and medical care-integrated supply program,” and “systemization of a vocational/technical

education and qualification system.”

The five countries are suggesting mid- to long-term roadmap (with a short-term goal and a mid- to long-term goal) to realize the above mentioned priority cooperation tasks as well as a method of performance management by monitoring the cooperation tasks.

To seek for a method for efficient educational development cooperation with the developing countries in Central and South America, Korea needs to establish the strategies that are concurrently considered as the common political, economic, social, and cultural homogeneity of the Central and South American Continent and the unique characteristics of the individual countries. Korea also needs to prepare a method to overcome linguistic limitations and restrictions in the geographic accessibility of Korea by seeking for a method of triangle cooperation with high- and middle-income countries (HMIC) with linguistic and cultural similarities in the region, such as Brazil, Mexico, and Chile; cooperation with private organizations and enterprises; and cooperation with the Central and South American organizations in the region. In 2015, the national cooperation strategy established by the Korean government will be completed, and the development goals of the international society will be reestablished. Accordingly, it will be meaningful to establish the effective and sustainable direction of educational development cooperation by reflecting the results of this study in the evaluation of the present-priority Country Partnership Strategy (CPS) and by concurrently considering the development goal of the international society and its correlation with the educational agenda.

□ **keyword:** Developing countries in Central and South America, Education development cooperation, Mid- to long-term cooperation strategy, Priority cooperation tasks