

2011 UNAI Forum in Seoul

New Partners for Change: UN and the World Academic Community



한국대학교육협의회
Korean Council for University Education

2011 UNAI Forum in Seoul



Tuesday, August 9

18:00-19:30	<p>Welcoming Reception and Dinner for Forum Participants and KCUE Member University Presidents Hosted by the Poongsan Corporation</p> <p>Welcome</p> <ul style="list-style-type: none"> ■ Young-Gil Kim President, Handong Global University, Korea Chairman, Korean Council for University Education <p>Congratulatory Remarks</p> <ul style="list-style-type: none"> ■ Ju-Ho Lee Minister of Education, Science, and Technology, Republic of Korea ■ Bae-Yong Lee Chairwoman, Presidential Council on Nation Branding, Korea ■ Jin Ryu Chairman & CEO, Poongsan Corporation
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Wednesday, August 10

08:30-9:15 Registration

OPENING SESSION

09:30-11:45	<p>Welcoming Address</p> <ul style="list-style-type: none"> ■ Young-Gil Kim President, Handong Global University, Korea Chairman, Korean Council for University Education
	<p>Address by the Secretary-General of the United Nations</p> <ul style="list-style-type: none"> ■ H.E. Ban Ki-Moon Secretary-General of the United Nations
	<p>Congratulatory Remarks</p> <ul style="list-style-type: none"> ■ H.E. Hwang-Sik Kim Prime Minister of the Republic of Korea

	<p>Congratulatory Remarks</p> <ul style="list-style-type: none"> ■ Getachew Engida Deputy Director-General of the United Nations Educational, Scientific, and Cultural Organization
	<p>Keynote Speech: Breaking New Snow: Five Pathways that Will Define the World of 2025</p> <ul style="list-style-type: none"> ■ J. Michael Adams President, Fairleigh Dickinson University, United States President, International Association of University Presidents
11:45-13:00	<p style="text-align: center;">LUNCHEON</p> <p>Hosted by the Korea International Cooperation Agency</p> <p>Luncheon Remarks</p> <ul style="list-style-type: none"> ■ Kiyotaka Akasaka Under-Secretary-General for Communications and Public Information, United Nations

<p>SESSION 1</p> <p>Addressing Poverty through Development: Korea's Experience</p> <ul style="list-style-type: none"> ■ Chair: Young-Sun Lee President, Hallym University, Korea Board of Trustees, Korean Council for University Education 	
13:00-14:40	<p>Presentation: The Development Experience of the Republic of Korea</p> <ul style="list-style-type: none"> ■ Joon-Kyung Kim Professor, Korea Development Institute School of Public Policy and Management
	<p>Presentation: Lessons from the Korean Development Experience</p> <ul style="list-style-type: none"> ■ Haider Ali Khan Professor of Economics, Josef Korbel School of International Studies, University of Denver, United States
	<p>Case Presentation: Outsourcing Thinking and Imagination in African Development: Lessons from South Korea?</p> <ul style="list-style-type: none"> ■ Kelechi Kalu Professor and Director of Center for African Studies, Ohio State University, United States

14:40-16:00	<p>Panel Discussion</p> <ul style="list-style-type: none"> ■ Imraan Valodia Professor and Acting Head of School of Development Studies, University of KwaZulu-Natal, South Africa ■ Hyun-Sik Chang Vice President, Korea International Cooperation Agency ■ Siwook Lee Professor of Economics, Myongji University, Korea Former Research Fellow, Korea Development Institute 	
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<p style="text-align: center;">SESSION 2 Sustainable Development</p>		
	<ul style="list-style-type: none"> ■ Chair: Yoon Soo Kim President, Chonnam National University, Korea Vice-Chairman, Korean Council for University Education 	
16:00-17:50	<p>Presentation: Korea's Policies on Green Growth: Building a Planet-responsible Civilization</p> <ul style="list-style-type: none"> ■ Dong-Seok Min Vice Minister of Foreign Affairs and Trade of the Republic of Korea 	
	<p>Presentation: The Broader Development Agenda</p> <ul style="list-style-type: none"> ■ Ebba Dohlman Senior Advisor in the Office of the Secretary General, OECD 	
	<p>Case Presentation: Korea's ODA and Development Effectiveness</p> <ul style="list-style-type: none"> ■ Dae-won Park President, Korea International Cooperation Agency 	
	<p>Case Presentation: Building International Partnerships through World Friends Korea</p> <ul style="list-style-type: none"> ■ Dae Yong Choi Assistant Chairman, Presidential Council on Nation Branding 	
17:50-19:00	<p>Panel Discussion</p> <ul style="list-style-type: none"> ■ Tae Yong Jung Deputy Executive Director, Global Green Growth Institute, Korea 	

	<ul style="list-style-type: none"> ─ Huck-Ju Kwon Professor, Graduate School of Public Administration, Seoul National University, Korea ─ Eden Mamut Director of International Permanent Secretariat, Black Sea Universities Network, Romania
19:00-20:00	<p style="text-align: center;">DINNER</p> <p style="text-align: center;">Hosted by UNAI Korea Member Universities and the ACE Consortium</p>

Thursday, August 11

<p style="text-align: center;">SESSION 3</p> <p style="text-align: center;">Educational Dimensions of Development</p> <ul style="list-style-type: none"> ─ Chair: Kwang-Ja Rhee President, Seoul Women's University, Korea Board of Trustees, Korean Council for University Education 	
09:00-11:00	<p>Presentation: Education and Economic Growth: The Korea Case</p> <ul style="list-style-type: none"> ─ MoonJoong Tcha Senior Fellow and Managing Director of Center for International Development, Korea Development Institute
	<p>Presentation: Strengthening the Role of Higher Education in Empowering Women</p> <ul style="list-style-type: none"> ─ Heisoo Shin Member, UN Committee on Economic, Social and Cultural Rights Representative, Korea Center for United Nations Human Rights Policy
	<p>Case Presentation: Applicability of a Korean Model of Non-Formal Education to African Adult Illiterates</p> <ul style="list-style-type: none"> ─ Taecksoo Chun Secretary-General, Korean National Commission for UNESCO Professor of Economics, Academy of Korean Studies
	<p>Case Presentation: UN Academic Impact Global Hub for Capacity-Building in Higher Education Systems: Handong Global University</p> <ul style="list-style-type: none"> ─ Young-Gil Kim President, Handong Global University, Korea Chairman, Korean Council for University Education

	<p>Case Presentation: The Role of Education in Promoting Entrepreneurship and Sustainable Development</p> <ul style="list-style-type: none"> ■ George Kim Professor and Director of Center for Entrepreneurship and Innovation, Handong Global University, Korea
11:00-12:20	<p>Panel Discussion</p> <ul style="list-style-type: none"> ■ Pablo Yáñez Rector, Escuela Politécnica Javeriana del Ecuador ■ Hyunsook Yu Senior Research Fellow, Korean Educational Development Institute, Korea ■ Soo-Kyung Kim Director of Department of Policy Research, Korean Council for University Education ■ Anne-Isabelle Degryse-Blateau Director, UNDP Seoul Policy Centre for Global Development, Korea
12:20-13:30	<p style="text-align: center;">LUNCHEON</p> <p style="text-align: center;">Hosted by the Presidential Council on Nation Branding</p> <p>Luncheon Remarks: Collaboration Between NASA and Universities in Building Capacity in Higher Education</p> <ul style="list-style-type: none"> ■ Jaiwon Shin Associate Administrator of Aeronautics Research Mission Directorate, National Aeronautics and Space Administration
<p style="text-align: center;">SESSION 4</p> <p style="text-align: center;">Capacity Building in Higher Education</p> <ul style="list-style-type: none"> ■ Chair: Chul Park President, Hankuk University of Foreign Studies, Korea Vice-Chairman, Korean Council for University Education 	
13:30-15:10	<p>Presentation: The Role of UNESCO in Promoting International Cooperation in Education</p> <ul style="list-style-type: none"> ■ Getachew Engida Deputy Director-General of the United Nations Educational, Scientific, and Cultural Organization

	<p>Case Presentation: Strategic Network and Collaboration in Higher Education in Australia, Southeast Asia and Korea</p> <ul style="list-style-type: none"> ■ Chung-Sok Suh Professor and Executive Director of Korea Research Institute, University of New South Wales, Australia ■ Kua Wongboonsin Vice President for Research and Innovations, Chulalongkorn University, Thailand
	<p>Case Presentation: North-South Cooperation at ACE-HED, United States</p> <ul style="list-style-type: none"> ■ Tully Cornick Executive Director of Higher Education for Development, American Council on Education, United States
15:10-16:30	<p>Panel Discussion</p> <ul style="list-style-type: none"> ■ Tzachi Milgrom Vice President, Hadassah College Jerusalem, Israel ■ Mohd Jamil Maah Deputy Vice-Chancellor for Academic and International, University of Malaya, Malaysia ■ Prapin Manomaivibool Professor and Director of Asia Research Centre, Chulalongkorn University, Thailand

CLOSING SESSION	
16:30-17:30	<p>Presentation by Student Representatives of UNAI Hub Institutions</p> <ul style="list-style-type: none"> ■ Representatives of UNAI ASPIRE
	<p>Forum Wrap Up</p> <ul style="list-style-type: none"> ■ Ramu Damodaran Chief of the UN Academic Impact Secretariat
	<p>Closing Remarks</p> <ul style="list-style-type: none"> ■ See-Young Lee Former Ambassador to the United Nations, Republic of Korea
17:30-18:30	<p style="text-align: center;">DINNER</p> <p style="text-align: center;">Hosted by the Korean Council for University Education</p>

Friday, August 12	
09:30-11:45	Meeting of Representatives of UNAI Hub Universities Chaired by Ramu Damodaran, Chief of UN Academic Impact Secretariat
11:45-13:00	LUNCHEON For UNAI Hub Representatives Hosted by the Korean Council for University Education

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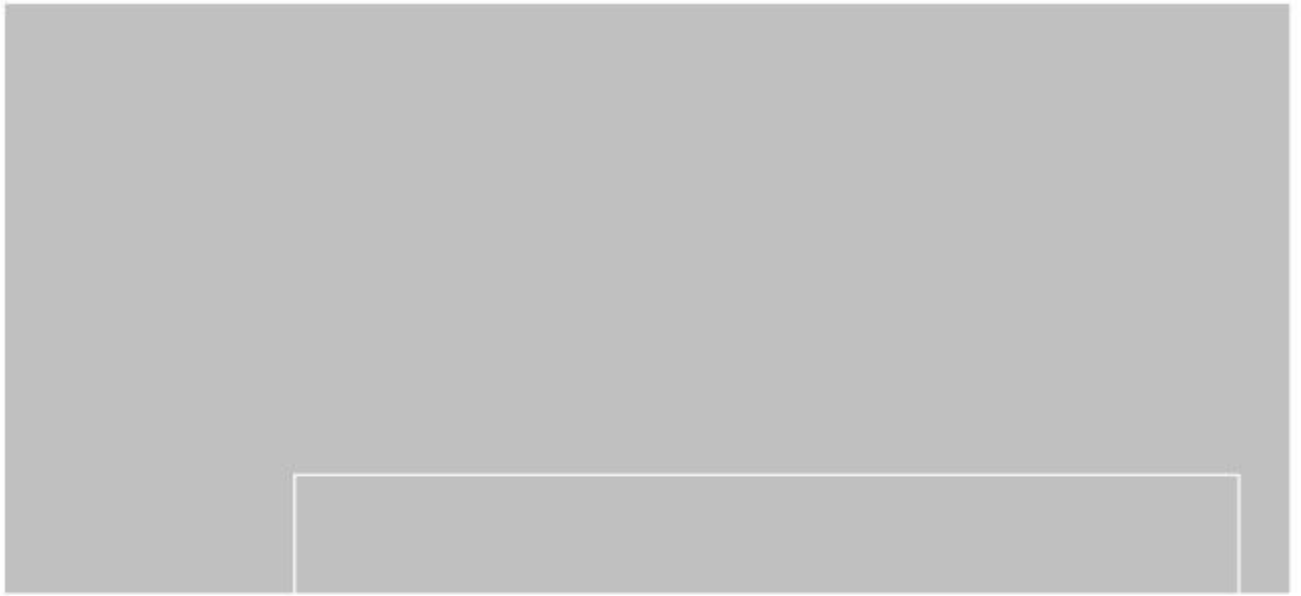
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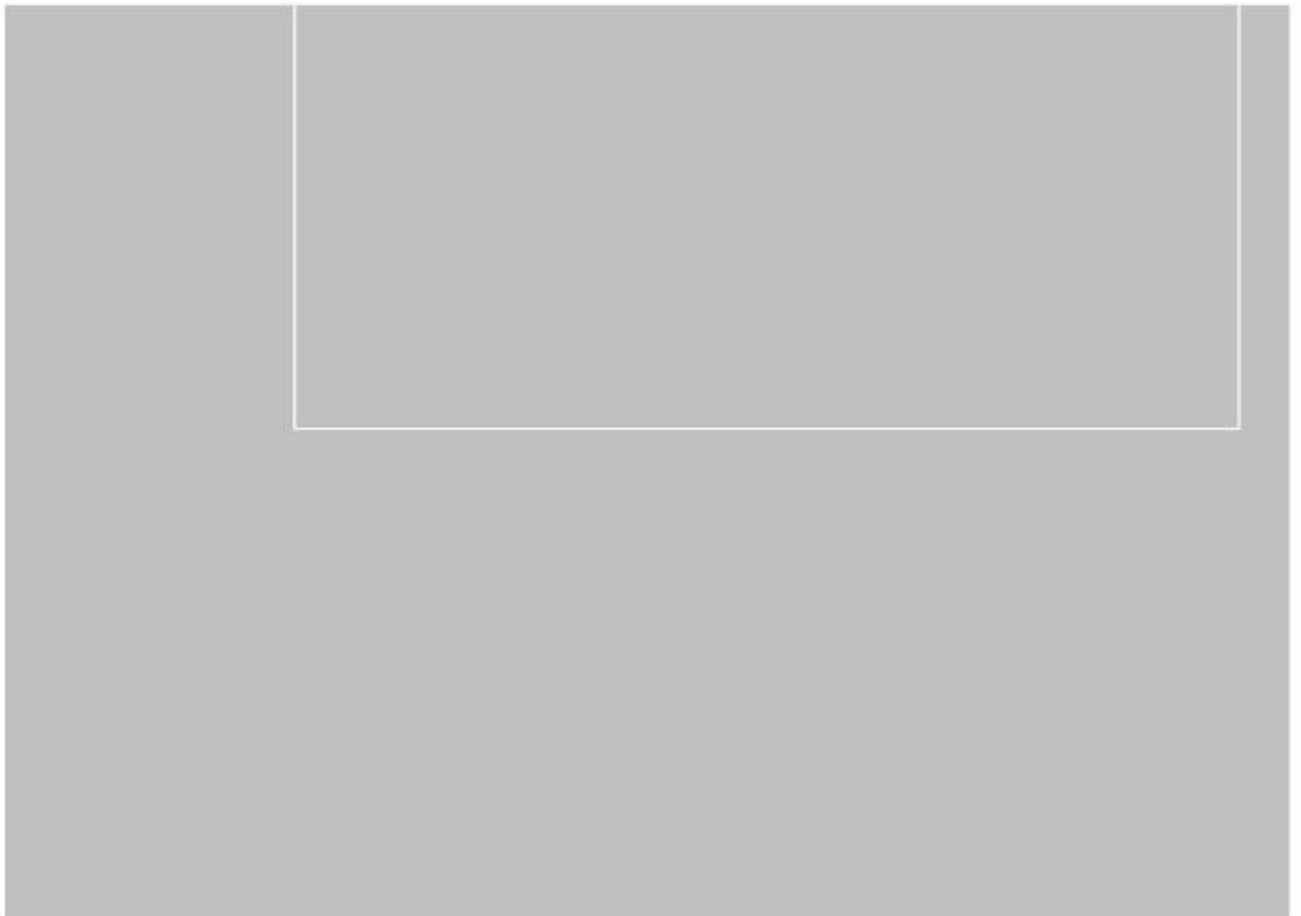
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OPENING SESSION



Welcoming Address

Young-Gil Kim

President, Handong Global University, Korea
Chairman, Korean Council for University Education

Biography



Young-Gil Kim

President, Handong Global University, Korea

Chairman, Korean Council for University Education

Dr. Young-Gil Kim (ygkim@handong.edu) is the founding and chartered president of Handong Global University (www.handong.edu) in Pohang, Korea since 1995. Since then, he nurtured HGU to what it is today with his new educational philosophy based on cross-border, multidisciplinary and whole-person education with global perspective commensurate with the 21st Century. Prior to becoming the president of HGU, Dr. Kim was a professor of material science and engineering at the Korea Advanced Institute of Science and Technology (KAIST) for 15 years. While Dr. Kim was in the United States, he worked at NASA-Lewis Research Centre in Cleveland, Ohio, on high-temperature alloys for aerospace applications. He was appointed as the Chairman of the Committee on Science & Technology, Presidential Advisory Council on Education, Science & Technology (PACEST) of the Republic of Korea since Oct 29, 2008. Also he has been inaugurated as a president of Korean Council of University Education (KCUE), president of the Accreditation Board for Engineering Education of Korea (ABEEK) and serves as the Chairman of Education Sector of the Korean National Commission for the UNESCO, and UNESCO Chair/UNITWIN Network of International Centre for Capacity Building and Entrepreneurship at HGU.

Dr. Kim received B.S. in Metallurgical Engineering from Seoul National University, Seoul, Korea, in 1964; M.S. in Metallurgical Engineering from University of Missouri-Rolla in 1969; and Ph.D. in Material Science & Engineering from Rensselaer Polytechnic Institute, Troy, New York, in 1972. Dr. Kim received Ph.D. in International Management Honoris Causa from the Institute of Finance and Economics (IFE) of Mongolia in 2003. Dr. Kim also received Honorary Doctorate Degree in Management Science from KOREA Advanced Institute of Science and Technology (KAIST) in 2011.

Welcoming Address

“Why Not Change the World through Global Collaborative Education?”

Young-Gil Kim

President, Handong Global University, Korea
Chairman, Korean Council for University Education

His Excellency Ban-Ki Moon, Secretary General of the United Nations,
His Excellency Kim Hwang-Sik, Prime Minister of the Republic of Korea.

It is a distinct honor for me to deliver the welcoming address for this UNAI Forum in Seoul, Korea.

On behalf of the Korean Council for University Education, I welcome all of you from within Korea and from around the world who are participating in this forum to explore a diversity of topics related to the theme “New Partners for Change: UN and the World Academic Community.”

First of all, I would like to extend my sincere and heartfelt congratulations to the UN Secretary General, Ban Ki-Moon for his unanimous reelection for a second term. I respect his motto of life—seeking excellence with humility, leading by example, and keeping promises. His unanimous reelection is a congratulatory and honorable event for Korean people. Let us all congratulate him once more.

Torn and poverty-stricken during the Korean War in the early 1950s, Korea was one of the least developed countries and one of the biggest recipients of foreign assistance. But the country has succeeded in transforming itself from a major recipient to a donor country within a single generation. Establishment and development of higher education and research institutions played key roles in its economic development, and Korea owed much of its success to international organizations. Korea’s rapid economic development would not have been achieved had it not been for the help of the international community.

Korea received high-level foreign financial assistance, but its experience has shown that such financial assistance alone cannot guarantee success. The secret of the Korean success lies, in large measure, in its human development policies that can be a helpful guide to other developing nations. After enduring the transformation into a developed country, Korea is in an ideal position to serve as a bridge between the communities of developed and developing countries. Korea understands both worlds better than, perhaps, many other nations. Since Korea has unique experience and know-how in education that helped the country catapult itself from a developing to a developed country in a mere 30 years, one of the most efficient ways for Korea to repay part of its debt would be to help developing countries through assistance in education.

In response to the global need to build higher educational capacity for sustainable development for solving the interconnected problems and the realization of the UN MDGs through the United Nations Academic Impact (UNAI) initiative, the Korean Council for University Education (KCUE) with the Ministry of Education, Science, and Technology (MEST) and the Ministry of Foreign Affairs & Trade (MOFAT) of the Republic of Korea are co-hosting this 2011 UN Academic Impact Forum for addressing priority issues our world is facing.

During this forum, the newly formed UNAI ASPIRE (Action by Student to Promote Innovation and Reform through Education) group will also be mobilized for action. UNAI ASPIRE will connect student organizations and individuals to global opportunities through the United Nations, academic institutions, and civil society groups that focus on the ten principles of the UNAI initiative to offer future leaders an early opportunity to gain hands-on experience.

Dear distinguished academic leaders and guests, Ladies and Gentlemen!

Our future well-being will depend on global thinking with real action in the present.

We have to open our minds, think globally, and act globally.

We are all united in the common goal of seeking a better, more prosperous, and peaceful world. Now more than ever, educational leaders, professors, and students are called

upon to tackle challenges together, all as responsible citizens of the global community.

Thank you for participating with us in the 2011 UNAI Forum in Seoul, Korea.

We look forward to working more closely with all of you to bring it to life in meaningful ways to build a better world for all through this forum.

Thank you very much.

Opening Address

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Ban Ki-Moon
SecretaryGeneral of the United Nations

Biography



Ban Ki-moon

Secretary-General of the United Nations

Ban Ki-moon is the eighth Secretary-General of the United Nations. His priorities have been to mobilize world leaders around a set of new global challenges, from climate change and economic upheaval to pandemics and increasing pressures involving food, energy and water. He has sought to be a bridge-builder, to give voice to the world's poorest and most vulnerable people, and to strengthen the Organization itself.

"I grew up in war", the Secretary-General has said, "and saw the United Nations help my country to recover and rebuild. That experience was a big part of what led me to pursue a career in public service. As Secretary-General, I am determined to see this Organization deliver tangible, meaningful results that advance peace, development and human rights."

Mr. Ban took office on 1 January 2007. Highlights of his tenure have included:

Promoting sustainable development

One of the Secretary-General's first major initiatives was the 2007 Climate Change Summit, followed by extensive diplomatic efforts that have helped put the issue at the forefront of the global agenda. Subsequent efforts to focus on the world's main anti-poverty targets, the Millennium Development Goals, have generated more than \$60 billion in pledges, with a special emphasis on Africa and the new Global Strategy on Women's and Children's Health. At the height of the food, energy and economic crises in 2008, the Secretary-General successfully appealed to the G20 for a \$1 trillion financing package for developing countries and took other steps to guide the international response and protect the vulnerable and poor.

Empowering women

The Secretary-General pressed successfully for the creation of UN Women, a major new agency that consolidates the UN's work in this area. His advocacy for women's rights and gender equality has also included the "Unite to End Violence against Women" campaign, the "Stop Rape Now" initiative, the creation of a "Network of Men Leaders" and the establishment of a new Special Representative on Sexual Violence in Conflict. Within the UN itself, the Secretary-General has increased the number of women in senior management positions by more than 40 per cent, reaching the highest level in the Organization's history.

Supporting countries facing crisis or instability

The Secretary-General has sought to strengthen UN peace efforts, including through the

New Horizons peacekeeping initiative, the Global Field Support Strategy and the Civilian Capacity Review, a package of steps to improve the impact of the 120,000 United Nations “blue helmets” operating in the world’s conflict zones. A mediation support unit, along with new capacity to carry out the Secretary-General’s good offices, have been set up to help prevent, manage and resolve tensions, conflicts and crises. Accountability for violations of human rights has received high-level attention through inquiries related to Gaza, Guinea, Pakistan and Sri Lanka, legal processes in Lebanon and Cambodia, and advocacy for the “responsibility to protect,” the new United Nations norm aimed at prevent and halt genocide and other grave crimes. He has also sought to strengthen humanitarian response in the aftermath of mega-disasters in Myanmar (2008), Haiti (2010) and Pakistan (2010), and mobilized UN support for the democratic transitions in North Africa and the Middle East.

Generating new momentum on disarmament, arms control and non-proliferation

The Secretary-General has sought to rejuvenate the disarmament agenda through a five-point plan, efforts to break the deadlock at the Conference on Disarmament and renewed attention to nuclear safety and security in the aftermath of the tragedy at the Fukushima Daiichi Nuclear Power Plant.

Strengthening the UN

The Secretary-General has introduced new measures aimed at making the United Nations more transparent, effective and efficient. These include heightened financial disclosure requirements, compacts with senior managers, harmonization of business practices and conditions of service, the adoption of International Public Sector Accounting Standards, and continued investments in information technology and staff development.

Personal

The Secretary-General was born in the Republic of Korea on 13 June 1944. He received a bachelor’s degree in international relations from Seoul National University in 1970. In 1985, he earned a master’s degree in public administration from the Kennedy School of Government at Harvard University.

At the time of his election as Secretary-General, Mr. Ban was his country’s Minister of Foreign Affairs and Trade. His 37 years of service with the Ministry included postings in New Delhi, Washington D.C. and Vienna, and responsibility for a variety of portfolios, including Foreign Policy Adviser to the President, Chief National Security Adviser to the President, Deputy Minister for Policy Planning and Director-General of American Affairs.

Mr. Ban’s ties to the United Nations date back to 1975, when he worked for the Foreign Ministry’s United Nations Division. That work expanded over the years, with assignments that included service as Chairman of the Preparatory Commission for the Comprehensive Nuclear Test Ban Treaty Organization and Chef de Cabinet during the Republic of Korea’s 2001-2002 presidency of the UN General Assembly. Mr. Ban has also been actively involved in issues relating to inter-Korean relations.

The Secretary-General speaks English, French and Korean. He and his wife, Madam Yoo (Ban) Soon-taek, whom he met in high school in 1962, have one son, two daughters and three grandchildren. Since 2007, Mrs. Ban has devoted her attention to women’s and children’s health, including autism, the elimination of violence against women, and the campaign to prevent mother-to-child transmission of HIV/AIDS.

Congratulatory Remarks

Hwang-Sik Kim

Prime Minister of the Republic of Korea

Biography



Hwang-Sik Kim

Prime Minister of the Republic of Korea

Kim, Hwang Sik assumed office as the 41st Prime Minister of the Republic of Korea on 1 October 2010.

Before his appointment, Prime Minister Kim served as Chairman of the Korean Board of Audit and Inspection from 2008. During his term as Chairman, he also held the position as Chair of the UN/INTOSAI Platform on Public Accountability INTOSAI(International Organization of Supreme Audit Institutions), Secretary General of ASOSAI(Asian Organization of Supreme Audit Institutions) and was a member of the Governing Board of ASOSAI and INTOSAI. During his post, he is considered to have contributed to the improvement of the audit system in the Asian region by adopting best practices of transparency through more active exchanges among international audit institutions.

As a leading member of the Korean judiciary, Prime Minister Kim served as Justice of the Supreme Court from 2005 to 2008 and as Vice Minister of the National Court Administration in 2005. Prior to that, he served as a Judge for over 30 years in various major courts including the Gwangju District Court, the Seoul High Court, and the Seoul Criminal Court since starting his legal career in 1974.

Prime Minister Kim received his Bachelor's degree in Law from Seoul National University(1971) and also studied at Philipps University of Marburg in Germany(1978-79). He is the co-author of "The Interpretation of Civil Law (vol.1~19)".

Prime Minister Kim was born in Korea on 9 August 1948 and is married with 2 children.

Congratulatory Remarks

Getachew Engida

Deputy Director-General of the United Nations Educational, Scientific,
and Cultural Organization

Biography



Getachew Engida

Deputy Director-General of the United Nations Educational, Scientific, and Cultural Organization

Born in July 1956, Mr Engida holds a B.A. (Honours) degree in Economics from the University of Manchester (UK) and an MBA with Commendations in International Business and Finance from City University Business School in London (UK).

Mr Engida started his career in 1981 as an Audit Supervisor at Messrs Ernst & Young, Chartered Accountants in London. In 1985, he joined Industrial Gases Company (BOC Ltd) in Surrey (UK) as Group Research Accountant. From 1987 to 1995, he was a Financial Manager for Reuters Ltd in London and Nairobi (Kenya).

In 1995, he joined the International Fund for Agricultural Development (IFAD) in Rome (Italy) as Assistant Comptroller. During his tenure, he served as Secretary of the Finance and Audit Committee of the IFAD Executive Board, and as a member of the Change Management Committee.

Mr Engida joined UNESCO as Deputy Assistant Director-General for Administration and Comptroller in the Sector for Administration in June 2004. In August 2007, he became Comptroller and Director of the newly-established Bureau of the Comptroller. In this capacity, Mr Engida participated in a number of UN system coordination mechanisms, including the High-Level Committee on Management (HLCM) of the Chief Executives Board. He is currently Chairperson of the Audit Committee of the United Nations Joint Staff Pension Fund (UNJSPF).

As from 1st July 2010, Mr Engida is Deputy Director-General of UNESCO.

“Higher Education : A Positive Development Dynamic”

Seoul, Republic of Korea, 10 August 2011

Getachew Engida
Deputy Director-General of the United Nations Educational, Scientific,
and Cultural Organization

Secretary-General of the United Nations, Mr Ban Ki-moon,

Mr Young Gil-Kim, Chairman of the Korean Council for University Education

Excellencies, Ladies and Gentlemen,

It is a pleasure and honour for me to represent our Director-General here today.

Allow me first to commend you, Mr Secretary-General, for launching the Academic Impact Initiative, and to thank you, Mr Chairman, for hosting this meeting.

In less than one year, you have drawn some 572 institutions in 98 countries on board. All are committed to promoting awareness of global challenges and to bolstering “intellectual social responsibility”.

It is the first time that UNESCO is participating in an event organized by the UN Academic Impact.

Our missions could not be more closely intertwined.

UNESCO’s Constitution, adopted 65 years ago, affirms a belief in the intellectual solidarity of humankind, in “the full and equal opportunities for education for all” and “in the free exchange of ideas and knowledge.”

The face of higher education has changed dramatically since then, but this core mission is all the more vital in today’s complex, fast changing and interdependent world.

UNESCO has convened two major conferences on higher education, ten years apart, in 1998 and 2009.

Over 1,000 participants from some 140 countries participating in the 2009 World Conference reaffirmed the responsibility of higher education and its fundamental role in responding to the Millennium Development Goals. They stressed that “at no time in history has it been more important to invest in higher education as a major force in building an inclusive and diverse knowledge society and to advance research, innovation and creativity.”

So you see that we stand on common ground.

Higher education is strategic for all countries. It is a public good that is the responsibility of all stakeholders, especially governments. Large emerging economies are making investment in tertiary education and R&D a basis for carrying more weight in the global knowledge economy.

Higher education breeds the expertise, knowledge and skills that are required for increasing prosperity and enabling human development. It is key to reinforcing the home-grown capacity of any country to chart their future. It generates the global knowledge to address global challenges, from climate change, environmental protection and food security to public health and education for all.

Tertiary institutions are hubs of creativity, research and innovation. Today’s students are the scientists, health professionals, teachers, engineers, planners, researchers and leaders of tomorrow.

But whatever path they choose, what matters most is that their motivation is driven by a sense of active citizenship, social responsibility and respect for fundamental rights and freedoms.

For higher education to play its full role, it has to be accessible, relevant and of high quality. It must be closely connected to national and international development agendas. It must both respond to and anticipate societal needs. It must be grounded in a sense of ethics, of collective responsibility.

Ladies and Gentlemen,

Globally we are witnessing entirely new dynamics in higher education, driven by rising demand, new technologies that are revolutionizing learning, including through the surge in cross-border education.

In less than 40 years enrolments have increased fivefold – in Africa they have risen 66 percent since 1999. Students are increasingly mobile.

But these figures mask enormous disparities. Sub-Saharan Africa has the world’s lowest participation rate, at 5.6 percent. This is followed by South and West Asia at 11%, the Arab States at 21%, East Asia and the Pacific at 26%, while North America and Western Europe peak at 80%.

The gaps – and their consequences – speak for themselves.

A 2010 study of the Organization for Economic Cooperation and development posited that participation between 40% and 50% of young people in higher education is necessary for sustained economic growth.

It is estimated that global demand will expand from less than 100 million students in 2000 to over 250 million in 2025. Most of this will come from middle- and low-income countries.

This is why international cooperation and academic solidarity are so important.

We cannot speak about overcoming poverty without building high quality inclusive education systems.

Higher education represents the culmination of a learning journey that starts in the earliest years of an individual's life.

UNESCO strongly advocated for this holistic and inclusive vision at the recent High-Level segment of the United Nations Economic and Social Council last month, focused for the first time ever on education.

The Ministerial Declaration adopted at its closing recognizes the strong links between education and the MDGs. It stresses the importance of quality education, including higher education, for sustainable development and for building “just and democratic societies”.

We are here in the Republic of Korea, a country that has made investment in education and skills the foundation of its remarkable economic and social transformation in the space of a few generations.

We pay a high price for educational deprivation, in terms of poverty, marginalization and inequality.

We cannot expect to build just and equitable societies when 70 million children are out of primary school, about the same number are not benefiting from a secondary education and over 800 million adults are illiterate.

Education cuts across all the Millennium Development Goals. It is the key to their achievement. Education save lives, improves livelihoods, enables political participation and drives economic growth.

The Universal Declaration of Human Rights states that “everyone has the right to education,” and that higher education must be “equally accessible to all on the basis of merit”

We face the global challenge of strengthening the quality of higher education and ensuring more equitable access.

UNESCO is actively engaged in promoting international policy dialogue around higher education and building up national and regional capacity.

Knowledge needs to be generated in all regions and shared. The negative impact of brain drain can only be combated through strengthening higher education systems in developing countries.

Technology can facilitate wider access, higher quality while lowering costs.

This is one of the goals underpinning the agreement UNESCO signed earlier this year with the West African Economic and Monetary Union. It involves supporting the rollout of a reform to ensure degree equivalence across countries of the Union, the creation of virtual libraries, and the boosting of ICTs for teaching, learning and research. This is a very clear sign of the strategic importance that governments place on higher education for regional development.

The UNESCO/Hewlett-Packard Brain Gain initiative is enabling regional and global collaboration in science and research in Africa and the Arab States.

We are promoting the use of open educational resources as a means to increase universal access to knowledge.

We need to promote collaboration over competition, to build world-class higher education systems.

The rise of cross-border education, calls for stronger regulation to ensure transparency, quality and relevance.

UNESCO, together with partners, plays a leading role in supporting governments to ensure the quality of degrees, against the backdrop of internationalization and student mobility.

The 2005 UNESCO/OECD Guidelines for Quality Provision in Cross-Border education provide important benchmarks. UNESCO's six regional conventions on the recognition of academic qualifications go a step further – by promoting recognition by universities and employers on the basis of transparency between Member States and reliable quality assurance across systems.

Cooperation between universities is deepening – but it must be taken further.

This is part of creating a culture of social responsibility around higher education.

UNESCO has a long tradition of building strong networks between universities and promoting scholarship aligned with development challenges. This goal drives our UNESCO Chairs and UNITWIN programmes, established to advance research, training and curricula development in all our fields of competence. From education to science to cultural heritage and gender issues, these 69 networks and 715 Chairs in 130 countries are successfully establishing new teaching programmes, generating ideas through research and reflection, and contributing to our knowledge about how to build more sustainable and peaceful societies.

The ivory tower of higher education belongs to the past. Higher education is a strategic and influential player worldwide. It carries a strong ethical responsibility towards society.

There is intense debate around higher education because of this. In May we held a stimulating international forum at UNESCO in Paris on the controversial issue of university rankings and accountability tools. We will be organizing similar fora on private higher education as well as higher education and employability in the next two years. These are crucial global debates that I hope you will join in.

Our ultimate responsibility is to ensure opportunities to all youth through access to inclusive, relevant and effective education systems. Across the world we are seeing youth mobilizing to build more democratic and just societies. This potential has to be supported and nurtured. Solidarity is about building bridges to promote mutual understanding, to advance peace and human rights for the common good. This is the ethos that guides the UN Academic Impact and that guides UNESCO's work.

I am confident that this Conference will open new paths for us to work more closely together for real impact where the needs are greatest.

Thank you.

Keynote Speech

Breaking New Snow: Five Pathways that Will Define the World of 2025

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J. Michael Adams

President, Fairleigh Dickinson University, United States
President, International Association of University Presidents

Biography



J. MICHAEL ADAMS

President, Fairleigh Dickinson University, United States
President, International Association of University Presidents

Dr. J. Michael Adams is devoted to building bridges across divides and transforming lives through higher education. His leadership in global education and his devotion to fostering international understanding has been recognized throughout the world.

The president of Fairleigh Dickinson University since 1999, he inspired a new vision and mission dedicated to preparing world citizens through global education. He further led an institutional transformation that instilled a sense of mission across the University.

During his presidency, the University established a new campus in Vancouver, British Columbia, Canada; dedicated \$135 million to new facilities and capital improvements; and successfully concluded the largest capital campaign in FDU's history. He led the creation of a nationally recognized distance-learning program and established a new category of Global Virtual Faculty™ — scholars and professionals from around the world who contribute to the online-learning environment. Early in his FDU tenure, he launched the United Nations Pathways program, which brings members of the diplomatic corps to campus for interaction with students; and helped the institution gain nongovernmental organization (NGO) status at the United Nations. More recently, FDU became the first university in the world to earn "Special Consultative Status" with the United Nations Economic and Social Council (ECOSOC). In addition, Dr. Adams spearheaded numerous innovative offerings including the Spanish-to-English degree program *Puerta al Futuro*, community college partnerships, a national model support program for veterans and a unique collaboration with *The New York Times* to offer online career studies certificates.

Dr. Adams is active with many national and international education organizations. He serves as president (2011–2014) of the International Association of University Presidents (IAUP), where his agenda involves engaging universities to help solve global problems. He is a member of the Governing Council of the United Nations University and is a National Council member of the United Nations Association of the United States of America. Dr. Adams also is a member of the Steering Committee of the World Bank's Researchers Alliance for Development and the Editorial Advisory Board for *International Educator*, the flagship bimonthly magazine of NAFSA: Association of International Educators.

The author of nine books, Dr. Adams' publications and research cover a wide variety of topics including print, publishing, communication and career development, as well as topics specific to the field of higher education. His most recent book, *Coming of Age in a Globalized World: The Next Generation*, explores the impact of globalization and examines the case for world citizenship through global education.

Prior to joining FDU, Dr. Adams served 15 years as academic dean of the Nesbitt College of Design Arts at Drexel University, in Philadelphia. There, he led the transformation of the college into one of the premier design schools in the United States. He came to Drexel University from the State University of New York at Oswego, where he moved through the academic ranks to full professor and earned the Chancellor's Award for Teaching Excellence. He also held positions as department head, director of research development and dean of the Alumni College and served as a U.S. Congressional Fellow under Representative Carl Perkins.

Dr. Adams' numerous honors and awards include election as a Danforth Foundation Associate, for commitment to the liberal arts; the Soderstrom Society of Fellows, for lifetime contributions to print and publishing; and the New York State Award for Leadership in Sex Equity. He is a Fellow of the Royal Society for the Encouragement of Arts, Manufactures and Commerce, which was founded in 1754 in London, England. In 2006, Dr. Adams was awarded an honorary doctor of humane letters from Kyungnam University, Korea, in recognition of his international leadership in higher education.

Dr. Adams holds a B.S. from Illinois State University, Normal; an M.S. from University of Illinois, Urbana; and a Ph.D. from Southern Illinois University, Carbondale.

Luncheon Remarks

Kiyotaka Akasaka
Under-Secretary-General for Communications and Public Information,
United Nations

Biography



Kiyotaka Akasaka

Under-Secretary-General for Communications and Public Information,
United Nations

Kiyotaka Akasaka was appointed Under-Secretary-General for Communications and Public Information in 2007. He also serves as Coordinator of questions relating to multilingualism throughout the UN Secretariat.

Mr. Akasaka served as Deputy Secretary-General of the Organization for Economic Cooperation and Development from 2003 to 2007. He was Japan's Ambassador to the UN from 2000 to 2001; and a bureau member for the 2002 World Summit on Sustainable Development.

As Deputy Director-General of the Japanese Foreign Ministry's Multilateral Cooperation Department, Mr. Akasaka was one of Japan's senior negotiators in the Kyoto Conference on Climate Change. He has also worked with the World Health Organization and the Secretariat of the General Agreement on Tariffs and Trade.

Session 1

Addressing Poverty through Development: Korea's Experience

Chair: Young-Sun Lee

President, Hallym University, Korea

Board of Trustees, Korean Council for University Education

SESSION 1

Addressing Poverty through Development: Korea's Experience

- Chair: Young-Sun Lee
President, Hallym University, Korea
Board of Trustees, Korean Council for University Education

13:00-14:40	<p>Presentation: The Development Experience of the Republic of Korea</p> <ul style="list-style-type: none"> ■ Joon-Kyung Kim Professor, Korea Development Institute School of Public Policy and Management <p>Presentation: Lessons from the Korean Development Experience</p> <ul style="list-style-type: none"> ■ Haider Ali Khan Professor of Economics, Josef Korbel School of International Studies, University of Denver, United States <p>Case Presentation: Outsourcing Thinking and Imagination in African Development: Lessons from South Korea?</p> <ul style="list-style-type: none"> ■ Kelechi Kalu Professor and Director of Center for African Studies, Ohio State University, United States
14:40-16:00	<p>Panel Discussion</p> <ul style="list-style-type: none"> ■ Imraan Valodia Professor and Acting Head of School of Development Studies, University of KwaZulu-Natal, South Africa ■ Hyun-Sik Chang Vice President, Korea International Cooperation Agency ■ Siwook Lee Professor of Economics, Myongji University, Korea Former Research Fellow, Korea Development Institute

Biography



Young-Sun Lee

President, Hallym University, KoreaBoard of Trustees, Korean Council for University Education

Dr. Young-Sun Lee is currently President of Hallym University, one of South Korea's leading private universities.

Before assuming the presidency at Hallym, he was a professor of Economics at Yonsei University. There, he also served the university as Director of the Institute for Korean Unification Studies, Dean of University Planning and Development, and Dean of the Graduate School of International Studies.

As a leading economist and scholar, Dr. Lee's career spans decades of research and service to the government and the public. He was a member of the National Economic Advisory Council, the Civilian Commission for Industrial Policy, the Committee for Tax System Development and the Advisory Committee for Unification Policy. He has also served as President of the Korea Academic Association of International Trade, the Korea International Economic Association, and, most recently, as President of the Korean Economic Association.

Dr. Lee has authored, co-authored, edited, and co-edited numerous publications on Korean economy, trade policy, and the economic relationship between South Korea and North Korea. His publications include: *Income Distribution of Korea in Historical and International Prospects: Economic Growth and the Distribution of Income in Korea Facing Globalization in a High-Tech Skill World*, published at the Korea Development Institute in 2007; "The Determinants of Economic Growth of Transition Economies: Economic Reform versus Initial Conditions," published in the *International Economic Journal* in 2006; "Economies of Scale, Technological Progress, and the Sources of Economic Growth: Case of Korea, 1969-2000," published in the *Journal of Policy Modeling* in 2005; and "The Structure of North Korea's Political Economy: Changes and Effects," published in *A New Engagement of Framework for North Korea?: Contending Perspectives* (KEI) in 2004.

Dr. Lee studied Economics at Seoul National University and earned both his MA and Ph. D. at the University of Maryland in College Park.

Presentation

The Development Experience of the Republic of Korea

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Joon-Kyung Kim

Professor, Korea Development Institute School of
Public Policy and Management

Biography



Joon-Kyung Kim

Professor, Korea Development Institute School of Public Policy and Management

Joon-Kyung Kim is Professor and Managing Director of Office for Development Network at the Korea Development Institute (KDI) School of Public Policy and Management. He joined in KDI in 1990, and served as Senior Vice President of KDI, and Secretary to the President in Financial Policy. He was also an assistant professor at Virginia Tech; visiting professor at Columbia University; and World Bank consultant.

He has a Ph.D. in economics from the University of California at San Diego, and a B.S. in computer science and statistics from the Seoul National University.

From Aid to Development: The Korean Experience

Joon-Kyung Kim

Professor, Korea Development Institute School of Public Policy and Management

1 Overview: From Aid to Development, the Korean Experience)

- 1.1 Korea, Going from Aid Recipient to Donor
- 1.2 Broad based Social and Economic Transformation
- 1.3 Overview of Broad based Development (1962-2010)
- 1.4 Key factors for Korea's broad based development

2 Impact of US Aid

- 2.1 Allocation of Aids from US
- 2.2 Overall assessment of aids allocation
- 2.3 Lasting Impact of US aids : Minnesota Project

3 Securing a Path to Self-Sustained Development

- 3.1 Addressing Government Failure: Anti-corruption Programs
- 3.2 Securing foreign loans
- 3.3 More to Japan's assistance than just aid
- 3.4 Policies for Broad Based Development

4 Lessons from Korea's Experience for Aid and Development Effectiveness

- 4.1 Policy Lessons



From Aid to Development: The Korean Experience

2011. 8

Joon-Kyung Kim



**1. Overview: From Aid to Development,
the Korean Experience**

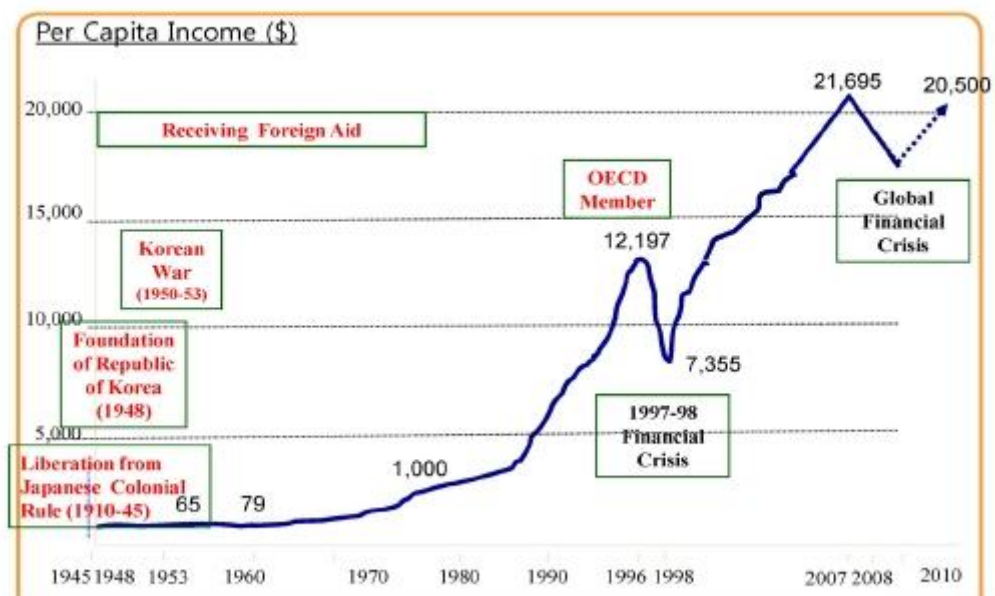
2. Impact of US Aid

3. Securing a Path to Self-Sustained Development

**4. Lessons from Korea's Experience for Aid and
Development Effectiveness**

1. Overview: From Aid to Development, the Korean Experience

□ Korea, Going from Aid Recipient to Donor



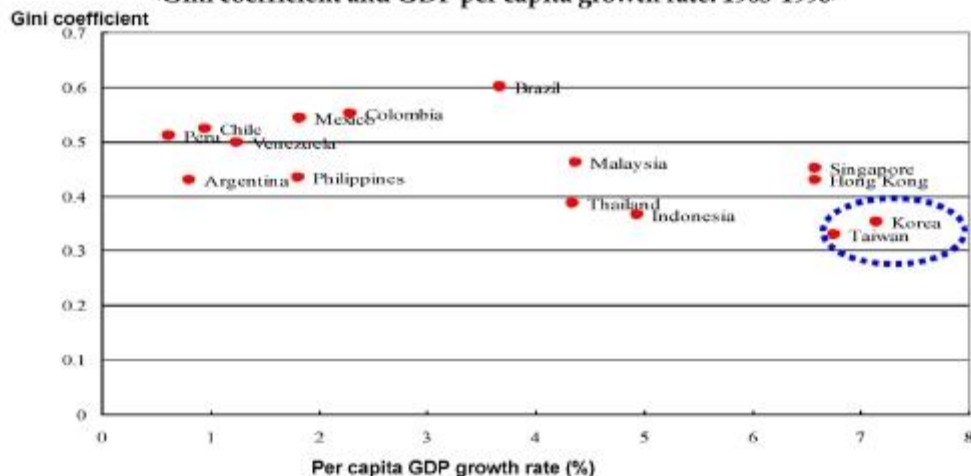
Domestic saving/GDP ratio in 1950s: only 3%

□ Broad based Social and Economic Transformation

2

▶ Korea's "shared growth" has been cited as one of few countries that could grow rapidly with relatively low income inequality.

<Gini coefficient and GDP per capita growth rate: 1965-1990>



□ Overview of Broad based Development (1962-2010)

3

	1962	1992	1997	2007	2010
Economic Development					
Per Capita GDP	\$87 (101st)	\$7,527	\$11,176	\$20,014 (24th)	\$20,500
Investment (% of GDP)	13.8	37.3	36.0	29.0	29.3*
Exports (% of GDP)	5.1	26.6	32.4	45.6	51.5*
Imports (% of GDP)	16.8	27.7	33.0	44.8	47.1*
Trade (% of GDP)	21.9	54.3	65.4	90.4	98.6*
Social Development					
Life expectancy at birth	55	72	74	79	80.5
Infant (less than 5 year old) mortality rate (per 1000 births)	138	8.5	7.2	5.2	4.9
Parasite Infection rate (寄生虫 感染率)	1969: 77% → 1985: 4% → 1990: 0.6%				

* 2009

□ Key factors for Korea's broad based development (1/2) ⁴

▶ **Foreign aid** played invaluable role in Korea's development.

- Aid helped to **avert humanitarian crisis** after liberation and during Korean War;
- Drive **Korean War reconstruction** efforts;
- Raise Korea's **capital stock** in infrastructure (transport and power) and human capital; and
- Secure foreign savings to **finance industrialization**.

□ Key factors for Korea's broad based development (2/2) ⁵

▶ Korea's early development experience can be seen as a **Big-Push** type of investment program.

- Simultaneous, centrally coordinated, massive development program, followed with **a set of complementary interventions** and reforms (i.e., rural development policies).

▶ Securing a path to **self-sustained** development

- Park Chung-Hee government took **ownership** of development process by pursuing **anti-corruption** campaign and government reforms.
- **Rural development** (i.e., *Saemaul* Movement) underpinned Korea's **broad based** transformation by changing **belief system** and building **social capital**.



2. Impact of US Aid

□ Allocation of US Aid US (1/2)

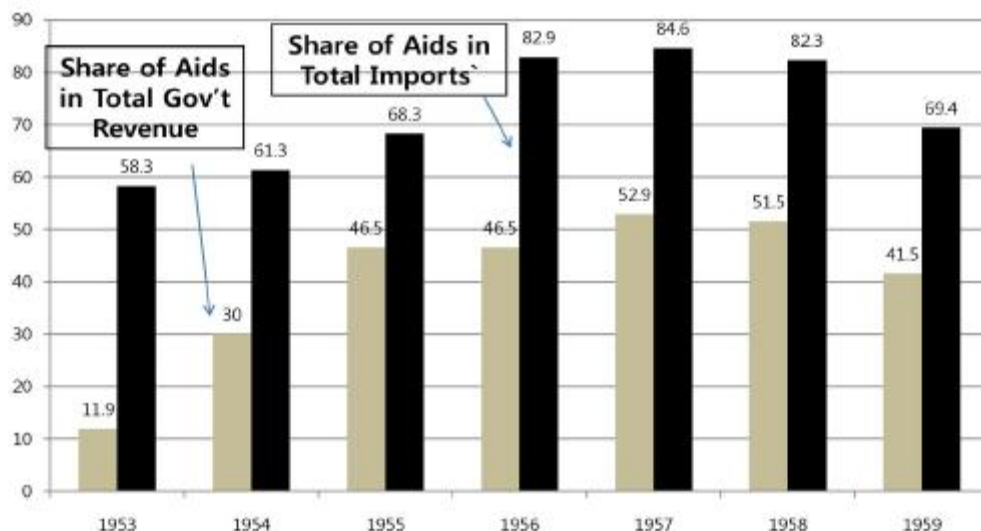
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- ▶ After liberation from Japan in 1945, Korea suffered depression, hyperinflation, and civil war (1950-53).
- ▶ **US aid** was critical in the short and long-term, nearly **\$13BN** in total, most of it in **grants**
- ▶ The willful hand of US demonstrated the **conditional nature of its assistance to Korea**
 - ROK-US mutual agreement had to be reached on use of aid through a **formal decision making body**.
 - US aid focused on 'stabilization first and then development later'
 - Korea was subject to **strict conditions to meet specific macro targets**: stabilize prices, pursue **fiscal** austerity and fair exchange rate

<Box 1> Influence of Foreign Aids in 1950s

9

Share of Foreign Aids in Total Imports and Total Government Revenue in the 1950s



Lee, Dae-guen (2002), *The Korean Economy in the Post-Liberation period and the 1950s*

Allocation of Aids from US (2/2)

10



Korea and US were in constant conflict on Korea's development strategy.

- Korea wanted to pursue **industrialization** (by allocating 70% of aid to facility investment) while US wanted to pursue **stabilization first**

Aids from US and UN by Types (\$Mil, %)

	Facilities		Raw materials		Total	
	Amount	Share(%)	Amount	Share(%)	Amount	Share(%)
GARIOA	31	8	379	92	410	100
ECA/SEC	6	3	196	97	202	100
CRIC	-	-	457	100	457	100
UNKRA	86	70	36	30	122	100
FOA/ICA	485	28	1,260	72	1,745	100
PL480	-	-	203	100	203	100
Total	608	19	2,531	81	3,139	100

Lee, Dae-guen (2002), *The Korean Economy in the Post-Liberation period and the 1950s*

Overall assessment of aids allocation

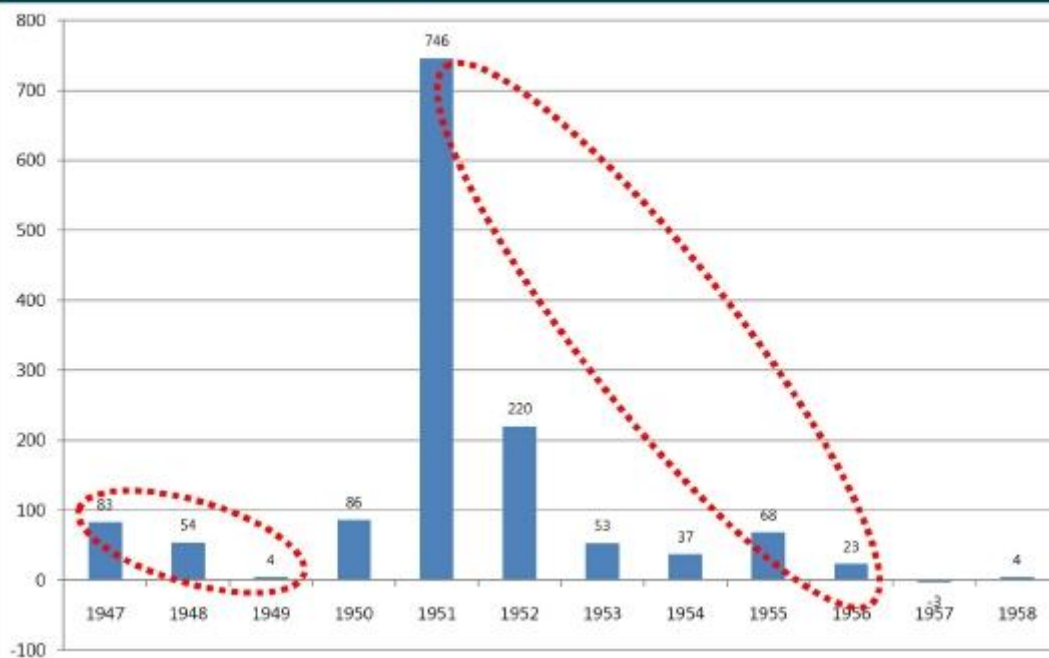
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► Impact of US aid was immeasurable, but Korea became **too dependent on aid**.

- Aid averted humanitarian crisis and raised standard of living
- Aid also raised Korea's capital stock in human capital (health and education), and basic physical infrastructure (railways, roads, power, etc.)
- Hyperinflation was subdued and some growth was achieved at 5% GDP annual growth during 1954-60, although it was largely consumption driven.
- However, Korea seemed to become too dependent on aid which suppressed agriculture prices and distorted the incentives of farmers
- Indeed, a drop in US aid correlated to a fall in Korea's GDP growth in the late 1950s.

<Box 2> Consumer price inflation rate

12



□ Lasting Impact of US aids : Minnesota Project

15

▶ **Technical assistance** to upgrade capacity of higher-education at **Seoul National University (SNU)** (1954-61)

- **Faculty Exchange Program**: 226 SNU professors in the fields of medicine, engineering and agriculture studied at Minnesota. 59 US experts dispatched to SNU to give technical assistance
- Aid amount: about \$10 million, the greatest scale higher-level educational aid program by US

▶ Under Minn. Project, **SNU professors were trained in US** to upgrade Korean medical education system to **US standard**

- Very successful in training top instructors and upgrading Korean medical education system. Today, SNU is top medical school in Korea
- Initially, "**brain drain**" as many of newly trained physicians left Korea to find work overseas. Why? **No jobs** in Korea for new graduates as **patients could not afford to pay** health costs due to **lack of medical insurance system**. At the same time, US opened **immigration policy** to attract qualified physicians. This trend reversed when Korea introduced medical insurance and US immigration policy changed.

16

Minnesota Project trained top instructors in Korea



〈이영균 박사의 미네소타 대학 연구 시절〉

맨 왼쪽은 릴리아이 박사, 맨 오른쪽이 이영균 박사다.



3. Securing a Path to Self-Sustained Development

□ Addressing Government Failure: Anti-corruption Programs (1/2)

17

- ▶ The failures of the Syngman Rhee gov't that led to rent-seeking behavior/**corruption** had become an obstacle to economic reform and progress.
- ▶ Soon after Park Chung-Hee took power, he systematically **took part** the government-business networks or crony capitalism.
 - President Park placed Korea's **industrialists** under state arrest on charges of bribery in their acquisition of vested properties from Japanese colonial occupation
 - He dismissed **top government officials**, and personally monitored the performance of economic bureaucrats and shifted them from one bureau to another quickly.

□ Addressing Government Failure: Anti-corruption Program (2/2)

18

➤ In addition, the Park government was able to secure fiscal soundness by **tax reform**, more specifically, expanding the **tax revenue base** by **rooting out corruption** and improving tax collection and administration.

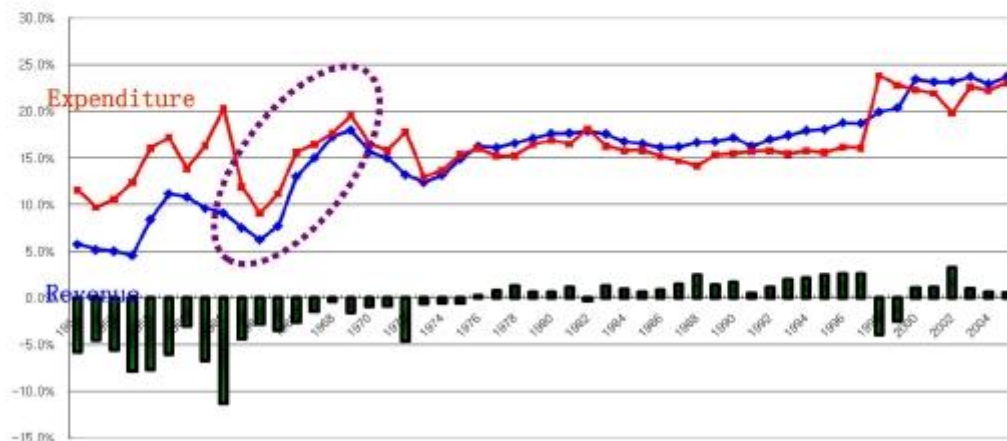
- Corruption was known to be rampant among tax officers. Bribery to politicians was necessary means for promotion. Corporate bribery to tax officers in exchange for tax evasion was also commonly practiced.
- Punishment of **tax evasion** (insulation of the tax collectors from political interference), incentives for book-keeping and voluntary compliance
- Tax burden ratio (tax revenue/GNP) :
1964 (7.3%) → 1970 (14.6%)
- Gov't saving ratio (gov't saving/GNP) :
1964 (0.5%) → 1970 (6.5%)

<Annex 2> Implications of Tax Reform

21

➤ Stronger tax revenue base provided government **fiscal flexibility to implement interventions**.

< Government revenue, expenditure, and fiscal surplus (% of GDP)>



□ Securing foreign loans (1/2)

22

▶ To **industrialize**, Korea needed to make capital investments; it had to **import equipment**, which required **foreign currency**. However, Korea had little foreign currency receipts and lacked a foreign exchange reserve.

- By this time, total US assistance began to decline and more of the aid was comprised of concessionary loans, much of which had to be used toward military assistance.

▶ To **get foreign loans**, President Park **freed the industrialists** that were arrested for corruption on the **condition** that they go out and secure loans to finance capital investment.

- A delegate of top businessmen went on an international **road-show** to drum-up foreign investors. But their efforts proved futile, being able to only secure a small amount of foreign loans.

Foreign Loan Negotiation Team
leaving for US and Europe

23



□ Securing foreign loans (2/2)

24

- ▶ Not even the government's legislation of the **Foreign Loan Repayment Guarantee Act** in 1962 did much to induce foreign borrowings, due to chronic budget deficit.
- ▶ Unable to secure loans or assistance, Korea made the controversial decision to **normalize diplomatic relations with Japan**, which would result in foreign currency in the form of foreign aid or reparations fund from Japan's colonial rule.

Anti-government demonstration against Normalization of relations with Japan on June 3, 1964

25



▲ 1964년 3월 26일 태평로 국회의사당 앞에서 '매국적 외교를 결사반대한다', '총칼로 정권 뺏고 나라 파는 외교 말라'는 피켓을 들고 데모하는 야당 정치인과 시민들.

□ More to Japan's assistance than just aid (1/4)

26

▶ The reparations, which can be seen as a form of aid, were **diverted** in 1969 to finance **POSCO Project**, and **Seoul-Pusan Expressway**.

- Western countries and the **World Bank** believed building POSCO was not feasible, and were unwilling to make loans.
- The reparations were a highly political issue in Korea. Hence, there was great opposition to using it to finance POSCO.

Major Projects supported by Japanese ODA (1/2) POSCO (Pohang Iron and Steel Co.)



Major Projects supported by Japanese ODA (2/2)

Gyeongbu [Seoul-Busan] Express Way



<Box 4> Allocation of Japanese Reparations Fund

28

Importance of Japanese reparations fund and its allocation

Project	Amount (\$ Mil)	Ratio (%)
Agriculture (irrigation and agricultural production expansion program)	39	7.8
Fishery (fisheries promotion and fishing boat construction)	27	5.4
Manufacturing	278	55.6
Construction of POSCO	119	23.9
Purchase of raw materials (textiles, fertilizers, chemicals, etc)	133	26.5
Promotion of SMEs	22	4.5
Science and Technology	20	4.0
Equipments for practical training for the vocational schools	6	1.2
Equipments/facilities at KIST	3	0.6
Social Infrastructure	90	18.0
Construction of Soyang-River Dam	22	4.4
Gyeongbu Expressway	7	1.4
Improvement of Railway system	20	4.2
Construction of Yongdong Thermal Powerhouse	2	0.4
Expansion of Waterworks (Kwangju City, Taejeon City, Cheongju City)	4	0.8
Construction of Namhae Bridge	2	0.4
Rehabilitation of Han-river Bridge	1	0.2
Power Distribution facilities	4	0.7
Expansion of out-of-town Telephone lines	4	0.8
Total (Reparation funds in the form of grant and public loans)	500	100.0

Source: EPB (1976), *White Book on Reparations Fund* pp. 378-381

<Box 5> Japanese ODA to Korea (1/2)

29

Unit: \$ million

	Japanese Total bilateral ODA (A)	Japanese ODA to Korea (B)	B/A (%)
1971	432.0	124.2	28.8
1972	477.8	112.7	23.6
1973	765.2	156.6	20.5
1974	880.4	167.8	19.1
1975	850.4	87.4	10.3
1976	753.0	24.2	3.2
1977	899.3	84.3	9.4
1978	1531.0	66.1	4.3
1979	1921.2	54.2	2.8
1980	1,960.8	76.3	3.9
1981	2,260.0	295.6	13.1
1982	2,367.0	-	-
1983	2,425.0	180.4	7.4

Source: Hosup Kim (1987), Policy-making of Japanese Official Development Assistance to Korea: 1965-1983

<Box 5> Japanese ODA to Korea (2/2)

30



Japan's ODA Policy goals

- To further Japanese economic interest by 1) **promoting exports**, 2) **securing supplies of raw materials**, and 3) creating a favorable climate for commercial business activities in the recipient countries
- To establish and **strengthen diplomatic relations** between Japan and other Asian countries
- To maintain the stability of a political, economic, and social system of ODA receiving countries, important to Japan's economic and political security
- To demonstrate Japanese good faith to the other aid-giving western nations
- To establish Japan's status and influence in both regional and global international affairs.

<Box 6> Contracts of the Facilities at POSCO

31

(\$ thousand>

Facility	Supplier	Maker	Price
Strip Mill	Voest Co. (Austria)	Voest Co.	52,641
Hot Rolling Mill	Mitsubishi Trading	Mitsubishi Heavy, Mitsubishi Electric	36,648
Power & Blower	Toyo Menka	Furukawa Electric, Fuji Heavy, Fuji electric	12,050
Oxygen Plant	Mitsui Trading	Nippon Sanso	3,800
Dock Facility	Marubeni Trading	Hitachi, Ltd. Sumitomo Heavy	3,332
Blast Furnace	Mitsui Trading	Ishikawajima-Harima Heavy	14,721
Steel & Lime Plant	Itoh Chu Trading	Kawasaki Heavy	14,494
Crushing Plant	Mitsubishi Trading	Mitsubishi Heavy, Mitsubishi Electric	14,967
Conveyer Facility	Mitsui Trading	Nippon Conveyor	6,111
Water Supply & Drain	Mitsui Trading	Hagihara	2,722
Steam & Gas	Toyo Menka		3,636
Combination Mill	Mitsubishi Trading	Mitsubishi Heavy, Mitsubishi Electric	5,486
Billet Plant	Mitsubishi Trading	Mitsubishi Heavy, Mitsubishi Electric	4,557
Cokes Plant	Toyo Menka	Nippon Otto	39
Tracking Facility	Mitsui Trading Mitsubishi Trading	Mitsui Trading Mitsubishi Trading	1,001 1,659
Railroad	Marubeni Trading	Nippon Kido	1,013
			178,877

Source: POSCO History p.217, Quoted from Hosup Kim (1987)

□ More to Japan's assistance than just aid (2/4)

32



The implementation of **strict control** over the **reparations** due to socially and politically sensitive nature of the funds also contributed to the efficient management of reparation funds

- For instance, a statute—the “**Law of Operation and Management of Japanese Reparations**”—prohibited the use of reparations for political purposes/corruption (Article 25).
 - * In fact, the statute went as far as imposing a punishment of more than 5 years or a **life-sentence in prison**.
 - * According to Article 26, the punishment for absconding of funds out of the country was more severe and was punishable by more than 10 years or life-sentence in prison, or even **death if the amount was over US \$50,000**

□ More to Japan's assistance than just aid (3/4)

33



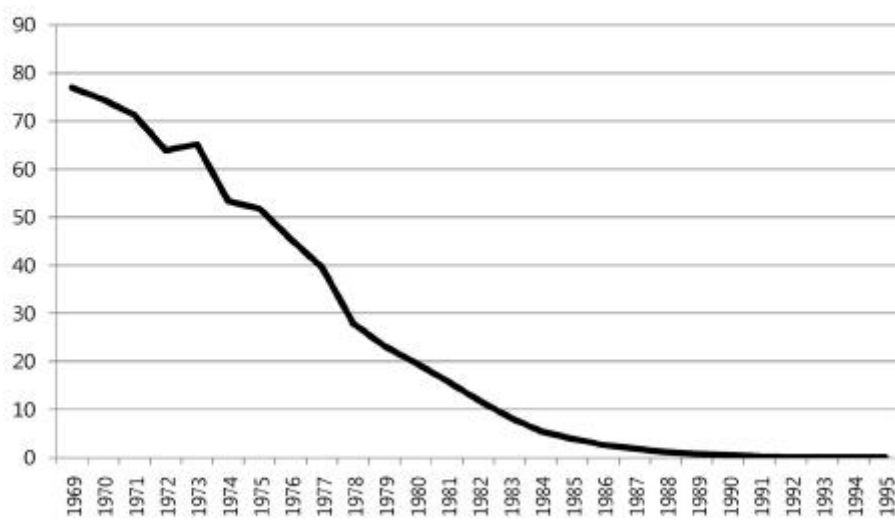
Japanese aid contributed to improving public health such as **de-worming**

- In 1964, Korean government established the Korean Association of Parasite Eradication (KAPE). However, it lacked the necessary human resources and technical knowledge and equipment to undertake medical examinations and tests for parasites
- From 1968-74, Japanese aid were used to purchase microscopes, mobile clinics, testing equipment, and medicine.
- Amazingly, Korea had drastically reduced the infection rate within a very short time.
- One of the factors that contributed to the rapid decrease was the efforts to improve public health by building **sanitation facilities through the Samaul Movement** during the 1970s.

<Box 7> Parasite Infection Rate in Korea

34

Parasite Infection Rate in Korea (%)



□ More to Japan's assistance than just aid (4/4)

35



Japanese aid also contributed to improving Korea's system of **technical and vocational school**.

- Kum-Oh Technical High School was established as the model for other schools in 1972.
- Japanese aid totaling 1.2 billion yen was used to import training equipment and instructors from Japan
 - * 8 Japanese teachers were recruited for 3 years until the first class graduated.
- Kum-Oh admission process was very selective based on academic performance, principal recommendations, and interviews and physical examination. (in 1976, among 400 newly admitted students more than half were top 5% of middle schools)
- Students were given scholarship which covered expenses for books, clothing and housing.

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<Japanese Teachers at Kum-Oh Technical High-school>

	Age	Major field
裕眉左門	50	Team Head
西 貞夫	41	Casting
清水 保	33	Welding
木下 梅雄	63	Machine
森 司	62	Machine
川島利幸	43	Heat -treatment
宮城竹雄	60	Forge
鈴江 半次郎	63	Wooden pattern

President Park visiting Kum-Oh Technical High School



▶ The students from vocational schools began to receive technical license and excelled in International Vocational Training Competition (the **Vocational Olympics**), winning **nine times in a row** during 1977-91.

Car Parade in Seoul honored Vocational Olympic Medalists



□ Policies for Broad Based Development (1/5)

41

- ▶ Instead of distributing wheat flour donated by the US for **free**, the Korean gov't used it to pay workers that participated in Public Works Project, or **work-for-food** programs.



1.6kg of wheat flour for daily work of **Erosion Control Projects**:
21 million people participated in the Projects,
supported by **PL 480**

42



Kuem-Ho Dong, Seoul, 1963

**By the end of 1950s, Korea was bare of trees,
nearly 50% of mountains were treeless.**



□ Policies for Broad Based Development(2/5): *Saemaul* Movement, policy sought for social equity 47

▶ *Saemaul* (New Village) *Movement* (rural community development program) was critical in improving the living standard of rural areas and reducing income disparity

- It was based on principles of self-help, diligence and cooperation

▶ A recent survey in 2008 showed the movement's lasting influence, when it was named as the **most important national event in Korea for the past 60 years.**

National event	
1. New Village (<i>Saemaul</i>) Movement	40.2%
2. Seoul Olympic in 1988	30.1%
3. 5-year Economic Development Plans	29.9%
4. Kyungbu Express Highway	18.8%
5. Seoul World Cup 2002	15.1%

<Box 9> Narrowing Income gap between Urban vs Rural 49

▶ In 1963, per capita income in rural and urban HH was roughly equal.
 During 1965-69: Avg income growth of Urban HH: 14.6%
 Avg income growth of Rural HH: 3.5%

Income Comparison between Urban and Rural HHs (Unit, 1000 won)

Year	Avg income for Urban HH (A)	Avg income for Rural HH (B)	Rate (B/A)
1970	381	256	67%
1971	452	356	79%
1972	517	429	83%
1973	550	481	87%
1974	645	674	104%
1975	859	873	102%
1976	1,152	1,156	100%
1977	1,405	1,433	102%

Source: Ministry of Internal Affairs, 1978 *Saemaul Undong*, p113



Rural Society in the 1960s



□ Policies for Broad Based Development (3/5): Implementation of *Saemaul* Movement

51

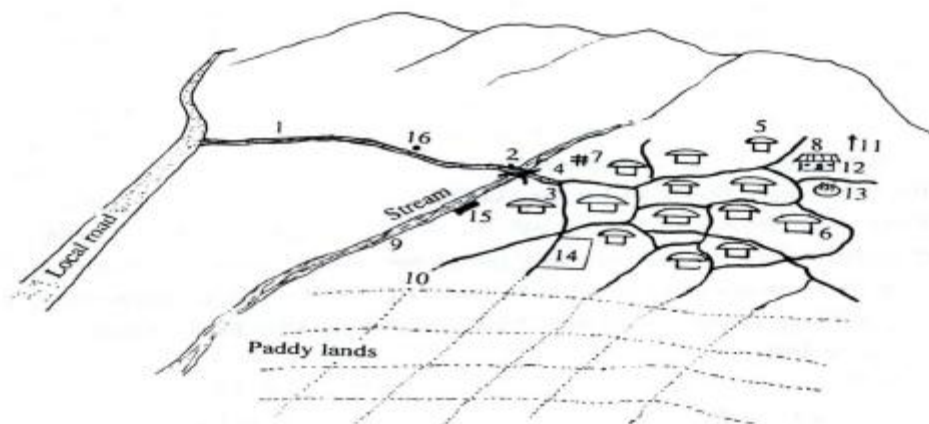


Merit-based approach on rewarding performance

- In 1971, a total of 34,656 villages were given free of charge about 300 bags of cement to be used for **community project** that would improve living conditions (such as roads, bridges, wells, sanitation facilities, etc.)
- Under the principle of giving priority to successful villages, **material support was given only to the self-help villages through the government evaluation.**
 - In 1971, only 16,600 villages (48% of total villages) with good evaluation continued to receive 500 bags of cement with 1 ton of iron reinforcing rod.
 - Furthermore, **electricity supply policy** for a village was strictly linked to its performance of *Saemaul* Movement. (Shares of villages with electricity access in Korea: 20% in 1971 → more than 97% in 1980)
- As a result, spirit of **competition** and **cooperation** spread throughout the country.

<Box 11> Priority of *Saemaul* Projects

<Hypothetical Layout of a Typical Village and *Saemaul* Project Undertaker >



- | | | |
|----------------------------|-----------------------------|----------------------------|
| 1. Village access roads | 7. Traditional Wells | 13. Village owned hot bath |
| 2. Old bridges | 8. Village halls | 14. Children's playground |
| 3. Village roads | 9. Banks of brook | 15. Cloth washing place |
| 4. Sewage system | 10. Feeder roads | 16. Planting of trees |
| 5. Thatched roofs | 11. Rural electrification | |
| 6. Old fence of farm house | 12. Village owned telephone | |

Villagers cooperated and **volunteered labor** in building roads, bridges, and making composts



□ Policies for Broad Based Development (4/5): Coordination of *Saemaul* Movement

57

▶ The experiences and **success stories** of *Saemaul* Movement were presented by village leaders at the **Monthly Meetings**, chaired by President Park and attended by top government officials and political leaders.

- This led to better policy coordination as many government interventions were implemented at grass-root level that cut across multiple ministries, agencies and sectors.

Monthly Economic Trends Report Meeting Honoring *Saemaul* Leaders



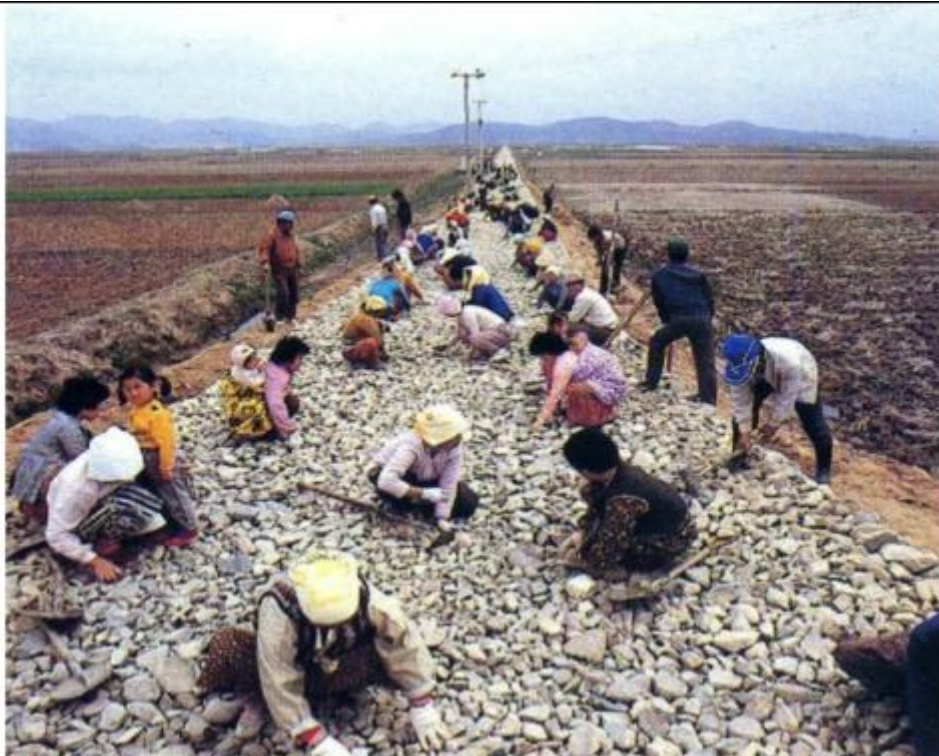
□ Policies for Broad Based Development (5/5):
Impact of *Saemaul* Movement

59



The efforts of villagers to systematically build village access road show the effects of **spill-over and linkages**

- To build the road, villagers had to **donate land**, volunteer labor and work together which helped to **build social capital (trust)**
- The roads led to improved living conditions and environment and lower transportation costs. **Coals** could now be **transported to villages** and used as alternative to wood for fuel, helping to slow deforestation.



Public list to show villagers that donated land
for village access road

경지 를 희사 하신분들				
주소	성명	지번	지목	소요면적
土谷	朴春達	335	밭	15평
오남	申海均	355	勾	30
右谷	林國善	308	勾	5
土谷	朴春廷	354	勾	5
右谷	申銀禹	356	勾	10
勾	金允度	406	勾	20
勾	金英起	398	밭	30



▶ The village access road captured President Park's vision of bringing social and economic transformation

- In 1970, President Park remarked: "is there a hope in a village where villagers should walk carrying things on their back when they enter the village, because they do not have a **village access road for a truck?**"

Hambak Industrial Railway, 1957, supported by US Aid





4. Lessons from Korea's Experience for Aid and Development Effectiveness

□ Policy Lessons (1/4)

68



Aid can have an important, if not invaluable, role in assisting developing countries

- Aid is not only about raising the level of capital but also about determining the kinds of **behaviors and institutions (i.e., social capital)** that are conducive to growth
- As *Saemaul* Movement shows development may require a set of **complementary changes** across multiple areas- a **big-push** type of development program
 - * Building village access road and reforestation efforts capture the importance of **spill-over effects and linkages**
 - * For parasite eradication, delivery of parasite **medicine** was combined with building **sanitation** facilities.
- Government can play a role in mediating better outcomes, but the challenge will identifying the inefficiencies and policy remedy

□ Policy Lessons (2/4)

69



As Korea's experience shows that a country must take **ownership of its development process**

- Under DAC principles, taking ownership is defined as: "Developing countries set their own development strategies, improve their institutions and tackle corruption"
- Government can play an important role in mediating better outcomes when **coordination failures are widespread**



Aid effectiveness depends on **donor-recipient relationship**

- Donors and recipients need to hold each other **accountable** and both must be accountable for development results.

□ Policy Lessons (3/4)

70



Evaluation and monitoring can play a crucial role in improving the effectiveness of the ODA

- As in the case of Korea, a formal **decision-making body** should be established between donor and recipient country to **coordinate and deliberate** on policy and aid allocation decisions.
- Monitoring and evaluation can lead to improving the design and implementation of policies.
- Growing trend toward **results-focused** approaches, driven by growing demand for more accountability & better management of programs

□ Policy Lessons (4/4)

71



There is a need for more **aid harmonization** due to highly **fragmented** landscape and competing nature of development issues

- As an aid recipient, Korea benefited from having to work with only a handful of donor countries, which made it easier to coordinate policies and deliver aid.
- More **policy coordination, pooling of resources, and information sharing** can reduce duplicative work



Korea's case shows importance of establishing basic guiding principles or a **national development strategy**

- This requires not only political leadership and broad social participation but also local capacity and technical knowledge on policymaking

Presentation

Lessons from the Korean Development Experience



Haider Ali Khan

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Biography



Haider Ali Khan

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School of International Studies, University of Denver. He has also been a visiting professor at Tokyo University and a visiting scholar at Hitotsubashi University, Tilburg University, People's University in Beijing and UNU-WIDER. He has served as a senior economic adviser to UNCTAD in Geneva. He was also a distinguished visiting fellow at the Asian Development Bank Institute, Tokyo and an adviser to the Asian Development Bank. He received his Ph.D. from Cornell University. His major areas of expertise are globalization, economic and econometric modeling, economic theory, international and development economics and political economy. His work ranges from economy-wide modeling of technology and capital flows to the political and economic theories of democracy and justice. He has published twelve books and more than one hundred articles in professional journals. His work on East Asian Development has received wide recognition. Some of his books and articles have been translated in several other languages. He writes op. eds. and appears on TV and radio programs in many parts of the world as a public intellectual.

In March 2005, Prof. Khan received the prestigious Distinguished Scholar Award from the Academy of International Business and delivered an invited address on "An evolutionary approach to reconstructing the global financial architecture: the extended panda's thumb principle" at the annual meeting in Dallas. He has also won awards and delivered invited addresses in Costa Rica, Mexico, Canada, Switzerland, The Netherlands, Spain, Greece, Finland, Egypt, Jordan, Turkey, India, China, and Japan among other countries.

Prof. Khan is also an award-winning poet, translator and literary critic. In fact, his early career was in theater, television, radio and film where he participated in a number of progressive democratic and anti-imperialist projects. He has written books and articles on Modernism, Surrealism and Postmodernism in film and literature, and on Octavio Paz, James Joyce, Guillaume Apollinaire, Rabindranath Tagore, Modern Japanese Poetry and the Japanese Haiku and Renku master Basho, among others, in English and several other languages.

Lessons from Korean Development Experience

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July 2011

Prepared for the 2011 United Nations Academic Impact Forum, Seoul, August, 2011

The main purpose of this paper is to explore the possibilities of learning from Korea some pertinent lessons for industrialization and development in the 21st century. The 21st century presents an even greater challenge for industrialization in the developing world than the post-WWII period. The changed global economic and ecological environment will shape the emergence of new technological and industrial paradigms and trajectories in significant ways. However, the experience of Korea still presents many relevant lessons. The paper uses an extension of Sen's idea of capabilities within a framework of complex dynamic systems. In this view, development is really an extension over time and space of freedom, particularly the positive freedom to lead a certain type of life an individual has reasons to value through the creation of an interlinked network of institutions. I discuss a number of strategic features of Korean development experience ranging from strategic openness to learning, innovation and ultimately, enhancing the standard of living for all. From the Korean case, it is apparent that the desirable institutions provide a rough and ready type of security of property rights, enforceability of contracts and lead to a gradual and strategically conceived integration with the world economy. In addition, they also help maintain macroeconomic stability without a necessarily rigid conservative fiscal stance. Over time and given sufficient financial development, the state and private sector institutions should be able to manage risk-taking

by financial intermediaries. In order to promote equitable growth there will also need to be institutions that can supply social insurance and safety nets, and create a democratic space for voice and accountability. But there is no one-size-that-fits-all for any of these functions. I also argue that in addition to the positive lessons from the Korean experience and the willingness of Korea to extend aid and expertise to developing economies of Asia and Africa in particular, Korea can also play a much broader and significant role in the present turbulent global political economy through creative regional and global cooperation.

Lessons from Korean Development Experience

Prepared for conference on
Seoul, August, 2011

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1. Strategic Openness of the Korean strategy

- Commitment to export promotion beyond an earlier period of strategic import substitution (SISI) and further goals of moving up the value added ladder
- “Fallacy of composition”
- Approach including the development of national and regional markets and the creation of dynamic comparative advantage along with a number of other policies and institution building processes

2. Heterodox macroeconomic policies for stability

- Korea has displayed more of a mix of heterodox policies than the standard Washington consensus
 - Capital markets were not liberalized
 - Trade policy was more liberal; but here
 - Combined with industrial policies
- Rigidity of Washington consensus particularly in this area is rejected by the experiences of developing economies like Korea

3. Creation of institutions for productive investment

- Reforms in the 1960s--- moved through several successive stages
- Now; trying to find appropriate technological niche in a world that is moving towards a convergence of information, bio and nano-technologies by 2050.
- Role of the state: still very prominent

4. Agricultural development

- Korea / Taiwan: egalitarian land reform after the end of Japanese colonialism.
 - Korea: agricultural policies underwent swings
 - WTO regime placed a notable emphasis on helping the small farmers
 - Notable technological change

5. Industrial development and structural change

- Successful countries pursued a continuously unfolding and dynamic set of policies with much trial and error
- Retrospective attempts to tell a coherent story → overly deductive picture where good performances supposedly follow from a few, usually neoclassical economic principles
- Korean case study: shows the complexity of the challenges and the trial and error responses by the policy makers over several decades

6. Creation of technological capabilities

- Korean case study: stands out as a very apt illustration of creating technological capabilities throughout the entire growth and development trajectory in definite stages
- Lee (2008)
 - “emphasis should be on technological capabilities because without these, sustained growth is impossible”
 - “private companies cannot sustain growth if they rely upon cheap products; they need to be able to move up the value-chain to higher-value added goods based on continued upgrading and improvement and technological innovation”
 - “private companies had better be ‘local’ companies”

7. Technological learning and innovation

- Creating national innovation systems requires the creation of specific institutions and technological learning over time
- If development is to continue beyond the catching up phase, this may present the most crucial set of policy challenges
- Both state and civil society have to play important roles.
 - Earlier stage: a large and activist role
 - Later stage: the creation of technological capability has to rely on a private-public partnership at both the precompetitive and the competitive phases of innovation
- Lee (2008)
 - “while the ultimate goal and criterion of development is to raise the capabilities of local private companies, the process needs pilot agencies to guide and coordinate the whole process”

8. Direct Foreign Investment and Foreign Aid

- Both have played a role for Korea
- Investment from abroad has perhaps been more significant than aid
- Internal generation of investible funds and public sector support have also played a crucial role

9. Poverty reduction strategies

- Growth is a very important component of such a strategic approach to poverty reduction
- In all cases specific policies targeting both rural and urban poverty were undertaken.
 - This suggests a "growth plus..." (Weiss and Khan 2006) strategy for development

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1. Introduction

The main purpose of this paper is to explore the possibilities of learning from Korea some pertinent lessons for industrialization and development in the 21st century. The 21st century presents an even greater challenge for industrialization in the developing world than the post-WWII period. The changed global economic and ecological environment will shape the emergence of new technological and industrial paradigms and trajectories in significant ways (Dosi 2000, Khan 2004a). However, the experience of Korea still presents many relevant lessons. Therefore, the next section focuses on the development and industrialization experiences of Korea in order to bring out a number of still relevant insights. The strategy of my paper is to both avoid the danger of falling into overgeneralization and to emphasize the need for some changes in both the global economic environment and specific development and industrialization strategies. This is highlighted in section 3 of this paper where the outlines of an alternative development strategy are given.

It should be noted at the outset that even during the post-WWII period, as some have pointed out (e.g., Amsden(2008), Jomo(2007,2001,1995), Khan (2004a,b; 1997), there were at least two sub-periods. The first was an era of relative optimism during the Bretton Woods period of managed global capitalism. During this era, there was an overall strategy of development in the capitalist bloc that relied to a large extent on state-market synergy. It delivered fairly high growth for at least two decades in many countries but the distributional record was not impressive. Most importantly, the East Asian miracle with high growth and relatively benign distributional record throughout the entire post-WWII period(except the post-1990 record of Korea) also had its beginning during this era. Much of the infrastructural and human resources foundations for the subsequent growth and industrialization in the four tigers--- and in retrospect, for Korea and India--- were laid during these two decades.

The second period---now that much of the smoke from the last thirty years has cleared--
- can be seen now as the demise of the Bretton Woods international financial

architecture without any firm replacement except a dollar hegemony which now looks increasingly shaky. It is also seen as the era of Washington consensus which promised much but has delivered so far very little in the way of growth, investment and employment. Admittedly, both the periods were complex and a nuanced history is yet to be written; but the contrast is there. The rise of the Asian tigers including Korea and to some extent India has to be seen against this background. In this paper, the main argument regarding sustainable industrialization and development in this century is based on the idea of a complex economic system. The main conclusion is that while industrialization is both necessary and possible, a reasonable strategy must take into account the unevenness and complexity of the global economic system. Given that the developing countries themselves are at several different stages of development, there is no one-size-fits-all set of prescriptions. However, a nuanced and context-sensitive approach based on a realistic theory of development can still offer much help. This is where the Korean experience, I will argue, still has much to teach us.

Writing in 1926, in a biographical essay on Edgeworth, Keynes underlined some of the problems of complex human systems:

We are faced at every turn with problems of organic unity, of discreteness, of discontinuity--- the whole is not equal to the sum of the parts, comparisons of quantity fail us, small changes produce large effects, the assumptions of a uniform and homogeneous continuum are not satisfied.¹

If anything, the developing part of the world economy today shows to even a greater degree the kind of complexity captured in Keynes's words above. Fortunately, systems theory and economic theory have both made some progress since those dark days. Although we are far from a genuinely complete theory of complex economic systems, efforts are underway that have already borne some interesting fruit in several limited areas.² There are many facets of complex developing economies --each with its own sub-systemic characteristics to be sure, but there are also some common strategic features. The purpose of this paper is to partly synthesize from a strategic perspective--

¹ Keynes(1971-9), Vol. X, p. 261

² See for example, Khan(2004a,b, 2003a., 1998,1997) and the references therein.

- to the extent it is possible to do so--- the development experiences of mainly the Asian economies with references to others(particularly the BRICs as a group and the Least Developed Countries---the LDCs--- by way of contrast) and draw some appropriate lessons for industrialization and development in the 21st century..

2. Defining Development and Stages of Development and Some Common Strategic Features

However, at this point some clarification of the key term "development" is necessary in order to avoid ambiguities and confusions. In the rest of this paper, I will be referring to three concepts of development that are implicit in much of the discussion in the field of industrialization and development. The first is the idea of development as growth with some structural change or at least the idea that this type of growth is the most crucial necessary condition for development. The second concept is derived by adding explicit distributional elements to growth--- particularly inequality and poverty. Both these ideas are shared by the development economists today ---at least implicitly. In a recent contribution, Peter Warr is explicit in discussing all three---growth, absolute poverty and inequality³--- and his thoughtful essay alerts the reader to the performance of Thailand in all three areas and derives--- at least partly--- a logic of further necessary reforms following from his cogent analysis of the three aspects of development in this sense. . He concludes:

Not all aspects of the Thai development strategy have been similarly successful. Inequality has increased at the same time as absolute poverty has declined. The underlying causes of this increase in inequality are still not well understood. (Warr 2008, p.22)⁴

³ At least since the McNamara period in the 70s, the World Bank took the lead in advocating "redistribution with growth". ILO and UNCTAD also followed suit and had stronger lines of argument. Sen did his earlier work on poverty in the 70s under ILO sponsorship. UNIDO and ECLAC both had always advocated industrialization and equity.

⁴ See also Warr(1993,1999,2005) for nuanced analyses of the various aspects of Thailand's development experience and Jomo(2007,1995) for Malaysia..

The third--- and the broadest approach to development discussed here--- is in terms of Sen's idea of capabilities and its further extensions. In this view, development is really an extension over time and space of freedom, particularly the positive freedom to lead a certain type of life an individual has reasons to value. In technical modeling of industrialization and development (including my own models---see appendixes) often this normative view is not adopted explicitly. Yet, in so far as there is a normative aspect about development being a "(public) good" that is a premise for the whole project of industrialization and development such a view is consistent with the modeling approaches as well. In a recent essay prepared for WIDER, a Korean scholar Keun Lee's perceptive comments on the possible role of democracy in development extends considerably the terrain of discussion in the direction of the "development as freedom" perspective when he writes:

We see obvious advantages in democracy, amongst which is the convenient feature that citizens are not subject to arbitrary arrest and torture. Truly strong states get it wrong more often than they get it right. Thus the military dictatorships of Latin America left little in the way of legacy, whereas the military dictatorships in Korea and Taiwan (while not on anything like the same scale of brutality) left a powerful legacy of development. The difference lies clearly in strategic orientation and in institutional capacity in formulating and implementing a program of national industrial development. Our point is that this is an option available to the political leadership of any developing country today. On top of this, the key to the Korean or Asian success was institutional longevity. (Lee 2008, p. 13)

It would seem, therefore, that there is an implicit agreement in at least the post-1970 thinking that development is "growth plus" other things. While the list of "other things" may vary somewhat, none of the researchers in the field today would equate growth and development. Yet, as almost all would agree that generating high growth may be a useful means towards development. Many thoughtful researchers also pay some attention to what can be called "the political economy of growth and distribution"

Synthesizing the Experiences of the high growth Asian economies and the Korean economy in particular further reveals some common strategic orientations as well as the effects of changes in external environment and shifts in policies over time. This is consistent with the characteristics of complex economic systems which are nonlinear

with multiple equilibria and path dependence. Over time, one may observe the emergence of structural shifts in some cases, stagnation in other cases depending on initial conditions, strategies, policies and external environment among other things. In the Asian cases discussed here, there are many specific variations within each. However, they also share to various degrees many specific features listed below.

1. Strategic Openness of the Korean strategy:

One important feature of the Korean strategy was a strategic commitment to export promotion beyond an earlier period of strategic import substitution (SISI)⁵ and further goals of moving up the value added ladder. It should be kept in mind however, that there can be a "fallacy of composition" (Cline 1982, Khan 1983, Mayer 2002, Razmi and Blecker 2006) in claiming that all developing countries need to do is to pursue an export-led growth policy. Reciprocal demands may not exist sufficiently and the ensuing competition for export markets in developed countries may create winners as well as losers. Therefore, what may be needed in the future for other aspiring countries is a strategic approach including the development of national and regional markets and the creation of dynamic comparative advantage along with a number of other policies and institution building processes described below. In Asia Korea and other East Asian successful countries can play a significant enabling role in this respect in the future.

2. Heterodox macroeconomic policies for stability⁶---Here Korea has displayed more of a mix of heterodox policies than the standard Washington consensus. For a long time capital markets were not liberalized. Trade policy, on the other hand, was more liberal; but here, too, it was combined with industrial policies (Chang 2007). It seems that the rigidity of Washington consensus particularly in this area is rejected by the experiences of developing economies like Korea.

3. Creation of institutions for productive investment--- Korea seems to have gone much further than even the other successful East Asian countries much earlier. Starting with the reforms in the 1960s, it moved through several successive stages and is now

⁵ On what I have called SISI, see Amsden (2008) and the references therein. Bruton (1998) Khan (2004a,b, 1997, 1985, 1982a,b)

⁶ See Jomo and Nagaraj (2001) for a good discussion of heterodoxy in this context.

trying to find appropriate technological niche in a world that is moving towards a convergence of information, bio and nano technologies by 2050. The role of state in the creation of these institutions is still very prominent.

4. Agricultural development--- Korea and Taiwan had an egalitarian land reform after the end of Japanese colonialism. Although, the agricultural policies underwent some swings in Korea, until the WTO regime an emphasis on helping the small farmers was quite notable. Technological change in agriculture in both Korea and Taiwan has been notable.

5. Industrial development and structural change-- the strategic perspective in this important area suggests that the successful countries to various degrees pursued a continuously unfolding and dynamic set of policies with much trial and error. The retrospective attempts to tell a coherent story have often led to an overly deductive picture where good performances supposedly follow from a few , usually neoclassical economic principles. The Korean case studies by Amsden and Khan show the complexity of the challenges and the trial and error responses by the policy makers over several decades. Amsden(1989, 2008), Khan(1982a,b;1983,1997,2004a,b) and Wade(1990) discuss the cases of Korea and Taiwan in the general East Asian context.

6. Creation of technological capabilities--- here the Korean case stands out as a very apt illustration of creating technological capabilities throughout the entire growth and development trajectory in definite stages.⁷

As Lee(2008,pp.4-5) points out:

Among various aspects of capacities, emphasis should be on technological capabilities because without these, sustained growth is impossible. In this era of open market competition, private companies cannot sustain growth if they rely upon cheap products; they need to be able to move up the value-chain to higher-value added goods based on continued upgrading and improvement and technological innovation. Furthermore, private companies had better be “local” companies, whenever possible, including

⁷ See also Lee(2006) for a contrast of Korean experience with the Washington consensus and Khan(2008, 2002,1998 and 1997) for a discussion of the Korean (and Taiwanese)case(s) in the context of a distributionally sensitive growth model for positive feedback loop innovation system(POLIS).

locally controlled JVs, not foreign controlled subsidiaries of the MNCs. MNCs subsidiaries are always moving around the world seeking cheaper wages and bigger markets. Therefore, they cannot be relied upon to generate sustained growth in specific localities or countries although they can serve as useful channels for knowledge transfer and learning.

7. Technological learning and innovation--- creating national innovation systems in particular requires the creation of specific institutions and technological learning over time. Ultimately, if development is to continue beyond the catching up phase, this may present the most crucial set of policy challenges. Here, the paper on Korea by Lee(2008) is an admirable attempt to sum up the lessons. There are specific features here to which Lee(2008,p.5) draws our attention.

Therefore, while the ultimate goal and criterion of development is to raise the capabilities of local private companies, the process needs pilot agencies to guide and coordinate the whole process. Such needs exist because key resources are so scarce, and thus had better... be mobilized for uses in sectors or projects with greatest externalities. As understood by Gerschenkron, who analyzed the latecomer industrialization of Germany and Russia, and identified latecomer agencies, such as large state-owned investment banks to drive the process in these countries, it is such agencies that can make up for gaps or lacunae in the country that is seeking to industrialize. All the east Asian countries built specific state-agencies that played a role of guiding the process of industrialization. In Korea the institutions established in the 1960s under the Park regime included the Economic Planning Board to set economic plans; the Ministry of Trade and Industry to support industrial policy and export; and the Ministry of Finance to finance economic plans.

Both state and civil society have to play important roles. At an earlier stage, the state necessarily plays a large and activist role . At a later stage, however, the creation of technological capability has to rely on a private-public partnership at both the precompetitive and the competitive phases of innovation(Khan 1998,2004a, 2010).

8. Direct Foreign Investment and Foreign Aid--- these factors have played a role for Korea. Investment from abroad has perhaps been more significant than aid per se. However, internal generation of investible funds and public sector support have also played a crucial role.

9. Poverty reduction strategies-- these are a varied set of policies that are necessary in addition to growth. Although growth is a very important component of such a strategic

approach to poverty reduction, in all cases specific policies targeting both rural and urban poverty were undertaken. This suggests a "growth plus..."(Weiss and Khan2006) strategy for development.

In addition to the nine sets of factors discussed above, there are also somewhat random, historically contingent factors.Khan's case study on Korea acknowledges the presence of such factors explicitly and reveals historically contingent events ranging from momentous events such as wars and revolutions to more usual changes in domestic and international political factors and changes in policies that depended on crucial personalities such as that of President Park in Korea in the 1960s.

What follows from the above identification of both the relatively necessary as well as the more contingent factors that have played a role is, I think, the need for taking a pragmatic and diagnostic approach to the problems of development and industrialization in the 21st century. It is necessary to identify distortions. It is also equally necessary to identify market failures and other institutional failures. Instead of taking a grand, presumptive approach to development, the role of a mix of heterodox policies with the willingness to revise policies before the cost gets too high seems to be the best recipe for avoiding failures. This has been the Korean experience including its response to the disastrous Asian Financial Crisis which in the Korean case was significantly affected by hasty financial market liberalization *inter alia*.

In looking at institution building in the Korean case, it is also clear that generally, it is easier to list the functions that good institutions perform than it is to describe the shape they should take. In fact, consistent with the complexity approach outlined here, there may be a wide variety of institutions serving roughly the same function. From the Korean case, it is apparent that the desirable institutions provide a rough and ready type of security of property rights, enforceability of contracts and lead to a gradual and strategically conceived integration with the world economy. In addition, they also help maintain macroeconomic stability without a necessarily rigid conservative fiscal stance. Over time and given sufficient financial development, the state and private sector institutions should be able to manage risk-taking by financial intermediaries. In order to promote equitable growth there will also need to be institutions that can supply social

insurance and safety nets, and create a democratic space for voice and accountability. But there is no one-size-that-fits-all for any of these functions.⁸

To sum up, the Korean case offers a set of concrete examples of the growth and development experiences during the post WWII period. Although no country can succeed by following mechanically the experience of another country, as outlined above, a number of helpful policy and institutional insights can still be drawn out from these cases. In the spirit of experimentation with rapid feedback and flexible policy making informed by a strategic medium to long run perspective, much can be done by the policy makers who are imaginative and pragmatic at the same time. Dynamic learning and flexible institution building are essential components of such a strategic approach to development. I now discuss the somewhat changed economic environment in the post cold war period and outline the need for some specific changes which Korea and other East Asian economies as well as BRICS can help bring about. This, in addition, to the lessons outlined above can be the most optimal way for Korea to help today's struggling developing economies.

3. Conclusions---How Korean Model can be used today: Making Globalization Work towards Sustainable Industrialization and Development in the 21st century

From the discussion so far it is clear that Korean development experience holds a number of lessons for other countries. From strategic openness to growth and innovation, there is much to learn from Korea. This is consistent with my nuanced position that for each developing country its own history and institutional specificities must also be taken into account. Also in keeping with my complex systems approach, perhaps the most significant areas in the Korean development experience to focus on are self-organization of both markets and government and their complex interactions with much social learning.

⁸ See Chang (2007) for a number of thoughtful contributions on this topic among other things.

In addition to the positive lessons from the Korean experience and the willingness of Korea to extend aid and expertise to developing economies of Africa in particular, Korea can also play a much broader and significant role in the present turbulent global political economy. The critical discussion of both the Korean development experience and the financial and innovation systems in particular (Khan 2004a, 2010, 2011a,b,c) leads to two conclusions among other things. The first is that under the first phase of the US hegemony, frontline states like Korea benefited from an external environment that is no longer the same and will be impossible to replicate under the current rules of the game instituted by the US and other developed countries. Therefore, the current rules of globalization must change. The second conclusion is that even if these rules change and some other countries can move forward on the path of industrialization, the older 20th century modes of industrialization based on fossil fuel based technology will not be sustainable. As Khan(2009) demonstrates, even for Korea the current strategy of development and patterns of energy consumption are unsustainable. In this particular work reported in Khan(2009) , I have sketched the energy dilemma for Korea in this century. As long as the current geopolitical situation persists, the pursuit of present development strategy of Korea will further increase its energy dependence. For both political and economic reasons, Korea needs to rethink its development strategy. In my earlier work on Korean energy security I have sketched such an alternative strategy that relies much less on fossil fuels and emphasizes regional cooperation. Korean innovation system strategy also recognizes and strives for a more ecologically sound and socially inclusive system. Thus Korea can set a positive example here through both domestic practice and regional cooperation efforts.

Khan et. al.(forthcoming) shows this for the BRICS as a group also. This paper investigates the relation between rapid economic growth and environmental degradation in the BRIC economies. It utilizes environmental, macroeconomic and financial variables coupled with Kyoto Protocol indicators based on panel data from 1992 to 2004. In keeping with the goal of examining long run sustainability, the long-run equilibrium relationship between economic growth and energy consumption is examined. *Feasible general least squares* procedure (FGLS) is employed to estimate the environmental degradation caused by increases in energy consumption. *Pooled regression analysis* is used to estimate the relationship between energy consumption and growth variables. The impact of excessive economic growth rates on energy consumption levels is studied by means of *threshold pooled ordinary least squares* (POLS) method. Moreover, this analysis takes into account the legitimate econometric criticism of the Environmental Kuznets Curve highlighted by Stern (2004). The findings reveal that higher energy consumption leads to increased CO₂ emissions in the countries under consideration. It is also found that rapid economic growth further inflates energy consumption levels in the emerging BRIC economies. The results of cointegration analyses also confirm these findings. Finally, the inclusion of the US and Japan as the world's largest energy consumers does not significantly alter the results of our study. Korea can also set an example for the larger BRIC economies and work with them towards an ecologically sustainable development strategy for all.

One of the most important changes in globalization must be the creation of a new global financial architecture that will play more of an enabling role than the current chaotic international financial system. Khan (2004b, 2011a,b) discussed this issue extensively and has suggested a hybrid type of structure. For the foreseeable future a hybrid financial architecture combining regional financial arrangements with a reformed IMF may be the best hope for global financial stability and development. In my work in this area, I have shown how IMF must and can change in a direction which allows for greater national policy autonomy for development. I have also shown that the IMF needs complementary regional institutions of cooperation in order to create a stabilizing hybrid global financial architecture that will be more democratic and pro-development in terms of its governance structure and behavior. Thus regional financial architectures will need to be integral parts of any new global financial architecture (GFA). The tentative steps taken towards regional cooperation in Asia since Asian financial crisis illustrate the opportunities and challenges posed by the need to evolve towards a *hybrid* GFA. Here Korea has learned much from its own experience and is playing a constructive and enabling role in the ASEAN+ 3 arrangements. Undoubtedly, in the future the economic diplomacy of Korea can help a great deal in moving the global and regional institutions towards a pro-development structure. This will be a truly visionary yet practical goal for Korean government in the international arena.

I would like to end by reminding us of the heroic sacrifices made by the Korean people for their freedom and prosperity. The great Korean poet Kim Chiha wrote from prison:

Oh! If a morning glory and sunbeam rested
On my bright tear-brimming eyes
That have through the dark night waited
For the dawn with a gut-wrenching pain
What a blessing it would be!

Thanks to the struggles of all the freedom-loving Koreans, the country has achieved both democracy and prosperity. If in the future Korea can effect a true synthesis of individual freedom with responsibility towards the larger community, it will not only have achieved the blessing that Kim's heartfelt poem mentions, but it will also set a tremendous example for rest of the world as well.

Appendix 1:

A 'Simple' Non-linear Model of Complexity, Growth, Distribution and Innovation System Motivated by the Korean Experience

In order to give the reader some idea of the problem of formalizing complex technological systems motivated by the above case study of Korea in particular, we summarize here the basic structure of a 'simple' non-linear model embodying distinct technological systems which can be applied to analyze the technological trajectories in countries like Korea. At any single point in time, the model can be presented as a Social Accounting Matrix (SAM) representation of the socio-economic system. The key distinction here is the explicitly non-linear nature of the economy-wide functional relationships. The key theorem shows the existence of multiple equilibria. Some further considerations of complexity and increasing returns show that multiple equilibria are indeed the natural outcomes in such models. Thus, there would seem to be some role for domestic policy in guiding the economy to a particular equilibrium among many.

The virtue of an economy-wide approach to technology systems is the embodiment of various inter-sectoral linkages. In a SAM, such linkages are mappings from one set of accounts to another. In terms of technology systems, the production activities can be broken down into a production (sub-) system and a set of innovative activities. In practice, this presents considerable difficulties of classification and empirical estimation.

One major component of the entire innovation system is, of course, the expenditures on R&D. In the SAM for Korea used here, this can appear either as an aggregate expenditure along the column labeled R&D, or as a set of disaggregated expenditures.¹ In the latter case these may be specified according to productive activities (e.g., construction, electrical equipment, etc.) or by institutions (e.g., private R&D expenditures, government R&D expenditures, etc.). It should be emphasized that the dynamic effects of R&D on the economy can be captured only in a series of such SAMs over time. This approach is still at the conceptual stage, but appears to be quite appealing. One can contrast the possible policy experiments that can be undertaken within such a framework with the apparently ad hoc science and technology policies in many developing countries. In particular, the impact over time of many economic development policies including innovation policies can be traced by building and maintaining such SAMs.

Choice of new technology in a developing country is affected by research and development in at least three different ways. Such a country can attempt to develop new technology through R&D, as mentioned previously. This ultimately requires a positive feedback loop innovation system in order to be self-sustaining. Another alternative is to adapt existing technology. This too requires a production system geared towards innovation in a limited way. A third alternative is to import technology or to

acquire it through attracting foreign direct investment. In practice, all these different forms may be combined. The abstract model embodies all these different possibilities. However, the first option requires, among other things, a presence of multiple equilibria. In a unique equilibrium world the competitive equilibrium (under the assumption of complete markets) will always be the most efficient one. The presence of increasing returns usually destroys such competitive conditions.

We begin with a number of productive activities reflecting the existing technological structure. These activities are defined on the input-output subspace of the general and abstract mathematical space X . In addition to the values of inputs and outputs, points in this space could also represent household and other institutional income and expenditure accounts. We also incorporate the possibility of R&D as a separate productive activity. Formally, it is always possible to break R&D down into as many finite components as we want. The key relationship in this context is that between the endogenous accounts (usually, production activities and technologies, factors and households) and the exogenous ones. It is this relationship that is posited to be non-linear and this together with some assumptions on the relevant mathematical space can lead to the existence of multiple equilibria.

Although the existence theorems for these multisectoral models provide some structure for the equilibria as sequences of fixed points in the socio-economic structure with evolving technology systems, it is not specified a priori which equilibrium will be reached. The problem of equilibrium selection thus remains open. The idea behind a POLIS can now be stated somewhat more formally. It is to reach a sequence of equilibria so that in the non-linear models of the entire economy the maximal fixed points that are attainable are in fact reached through a combination of market forces and policy maneuvers over time. It is also to be understood that path-dependence of technology would rule out certain equilibria in the future. Thus initial choices of technologies can matter crucially at times.

The Model on a Lattice

Define X as a vector lattice over a subring M of the real field R . Let $X_+ = \{x \mid x \in X, x \geq 0\}$

A non-linear mapping N is defined such that $N: X_+ \rightarrow X_+, N_0 = 0$. Given a vector of exogenous variables d , the following non-linear mapping describes a simultaneous non-linear equations model of an economy, E :

$$x = Nx + d \quad (1)$$

for a given $d \in X_+$.

This non-linear system represents a socio-economic system of the type described previously. In order to specify the model further, the following assumptions are necessary.

1. X is order complete
2. N is an isotone mapping

3. $\exists \hat{x} \in$ such that $\hat{x} \geq N\hat{x} + d$

In terms of the economics of the model, the non-linear mapping from the space of inputs to the space of the outputs allows for non-constant returns to scale and technical progress over time. The 3 assumptions are minimally necessary for the existence of equilibrium. Assumption 3, in particular ensures that there is some level of output vector which can be produced given the technical production conditions and demand structure.

Existence of Multiple Equilibria:

Theorem: Under the assumptions 1 - 3, there exists $x^* \in X_+$ so that x^* is a solution of

$$x = Nx + d$$

Proof: Consider the interval $[0, x] = \{\hat{x} \mid \hat{x} \in X_+, 0 \leq \hat{x} \leq x\}$ where \hat{x} is defined as in assumption 3. Take a mapping F .

$$F : x \in X_+ \rightarrow Nx + d$$

F is isotone and maps $[0, x]$ into itself.

Define a set $D = \{x \mid x \in [0, x], x \geq Fx\}$.

By assumption 3, D is non-empty.

We now show $x^* = \inf D$ is a solution to $x = Nx + d$. $x^* = \inf D$; therefore $x^* \leq x, \forall x \in D$. F is isotone; therefore $Fx^* \leq Fx \leq x$ for each $x \in D$ implying.

$$Fx^* \leq x^*$$

From (2) we have $F(Fx^*) \leq Fx^*$. Thus $Fx^* \in D$; hence $x^* = \inf D \leq Fx^*$ so, $Fx^* \leq x^* \leq Fx^*$. Therefore $x^* = Fx^*$.

This is an application of Tarski's and Birkhoff's theorem. The key feature to note here is that the equilibrium is not necessarily unique. It should also be noted that under additional assumptions on space X and the mapping N the computation of a fixed point can be done by standard methods (e.g. Ortega and Rheinboldt). A similar model can be constructed on Banach space as well.

Needless to say, any formalization of a complex system leaves out certain features. For example, the political features of POLIS are captured only indirectly and inferentially in the above model. But at least the ecological and distributive features can be captured by constructing the appropriate environmentally-sensitive SAMs and applying the model over time for a country like Korea. What the above verbal argument and formal exercise suggest is the feasibility of an alternative developmental model that builds upon some of the insights of the Asian success stories like Korea but also can take some necessary steps to face the ecological and political economic challenges of the 21st century.

Appendix 2: The Augmented National Innovation Systems approach and a more complex illustrative model

Multiple Equilibria on Banach Space for an Augmented National Innovation Systems model:

In this section the results for multiple equilibria presented verbally in the main text and formally in appendix 1 are further extended to functionals on Banach Space. We can define the model presented in appendix 1 again for monotone iterations, this time on a non-empty subset of an ordered Banach space X . The mapping $f: X \rightarrow X$ is called compact if it is continuous and if $f(x)$ is relatively compact. The map f is called completely continuous if f is continuous and maps bounded subsets of X into compact sets. Let X be a non-empty subset of some ordered set Y . A fixed point x of a map $N: X \rightarrow X$ is called minimal (maximal) if every fixed point y of N in X satisfies

$$x \leq y (y \leq x)$$

Theorem: Let (E, P) be an ordered Banach space and let D be a subset of E .

Suppose that $f: D \rightarrow E$ is an increasing map which is compact on every order interval in D . If there exist $y, \hat{y} \in D$ with $y \leq \hat{y}$ such that $y \leq f(y)$ and $f(\hat{y}) \leq \hat{y}$, then f has a minimal fixed point x . Moreover, $x \leq y$ and $x = \lim F^k(y)$. That is, the minimal fixed point can be computed iteratively by means of the iteration scheme

$$\begin{aligned} x_0 &= y \\ x_{k+1} &= f(x_k) \quad k = 0, 1, 2, \dots \end{aligned}$$

Moreover, the sequence (x_k) is increasing.

Proof: Since f is increasing, the hypotheses imply that f maps the order interval $[\bar{y}, y]$ into itself. Consequently, the sequence (x_k) is well-defined and, since it is contained in $f[\bar{y}, y]$, it is relatively compact. Hence it has at least one limit point. By induction, it is easily seen that the sequence (x_k) is increasing. This implies that it has exactly one limit point \bar{x} and that the whole sequence converges to \bar{x} . Since f is continuous, \bar{x} is a fixed point of f . If x is an arbitrary fixed point in D such that $x \geq \bar{y}$, then, by replacing y by x in the above argument, it follows that $\bar{x} \leq x$. Hence \bar{x} is the minimal fixed point of f in $(\bar{y} + P) \cap D$. It should be observed that we do not claim that there exists a minimal fixed point of f in D .

We can also show that if $F: x \in X_+ \rightarrow Nx + d$ is an intersecting compact map in a non-empty order interval $[x, \hat{x}]$ and $x \leq Fx$ and $F\hat{x} \leq \hat{x}$ then F has a minimal fixed point x^* and a maximal fixed point x^{**} . Moreover, $x^* = \lim F^k(x)$ and $x^{**} = \lim F^k(\hat{x})$. The first of the above sequences is increasing and the second is decreasing.

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Case Presentation

Outsourcing Thinking and Imagination in African Development: Lessons from South Korea?



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Biography



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Kelechi A. Kalu earned his Ph.D. (1997) in International Studies from the Graduate School of International Studies, University of Denver; his M.A. in Political Science from the University of Dayton, Ohio and B.A. in Political Science from the University of North Texas, Denton, Texas. He specializes in International Politics, Conflict & Conflict Resolution and Third World Development Studies with emphasis on Africa. Kalu served as a Mellon Research Fellow in the Department of Government, Connecticut College, New London, Connecticut in 1994-1995, Professor of Political Science at the University of Northern Colorado, Greeley (1990-2008) and Adjunct Professor of African Politics and Political Economy at the Joseph Korbel School of International Studies, University of Denver, 2005-2008. Dr. Kalu is currently Professor of African American & African Studies, Faculty affiliate at the Merzhon Center for International Security Studies and Director of the Center for African Studies at The Ohio State University.

He previously served as the Program Chair of the International Studies Section of the Southwestern Social Science Association and completed his tenure as President of International Studies Association-Southwest in 2004. He is a recipient of several academic and service awards/recognitions from the University of Northern Colorado and other professional bodies such as the American Political Science Association and the African Studies and Research Forum. Professor Kalu was honored with the Center for African Peace & Conflict Resolution, California State University, "2009 Peace Education Award for Outstanding Contributions to Peace and Conflict Studies in Africa, May 2, 2009.

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The Outsourcing of Thinking and Imagination in African Development: Lessons from South Korea

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This paper responds to the following questions: (1) given the same international economic structure and, relatively, the same levels of economic conditions, why did states like South Korea and other Asian tigers effectively transform their countries from poverty to sufficient wealth while states like Nigeria, Ghana, Uganda and others sub-Saharan African countries remain mired in poverty? (2) What characteristics of politics are conducive to frameworks that enable effective citizen participation, which in partnership with government officials can produce transformative change in economic and political development in sub-Saharan Africa? And (3) what lessons does the South Korean experience have for African states? I define and contextualize the concept of outsourcing and argue that outsourcing can be negative if the component outsourced to a firm in another country creates temporary employment for the citizens of the receiving state but does not link the manufacturing or services by contract to the 'donor' national economy. Such outcome draws skilled workers away from the originating national economy to work in such external enclave economies. Furthermore, the outsourcing firm/country has exogenous impact on the target firm/country's taxation, employment and development policies – often without input from the target firm or state. Thus, negative outsourcing has far reaching consequences if what is outsourced include ideas and imagination that often result in dependency rather than independence. Based on the foregoing, I argue that serious thinking and innovative strategies for economic development in many industrialized countries, including South Korea, have come from uncompromising commitment by the policy elites on how best to deploy domestic resources to achieve desired national goals of economic advancement. In conclusion, emphasis on policy ownership and endogenous resources offer three lessons from South Korea for African states: a robust policy on science and technology education; government investment on infrastructure development and maintenance and the privileging of labor intensive industrialization over prevailing practices of importing everything. Overall, economic nationalism is at the center of South Korea's successful industrialization and economic growth.

The Outsourcing of Thinking and Imagination in African Development: Lessons from South Korea

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If they can get you asking the
wrong questions, they don't
have to worry about answers.

Thomas Pynchon, *Gravity's Rainbow*, 1973

I. INTRODUCTION

Strategic military competition between the Eastern and Western alliances during the Cold War existed in a systemic economic structure that enabled militarily less powerful states to use strategic trade policies for economic development. Much of the thinking, planning and policy implementation that resulted in the spectacular economic achievements of such East Asian states as South Korea, are directly attributable to the geopolitics of the Cold War, in which major powers exerted less control and afforded greater latitude to the internal economic policies of their client states. Conversely, and arguably, in most states in sub-Saharan Africa that became politically independent during the Cold War, there was a remarkable absence of latitude for the deployment of strategic thinking and planning on matters of economic development. The post-Cold War consequences are now evident: while South Korea planned and executed policies that pushed it from poverty to relative wealth, African states remain aid recipients and are still in search of the right mix of policies for economic development. For example, Gross Domestic Product (GDP) per capita in 1950 for Ghana was \$1,193, South Korea, \$876, Cote d'Ivoire, \$859 and for Nigeria, it was \$547; and by 2010, while GDP per capita for Ghana is \$1,287, Cote d'Ivoire, \$1,056, Nigeria \$1,224, South Korea's nominal GDP per capita stands at \$20,757.¹ After the collapse, in the late 1980s, of socialism as an alternative to the free market as a way to deal with the problem of scarcity, scholars and policy makers in South East Asia have sought ways to manage and realign their domestic economic policies in order to maintain their global competitiveness. African states, on the other hand, have continued to grapple with how to redefine their thinking space, economic models, and ideological approaches to scholarship and policy options. Further, the lack of clarity on a policy agenda and the mix of policies likely to succeed in various African states remain

¹ For the 1950 data, see <http://nationmaster.com> and for the 2010 data, see World Bank <http://databank.worldbank.org>. I am grateful to Jisun Yi at the Institute for Development and Human Security at Ewha Womans University for assistance in sourcing the data.

problematic and transitional because many of the existing policy options have largely been exogenously derived or imposed.

For most of the states in sub-Saharan Africa, the central task since political independence remains how to achieve viable and sustainable economic growth within politically stable and economically friendly environments. Economic growth within the context of political stability is an issue at the core of public policy in many of the states—the extent to which policy makers choose to economically develop their societies or not.² Public policy involves the managing of political space to ensure that the government carries out its constitutionally-mandated functions (e.g., the provision of public goods, including the maintenance of law and order) well and provides the enabling environment for the private sector to create wealth. Thus, sound public policy enables individuals and groups to engage in entrepreneurial activities that create the wealth that can be used to meet public and private obligations, a process that significantly adds to national economic growth and political stability. Thus, the role of visionary public policy within the context of liberal democracy is not merely to provide citizens with the wherewithal to participate in governance but also to enhance the ability of the individual to achieve self-actualization within the framework of liberalism and within a shared process of social learning³ that lead to active and informed nationalists of their states. Within the context of a strong state and an enabling society both approaches are not mutually exclusive.

Substantively then, within the context of a strong state and a willing society, visionary and strategic leaders committed to economic development, can emerge. Such leaders are predisposed to the development of deliberative decision making, transparent and accountable processes, and measurable policy outcomes. Such leaders also show fundamental commitment to transforming their state from poverty to wealth. Arguably, the guiding assumption of such a state and society is based on the principle that realizing the common good and the well-being of the larger community through public service is a precondition to the enjoyment of individual accomplishments. Such a high level of citizenship is not only possible in a society that practices constitutionalism, but also in non-democratic countries that empower citizens with the choice to give their best for the good of their state and their fellow citizens. Such choices can be made with the full

² For different definitions of public policy, see Thomas Dye, *Understanding Public Policy*, Eight Edition (New Jersey: Prentice Hall Publishers, 1995): 3-4. Dye argues that definition of public policy in the tradition of David Easton, Harold Lasswell and/or Charles Jones all boil down to decision makers' authoritative allocation of values; therefore, there is no need for elaborate definition of public policy beyond whatever governments choose to do or not do. My view of public policy in this paper is consistent with Dye's perspective, but goes further to specifically probe whether or not the decision makers understand the structure and relevance of ideas that form their choice of decision in a given domestic reality. In this sense, ideas are not simply important but central to transformative policy decisions and implementation.

³ See Kenneth R. Hoover, *The Power of Identity: Politics in a New Key* (Chatham, New Jersey: Chatham House Publishers, 1997): 71.

knowledge that collectively, citizens are the pillars on which the state stands and from which these same citizens derive their strengths and security. While I am mindful of the argument about democracy as a universal right, it is also the case that across sub-Saharan Africa, the unemployed, victims of irresponsible states and non-state actors, seek first economic resources with which to escape their vulnerabilities and meet their basic needs before seeking a democratic structure to secure their rights. For example, in the case of South Korea, the measurable outcome of endogenously-derived poverty alleviation policies with focused educational policies helped enhance the knowledge and economic resources of significant numbers of citizens ultimately creating spaces for agitation for democratic transition and consolidation.

Consequently, the realization of such shared values of nationalism, excellence in public service is likely to result in *authority* rather than *power* as the framework of governance. *Authority* is the government's capacity to enlist voluntary compliance from the citizens at low transaction costs while *power* rests on the government's ability to coerce compliance. In many sub-Saharan African states, reliance on coercion has consistently resulted in a race to the bottom, undermining the capacity of the national government to govern either by force or through shared visions of national development policies. Unfortunately, not fully examining such causal analytical implications has led many analysts of African politics to view the development issues of nation-state formation in ethnic and religious terms. Revealing and discussing this deep analytical flaw will yield a clearer framework for articulating "the centrality of identity, voluntary compliance" and "social processes" that offer "the validation of competence" in ways that will enable the use of peoples' skills and intelligence for "natural processes of development," and "the cultivation of voluntary support for the authority of the community."⁴ The questions at hand include the following: (1) Given the same international economic structure and relatively the same level of economic conditions, why did states like South Korea effectively transform from poverty to relative wealth while states like Nigeria, Ghana, Uganda and others in sub-Saharan Africa remain mired in poverty? (2) What nature of politics is conducive to effective citizen participation, in partnership with government officials, for transformative change in economic and political development in sub-Saharan Africa? The rest of the paper responds to these questions and concludes with lessons from the South Korean development policies for African states.

II. Outsourced Ideas and Imaginations: The Argument

The concept of outsourcing whereby a firm enters into contract with another firm—domestically or internationally—to produce specific components in their product

⁴ See Kenneth R. Hoover, p. 75.

line aims to enhance the profit of the outsourcing firm.⁵ Outsourcing can be negative if the component that is outsourced to a firm in another country, while creating temporary employment for the citizens of the receiving state, does not link the manufacturing or service to the latter's national economy. Such outsourcing can draw skilled workers away from the national economy to work in those enclave economies. Furthermore, the outsourcing firm/country has an exogenous impact on the target firm/country's taxation, employment and development policies – often without input from the target firm or state. Thus, outsourcing can be both positive and negative, and can have farther-reaching consequences if what is outsourced includes ideas and imagination. Ideas, as explained below, are the framework for viable development policies. Arguably, India has been the largest recipient of outsourced contracts because of its educated, skilled manpower and its infrastructure.

A different dimension of outsourcing occurs when citizens of a state migrate to other parts of the world as a result of poor educational, energy, healthcare and other development infrastructure in the home state. In such situations, skilled emigrants take up employment that in many instances is below their education and skills-set, which explains the fact that the most educated taxi drivers in Chicago, New York and Washington, DC areas are highly educated African immigrants. This is the condition of many citizens from sub-Saharan African states whose desire to “escape” from their countries leads them to low-paying, unskilled jobs that under normal circumstances they would not accept in their home countries. In a sense, the state, through inadequate attention to physical security, economic growth, and employment policies that benefit the nation, inadvertently “outsources” its’ educated and skilled citizens to unskilled jobs in other countries, but, receives back payment through remittances to family members of the outsourced citizens. In addition, given the high level of education and technical skills of most of the “outsourced” citizens, the state essentially exports the critical mass of its citizens whose expertise is most needed for nation-building, political and economic development of the country. According to Taiye Tuakli-Wosornu, a “study conducted in 1999 estimated that between 1960 and 1975 around 27,000 highly skilled Africans left the Continent for the West. Between 1975 and 1984, the number shot to 40,000 and then doubled again by 1987, representing about 30% of Africa’s highly skilled manpower. Unsurprisingly, the most popular destinations for these emigrants included Canada, Britain, and the United States.”⁶ Also, in response to structural adjustment programs (SAPs) in the 1980s and 1990s that scaled back the size of African governments’ support for education, healthcare and other infrastructures and effectively undermined the basic capacities of African

⁵ See Thomas L. Friedman, *The World is Flat: A Brief History of The Twenty-First century* (New York: Farrar, Straus and Giroux, 2005): 103.

⁶ Taiye Tuakli-Wosornu, “What exactly is an ‘Afropolitan’?” <http://www.theafropolitanexperience.com/2011/03/28/what-exactly-is-an-afropolitan/> accessed July, 22, 2011.

governments to economically protect their citizens, emigration to advanced countries accelerated. There are two consequences to this kind of outsourcing.

First, not only are families fragmented, but citizens are disconnected from their home space, territorial origins, and patriotic responsibilities and duties, all necessary elements for defending and building up their societies. The outsourced citizens end up contributing to the well-being and standard of living of their host countries, to the continuing disadvantage of their countries of origin. For, while they contribute through remittances to their families, the remittances are not channeled toward investment or national development efforts, but are mostly consumed without consideration for reinvestment and subsequent economic growth.⁷ Similar to the political leaders' pattern of consumption, the squandering of this level of capital helps undermine the state's capacity to regenerate its resources and leads to dependencies on anything but domestic ideas and products. Like the outsourced citizens to low skilled jobs, the opportunistic leaders are disengaged from the society they lead, lacking the capacity to imagine a new and productive society. These conditions are characteristic of many sub-Saharan African states where overdependence and reliance on foreign ideas, products and currencies are tantamount to outsourcing of ideas and imagination without measurable benefit to local citizens or societies. As a consequence of the poor attention to innovative ideas and thinking, the economies remain essentially exchange economies – interacting with external capital and interests on the basis of raw materials, because the custodians of the public trust and leadership have failed to restructure post-colonial African states, expand educational skills and domestic economic production forces. African leaders, have since independence, depended almost exclusively on advice from the international community on how to manage their economies. In countries such as Nigeria, Uganda, Zambia, Ghana, and Angola, foreign actors have played a significant and sometime dominant role in national policies, especially those dealing with the management of the economy and the environment. In the francophone countries, France has not only controlled monetary policies in these countries through guarantee by the French Treasury of the convertibility of the CFA franc, but also overall trade policy as these countries continue to depend on France for export and import trade, as well as various forms of economic, food, and military aid.

Indeed, when these countries make efforts to privilege endogenous over exogenous ideas and products, the expectations of foreign actors are often more pronounced in their policy or program statements. For example, since the late 1970s, African leaders have made efforts to reclaim their development policy agendas and make

⁷ Clearly some of the remittances are likely invested in some form of small economic activities such as trading and in education; the point is that the absence of coordinated and verifiable remittances toward large scale investments are not helping to generate economic growth and employment for the citizens.

them more locally-focused, in an effort to emphasize local priorities, such as self-sufficiency in food production and self-reliance in such areas as industry, transport and communications, human and natural resources, and science and technology. From the Lagos Plan of Action (LPA) in 1980 to the current New Partnership for Africa's Development (NEPAD) launched in 2001, African political and economic leaders continue to look for strategies to enable them to achieve economic growth and political advancement. But most of these plans—including externally-imposed programs such as the structural adjustment programs (SAPs) and the ongoing Millennium Development Goals (MDGs)—have either been externally imposed and hence, do not have any relevance to African realities or they were developed by Africans but the African countries have not been able to come up with the resources to implement them. Serious thinking and innovative strategies for economic development in many industrialized countries, including South Korea, have come from uncompromising commitment by domestic policymakers on how best to deploy domestic resources to achieve desired economic advancement goals. But, in the case of Africa, within the policy documents of such plans as LPA and NEPAD, rational logic to the contrary, the leaders expect external actors to finance and indeed guide them through the transformation of their economies. According to NEPAD,

Africa needs to fill an annual resource gap of 12 percent of its GDP, or \$64 billion. This will require increased domestic savings, as well as improvements in the public revenue collection systems. However, *the bulk of the needed resources will have to be obtained from outside the continent.*⁸

While NEPAD's goals—promoting democracy across the continent, good governance, human and peoples' rights, political stability and economic development that will generate an average growth rate of 7 percent per annum—are laudable, reliance on external actors to finance development in Africa to the tune of \$64 billion annually clearly indicates that African political and economic leaders are not serious about economic development in the continent. Clearly, it is disingenuous of Africa's leaders to expect that the same external actors that colonized and exploited Africans and deprived them of access to their resources and, in the post-colonial period, continued to interfere with the continent's development agenda, would be willing and able to honestly administer programs designed to advance economic growth and development in the continent.

Given that opportunistically-laundered national wealth from Africa is deposited outside the continent, and that an “estimated 40 percent of wealth created in Africa is invested outside the continent,” any serious plan for development has to be based on

⁸ Cited in Ian Taylor, *NEPAD: Toward Africa's Development or Another False Start?* (Boulder, CO: Lynne Rienner Publishers, 2005): 10 (emphasis added).

mobilizing “the continent’s own private and public resources as a means to paying toward any recovery project, while advancing agenda to address major structural barriers to African trade rather than relying on the West [and the Chinese] as the external motor of recovery.”⁹ The notion that forces of development are necessarily exogenous negates the imperative of domestic thinking, innovation and control of local resources—material and intellectual—as the first step for strengthening a state’s capacity to engage external forces. For African nations, the question is: what factors explain this type of outsourcing and what are their consequences for economic development? I would argue that how politics is structured and institutionalized, and how policy is transformed and implemented are functions of *ideas/imagination* and the processes that should inform the thinking of leaders in specific African states. Consequently, while a state may be constrained by certain economic challenges, e.g., trade policies of other states in the international system, it is the knowledge, imagination and strategic thinking of state leaders that will determine the extent to which that state transcends or is hobbled by its systemic challenges. For example, development policies that emphasize local content and ownership ensure that development is relevant to citizens and their societies. Such endogenously-focused policies makes compliance easy to enforce, ties development issues to peoples’ interests and create opportunities for local productive forces to help transform their societies.

If development is on the policy agenda of African leaders and political expediency is not privileged over genuine efforts at development, then it becomes possible for politics to drive domestic and international economic policies. How each political actor plays the game at home and abroad significantly impacts the attainment of expected goals. For example, it should be clear to African leaders that while the international community advocates democratization of decision-making processes as an important aspect of each country’s political system, the governance of the international system is not informed by such democratic decision making processes. This suggests that successful African leaders’ economic decision-making structures should follow a similar trajectory—a relatively democratic process at the domestic level and strategic economic nationalism at the external level. Such a strategic approach to development can help ensure that selected options will yield comparative advantages, whether in regard to strategic location of industries or to identifying which industries to subsidize in innovation and acquisition of technological skills. In essence, well thought-out strategic trade policies could result in African governments partnering with South Korean or Chinese industries to support labor-intensive industries, both to create employment at home and to export products overseas. Redirecting entrepreneurial activities and profits from inefficient or less advantageous sectors (the current practice of importing everything) to more labor-intensive sectors like agriculture could contribute to positive impacts in economic development. This would further deemphasize the current

⁹ See, Ian Taylor, p. 166.

(extractive/commodity) exchange nature of sub-Saharan Africa economies in favor of more dynamic and endogenously productive economies with active African entrepreneurship.

Transforming African countries from poverty to relative wealth, as South Korea and other Asian tigers have done takes much more than money; it takes political will, strategic vision and strong leadership to deploy resources like education, money and technology to productive ends. For example, by emphasizing primary education as South Korea did based on a policy of decentralization of decisions and location of schools across the country, African governments can mitigate the excessive politicization of ethnic and linguistic differences as obstacles to development. Emphasis on primary education across the board for poor state makes communication of change and simple adaptation of technologies, for example, agricultural technologies easier to use. It is *ideas* that underpin policies and their transparent implementation, coupled by policymakers' success in galvanizing citizens to work for the common good, that are responsible for transforming societies politically and economically and creating the enabling environment for genuine economic development.

However, if ideas and imagination have been outsourced by excessive reliance on exogenous ideas and policies, followed by inadequate attention to national pride, then such leaders and states as currently evident across sub-Saharan Africa will lack the power to enact effective economic development policies. In such cases, affected states will remain primarily suppliers of raw materials and consumers of industrial products from other states, with negative consequences for local economic growth.

III. PROBLEMS WITH STATE AND DEVELOPMENT POLICIES IN AFRICA

According to Hannah Arendt, “[p]ower corresponds to the human ability not just to act but to act in concert. Power is never the property of an individual; it belongs to a group and remains in existence only so long as the group keeps together.”¹⁰ Thus, using collective power effectively would require that it be deployed first, to secure group survival and second, to advance the collective material interests of the group. The extent to which contemporary thinking since political independence in various African states has failed to lead to the understanding that power does not belong to a specific individual or group, but legitimately belongs to the citizens and should be deployed to meet the needs of whole society, remains in question. What has not been in doubt is the nature and character of the state bequeathed to Africans at independence. As Mahmood Mamdani has noted, colonial states in Africa were bifurcated states. According to him, “[i]ts one side, the state that governed a racially defined citizenry, was bounded by the rule of law and an associated regime of rights. Its other side, the state that ruled over subjects, was a

¹⁰ Cited in Scott Gordon, *Controlling The State: Constitutionalism from Ancient Athens to Today* (Cambridge: Harvard University Press, 1999): 11.

regime of extra-economic coercion and administratively driven justice.”¹¹ According to Mamdani, true independence “would have entailed the deracialization of civil power and the detribalization of customary power, as starting points of an overall democratization that would transcend the legacy of a bifurcated power.”¹² Thus, at independence, African leaders should have worked toward unifying the bifurcated state through laws, institutions and a national ethos of collective destiny. It is the failure to reform and reconstitute the post-colonial states that has resulted in citizens’ feelings of anomie and alienation from their governments, which continue to function as if Africans did not fight for independence from colonialism.

According to Claude Ake, the colonial state was effectively organized to act unilaterally on matters of public policy. For example, in the areas of land redistribution and the appointment of key actors in the management of the economy, the state acted unilaterally and capriciously, without regard to existing modes of social relations. The colonial state “attended to the supply of labor, sometimes resorting to forced labor; it churned out administrative instruments and legislated taxes to induce the breakup of traditional social relations of production, the atomization of society, and the process of proletarianization.”¹³ Educationally, the colonial state ensured that Africans received only minimal training sufficient for performing assigned tasks and to “remain steadfast in the performance of their often tedious and disagreeable tasks.”¹⁴ Infrastructurally, the colonial state “built roads, railways, and ports to facilitate the collection and export of commodities as well as the import of manufactured goods,”¹⁵ without regard to sectoral and urban/rural linkages. In addition, the colonial state “sold commodities through commodity boards,” and “controlled every aspect of the colonial economy tightly to maintain its power and domination and to realize the economic objectives of colonization.”¹⁶ However, since the objective of the colonial state in Africa was mainly resource exploitation, very little attention was paid to the political and economic welfare of the people. Institutionally, there were no mediating structures between the state and the people that could be relied on to adjudicate disagreements fairly and justly. Thus, at independence, a major legacy of the colonial state was the coercive and violent institutions, which remain the most visible platforms through which contemporary citizens encounter African states in Sudan, Angola, Nigeria, Côte d’Ivoire, Democratic Republic of Congo (DRC) and elsewhere in the continent. And, as Mamdani and Ake show, the postcolonial state in sub-Saharan Africa is not very different from the colonial

¹¹ Mahmood Mamdani, *Citizen and Subject: Contemporary Africa and The Legacy of Late Colonialism* (Princeton, NJ: Princeton University Press, 1996): 19-20.

¹² *Ibid.*, p. 24-25.

¹³ Claude Ake, *Democracy and Development in Africa* (Washington, D. C.: The Brookings Institution, 1996): 1-3.

¹⁴ *Ibid.*

¹⁵ *Ibid.*

¹⁶ *Ibid.*

state. “It continues to be totalistic in scope,” remains an “apparatus of violence,” with a very “narrow social base,” and relies on the institutions of coercion rather than authority in making and implementing public policy.¹⁷ Further, given the fact that the encroaching Chinese presence across the continent is “without interference in domestic politics” in African states, the colonial state may very well not have left, as state and power remain bifurcated—one for the elite and the other for the masses—both coexisting within spaces of dilapidated structures and abjection for the masses on the fringes of metropolitan and rural spaces, while the elites live in self-segregated mansions that are best described as self-imposed prisons. In a sense, a key part of the problem remains the unwillingness of African elites and leaders to think in terms of centering development on people and expanding local productive forces rather than continuing the practice of merely exchanging raw materials for finished goods with no hope of transforming the countries toward industrialization or even simple capacity building. The question is: how did countries like South Korea escape such anomie? And, are there any lessons that Africans and their leaders can learn from the experiences of countries like South Korea? The rest of the paper responds to these questions.

IV. IDEAS AND STRATEGY AS GUIDE TO SOUTH KOREA’S DEVELOPMENT¹⁸

South Korea’s rapid economic growth and successful transformation to a developed country can be attributed to strategic location, strong and visionary leadership and intelligent use of resources to expand domestic productive capacity. It is well known that South Korea and many African states were hopelessly underdeveloped and exploited by colonial and imperial interests. However, a standard comparative case—progress between South Korea and Ghana since the 1960s—reveals radically different pictures. In 1962, per capita income in Ghana was \$190 compared to South Korea’s at \$110. By 2000, while South Korea’s per capita income had risen more than forty times to a respectable \$9,910, Ghana had not even succeeded in doubling its own, only managing to raise it to \$330. With a population of 48 million, South Korea, in 2010, had a GDP of one trillion U.S. dollars with a per capita income of \$20,757. On the other hand, Ghana, with a population of 24 million and a GDP of \$31 billion, had a per capita income of only \$1,287.¹⁹ Thus, if we assume, for example, that South Korea’s growth stagnates at its 2010 level and continue to compare South Korea to Ghana, and imagine that Ghana enjoys a growth rate of between 7% and 10% annually, statistically, it will take Ghana 50 years to catch up to

¹⁷ Ibid.

¹⁸ This section significantly relies on the collaborative research between me and Professor Jiyoung Kim. See, Kelechi A. Kalu and Jiyoung Kim, “The Political Economy of Development Assistance: Lessons from South Korea for Sub-Saharan Africa,” *International Studies Review*, vol. 10, No. 1 (June 2009): 29-52.

¹⁹ See, World Bank databank, 2010.

South Korea. The question is: how did the South Koreans achieve such an economic miracle?

South Korea's economic growth is not really a miracle. That nation's economic growth is a function of international and domestic factors and sheer determination by national leaders to move the country from an agrarian to an industrialized economy. Such exemplary growth required clarity of purpose guided by strong leadership, patriotic citizens and a supportive international environment. South Korea's development is partly explained by strong government actions, institutions that enhanced entrepreneurial activities and leaders who possessed effective management skills to deploy domestic strengths and foreign assistance toward economic transformation. South Korea's economic growth experience exemplifies the role that a well-managed state can play in economic transformation—with the right types of institutions and policymakers who are skilled managers, capable of developing and implementing growth-enhancing policies, the state can play a very important positive role in economic development. For example, from the mid-1950s until the late-1980s, South Korea was a major recipient of official development aid. Its leaders utilized the aid efficiently to build up the country's productive capacity, including the development of necessary human capital, and the provision of institutional environments within which local entrepreneurs could engage in the business of creating wealth. Such effective transformation of development aid into sustainable productive capacity is the key to South Korea's "miraculous" economic growth. Along the way, South Korea developed the ability to generate technology locally and eventually became a major exporter of not just produced goods such as cars, TVs, other household electronics, and steel, but also of technology. There is no denying the fact that the South Korean government was very instrumental in the country's phenomenal growth—the government provided a solid foundation for human capital development by providing the country with an excellent educational infrastructure, which included bringing higher education to the rural areas; the government made certain that instruction at all levels of education emphasized science and technology; the government insisted on good governance as a prerequisite to the country's transformation into an economic power; and finally, the government provided an institutional environment that enhanced entrepreneurship, a process that helped make South Korea one of the most entrepreneurial countries of the last five decades. It was that entrepreneurial excellence that allowed South Korea to emerge as one of the world's top producers of cars, household electronics, and other knowledge goods.

Contextual Factors

From one of the poorest and dependent countries in the 1950s, South Korea, by the late 1980s, had become the 12th largest economy in the world. And, in spite of the 1997 Asian financial crisis and the global economic meltdown in 2009, South Korea, currently ranked the 15th largest economy globally, remains a major international economic force and is fast becoming a very important contributor to poverty alleviation

efforts to countries in Asia, Africa and other parts of the developing world. While foreign aid did contribute significantly to South Korea's transformative growth, it is important to keep in mind that it was the country's policymakers who effectively transformed that aid into an instrument of positive change. Ghana and many other countries in Africa received similar amounts of aid over the years, but their leaders failed to engage in the types of policies that would have made similar transformations as those that occurred in South Korea. Instead, Africa's post-independence leaders corruptly appropriated the monies received as development assistance for their own personal use and in the process, failed to provide their respective countries with the leadership needed to enhance growth and development.

After its independence from Japan in 1945, South Korea received development assistance from many countries, but the United States was its major donor, especially after the Korean War (1950-53). During the period 1954-1960, South Korea recorded a 4.9% *annual growth rate* and an 11.8% *annual investment rate*. The major source of investment was foreign grants and development aid.²⁰ Eventually, foreign grants were replaced by development loans. For the period 1945-1999, South Korea received about \$127 billion in development assistance, and in 1995, South Korea was removed from the World Bank's list of recipient nations (KOICA database). However, while South Korea was receiving foreign development assistance, government officials across regimes were determined to place the people at the center of national development plans and any strategies that were used to transform the country. In other words, while the United States and other donors provided the financial resources, the South Korean government insisted that ideas on how to use those resources to transform the country come almost exclusively from the people and their leaders. Without itself practicing democratic governance across the board, the government promoted a democratic or people-driven approach to development and by making certain that all public policies were locally-focused, the government brought development to the people and allowed it to reflect their values, interests, cultures and traditions, and hence, succeeded in getting South Koreans to participate fully and effectively in their own transformation.

This contrasts sharply with the development approaches adopted by many African policymakers shortly after independence. These were not locally-focused and hence did not reflect local interests, values, cultures and traditions. Instead, they were generic, imported "development" programs put together in either Europe or the United States, without any consideration of the specificities of the African countries. Where these so-called development projects were designed in the West, they were expected to function simply as part of the overall "war" against the spread of communism and hence were not likely to have any relevance to African realities. In the Afro-Marxist countries, which depended on the Warsaw Pact countries for foreign aid, development programs

²⁰ Korea International Cooperation Agency (KOICA) database.

were also externally imposed, and like their Western counterparts, were not intended to maximize African objectives but those of these countries' Eastern benefactors. In the end, African policymakers enriched themselves at the expense of genuine national transformative growth. Unlike the South Korean State, which emerged after the war to become the engine of positive economic, social and political transformation, the African State represented the most important constraint to economic and political development.

As Table 1 indicates, a major proportion of aid to South Korea was bilateral. Such structural characteristics of the foreign assistance that South Korea received contributed to its ability to use the aid effectively. First, given that most of the foreign aid that South Korea received came from the United States, South Korea was able to avoid the problems that come with having to deal with the many conditionalities imposed on aid recipients by donors. Second, the U.S. government was interested in seeing South Korea develop a healthy and robust middle-class, which could help in the fight against the spread of communism. Thus, the United States eagerly welcomed and supported policies put forth by South Korean leaders on how to educate its citizens and on how to effectively transform its agrarian economy. As a result, the United States did not only cooperate with South Korean leaders but also sent experts to advise the government and provided opportunities for South Koreans to study and train at U.S. colleges and universities.

For instance, to simplify the process and maximize the efficacy of foreign assistance, the Rhee government adopted the American fiscal system, which begins in July and ends in June.²¹ Later, the Park government used the five-year development plan as a strategy to shift the economy from labor-intensive to technology-intensive industries targeting chemical and heavy manufacturing sectors. During each step of the process, the various South Korean regimes demonstrated a relative understanding of the right mix of politics and economic logic. They also used local production forces to deploy international opportunities in ways that advanced the South Korean economy. For example, South Korean policymakers were able to make effective use of their strategic location during the Vietnam War to their own advantage. They helped the United States in its war effort and in the process gained access to markets for the sale of output from their industries.

Thus, the Vietnam War was the third contextual factor that contributed to South Korea's economic development in the late 1960s. As a U.S. ally, the South Korean government sent approximately 310,000 troops to Vietnam between 1964 and 1975. In return, the South Korean economy was able to take advantage of the opportunities provided by the United States to increase the country's exports, which helped expand local productivity. In addition, South Korean companies were able to bid for construction

²¹ South Korea's fiscal year begins in January and ends in December. Rhee adopted the American fiscal year system only temporarily to maximize the efficacy of the US foreign assistance to South Korea.

projects in Vietnam, giving them an opportunity to learn how to operate globally, a lesson that later enhanced their ability to become a competitive force in today's international economy. Collaboration with the Americans in Vietnam also allowed South Korea to sell goods to U.S. and other soldiers serving in the war. As a consequence, by the late 1960s, South Korea had become the third largest exporter to Vietnam, after the United States and Japan.

Table I. ODA to South Korea

	1945-60	1961-75	1976-90	1991-99	Total
Grants*	3,045.6	1,999.0	750.4	1,202.5	6,997.5
(%)	(98.3)	(50.7)	(21.4)	(54.0)	(54.8)
Loans*	52.3	1,942.4	2,760.4	1,023.7	5,778.8
(%)	(1.7)	(49.3)	(78.6)	(48.0)	(45.2)
Bilateral*	2,518.4	3,312.2	2,200.0	2,200.0	11,807.9
(%)	(81.3)	(94.3)	(98.8)	(98.8)	(92.4)
Multilateral*	579.5	198.6	26.2	26.2	968.4
(%)	(18.7)	(5.7)	(0.2)	(0.2)	(7.6)
Total	3,097.9	3,510.8	2,228.2	2,228.2	12,776.3

*(*in million US dollars)*
Source: KOICA database

When South Korea dispatched troops to Vietnam, the United States increased its military assistance to the country, which helped to lessen the burden of participating in the war on the South Korean taxpayers. The geostrategic location of South Korea to U.S. national security interests was critical for South Korea's development at this time. The decision-makers in Seoul understood the opportunity and used it effectively to advance the country's economic and political interests. Of course, while the opportunity presented itself, South Korea was only able to benefit from it because of the strategic thinking of its leaders, as well as their willingness to make choices that benefited the national interest in the long run.

The Role of South Korean Government in Economic Development

In 1961, the Kennedy administration changed U.S. economic relations with South Korea—a strategy aimed at enhancing the U.S. domestic economy. The new policy (1) replaced the Mutual Security Act, characterized mainly by military relations, with the Foreign Assistance Act (FAA); (2) separated military from development assistance; (3) changed foreign assistance from grants to loans; and (4) emphasized a 'Buy American

policy.²² With the unexpected change in U.S. policy, the South Korean government moved fast to close the gap resulting from the delinking of military aid from development assistance. That action helped mitigate the negative effect and shock that the sudden change in policy would have on the South Korean people. As shown in Table 1, the proportion of grant aid decreased by almost 50 percent between 1945-1960 and 1961-1975. Even though the Vietnam War and normalization of diplomatic relations between South Korea and Japan contributed to South Korea's income from foreign exchange, such a drastic change in U.S. aid policy constituted a crisis for the government. The sudden change in U.S. economic relations with South Korea was an economic crisis for the nation. However, the crisis was turned into an economic and political opportunity. The government turned it into the platform on which the Park Chung Hee government (1962-79) led the Korean people to fully transform the economy from an agrarian to an industrialized one.

For the faint hearted, Samuel Huntington's argument in *Political Order in Changing Societies*²³ is a difficult read, but it was an important source of ideas for less developed states like South Korea in the 1960s to plan their development policies. Huntington argues that economic development requires political stability, which in less developed states often means authoritarianism. Empirically, South Korea and all the other Asian nations adopted the approach of political stability as a basis for economic development through industrialization. General Park Chung Hee's military coup that overthrew the Jang Myun government in 1962²⁴ was arguably one of the most significant catalysts of the process of industrialization in South Korea. The Park regime's suppression of democratic movements helped to establish an authoritarian developmental state. The regime relied on innovative ideas, strategic thinking, and the commitment of the people to go along with government economic policies. With determined efforts to develop their country, education policies emphasized science and technology, economic policies expanded local opportunities for the creation of wealth, and the subsequent increase in wealth provided the foundation for the development of the robust middle class that eventually caused the fall of authoritarian rule and paved the way for the introduction of democracy. Indeed, Japan's own state-led economic development success may partly explain why Park borrowed heavily from Japan for South Korea's new economic development model. And, even though the Park Chung Hee regime (1962-79) was criticized for its authoritarian rule and lack of political legitimacy, it was under his

²²Because of the 'Buy American Policy,' South Korean government was pressured to purchase the American products for the aid goods and use American ships in transporting them (Ministry of Finance; Korea Industrial Bank 1993:63).

²³ Samuel P. Huntington, *Political Order in Changing Societies* (New Haven: Yale University Press, 1968).

²⁴ President Rhee stepped down in 1949 pressured by student movements. Jang regime was established through a democratic election and adopted a parliamentary system.

leadership that South Korea transformative growth and became an important industrial power.

While Korea's Confucian culture, long history of bureaucracy, governmental will and strong leadership, and weak civil society have been offered as partial explanations for its economic growth, it is the privileging of ideas and strategic thinking that explains Park's successful response to the decline in U.S. aid and the subsequent policies that guided South Korea's industrialization. Thus, uncertainty in this case unleashed the regime's innovative thinking as the sharp drop in U.S. foreign aid led the government to implement a series of policies to reform its fiscal structure. In addition, the Park government actively sought out other sources of foreign resource flows and diversified the economy—strategies that African governments would do well to borrow.

Economically, in 1962, the Park government revised and enacted a "Law on the Attraction of Foreign Capital" to facilitate the attraction of foreign investment. Diplomatically, in 1965, the Park government normalized relations with Japan, which subsequently led to grants and commercial loans from Japan. In addition, the Park government strategically expanded the number of donor countries to include international organizations and European countries²⁵ in addition to public loans from Japan, international financial institutions (IFIs) and European countries such as West Germany, the United Kingdom, and France. In 1966, the World Bank assisted in the development of the International Economic Consultative Organization for Korea (IECOK). Through IECOK, international financial institutions and the South Korean government met regularly to discuss the nation's economic policies and effective use of foreign aid (KOICA 2004).

Government leadership, control of the policy agenda, and active participation in attracting foreign aid contributed to South Korea's economic success during the Park Chung Hee administration. Adopting the Japanese model, the Park government focused on an export-led strategy and succeeded in transforming South Korea's industrial structure from a labor-intensive one to a technologically-intensive one. For example, in 1972, the Park government favored heavy industries, including petrochemicals, shipbuilding, steel, electronics, and automobiles, which were granted significant government support. The government provided these selected target industries with subsidies that enhanced both their product efficiency and competitiveness. Significantly, the Park Administration served as mediator on a state platform that encouraged local producers to engage in research, technological innovation and competitive economic production that advanced state development. The government set goals and pressured businesses to achieve these goals through incentives, including financial subsidies. Thus, domestic and international factors—strong leadership, national economic plans, talented

²⁵ See Figure 1 in Kelechi A. Kalu and Jiyoung Kim, "The Political Economy of Development Assistance: Lessons from South Korea for Sub-Saharan Africa," *International Studies Review*, vol. 10, No. 1 (June 2009): 29-52.

and autonomous government bureaucrats, suppression of labor unions, and access to the U.S. market for South Korean products—contributed to rapid industrialization and economic growth in South Korea.²⁶

Also, an important dimension of the regime's effort was ensuring that industrialization did not sacrifice agricultural productivity or rural development in South Korea. Empirically, from the late 1960s to the early 1970s, when the Park government was implementing the 'New Village Movement' to increase agricultural productivity, foreign assistance was mostly and strategically invested in the agricultural sector.²⁷

Similarly, after the 1970s, the Park government's emphasis on heavy industries resulted in the use of development assistance to build infrastructures such as highways and bridges, which were essential preconditions for a successful industrial transformation. In the end, industrialization and economic growth are largely explained by strong and visionary leadership, citizens' willingness and commitment to work with the government, contiguity of Korea to U.S. strategic interests, its Confucian culture, emphasis on science and technology education and intelligent use of local and external resources to expand local productive capacity that contributed to the industrialization and economic growth in South Korea.

V. IN LIEU OF A CONCLUSION: KOREAN LESSONS FOR AFRICAN STATES?

As argued above, transforming a state from poverty to relative wealth takes much more than money; it takes political will, strategic vision and strong leadership to deploy resources like education, money and technology to productive ends. The leaders and citizens of a country have to believe and commit to the framework of *ideas* that underpin development policies and their implementation for such policies to have their desired outcome of industrialization and economic growth for the state. As Peter Hall (91-92) argues:

In technically complex fields of policy, such as macroeconomic policy-making, decision-makers are often guided by an overarching set of ideas that specify how the problems facing them are to be perceived, which goals might be attained through policy and what sorts of techniques can be used to reach those goals. Ideas about each of these matters interlock to form a relatively coherent whole that might be described as a policy paradigm. Like a gestalt, it structures the very way in which policy-makers see the world and their role in it.²⁸

²⁶ For more about South Korea's rapid economic growth, see Vogel (1991), Amsden (1989) and; E. M. Kim (1992), among many.

²⁷ For the data, see Kalu and Kim (2009): 45.

²⁸ Peter Hall, "The Movement from Keynesianism to Monetarism: Institutional Analysis and British Economic Policy in the 1970s," in *Structuring Politics*, editors, Sven Steinmo, Kathleen Thelen, and Frank Longstreth (New York, NY: Cambridge University Press, 1992): 90-113.

Consequently, if ideas and innovative thinking are the bases for setting policy agendas and debates, formulating, implementing and guiding economic growth and development, such ideas must emanate from the leaders who know the nature of the society entrusted to their care. In that respect, what the decision makers perceive as attainable are often reflected in their worldviews, capacity to see beyond the moment into the future and selected strategies for action. The case of South Korea demonstrates remarkable consistency in the leaders' capacities to correctly read the international and domestic contexts and the actors that impact economic development policies in ways that continue to elude African leaders. For example, while South Korea and many post-colonial leaders in Africa found themselves in the same systemic economic structure in the 1960s, the different outcomes, as evidenced by the data on Korea and Ghana, are unarguably explained by a strong state, understanding the international context, and bold leadership with the political will to seek a general welfare outcome that transcends individual or sectional interests. And, while South Korean leaders relied on domestic ideas as the basis for policy action, bucking the market-based modernization advice from international financial institutions, most African leaders took whatever advice was presented to them without domestic inputs.

The focus on domestic sources of ideas and resources, expansion of economic production forces and constant attention to its strategic position on the economic game table help to explain South Korea's economic success and growth. For sub-Saharan Africa states, the outsourcing of ideas and imagination, together with leaders' unwillingness to restructure the post-colonial state to correct for the bifurcated structure of state and governance made it difficult for African leaders to put development on the decision making agenda. As the case of South Korea shows, taking development seriously requires paying attention to how economic policies impact the majority of the citizens, expanding domestic economic production forces and diversifying economic and material resources of the state as a platform for economic development. African leaders' failure to consider how policies impact citizens, as well as to solicit domestic ideas from citizens for development, has resulted in emphasis being placed on development as an exogenous issue. Also, their willingness to continue the practice of *policy transfer*, defined as "a form of decision making by analogy, using another entity's experience as a source of ideas and evidence,"²⁹ fails to take endogenous factors into account. Policy transfers that are adapted to local conditions and needs tend to help a country leapfrog from other states' experiences rather than accepting such policies a la carte despite their failures in other states.

²⁹ Karen Mossberger and Harold Wolman, "Policy Transfer as a Form of Prospective Policy Evaluation: Challenges and Recommendations," *Public Administration Review* (July/August 2003), Vol. 36, No. 4, 428-440. Also, see Rob Hulme, "Policy Transfer and the Internationalisation of Social Policy," *Social Policy & Society*, Vol 4, No. 4 (2005): 717-425.

In a comparative study of South Korean and East African education policies, Yang-Ro Yoon³⁰ argues that South Korea's success is due more to the effectiveness of government policies and less to the amount of resources invested in education. She argues that the tendency to emphasize the differences between East Asia and Africa based on the overwhelming influence of cultural legacy (e.g., Confucianism) and predisposition (e.g., geography) is only half of the story of how South Korea developed. The other half, according to Yang-Ro Yoon, was the acceptance of the ethical values of hard work, a drive for change, and a desire for democracy.

With emphasis on developing new values through education and enhancing human skills, Yang-Ro Yoon opines that pragmatic factors are crucial for explaining the long-term success of South Korea's education policy. First, the leadership reached a consensus on the importance of education as the foundation for transforming South Korea. And with social and political will, the government brought the people on board to the necessity for education for development. The result was "a changed mindset," with aggressive, but highly flexible drive for policy results. Consequently, the outcome of the education policy and strategies for its implementation also contained pragmatic considerations of the motivations and interests of the various actors (parents, students, teachers, bureaucrats). How the outcomes would impact economic growth was taken into account in further planning and designing incentive structures for different educational skills. For example, given financial constraints, part of the trade-off before the 1970s was emphasis on primary rather than secondary and higher education. Also, the initial preference for increasing the number of educated students over investment per student was complemented by a willingness to temporarily sacrifice fixed standards of educational quality and access. And given the authoritarian governing structure and stifling of democratic tempers/expression, South Koreans' unmet desire for democracy also forced the government to be more accountable for development outcomes. The result was the Park regime's effort to use economic and educational policies that benefited the citizens directly as strategies for securing and increasing its domestic legitimacy. Finally, and most importantly, a striking aspect of South Korean government pragmatism was a stubborn pursuit of its own goals. While often coordinating with donors and exploiting the fungibility of money, the South Korean government consistently focused on the goals of development using their own judgment in the design and implementation of policies, sometimes against expressed advice of international donors. And, since nothing succeeds like success, the deliverable results were always accepted and praised by donors.

The narrative of economic development success in South Korea is one that is characterized by persistent privileging of endogenous over exogenous ideas, focused decisions by public officials to center development policies around expanding domestic

³⁰ See Yang-Ro Yoon, "Effectiveness Born Out of Necessity: A Comparison of Korean and East Africa Education Policies," *The World Bank* (March 2003). I am grateful to Yang-Ro Yoon for sharing her paper with me and for the email conversations on South Korean and African issues.

economic production forces through increasing South Korea's human capacities with emphasis on science and technology, strategic use of external opportunities to enhance its development policies by investing in specific sectors of the economy and finally, engaging in labor intensive agriculture to produce its own food. These strategies were fully complemented with labor intensive industrialization to provide employment for its educated citizens. Thus, through ownership of its education and development policies as platforms for economic success, South Korea was transformed from a poor to a wealthy country. There are three core lessons that sub-Saharan Africa states can take from the experience of South Korea.

First, given that the international context of the Cold War no longer exists and that the geopolitical locations of African states are not really contested spaces with the level of Cold War intensity, a lesson that African leaders can learn from the South Korean experience is a focus on education for development, especially with emphasis on science and technology education as a basis for economic growth and development. A recent study that examines the relationship between innovation, absorptive capacity and economic growth found that, relative to other regions, Africa continues to lag behind.³¹ Based on gross domestic expenditure on research and development as a percentage of world expenditure on research and development, the figures for developing and developed countries are 15.6% and 84.4% respectively. The regional variation figures are even more insightful. For Asia, the figure is 27.9%, Latin America & the Caribbean, 3.1% and for sub-Saharan Africa (excluding the North African states), the figure is 0.5%.³² The expenditure column is reflected in the actual proportion of African researchers in science and technology compared to other regions. Thus, while the number of researchers as a percentage of world totals for the developing countries is 28.4%, it is 71.6% for the developed countries. And, for Asia, the number is 34.5%, Latin America & the Caribbean, 6.7% and sub-Saharan Africa, the number is 1.0%³³ of world total researchers in science and technology. As a consequence the regional distribution of scientific and technical publications (2000 to 2005) reflects the low trend in advancing scientific and technical knowledge in Africa as a foundation and support for economic growth. For the period, average scientific and technical publications for East Asia & Pacific is 29,998 with a growth rate of 119%; Latin American countries, 17,497, and a growth rate of 36%; Middle East & North Africa, 4,839, with a growth rate of 69%; South Asia, 12,845 with a growth rate of 42%; and sub-Saharan Africa, 3,413, with a

³¹ The discussion on science and technology education relies on my work on "Styles of Foreign Assistance: Policy Transfers and Domestic Development in sub-Saharan African States," a paper presented at the International symposium on *Styles of Foreign Assistance*, Seoul, South Korea, May 26-28, 2011.

³² See Steve Onyeiwu, "Does Lack of Innovation and Absorptive Capacity Retard Economic Growth in Africa?" UNU-WIDER Working Paper No. 2011/9, United Nations University, March 2011, p. 16.

³³ Ibid.

growth rate of 6%.³⁴ These data reveal the absence of the use of scientific and technological knowledge as tools to enable focused and strategic approaches to development in sub-Saharan Africa. The data also point to low levels of research and publication of scientific and technical knowledge necessary for African states to engage in sustainable local economic development projects. With a low knowledge base in science and technology, producing value-added goods that are globally competitive in both price and quality and which can be consumed locally or exported, is quite challenging and, in many instances, not possible.

The direct consequence is poor economic growth and development characterized by persistent problems of high unemployment, low access to healthcare, poor infrastructure, and low level of citizens' engagement in the socio-economic environment, especially in education. This low attention to education in general and science and technology education specifically is evident in the high costs of transportation, energy and access to information technology. For example, the cost of using the Internet puts constraints on new entrepreneurial activities and pressures on existing business concerns. Sub-optimal technologies in the power sector and transportation, coupled with high costs of energy imports for some countries and other logistical problems associated with economic development result in high transaction costs of what is produced, frequently making them less competitive in the international market.³⁵ Inadequate attention to science and technology education in Africa results in excessive dependency on exogenous ideas and products that create employment for others and unemployment for Africans.

Secondly, one of the lessons from the South Korean experience for many African nations is the determined efforts on the part of the leadership to ensure through education and picking of economic winners such that the value of a positive work ethic permeates the society. The South Korean governments did not only insist on a "changed mindset," they created incentives across the society to encourage a viable work ethic in private and public enterprises. For example, by investing in agriculture, the government ensured that the society could feed itself without relying on food aid or import of food from outside the country. Indeed, when South Korea was a recipient of food aid from the United States, the government made sure that its citizens actually worked as a condition for receiving food. Also, the government privileged labor intensive industrialization at the same time that it expanded the local economic production forces. The outcome is one in which South Koreans invested in their country, educated their citizens and created employment and business ownership opportunities that ensured citizens' pride and willingness to support the government as well as the larger society. The result is one in which South Koreans became independent and focused on endogenous sources of ideas

³⁴ Ibid. p. 18.

³⁵ See, IMF, *Regional Economic Outlook: Sub-Saharan Africa: resilience and risks*, Washington, D.C.: 2010 (World Economic and Financial Surveys, 0258-7440): p. 66.

for value-added products for domestic consumption as well as for export—lessons that African leaders and citizens might benefit from.

A third lesson from South Korea's economic development and industrialization is that there is nothing strange or unique about government involvement in economic matters. Indeed, from periods of mercantilism to contemporary globalization discourses, economic development and industrialization have largely been driven by governments. It starts with deliberate decisions by a group of public officials who understand that power (however defined) is more effective if deployed for productive public purposes to safeguard individual and collective interests. Such understanding is what guides leaders to ask basic questions about how to feed and industrialize their societies. It takes strong, visionary leadership and intelligent use of resources to expand the material basis of a society without worrying about who is likely to become wealthier, as long as such wealth contributes to the rapid industrialization of the state. Such thinking is what guided the South Korean government and other industrialized societies to building sustainable educational institutions, provide public health facilities, construct roads and rail lines, invest in sustainable energy, provide reliable methods of communication and subsidize specific industries as anchors of industrialization. Such direct investments are necessary conditions for economic development.

Indeed, African states may not want to take the South Korean approach of hard development that brutally suppressed democratic dissent. But, whatever approach African leaders and citizens decide to take, it should be acknowledged that transformative change from poverty to wealth requires strong, visionary and strategic thinking by leaders who are willing to bring the citizens on board for transparent national development. The least African governments can do is to decentralize educational policies and institutions across their countries; emphasize primary to secondary education and ensure that local contents and economic forces are part of the development strategies. For example, emphasis on primary education allows for effective communication across indigenous languages and cultures to focus the citizens' attention to national goals and issues; and makes it easier to educate citizens on the necessity to use simple agricultural instruments and technologies to increase food production. Similarly, in contrast to existing practice of locating universities and influential secondary schools in urban centers, decentralizing education institutions to the rural areas will decongest urban centers and ensure that development ideas, policies and implementation are directly relevant to societies' needs and aspirations. South Korea is economically successful because its leaders paid attention to the citizens' need for political stability, education, domestic ownership of the production processes, employment and the application of scientific ideas and tools to expand national economic opportunities. Thus, to the extent that contemporary Africans continue to encounter their states as the symbol of repression without opportunities, migration out of the continent by those who are able to leave will continue to result in unintended outsourcing of ideas and skills necessary for economic development in various African states.

Panel Discussion

Imraan Valodia

Professor and Acting Head of School of Development Studies, University of
KwaZulu-Natal, South Africa

Hyun-Sik Chang

Vice President, Korea International Cooperation Agency

Siwook Lee

Professor of Economics, Myongji University, Korea
Former Research Fellow, Korea Development Institute

Biography



Imraan Valodia

Professor and Acting Head of School of Development Studies,
University of KwaZulu-Natal, South Africa

Professor Imraan Valodia is currently Acting Head of the School of Development Studies, University of KwaZulu-Natal, in Durban, South Africa. A development Economist, his research interests include employment, the informal economy, gender and economic policy, and industrial development. Professor Valodia studied for his masters degree at the University of Lancaster, UK and completed his doctorate at the University of KwaZulu-Natal, in South Africa. He is currently co-ordinating an international panel study, in 12 cities across the globe, of the informal economy using a combination of quantitative and qualitative methodologies. He has written extensively on the informal economy in South Africa, on the African continent and in the international context. His most recent book, published by Routledge in 2010, is a co-edited volume that reports on the methodology and research findings of a three-year research project, conducted in 8 countries, on the gender impacts of direct and indirect taxation. He has worked on industrial development issues in the city of Durban, where he is currently co-ordinating a panel study of manufacturing firms. He has published widely in leading international journals, on issues of economic development, gender and economics, and labour markets. He serves on a number of economic policy advisory panels including as a member of the Employment Conditions Commission in South Africa, and with the Industrial Development Corporation in South Africa. He has worked with leading international development organizations, including the United Nation Research Institute for Social Development (UNRISD), the United Nations Development Programme (UNDP) and the World Bank. He is a member of the international research network Women in Informal Employment: Globalising and Organising (WIEGO).

Biography



Hyun-Sik Chang

Vice President, Korea International Cooperation Agency

Dr. Hyun-sik CHANG, Vice President of KOICA (Korea International Cooperation Agency), received his Ph. D. in Political Science at Pennsylvania State University. He joined KOICA in 1991 as a senior research fellow and has served many posts including Chief Representative of KOICA Office in China. He also worked at OECD as a visiting fellow in 1997 and 1998. In addition to numerous papers and books, he is the author of "A Comparison of Management Systems for Development Cooperation in OECD/DAC Members" (OECD, 1999), "The Impacts of the membership Application to the OECD/DAC to the Korean Government" (KOICA, 2000).

Biography



Siwook Lee

Professor of Economics, Myongji University, Korea

Former Research Fellow, Korea Development Institute

He is a professor in the Department of Economics at the Myongji University. He earned his M.A. in applied economics at the University of Paris-IX, France and Ph.D. degree at the University of Michigan, Ann Arbor, U.S.A. Before joining the Myongji University this year, he worked at the Korea Development Institute (KDI) as research fellow. He has been quite an active policy consultant to the Korean government, especially in the area of international economic issues. He has also deeply involved in various Knowledge Sharing Projects (KSP) to assist developing countries in key policy areas by sharing specific Korean development knowledge and experience. He published several research papers, including "Tariff Reduction and Within-Plant Productivity: Micro-Evidence from Korean Manufacturing," Korea Development Review, 2008 and "The Impact of Outward FDI on Export Activities: Evidence from the Korea Case," Edward Elgar, 2010, among many others.

Session 2

Sustainable Development

Chair: Yoon Soo Kim

President, Chonnam National University, Korea
Vice-Chairman, Korean Council for University Education

SESSION 2 Sustainable Development		
16:00-17:50	Presentation: Korea's Policies on Green Growth: Building a Planet-responsible Civilization ─ Dong-Seok Min Vice Minister of Foreign Affairs and Trade of the Republic of Korea	
	Presentation: The Broader Development Agenda ─ Ebba Dohlman Senior Advisor in the Office of the Secretary General, OECD	
	Case Presentation: Korea's ODA and Development Effectiveness ─ Dae-won Park President, Korea International Cooperation Agency	
	Case Presentation: Building International Partnerships through World Friends Korea ─ Dae Yong Choi Assistant Chairman, Presidential Council on Nation Branding	
17:50-19:00	Panel Discussion ─ Tae Yong Jung Deputy Executive Director, Global Green Growth Institute, Korea ─ Huck-Ju Kwon Professor, Graduate School of Public Administration, Seoul National University, Korea ─ Eden Mamut Director of International Permanent Secretariat, Black Sea Universities Network, Romania	
19:00-20:00	<div>DINNER</div> Hosted by UNAI Korea Member Universities and the ACE Consortium	
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Biography



Yoon Soo Kim

President, Chonnam National University, Korea

Vice-Chairman, Korean Council for University Education

Earned his master's and bachelor's degrees in forestry at Chonnam National University, Yeosu, Korea, Kim, Yoon-Soo received his doctorate from Bodenkultur Universitaet in Wien, Austria in 1983. Since working as a professor in the school of forestry engineering at Chonnam National University in 1984, Kim has served as Dean of Academic Affairs (1989-91), Dean of Planning and Research (1994-96), Dean of Graduate Schools (2005-07) and finally become the 18th president of the University in 2008 and till now. He has also served as an expert advisor for National Research Foundation of Korea (2001-03), a president of Korean Society of Wood Science and Technology (2006-08), and an advisor for National Science and Technology Commission (2010-11). Now he is a Fellow of both Korean Academy of Science and Technology and International Academy of Wood Science. He has also been a researcher at various schools and institutes including LMU-Munich in Germany, University of Maine in U.S., Swedish University of Agriculture Sciences, CNRS-CERMAV in France, SCION in New Zealand, and vTI in Germany. He has also served as an editor for IAWA Journal and Journal of Wood Science and an RG coordinator for International Union of Forest Research Organizations. Currently, Kim is a member of the board of directors for Korea Institute of Science & Technology Evaluation and Planning and a President of Korea National University President Association.

Presentation

Korea's Policies on Green Growth: Building a Planet-responsible Civilization



Dong-Seok Min

Vice Minister of Foreign Affairs and Trade of the Republic of Korea

Biography



Dong-Seok Min

Vice Minister of Foreign Affairs and Trade of the Republic of Korea

Vice Minister Min assumed his current position in October 2010. His main responsibility includes multilateral and functional matters in the Foreign and Trade Ministry, such as development cooperation, international organizations, consular and overseas Korean nationals affairs, international laws and treaties, and culture and sports, among others. Personnel matters are also in his responsibility.

Prior to the current position, he was Deputy Minister for Agricultural Trade Policy, Ministry of Agriculture and Forestry, assigned as High-level Negotiator for the Korea-US Free Trade Agreement in Agriculture and also as Chief Negotiator for US beef import requirements. He also served as Consul General of Korea in Houston, USA. He published two books on vivid memories of his involvements in what he used to call experiences in 'diplomatic battlefields'. First was on disaster relief activities for the Korean nationals in the disaster by the calamitous Hurricane Katrina; the other on the negotiations of the Korea-USA FTA in agricultural sector and the requirements for US beef import. To his pleasure, two books are all best sellers, first being used as a guidebook for the consular affairs, and second served as a sort of historical record of trade negotiations.

Mr. Min started his career as foreign service officer in 1979 and served in London (1981-1983), Riyadh (1987-1989), Geneva (1989-1991), Washington D.C (1993-1996), and in the UN ESCAP Secretariat, Bangkok (1999-2001). At headquarters in Seoul, he took the positions as Principal Secretary to the Minister of Foreign Affairs, Director of International Trade Organization, Director for Planning and Budget, Chief of Trade Information Team, Deputy Director-General for DDA negotiators and Chief of the Diplomatic Competence Assessment, among others.

He regularly visits charity organs to give his hands to socially under-privileged folks who are in dire need of help. He feels proud of his son for joining the activities of the UN Peacekeeping operation as a member of the Korean Army in Lebanon.

He was born in January 11, 1951, married with one son and one daughter, still being taught by his insightful mother.

“Korea’s Policies on Green Growth: Building a Planet-responsible Civilization”

Dong-Seok Min

Vice Minister of Foreign Affairs and Trade of the Republic of Korea

In Secretary-General Ban Ki-moon’s acceptance speech following his reelection on June 21st, he stated that climate change and sustainable development would be at the top of his agenda during his second term as Secretary-General. The green economy and its ability to tackle climate change will also be at the top of the agenda for the UN Conference on Sustainable Development (Rio+20) in 2012.

Korea, which has experienced rapid economic and social development, is also looking for possible ways to help to accomplish sustainable development through green growth policies. Ever since the vision of “Green Growth” was presented in 2008, Korea has been pursuing multiple approaches to successfully implement this new paradigm, such as by enacting the “Framework Act on Low Carbon, Green Growth” and allocating 2% of its annual GDP for green growth projects.

Korea shares its domestic experiences and policies on Green Growth with the global community. Since 2008, Korea has been providing support of up to 200 million USD as a part of the “East Asia Climate Partnership” program. Furthermore, as part of the efforts to facilitate green growth in developing countries, the Global Green Growth Institute (GGGI) was founded in June 2010 with headquarters in Seoul. Furthermore, the “Korea-Denmark Green Growth Alliance” was established to promote cooperation between the ‘fast’ and ‘first’ movers to create synergy for green growth in the global community.

As a part of its environmental endeavors, Korea has participated fully in the fight against climate change. Furthermore, Korea is currently seeking to host the 18th Conference of the Parties to the UN Framework Convention on Climate Change (COP18) in 2012.

In order for sustainable development, paradigm should be changed. Transforming the current fossil-fuel intensive energy system into a more renewable-focused energy mix will stimulate the transition to a green economy.

To reach Korea’s ambitious target for renewable energy, many sincere efforts have been made and actions taken and working as a Council member for the inaugural session of the International Renewable Energy Agency (IRENA)’s Assembly.

Korea is keen to broaden our perspective for the promotion of sustainable development and the fight against climate change, and looks forward to working closely with the UN in developing green growth and sustainable development strategies. Korea shall do its utmost to tackle this enormous challenge in close cooperation with the international community.

Korea's Policies on Green Growth: Building a Planet-responsible Civilization

Dong-Seok Min
Vice Minister of Foreign Affairs and Trade of the Republic of Korea

I . Introduction

At the outset, I would like to express my appreciation to the Korean Council for University Education for taking the initiative to host this important forum for the United Nations (UN) and the World Academic Community.

My thanks also go to UN Secretary-General Ban Ki-moon for participating in this Forum. I would like to take this opportunity to offer my congratulations on his historic reelection and also to convey my most sincere wishes for him to build on his many achievements from the last five years with even more success in his second term as UN Secretary-General.

Under his leadership, the UN has employed more action-oriented approaches in the fields of security, development, and human rights. He has offered strong support in particular to promoting cooperation amongst the global community under the banner of a 'new multilateralism', and contributed to the forging of the Copenhagen Accord, laying a stepping stone for progress in the UN climate change negotiations in 2009.

Indeed, Secretary-General Ban Ki-moon has identified climate change as 'the defining challenge of our era.' Climate change affects everything from the health of the world economy to the health of our citizens, from energy security to international security. Climate change is a global challenge that requires a global response.

Secretary-General Ban Ki-moon has ranked climate change as a top priority alongside eight other important issues such as disarmament, combating the financial crisis and poverty, global health, peace and security, and so on. The green economy and its ability to tackle climate change will also be at the top of the agenda for the UN Conference on Sustainable Development (Rio+20) in 2012.

It may be beneficial to take a step back and pose an important preliminary question in this regard: what is green growth and why should we place so much emphasis on it?

Green growth represents a historical change in the way we will structure our lives in the future, one that has parallels with other technological innovations in the past. The famous archaeologist Gordon Childe once described the Neolithic Revolution as "a radical change fraught with revolutionary consequences for the whole species."

One part of humankind ultimately turned its back on foraging and embraced agriculture to lead to the Neolithic Revolution forward. This collectively transformed humankind and enabled us to evolve into a totally different era that would have been simply inconceivable to those who lived before it.

Today, some of us are eager to embrace green growth with a view towards building a planet-responsible civilization.

In the face of such a formidable and comprehensible challenge as climate change, Korea, alongside other like-minded countries and international organizations such as the UN, is ready to embrace the new path of green growth and would like to prove that green growth is possible.

In this regard, I am indeed delighted to take this opportunity to share my views about "Korea's policies on green growth: building a planet-responsible civilization." I would like to offer some reflections on Korean green growth policies from both a domestic and international perspective, as well as discuss this potentially-world changing new energy policy-mix as an instrument of green growth.

II. Korea's Green Growth Policy

Background for Adopting Green Growth and Efforts to Implement it Nationally

Since the early 1990s, Korea's old development paradigm which sought unlimited expansion of the economy through industrialization, making ample use of fossil fuels, has been showing rapidly diminishing returns in terms of economic growth and job creation.

President Lee Myung-bak said, "Green growth means achieving sustainable growth by reducing greenhouse gas emission and environmental degradation." In addition, he stated that it constitutes a new national development paradigm which seeks to create new growth engines and new jobs out of green technologies and clean energy.

President Lee chose to speak of 'green growth' rather than the 'green economy' in order to emphasize the synergetic relationship between environmental objectives and the economic growth objectives to be pursued at the same time.

As a pioneer of this new paradigm, the Korean Government has been actively promoting its policy on green growth. With its 5-year National Plan on Green Growth, Korea has allocated 2% of its annual GDP to green growth projects, doubling the UN's recommendation. In November 2009, Korea set a mid-term target to reduce greenhouse gas emissions by 30% below the Business As Usual (BAU) level by 2020.

In order to facilitate the realization of green growth, the Korean Government also enacted the Framework Act on Low Carbon Green Growth. Last April, a bill that will initiate an emissions trading system in 2015 was proposed to the National Assembly.

The United Nations Environment Programme (UNEP) selected Korea's green growth policy as its first case study in 2010 and said, "The Republic of Korea's National Strategy and Five-Year Plan for Green Growth represent a major attempt to fundamentally transform the country's growth paradigm from 'quantitative growth' to low-carbon, 'qualitative growth'."

International Cooperation for Green Growth

Our planet has been sending us signals to say that we need to come up with feasible solutions to deal with the problem of climate change very quickly. Recognizing the urgent nature of the issue, President Lee Myung-bak called upon countries to take more proactive, "Me First" attitudes during the UN Framework Convention on Climate Change (UNFCCC) Conference in Copenhagen in 2009.

To be successful, green growth needs to be global, dynamic, and fluid enough to cross over political borders. As citizens of planet earth, we all share the responsibility for a sustainable future. Hopefully, all countries will choose to join this truly important initiative.

For its part, Korea has tried to mainstream green growth in international fora such as the UN, OECD, etc. It has also promoted global and regional cooperation through the Global Green Growth Institute (GGGI) and the East Asia Climate Partnership (EACP).

The UNEP has noted that "Korea is demonstrating engagement and leadership at the international level by boosting global efforts toward achieving a green economy. Korea was instrumental in the adoption of the Declaration on Green Growth by the Ministerial Council Meeting of the OECD on 25 June 2009."

H.E. Angel Gurría, Secretary-General of the OECD has referred to President Lee Myung-bak as the 'Father of Green Growth,' recognizing President Lee's leading role in green growth.

(a) The Global Green Growth Institute(GGGI)

The Korean Government established the GGGI to provide a comprehensive economic strategy for the shift from fossil fuel intensive growth toward low carbon green growth.

The GGGI was founded upon the belief that economic growth and environmental sustainability are not merely compatible objectives, but are also mutually necessary for the future of humankind.

Based on this principle, the GGGI aims to offer support to developing countries in tackling climate change and implementing strategies on green growth. As a next step, the GGGI will try to transform itself into an international organization so as to broaden its scope of activities.

Many countries such as Denmark, the UAE, Australia, and Japan have already joined the GGGI and the Institute implemented in-country projects in Brazil, Indonesia, and Ethiopia last year. It plans to expand its activities to more than 10 countries in 2011 and beyond. In order to pursue our dream of green growth, our wish is that even more countries will join the GGGI in the future.

(b) East Asia Climate Partnership(EACP)

As a part of such efforts, President Lee Myung-bak proposed the 'East Asia Climate Partnership' (EACP) in 2008, which aims to assist developing countries while simultaneously fostering regional cooperation. This partnership will provide a regional platform to pool collective wisdom and share green know-how.

The East Asia Climate Partnership is a capacity-building development cooperation project designed to address climate change in developing countries and sustainable growth in the Asian region. From 2008 to 2012, operating costs total 200 million US dollars.

(c) Global Green Growth Summit(GGGS)

Last June, the Global Green Growth Summit was held in Seoul to celebrate the 1st year anniversary of the establishment of the Global Green Growth Institute (GGGI). In his opening speech, President Lee Myung-bak announced plans to establish a Green Technology Center and a Global Green Technology Award to promote green growth.

Many developing countries continue to be concerned that the focus on environmental sustainability may restrict economic growth. However, green growth pursues both economic growth and environmental sustainability, and emphasizes the importance of green technology. With green technology, green growth will create new development engines that were previously unheard of.

Many participants in the Global Green Growth Summit (GGGS), including Angel Gurría, Secretary-General of the OECD, Dr. Noeleen Heyzer, Secretary-General of the UNESCAP, and other ministers and experts from 25 countries and international organizations, emphasized that green growth is *the* essential strategy for sustainable development.

(d) Green Growth Alliance

On the occasion of President Lee Myung-bak's state visit to Denmark last May, the

Korea-Denmark Green Growth Alliance was established.

This partnership makes sense as Korea is a 'fast mover' on green growth with comprehensive national and international initiatives, while Denmark is a 'first mover' on this issue. Cooperation between a fast and first mover will create synergy for green growth in the global community.

The word 'alliance' may seem too strong for some, with journalists even asking who the hypothetical enemy of the green growth alliance is. Quite simply, the enemy of the Korea-Denmark Green Growth Alliance is greenhouse gas emission, or CO₂.

Although the Green Growth Alliance is not a militaristic alliance, but a value alliance, partners will work together to wage war against CO₂. This action will be the first step towards a planet-responsible civilization.

I sincerely hope that the Alliance will serve as an excellent example of how substantial cooperation can be realized in the area of green growth and climate change.

International Cooperation in the Context of the UN Climate Change Negotiation

It has been widely recognized that a global solution is necessary to effectively confront the current threat of climate change. Although the first commitment period of the Kyoto Protocol will end next year, UN climate change negotiations have not made substantial progress.

However, as long as we expect others to change before making our own changes, no progress will be made. In order for the negotiations to reach a conclusion, an action-oriented, proactive attitude is imperative. The stakes are too high; we must act while resolutely standing on the right side of history.

Climate change is one of the greatest challenges of our time and can adversely impact our daily lives, economic growth, and industrial structures. It is therefore vital that we pool our wisdom and diligently work to transform this challenge into a new opportunity.

Korea strongly believes that all Parties to the UN Framework Convention on Climate Change (UNFCCC) should exert their utmost efforts for the establishment of a successful post-2012 climate regime as soon as possible.

The 18th Conference of the Parties to the UNFCCC (COP 18) in 2012 will be held in Asia, and Korea has offered to host the Conference in order to contribute to addressing the global agenda on climate change.

Korea has achieved economic development in a very short period of time. During this process, Korea has constantly strived to find a balance between economic growth and environmental sustainability.

With the benefit of such experience, Korea is well-positioned to play a bridging role between developed and developing countries.

III. Korea's Energy Policy: Renewable Energy and Nuclear Development

Necessity of a Paradigm Shift for Energy and Economic Development

Let me turn to the subject of the energy sector. As President Lee Myung-bak has said, our planet may not be able to sustain its projected population of 9 billion people by 2050. Ensuring an energy supply to continually expand growth requires a radical shift from dependence on energy sources that are rapidly running out.

New and renewable sources of energy are essential to meet the rising demand to reduce poverty and tackle climate change. They are the key to green growth, cleaner consumption and production, and sustainable development. That is why Secretary-General Ban Ki-moon mentioned that the UN system is proposing a three-pronged energy goal by 2030. The goal is, firstly, to ensure universal access to modern energy, secondly, to improve energy efficiency by 40%, and lastly to increase the share of renewables to 30% of the overall global energy mix.

Transforming the current fossil-fuel intensive energy system into a more renewable-focused energy mix will simultaneously ensure sustainable economic growth and environmental protection. This issue is crucial to the green growth paradigm and for the transition from a brown economy to a green economy.

We think it is crucial for the global community to gather its efforts to integrate economic, social, and environmental development goals in order to achieve sustainable development.

In terms of energy for development, international processes need to focus on three distinct aspects: firstly, ensuring universal access to modern energy, secondly enhancing energy intensity, that is to say, the energy efficiency of national economies, and lastly, boosting the share of renewable and safe energy to make it economically, environmentally, and socially viable.

According to the International Energy Agency's 2010 World Energy Report, under the assumption of the most renewable-supportive policies, the share of renewable energy has the potential to expand to 26.5% of the world energy mix by 2035 from less than 15% in 2008.

Korea's Policy Background and Goals for Renewable Energy

Since the mid-1970s, Korea's energy consumption has notably increased due to rapid economic growth fueled by the heavy and chemical industries. By 2009, Korea was ranked as the ninth largest energy-consuming nation in the world.

Yet, 97% of the Korean energy supply is still from overseas and 84% of the energy supply comes directly from fossil-based energy sources. Korea is taking concrete action to increase the energy efficiency and supply of clean and renewable energy so as to help the country become less dependent on fossil-fuel based energy.

Korea has set a target to achieve a 15% share in the world solar and wind markets and become a top five renewable energy country by 2015.

Accordingly, Korea plans to invest a total of forty billion dollars in the sector and expects the share of domestic renewable energy to increase from 2.5% in 2009 to 11% in 2030.

To reach our national renewable energy goal, many sincere efforts have been undertaken by the Government. The Korean Government has, for example, targeted ten green growth industry areas where it can have a competitive edge in the world market, focusing on renewable energy industries.

Under this policy line, the Korean Government has been committed to increasing renewable energy installations in several parts of the country. In the case of wind energy, the Jeju Island Wind Power Project is the most representative example.

In the case of solar energy, Korea is competitive in solar panel and other related industries, and also has been experimenting with solar power housing projects.

Another success story is the case of LG chemical's hybrid car battery. LG chemical has successfully manufactured electricity powered hybrid car batteries. Its products have been widely used by the world hybrid car market, including in General Motors' vehicles.

Korea and its products in the renewable industry are in this way contributing to the transformation of global industry from high carbon growth to green growth.

As for international and regional organizations in the renewable energy sector, Korea is very active in the International Renewable Energy Agency (IRENA). IRENA opened its first Assembly this April in Abu-Dhabi with the aim of enhancing international cooperation in the development and dissemination of renewable energy. It is the first and largest organization of its kind and many countries have already expressed their appreciation and expectations for its leading role in this field.

In accordance with its state vision for green growth, Korea has placed a great deal of effort into the founding of IRENA. Indeed, thanks to our Government's achievements in promoting renewable energy, Korea was chosen as one of the Council members at the inaugural Session of IRENA's Assembly. Together with 20 other members of the Council, Korea will be working to ensure the success of IRENA.

The topic of new and renewable energy is at the center of international discussions everywhere these days. In fact, I had the chance to visit Masdar City in Abu Dhabi, in the

UAE last April on the occasion of the first assembly meeting of IRENA. I was indeed very impressed to see the total transformation of this natural resource-based economy into a Carbon-Neutral Zero-Waste city; an unprecedented feat in the world. This is a low-carbon, renewable energy-powered city that is pioneering best practices in sustainable urban planning, design, and development.

Korea's Nuclear Development and its Policy Directions

Let me wrap up by saying a word about Korea's nuclear energy policy. Nuclear energy still has many advantages as a cost-effective and clean energy source despite recent security concerns that arose as a result of the Fukushima nuclear disaster.

While efforts to foster renewable energy sources are increasing worldwide, we cannot yet phase out nuclear energy considering its comparative advantages.

For over 30 years, the Korean nuclear power program has been supplying cost-effective energy, leading economic and industrial growth, and contributing vastly to the success of technical development.

Korea is committed to reducing any threats related to nuclear power and expanding its capacity in response to climate change and environmental problems. Through continuous technical development, we hope to make considerable advancements both in the safety and cost-effectiveness of the nuclear power supply.

For the stability of our energy supply, nuclear power is the most realistic alternative to conventional energy sources in many countries, including Korea. Therefore, the Korean Government will continue to push ahead with current nuclear policies and with enhancements in security measures.

IV. Closing

Importance of Sustainable Development

In his acceptance speech after being reelected on June 21st, Secretary-General Ban Ki-moon stated that climate change and sustainable development would be at the top of his agenda during his second term as Secretary-General.

At the upcoming UN Conference on Sustainable Development (Rio+20), the global community has enormous expectations to implement the Rio+20 Agenda. The priority agenda is to promote sustainable development and to re-launch the fight against climate change. As a Co-Chair of the preparatory committee meeting of the UN Conference on Sustainable Development, Korea will do its utmost to promote green growth.

Climate Change is one of the gravest challenges in the history of humanity. It is time for

us to demonstrate our strong will to tackle this enormous challenge while charting dynamic new pathways to effectively address climate change.

We can no longer afford to procrastinate. The world renowned economist Sir Nicholas Stern has said that if we act now to tackle climate change the cost will only be 1% of GDP each year. But delaying action could result in a cost of as much as 20% of GDP. As human beings, we can only exist as long as nature exists. As such, it is absolutely imperative that we mobilize the will and the necessary financing from the international community to actively confront climate change before it is too late.

There is a saying in Korea that birds who fly higher see farther. We are keen to broaden our perspective, and look forward to working closely with the UN in developing green growth and sustainable development strategies adapted to the pressing issue of climate change. Only then will we collectively be able to both fly higher and see a greener future up ahead.

Thank you.

Presentation

The Broader Development Agenda

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Ebba Dohlman

Senior Advisor in the Office of the Secretary General, OECD

Biography



Ebba Dohlman

Senior Advisor in the Office of the Secretary General, OECD

Senior Advisor in the Office of the Secretary General for the Horizontal Programme on Policy Coherence for Development (PCD) since 29 March 2010.

Ms. Dohlman, a Swedish national, has been in the OECD since 1985. Since her appointment as Senior Advisor, she has helped shape and take forward a new OECD approach to development which culminated in endorsement at OECD's 50th anniversary meeting this year of a *Framework for an OECD Strategy on Development*. Previously, she was Senior Counsellor in the Heiligendamm L'Aquila Process (HAP) Support Unit where she was responsible for the development and energy pillars of the dialogue between the G8 and G5. She has also worked as Advisor in the Office of the Secretary-General, supporting the horizontal work on enhanced engagement, development, relations with international organizations and the G8. She began her OECD career in the Trade Directorate and moved to the Development Co-operation Directorate in 1991 where she provided key inputs into the work on Environment and Development, Aid for Trade and Pro-Poor Growth and Agriculture. During this time, she participated in the WTO-hosted, inter-agency *Integrated Framework Working Group on Trade-Related Technical Assistance* together with WTO, UNCTAD, ITC, World Bank, IMF and UNDP, and helped to establish a role for the OECD in monitoring Aid for Trade. Prior to coming to the OECD she worked as a trade policy consultant at the GATT (WTO), UNCTAD and the Textiles Importers Association of Sweden in the context of efforts to reform the Multi-Fibre Arrangement. She also worked one year as a VISTA/PEACE CORPS volunteer. She holds an M.Sc. and Ph.D. from the London School of Economics and a B.A. from Tufts University.

The Broader Development Agenda

Ebba Dohlman

Senior Advisor in the Office of the Secretary General, OECD

A structural transformation is taking place globally. Over the past two decades, the world's economic centre of gravity has been progressively shifting, particularly to the large emerging economies, such as Brazil, China and India in a phenomenon we refer to as "Shifting Wealth." By the first quarter of 2010, developing countries held approximately two thirds of global foreign currency reserves, up from only a third a decade earlier. Developing countries now account for around 37% of global trade, with South-South flows making up about one fifth of global trade.

These trends mean we are far more interdependent than ever before and that our future growth prospects are closely intertwined. This means also that we have a shared responsibility for collective action to address complex global challenges, particularly in areas such as climate change and food security where collective action is becoming urgent. The OECD has sought to respond with a new vision emphasising inclusive and sustainable growth through greater knowledge sharing and mutual learning. At the OECD 50th Anniversary Ministerial Meeting, members endorsed a Framework for an OECD Development Strategy which aims to achieve more inclusive, sustainable growth for the greatest number of countries.

Aid will continue to be critical to achieve poverty reduction and to meeting the MDGs. But experiences in this new interdependent global climate have demonstrated that we cannot rely on aid alone to be the main driver of growth and development. Efforts will be needed to strengthen policy coherence at the level of developing countries themselves, in OECD member states, and at the global level. Developing countries need to strengthen their institutional and regulatory frameworks and grow out of aid dependence. And development co-operation needs to focus more on helping to create an attractive and effective enabling environment in developing countries for increasing resource mobilization. Aid must be used to strategically complement the existing resources in order to maximise the total impact of development efforts and foster sustainable economic growth.

The Fourth High Level Forum on Aid Effectiveness (HLF-4) in Busan will be the first of its kind to focus on aid and development in the post-crisis new development landscape and offers an opportunity to shape the new development landscape by building a broader approach. Despite the challenges, the OECD stands ready to put its expertise and knowledge, as a more open and inclusive forum, to help members and partners navigate this new course and adopt "better policies for better lives."

The Broader Development Agenda

Ebba Dohlman

Senior Advisor in the Office of the Secretary General, OECD

Ladies and gentlemen

I. Introduction

I am privileged to be invited to speak here today. As you may know, 2011 marks the 50th anniversary of the OECD. We have had a series of high level events to commemorate this anniversary. Our Secretary-General came to Seoul just recently to celebrate this event here. We of course also celebrated in Paris as part of our annual Ministerial Council meeting which was chaired this year by US Secretary of State Hillary Clinton.

This anniversary has been an important milestone to reflect and take stock of all that has been accomplished since the Organisation's post-World War origins. Since its founding, the OECD has performed its role as a policy advisor and pathfinder for member and partner countries alike. Evidence-based policy analyses, such as our Innovation Strategy, our Jobs Strategy, our PISA education test, or our economic country studies, have helped policy makers and stakeholders to pursue their reform agendas. This year also marks the launching of our Green Growth Strategy, which provides a framework for addressing the challenges of expanding economic opportunities, while reducing environmental pressures that could undermine our ability to seize those opportunities.

But what I would particularly like to highlight is the importance that was given to development at this year's meeting. I see my participation today as an opportunity to share with you some ideas on how we see the broader development agenda emerging in our rapidly changing world context, how the role of the OECD is evolving to better contribute to development and sustainable growth, and why it is so important.

II. Shifting wealth and the rationale for a new approach to development

Let me start by highlighting some of the structural changes taking place globally. We are experiencing a real structural transformation. Over the past two decades, the world's economic centre of gravity has been progressively shifting from West to East and South, particularly to the large emerging economies, such as Brazil, China and India in a phenomenon we refer to as "Shifting Wealth. We anticipate that developing economies will account for nearly 60% of world GDP by 2030. By the first quarter of 2010, developing countries held approximately two thirds of global foreign currency reserves, up from only a third a decade earlier. Between 1990 and 2008, South-South trade grew much faster than overall world trade: while world trade expanded four-fold, South-South

trade multiplied more than 20 times over. Developing countries now account for around 37% of global trade, with South-South flows making up about one fifth of global trade. We are now more interconnected than ever and have multiple growth poles.

This new geography of growth offers both challenges and opportunities for development. The interconnectedness makes every nation more vulnerable to shocks as we have seen with the multiple and interrelated global crises. Even countries previously experiencing unprecedented rates of development, India and China, saw their growth rate nearly cut in half. Shifting wealth also means that the future growth prospects of developed countries are becoming increasingly intertwined with those of emerging economies as their greater spending power means higher demand for goods and services in the OECD countries. At the same time, shifting wealth is associated with lifting more than 500 million people out of poverty in the developing world.

We are entering a new era of shared responsibility where collective action to address complex global challenges such as climate change and food security, is a key investment in our common future. Traditional labels, such as North-South, richer-poorer, and donor-recipient, lose their meaning in this new context.

In this respect, it is extremely valuable to have Korea take a consistently proactive role in development discussions. Korea brings to the table a body of knowledge that is unlike that of any other nation. Between 1960 and the present day, Korea has made unprecedented strides and evolved from a developing country to have one of the most dynamic of OECD economies. The development approach taken to achieve this transformation is one which brought together international aid, investment in infrastructure and social capital, an ambitious export drive and a locally owned commitment to development by the Korean people. I believe that lessons from Korea's development can provide an important bridge to help us to pave the way for a more inclusive and comprehensive approach to development.

III. OECD's response

The OECD has sought to respond with a new vision emphasising inclusive and sustainable growth through greater knowledge sharing and mutual learning. We at the OECD believe that our partner countries have benefited and can continue to benefit from our experiences. But we can also learn from our partners who may have had different development experiences and taken different growth paths. Learning from the policy experiences of our partners can also help inform the broader community on lessons from the experience of poverty reduction. Emerging economies are becoming a vital source of trade, investment, development cooperation and aid. Their experiences, their knowledge, and their contribution are essential. This also helps explain why it is so important for OECD to become a more open and inclusive policy sharing forum with countries at all stages of development.

At our 50th Anniversary Ministerial Meeting, members endorsed a new OECD Framework for an OECD Development Strategy which aims to achieve more inclusive, sustainable growth for the greatest number of countries. The Framework aims to change the way we do business in three fundamental ways: by deepening and broadening our partnerships with developing countries and other regional and international organisations as well as key stakeholders; by integrating the development dimension in all aspects of our work; and by better leveraging our multidisciplinary expertise at the OECD. Ultimately, this is about increasing our collaboration and knowledge sharing for mutual learning with countries well beyond our membership.

This new strategy will broaden our approach to development, drawing heavily on our multidisciplinary expertise and longstanding experience on development cooperation. It aims to enhance our role as a policy sharing organisation and as a global policy network. We will use all our mechanisms, specialized working groups and networks to identify solutions for development in all public-policy domains. Areas where we can combine our different traditions of work at the OECD for development include *innovative and sustainable sources of growth; the mobilization of resources for development; governance for development; and measuring progress for development.-.*

What is really new about this approach is that we recognise the importance of bringing developing countries into the debates at the OECD in order to find common solutions. This new approach to development can support developing countries in identifying, assessing and implementing effective policies, and can bring in new perspectives for addressing inequality and poverty. And finally, it will help set the OECD on a path that will ensure its continued relevance in a rapidly changing world. A constructive dialogue with our partners will help us to integrate the diverse perspectives and realities of developing countries into our core policy analyses and advice.

This new vision at the OECD is significant for three main reasons:

- First, because today's major global challenges, such as climate change, poverty, food security, require collective action and a multidimensional response. Aid is important but it will not be enough.
- Second, in a highly interconnected world we need to identify and develop new sources of growth. We need to acknowledge that this is not just charity but about mutual interests.
- Third, because we are preparing the Organization to be able to address the challenges of the next 50 years.

We believe that the OECD brings a unique value added in this field as it gathers a wide range of policy communities whose efforts are critical to promote global growth and sustainable development in a comprehensive manner.

Let me give you some examples of how we are putting this new approach into practice. Through our work on tax and development, combining the expertise of two policy communities, we have set up an inclusive forum – the Tax and Development Task Force – which brings together OECD countries, developing countries, NGOs, civil society and the private sector. Through this platform we are addressing issues of governance and aid together with important international tax matters such as transfer pricing and cross border tax evasion. On investment in infrastructure development, we are combining our multidisciplinary expertise together with our experience on development cooperation to analyse and provide recommendations on the role of public sector, private investment, and development assistance in boosting infrastructure in developing countries. We are addressing not only host country policy capacity needs, but also the responsibilities of home countries, international co-operation and investors through responsible business conduct. We are helping developing countries (Mexico, Lebanon, Egypt, and Russia) to strengthen the enabling environment for infrastructure investment through a number of OECD policy instruments, such as: the *Principles for Private Sector Participation in Infrastructure*; the *Checklist for Public Action in the Water sector*; and the *Policy Framework for Investment*.

The OECD was pleased to be able to contribute towards preparations for the G20 Seoul Development Consensus and its Multi-year Action Plan on Development, based on a comprehensive approach to development. Indeed, the OECD contributes to six out of nine action pillars of the G20 Multi-year development action plan (domestic resource mobilization, private investment and job creation, human resources development, food security, aid for trade, knowledge sharing) is a validation of this broader approach to development, which is built on and goes beyond aid, is growth oriented, and based on knowledge-sharing and policy dialogue.

Does this mean we have a new paradigm for development? I am not sure, but the development discourse is undoubtedly changing. OECD countries are placing development at the centre of their policies, as underscored by the *Ministerial Declaration on Policy Coherence for Development* from 2008. We are talking less about inputs and more about outcomes. We are talking more about results and impact, and we are talking about a broader approach to development as a means to achieve sustainable and equitable growth. This new discourse is not only emerging in the OECD and in the OECD DAC, it is also apparent in the World Bank and the UN, in the G20 and in many developing countries themselves. Indeed the discussion has started within the framework of the HLF4 process which will be held in Busan later this year.

We use many terms to describe these new perspectives. We talk, sometime interchangeably, about Policy Coherence for Development (PCD), or “beyond aid” or even “Development effectiveness”. We need to clarify these concepts and build a common understanding of what they mean and what role they play in development. We also need to translate them into operational concepts where success can be monitored and measured. Why is it so important and what is new about it?

IV. Aid and Beyond

Aid will of course continue to be critical to poverty reduction and to meeting the MDGs. There is important unfinished business of delivering the aid that has been committed, and of delivering it in a better way. This is not just good practice in international cooperation. The US\$120 billion provided through ODA matters very much for those countries with limited access to other sources of financing, and it matters a great deal to the poorest of the poor. No conflict-affected or fragile state has achieved a single MDG. Aid can serve as a safety net for the men, women and children who have no means of livelihood or who are disadvantaged because of droughts, conflict, climatic changes or a host of other factors – and it can be an important catalyst for growth. Busan is of critical importance as it is a real opportunity to galvanise political action and make aid the effective tool it ought to be in our final effort to reach the MDGs.

But experience with the MDGs underscores that aid will not be sufficient as a main driver of growth and development.

There are a range of financing mechanisms, partnerships and policies beyond aid that can impact on growth and development and that can help developing countries extract themselves from aid dependency. Major global challenges such as climate change, pandemics, fragility and security, will need a range of complementary policies beyond aid. They require a collective approach involving many actors and instruments. Both “aid” and “the beyond” are important, and one is not an excuse for not doing the other. But we need to identify and recognise the value added of these new tools, new sources of finance, new partners and knowledge for development, make better use of them and integrate them into our definitions and measurement of development effectiveness.

Let’s look at the sources of finance. A whole range of developing and emerging economies have been highly successful in mobilising domestic resources through improved tax collection and effective deployment of migrant remittances. South-south trade is growing exponentially. Private investment is recovering after the financial crisis and far exceeds ODA, even in Africa. All this, combined with good governance, creates a virtuous circle by triggering new growth and attracting new investment. Countries who were previously primarily aid recipients, such as China, Brazil, Korea, and Turkey are now providing new forms of innovative financing mechanisms, new ways of combining private and public financing, and new financial instruments designed to raise additional revenue streams. There is a rise also in south-south co-operation and concessional financing from non-official sources in OECD countries.

Let’s also recognise that there are a range of policies that can have far greater impacts on development than aid, both positive and negative.

We often refer to this as Policy Coherence for Development. Policies put in place by any one country, for example, import duties, domestic agricultural subsidies or certain immigration policies in OECD countries, can have serious impacts on other developing

countries. Equally serious is tax evasion and off-shore non compliance which result in revenue loss estimated at USD 120 billion annually. Incoherent policies can also translate into missed opportunities for synergy. For example, policies encouraging development-friendly private sector investment via risk guarantees could be more closely aligned with aid strategies. Similarly, a more coherent effort to address food insecurity would enhance productivity and the functioning of markets, mitigate the negative consequences of volatility on the most vulnerable, enhance employment opportunities in the rural economy, while identifying concrete options to fight malnutrition and hunger. Efforts to stem illicit financial flows from developing countries and returning illegally transferred funds helps end corruption and makes resources available for development and poverty reduction. And developing countries could have greater access to health technologies through mechanisms such as patent clearinghouses or patent pools and free user rights for developmental purposes of unutilised patents.

The OECD has done a lot to put PCD on the agenda. Assessment of how countries deal with PCD has become an integral part of the DAC peer reviews since 2002. A core element of these assessments is the degree to which countries have put in place policies and institutional mechanisms for dealing with policy coherence issues in capitals. An equally important part of policy coherence work is sector-specific analysis in key areas such as trade, agriculture, migration, etc. It is important to assess the development friendliness of OECD country policies in all areas of work and to raise awareness in the OECD and in capitals of these elements. And we have elevated PCD by putting a PCD unit in the Secretary-General's Office since 2007. The benefit comes from the convening power of the Secretary-General to bring different policy communities together to improve common understanding of development challenges and implications.

A number of countries are recognising the importance of policy coherence for development or PCD. Sweden, for instance, first elaborated its *Policy for Global Development* in 2003, setting out an ambitious government-wide approach to "equitable and sustainable global development". The UK, Netherlands, and European Community are going in similar directions. The US has recently changed its approach to development through the *USA Global Development Policy*, which puts far greater emphasis on coherence of policies in the developing countries and on the power of broad based economic growth to unleash transformational change. These approaches may provide ideas for fleshing out the concept of development effectiveness and making it operational. Non-DAC providers also provide some interesting examples of combining aid and non-aid tools. For example, at the first China-Africa Ministerial Conference in 2000, leaders agreed on a broad programme of South-South cooperation, based on equality and mutual benefit, that included provisions on trade, investment, debt-relief, tourism, migration, health, education and human resources development.

The work on PCD is critical, not just to better understand the potential impacts on developing countries but for accountability at home. In these times of tightening budgets, government spending is increasingly being scrutinised and held to account by taxpayers. PCD is a useful tool in this respect. But PCD has limits too.

According to many civil society organisations, it does not go far enough. They say that it does not link more efficient aid and its measurement with development outcomes such as the realisation of human rights and improvements in gender equality. They say that the problem does not lie so much in the assessment of PCD per se, but rather in linking the effects of increased PCD with development outcomes. It is in fact nearly impossible to identify causality between actions of donor countries and development outcomes, given the number of factors that affect development. This challenge has been recognised by a number of donors who have made efforts to make these linkages.

Another limitation is that assessments of PCD are made primarily by the donor community itself with limited inputs from developing countries. There have been efforts to redress this however, such as through the *Mutual Reviews of Development Effectiveness in Africa* undertaken by the OECD and the UN Economic Commission for Africa. In these reviews, development effectiveness is about coherence or coordination in partner countries. It then focuses on the policies that will promote development effectiveness such as supporting sustainable economic growth; investing in education, health and gender equality; promoting good governance; and enhancing development finance. The review also identifies additional future policy priorities that are implicitly linked to development effectiveness, including advancing African interests in international negotiations on multilateral trade and climate change issues.

V. The importance of Busan

The Fourth High Level Forum on Aid Effectiveness (HLF-4) in Busan will be the first of its kind to focus on aid and development in the post-crisis new development landscape. The key objectives of Busan are to refresh commitments on high quality development co-operation, agree on actions in the broader effectiveness agenda, and improve the quality of partnerships. Busan presents an opportunity to support a more comprehensive approach to development. While reinforcing the progress on aid effectiveness, it could look at the range of policies that might impact on development – positively or negatively. But we also need a more participatory and inclusive process to better understand the impact of policies and practices on development, and to identify and prioritise the desired outcomes. There is a need to learn from good practices from the broader range of development partnerships – from south-south, north-south, private-public, government-non-government, for example. Busan will be a key forum for building a broader paradigm that calls for making the best use of more resources, coherent policies and capacities of all actors. This is really about trying to operationalise the concept of development effectiveness.

VI Conclusions

Ladies and Gentlemen,

The 50th anniversary of the OECD takes place at a time when the terms of international co-operation are changing and becoming more critical than ever.

The number of global challenges requiring international coordinated policy action is increasing, and in most cases this collective action is becoming urgent. Much still remains to be done — particularly in the current context of structural changes in the global economy.

Emerging and developing countries are not simply recipients, they are partners. Dialogue and knowledge sharing is crucial to ensure inclusive partnerships and representation. We believe that our partner countries can benefit from our experiences, but we can also learn from their experiences on different development paths and new sources of finance.

We must look to the future with optimism and an enthusiasm for the work to be done. The incorporation and execution of effective development policies is critical not only for the OECD to maintain its relevance but also for all nations with a hope for continued prosperity.

The cooperative and multilateral spirit of the visionary Marshall plan is what has and will continue to inspire the OECD endeavor for the next 50 years. Despite the challenges, the OECD stands ready to put its expertise and knowledge, as a more open and inclusive forum, to help members and partners navigate this new course and adopt “better policies for better lives.”

Thank you very much.

Case Presentation

Korea's ODA and Development Effectiveness

A series of approximately 10 thin, horizontal, light gray lines spanning the width of the slide, located below the main title.

Dae-won Park

President, Korea International Cooperation Agency

Biography



Dae-won Park

President, Korea International Cooperation Agency

Email : parkdw@koica.go.kr

Office Address:

418, Daewang Pangyo-ro, Sujeong-gu,
Seongnamsi, Gyeonggi-do
461-833 Korea

Education

2008.10	Honorary Ph.D. at National University of Engineering, Peru
2005.7	Honorary Ph.D. at l'Univesité de Tiaret, Algérie
1977	L'Institut International d'Adminiration Publique, Paris
1974	Yon Sei University, Dept. of Political Science and Diplomacy

Career

1974	Entered to the Korean Foreign Ministry
1997-2000	Consul General of Korea in Toronto, Canada
2002-2005	Korean Ambassador to Algérie
2007-2008	Special Advisor on Foreign Relations to the President-elect, LEE Myung-bak
2008.5.22-	President of Korea International Cooperation Agency
2009.1	Council member, Presidential Council on Nation Branding
2011.5	2nd president term in Korea International Cooperation Agency

Publications

2011	A Medal in order "To The Merit for Distinguished Services" in the degree of "Grand Cross"
2005	L'Algerie 2028, Le Défi Relevé(French version) L'Algerie 2028, Rich Country, Rich People (Translated in Korean)
1988	Diplomatic History of East Asia(Korean)

KOREA ODA and Development Effectiveness on the basis of KOICA Program

Korea International Cooperation Agency (KOICA)

Presented by Dr. Park Dae-won
President of KOICA

KOICA
Korea International
Cooperation Agency



**WORLD
FRIENDS**

Contents

- I. Korea's ODA System & Policy**
- II. KOICA at a Glance**
- III. Korea's Development Experience**
- IV. Capacity Development**
- V. Economic Development**
- VI. Social Development**
- VII. KOICA's Plan for Aid Effectiveness**

I. KOREA'S ODA SYSTEM & POLICY

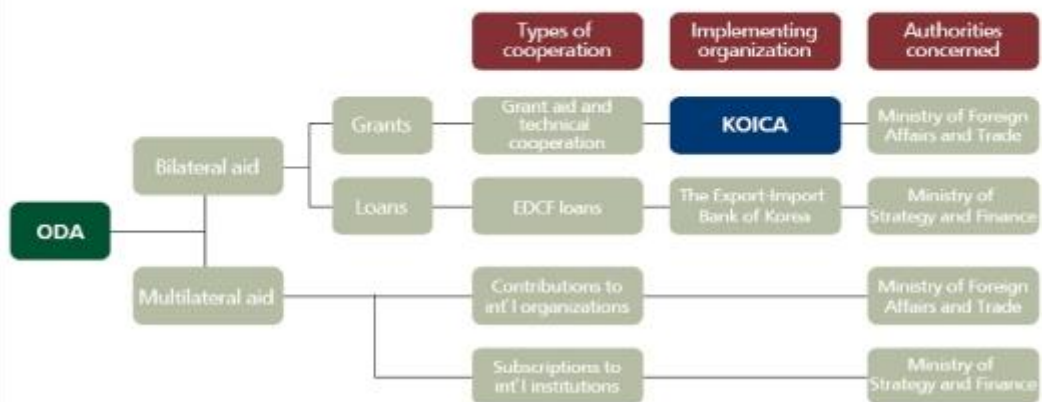
KOICA
Korea International
Cooperation Agency



I. Korea's ODA System

KOICA

Organizational Structure of ODA



I. Korea's ODA Policy

KOICA

Principles of Korea's ODA

- ❖ Combine development needs of partner countries and accumulated assets of Korea
- ❖ Maximize aid effectiveness by integrated approach
- ❖ Deliver aid sincerely with two hands

Source: www.odakorea.go.kr

I. Korea's ODA Policy

KOICA

Philosophy of Korea's ODA

ODA Law (2010)

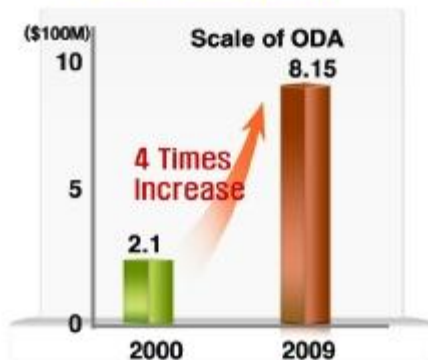
- Poverty reduction of developing countries.
- Enhancement of human rights of women and children, and realization of gender equality.
- Realization of sustainable development and humanitarianism.
- Promotion of economic cooperation with partner countries.
- Peace and prosperity of international community.

I. Korea's ODA Policy

KOICA

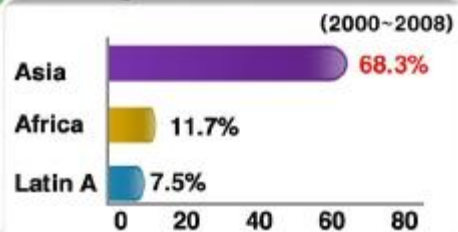
Korea's ODA at a Glance

Scale : \$210mil('00) ⇒
\$815mil ('09)
4 times increase

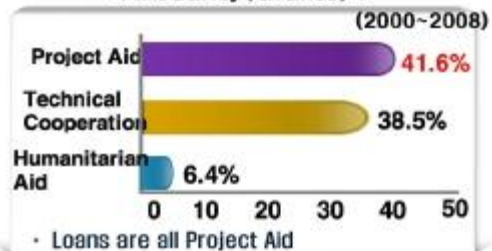


Source: PM's Office('11.3.24)

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< Modality(Grants) >



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II. KOICA AT A GLANCE

KOICA
Korea International
Cooperation Agency



WORLD
FRIENDS

II. KOICA's Program

KOICA

■ Vision : Making a Better World Together

- Contribution to alleviate poverty and achieve the MDGs of partner countries
- Assistance for sustainable socio-economic development of partner countries
- Promoting humanitarian assistance and human security

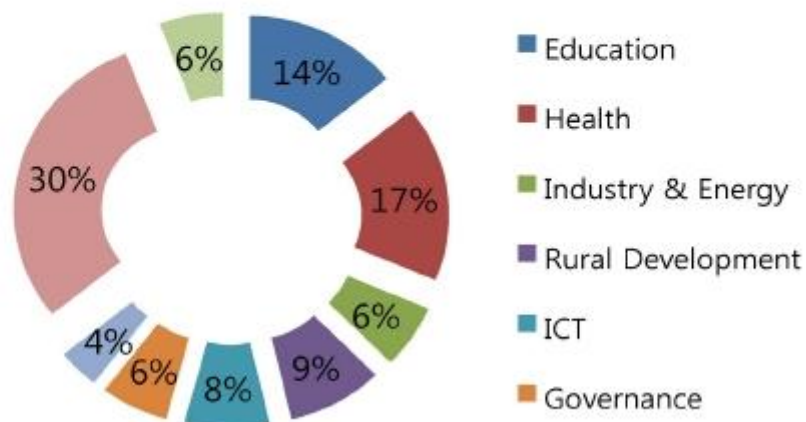
■ Main Strategy

- Selection and Focus
- Sharing Korea's development experience
- Respect development needs and ownership of partner countries
- Promoting participation of Korean civil society

II. KOICA's Activities

KOICA

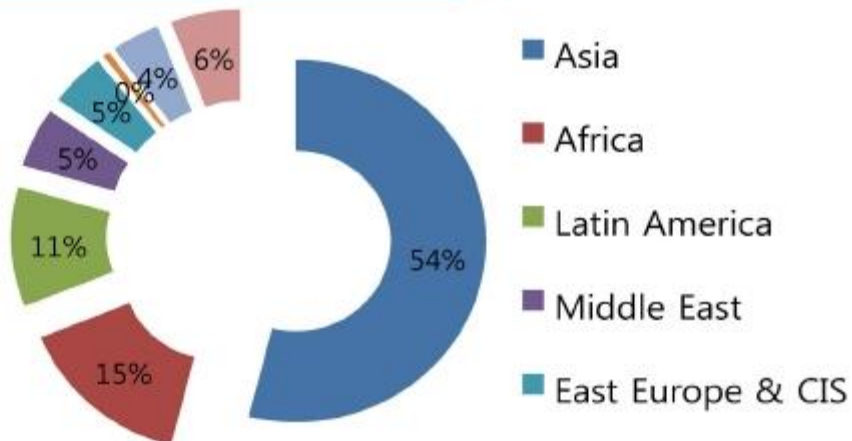
KOICA's Program by Sector(2010)



II. KOICA's Activities

KOICA

Allocation by Regions(2010)



II. KOICA's Program

KOICA

KOICA's Program by Type(2010)

1. Project Aid	61%
2. Invitational Training	11%
3. Korea Overseas Volunteers	17%
4. Feasibility Study	4%
5. Partnership with Civil Society	2%
6. Multilateral Assistance	4%
7. World Friends Advisor	1%
Total	100%

III. KOREA'S DEVELOPMENT EXPERIENCE

III. Korea's Development Experience

Korea's Experience



III. Korea's Development Experience

KOICA

Korean ODA



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IV. CAPACITY DEVELOPMENT

KOICA
Korea International
Cooperation Agency



V. Capacity Development

KOICA

Key Element for Korean Development

Capacity Building

- Abundant human resource
- High enrollment rate in primary education
- Skilled labor force for economic growth

State-led Development

- Five-Year Economic Development Plans
- Foreign assistance aligned with national development priority
- Endeavored to prevent corruption

IV. Capacity Development

KOICA

- ❖ Supporting Capacity Development and Institution Building for self-reliance

Capacity Development

Institution Building

Able to develop their own ability to cope with development tasks

IV. Capacity Development

KOICA

Public Capacity Development Program

- ❖ From 1991 to 2010, KOICA provided education service for 40,000 trainees from 171 countries.
- ❖ Cambodia Training Program
 - Sector: Water sanitation, IT, Multipurpose Dam Construction, Rural Development, International Relations



IV. Capacity Development

KOICA

Laos Stock Exchange System

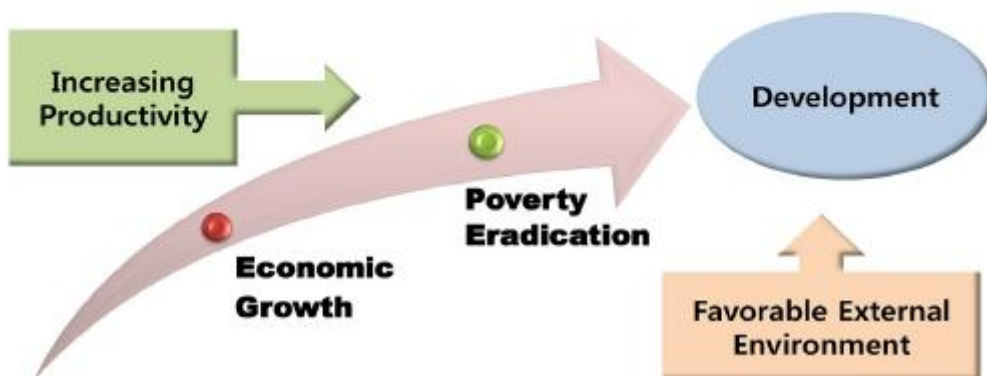
- ❖ KOICA established 'Laos Stock Exchange System' training program from 2007 to 2010.
- ❖ Korea Securities Depository trained Laos public officers from Bank of Lao PDR, Ministry of Finance, and Stock Market Establishment Committee.
- ❖ Laos government is now planning to establish 'The Laos Stock Exchange'.



V. ECONOMIC DEVELOPMENT

V. Economic Development

- ❖ Sound and sustainable economic growth is important to poverty eradication and development.
- ❖ Increasing productivity and making the most of external environment for effective development



V. Economic Development

KOICA

Agricultural
Productivity



ICT and
Service

Rural Development

Vietnam Saemaeul-Undong Pilot project

- 2 village and \$300,000 project spread 650 villages by Vietnam government since 2006.
- In 2010, every rural development project was combined as 'Lang Moi Movement (New Village Movement)'

Korea Millennium Village Project in Tanzania and Uganda

- To achieve MDGs in Sub-Saharan Africa and share Korean development experience
- Cost: USD 8 million
- Promoting sustainable development and community mobilization

V. Economic Development

KOICA

Korea Millennium Village Project



Signing KMVP MOU in 2008

V. Economic Development

KOICA

ICT Project

- ❖ ICT project can achieve development in many sectors (i.e. poverty reduction, education, health and etc.)
- ❖ Capacity building in ICT is critical to build ICT infrastructure and reduce information gap.
- ❖ High labor demand in ICT industry about 16.9 million in Asia-Pacific region in 2010
- ❖ The Project for the Establishment of Bangladesh-Korea ICT Training Center for Education
 - Objective: To strengthen educational capacity in ICT
 - Output: Produced computer teachers and strengthened work capacity of Ministry of Education

V. Economic Development

KOICA

ICT Project: Bangladesh



V. Economic Development

KOICA

Aid for Trade

- ❖ Making the best use of favorable external environment and export-oriented policies
 - Korea adopted export-oriented industrialization and export promotion policies to achieve economic development.



V. Economic Development

KOICA

Aid for Trade: Cambodia

Title	Objective
The Project for Capacity Building in the Trade in Goods and Services for Cambodia	1) To enhance the implementation of Cambodia's WTO commitments 2) To expedite its economic integration into the free trade and investment areas of ASEAN.
Implementation	Output
<ul style="list-style-type: none"> • Joint Research • Invitational Training • Provision of Equipment 	<ul style="list-style-type: none"> • Strengthened institutional capacity for trade • Built infrastructure for goods and services

V. Economic Development

KOICA

Aid for Trade: Evaluation Workshop



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VI. SOCIAL DEVELOPMENT

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Korea International
Cooperation Agency



VI. Social Development

KOICA

Linkage with economic development

- ❖ Lacking social infrastructure during rapid economic development was covered by foreign assistance.
- ❖ Korea adopted 'family planning project' as national policy to reduce birthrate in 1965;



- ❖ Also, provided primary health care for fair health service to the public.
- ❖ KOICA implements primary health care, maternal childhood health and family planning projects.



VI. Social Development

KOICA

KOICA Health Project in Peru

- ❖ Dispatching human resources(doctor and volunteer) to increase access of women and children
- ❖ Expanding health infrastructure focusing on primary health care
- ❖ 1992 – 2009, 6 health projects became effective with capacity building from infrastructure and supporting human resource.



VI. Social Development

KOICA

Vocational Training Program

❖ KOICA implements vocational training program to assist partner country's industrialization.

- Considering lack of social infrastructure and industrial foundation, vocational training is the key policy.
- Vocational training program, infrastructure expansion and linking school and labor market

*Project for the Upgrading
of the Korea - Vietnam
Industrial Technology School
(2007-2008, USD 2.3 million)*

❖ Objective

- ✓ Job creation, employment, income growth, and industrialization in Vietnam by training skilled labor

VI. Social Development

KOICA

Vietnam Industrial Technology School



VI. Social Development

KOICA

Education

- ❖ Korea's successful primary-secondary education development experience
 - Developed printing facility and publication capacity through foreign assistance
- ❖ Laos Textbook Supply project (2007-2009, USD 3 million)
 - Objective
 - To contribute to quality of education by supplying textbook supply and curriculum development
 - Output
 - Strengthened textbook supply capacity by training, printing technology transfer and education
 - Primary-Secondary Education quality improvement with curriculum development capacity through training and consultation

VI. Social Development

KOICA

Laos Textbook Supply Project



VII. KOICA'S PLAN FOR AID EFFECTIVENESS

VII. KOICA's Plan for Aid effectiveness



VII. KOICA's Plan for Aid effectiveness

KOICA

Program Aid

- KOICA provides a country-tailored program to support implementing a partner country's own sector development plan(Health, Education, Rural Development etc.)
- KOICA utilized various modalities such as projects, technical assistance and budget support in a package for Program Aid

VII. KOICA's Plan for Aid effectiveness

KOICA

Ex) Vocational Training Program

Partner Development Program

- TVET mid-term Strategy
- Human Resource Training



Program Aid Design

- Vocational Training Facility Expansion
- Building Female/Vulnerable people Vocational Capacity Development Center
- Institutionalizing National Technology Verification Test
- Linking Industrial Cluster with Human Resource

VII. KOICA's Plan for Aid effectiveness

Private-Public Partnership (PPP)

- ❖ KOICA supports Korean private company's social responsibility in line with KOICA's development objective.
 - Partnership with private sector is important as private investment and activities could contribute to development of partner countries.

*The Project for the
Solar Streetlight in
Ankor heritage*



VII. KOICA's Plan for Aid effectiveness

The Solar Streetlight in Ankor Heritage

- ❖ While KOICA constructed a detour in Siem Reap to preserve Ankor Wat, Asiana Airlines implemented project to install the solar street light in Ankor heritage.
- ❖ Expected to reduce car accidents and crime, to contribute to local economy and to minimize environment pollution



VII. KOICA's Plan for Aid effectiveness

South-South Cooperation

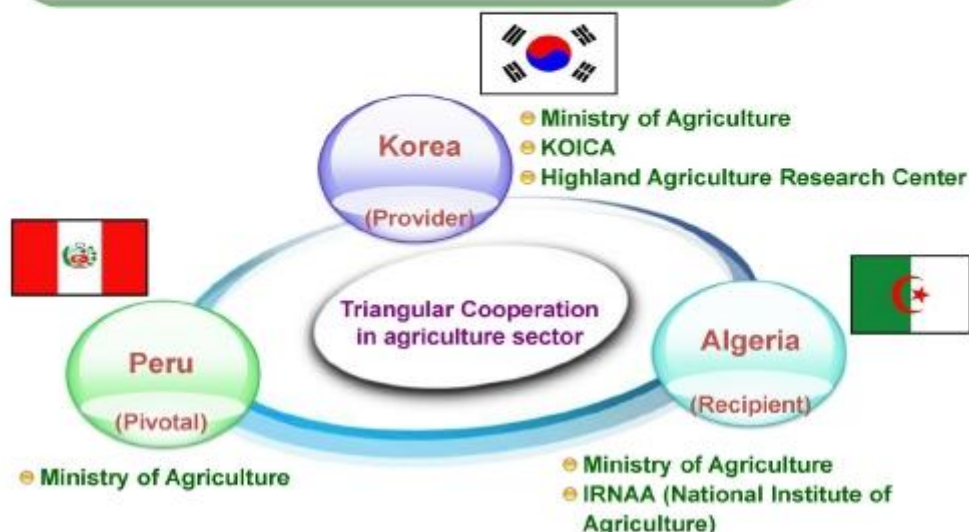
- ❖ KOICA will support south-south cooperation to share economic, human, technological resources for economic and social development and self-reliance in partner country.
- ❖ Based on similarity between countries, south-south cooperation enabled sustainable support for infrastructure and development resource.

KOICA Triangular Cooperation Project for Techniques of Seed Potato Production in Algeria



VII. KOICA's Plan for Aid effectiveness

Triangular Cooperation of Seed Potato in Algeria



Tack		Vielen Dank
	Obrigado	
Merci	ありがとうございます	
Bedankt	Takk	感謝您
谢谢	Terima Kasih	
	ຂອບຖືກ	Grazie
	Спасибо	Thank You
Kiitos	Tak	
	Teşekkür Ederiz	감사합니다
	Gracias	
Dziękujemy	Σας ευχαριστούμε	

Case Presentation

Building International Partnerships through World Friends Korea



Dae Yong Choi

Assistant Chairman, Presidential Council on Nation Branding

Biography



Dae Yong Choi

Assistant Chairman, Presidential Council on Nation Branding

Dr. Daeyoung Choi is the current Assistant Chairman of the Presidential Council on Nation Branding (PCNB) of Korea. Prior to joining PCNB since April 2011, he was in charge of policy coordination between governmental bodies at the Prime Minister's Office of Korea as the Director General for Policy Evaluation. Starting his profession as a public officer since 1982 he has spent his career mostly at the Prime Minister's Office and has supervised on education, health and social, environment, culture and tourism policies within the Office as well as external governmental bodies including the Ministry of Culture and Tourism. His presentation on the Korean model of regulatory reformation was given at the APEC-OECD Cooperative Workshop in Vancouver Canada and the Annual Conference of the American Society for Public Administration in Newark USA, in 2003 and 2001 respectively. Choi earned his Master's degree in Public policy from London School of Economics and holds a PhD in Public Administration from Korea University. Selective writings include "Institutional Arrangements and Operating Rules of Regulatory Reform in Korea" in the *Journal of Regulation Studies*, published by the Korea Society for Regulatory Studies (2005).

Building International Partnership through World Friends Korea

Dae Yong Choi

Assistant Chairman, Presidential Council on Nation Branding

With a mission to raise the value of Korean brand, Presidential Council on Nation Branding (PCNB) was established in January 2009. As the slogan “Korea, the Trusted and Dignified” suggests, one of the main goals of the council is to help Korea become a responsible member of the international society. In an attempt to return the help provided by numerous international organizations such as the United Nations when Korea was in extreme poverty, more than 8,000 Korean volunteers have been sent to over 50 countries so far.

In order to more effectively manage 7 different volunteer organizations within the 5 branches of the Korean government, World Friends Korea (WFK), an integrated brand of Korean volunteer organizations has been launched. With its vision to *create a better world through sharing and learning* WFK strives to 1) improve the living standards of people in host countries 2) strengthen the friendship and mutual understanding between Korea and host countries 3) help volunteers fulfill their potential through volunteering.

The most significant characteristic of this project is the mutual partnership between the government and the private. There has been a good deal of efforts to invigorate overseas volunteering. Strategic alliances through MOU's with private organizations like the Korean Council for University Education and the Federation of Korean Industries are good examples. Moreover, recognition of volunteering time as academic credit and work experience is another example of developing partnerships with stakeholders. Among all, however, the most outstanding strength of WFK is that its services are centered on the special needs and demands of beneficiaries, rather than the one-way “giving” by volunteers. For better coordination, supportive partnerships with the local governments, international NGOs and the UN should be built up further. With this, WFK's efforts will be a sustainable endeavor, continuing care and help for the people around the world in close cooperation with the global community.

Building International Partnership through World Friends Korea

Dae Yong Choi

Assistant Chairman, Presidential Council on Nation Branding

World Friends Korea is...

- Consolidated brand of Korean overseas volunteer programs
- Brings together separately run volunteer programs
- Promotes Korea's overseas volunteers as a global brand
- Contributes to the international society



Vision

☀️ *"A better world through sharing and learning"*



Mission

- ☀️ Improve the living standards of people in host countries
- ☀️ Strengthen the friendship and mutual understanding between Korea and host countries
- ☀️ Help Volunteers fulfill their potential through volunteering

Promoting of overseas volunteering by PCNB

- ☀ Mutual partnership between the government and the private
 - ✱ Strategic alliances through MOU's with private or ganizations
 - ✱ Korean Council for University Education
 - ✱ Federation of Korean Industries
 - ✱ Recognition of volunteering time as academic credit and work experience

->Higher Efficiency & Synergy from Better Management

WFK (Size of Government-led Overseas Volunteer Program)

Type	Size	Term	Qualification	Target Area
KOICA Overseas Volunteers	1,000	2 Years	Age 20~62	Education, IT, Health and Medical care, Rural Development, Administration
KOICA Mid/Long Term Advisory Group	42	6 months ~ 1 Year	Retirees	ICT, Policy
IT Youth Volunteers	548	4~12 weeks	Youth	Information Technology
Korean College Students Overseas Volunteers	2,215	2~3 weeks	College Students	Education, Culture Exchange
Developing Country Science /Engineering Supporters	61	Less than 1 Year	Degree in Science and Engineering	Science and Engineering
Gray Experts	39	More than 1 Year	Retirees	Public Service
Taekwondo Peace Corps	313	6 months, 2 Years	Age less than 35	Taekwondo

WFK (Size of Private Sector)

- ☀ 6,000 Volunteers Dispatched Overseas from 90 (200 unofficial) Colleges
 - ☀ As a part of the "Global Humanity Experience" program
 - ☀ 2~3 weeks of volunteering, Korean culture exchange, Korean language
 - ☀ Significant no. of colleges recognize volunteering hours as academic credit
 - ☀ Corporation Volunteers
 - ☀ POSCO (BEYOND), Hyundai/Kia Motors (Global Youth Volunteers), SK (Sunny), LG (Let's Go)
 - ☀ As a part of "Corporate Social Responsibility" program
 - ☀ Building homes, improvement of housing environment, green belt development, Korean culture exchange
- ☀ Contribution from the private sector is increasing

Size of WFK



- Goal: Total of 50,000 Volunteers (2010~12 accumulated)
- Volunteers from private sector is increasing

Supporting Overseas Volunteers



Case #1 – College Students

- Composed of college students
- Provided education on Information Technology
- Lessons on Korean language
- Culture exchange



Case #2 – Science/Engineering Experts



Case #3 Saemaul Volunteers

Project Objectives

- Improve agricultural water through organization of irrigation system
- Improve residential water to improve living conditions
- Increase income level through cultivating cash crops
- Suggest ways to visible improvements through upgrading housing
- Build foundation for village to maintain independence through "Village Leader Training" program

Case #3 – Saemaul Volunteers

Promote
Self-Help



Sustainable
Development



Case #4 – Taekwondo

Semaine du 20 Août 2010

N° 273

Eto an-toerana

TAEKWONDO THE TIGERS NIGHTS Hampiseho ny fahaizany ireo Koreana anio alina

Ho ambohinpitanan'ireo mpianaka ny taranja Taekwondo anio hariva esy amin'ny Lapari'ny kolontsaina sy ny fahasamihafan'ireo Mahamasina manomboka amin'ny 7 ora, amin'ilay hetsika The Tigers Nights. Hampiseho ny fahaizany miangaly ity taranja ity ireo Koreana tonga eo amin'ny hetsika ity mizara ny fahaizany ho an'ny Malagasy. Ny Federasiona Malagasy' ny taranja Tae Kwon-do sy ny Media Consulting no tompo-marika hahamutihanina tanteraka ity hetsika ity. Hizarana roa ny fampisehoana ka ny seho amin'ny tapany vao lohateny dia ireo mpianaka ny Aiki-do, Tai-Bo, Capoeira ary ny Diamangy no



Hampiseho ny fahaizany ny taranja Koreana

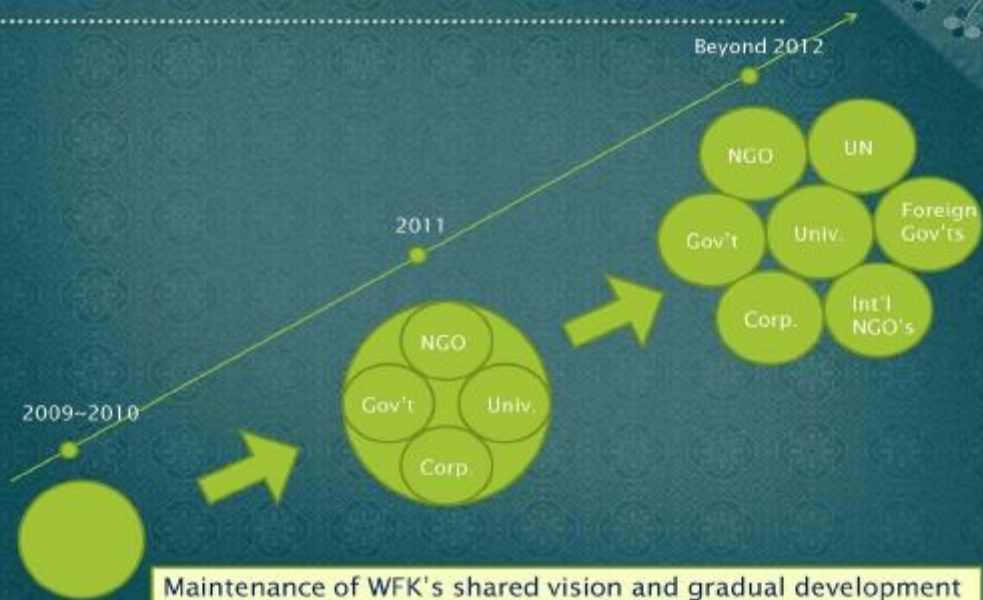
hampianaka ny fahaizany. Eo amin'ny tapany faharoa dia ireo Koreana sy ny Malagasy no

hampianaka ny fahaizany izay haharitra ora ity eo. Haraso seho mitokana ny Koreana ary eo ary

dia haraso anjara mitokana ihany kua ny Malagasy ary misy ny fahasamihafan' ny malagasy sy ny Koreana. Vonona tanteraka ny mpianaka anjara ary efa toson'ireo iraka no tokony ho ity ny fanamarinana rehetra. hoy ny mpianaka. Seho gavana an' anatin'ny fahaizana-maso tanteraka no atolotra ny mpianaka, hoy ny zava-avay an' amin'ny federasiona, kua manaraka ny fahasamihafan'ireo manoha. Hoy ity isan'ny fampisehoana hainy ny fahasamihafan'ireo alo amin'ny fahasamihafan'ireo amin'ireo teratany vahiny efa kasa koa tokony sy ho diso anjara amin'izany itika Malagasy.

Nosa R.

WFK's Direction for Sustainable Development



Building International Partnership

- ☀ Services need to be centered on the special needs and demands of recipients
 - * More than a one-way "giving" by volunteers... it needs to be "sharing"
 - * "Matching Service" or "Customization" of volunteer program

Building International Partnership

- ☀ Mutual partnership with international society is important
 - ✱ supportive partnerships with
 - ✧ Local governments
 - ✧ International NGOs
 - ✧ The UN
- ☀ For sustainable development
 - ✱ Cooperation with the receiving side
- ☀ To expand the model
 - ✱ Encouragement between participating organizations is critical

Thank You!

Panel Discussion

Tae Yong Jung

Deputy Executive Director, Global Green Growth Institute, Korea

Huck-Ju Kwon

Professor, Graduate School of Public Administration,
Seoul National University, Korea

Eden Mamut

Director of International Permanent Secretariat,
Black Sea Universities Network, Romania

Biography



Tae Yong Jung

Deputy Executive Director,
Global Green Growth Institute, Korea

Mr. Jung Tae Yong is currently the Deputy Executive Director of the Global Green Growth Institute (GGGI) located in the Republic of Korea.

Prior to his current position at GGGI, he was the Principal Climate Change Specialist of the East Asia Regional Department at the Asian Development Bank (2007-10) and the Senior Energy Economist of the Energy, Transport & Water Department at the World Bank (2005-07). He was also formerly the Project Leader in Climate Policy Project at the Institute for Global Environmental Strategies of Japan (1999-2005) and Senior Fellow and Director of the Energy Modelling Division at Korea Energy Economics Institute (1992-98).

He also assumed the role of Senior Advisor of Energy & Climate Change Task Force in the Presidential Transition Committee, Republic of Korea and Commissioner at the Presidential Committee on Green Growth, Republic of Korea from 2009 to 2010.

Educated at Seoul National University (BA) and at Rutgers, The State University of New Jersey (MA and Ph.D.), he was a Visiting Researcher at the Joint Global Change Research Institute, University of Maryland and a Joint Research Fellow at the National Institute for Environmental Studies (NIES), and a Visiting Fellow at Kyoto University Japan.

His many publications to date, both in Korean and English, include numerous books, reports and papers, including *Environmental Economics (textbook)* (BakYoungSa, 2000), *The Economics of Climate Change in Southeast Asia: A Regional Review* (ADB, 2009) and *Regional Economics of Climate Change in Asia and the Pacific* (ADB, 2009).

Korea's Policies on Environmental Sustainability

Tae Yong Jung

Deputy Executive Director,
Global Green Growth Institute, Korea

Introduction

It is a pleasure for me to be present here at this forum to discuss the important question of green growth and in particular, what Korea has been doing to realize its ambitions for this new paradigm of growth. Before delving straight into this topic, I would like to take a quick moment to express my gratitude to the organizers for hosting this important forum.

I would also like to thank Vice-Minister Min Dong-Seok for his very comprehensive and informative presentation on Korea's policies for green growth. While his presentation has covered much of what I could talk about, I will make some comments and add some ideas to what has been said, especially relating to the Global Green Growth Institute (GGGI).

What is Green Growth?

As the Vice-Minister explained during his presentation, Korea has embarked on a crucial journey to implement green growth. Green growth is a new revolutionary development paradigm that sustains economic growth while at the same time ensuring climatic and environmental sustainability. And as the Vice-Minister's allusion to the Neolithic Revolution would suggest, green growth is not just about an incremental change. Green growth demands a holistic system change that will require us to move away from the fossil-fuel dependent, quantitative model of the past that failed to take into account environmental concerns into the growth equation, towards a sustainable, qualitative growth model that integrates objectives for growth and environment. Thus, under this paradigm, new ideas, transformational innovations and the state-of-art technology will become the major drives for growth. Green technologies and innovation will play a critical role in ensuring the creation of new growth opportunities and jobs.

It is our vision and goal that through green growth, we can effectively address the multiple challenges that the nation currently faces – specifically, the “triple crunch” of the (1) energy challenge emerging from our dependence on fossil fuels and foreign energy imports; (2) the climate challenge which has seen the average

temperature in Korea rise by 1.7°C and; (3) the declining growth rates since the late 1990s that is characterized by erratic growth and insufficient job creation. This is the background upon which Korea made the bold, but necessary decision to transform its society through green growth. In other words, green growth is absolutely necessary if Korea is to successfully tackle these fundamental challenges that threaten the nation's sustainability.

Nevertheless, pursuing green growth is not an easy task. The successful transformation to green growth will require major reengineering across the entire landscape of our society. Innovation and green technologies are important enablers for green growth, but these alone are insufficient in bringing about the wholesale transition. Implementing green growth policies and introducing new technologies, tools and mechanisms come with considerable costs. Moreover, the short term investments for green growth often do not yield immediate returns or profits. In addition, in order to truly account for the value of our environment and the services that it provides such as clean air and water, we have to devise effective pricing mechanisms that adequately reflect ecological costs into the price of goods and services. Society at large, both public and private sectors, will need to be closely engaged and made aware of why green growth is absolutely necessary and what we can do to achieve it.

How Can we Pursue Green Growth?

Because of these challenges, green growth policies need to cover a wide range – from legal and regulatory frameworks; investment and spending measures; taxation and market instruments; science and technological innovation and more. And in order to comprehensively address all of these needs and jump-start the paradigm shift to green growth, the role of the government is essential. Of course, the public sector cannot create green growth alone. But by redesigning existing frameworks and devising innovative policies, the government needs to encourage the active engagement of the private sector and the everyday citizens of the country.

This is precisely why all of the measures that the Vice-Minister mentioned earlier - The National Green Growth Plan, the Framework Act on Low Carbon Green Growth, the Green New Deal, GGGI, the Presidential Committee on Green Growth, the emissions reduction target, the future emissions trading system etc. –are so important in order to achieve green growth. These are the concrete policies and mechanisms, the tools that are driving Korea's transition towards green growth. The successful implementation of these policies is a tribute to the initiative and strong and indispensable leadership that the Korean Government under President Lee Myung-bak has shown.

And these policies, institutions and instruments are not just names. They are the result of much hard work and consultations that involved Korean public policymakers, private businesses and stakeholders, academia and even regular citizens. Furthermore,

as the transition to green growth through green technologies and innovation also need sizeable investments, as mentioned by the Vice-Minister, Korea is investing 2% of its GDP annually into green growth projects. This proactive, “Me First” attitude is exactly the reason why UNEP, OECD and other international bodies have praised Korea’s efforts for green growth.

While we have achieved a lot, nevertheless, there is no doubt that our journey towards green growth is not yet complete and more work remains to be done. And as the Vice-Minister stated – for green growth to be successful, it needs to be “global, dynamic and fluid enough to cross over political borders.” This is very important because Korea cannot achieve green growth alone. In order to successfully tackle the global phenomenon of climate change and move the planet towards sustainability, international cooperation and engagement for green growth is essential. This is exactly the reason why GGGI was created last year.

GGGI

GGGI, headquartered in Seoul, is a global “think and act tank.” GGGI provides analytical support to developing countries in their efforts to create their own green growth strategies. It also assists developing countries in creating the capacity – including the institutional, legal and regulatory mechanisms – to pursue green growth. Furthermore, by facilitating public-private cooperation, GGGI seeks to strengthen the enabling environment for efficient investment for green growth and the sharing of best practices.

Since its establishment, GGGI has conducted three country programs in Ethiopia, Indonesia and Brazil. Our work in Ethiopia is focused on analyzing and developing green growth strategies for the country’s agriculture, forestry and power sectors, and is being supported at the highest level by Prime Minister Meles Zenawi. In Indonesia, we are working to develop a green growth strategy for the province of East Kalimantan, while in Brazil the work has focused on defining low-carbon options in key greenhouse gas emitting sectors and developing a climate adaptation strategy. This year, we have actively expanded our engagement to other countries including Cambodia, Kazakhstan and the United Arab Emirates (UAE).

In Cambodia, work will begin shortly on establishing a green growth master plan for the nation that will focus on specific sectors such as forestry and waste management, and we are working closely with the office of the Prime Minister and the Ministry of Environment. Moreover, GGGI will seek to transfer Korea’s knowledge and expertise relating to the institutional set-up of a national-level coordinating government body for green growth policies, similar to the Presidential Committee on Green Growth in Korea.

In Kazakhstan, in partnership with the European Bank for Reconstruction and Development (EBRD), we are working with the Kazakhstan government to assist them

in developing their own green growth strategies, in line with their existing Astana Green Bridge Initiative (AGBI), with an added focus in the water and energy sectors.

In UAE, we are assisting the government in developing a comprehensive green growth strategy that includes capacity-building for institutional and regulatory mechanisms, while also focusing our work in the renewable energy area as well as analyzing methods for greenhouse gas mitigation. We have also established a GGGI Abu Dhabi Office in early July to facilitate our work. It will serve as a capacity-building center in cooperation with partner organizations such as the Masdar Institute of Science and Technology (MIST) and the International Renewable Energy Agency (IRENA) to disseminate green growth throughout the Middle East and North Africa region. The GGGI Abu Dhabi Office is our second overseas office after the Copenhagen Office was launched in May of this year.

GGGI's work is very important in addressing the concerns that the Vice-Minister raised, especially relating to some developing countries' worry that focusing on environmental sustainability can restrict economic growth. Through our work with developing countries in establishing green growth strategies and by helping to build local capacity for green growth, GGGI is actively showing that green growth is not only possible, but that they can benefit much more by pursuing green growth rather than blindly focusing on the economic side. This is particularly important given developing countries' high vulnerability to climate change effects.

But through my experience I have also often found that developing country governments are not uninterested in green growth. They are very interested, but they just lack the capacity and the finances that are required to jump-start the transition towards green growth in their own countries. And this is where GGGI's support can play a crucial role in enabling green growth in developing countries. Moreover, many of our country programs focus on critical sectors such as energy and water. Through the transfer of technical knowhow, we are helping developing countries secure access to these vital resources through enhancing efficiency, introducing new technologies such as renewable energy and better managing existing resources.

Ultimately, it is my hope that the work of GGGI and other bodies such as the OECD, World Bank, UNEP, as well as initiatives for enhanced international cooperation such as the Green Growth Alliance and the Global Green Growth Summit, will create a synergistic effect that will make the dissemination and implementation of green growth a truly global endeavor. Green growth can be the best answer to the myriad pressing global issues including climate change and sustainable development. GGGI will do its part to ensure that this becomes reality.

Biography



Huck-Ju Kwon

Professor, Graduate School of Public Administration,
Seoul National University, Korea

Huck-ju Kwon is Professor at Graduate School of Public Administration, Seoul National University. He is the Deputy Director of the Asia Development Institute at the School. He also worked as Research Co-ordinator at the United Nations Research Institute for Social Development (UNRISD). He has served for Global Social Policy as Regional Editor for East Asia since 2003 and Board Member for the RC19 since 2007. He has serves a number of government committees in the Republic of Korea, including the Ministerial Commission on the Civil Service Pension Reform.

His research interest is on comparative social policy in East Asia, international development policy and global governance. He is the series editor of the Palgrave series on 'Social Policy in a Development Context'. His book, *Transforming the Developmental Welfare State in East Asia* (Palgrave, 2005) is one of the books in the series. His other publications include *The East Asian Welfare Model: the State and Welfare Orientalism* (London: Routledge, 1998) and the *International Encyclopaedia of Social Policy* (London: Routledge, 2006, co-editor). Kwon also published a number of peer-review journal articles including, 'Introduction: Social Policy and Economic Development in Late Industrializers', (*International Journal of Social Welfare*, 2009), 'Policy Learning and Transfer in the East Asian Developmental State' (*Policy and Politics*, 2009), 'Advocacy Coalition and Health Politics in Korea', (*Social Policy and Administration*, 2006), 'Transforming the developmental welfare states in East Asia', (*Development and Change*, 2005) and 'Beyond European Welfare Regimes: comparative perspectives on East Asian welfare systems' (*Journal of Social Policy*, 1997).

A Discussion on the Broader Development Agenda by Ebba Dohlman (OECD)

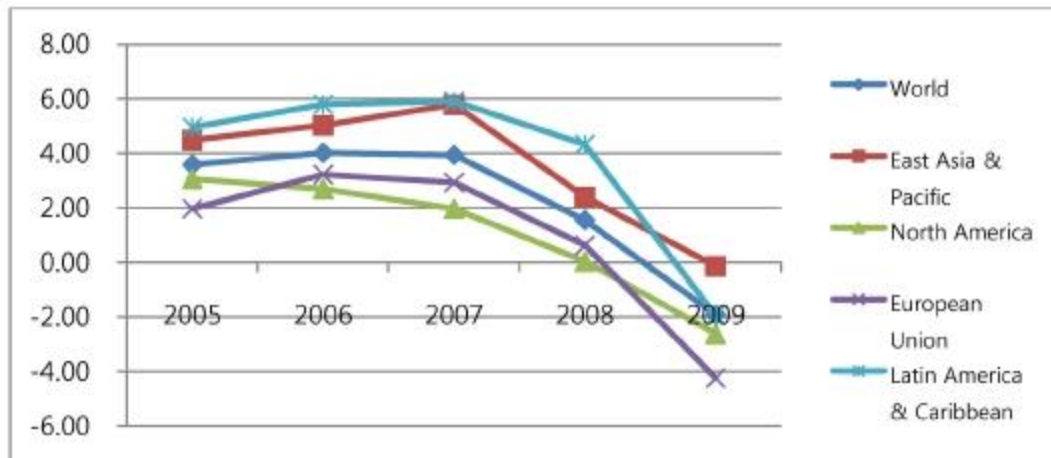
Huck-Ju Kwon

Professor, Graduate School of Public Administration,
Seoul National University, Korea

1. Emerging Donors and Changing Development Agenda

Since the global economic crisis in 2008, it becomes very clear that there has been a global transformation. It takes place not only in terms of global economic structure and but also in terms of international cooperation for development. One of the most obvious differences of the global economic crisis in 2008, compared to the East Asian economic crisis in 1997, is that it originated from the heart of the global capitalism: global financial institutions at the Wall Street. The impact of the global economic crisis varies widely across the globe, but it seems that some economies in North America and Europe are still struggling to deal with economic recessions and budget deficit. In contrast, East Asia, compared to other regions, seems to cope with the crisis fairly well. Once the world goes through the crisis, we may see a significantly different world economy.

Figure 1. Economic Growth Rate by Continent



Source: World Development Indicators 2010

As Dohlman points out in the paper, there is also significant global transformation in international cooperation. New donors such as China, Turkey, Brazil and Korea become new and important players in the development scene. They have also brought new policy agenda with them. It will be necessary for the international development community to take their development discourse and policy paradigm on board. For instance, Korea as one of the new donors in the international development community, wants to share its experience of development with other developing countries. The recent book, for instance, the Korean State and Social Policy (Oxford 2011) suggests that the Korea's successful transformation is not only due to economic development and active state intervention. Social equity and human development were also keys to success. It also shows clearly that a wide range of social actors were able to participate in the broad social change, in a manner of what the book calls 'mixed governance'. Such experience can offer significant new insights which have not been available so far. In this sense, the HLF-4 conference in Busan later this year will be a great opportunity for the international development community to come up with new directions for development.

2. Policy Coherency for Development

It is also important to note that there has also been a critical reflection on the policy paradigm among development experts and practitioners. It seems to me that the debate on the market and the state as a promoter for economic growth is out of date. We have also discussed about good governance for development. While some proposed good governance as a vehicle for development, others see it as one of end results of development. My overall critique on the development literature is that the strategies offered for development of the developing countries come from the social analysis of the developed countries. One may ask question as to whether the debate on the market and the state is based on the empirical analysis on the developing countries or the developed ones. The same critique goes to the idea of good governance. Good governance agenda came to fore after many European countries sought to find a new policy solutions after privatization, devolution and decentralization following the new public management in the 1980s and 90s.

In this sense Paris Declaration in 2005 is significant break from such misplaced link. The partners of the international development community committed the idea of ownership, alignment, harmonization, mutual accountability and monument for result. The rationale is set to tackle the policy challenges that arise in the process of development cooperation.

The notion of 'Policy Coherency for Development, which Dohlman introduces in the paper seems to be very powerful and useful framework for policy discussion. With the idea of policy coherence we can deal with policy issues related to ownership, alignment, and harmonisation. In the public policy literature, policy coherency often refers to the consistency between policy objectives and instruments. One needs to choose right instruments for the given policy objectives. There must be a logical link that the instruments can achieve the desired policy outcomes. In this sense, the notion of policy coherency for development addresses the issue of alignment.

The notion of policy coherency can be the challenge of harmonization. There are multiple actors working in a country. They have the same goals of poverty reduction and social development of the country but they are often engaged in different projects. Further these projects can be overlapped in a certain sectors while other sectors are neglected. It is because of the lack of harmonization. The OECD and some donors are now set to propose the idea of the policy coherence, especially among development projects, which can enhance the harmonization.

Here rises a difficult question: who is to set the direction of harmonization and alignment. For the new emerging donors it will be necessary to be in line with the existing donors to maintain harmonization and alignment. At the same time, however, the government of the new donors need to explain how they spend the tax payers' money. It will be difficult to tell the people that we have just put the money in the common projects among other donors. In others, the donor community now includes not only like-minded countries but also new donors whose agenda may be quite different from their counterparts. How one can maintain the high level of policy coherency is a big challenge.

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Biography



Eden Mamut

Director of International Permanent Secretariat, Black Sea Universities Network, Romania

Date and place of Birth: October 3rd 1960, at Comana, Constantza, Romania.

Present position: Professor for Engineering Thermodynamics and Advanced Energy Systems at “Ovidius” University of Constantza. Since 1998, Prof. Mamut is the Director of International Permanent Secretariat of Black Sea Universities Network (www.bsun.org). In 2011, BSUN has been appointed as the UN Academic Impact hub on sustainability (www.unai-sustainability.org).

Main field of research: Multi Criteria & Multi Scale Methods on Sustainable Development, Multi scale thermo-fluid modeling, Analysis and optimization of complex energy systems, Renewable Energy Sources, Sustainable Transport Systems.

Main achievements: 95 papers, 12 books (as author or editor) and 2 registered patents (Germany).

Affiliations:

- Member of the Scientific Council of the International Centre of Heat and Mass Transfer
- Corresponding Member of the American - Romanian Academy of Arts and Sciences, USA, 2002
- Member of the Society of Automotive Engineers, USA
- Founding Member and Vice president of the Romanian Alliance on Hydrogen and Fuel Cells, Romania, 2005

Honors:

- Honorary Professor at Crimean Engineering & Pedagogical University, Crimea, Ukraine, 2010
- Knight of the National Order “Star of Romania”, 2000

Session 3

Educational Dimensions of Development

Chair: Kwang-Ja Rhee

President, Seoul Women's University, Korea
Board of Trustees, Korean Council for University Education

SESSION 3 Educational Dimensions of Development – Chair: Kwang-Ja Rhee President, Seoul Women's University, Korea Board of Trustees, Korean Council for University Education	
09:00-11:00	Presentation: Education and Economic Growth: The Korea Case – MoonJoong Tcha Senior Fellow and Managing Director of Center for International Development, Korea Development Institute
	Presentation: Strengthening the Role of Higher Education in Empowering Women – Heisoo Shin Member, UN Committee on Economic, Social and Cultural Rights Representative, Korea Center for United Nations Human Rights Policy
	Case Presentation: Applicability of a Korean Model of Non-Formal Education to African Adult Illiterates – Taeksoo Chun Secretary-General, Korean National Commission for UNESCO Professor of Economics, Academy of Korean Studies
	Case Presentation: UN Academic Impact Global Hub for Capacity-Building in Higher Education Systems: Handong Global University – Young-Gil Kim President, Handong Global University, Korea Chairman, Korean Council for University Education
	Case Presentation: The Role of Education in Promoting Entrepreneurship and Sustainable Development – George Kim Professor and Director of Center for Entrepreneurship and Innovation, Handong Global University, Korea
11:00-12:20	Panel Discussion – Pablo Yáñez Rector, Escuela Politécnica Javeriana del Ecuador – Hyunsook Yu Senior Research Fellow, Korean Educational Development Institute, Korea – Soo-Kyung Kim Director of Department of Policy Research, Korean Council for University Education – Anne-Isabelle Degryse-Blateau Director, UNDP Seoul Policy Centre for Global Development, Korea
12:20-13:30	LUNCHEON Hosted by the Presidential Council on Nation Branding Luncheon Remarks: Collaboration Between NASA and Universities in Building Capacity in Higher Education – Jaiwon Shin Associate Administrator of Aeronautics Research Mission Directorate, National Aeronautics and Space Administration

Biography



Kwang-Ja Rhee

President, Seoul Women's University, Korea

Board of Trustees, Korean Council for University Education

President Kwangja Rhee graduated Seoul Women's University in 1965 with B.A in Sociology, and Kent State University in 1971 with M.A in Sociology. She received Ph.D in Family Sociology at Yonsei University in 1988. Since 1971, she taught at Department of Social Work at Seoul Women's University as a professor. After successfully completing such positions as Dean of Student Affairs, Dean of External Affairs, Dean of Graduate School of Social Welfare, she was elected as the 4th President of Seoul Women's University in March, 2001. She was reelected as the 5th President in March, 2005; and again as the 6th President in March, 2009.

President Rhee has also been actively taking part in extramural activities. She was President of College Presidents' Committee at Korea Federation of Christian School (2005~2010), Chairman of Board of Directors of Seoul Welfare Foundation (2006~2009), Chief Judge for Ho-am Prize of Community Service (2009), Director of Korean Foundation for the Promotion of Privates Schools (2004~2007), Advisor of Presidential Committee on Education Innovation (2005~2008), Inspector of Korean Association of Private University Presidents (2005~2008), and a member of University Accreditation Committee (2001~2003). Currently, President Rhee is Vice President of Korean Association of Private University Presidents (since 2008), Director of National Research Foundation of Korea (since 2009), and Trustee of Korean Council for University Education (since 2009). She is also a board member for a number of organizations such as MRA/IC Korea (since 2008), World Vision Korea (since 2008), Korean National Prayer Breakfast (since 2009) and Climate Change Center (since 2010). In addition, she is a member of COP18 Bidding Committee (since 2011) and The Korean Organizing Committee for 2012 World Conservation Congress (since 2010), and a consultant for Korea Internet Security Agency Forum (since 2010).

Presentation

Education and Economic Growth: The Korea Case

A series of approximately 10 thin, horizontal, light gray lines spanning the width of the slide, located below the title.

MoonJoong Tcha

Senior Fellow and Managing Director of Center for International Development,
Korea Development Institute

Biography



MoonJoong Tcha

Senior Fellow and Managing Director of Center for International Development, Korea Development Institute

MoonJoong Tcha is currently Executive Director, Center for International Development at Korea Development Institute (KDI), a state-run research institute in Korea. He studied Economics at Seoul National University, and obtained PhD in Economics from the University of Chicago in 1992. Conducting research and teaching after graduation in many international institutions including the University of Chicago, Australia National University, University of New South Wales, Seoul National University and KDI School of Public Policy and Management, he mainly taught and conducted research at the University of Western Australia. He joined KDI in 2005 as Senior Fellow, and served as Director of Office for Economic Development Cooperation and Vice President & Director of Department of Industrial and Corporate Affairs. He published a large number of professional papers, and authored/edited 14 books in the wide range of fields including international economics, development economics, development cooperation, and culture and sport economics. Recently he completed large scale policy-oriented research projects for the government, regarding housing policies, regulatory reform, service sector advancement, FTA strategy and public sector reform.

Education and Economic Growth – The Korea Case

MoonJoong Tcha

Senior Fellow and Managing Director of Center for International
Development, Korea Development Institute

In order for an economy to grow, factors of production should be accumulated, and/or productivity should be enhanced. Both factor accumulation and productivity enhancement are based on institution, where education system comprises one of the most important parts of institution. In this regard, the experience of Korea is particular, as its national investment in education was well-organized by the government even though the economic growth was so fast that industrialization could be completed in one generation.

Previous studies indicate that education and human resource development are common factors of and the most significant contributor to the growth of highly performing East Asian economies. In particular, these economies started with the effort to universalize primary education, and then moved their policy emphasis to more advanced level of education. Some studies show that contribution of labor to economic growth in Korea ranged from 1.1~4%, where the relative contribution of labor quality has increased.

Another important contribution of education, including primary education, is its role of improving human development. It has been found that enhancement of education improves health and life expectancy as well as affecting fertility substantially. These findings imply that the increase in efficiency and effectiveness of education, most of all primary education, will have significant impact to developing economies.

Transforming from a developing country into a developed country successfully, Korea believes that knowledge is the key to success in development and co-prosperity. It has accumulated knowledge and experience that can be mobilized and to be shared with other economies to derive practical solutions for further development. Knowledge on growth based on human resource development is one of what Korea is willing to share with developing countries.

Education and Economic Growth – The Korea Case

MoonJoong TCHA

**Executive Director
Center for International Development
(CID@KDI)**

Korea Development Institute

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CONTENTS



- I. The Country that Mr.Obama admires...
- II. Rhetoric of Economic Growth
- III. Education and Happy Families
- VI. Education and the Future
- V. Conclusion

Part-01

The Country that Mr. Obama Admires.....

3

Mr. Obama Said...

KDI

- **"While other countries, including Korea, Canada and Russia, are growing in the field of education, we were falling behind."**
(2010.8.9. in Speech at the University of Texas)
- **"Countries including Korea are not playing for second place... We should play for first place."**
(2010.9.29. in Speech at the University of Wisconsin in Madison, 2010.12.2. in Speech at the Blair House)
- **"If India or South Korea are producing more scientists and engineers than we are, we will not succeed."** (2011.2 in Speech at Las Vegas Chamber of Commerce)



4

Mr. Obama Said...

KDI

- " In **South Korea**, **teachers** are known as '**nation builders**.' Here in America, it's time we treated the people who educate our children with the same level of respect."

(2011.1.25. in speech of State of the Union Address, 2011.3.4. in speech at Canmore middle school, Arlington, Virginia)



5

The Country that Mr. Obama Admires. KDI



With Enthusiasm for Education...



The Nation Transformed into....



Korea had no natural resources, capital and technology.....



Cheong-Gye-Cheon Stream in Seoul, in the late 1950s

The Nation of Miracle, and...



However, Korea achieved the Miracle of Han River.



Cheong-Gye-Cheon Stream in Seoul, Today

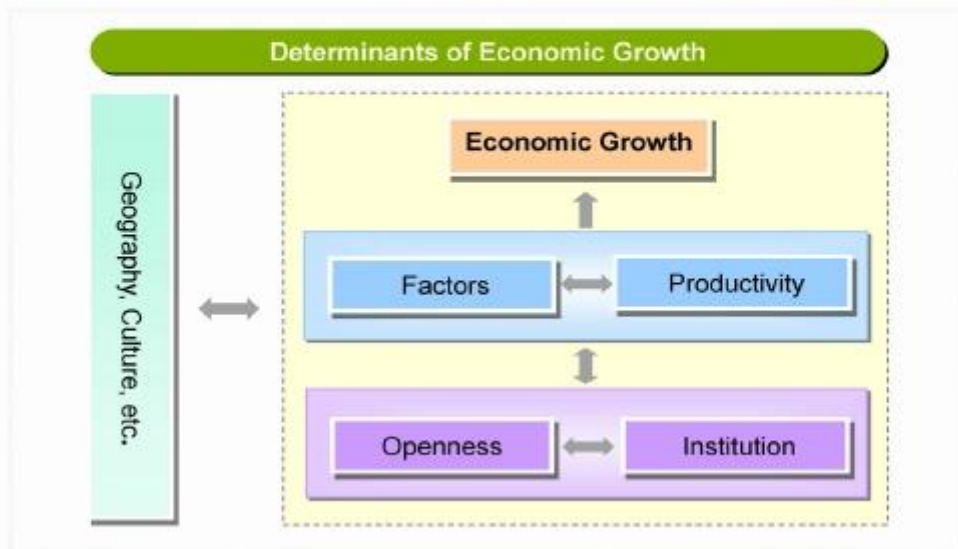
The Nation of K-Pop & K-Wave



Part-02 | Rhetoric of Economic Growth

11

Rhetoric of Economic Growth



Is the Earth Beautiful?

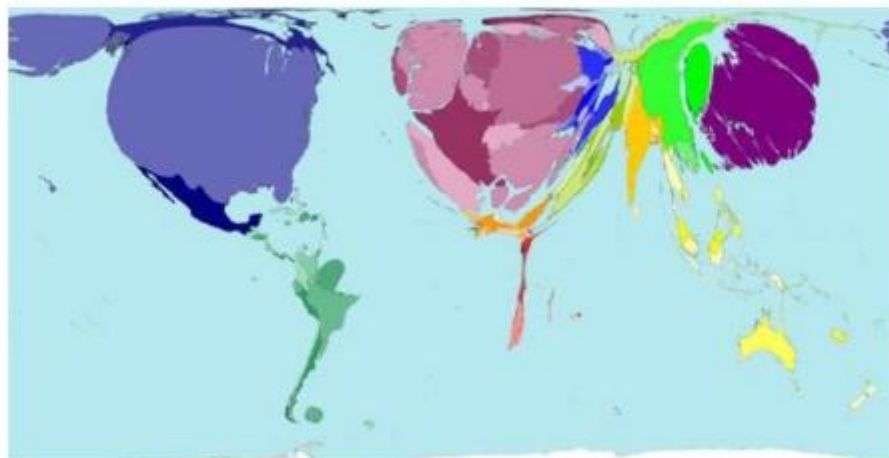
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Let's Redraw It by Size of GDP

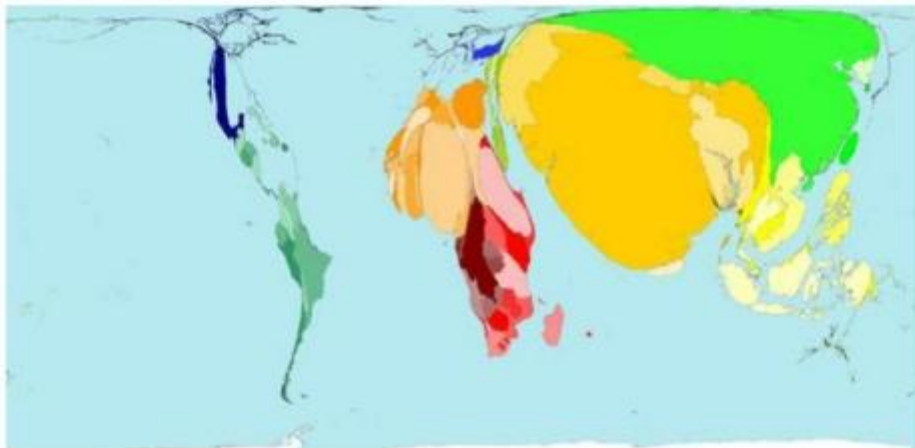
KDI

The World by GDP Size



By Population below the Poverty Line?

The World by Population below the Poverty Line



worldmapper.org

Grow and Develop are Important

- Growth and Development is the best way to eliminate poverty.
- Defining the poverty line as daily living cost under \$US 1.25, 1.4 billion people are living below the poverty line.
- 2,700 children under age 5 are dying everyday due to famine.



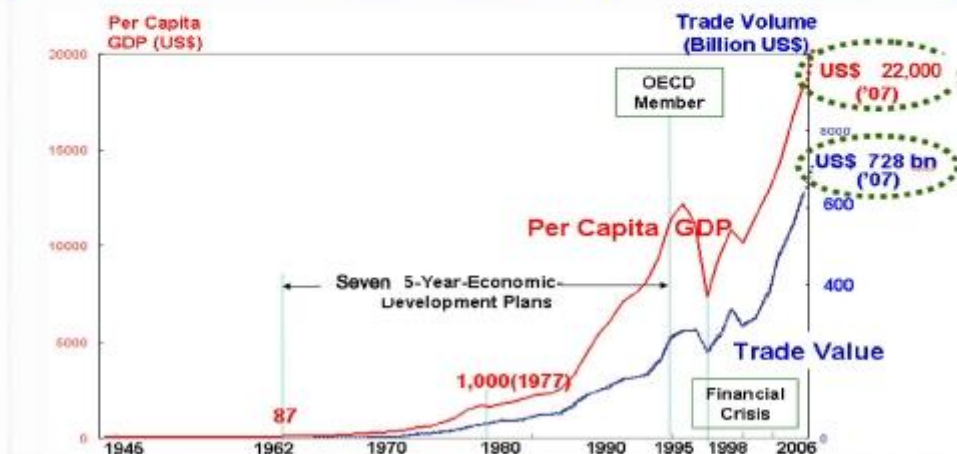
Without Growth and Development.....KDI

Women Suffering from Serious Physical Labor



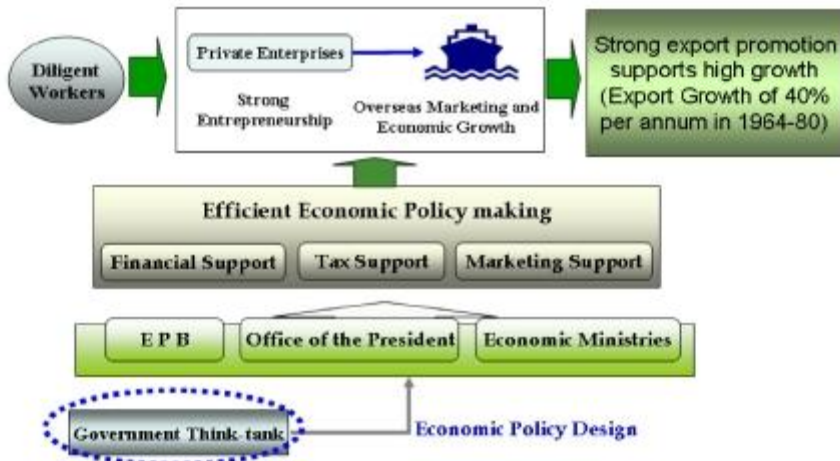
Korea: From Poverty to Prosperity KDI

Never before have the lives of **so many people** undergone **so rapid improvement** for such a long period. R. Lucas, Jr. (1993)



The Role of the Government ? - Outward-looking Development Strategy KDI

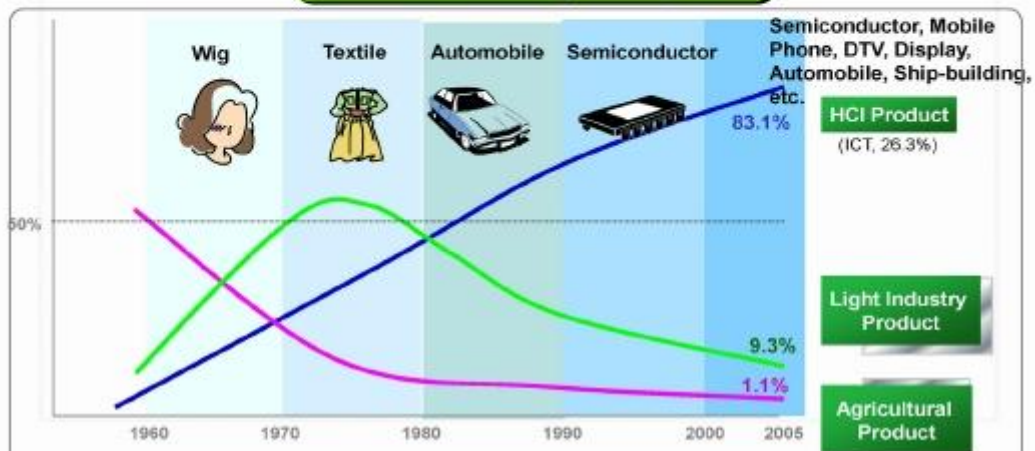
The Role of Each Sector for Export Promotion



Korea's Economic Growth and Export Patterns KDI

A successful structural change from labor-intensive to capital-intensive and knowledge-intensive industry : **creation of comparative advantages through factor accumulationEducation!**

Structural Change in Export



No Sweat, No Sweet!

KDI



Korea's Leading Think Tank

Part-03

Education and Happy Families

KDI

22

Lessons from Korea?

KDI

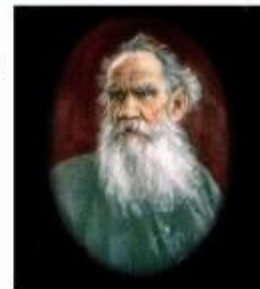


"All happy families resemble one another, each unhappy family is unhappy in its own way"

Fast Growing EA economies

"...But reason could not give me an answer - reason is incommensurable with the question. Life itself has given me the answer....."

L. Tolstoy (1877), Anna Karenina



Learning by Doing Growth Model! – Is it most efficient?
What about Learning by Watching?

All Happy Families Resemble One Another

KDI

Common Features of HPAEs

Bottom

- Higher growth rates of **physical capital** supported by higher rates of **domestic savings**
- Higher initial levels and growth rates of **human capital**
- Proper **government intervention**
- Earlier and steep declines in **fertility**

Surface

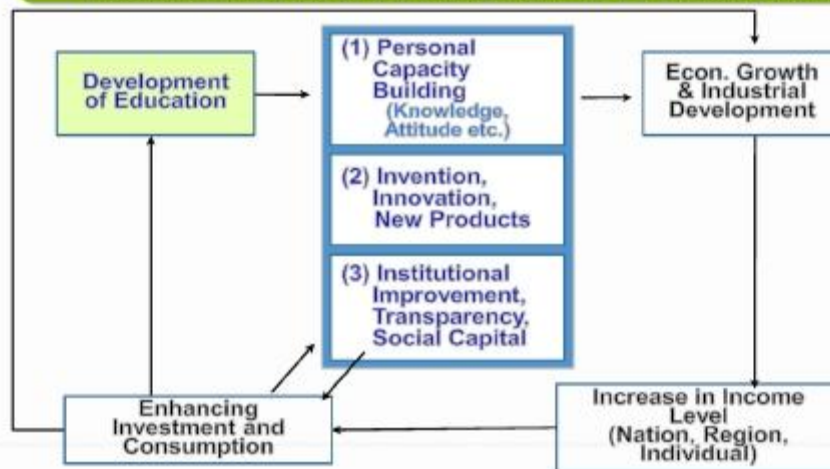
- High average **growth rates**
- Rapid decline in **income inequality**
- Rapid output and productivity growth in **agriculture**
- Higher rates of growth of **manufactured exports**
- Rapid improvement in Human Development Indicator

Institution + Policy

How Does Education Cause Growth?

- Education forms a virtuous circle with G&D.

Education and Growth & Development– The Virtuous Circle



How Does Education Cause Growth?

- Why is education important?**
 - Production factors such as labor or capital have a limit to invest in production.
 - Also, ultimately face to "law of diminishing marginal return".
 - Possible to overcome these problems through **human capital, technology, and institution**
 - **Education** importantly and positively affect human capital accumulation, and improvement of technology & institution.
- Education also improves vertical mobility in society.**
 - Vertical mobility contributes to reducing tension, enhancing dynamics in society and creating middle classes.
 - This brings "comprehensive" and "sustainable" growth.

Any Evidence?.....Yes!



- Empirically, primary education promotes growth.

Factors of Economic Growth

Variable	113 observations	113 observations	113 observations
Intercept	-0.0070 (0.0079)	-0.0034 (0.0075)	0.0042 (0.0081)
Relative GDP to U.S., 1960	-0.0430** (0.0118)	-0.0293* (0.0115)	-0.0320** (0.0110)
Primary enrollment, 1960	0.0264* (0.0065)	0.0233** (0.0062)	0.0272** (0.0065)
Secondary enrollment, 1960	0.0262 (0.0139)	0.0160 (0.0132)	0.0069 (0.0131)
Growth of population, '60-'85	0.1015 (0.2235)	0.0201 (0.2095)	0.0998 (0.2023)
Average investment/GDP, '60-'85	0.0578* (0.0224)	0.0455* (0.0211)	0.0285 (0.0207)
HPAEs		0.0230* (0.0056)	0.0171** (0.0056)
Latin America			-0.0131** (0.0039)
Sub-Saharan Africa ^a			-0.0099* (0.0041)
Adjusted R ²	0.3480	0.4324	0.4821

Source: The World Bank (1993)

Any Evidence?.....Yes!

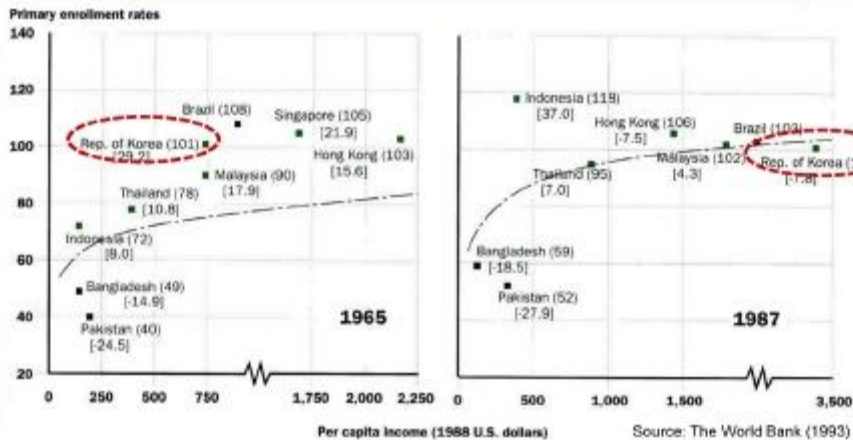


- Different research has found the different empirical results, proving secondary or higher education affects economic growth more significantly than primary education.
- However, no primary education, no high quality secondary or tertiary education!
- Particularly, primary education is important for development of labor-intensive industries.
- Also, important for qualitative development.
- In HPAEs, emphasis moved in the order of 'Primary -> Secondary -> Tertiary'.

Education and G&D- The Asian Case KDI

- Very high attendance rates for elementary school were commonly found in the HPAEs.

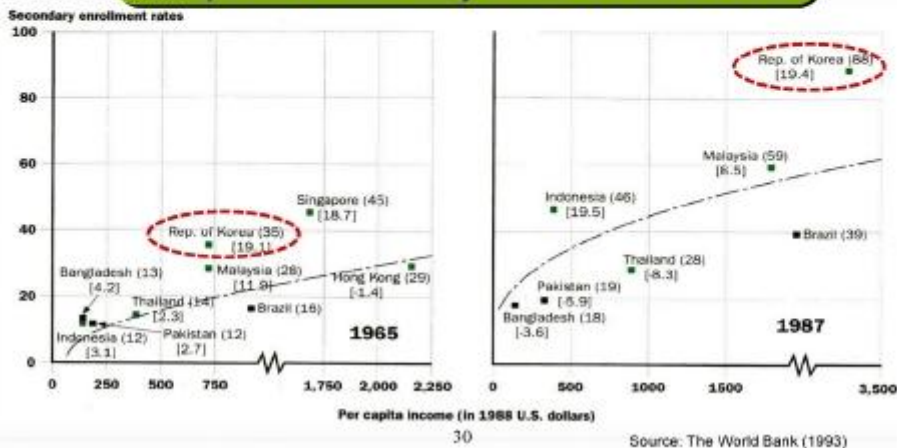
Comparison in Primary School Enrollment Rate



Education and G&D- The Asian Case KDI

- Secondary school enrollment rates have increasingly risen in high growth economies in Asia

Comparison in Secondary School Enrollment Rate

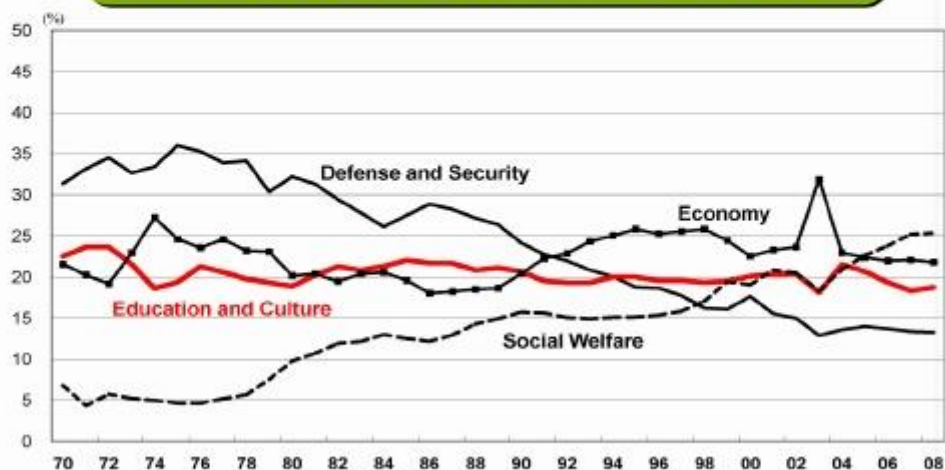


Education and G&D- The Korean Case KDI

Steps for Econ. Development		Economic Development Policy	Education Policy
Phase 1 (1945-1960)		Agricultural Society, Rehabilitation, Seek for export-oriented growth policy	Establishment of elementary education system and universal primary education
Phase 2	1960s	Development of labor-intensive industry (Esp. light industry-oriented)	Expansion of secondary education , reinforcement and expansion of professional advancement education
	1970s	Birth of conglomerates, Promote policies of heavy chemical industry	
Phase 3 (1980s-1990s)		Development of technology, knowledge, information-intensive industry	Expansion of higher education
Phase 4 (2000-present)		Enter into the Global Era, Transform into the information and knowledge-oriented economy	Popularize higher education, informatization of education, lifelong education , efforts in developing human resources at national level

Investment in Education and Creation of CA KDI

Change in Gov't Expense –Comparison (Korea '70-'09)



Education and G&D- The Korean Case

- Labor accumulation and quality improvement explain 30-50% of GDP growth.
- Specifically, quality improvement in labor explains approximately 0.6-1.0% of GDP growth.

Labor Contribution to Growth (Korea, %)

Period	Amount of Labor	Quality of Labor	Total Labor Contribution
1945-75*	2.13	0.71	2.84
1966-70**	3.13	0.71	3.84
1970-75**	2.68	0.68	3.36
1980-94**	1.7	0.79	2.49
1996-00***	0.5	0.6	1.1
2001-05***	1.0	1.0	2.2

*: McGinn et al. (1980), ** Choi (1997), ***: KDI(2007)

Korea's Leading Think Tank

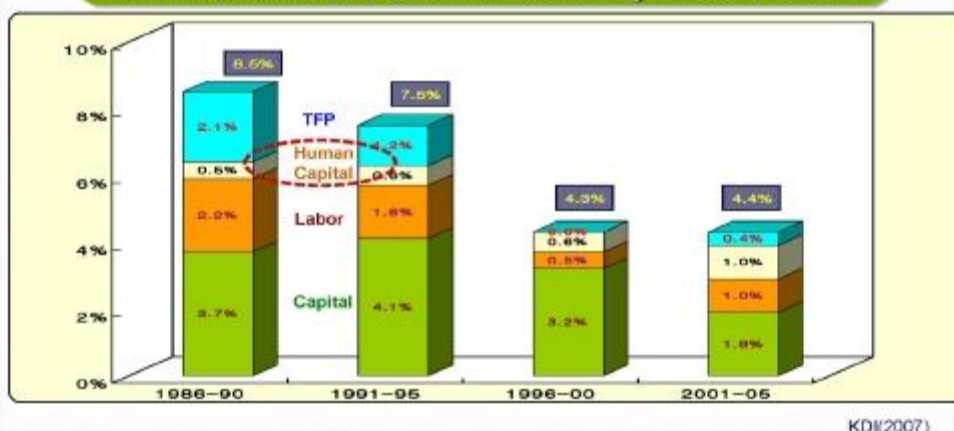
Part-04 | Education and the Future



Need for a New Source of Growth

- Korean economy's potential growth is declining.

Annual Growth Rate and Contribution by Factors— Korea



Education and Quality of Life

- Education increases life expectancy and decreases infant mortality rate.

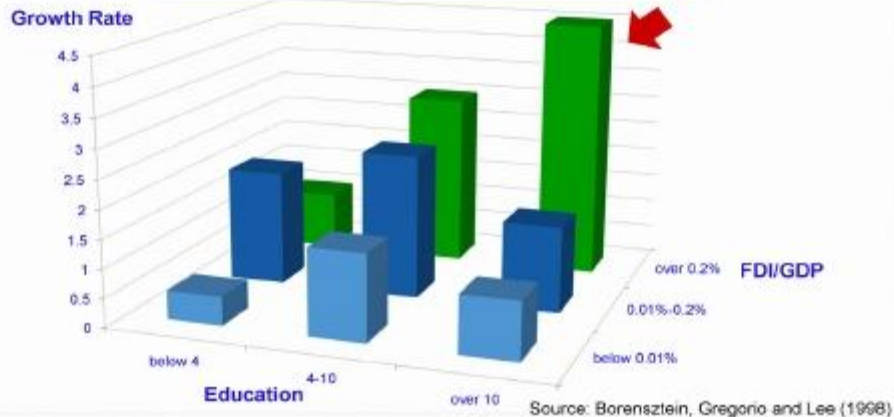
Education and Human Development Indicators

	Log (birth rate) 1965, 1985	Log (life expectancy) 1965, 1985	Infant mortality rate 1965, 1985
Log (GDP)	0.93 (0.31)	0.603 (0.099)	-0.134 (0.028)
Log (GDP) squared	-0.070 (0.020)	-0.0330 (0.0064)	0.0071 (0.0018)
Male primary education	0.094 (0.036)	0.0163 (0.0118)	-0.0071 (0.0033)
Female primary education	-0.194 (0.038)	0.0225 (0.0123)	-0.0034 (0.0034)
Male secondary and higher education	-0.191 (0.060)	0.0288 (0.0180)	-0.0054 (0.0050)
Female secondary and higher education	0.155 (0.067)	-0.0215 (0.0201)	0.0032 (0.0056)
R ² (number of observations)	0.68 (90) 0.81 (102)	0.77 (89) 0.84 (99)	0.73 (88) 0.82 (100)
Serial correlation coefficient	0.81	0.43	0.43

Education, FDI and Growth

- Economy with a great human capital has a better chance to promote growth through FDI.

Education, FDI and Economic Growth

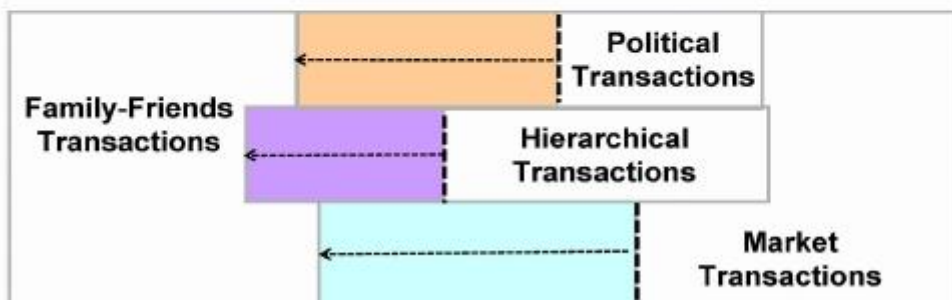


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Education and Conflict Resolution

- Education allows to reduce conflicts caused by different cultures.

Cultural Conflicts by 'Modernization'



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Source: OECD (2007)

Part-05 | Conclusion

39

Conclusion



- **Korea has achieved continuous economic growth.**

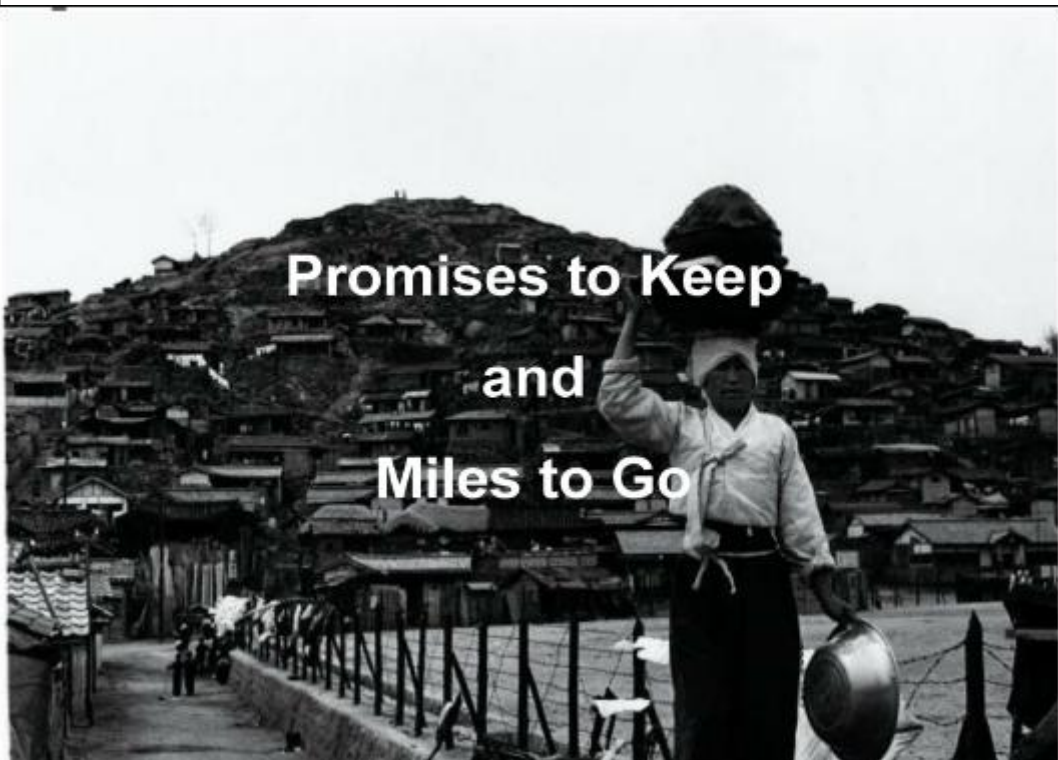
- **How?**

- Accumulation of capital,
- investment in R&D,
- system reform and market-oriented policy
- proactive participation into global market.....and most of all,
- **educational system and policy** matched by economic growth policy (**Human capital**)

Conclusion



- **Korea has achieved continuous economic growth.**
- These features are commonly found in most countries with rapid economic growth.
- For another leap, Korea's education should teach students to
 - (i) Respect rules and systems;
 - (ii) Be equipped with global mindset, and;
 - (iii) Enhance professional knowledge and creativity
- Teachers should be respected as “the 2nd nation builders”...
- Korea is ready to share its experience and knowledge on education and development with other countries.





THANK YOU

Korea's Leading Think Tank **KDI**

Presentation

Strengthening the Role of Higher Education in Empowering Women

A series of approximately 10 thin, parallel horizontal lines in a light gray color, spanning the width of the slide.

Heisoo Shin

Member, UN Committee on Economic, Social and Cultural Rights
Representative, Korea Center for United Nations Human Rights Policy

Biography



Heisoo Shin

Member, UN Committee on Economic, Social and Cultural Rights
Representative, Korea Center for United Nations Human Rights Policy

Trained as a sociologist, Dr. Heisoo Shin from the Republic of Korea has been working for thirty-five years to protect and promote human rights, especially in the area of women's human rights. In Korea, she has led the national legislative movements on sexual violence and domestic violence during the 1990s, while representing national organizations such as Korea Women's Hot Line, Korea Women's Associations United and Korean Council for the Women Drafted for Military Sexual Slavery by Japan. From 2005-2008, she served as a commissioner of the National Human Rights Commission of Korea, dealing with complaints and recommending policies on human rights. Regionally, since early 1990s, she has been a member of the Asia Pacific Forum on Women, Law & Development. At the United Nations, she served for eight years as an expert of the Committee on the Elimination of Discrimination against Women. Currently, she is heading a civil society organization, Korea Center for the United Nations Human Rights Policy (KOCUN). She is an adjunct professor at the Graduate School of International Studies at Ewha Womans University. She is also a member of the UN Committee on Economic, Social and Cultural Rights, a treaty body that monitors States parties' implementation of the International Covenant on Economic, Social and Cultural Rights.

Strengthening the Role of Higher Education in Empowering Women

Heisoo Shin

Member, UN Committee on Economic, Social and Cultural Rights
Representative, Korea Center for United Nations Human Rights Policy

Gender equality and the empowerment of women are now firmly set as international goals to achieve. Over the past decades, the United Nations has developed two most important international standards in gender equality and the empowerment of women. The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), adopted in 1979 by the UN and enjoying an almost universal ratification, is a legally-binding international human rights treaty. CEDAW guarantees equality for women of all ages in civil, political, economic, social, and cultural fields, including equality in education. The Beijing Platform for Action (BPfA) adopted at the 1995 UN 4th World Conference on Women is a policy document, which provides guidelines for governments, international organizations and other stakeholders. BPfA also prescribed equality and empowerment of women in all areas, including in the area of education and training of women.

Despite the well-established international norms and standards, women and girls around the world are experiencing discrimination and violence. Women are not treated equal, nor are enjoying the same rights, opportunities or life chances in education, economic power or political and public decision-making while suffering from various forms of violence. Institutions of higher education need to empower women and strive for gender equality. Challenges for higher educational institutions would be to provide equal education to female students and of their rights, to take special measures to encourage girls to enter science and engineering, and to achieve gender balance in the faculty, while also make efforts to change the patriarchal consciousness and behaviors of men.

STRENGTHENING THE ROLE OF HIGHER EDUCATION IN EMPOWERING WOMEN

Heisoo Shin

Member, UN Committee on Economic, Social and Cultural Rights
Representative, Korea Center for United Nations Human Rights Policy

I. Introduction

It is my great pleasure to participate in this First UN Academic Impact Forum today held here in Seoul, especially as a person who has been involved both with the United Nations and with the academic community for the last 20 years. I have started my engagement with the United Nations in 1992 as a civil society representative, and since 2001, became a part of the UN human rights system as a treaty body expert. For eight years of 2001-2008, as a member of the UN Committee on the Elimination of Discrimination against Women, commonly known as the CEDAW Committee, I have examined about 150 reports of the States parties on their implementation of the Convention on the Elimination of All Forms of Discrimination against Women (the CEDAW Convention), as well as individual communications submitted under the Optional Protocol to CEDAW. This year, I have freshly started my 4 year mandate as a member of another treaty body, Committee on Economic, Social and Cultural Rights (CESCR), which monitors the States parties' implementation of the International Covenant on Economic, Social and Cultural Rights (ICESCR). This Covenant obligates the State parties to provide people economic, social and cultural rights, including their right to work, education, health and social security among others.

In my thirty-five years of social movement, I have been trying to combine theory and practice. Thus while teaching at the university, I also devoted myself in the women's movement to advance gender equality and empowerment of women. At the national level, I have led legislative movements to enact new laws against sexual violence, domestic violence and sex trade. Internationally, I have engaged with the United Nations Commission on Human Rights, bringing the issue of military sexual slavery by Japan, the so-called 'comfort women' issue. I also served as a commissioner of the Presidential Commission on Sustainable Development, as well as the National Human Rights Commission. Currently, I am heading a human rights NGO called KOCUN, while also teaching at the GSIS at Ewha Womans Univ. and being on advisory committees of various ministries of the Korean government.

My presentation today is based on my experiences of dealing with the situation of women domestically, regionally and world-wide. Let me first outline the international norms and standards, established by the UN, for gender equality and the empowerment of women.

II. International Standards on Gender Equality and Empowerment of Women

1. Convention on the Elimination of All Forms of Discrimination against Women (CEDAW, 1979)

Adopted in 1979 by the United Nations General Assembly, the Convention on the Elimination of All Forms of Discrimination against Women prohibits ALL forms of discrimination against women in ALL areas—in civil, political, economic, social, cultural or any other fields. CEDAW is a legally binding international human rights treaty. The States which are parties to CEDAW, currently 186 countries, are obliged to implement the Convention, i.e., the States should take all appropriate measures to eliminate discrimination against women.

As defined in CEDAW Article 1, discrimination against women means “any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women.” The fundamental principle here is equality and non-discrimination. Women, including young girls, adolescents and the elderly, should not be discriminated because of being women. The States Parties should commit to “condemn discrimination against women in all its forms” and “agree to pursue by all appropriate means and without any delay” a policy of eliminating discrimination against women (Art. 2). They are obliged to ensure the full development and advancement of women, for the purpose of guaranteeing them the exercise and enjoyment of human rights and fundamental freedoms on a basis of equality with men” (Art. 3). Equality of women and men is spelled out in each area, including political and public life, education, employment, health, marriage and family relations.

Regarding women’s equal rights with men in the field of education, Article 10 of CEDAW specifies the following to be provided for girls and women:

(a) The same conditions for career and vocational guidance, for access to studies and for the achievement of diplomas in educational establishments of all categories in rural as well as in urban areas; this equality shall be ensured in pre-school, general, technical, professional and higher technical education, as well as in all types of vocational training;

(b) Access to the same curricula, the same examinations, teaching staff with qualifications of the same standard and school premises and equipment of the same quality;

(c) The elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programmes and the adaptation of teaching methods;

(d) The same opportunities to benefit from scholarships and other study grants;

(e) The same opportunities for access to programmes of continuing education, including adult and functional literacy programmes, particularly those aimed at reducing, at the earliest possible time, any gap in education existing between men and women;

(f) The reduction of female student drop-out rates and the organization of programmes for girls and women who have left school prematurely;

(g) The same opportunities to participate actively in sports and physical education;

(h) Access to specific educational information to help to ensure the health and well-being of families, including information and advice on family planning.

CEDAW stipulates gender equality not only in laws—*de jure* equality or equality of opportunities—but also substantive equality—*de facto* equality or equality of results. In order to realize substantive equality, temporary special measures are necessary—for example, scholarships for female students who go to engineering schools, or to recruit female professors to increase the percentage of female faculty in national universities. Temporary special measures are aimed at “accelerating *de facto* equality between men and women,” but “shall in no way entail as a consequence the maintenance of unequal or separate standards” and “these measures shall be discontinued when the objectives of equality of opportunity and treatment have been achieved.” (Art. 4.1)

2. Beijing Platform for Action (1995)

Another important international standard in the area of gender equality and the empowerment of women is the Beijing Platform for Action (BPfA). The BPfA, adopted in 1995 at the Beijing 4th UN World Conference on Women as a policy document for all UN member states, provides strategic objectives and actions in 12 critical areas of concern for “equality, development and peace” for the advancement of women.

The 12 critical areas of concern specified are: women and poverty; education and training of women; women and health; violence against women; women and armed conflict; women and the economy; women in power and decision-making; institutional mechanism for the advancement of women; human rights of women; women and the media; women and the environment; and the girl-child.

In the area of education and training of women, the strategic objectives spelled out in the BPfA are: (1) To ensure equal access to education; (2) To eradicate illiteracy among women; (3) To improve women’s access to vocational training, science and technology; (4) To develop non-discriminatory education and training; (5) To allocate sufficient resources for and monitor the implementation of educational reforms; and (6) To promote life-long education for girls and women. Under each of these strategic objectives, there are actions to be taken by all stakeholders—the immediate responsibilities go to the governments, especially the ministry of education, but universities and other educational institutions are also required to meet the objectives. Other relevant institutions and organizations are also called upon to take actions—the research institutions, non-governmental organizations, employers and trade unions, as well as multilateral development institutions such as World Bank, donors and foundations.

The CEDAW Convention and the Beijing Platform for Action were also incorporated into the Millennium Development Goals later. Although the original MDGs, in particular MDG 3 on gender equality and empowerment of women, set the goals related to women and girls at somewhat lower level, they are now expanded. Therefore, not only educational empowerment of girls but also economic and political empowerment as well as fighting against violence against women are included.

The issue of violence against women became so important, especially for women and girls in countries with armed conflict, that the UN Security Council adopted in 2000 a resolution on women, peace and security, Resolution 1325, and in subsequent years, 5 more resolutions were adopted. The Security Council resolutions highlights rapes and

other forms of violence against women during armed conflict and the importance of women's participation in peace negotiations, peace-building and post-conflict national reconstruction process.

3. Monitoring System of the International Standards

The CEDAW Convention and the Beijing Platform for Action are functioning in two different ways to bring gender equality and empowerment of women. All States Parties to CEDAW are legally obliged to submit reports every four years on their implementation of the Convention, which are then reviewed by the Committee on the Elimination of Discrimination against Women (the CEDAW Committee). The Concluding Observations issued by the CEDAW Committee contain principal areas of concern and recommendations, which should be also implemented by the governments until the next review.

The Republic of Korea's 7th periodic report, together with 7 other countries' reports, was just examined in July, during the 49th session of the CEDAW Committee held in New York. The CEDAW Committee's concluding observations on 8 countries reviewed are expected to be delivered to the governments any day now, containing recommendations the governments are obliged to implement at the domestic level to bring gender equality and empowerment of women. The next report of Korea, the 8th periodic report, should be submitted by 2014 and would be reviewed again in 2015.

The whole review process by the CEDAW Committee is itself a process of empowerment of women. Many human rights NGOs, especially women's NGOs, submit alternative reports to the Committee, and the NGO representatives participate in the Committee sessions and lobby the members of the Committee, so that the Committee can best assess the situation of women and girls in each country under review. I brought 15 people, including 8 university students, to the Committee's session for their human rights training. The students learned about the Convention, about their rights, and also will be concerned with the future implementation of the Committee's Concluding Observations.

There are still seven countries which have not yet ratified CEDAW, namely the USA, Iran, Somalia and 4 small island countries in the Pacific. The USA is the only developed country which did not ratify CEDAW. These countries are outside of this review system, and women in these non-ratified countries cannot benefit from this international scrutiny.

On the other hand, the implementation of the Beijing Platform for Action is reviewed annually by the UN Commission on the Status of Women (CSW). Since the adoption of BPfA in 1995, the CSW has been reviewing the implementation of the strategic objectives and actions in the 12 critical areas of concern each year according to the multi-year plan. The priority theme and review theme, as well as emerging issues such as global financial crisis or gender and climate change, are reviewed through general discussions, panel discussions and interactive dialogues with the participation of government delegation, UN agencies and NGO representatives.

This year, the 55th session of CSW reviewed the priority theme on education. The full title of the priority theme was "access and participation of women and girls to education, training, science and technology, including for the promotion of women's equal access to full employment and decent work." The review theme was "the

elimination of all forms of discrimination and violence against the girl child.” The CSW also discussed “gender equality and sustainable development” as emerging issue. Next year, the 56th CSW will discuss, as its priority theme, “the empowerment of rural women and their role in poverty and hunger eradication, development and current challenges,” while the review theme is set on “financing for gender equality and the empowerment of women.”

III. The Need for Empowerment of Women

Although the lives of women individually are strikingly different, depending upon whether they live in the rich countries or poor countries and what their economic and social status in a country are, there are striking similarities which cut across all countries. Women make up half of the world, but women are far from holding up “half of the sky” as the Chinese proverb says.

In daily lives, many women do not have control over decisions. A study shows that a majority of married women in South Asia do not have a final say on matters like their own health, daily purchases or what food they would cook. Thus, only 19 % of married South Asian women have a final say on their own health, while 54% of them have no say at all (UNIFEM, 2008:6).

Among many areas which are important to the lives of women, the following areas are most critical. Women’s equal rights in these areas should be protected and promoted as the first priorities.

1. Economic Situation of Women

Women compose half of world population. Most women have been working all the time in public and/or in private spheres. There are considerable wage gap, however, between women and men, and women’s ownership of property is still legally restricted in many countries around the world.

Much of the world has a significant “gender gap” in both quantity and quality of employment. The labor force participation of women, although slightly increased, still lag behind that of men. Recent statistics from ILO indicate that the rate of female labor force participation rate globally is 51.7 per cent in 2008, which is a slight increase of 1.5 per cent from 1980. Compared to the male labor force participation rate of 77.7 per cent, there is still a gap of 26 per cent, although the gap has been narrowing down somewhat (ILO, 2010:3-4).

While women’s access to employment opportunities has increased in recent years, women are more likely than men to have low-paid and vulnerable jobs, with limited or no social protection, basic rights or voice at work (UN CSW, 2010:40). According to ILO study, nearly one-fourth of women remain in the category of unpaid contributing family workers, meaning they receive no direct pay for their efforts. There is a clear segregation of women in sectors that are generally characterized by low pay, long hours and oftentimes informal working arrangements. Part-time work continues to be a predominantly female domain. To summarize, the circumstances of female employment – the sectors where women work, the types of work they do, the relationship of women to

their jobs, the wages they receive – bring fewer gains (monetarily, socially and structurally) to women than are brought to the typical working male (ILO, 2010:x).

Attracting more women into the labor force requires as a first step equal access to education and equal opportunity in gaining the skills necessary to compete in the labor market. More women are gaining access to education, but equality in education is still far from the reality in some regions.

In many countries the female labor force is generally better educated than the male labor force. At the same time, the data show a much greater tendency for the educated women, at both the tertiary and secondary levels, to face unemployment than men with the same education level. Despite the great progress in women's gaining access to education and despite the trend for more women to become economically active, gender wage differentials are firmly present in all occupations and across all skills bases. Even among persons with the highest skills level (university degree), the gender wage differential is still evident. As examples, among countries with available data, male accountants earned up to 33 per cent more than female accountants. Within the mid-skills level (secondary-school level) occupations, the gender wage differential for salespersons in the majority of countries was in the range of 10-30 per cent.

In this situation, the first step for gender equality is to empower women to make choices to labor market entry. Giving women a chance to contribute to the economic welfare of themselves and their families through labor force engagement has been proven to bring gains in nearly all areas of development, including poverty reduction, the spread of reproductive rights and associated declines in fertility and the redistribution of responsibilities and rights within the household. It is certainly a first step in building a society based on the concept of gender justice.

This, however, is not enough. For gender equality, getting rid of gender stereotypes from the workplace would be required. To bring gender justice, ILO recommends more progressive policies that (1) encourage men to share family responsibilities through behavior-changing measures (such as paternity leave); (2) quantify the value of unpaid care work; (3) develop educational systems that challenge stereotypical gender roles; (4) challenge tendencies toward a discrimination- or exploitation-based definition of "women's work" (for example, by broadening access for women to employment in an enlarged scope of industries and occupations while also encouraging male employment in sectors traditionally defined as "female" as a means of raising both the average pay and status of the occupation); and finally, (5) focus on raising the quality of work in all sectors, extending social protection, benefits and security to those in non-standard forms of work (ILO, 2010:xii).

2. Women in Decision Making in Political and Public Life

Equal and fair representation of women in politics and public positions is important for gender equality because the legislations, public policies and budget allocations as well as legal decisions affect women's lives tremendously. The full and equal participation of women in politics and public life is fundamental human rights of women. Also the promotion of full and equal opportunities for women in decision-making is a necessary precondition for sustainable development, peace and security.

According to the International Parliamentary Union (IPU), the world average

percentage of women in the parliament as of June 2011 is only 19.3 per cent, both houses combined. This is far from the target 50 per cent. By region, the Nordic countries are the highest with 42.2 per cent, while the Asian region is somewhat lower to the world average, 17.9 per cent, and the Arab countries are the lowest, with only 10.7 per cent. Spearheading countries are Rwanda and Andorra, with 56.3 per cent and 53.6 per cent respectively. The performance of the Republic of Korea is even below the Asian average, remaining at around 14 per cent.

As of April 10, 2011, women are presidents in 11 countries (Ireland, Finland, Liberia, India, Argentina, Lithuania, Kyrgyzstan, Costa Rica, Brazil, Switzerland and Kosovo) and prime ministers in 9 countries (Germany, Bangladesh, Iceland, Croatia, Trinidad and Tobago, Finland, Australia, Slovakia, and Peru). These are record number of female leaders in power, compared to 12 women in 1995.

The Beijing+15 Review summarize the status of women in decision-making positions as follows (UN CSW, 2010). In the executive branch of government, women held 16.1 per cent of all ministerial portfolios in 2008. Most ministerial portfolios held by women were related to social affairs, family, children, youth, women's affairs, education and the environment, although there was some progress, with women heading ministries for trade, labor, foreign affairs and justice. In the civil service, women have made progress in representation, particularly at the middle managerial levels, but top management positions continue to be dominated by men. The judiciary and law enforcement sector remain heavily male dominated. In some countries, women made inroads in the judiciary, including through the first time appointment of women judges and through the appointments of women to Supreme Courts. Women make up 30 per cent of the police force in only two countries — Australia and South Africa, with the global average below 10 per cent.

In the private sector, women hold 24 per cent of senior management positions in privately held businesses globally in 2009, which was a marginal improvement from 2004, when 19 per cent of senior level positions were held by women. In 2008, in Europe, out of 5,146 board seats, 501 were held by women (9.7 per cent), and eight women headed companies in the Financial Times Europe 500.

The United Nations assesses that in efforts to increase the representation of women in decision-making positions three major trends were identified. (1) the effective implementation of quotas to strengthen women's access to and participation in decision-making forums; (2) creating an enabling environment for women's participation in decision-making; and (3) increased recognition of the linkages between women's role in decision-making and policy outcomes.

3. Violence against Women

Violence against women is gender violence that women experience because they are women or affects women disproportionately. According to the Declaration on the Elimination of Violence against Women adopted by the UN in 1993, violence against women means “any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.” It encompasses physical, sexual or psychological harm women suffer in the family,

in the community or perpetrated or condoned by the state. Rape and other forms of sexual assault, domestic violence and sexual harassment are common forms of violence against women found in any society, while female genital mutilation, killing in the name of 'honor', acid throwing, bride burning, bride kidnapping, witch-hunting, sex-selective abortions or force feeding are forms of violence which happen in specific countries or societies.

Violence against women is a patriarchal way of controlling women. Violence against women disempowers women. Violence against women is not only a violation of women's right to life and personal security, but also an obstacle to development. Without eliminating violence against women, women's progress and social development cannot be achieved. The UN Secretary-General's in-depth study on all forms of violence against women shows that the social cost of violence against women is enormous, reaching billions of dollars in some estimation. To combat various forms of violence against women, UN Secretary-General Ban Ki-moon launched a world-wide campaign, entitled "UNiTE to End Violence Against Women" in 2008, which will be continued until 2015.

Unfortunately, schools are not free from violence. Sexual harassment and sexual assault happen on university campuses or school premises. Mandatory education against violence against women is required for all members of educational institutions at all levels.

4. Gender Role Stereotypes

Beneath the inequality between women and men, the deep-rooted ideology and beliefs are gender role stereotypes. Gender stereotyping considers man as the provider and woman as homemaker and child-rearer. Even when women are having a job or heads of the household, women are still expected to be primarily responsible for their gendered role. Gender stereotyping can be perpetuated in the family, in schools, in social institutions, and through the media. Gender role stereotyping is one of the root causes of occupational segregation, under-representation of women, and violence against women, as well as many other forms of discriminatory practices.

CEDAW stipulates, in its article 5, prejudices and customary and all other practices which are based on stereotyped roles for men and women should be eliminated. Where gender role stereotyping is strong, women and girls cannot develop their potential to the full extent.

IV. Challenges for Institutions of Higher Education

Given the discriminatory situation of women around the world, and given the established international standards on gender equality and empowerment of women, the higher education is important to bridge the gap between the two.

For the empowerment of women, the higher educational institutions are challenged to do the following. First, universities should integrate the policy of gender equality in all their operations as stipulated by Article 10 of CEDAW. Second, the education of girls and women should equip them to be full and equal members of the society as economically and politically capable persons, and to defend themselves against violence. Third,

empowering women would need the support and participation of male members in changing the society's perception of women and stereotyped gender roles.

In more concrete terms, institutions of higher education need to strengthen their efforts in the following areas.

1. Equal Education for Female Students, including Education of Their Rights

The first step to empower women and girls would be to provide them with good education. Good education at the higher educational institutions needs to include courses to raise students' awareness of the issues of discrimination and violence against women. Female students should be educated as rights-holders so that they would know their rights as full and equal members of society.

Women's studies courses flourished in many universities and colleges, but not all universities are offering such courses. Also, the courses are not mandatory and sometimes lack the perspectives of gender equality. Courses like 'gender and society' or 'women and law' should provide students with understanding, together with critical analyses, of the patriarchal social structures, institutions and value system.

Higher education should also enable girls and women to build capacities to develop leadership. Leadership development can be achieved not only through formal education but also non-formal education, such as special programs for NGOs, leadership institutes for women working in various fields, etc.

2. Special Measures for Female Students in Science and Engineering

There is traditional gender division in the disciplines students take. The female students are found in majority in disciplines such as liberal arts, fine arts, home economics, and nursing, among others. The most conspicuous gap lies in the areas of what is called STEM—science, technology, engineering and math. Women globally remain underrepresented in science and technology, with a median share of 29 per cent of college students in science and 16 per cent in engineering in 2006(UN CSW, 2010:16). Since the disciplines students study are connected to what kind of jobs they would get after finishing their study, it is very important that female students are educated and trained in non-traditional areas of study.

In order to encourage female students to go into the science and engineering disciplines, universities need to take temporary special measures, such as special scholarship grants or other incentives for female students.

3. Gender Balance in the Faculty

Empowerment of women in the higher education requires enough number of female faculties. Female students need female faculties as role models as well as mentors who guide them in their study, career development and job seeking. Even in developed countries, the percentage of female professors is very low, far from the desired 50%. In Sweden, for example, women hold only 17 percent of the professorship. Universities need to increase the percentage of female faculties to achieve gender balance.

4. Changing the Consciousness and Behaviors of Men and Boys

Empowering women also would require the education of men and boys. Male members at universities—students, professors and male staffs alike—should be educated on the issue of gender equality, including learning to share the responsibilities in household work and care-giving work. In particular, men and boys should learn not to commit sexual harassment and other forms of violence against women. Without changing the patriarchal values and attitudes of male members of the higher educational institutions, empowerment of women and girls cannot be achieved.

V. The Way Forward

Education is a key driver for economic growth and social change, and the importance of education in achieving gender equality is well recognized. Research demonstrates that investment in girls' education has significant multiplier effects: it reduces high fertility rates, lowers infant and child mortality rates, lowers maternal mortality rates, increases women's labor force participation rates and earnings and fosters educational investment in children. Research has also shown that women are likely to invest a larger proportion of their household income than men would in the education and health of their children. These outcomes not only improve the quality of life, they also foster faster economic growth and development.

The most important determinant of a country's development and competitiveness is its human talent—the skills, education and productivity of its workforce—and women account for one-half of the potential talent base. A nation's development depends significantly on whether and how it educates and utilizes its female talent. In order to maximize competitiveness and development potential, each country should strive for gender equality—that is, to give women the same rights, responsibilities and opportunities as men. No country in the world has achieved gender equality. The four highest-ranking countries—Iceland, Norway, Finland, Sweden—have closed a little over 80% of their gender gaps, while the lowest ranking country—Yemen—has closed only around 46% of its gender gap (World Economic Forum, 2010:32).

Empowering women does not mean to educate women to become like men. It means encouraging and assisting women so that they can develop their full potential and to be full members of the society, as well as to be leaders of the society. Empowering women also means to provide women with an educational environment which would enable women to cultivate their analytic ability on as well as energy to challenge and bring changes in the patriarchal social structures and discriminatory practices. For these, the higher educational institutions themselves would be able to get rid of their own discriminatory structures and practices, while providing education on gender equality to both women and men.

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<http://www.saynotoviolence.org/about-say-no/about-unite>.

Case Presentation

Applicability of a Korean Model of Non-Formal Education to African Adult Illiterates



Taecksoo Chun

Secretary General, Korean National Commission for UNESCO
Professor of Economics, Academy of Korean Studies

Biography



Taeksoo Chun

Secretary-General, Korean National Commission for UNESCO
Professor of Economics, Academy of Korean Studies

Taeksoo Chun is Secretary-General of the Korean National Commission for UNESCO (United Nations Educational, Scientific and Cultural Organization) where he leads the goal of achieving sustainable development through education, science and culture. He is also a Professor of Economics at the Academy of Korean Studies. He studied Economics at Seoul National University and earned his Ph.D. in Economics from the State University of New York (Albany) in 1987. He is currently a member of the Board of Directors of the Seoul Foundation for Arts and Culture, a member of the PyeongChang 2018 Olympic and Paralympic Winter Games Bid Committee and a member of the International Advisory Committee of The Presidential Council on Nation Branding. He served as the President of the Korea Association of Culture Economics ('07-'08) and the Korea Economics Education Association ('06-'08). At the Academy of Korean Studies, he held various posts, such as Director of Budget Planning Board, Director of Information Center for Korean Studies and Director of Research Cooperation. He has considerable expertise in Cultural Economics and has published a wide range of academic papers and books including *Understanding Cultural Economics* ('01) and *A Study on a Korean Model of the Creative City on the Basis of the Digitalization of Korean Indigenous Local Cultures* ('07).

Applicability of a Korean Model of Non-formal Education to African Adult Illiterates - summary

Taecksoo Chun

Secretary General, Korean National Commission for UNESCO

Professor of Economics, Academy of Korean Studies

The objectives of this presentation are (i) to build a model of non-formal education for African adult illiterates by combining two Korean experiences: Yahak (night learning) and Saemaul Movement (new village movement) and (ii) to encourage actions for eradication of adult illiteracy by showing a few selected cases of actual implementations of the model to Sub-Saharan countries. The presentation will be delivered in the following order.

First, an explanation will be offered as to why and how literacy education is indispensable with the achievement of the first six Millennium Development Goals. Second, the Korean experience of a non-formal education and a self-participatory community driven development model is explained. From here two implications are pointed out: the importance of college students' volunteering from Yahak and self-participation from the Saemaul Movement. Third, a non-formal education model for African adult illiterates on the basis of Yahak and Saemaul Movement is explained. Here, emphasis is placed on this program being operated as a public-private partnership and helping the volunteers to become local experts through 2 years of activities, which are unlike the existing programs. Then two video clips will be shown where Korean youths create a volunteer mindset for the local youths to teach their people by encouraging them to build community learning centers. Last, future plans for the program to be adopted as a regular program of UNESCO are provided.

Applicability of a Korean Model of Non-Formal Education to African Adult Illiterates

Dr. Taecksoo Chun
Secretary-General, Korean National Commission for UNESCO



I. Costs of Illiteracy

www.Bandicam.co.kr

**"Could I be endangering
my child's health?"**

I. Costs of Illiteracy

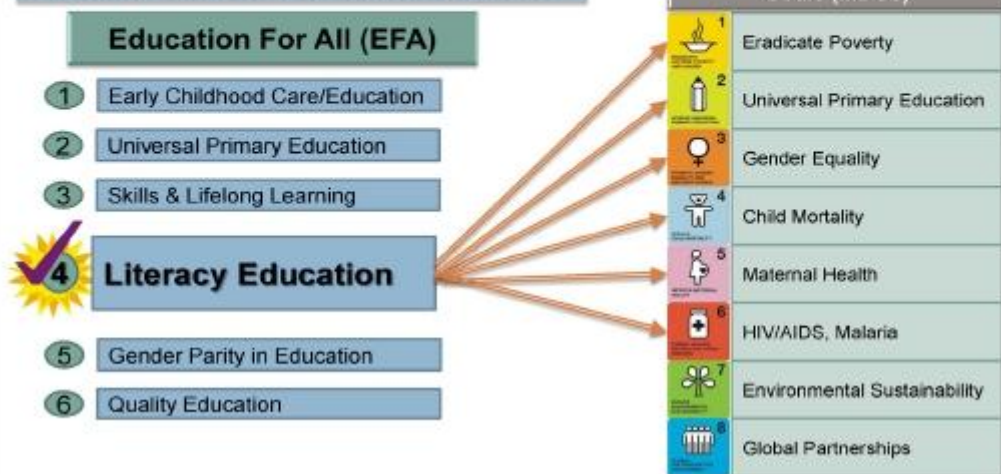
How “literacy” can make one’s life different



I. Costs of Illiteracy

EFA and MDGs

EFA is the foundation for MDGs.
Pursuing EFA leads to achieving MDGs



II. Korea's Experiences of Non-Formal Education : Yahak in the age of Colonialism



Movement to Poverty Eradication



1930s 'Yahak'

Yahak

- General Meaning : night learning or night class
- Students: workers, farmers, etc
- Teachers: college students
- History : over 100 years
- Three Types: literacy education, G.E.D., labor consciousness

II. Korea's Experiences of Non-Formal Education : Yahak during 50s~60s



1950s



UNESCO Student Workcamp (1954)



1960s

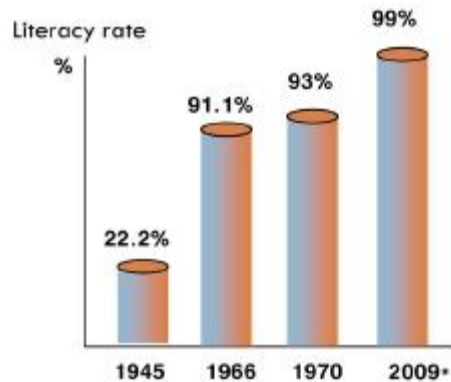


Jeju city Literacy Project (1965)

II. Korea's Experiences of Non-formal Education : Yahak during 70s ~



1970s



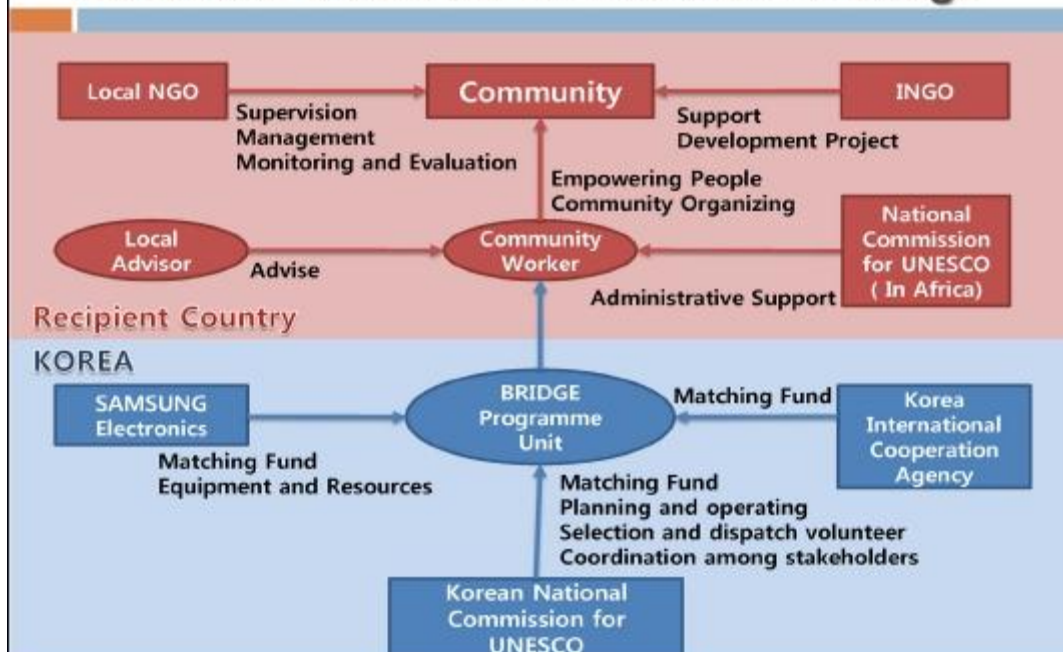
*Source: UNDP Report

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III. A New Model for African Adults: Bridge



III. A New Model for African Adults: Bridge



III. A New Model for African Adults: Bridge

Bridge – Reproducing community workers among the community members



III. A New Model for African Adults: Bridge

Nurturing of volunteers as regional specialists



As a Peace-Corps volunteer
(With Yesan Middle School teachers)

1975 ~ 1977



Kathleen Stephens, Ambassador to

Ambassador to South Korea

2008 ~ 2011

IV. Getting Ready for Take-off : Recruitment and Screening of Volunteers

1st Step

Application screening – CV, Essay, Reference

2nd Step

1 hour Interview per Applicant

3rd Step

3 Day Screening through Individual / Group work



IV. Getting Ready for Take-off : Preparation of the Volunteers

50 days of In-Country Training provided (in Korea)



- Attaining Knowledge of community organizing skills
- Encouraging the ability to adapt easily to sudden changes in different cultures
- Building participants' self-reliance and personal accountability
- Learning field-oriented activities in regards to community-driven development
- Healthcare - African Youth Exchange



- Introduction of culture in the targeted countries and communities
- Introduction of NGOs that participants will be involved in
- Native language training

V. Three Recent Experiences in Africa : Community Learning Centre in MALAWI



① The chief provides land for the construction and operation of CLC

② Groundbreaking Ceremony



④ Traditional Architectural Style Roof



③ Local Contributions

V. Three Recent Experiences in Africa : Community Learning Centre in MALAWI



⑤ 3 Buildings & a Playground



⑥ Opening Ceremony



Basic education program in regards to literacy, numeracy and life skills
→ Dressmaking sewing machine, Mathematics, English Class

15

V. Three Recent Experiences in Africa : Community Learning Centre in MALAWI



V. Three Recent Experiences in Africa : Hub to Other Organizations in Zimbabwe



Volunteer work by JeonNam University

Medical Service by SAMSUNG
Medical Center Volunteers

Setting Up Internet Classrooms
by SAMSUNG Electronics Volunteers



V. Future Plans

Preparing to Establish a UNESCO Category I Institute



**Give a man a fish,
and he'll eat for a day.
Teach a man to fish,
and he will eat for the rest of his life.**
(Chinese proverb)

19

THANK YOU



유네스코한국위원회
Korean National Commission for UNESCO

Case Presentation

UN Academic Impact Global Hub for Capacity Building in Higher Education Systems: Handong Global University



Young-Gil Kim

President, Handong Global University, Korea
Chairman, Korean Council for University Education

Biography



Young-Gil Kim

President, Handong Global University, Korea

Chairman, Korean Council for University Education

Dr. Young-Gil Kim (ygkim@handong.edu) is the founding and chartered president of Handong Global University (www.handong.edu) in Pohang, Korea since 1995.

Since then, he nurtured HGU to what it is today with his new educational philosophy based on cross-border, multidisciplinary and whole-person education with global perspective commensurate with the 21st Century. Prior to becoming the president of HGU, Dr. Kim was a professor of material science and engineering at the Korea Advanced Institute of Science and Technology (KAIST) for 15 years. While Dr. Kim was in the United States, he worked at NASA-Lewis Research Centre in Cleveland, Ohio, on high-temperature alloys for aerospace applications. He was appointed as the Chairman of the Committee on Science & Technology, Presidential Advisory Council on Education, Science & Technology (PACEST) of the Republic of Korea since Oct 29, 2008. Also he has been inaugurated as a president of Korean Council of University Education(KCUE) and serves as the Chairman of Education Sector of the Korean National Commission for the UNESCO, and UNESCO Chair/UNITWIN Network of International Centre for Capacity Building and Entrepreneurship at HGU.

Dr. Kim received B.S. in Metallurgical Engineering from Seoul National University, Seoul, Korea, in 1964;

M.S. in Metallurgical Engineering from University of Missouri-Rolla in 1969;, and Ph.D. in Material Science & Engineering from Rensselaer Polytechnic Institute, Troy, New York, in 1972. Dr. Kim received Ph.D. in International Management Honoris Causa from the Institute of Finance and Economics (IFE) of Mongolia in 2003. Dr. Kim also received Honorary Doctorate Degree in Management Science from KOREA Advanced Institute of Science and Technology (KAIST) in 2011.

The Roles of UNAI Global Hub for Capacity Building in Higher Education at Handong Global University

Young-Gil Kim

President, Handong Global University, Korea
Chairman, Korean Council for University Education

Handong Global University was designated as the UN Academic Impact (UNAI) Global Hub for Capacity Building (UNAI-GHCB) in Higher Education Systems in January 2011. The three components of the UNAI-GHCB are Education for Global Leadership (EGL), Green Technology for Sustainability (GTS), and Global Partnership for Prosperity (GPP). The Education for Global Leadership (EGL) is aimed for changing of mindset to “create something from nothing” through the entrepreneurial education, which brings motivation and hope in the mind of people in developing countries. Its Global Entrepreneurial Educational Program (GEEP) is the integration of business, technology, and international law based upon honesty and integrity. Entrepreneurship is believed to be the best tool to help build the capacity for sustainable development in developing countries.

The global community is threatened by ecological destruction including energy crisis, climate change due to global warming, poverty, and water contamination. The important project of Green Technology for Sustainability (GTS) is aimed to create a safe endless green energy for environmental sustainability. It could be achieved by the combination of nuclear fission (atom splitting) and fusion (atom merging) in a single hybrid reactor (“A Nuclear Third Way” on NY Times, 24 March, 2011). An international collaboration for the development of “Stable Atomic Fusion Energy (SAFE) Hybrid Power Plant” is underway at the Global Institute of Laser Technology (GILT). Global Partnership for Prosperity (GPP) focuses on enlarging the “North-South-South” triangular cooperation to help bolster interactions through UNAI Global Hubs, UNAI ASPIRE student communities, UNESCO UNITWIN (University Twinning & Networking), and the KOICA (Korea International Cooperation Agency). HGU is also planning to establish the UN/UNESCO Global Education Park (GEP) dedicated to the UNAI Global HUB for Capacity Building.

UN Academic Impact Global Hub
for Capacity-Building
in Higher Education Systems
at Handong Global University

2011
www.handong.edu

UN Academic Impact logo and HGU logo are present.

UNAI Global Hub for Capacity Building (UNAI-GHCB)

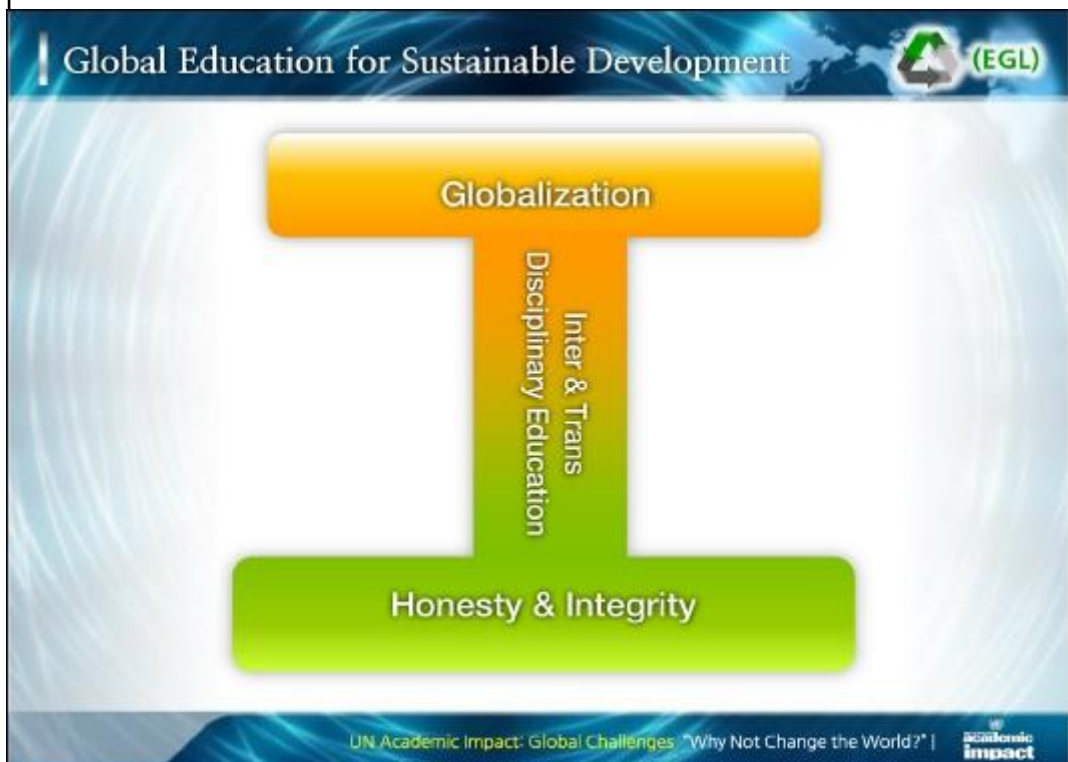
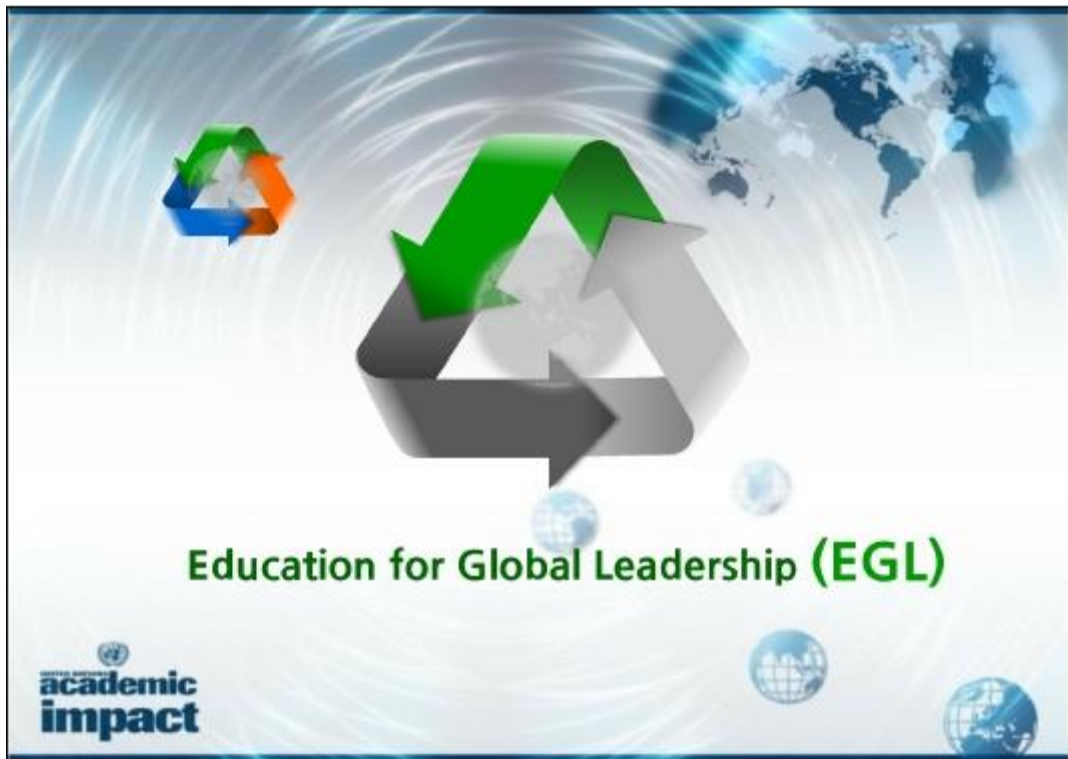
Education for Global Leadership (EGL)

Green Technology for Sustainability (GTS)

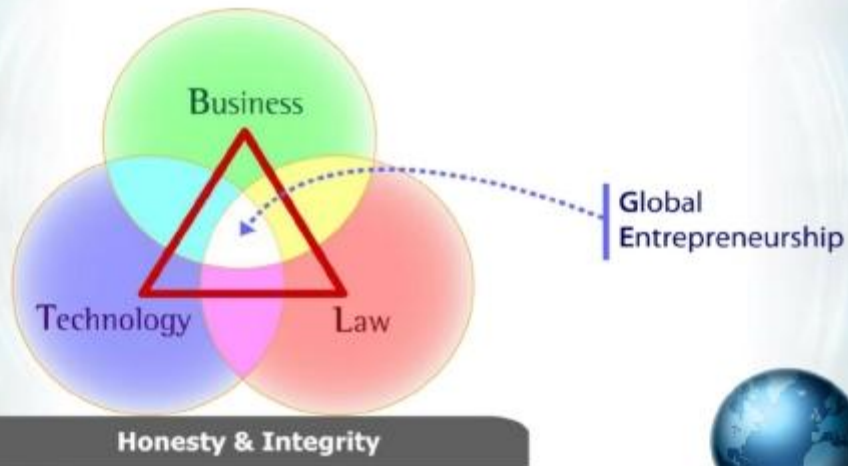
Global Partnership for Prosperity (GPP)

academic impact
EGG

UN Academic Impact: Global Challenges "Why Not Change the World?" | UN Academic Impact logo



Cross-Disciplinary Global Entrepreneurship Education



(EGL)

UN Academic Impact: Global Challenges "Why Not Change the World?" |

UN Academic Impact

New Educational Paradigm for World Development



(EGL)

Promote -

Entrepreneurship Education and

Training as the "Fishing rod" in place of the fish :

New Paradigm for world development



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UN Academic Impact

GET (Global Entrepreneurship Training) Implementation



• Global Entrepreneurship Training (GET)

- GEST 2008 at HGU in Korea: 30 students from 22 countries
- GET 2009 in Kenya: 100 students from Kenya and other African countries
- GEST 2009 in **Mongolia** at Institute of Finance and Economics (IFE): 50 students from Mongolia
- February 2010 in Cambodia: 80 students from **Cambodia**
- July 2010 in Kenya 80 students from 7 countries
- February 2011 in Korea 80 students from 36 countries
- July 2011 in Kenya 95 students from 10 countries



UN Academic Impact: Global Challenges "Why Not Change the World?" |



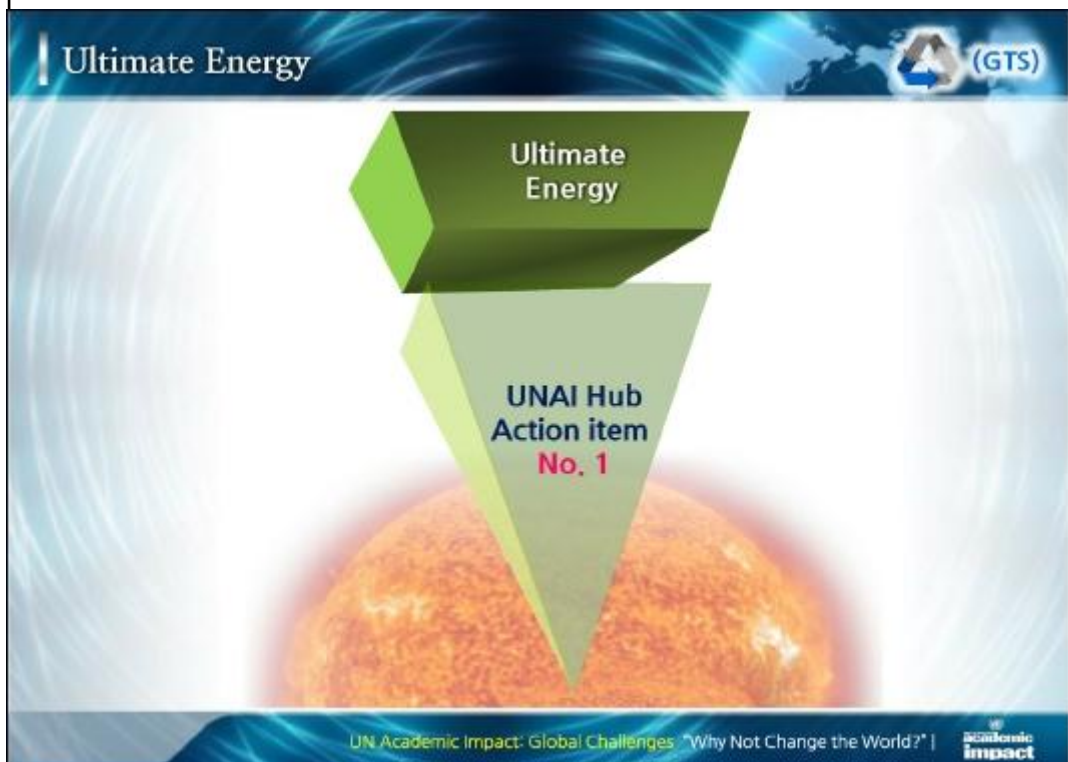
Higher Education for Capacity Building



- Education should teach skills, knowledge, and values (Honesty and Integrity)
- Interdisciplinary and holistic learning rather than subject-based learning
- Critical and creative thinking, analytical reasoning, and problem solving
- Trans-disciplinary understanding of the social, cultural, economic and environmental dimensions of sustainability
- Increase people's capacity to transform their visions for the world into reality

UN Academic Impact: Global Challenges "Why Not Change the World?" |

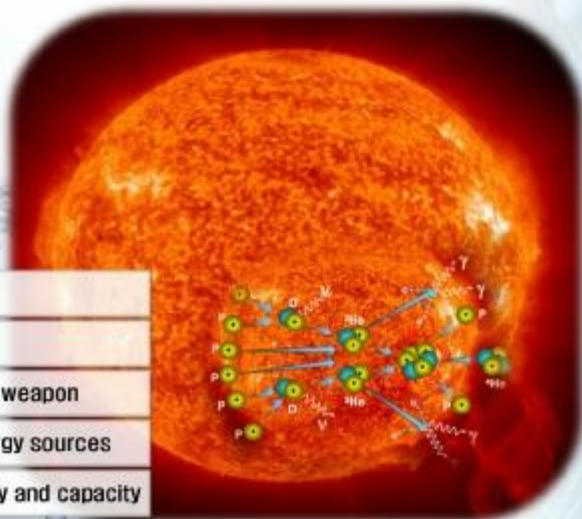




The Ultimate Energy Ensuring Environmental Sustainability Can Be Achieved by Atomic Nuclear Fusion



- Carbon-free and clean energy
- Endless energy for all of the world
- Safe energy without resulting atomic weapon
- Peaceful energy without war for energy sources
- High efficient energy with high density and capacity



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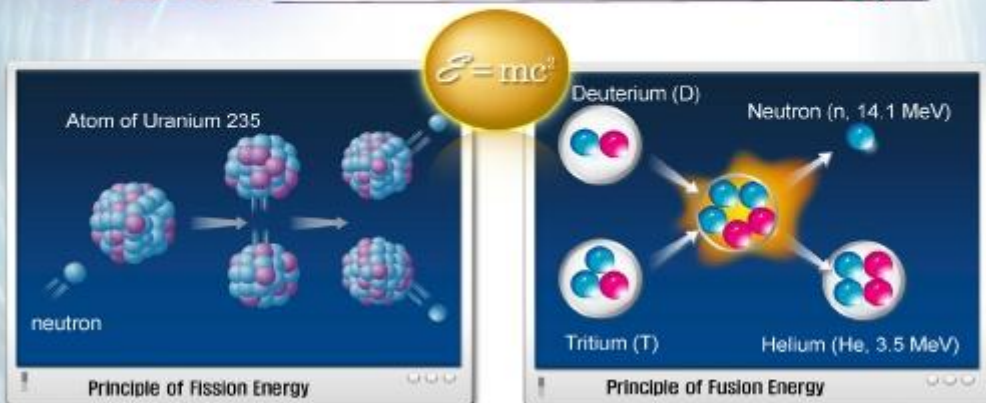
UN Academic Impact

Atomic Nuclear Energy: Fission and Fusion



Fusion energy occurs while light atoms are fused as heavy one.
Fusion energy is the holy grail for the world.

Fusion Future Vision of Green Energy



UN Academic Impact: Global Challenges "Why Not Change the World?" |

UN Academic Impact

A Nuclear Third way – NY Times, Mar 24th 2011 The New York Times

- The long-term future of nuclear may lie with a still-little-known third option: combining nuclear fission (atoms splitting) and fusion (atoms merging) in a single “hybrid” reactor.
- This “Third Nuclear Way” deserves much wider understanding and support from governments, scientists, engineers and environmentalists alike.

Commercial viability



Safety
Long-term sustainability

Waste minimization



Short-lived isotopes
Smaller repositories

Proliferation mitigation



Self-protecting waste
Non weapons attractive

✱The Best Option is Fusion + Fission Hybrid!✱

<http://www.nytimes.com/2011/03/25/opinion/25iht-edhunt25.html>



(GTS)

UN Academic Impact: Global Challenges “Why Not Change the World?” |



Physics Today –Volume 64, Issue 3, March 2011



(GTS)

“DOE looks again at inertial fusion as a potential clean energy source.”

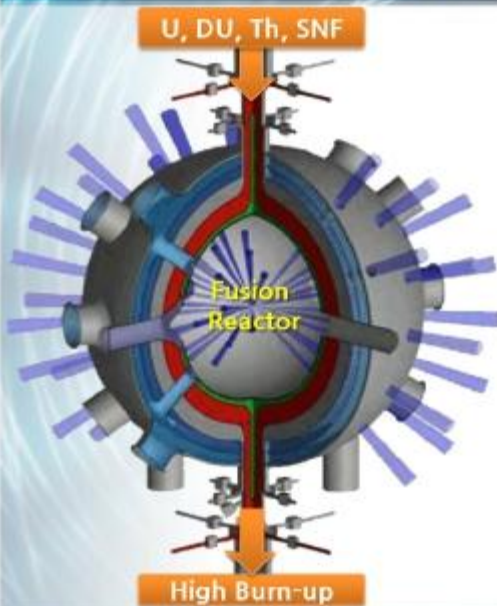
“Sometime during the next two years, physicists are expecting to achieve a long-sought milestone in fusion research: **ignition and high energy gain**. That breakthrough won’t be happening at ITER, the international collaboration that is building a reactor in France, but at the National Ignition Facility (NIF) for nuclear weapons-related experiments that was completed two years ago at Lawrence Livermore National Laboratory (LLNL).”



UN Academic Impact: Global Challenges “Why Not Change the World?” |



The Principle of Fusion-Fission Hybrid



Hybrid fusion was first in 1979 proposed by the American Nobel laureate Hans Bethe to enable more widely available reserves of nuclear fuels other than uranium, such as thorium, to be used.

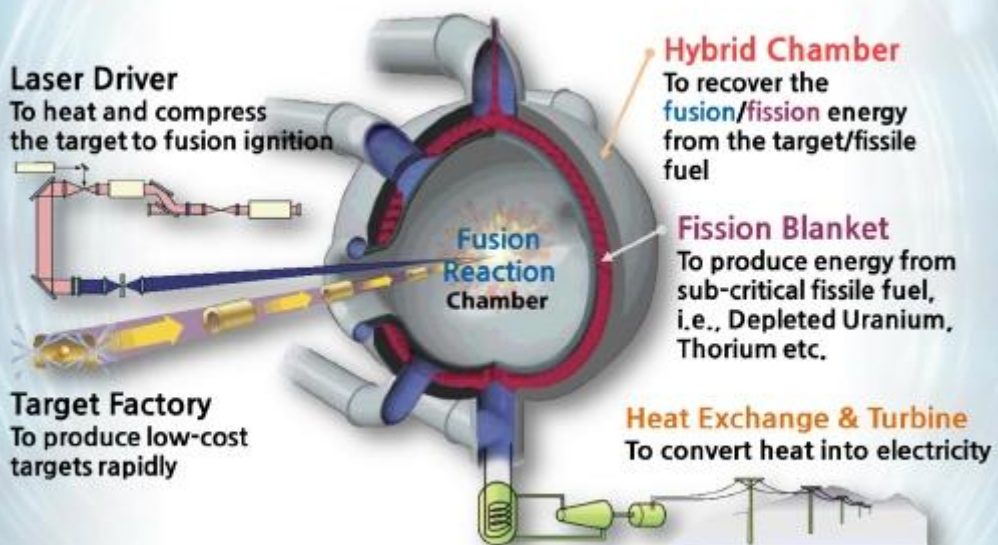
The basic principle is that neutrons generated by fusion in the plasma core stimulate fission in the outer "blanket" that contains uranium or other fissile materials.

The fission is well below critical mass and only operates when there is a current flowing in the plasma. This is why the system is safer.

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A Conceptional Design of Stable Atomic Fusion Energy (SAFE) Hybrid Power Plant



UN Academic Impact: Global Challenges "Why Not Change the World?" |



How and What for the High Power & High Repetition Rate Laser?

Hybrid laser fusion energy production requires

- Capacity of firing rapidly enough to produce **high amount of energy**
- **Rapid cooling** of laser optics between laser shots

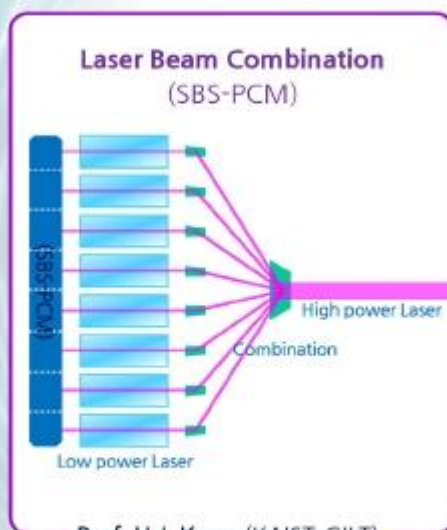


(GTS)

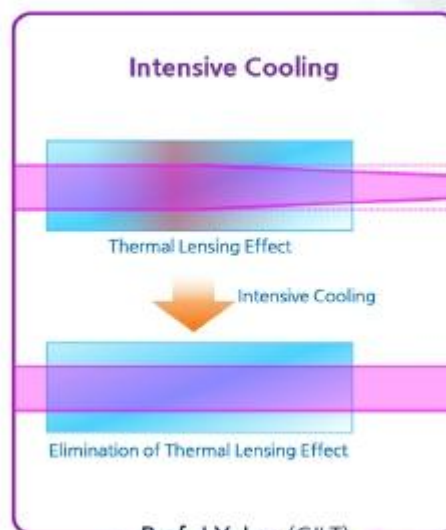
UN Academic Impact: Global Challenges "Why Not Change the World?" |



Laser Technology at GILT(Global Institute of Laser Technology)



Prof. H.J. Kong (KAIST-GILT)
Physics Letters B 7, 161109(2005).



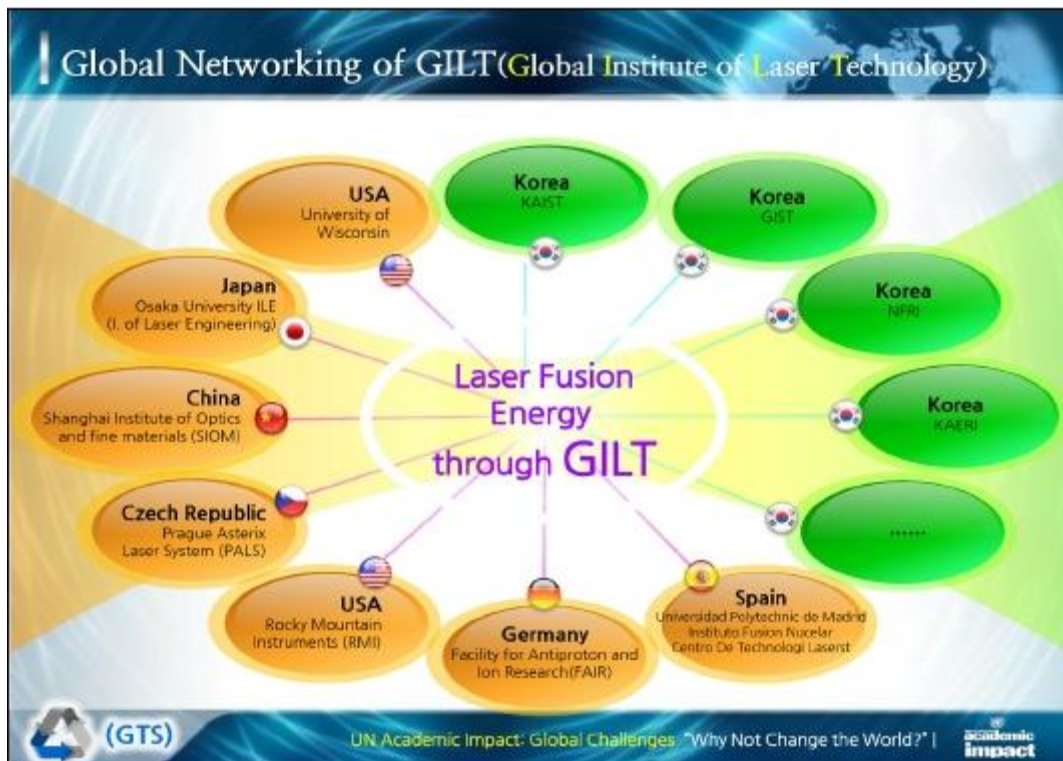
Prof. J.Y. Lee (GILT)



(GTS)

UN Academic Impact: Global Challenges "Why Not Change the World?" |





From Corn to "Super Corn" for Food Relief



UN Academic Impact: Global Challenges "Why Not Change the World?" |



Handong International Corn Institute (HICI) with International Corn Foundation (ICF)

국제옥수수재단
INTERNATIONAL CORN FOUNDATION

The **International Corn Foundation** is leading the movement to resolve starvation through **scientific agricultural research**

The **International Corn Foundation** is an international relief organization founded in 1998 under the vision to resolve starvation and spread the vision of hope and peace. In the desperate search for solutions to the food crisis, our organization is dedicated to the scientific agricultural research aimed to develop the "Super Corn"



POSCO Chair Professor Soon-Kwon Kim
www.icf.or.kr

UN Academic Impact: Global Challenges "Why Not Change the World?" |



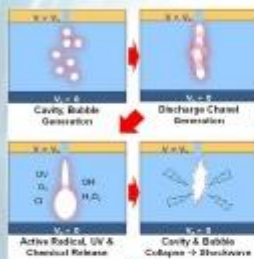
Sustainable Water

UNAI Hub Action item No. 3

UN Academic Impact: Global Challenges "Why Not Change the World?" |

UN Academic
Impact

From dirty water to clean water with plasma purification

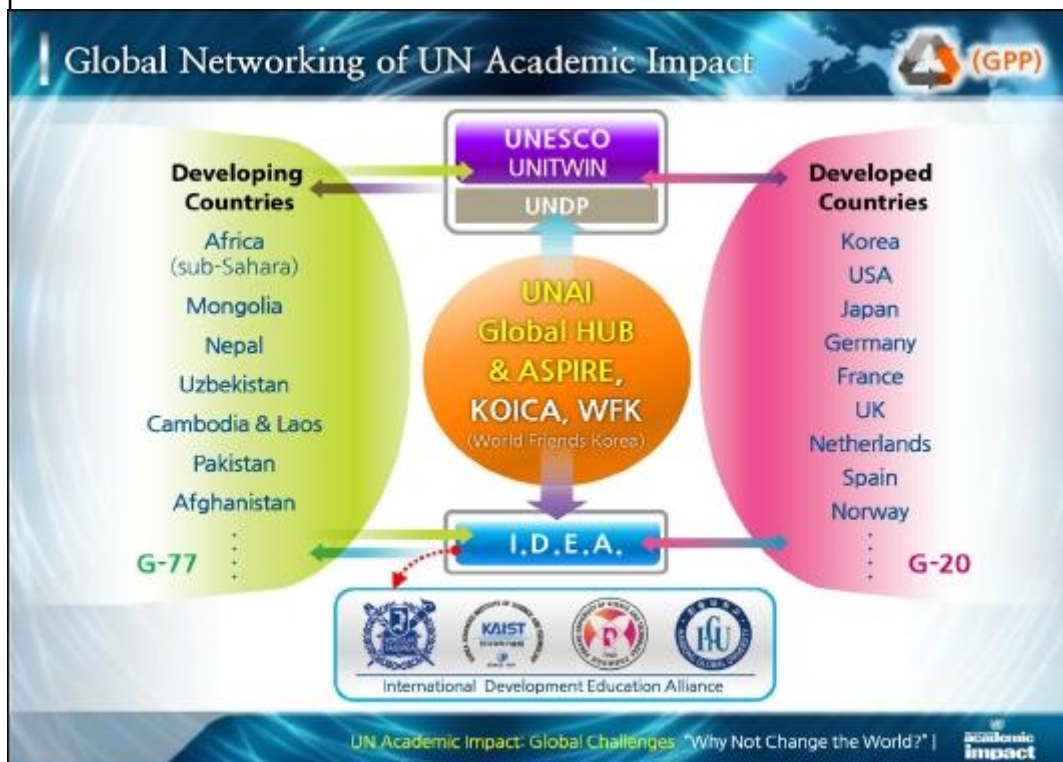


- Application of high voltage ($> 1\text{kV}$) to ceramic electrodes with pin holes $< 1\phi$
- Concentration of energy at electrodes cause creation of micro-bubbles serving as insulators that provide condition for discharge
- High voltage flow through bubble cavity causing discharge, highly oxidizing radicals created by resulting plasma
- Shockwave effect results as a result of collapse of cavity



UN Academic Impact: Global Challenges "Why Not Change the World?" |

UN Academic
Impact



"No Nations Left Behind"

LE FIGARO

Education and Value : Poverty is not Fate

IDÉES POUR DEMAIN

30 April 2007

Grâce à l'éducation et à l'éthique, la pauvreté ne sera plus une fatalité

LA PAUVRETÉ dans le monde n'est pas une fatalité. C'est ce que veut démontrer la Carte du Sud, à travers l'université de Handong (HGU). « C'est la Carte du Sud à faire en 40 ans, ce petit miracle économique, d'autres pays peuvent parvenir à arriver », explique son président, Kim Young-Gil, qui a fondé HGU voilà 12 ans, après être passé notamment par des années de recherches scientifiques à la Nasa.

En 1998, au sortir d'une guerre particulièrement sanglante de trois ans qui a dévasté le pays en deux, après des années de

domination japonaise, la Carte du Sud s'est placée sur deux piliers : en pays émergent, sans savoir à quel moment national, « les pays émergents doivent traverser un processus complexe. Il y a trois axes : grâce à l'économie, à la technologie, à la science et à la culture, à la fois, à la fois, à la fois », explique le président. « C'est la Carte du Sud à faire en 40 ans, ce petit miracle économique, d'autres pays peuvent parvenir à arriver », explique son président, Kim Young-Gil, qui a fondé HGU voilà 12 ans, après être passé notamment par des années de recherches scientifiques à la Nasa.

HGU prépare pour les étudiants à une autre globalisation : l'éducation. « C'est la Carte du Sud à faire en 40 ans, ce petit miracle économique, d'autres pays peuvent parvenir à arriver », explique son président, Kim Young-Gil, qui a fondé HGU voilà 12 ans, après être passé notamment par des années de recherches scientifiques à la Nasa.

Handong Global University

Cette université sud-coréenne a été créée il y a deux ans seulement, uniquement grâce à des fonds privés. Son credo est de préparer ses étudiants, d'être une partie intégrante du pays en développement, à une globalisation plus humaine.

Handong, adepte de l'éthique, de la science et de la culture, a été créée il y a deux ans seulement, uniquement grâce à des fonds privés. Son credo est de préparer ses étudiants, d'être une partie intégrante du pays en développement, à une globalisation plus humaine.

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"It is very unique model to assist developing countries through education"

"Bridge the "digital divide" between developing and developed countries"

-Sixtine LEON-DUFOUR (Le FIGARO)

We studied useful business plan in HANDONG for my country's development

- Yana Ibragimova (Student from Uzbekistan)

UN Academic Impact: Global Challenges "Why Not Change the World?" |



Current Global Networking through the UNAI Global Hub at HGU

- Network : UNESCO UNITWIN (University Twinning & Networking)
 - 24 Universities at 14 countries to build capacities for sustainable development at developing countries
 - North-North-South-South Network of networks connecting developing and developed countries:
 - Three dimensional Cooperation between North-South-South to Four dimensional Cooperation to North-North-South-South cooperation



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UN/UNESCO Global Education Park(GEP)

UN Academic Impact Global HUB for Capacity Building | Concept Master Plan



UN Academic Impact: Global Challenges "Why Not Change the World?" |



International Collaboration of UNAI Global Hub at HGU

- " International collaboration is essential to solve global issues facing in the 21st Century. We would like to develop partnership and collaboration with other institutions of higher education, scholarship and research, private sectors, and NGOs in the fields of global issues of sustainable development and green growth through UNAI Hub at Handong Global University."

Please contact with ;

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Email. ygkim@handong.edu / ygilkim7@yahoo.com



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Thank You



Plant hope in the minds
of people in needs



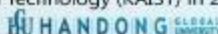
Curriculum Vitae of Dr. Young-Gil Kim President of Handong Global University

Dr. Young-Gil Kim (ygkim@handong.edu) is the founding and chartered president of Handong Global University (www.handong.edu) in Pohang, Korea since 1995. Since then, he nurtured HGU to what it is today with his new educational philosophy based on cross-border, multidisciplinary and whole-person education with global perspective commensurate with the 21st Century. Prior to becoming the president of HGU, Dr. Kim was a professor of material science and engineering at the Korea Advanced Institute of Science and Technology (KAIST) for 15 years. While Dr. Kim was in the United States, he worked at NASA-Lewis Research Centre in Cleveland, Ohio, on high-temperature alloys for aerospace applications.



Dr. Young-Gil Kim was appointed as the Chairman of the Committee on Science & Technology, Presidential Advisory Council on Education, Science & Technology (PACEST) of the Republic of Korea since Oct 29, 2008. Also he has been inaugurated as a president of Korean Council of University Education (KCUE), president of the Accreditation Board for Engineering Education of Korea (ABEEK) and serves as the Chairman of Education Sector of the Korean National Commission for the UNESCO, and UNESCO Chair/UNITWIN Network of International Centre for Capacity Building and Entrepreneurship at HGU.

Dr. Kim received B.S. in Metallurgical Engineering from Seoul National University, Seoul, Korea, in 1964; M.S. in Metallurgical Engineering from University of Missouri-Rolla in 1969, and Ph.D. in Material Science & Engineering from Rensselaer Polytechnic Institute, Troy, New York, in 1972. Dr. Kim received Ph.D. in International Management Honoris Causa from the Institute of Finance and Economics (IFE) of Mongolia in 2003. Dr. Kim also received Honorary Doctorate Degree in Management Science from KOREA Advanced Institute of Science and Technology (KAIST) in 2011.



Case Presentation

The Role of Education in Promoting Entrepreneurship and Sustainable Development



George Kim

Professor and Director of Center for Entrepreneurship and Innovation,
Handong Global University, Korea

Biography



George Kim

Professor and Director of Center for Entrepreneurship and Innovation,
Handong Global University, Korea

SUMMARY

Over 30 years experience in start-up and management of communication system companies with a specialty in conception and development of new network architectures, communication and IT systems, IT company strategies, new start-ups and entrepreneurship mindset. Currently, a professor teaching entrepreneurship and IT and actively involved with various UN programs that are to help reduce world's hunger related with the Millennium Development Goal (MDG) using entrepreneurship and IT as the major tool at Handong Global University in Korea.

WORK EXPERIENCE

- Current

Professor, Global EDISON Academy (GEA) - School of Entrepreneurship
Director, Center for Global Entrepreneurship and Innovation (CGEI)
Handong Global University, Pohang, Korea.



- Founded the Center for Global Entrepreneurship and Innovation (CGEI) and started the entrepreneurship education program for Handong Global Univ. (HGU). CGE is an IT and Entrepreneurship think tank at the HGU for IT strategy and curriculum development for entrepreneurship to help to create IT strategies and new start-up companies in Korea and developing countries.
- Helped to create the new entrepreneurship school for the HGU, Global EDISON Academy (GEA). GEA is a new school of entrepreneurship within Handong that offers BS and BA in Entrepreneurship.
- Initiated and actively involved with international projects for the HGU including UNESCO University Twining and Networking (UNITWIN) Programs and UN Development Program (UNDP) projects for helping to meet the UN MDG through Entrepreneurship education.
- Conceived and created the Global Entrepreneurship Training (GET) and

Global Entrepreneurship Education Program (GEEP) for developing countries through Korean Government and UNESCO-Korea support.

- Active involvement in the establishment and planning of the new Handong Institute of International Development and Cooperation (HIIDC)
- President, CEO and Co- founder, Dari Networks, NJ, a start- up company that develops and markets communication solutions for service providers to offer high-margin, value-added services via the Internet by way of the Cloud Computing, SaaS
- President, CEO and Co-founder, Pivottech Systems, NJ, where his vision of new network services and architecture was the foundation of the IntelligentEdge™ Solution, a value-added managed services platform for small and medium size businesses.
- Vice-Chairman, Senior VP, Co-founder, Integrated Network Corporation, NJ, that he nurtured to a \$45M/year company and successfully sold part of it to Cisco Systems
- Department Head at AT&T Bell Laboratories, NJ; managed system engineering and development organizations of over 45 senior technical staffs; oversaw network architectural design and strategies for new data services and the Internet; conceived/developed many new network technologies still being used worldwide
- Senior Researcher, Zenith Radio Corp., Chicago, Ill.; Technical advisory role for advanced technology applications group for the company's first solid-state TV and advanced video products

EDUCATION

- MS and PhD in electrical engineering, Illinois Institute of Technology, Chicago, Illinois
- BS and MS in electronic engineering, Seoul National University, Seoul, Korea; majored in communication engineering, non-linear control and information theory

OTHERS

- Director of the Board, Valley Forge Christian College; 1999 – 2003
- Member of Executive Council, International Engineering Consortium 1999 - 2002

Case Presentation: The Role of Education in Promoting Entrepreneurship and Sustainable Development

George Kim

Professor and Director of Center for Entrepreneurship and Innovation,
Handong Global University, Korea

Many may agree that education is a vital tool to help eliminate world hunger and extreme poverty. Also, there is an emerging opinion that what developing countries need is a fishing rod and how to catch fish rather than fish. However, few mention what the education should actually teach to children in developing countries and what constitutes the fishing rod since it is only a metaphor. Clearly, sending the students from developing countries to developed countries for education of only the subjects meant for the developed country students may not be an answer since it mostly exacerbates the brain drain. Also, there is an emerging opinion that entrepreneurship mindset is what helped to make and sustain the now-developed country economy and technology development, and likewise, it can also be the catapult for economy development for developing countries that can help them to catch up with the developed. It is believed that the mindset change through the entrepreneurship spirit might be the very fishing rod that the developing countries have been searching for till now.

The Global Entrepreneurship Training (GET) Program is a one-week, intensive entrepreneurship training program offered to future leaders in developing countries by Handong Global University under a sponsorship of UNESCO-Korea and Ministry of Education and Science and Technology (MEST) of Korean Government. It has been held twice a year in various developing countries in cooperation with the partnering universities in the UNITWIN (University Twining and Networking) Network for which Handong Global University is the host. Its main purpose is to help build capacity for

sustainable development among the developing countries by building entrepreneurship mindset in the minds of the future leaders – the very mindset -the very fishing rod for developing countries that helped make the now-developed countries prosperous.

Since the GET program was instituted in 2008 through the partial support of Korea UNDP and MEST originally, it produced over 500 graduates, a score of whom already started enterprises and are creating jobs and building economies in their countries. The most recent GET session, GET '11 in East Africa, was held in Limuru, Kenya in cooperation with St. Paul's Univ. in Kenya on June 26- July 2, 2011. It was the seventh GET session and the third offered in Kenya. The GET'11 in East Africa trained over 90 participants from 10 countries in Africa and elsewhere. The GET session was followed by the first alumni's refresher and reunion session held for two days in the Entrepreneurship Regional Center in East Africa located in Nairobi that has been operated jointly by Handong and St. Paul's since its establishment in July, 2010.



The Role of Education in Promoting Entrepreneurship and Sustainable Development

UN Academic Impact Forum in Seoul
August, 2011.

Prof. George Kim, Ph.D.
Director, Global Entrepreneurship
and Innovation Center
Handong Global University



Converging opinions on the world development :

- Education
- Fishing rod in stead of fish





Further questions

- What to teach?
- What constitutes the fishing rod?



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Difference between Two Koreas



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Both started from the Ash



Year 1950

4

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Now



Year 2011

5

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Economic Gap between two Koreas

- Official Statistics (North vs. South)
 - Per capita income : \$1,800 vs. \$30,000
 - GDP : \$28 B vs. \$1.01 T

South > North

• GDP (PPP)	36 fold
• GDP per capita	17 fold
• Export	233 fold
• Import	134 fold

[CIA World Fact Book 2010]

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Some of the Early Entrepreneurs in Korea



Lee, Byung Chul
(Samsung Founder)



Chung, Ju-Yung
(Hyundai Founder)



Park Chung Hee
(Korea President)



Park Tae-Joon
(POSCO Founder)

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Birth of POSCO



Entrepreneur Politician

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Entrepreneurship

- Four factors that fuels a new business:

- Natural Resources
- Capital
- Human Resources
- Entrepreneurship ← Catalyst, Trigger
 - Entrepreneur
 - Environment

- Entrepreneurship

: The factor that blows breath into the other essential ingredients



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Lessons from the Two Economies

- Global Entrepreneurship is needed with :
 - No corruption
 - No dictatorship
 - No idolatry
 - Freedom of business
 - Wealth and wellbeing for citizens
 - "Loving Neighbors"

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Entrepreneurship

- Narrow Sense:
 - Making a company
 - Do a venture business
 - Make jobs
- Broad Sense:
 - A mindset
 - Life style



Spirit to create something from nothing

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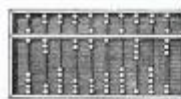
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Entrepreneurship

- Create **Jobs**
- Facilitate **New Technology**



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Entrepreneurship

- The main engine for national development



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Entrepreneurship

- The catapult for economic development



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New Paradigm for World Development

- Entrepreneurship is the very fishing rod



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GET : Global Entrepreneurship Training Program

- Global entrepreneurship education as a detonator for development
- Developed under sponsorships of UNDP and Korean Government in 2008
- One week intensive training of entrepreneurship mindset in developing countries :
 - For future leaders, government workers, and educators of developing countries
 - In cooperation with UNESCO UNITWIN partnering universities



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GET : Global Entrepreneurship Training Program

- Held 7 times since 2008, produced 500+ graduates
- Regional Center of Entrepreneurship of East Africa in operation from 2010



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Global Entrepreneurship and Innovation Center | George Kim



Entrepreneurship

GET'11 in East Africa
June 26 - July 2, 2011 in Nairobi, Kenya

Plant hope in the minds of people in needs
with Entrepreneurship



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 **HANDONG GLOBAL UNIVERSITY**
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Global Entrepreneurship and Innovation Center | George Kim



**The Role of Education
in Promoting Entrepreneurship
and Sustainable Development**

Thank You

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Global Entrepreneurship and Innovation Center | George Kim

Panel Discussion

Pablo Yáñez

Rector, Escuela Politécnica Javeriana del Ecuador

Hyunsook Yu

Senior Research Fellow, Korean Educational Development Institute, Korea

Soo-Kyung Kim

Director of Department of Policy Research, Korean Council for University Education

Anne-Isabelle Degryse-Blateau

Director, UNDP Seoul Policy Centre for Global Development, Korea

Biography



Pablo Yáñez

Rector, Escuela Politécnica Javeriana del Ecuador

DR. PABLO YANEZ, current Provost at Escuela Politécnica Javeriana del Ecuador, was born and raised in Quito-Ecuador. In his academic life, Dr. Yanez completed his undergraduate studies obtaining a B.A degree in Political Science. He then went on to receive his Juris Doctorate from Universidad Central del Ecuador. In addition to his law degree, Dr. Yanez holds a degree in computer science and was a computer programmer before he became a lawyer. His computer science and technology background encouraged him to pursue a Master's degree in Comparative Law from Universidad Complutense de Madrid, Spain where he graduated with honors after the completion of his Law Thesis on legal informatics: the application of Law in information technology. On the postgraduate level, he also obtained several diplomas in the field of Education; Diploma in Youth Leadership and Non-Formal Education at the Levinson Institute, Israel; Master in Educational Management at Universidad Javeriana, Ecuador and he is currently completing a Master in Leadership with a track in Human Services and Education at Nova Southeastern University, USA.

In his professional career, Dr. Pablo Yanez has taken relevant positions such as: University Professor at several Ecuadorian Universities, Attorney for the Committee on Civil and Criminal Congress, Secretary of Attorney General, National Director of Development for the Ministry of Education, Legal Advisor in the drafting of the current Constitution of Ecuador and President of the Corporation of Private Universities in Ecuador.

Through his career, Dr. Yanez has made several important publications in the fields of education, law and informatics. Among these, his published book "Introduction to the Legal aspects of Computing and Informatics" is the most relevant one.

He is Co-founder of the School and University Escuela Politécnica Javeriana del Ecuador for which he currently holds the position of provost.

Biography



Hyunsook Yu

Senior Research Fellow, Korean Educational Development Institute,
Korea

Dr. Yu Hyun-Sook received her bachelor degree in Educational Administration from Korea University, and Master of Educational Administration and Ph.D from Korea University, Seoul. She is the Governing Board Member of Institutional Management in Higher Education (IMHE), OECD. As the Expert Advisor of Ministry of Education, Science and Technology in Korea, she has been working for University Autonomy Committee and National University Enhancement Committee. She has been worked as visiting scholars at Michigan University in 2003 and Vanderbilt University in 2008-2009. She is currently Director-General of Higher Education Research Division in Korean Educational Development Institute (KEDI) and the Member of Governing Committee for Educational Capacity Building Project, National Research Foundation of Korea. Her personal research area is higher education and has been working at Higher Education Research Division of KEDI.

Strengthening the Role of Higher Education in Empowering Women

Hyunsook Yu

Senior Research Fellow, Korean Educational Development Institute, Korea

First, let me express what an honor it is to serve as a discussant for Professor Shin's presentation. Her presentation was powerful, especially international standards on gender equality was very informative. Moreover, her presentation made an important contribution by providing insights for policy makers the ways in which higher education should be moved toward women's empowerment. The importance of educating women should be recognized beyond the level of gender equality. Its role in developing human capital needs to be more emphasized. The 21st century wants labor force with creative ideas and minds, and women can be a good human resources in this information-network society. I agree with Professor Shin's presentation for the most part, and want to emphasize some points as follows.

First, I would like to emphasize an importance of utilizing empirical data in policy-making for women's empowerment. In order to identify elements of the problem, the factors of gender discrimination within higher education settings should be analyzed at the in-depth level. Based on the data and the research outcomes, higher education policies for women should be established and implemented.

In terms of educational opportunity for women, Korean higher education have made significant progress (KEDI-MEST, 2010). In year 2011, 2,795,928 students are currently enrolled in post-secondary education institutes (colleges and universities: 2,028,841; technical college: 767,087), and among them 38.7% are female. This number means that female higher education students have become a critical mass in Korean society who could draw a social transformation.

However, we cannot deny the fact that some elements of gender-inequality still exist in our higher education. As some researches point out, higher education space is still male-oriented (Lim, 2011); male-dominant culture is still prevalent in Korean higher education settings (Nah, 2005); and elements of gender inequality are found from both regular and latent curricula (Roh et al., 1996). These problems can negatively affect female students' learning outcomes and their

educational achievements. Therefore, national and governmental support for research on gender inequality in higher education is needed to achieve gender-balance.

Second, Professor Shin emphasizes the importance of developing curricula for gender equality at the higher education level, and I think that is an essential point. Furthermore, I also would like to point out that human rights and gender equal perspectives need to be taught at the secondary level, because gender roles and stereotypical views are known to be formed in earlier stages than higher education. Thus, gender-equality-perspectives should be closely connected to the secondary educational curricula. In addition, we need to promote more female enrollments in the areas of science and engineering. To do that, we need to facilitate a ground where girls develop their interests in these areas from the secondary educational levels. Otherwise, the current beliefs and tendency of that female students choose their majors based on traditional gender roles, will remain in our society.

Third, I sincerely agree Professor Shin's argument about that we need to achieve more gender balance in faculty members. Women professors could positively influence female students by becoming role models and mentors as well as by providing advices for planning their futures. I would like to add to her argument by pointing out that the role of females in higher education should be expanded to high-leveled administrative positions. Female leaderships in higher education sector are much needed to strengthen their roles as future models for female students. (Traditionally, female students enroll more in college of education and teacher training programs than males, but this gender rates become reverse in the positions such as principals and vice-principals in primary and secondary schools.

Finally, I would like to emphasize the importance of latent curriculum in higher education settings. Gender equal curriculum does not mean excluding male characteristics from it. It means promoting changes from male-oriented views toward more balanced perspectives; and encouraging more male participations in women's studies as faculties or researchers. In addition, one of important components of latent curriculum, student-faculty interactions need to be improved. The role of faculties for students in developing social recognition about gender roles and forming self-identity could be tremendous. Courses related to Women's study are offered by individuals who are interested in the area, but it is rare to make efforts to include these views into a formal curriculum. That is, women's perspectives should be introduced and reflected in various courses and research.

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Biography



Soo-Kyung Kim

Director of Department of Policy Research, Korean Council for University Education

Soo-Kyung Kim received her Ed. D from the Department of Education, Sookmyung Women's University in Seoul, Korea. She is a senior researcher at the Korean Council for administration and is a part-time faculty in education administration at Sookmyung Women's University.

Her research interests include education policy and finance, higher education, feminism and education administration. Major thesis "The Possibilities of Change in Korean Education Organizations for Women (WKEO) toward Gender Sensitivity and Equality in Education"

She is Director of Department of Policy Research, Korean Council for University Education.

Biography



Anne-Isabelle Degryse-Blateau

Director, UNDP Seoul Policy Centre for Global Development, Korea

After 14 years in the private Sector in International Trade, Ms Blateau has dedicated the past close to 25 years to understanding, addressing the different dimensions of development and putting her life at the service of people under the aegis of the United Nations Development Programme (UNDP).

Ms Blateau started her UNDP career with the United Nations Volunteer Programme in Geneva and Bonn, where she spent close to 11 years promoting volunteerism across the world and providing volunteer technical expertise to developing countries.

Ms Blateau has spent the past 12 years in the field in Asia in different positions. From 1998 to 2001 she managed and expanded the Governance programme as Senior Assistant Resident Representative in Vietnam. From 2001 to 2005 she served her first assignment in Korea as the UNDP Representative. From 2005 to 2007 she headed the UNDP programme in Cambodia. Her most recent assignment was as UNDP Country Director in post conflict Nepal.

She is now back in Korea since mid January 2011 as the first Director of the newly established UNDP Seoul Policy Centre, which represents the new form of collaboration between Korea and UNDP, after Korea became an OECD/DAC member.

Ms Blateau has a Bachelor of Arts in English and German from the Sorbonne University in Paris. She also holds a Masters with Honours in Scandinavian languages from the Sorbonne, and 2 Masters in Business Administration from the European Business School in Paris and Columbia University in the USA.

Ms Blateau has a daughter who is now starting University in France.

Comments by Ms Anne-Isabelle D. Blateau – Director UNDP Seoul Policy Centre

Anne-Isabelle Degryse-Blateau

Director, UNDP Seoul Policy Centre for Global Development, Korea

First of all, I would like to acknowledge the work that has been done by Handong University in launching and promoting this initiative of Entrepreneurship for Development.

As UNDP, we are very proud to have been associated with the early stages of this programme with the signature of the joint Global Entrepreneurship Education Project in 2008, together with MEST.

It is very heartening to see that this programme has grown over the years, reaching out to an increasing number of countries, with expanded partnerships with UNESCO, the larger UN and teaching institutions in a number of countries, and that it has produced already some very noteworthy success stories.

As professor Kim mentioned, time has proven that one time handouts – “giving the fish”- does not work for long term development. Thus one of UNDP’s underpinning principles has been and remains capacity development – i.e. teaching how to fish and providing the fishing rod-, which is also captured in UNDP’s motto “empowered lives, resilient nations”

Building on Prof Kim’s presentation I would like to highlight 4 points.

1. Education and capacity development are fundamental principles for the UN as the foundation to empower people and institutions. They are also part of the fundamental rights of any person. When we talk about education this encompasses education at every level and in many forms, from basic education, to vocational training, to higher education, and capacity development which also takes place at all levels, from the grass roots to policy level.

Education and capacity development provide the people of a country the tools and means to understand and take an active part both in the decision making processes and the economic cycle and growth of their country and to expand the choices in their life. Korea has certainly been a living proof of this.

Engaging the young people of a country, both in their individual capacity as future professionals, but also as future leaders of the country to learn and experiment how to start new ventures that will be both income generating, potentially job creating and will contribute to the growth of the country is undoubtedly very powerful and empowering. Exposing them to the various dimensions, which are required to successfully set up new ventures, i.e the “holistic” approach presented by Prof. Kim is also an important criteria for a successful learning. Joined with practical hands on experience, this exposure contains the seed for “transformation”.

2. Transformation is at the heart of sustainable development.

If a people, a country, a person stay stuck in the old ways which have proven not to work, chances for real progress and long term development will remain limited.

What is “transformation“ ? It is a fundamental shift in attitude, a shift in values, in ways of doing things that becomes deeply embedded in peoples’ minds, mindsets, in institutions, so that you don’t go back, but only move forward on the new path. It’s not the temporary “band-aid” improvement.

This shift presupposes full buy in of the beneficiaries in the change process. This buy in in turn can only happen if there is an active participation of the beneficiaries in understanding what the change can be about, defining what the change should be about in their own case, how the change will happen and in managing the change. It is about owning the change.

Thus the process and the pace of the process will be different for each country, groups of individuals based on their culture, past experiences, environment, etc.

To fully engage, people also have to be able to see the benefits of the change, and these benefits should mean enough for them that they are willing to take the jump in the “unknown” and embrace that change which will draw them out of their “comfort zone” and the mental constructs they have set for themselves or that were set for them.

This is where direct experience becomes the powerful driver that will enable the change, as it also brings about trust and confidence.

Many of you I am sure have children or still have vivid childhood memories. How many hundred times have you or have your parents told you not to touch fire because it burns or play with a knife because it cuts. But the time it really sunk in was when the child or you actually touched the fire or scraped your finger with a knife. After that experience you did not repeat it again as the shift in attitude was acquired.

Thus experiencing, is a critical element to bring about transformation, like prof Kim was mentioning, when his students take real live cases and try to make them happen.

However, to be viable, the transformation process should build in as much as possible on what is locally available and on local potential. External aid should only be like a jump cable for a car battery.

And peer to peer sharing becomes the most powerful multiplying factor.

A farmer will listen much better to another farmer who has been successful than to a foreigner who comes to say that this technique will be much better than the one they have used for hundreds of years.

(Story of the SRI farmer..or palm sugar ovens)

Likewise, young people will happily engage and follow other young people who have been successful. Thus the work done through the GEEP programme becomes a great platform to instill what we would call the “can do” spirit and confidence in some young people , who in turn can replicate it , with others, in particular as one graduate who decided to become a trainer in that field.

3. Unleashing entrepreneurship:

The golden triangle of governance consists of the Government as creating the enabling environment, the Private Sector as the engine of growth and the creator of jobs and civil Society as the watchdog.

To break the cycle of poverty, as many people as possible need to gainfully employed, both men and women. Unleashing entrepreneurship which allows people to a) provide for their own basic livelihoods- food cloth shelter-, send their kids to school, take care of their health b) contribute to the demand and production cycle boosting the economy c) eventually pay taxes which enable the government to reinvest in the country's development , becomes one of the powerful tools to break through that cycle of poverty.

Thus the importance of development programmes, which put the emphasis on capacity development for entrepreneurship, approaching it from a “holistic” perspective with the various dimensions- similar to the GEEP Programme- of accounting, purchase of raw materials and possibly services, use of appropriate or more sophisticated technologies up to high fly IT and new technologies; legal

aspects, access to finance -one of the critical factors where many programmes fail – ,environment sound practices, product design, norms and standards, marketing , access to markets inside and outside, etc. As prof Kim calls it : providing the “fishing rod” and teaching how to use it.

The spectrum of entrepreneurs can cover from grass root community managed forests, to this lady in Nepal who was trained to cure and weave the giant nettles and is now employing more than 40 ladies all year round and providing work for several hundred people on a temporary basis to harvest the nettle; to young people who used to be engaged in quasi criminal activities in south Nepal and who with some initial local government, family and UNDP seed finance and technical/accounting training have now become successful entrepreneurs, with several new self- financed businesses, and a membership in 3 years of 90 young people; to SMES and ultimately big sophisticated corporations akin to a Posco or Hyundai and all the way to export markets which create demand and builds in the much needed foreign currency. It covers both self- employment to employment by companies.

Again a critical dimension is local adaptation, building in as much of local content and use of local products, services, expertise, etc as possible to reduce external dependency, be it aid dependency or expensive expertise and borrowing. External assistance should come as a catalyst, not as substitution.

The level of sophistication will depend on the beneficiaries and the local environment and conditions. To enhance the chances of sustainability, each programme, at whatever, level needs to start with a joint assessment with the concerned people of their needs, of the opportunities, threats ...a SWOT analysis .

Unleashing entrepreneurship should also allow the state to concentrate on its own role, which is to provide a conducive and supportive environment.

4. Enabling environment/ up scaling and mainstreaming

For long term development to succeed, it is thus important to work with governments also at policy and development strategy levels to support the building of strategic, policy, legal, financial and political frameworks that will be conducive for engaging large population groups, facilitate the emergence of smaller and larger entrepreneurs and even allowing some of the initially smaller scale initiatives to blossom and expand.

Programmes and various initiatives supporting the capacity development of future entrepreneurs and individuals are excellent each in their own right, but their scope

will always remain limited, for the reason that they focus on individuals or smaller groups of people.

To really make a dent in poverty reduction within reasonable timeframes, attention should be placed on national scale , fully institutionalized programmes and systems which can rope in large population chunks.

Some initiatives will become the demonstration programmes, piloting new options and improving on systems which can then be introduced at national level , with central and decentralized systems and modalities which allow up scaling and wide replication.

Nepal's Rural energy development programme REDP completed its full programme cycle successfully from piloting to expansion, replication, mainstreaming and institutionalization. Nepal's first ever Rural Energy Policy 2006 was formulated and promulgated by the Government of Nepal based on the "best practice" lesson learned from REDP and it succeeded in attracting large funding for a nationwide subsidies programme which allowed for the expansion of the desperately needed micro-hydropower, which in turn transformed the local people's lives, improving women's conditions, generating new business with the availability of electricity, allowing kids to study at night, etc.

Thus it is important that schemes such as GEEP are not seen as stand-alone initiatives but be embedded in supportive national schemes, strategies, policies and can foster policy discussions to further enhance the strategic and policy environment.

Take aways :

Education and capacity development are key to empower people and give them choices

Transformation comes from within, builds on local assets and is a driver of progress and the key to sustainability

Peer to peer sharing and empowerment are powerful drivers for replication

Private sector and entrepreneurship are one of the pillars of good governance and progress

An enabling national framework (strategic, policy, financial, legal, institutional) is critical to create the space for entrepreneurship to blossom and allow not only a group of selected

individuals to move on, but larger groups of the population, thereby enhancing equity and speeding up the process of moving out of poverty .

The best reward is the smile of the person you have empowered to do something which makes his or her life better. So let's jointly find the way to enable millions of people to have that smile on their face.

Luncheon Remarks

Collaboration Between NASA and Universities in Building Capacity in Higher Education

Jaiwon Shin

Associate Administrator of Aeronautics Research Mission Directorate,
National Aeronautics and Space Administration

Biography



Jaiwon Shin

Associate Administrator of Aeronautics Research Mission Directorate,
National Aeronautics and Space Administration

Dr. Jaiwon Shin is the associate administrator for the Aeronautics Research Mission Directorate. In this position, he manages the agency's aeronautics research portfolio and guides its strategic direction. Shin also co-chairs the National Science & Technology Council's Aeronautics Science & Technology Subcommittee, which wrote the nation's first presidential policy for aeronautics research and development. Prior to coming to work at NASA Headquarters, Shin served as chief of NASA Glenn Research Center's Aeronautics Projects Office, where he managed all of the center's aeronautics projects. Shin received his doctorate in mechanical engineering from the Virginia Polytechnic Institute and State University. His bachelor's degree is from Yonsei University in Korea and his master's degree is in mechanical engineering from the California State University, Long Beach. His honors include the 2008 Presidential Rank Award for Meritorious Senior Executive, NASA's Outstanding Leadership Medal, NASA's Exceptional Service Medal, a NASA Group Achievement Award, and an Air Force Team Award. He is a graduate of the Senior Executive Fellowship Program at the Kennedy School of Government at Harvard University. He has extensive experience in high speed research and icing, and has authored or co-authored more than 20 technical and journal papers.

Collaboration between NASA and Universities in Building Capacity in Higher Education

Jaiwon Shin

Associate Administrator of Aeronautics Research Mission Directorate,
National Aeronautics and Space Administration

The UN Academic Impact is a global initiative that aligns institutions of higher education with the United Nations in actively supporting ten universally accepted principles in the areas of human rights, literacy, sustainability and conflict resolution. This is a great initiative because the world we live in is rapidly changing whether we wish to acknowledge it or not. Sustainability is of a particular interest in this talk. Natural resources are getting more and more scarce and negative impacts to our fragile environment are growing at an alarming rate.

In order to curve down the current trend, we need a comprehensive approach that would involve all aspects of our society and capabilities. Within the solutions domain, innovative technical solutions should assume a far more important role than they have ever been. However, innovation is facing its own challenges: more often than not, it requires multi-disciplinary, disruptive innovation to be effective and, partially because of this challenge, innovation is becoming prohibitively expensive. For these challenges and inherent strength of universities in conducting research, it is imperative that universities around the world for taking a leadership role in fostering breakthrough innovation to solve the global problems.

In this talk, we will consider together some of the critical ingredients for fostering innovation, current problems to overcome in building capabilities and capacity in higher education, and some of the successes NASA realized in this area through its programs and initiatives.

National Aeronautics and Space Administration



Collaboration Between NASA and Universities in Building Capacity in Higher Education

Jaiwon Shin
Associate Administrator for Aeronautics
NASA Headquarters

United Nations Academic Impact Forum
August 11, 2011



www.nasa.gov

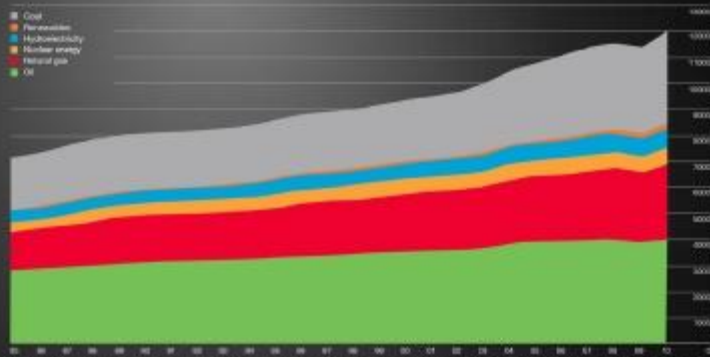
Global Challenge: Water



Newspaper = 150 gallons
Liter of Orange Juice = 1,000 gallons
Pound of Beef = 2,500 gallons
New Car = 40,000 gallons

Global Challenge: Energy

World consumption
Energy and greenhouse gases



World primary energy consumption grew by 0.8% in 2010, the strongest growth since 1973. Growth was above average for oil, natural gas, coal, renewables, hydroelectricity, as well as for renewables in power generation. Oil remains the dominant fuel (33.6% of the global total) but has lost share for 11 consecutive years. The share of coal in total energy consumption continued to rise, and the share of natural gas rose the highest on record.



Energy Consumption Grew by **37%**
between 1985–2010

Source: BP Statistical Review of World Energy, Full Report 2011

Global Challenge: Growing Environmental Issues

Deaths from urban pollution



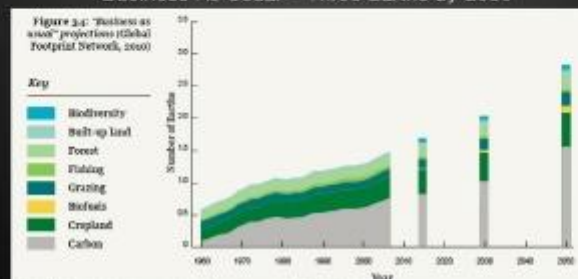
Source: World Health Organization (WHO) World Health Report 2002

Deforestation Rate: 1990–2000



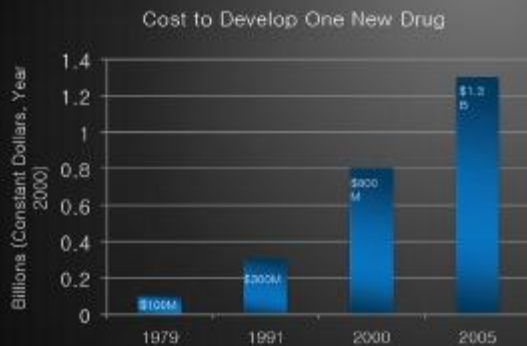
Source: Nature, Org

Business As Usual = Three Earths by 2050



Global Footprint Network Living Planet Report 2010, p69.

Modern Day Innovation is Complex and Costly



Sources: J. DiMasi and H. Grabowski, "The Cost of Biopharmaceutical R&D: Is Biotech Different?," *Managerial and Decision Economics*, 2007; J. DiMasi et al., "The Price of Innovation: New Estimates of Drug Development Costs," *Journal of Health Economics*, 2003.



In 2008, U.S. major commercial carriers burned 19.6B gallons of jet fuel, and DOD burned 4.6B gallons. At an average price of \$3.00/gallon, fuel cost was \$73B.



Image Credit:
Boeing

Software development costs for Boeing 787: \$4.5B.

Facet Video

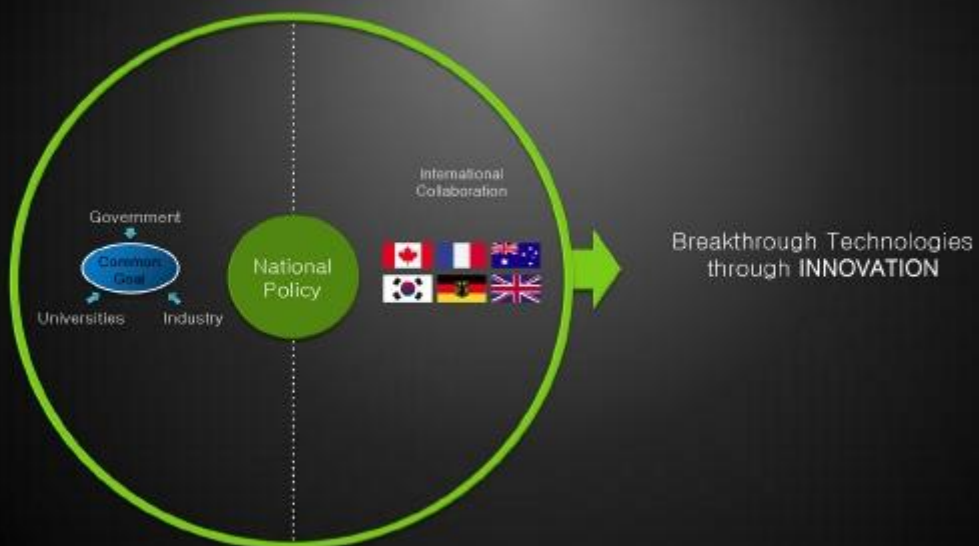


Breakthrough Technology

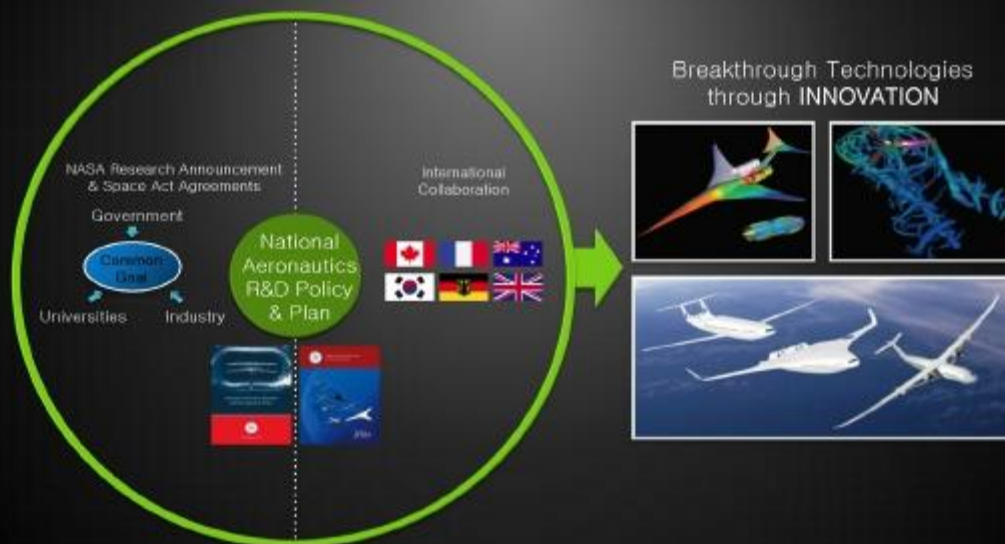


Disruptive Innovation

Critical Ingredients for Innovation



NASA Aeronautics Maximizes All Three



Innovation: Chevron Nozzles



Global Innovation Index

Global Innovation Index

Rank	Country
1	Switzerland
2	Sweden
3	Singapore
4	Hong Kong
5	Finland
6	Denmark
7	USA
8	Canada
9	Netherlands
10	United Kingdom
11	Iceland
12	Germany
13	Ireland
14	Israel
15	New Zealand
16	Korea
17	Luxembourg
18	Norway
19	Austria
20	Japan
21	Australia
22	France
23	Estonia
24	Belgium
25	Hungary

Gross Expenditure on R&D

Rank	Country
1	Israel
2	Sweden
3	Finland
4	Japan
5	Korea
6	Switzerland
7	USA
8	Denmark
9	Iceland
10	Austria
11	Germany
12	Singapore
13	Australia
14	France
15	Belgium
16	United Kingdom
17	Canada
18	Luxembourg
19	Slovenia
20	Netherlands
21	Norway
22	Portugal
23	Czech Republic
24	China
25	Ireland

University/Industry Collaboration on R&D

Rank	Country
1	USA
2	Switzerland
3	Finland
4	United Kingdom
5	Sweden
6	Singapore
7	Canada
8	Denmark
9	Germany
10	Belgium
11	Netherlands
12	Australia
13	Israel
14	Luxembourg
15	Iceland
16	Ireland
17	Austria
18	Japan
19	Norway
20	New Zealand
21	Malaysia
22	Korea
23	South Africa
24	China
25	Hong Kong

Assessment in Reading, Mathematics, and Science

Rank	Country
1	China
2	Hong Kong
3	Finland
4	Singapore
5	Korea
6	Japan
7	Canada
8	New Zealand
9	Australia
10	Netherlands
11	Switzerland
12	Estonia
13	Germany
14	Belgium
15	Poland
16	Iceland
17	Norway
18	United Kingdom
19	Denmark
20	Slovenia
21	Ireland
22	France
23	USA
24	Hungary
25	Sweden

Source: The Global Innovation Index 2011, Accelerating Growth and Development.

Launching Innovation

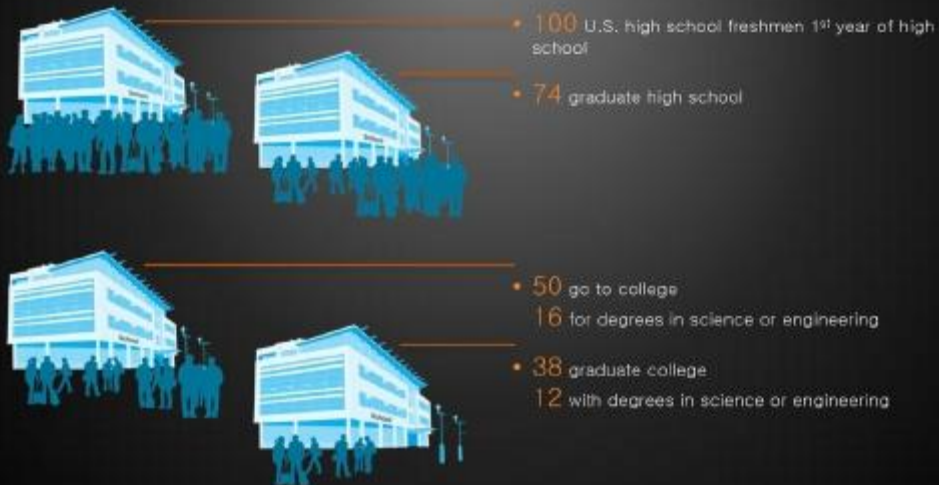
Innovation is an idea that is successfully implemented

University research is critical for successful innovation



Not Enough in the STEM Pipeline

Science, Engineering, Technology, Mathematics



What Has NASA Been Doing?



NASA Education Framework



NASA Summer of Innovation



Design Challenges

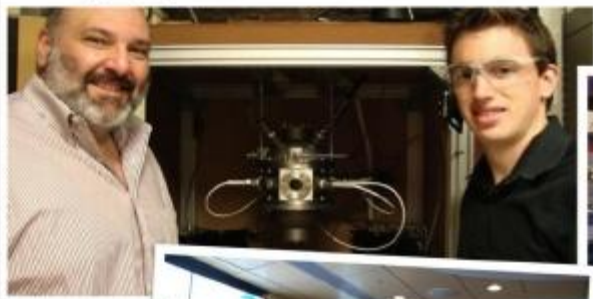


Internships and Fellowships



Aeronautics Scholarship Program

Real-World Work



Intern-to-Career



Interns in Washington, DC

NASA Aeronautics Academy

Visiting NASA Dryden



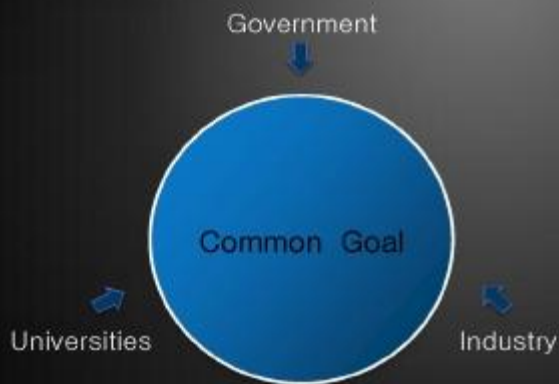
Visiting GE Aviation



Exploring Unmanned Aerial Systems



NASA Research Announcements (NRAs)



NRA Purpose: Solicit extramural research to support NASA in advancing knowledge in the fundamental disciplines of aeronautics and developing technologies for safer aircraft and higher capacity airspace systems

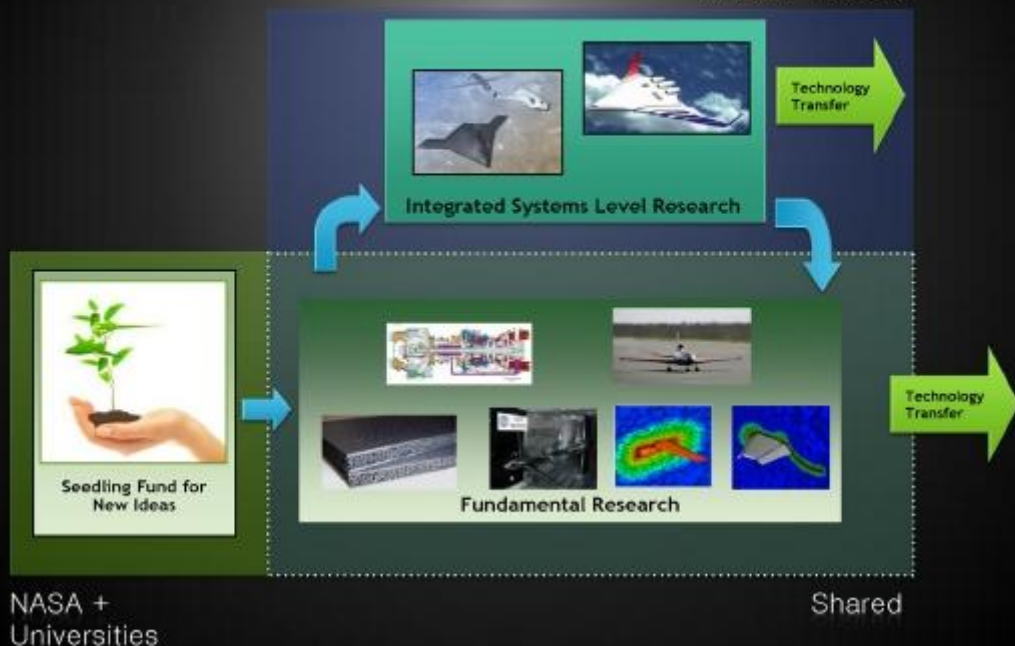
Target: \$75M awarded each year

Awards: More than 503 separate awards to 138 unique organizations representing 37 different states and DC since 2006

Awardees: Universities, Industry, Others (separately or in teams)

NASA Aeronautics Investment Philosophy

NASA + Industry



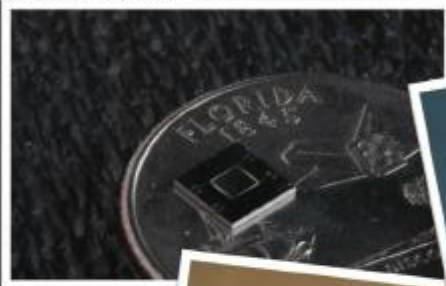
NRAs Build University Capacity and Capability

- Discovery
- Multi-Disciplinary
- System-Level



Discovery NRA: Shear Stress Sensor

Sensor vs. Quarter



Sensor in Circuit Board



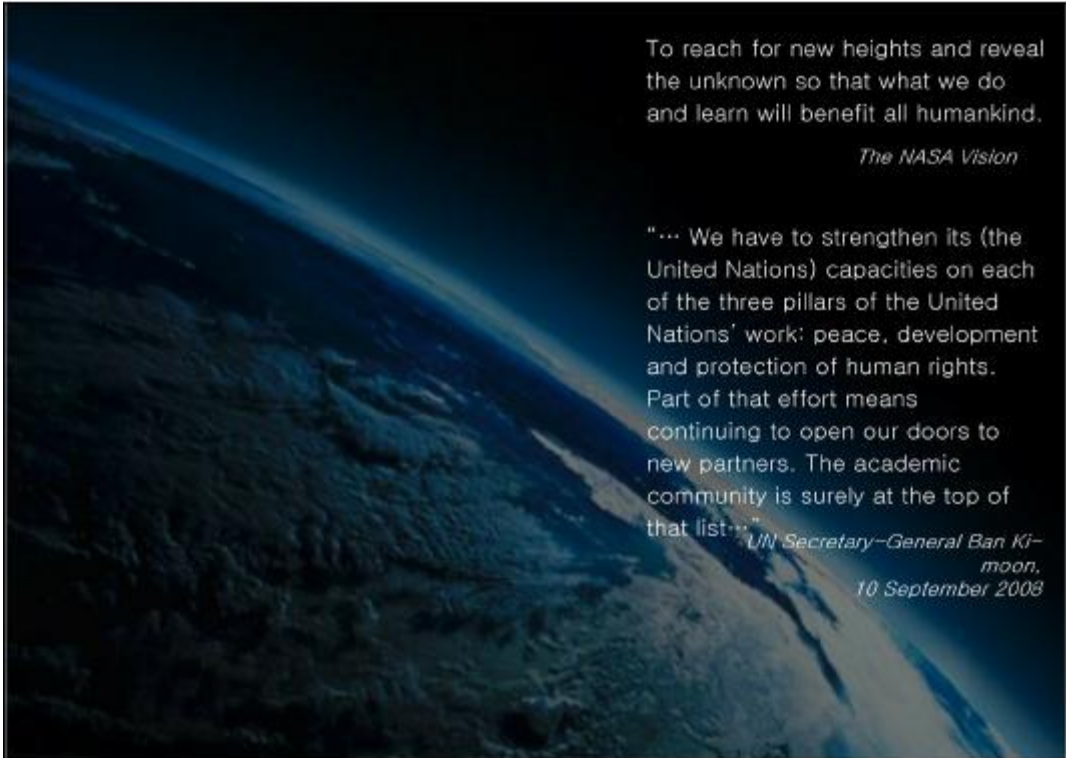
Vijay Chandrasekharan, University of Florida

Multi-Disciplinary NRA: Reduced Ground Delays



System-Level NRA: Future Aircraft Systems





What Kind of World Do We Want Video



Session 4

Capacity Building in Higher Education

Chair: Chul Park

President, Hankuk University of Foreign Studies, Korea
Vice.Chairman, Korean Council for University Education

<p>SESSION 4</p> <p>Capacity Building in Higher Education</p> <p>— Chair: Chul Park President, Hankuk University of Foreign Studies, Korea Vice.Chairman, Korean Council for University Education</p>	
13:30-15:10	<p>Presentation: The Role of UNESCO in Promoting International Cooperation in Education</p> <p>— Getachew Engida Deputy Director.General of the United Nations Educational, Scientific, and Cultural Organization</p>
	<p>Case Presentation: Strategic Network and Collaboration in Higher Education in Australia, Southeast Asia and Korea</p> <p>— Chung-Sok Suh Professor and Executive Director of Korea Research Institute, University of New South Wales, Australia</p> <p>— Kua Wongboonsin Vice President for Research and Innovations, Chulalongkorn University, Thailand</p>
	<p>Case Presentation: North.South Cooperation at ACE.HED, United States</p> <p>— Tully Cornick Executive Director of Higher Education for Development, American Council on Education, United States</p>
15:10-16:30	<p>Panel Discussion</p> <p>— Tzachi Milgrom Vice President, Hadassah College Jerusalem, Israel</p> <p>— Mohd Jamil Maah Deputy Vice.Chancellor for Academic and International, University of Malaya, Malaysia</p> <p>— Prapin Manomaivibool Professor and Director of Asia Research Centre, Chulalongkorn University, Thailand</p>

Biography



Chul Park

President, Hankuk University of Foreign Studies, Korea
Vice-Chairman, Korean Council for University Education

Dr. Chul Park joined the faculty of Hankuk University of Foreign Studies (HUFS) in 1985 after having completed his Ph.D. in Spanish Literature at Universidad Complutense de Madrid in Spain. He was elected as the 8th President of HUFS in 2006 and has been re-elected another 4 year term as the 9th President of the university in 2010. He served as a visiting scholar at the Dept. of Roman Languages and Literature of Harvard University. Dr. Park is renowned for his dedication to the study of Cervantes's works. He has published over 70 papers mainly related to Don Quixote. One of Dr. Park's major achievements is the first complete Korean translation of Don Quixote, a result of his years of efforts when he served as the Head of Research, Cervantes, BK21 (Brain Korea 21) Program. In recognition of this accomplishment, he was awarded the top prize for the BK21 Program's humanities research by the Korean Government. He is the President of Korea-Spain Friendship Association and the Chairman of the Korean Council for Presidents of Private Universities. He is also serving as the Vice Chairman of the Korean Council for University Education. Since 2009, Dr. Park has been appointed Académico Correspondiente de la Real Academia Española (Corresponding Member of The Royal Spanish Academy). The Government of Spain awarded him the Orden de Caballero for his contribution to Spanish culture and literature in 1983. He won the Comendador, the national order of merit for education of the Republic of Romania and the Knight's Cross order of merit of the Republic of Hungary in 2007. Chiang Mai Rajabhat University, Thailand conferred him the degree of Doctor of Literature honoris causa in 2009. Last year, in recognition of Dr. Park's contribution to amicable ties between Korea and Spain, he received the Grand Cross of the Order of Carlos III from Spanish Prime Minister during the prime minister's visit to Seoul to attend the G20 Seoul Summit.

Presentation

The Role of UNESCO in Promoting International Cooperation in Education



Getachew Engida

Deputy Director-General of the United Nations Educational,
Scientific, and Cultural Organization

Biography



Getachew Engida

Deputy Director-General of the United Nations Educational, Scientific, and Cultural Organization

Born in July 1956, Mr Engida holds a B.A. (Honours) degree in Economics from the University of Manchester (UK) and an MBA with Commendations in International Business and Finance from City University Business School in London (UK).

Mr Engida started his career in 1981 as an Audit Supervisor at Messrs Ernst & Young, Chartered Accountants in London. In 1985, he joined Industrial Gases Company (BOC Ltd) in Surrey (UK) as Group Research Accountant. From 1987 to 1995, he was a Financial Manager for Reuters Ltd in London and Nairobi (Kenya).

In 1995, he joined the International Fund for Agricultural Development (IFAD) in Rome (Italy) as Assistant Comptroller. During his tenure, he served as Secretary of the Finance and Audit Committee of the IFAD Executive Board, and as a member of the Change Management Committee.

Mr Engida joined UNESCO as Deputy Assistant Director-General for Administration and Comptroller in the Sector for Administration in June 2004. In August 2007, he became Comptroller and Director of the newly-established Bureau of the Comptroller. In this capacity, Mr Engida participated in a number of UN system coordination mechanisms, including the High-Level Committee on Management (HLCM) of the Chief Executives Board. He is currently Chairperson of the Audit Committee of the United Nations Joint Staff Pension Fund (UNJSPF).

As from 1st July 2010, Mr Engida is Deputy Director-General of UNESCO.

“Capacity Building in Higher Education : The Role of UNESCO in Promoting International Cooperation in Education”

Getachew Engida

Deputy Director-General of the United Nations Educational,
Scientific, and Cultural Organization

The aim of all UNESCO's capacity-building work in higher education is to develop more inclusive, relevant and good-quality systems that respond effectively to national and regional needs. For the globalization of higher education to benefit all, it is critical to ensure equity in access and success, promote quality, to advance research and innovation, and enable access to global knowledge. This can only be achieved through collaboration at all levels, from institutional to international.

UNESCO promotes North-South and South-South cooperation in education through extensive policy dialogue, by strengthening capacities for quality assurance in developing countries, and facilitating the creation and dissemination of new knowledge through harnessing new information and communication technologies. Such cooperation is crucial for facilitating academic mobility, stemming the brain drain and developing higher education and research areas, especially in Africa. Building networks between universities across the world and developing connections between scholars working on similar development topics, is also an indispensable contribution towards creating a committed and socially responsible global academic community.

The Role of UNESCO in Promoting International Cooperation in Education

SEOUL, 11 August 2011

Getachew Engida

Deputy Director-General of the United Nations Educational,
Scientific, and Cultural Organization

Mr Chul Pak, President of Hankuk University of Foreign Studies,

Excellencies, Ladies and Gentlemen,

This has been a very rich, stimulating Forum.

We have learned more about Korea's extraordinary development experience and the central role that education has played in it. We have discussed aid effectiveness and sustainable development, which will be the focus of the Fourth High-Level Forum on Aid Effectiveness that meets at the end of November in Busan. UNESCO will be present and is actively working with the Government of Korea to organize a special session on more effective development partnerships to advance the education goals.

So it is not by chance that capacity-building is the last session of this UN Academic Impact Forum.

Capacity-building is the key to making systems more effective and more resilient. It relies on intense international cooperation and on the fundamental principle of country ownership. Capacity-building should empower individuals and institutions to define, design and implement strategies that reflect their national priorities and aspirations.

We have heard it throughout this conference - higher education has gone global. It is a reflection of our interconnected world and the rise of knowledge societies.

Demand is slated to increase exponentially in the years to come. Some projections find that accommodating the 100 million students expected to enroll in tertiary education between now and 2025 would require more than four major universities to open every week for the next fifteen years! Most of this demand comes from developing countries.

So you see the sheer capacity challenge – and the urgent need to build capacity to accommodate this demand – while ensuring equity and quality at the same time.

I have already referred in the opening session to the deep disparities that prevail in terms of access, participation and the quality of institutions, within and between countries. Higher education is operating in a cross-border environment, where technology has

blurred the borders between time and place. Enrolments in private higher education are increasing rapidly, reinforcing the need for stronger governance.

Human and institutional capacity is essential to build quality assurance systems that give students the chance to obtain degrees with a value, and not fall in the trap of degree mills.

Finally, building capacity is the route to striking a more equitable global balance in research and innovation, by fostering regional higher education spaces that enable student mobility and facilitate collaboration in scientific teaching and research.

Fundamentally, capacity-building is about knowledge-building through knowledge-sharing.

It is about strengthening the core functions of higher education – namely research, teaching and service to the community.

There is a heightened role for multilateralism in this environment.

Our basic premise is that higher education has to become the strategic hub of any education system.

UNESCO is uniquely placed to help frame answers to global higher education challenges.

First, we do this by enabling constructive debate and policy dialogue around the new dynamics of higher education. We have convened two major conferences on Higher Education ten years apart – in 1998 and 2009. Through these conferences, the global community as a whole – governments, bilateral and multilateral donors, civil society, university leaders and students – have agreed on a vision and a course of action, on priorities and strategies. This is important. The Conference communiqué was a hotly debated and negotiated document back in 2009. It now serves as a shared road map and ‘code of ethics’ for higher education, by affirming that it is a public good and a strategic imperative for all levels of education. It carries a social responsibility to bridge development gaps.

Our global forums are not just platforms for debate, but for improving the governance of higher education in favour of more equity, better quality and stronger accountability. They pull together the right actors to explore the hot topics of the day for better public policy. This was the case with our recent Global Forum on University Rankings and Accountability that brought together key stakeholders from over 70 countries.

Ranking systems reflect the intensification of competition in higher education. The plethora of rankings and the lack of transparency around them make this a controversial topic – one that calls for joint reflection on how to build world class education *systems* and not only world class *institutions*

This discussion leads to the second major area for international cooperation – quality assurance – nationally and across borders.

UNESCO has played a strong role in international quality assurance, working arm in arm with partners.

The aim is to put in place and strengthen quality assurance systems and regulatory frameworks that protect both systems and students.

It takes cooperation to develop a culture of quality among all stakeholders – governments, institutions and students.

Quality assurance is an ongoing and continuous process.

Cross-border education has reinforced the need for such systems and the promotion of networking among them.

The *Global Initiative for Quality Assurance Capacity-Building* brings together six networks across developing countries. It has helped to strengthen national quality assurance systems, through training workshops, internships, on-line courses and staff exchanges. We are working with Bhutan, Viet Nam, Senegal and countries of the Caribbean - to give just a few examples – on establishing or improving quality assurance mechanisms.

The UNESCO/OECD Guidelines for Quality Provision in Cross-Border Education are an outcome of solid international cooperation. They emphasize that ensuring quality is a shared responsibility. Dialogue and sharing, access, transparency and reliability of information are key principles. They are a basis for building capacity and helping national decision-makers to develop robust quality assurance systems.

Our six regional conventions on the recognition of academic qualifications are there to protect students, by giving them the assurance that their studies are adequately recognized by employers and other institutions.

Such conventions are in essence, a reflection of global cooperation in higher education. They are a recognition of the need for normative instruments in an increasingly complex and multidimensional environment.

Thirdly, technology is driving the globalization of higher education; it is also vastly expanding the potential to share knowledge – to create a global public commons of knowledge.

This is why UNESCO is promoting access to open educational resources. We are doing this with the Commonwealth of Learning and other partners through capacity building for policy makers, with a focus on Africa and the Asia-Pacific regions.

The aim is to enhance the capacity of educational practitioners in developing countries to create and use these resources. They hold tremendous potential by enabling communities to come together to develop and widely share contents relevant to their needs – from natural resource management to professional development courses for health practitioners and teachers.

Again, international cooperation is what makes open educational resources possible.

Knowledge is the name of the game in today's societies. This is where the full potential of technology must be exploited to strengthen innovation, research and science in all regions.

This is the vision behind the Brain Gain Initiative, launched by UNESCO and Hewlett Packard in 2009. It is helping alleviate brain drain through knowledge sharing among scientists in Africa and the Arab States and experts in other parts of the world.

The partnership is nurturing the creation of national knowledge capabilities and research environments.

The project helps faculty and students connect to the global academic community through cutting-edge technology and collaborative work on joint research and education initiatives. It is being implemented with 19 higher education institutions in 14 African countries. Institutional projects address a wealth of topical research areas ranging from the environment to medical research, physics and computer science. They focus at the same time on building up infrastructure and human resources. Partner institutions benefit from IT equipment grants, operational funds, training and networking opportunities. It is in a sense the first African university e-Infrastructure designed to strengthen research networks and create a community of users mobilized around finding solutions to the continent's development challenges.

All this is part of revitalizing higher education in Africa – one of the key pledges of the 2009 World Conference – so that systems and institutions are fully geared to contribute to their nations' sustainable development across all fields.

UNESCO's 715 Chairs and 69 UNITWIN networks are contributing to this global endeavour to generate knowledge for development and share it. Here in the Republic of Korea, for example, we are proud to have six Chairs, ranging from communication technology for women to the sustainability of historical districts. This is one of the most innovative modalities we have to strengthen international academic cooperation. These networks act as think tanks, bridge-builders between research and policy-making, between communities, civil society and local academia. They are furthering knowledge and research in support of the internationally agreed development goals.

The end goal of international cooperation is to make higher education work for all countries.

Higher education is a public good but it has to be a worthwhile investment, one that matches student's aspirations and contributes to development needs.

There are pools of unemployed graduates that reflect both markets that are failing to create productive jobs, but also education systems that are not turning out individuals with the right skills for our knowledge-driven societies.

We see that education and employment are deeply implicated in the Arab world's political crisis. But we are also seeing frustration rising across European countries, and high youth unemployment across a number of low-income countries.

This is a social time bomb that we must avert by creating a virtuous circle of opportunity through strong and equitable education systems at *all* levels.

Employability is on the agenda of every government. Next October 24 in Paris, we are organizing a meeting between university leaders from China and Africa around the topic of graduate employability. We are commissioning case studies on this ahead of another global forum on the subject in 2013.

Individuals, including students, are increasingly mobile. Demographics, economic needs and the effects of environmental change are driving the steady rise in the number of international migrants, estimated at 214 million in 2010. There were over 3.4 million students being educated at the tertiary level in countries other than their homes in 2009, up from an estimated 1.7 million in 2000.

Open, inclusive and flexible higher education systems play a role in global prosperity and stability, in the free sharing of ideas and knowledge, and the promotion of research and innovation.

Building them calls for intellectual solidarity and the conviction that healthy competition is best served by strong collaboration – an agreement on the rules of the game to define our common future.

I look forward to our discussions.

Thank you.

Case Presentation

Strategic Network and Collaboration in Higher Education in Australia, Southeast Asia and Korea

Chung-Sok Suh

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Biography



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Chung-Sok Suh Professor Chung-Sok Suh received his bachelor degree in Economics from Seoul National University, and Master of Commerce and PhD from the University of New South Wales (UNSW), Sydney Australia. He is the Executive Director of the Korea Research Institute at UNSW. As the Executive Director of KRI and also a member of the Advisory Board of the Korean Studies Association of Southeast Asia, he has been working in cooperation with 10 leading universities in 7 countries in Southeast Asia for more than ten years. He is currently the President of Korean Studies Association of Australasia and the editor-in-chief of *International Review of Korean Studies*. His personal research area is international business and has been teaching International Business at Australian School of Business, UNSW.

Biography



Kua Wongboonsin

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Kua WONGBOONSIN is a Professor of Demography and Vice President for Research and Innovation at Chulalongkorn University, Bangkok, Thailand. He obtained his Ph.D. and a Master degree in Demography in 1985 and 1981, respectively, from the University of Pennsylvania. Before that, he obtained a Master degree in Sociology and a Bachelor degree in Physics from Chulalongkorn University. Based on his expertise in Demographic Analysis as well as Population and Development, he has authored many books and taken lead in a series of population projections in Thailand, while providing consultancy to various ministries, the private sector, international organizations, and playing active role in various regional and international fora.

Strategic Network and Collaboration in Higher Education in Australia, Southeast Asia and Korea: A Case of North-South-South Cooperation between KRI@UNSW and KSASA

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One of the main goals of United Nations Academic Impact (UNAI) is to promote international cooperation among universities and contribute to the achievement of Millennium Development Goal (MDG). In order for such cooperation to have long-lasting effects in the recipients' countries, however, collaboration and assistance should not be a one-way flow from one country to another. It should instead be planned and designed from the recipients' perspective and with all countries involved acting as equal partners. To achieve this goal, UNAI introduces a new concept of multilateral North-South-South cooperation linking the higher education sectors of countries in the North with those in a group of countries in the South, rather than promoting the usual bilateral cooperation between North and South.

The strategic collaboration for the promotion of Korean Studies in Southeast Asia over the past ten years serves as a good illustration of this North-South-South cooperation in higher education. Cooperative activities have been designed and carried out on an equal footing between universities in Southeast Asia and Australia. The main aim of this paper is to describe how this North-South-South collaboration in Korean Studies has developed and carried out between the Korea Research Institute at the University of New South Wales (KRI@UNSW), Sydney, Australia, and the Korean Studies Association of Southeast Asia (KSASA) jointly established by the leading universities in seven countries in Southeast Asia.

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1. INTRODUCTION

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The strategic collaboration for the promotion of Korean Studies in Southeast Asia over the past ten years serves as a good illustration of this North-South-South cooperation in higher education. Cooperative activities have been designed and carried out on an equal footing between universities in Southeast Asia and Australia, with grants provided jointly by Korea and Australia.

The main aim of this paper is to describe how this North-South-South collaboration in Korean Studies has developed between the Korea Research Institute at the University of New South Wales, Sydney, Australia, and the Korean Studies Association of Southeast

¹ In this paper, Korea refers to the Republic of Korea.

Asia, which was jointly established by the leading universities in seven countries in Southeast Asia. Section 2 explains the historical development of this strategic network and collaboration, and Section 3 underlines the principles of cooperation of this network. Section 4 highlights the strategies and activities in this collaboration, and is followed by a vision for future cooperation in Section 5.

2. HISTORICAL DEVELOPMENT OF STRATEGIC NETWORK AND COLLABORATION

The Korea Research Institute was established in 2000, jointly by the Korea Research Foundation and the University of New South Wales in Sydney Australia, under its former name of the Korea-Australasia Research Centre (KAREC). After ten years of successful operation, KAREC was renamed in December 2010 as the Korea Research Institute (KRI@UNSW hereafter). Since its inception, KRI@UNSW has been collaborating with various institutions in Korea and the leading universities in Southeast Asia. Its partners in Korea include the supporting institutions such as the Academy of Korean Studies (AKS) and the Korea Foundation (KF); the higher education sector in Korea; and other government institutions including the Korea Development Institute.

The main mission of KRI@UNSW is four-fold: (1) to establish cooperative research networks in Korean Studies among scholars and institutions in Australia, Southeast Asia and Korea; (2) to conduct international collaborative research projects on Korea-related issues; (3) to support Korean Studies educational programs in Southeast Asia and Australia; and (4) to contribute to policy formation in Australia and Southeast Asia.

During the past ten years, KRI@UNSW has been working in partnership with ten leading universities in Southeast Asia, comprising the University of Malaya (Malaysia); Chulalongkorn University and Burapha University (Thailand); University of Social Science and Humanities, Hanoi, and University of Social Sciences and Humanities, Hochiminh City, both under the Vietnam National University (Vietnam); University of Indonesia and Universitas Pelita Harapan (Indonesia); the University of the Philippines (the Philippines); Royal University of Phnom Penh (Cambodia); and National University of Laos (Laos).

The first stage of cooperation between KRI@UNSW and Southeast Asian partner universities was undertaken mainly through the initiatives of KRI@UNSW. This cooperation entered the second stage in 2005, when the partner universities in Southeast Asia established the Korean Studies Association of Southeast Asia (KSASA). Since then, various projects have been planned and undertaken jointly by KRI@UNSW and KSASA

members. In 2011, the cooperation entered the third stage, as leading members of KSASA currently take further major steps to localise and strengthen the cooperative network in Southeast Asia. The details of these new initiatives will be explained in Section 5.

3. GLOCALISED COOPERATION BETWEEN KRI AND KSASA FOR KOREAN STUDIES

The principles of strategic cooperation between KRI@UNSW and KSASA can be summarised as “glocalised cooperation for Korean Studies”, and is the main focus of this section².

3.1. Glocalisation of Korean Studies

Various organisations have been established by some countries in the North to promote research and education related to their home countries. Naturally, the goal of these organisations would be the globalisation of their country’s studies. For example, ‘globalisation of Korean Studies’ would be one of the most important goals of the initiatives taken in Korea that aim to support Korean Studies abroad.

However, If ‘globalisation of Korean Studies’ becomes the focal strategy of international collaboration, the nature and scope of support and projects would tend to be determined mainly by the priorities set by home countries—that is, from the supplier’s point of view.

However, the needs and priorities of recipient countries might differ substantially from the priorities set from the perspective of the supplier. For example, research topics for Korean Studies that are considered to be urgent and important by scholars, universities, corporate sectors and governments in Southeast Asia might be substantially different to those perceived in Korea. It follows that if support for overseas Korean Studies is determined only through the mindset of globalisation of Korean Studies, its relevance and impact in the local countries might be limited. Consequently there is an urgent need to ‘localise Korean Studies’ and set the goals and determine the scope of support from the viewpoint of the ‘recipients’, not the ‘suppliers’.

KRI@UNSW and KSASA partners have been working together, with the following three principles.

Localisation in the Context of Globalisation

² Glocalisation refers to a combination of globalisation and localisation.

The first is ‘localisation in the context of globalisation’. We believe globalisation of Korean Studies cannot be successful without successful localisation. Korean Studies in a foreign partner country cannot continually rely on the resources developed in Korea over an extended period of time. Korean Studies can be sustained with stability only when a critical mass of local scholars emerge and form a research community, setting their research agendas driving the educational programs in each country and in the region.

However, if too much emphasis is given to localisation, local research communities might become an ‘enclave’ isolated from the international research community. Moreover, the growth and development of Korean Studies in foreign partner countries will necessarily be limited by local capacities, resulting in local scholars becoming heavily burdened by the weight of impending tasks on their shoulders.

There is a strong need, therefore, to maintain a balanced combination of globalisation and localisation, namely ‘glocalisation of Korean Studies’. For this reason, one of the main objectives of KRI@UNSW has been the ‘glocalisation of Korean Studies’ in Australia and Southeast Asia.

Partnership not Membership

The strategy of ‘glocalisation of Korean Studies’ provides the basis on which all partners in the cooperative network can share ownership and risks with one another.

Although the main financial support for this international collaboration comes from Korea and Australia, inputs from partners in Southeast Asia are indispensable in determining the direction and scope of research projects. Consequently, each university in the network has been invited to participate as a partner in collaboration, sharing equal ownership. This creates incentives for each participant to invest its own resources for capacity building with a long-term plan.

Operational Efficiency

Glocalisation of Korean Studies can assist participants to pursue operational efficiency and avoid duplication. International cooperation and assistance between countries frequently results in similar projects being conducted concurrently without effective coordination. There are two possible solutions. The first is to coordinate projects from the home country. This is feasible if organisations providing support to foreign countries are willing to cooperate and are able to do so institutionally; but there may be bureaucratic impediments across organisations, and coordination will be more difficult if organisations are based in different countries.

The other solution can be found on the recipient's side. If the content and scope of international cooperative projects is determined at the recipient's end and reflects local needs, then the priorities of external assistance can be set according to local needs. As a result, the duplication of activities can be greatly avoided. In this way, the strategy of glocalisation of cooperation can contribute to harmonisation of activities as well. The cooperation of KRI@UNSW and KSASA has followed the second of these two approaches.

3.2. Capacity Building through Long-Term Planning

One of the long-term goals of the collaboration between KRI@UNSW and KSASA is to contribute to capacity building in higher education in Southeast Asia.

People-Focused not Project-Focused

Although institutional learning is indispensable in capacity building, corporate knowledge in an institution is usually embedded in human capital. One of the most important principles for cooperation, then, is bolstering 'human capital'. Activities undertaken through international cooperation therefore need to be people-focused, not project-focused.

This has been one of the most important principles of cooperation among partners in the KRI@UNSW and KSASA network for the past ten years. Institutional networks are necessary to formalise collaboration and undertake official projects. But these institutional networks will not lead to successful glocalisation unless the partnership and cooperation is based on mutual trust and respect between the individual members.

Long-Term Commitment

Capacity building cannot be achieved in the short-term or by carrying out a series of short-run projects without long-term planning. Naturally, long-term commitments and vision are indispensable for cooperation to bear tangible fruits in the long run. Many projects are initiated with good intentions, but not all outlive the first stage of operation and go on to completion.

KRI@UNSW and KSASA have been cooperating in a spirit of long-term planning. Long-term cooperative plans are made in stages of five years, and these five-year plans are revised to reflect the changes in external environments and internal capabilities. Encouraged by the successful cooperation between KRI@UNSW and KSASA over the past ten years, all participants have recently finished planning with confidence for the next five years of cooperation.

Building a Community

One of the important conditions for success in glocalisation of Korean Studies would be to build a local community of Korean Studies scholars who share in their identity as one community and interact with each other. This is also a very important condition for capacity building. However, in order to build and strengthen a community, a network that will facilitate interaction among individual members will be required, in addition to long-term planning and the commitment of resources.

In this aspect, the role of symposiums, conferences and workshops conducted by KSASA has been indispensable in creating and strengthening a community among the institutions and scholars in Korean Studies. Each year, leaders of participating universities have gathered along with the scholars who participate in collaborate projects.

3.3. Extending the Boundary of a Country Study

As the names of the two organisations—the Korea Research Institute and the Korean Studies Association of Southeast Asia—indicate, Korean Studies is the basis of collaboration between KRI@UNSW and KSASA. However, too heavy a focus on one country's study would limit the scope of cooperation and might also lead to the danger of creating an 'enclave' that is isolated from the rest of academia in each institution, country, and the region.

Openness of the Network

Korean Studies outside Korea is broadly understood as the study of Korea and Korea-related issues, including the relationships between Korea and other countries and societies. Most of the scholars who undertake research on Korea can be classified under more than one discipline. For example, a scholar doing research into the political relations between Malaysia and Korea may belong simultaneously to three disciplines: Malaysian Studies, Political Science, and Korean Studies.

It is thus important to maintain the openness of the network to embrace scholars from the wider community, so that they can join the network and the Korean Studies community. This will not only ensure the steady growth in Korean Studies, but also enable the cooperation in Korean Studies to make important contributions to overall capacity building in higher education.

The cooperative network between KRI@UNSW and KSASA has been led by presidents and vice presidents of leading universities in Southeast Asia, as the contributions of the network have been witnessed by partner universities to extend to university-wide capacity building well beyond the confines of Korean Studies.

Comparative Research and Mutual Learning Process

The case of South Korea's successful industrialisation and democratisation within a remarkably short period has left the entire world in awe. In this sense, there are some experiences to be shared with countries interested in adopting similar policies for their own development.

In order for a country study to be successful in international academia, an indispensable condition would be to avoid an ethnocentric attitude at all costs. The research collaboration must instead be based on mutual respect. For this reason, most of the collaborative research projects undertaken by KRI@UNSW in partnership with KSASA have adopted the framework of "comparative research", in order that the project be a mutual learning process for each society and culture. Moreover, scholars in Southeast Asia will be able to participate in collaborative research with an agenda and emphasis that reflects local demands and needs, making policy recommendations more relevant and implementable.

If the process is one of mutual learning through comparative research, the entry barrier to the "study of Korea" will be greatly lowered, thus facilitating the participation of prominent scholars who have not previously taken part in Korea-related research. Scholars who participate in comparative research will then be added to the human resources pool of Korean Studies. They will be able to participate in educational programs through comparative research projects.

3.4. Cooperation and Competition

One of the important trends to have emerged in international interactions since the 1990s is the emergence of strategic alliances among potential competitors, requiring the simultaneous pursuit of cooperation and competition. Excessive competition can be harmful, especially to players from countries where international competitiveness has not been fully developed. So it is important to promote *cooperation* rather than *competition*, though not to the extent of sacrificing the efficiencies that can flow from healthy competition. It is important to maintain an appropriate balance between cooperation and competition.

This combination of cooperation and competition has also been the backbone of collaboration between KRI@UNSW and KSASA. As KRI@UNSW and KSASA aim to build a research community in Southeast Asia, a vital principle is to foster cooperation among partners. The plans for the activities of KSASA are jointly determined by the advisory board and the executive committee which comprise representatives of participating universities. As such, cooperation has been the norm since the inception of

the Association. In this way, duplication of activities can be avoided and projects harmonised.

Nonetheless, this close cooperation has not eliminated healthy competition within the cooperative network. Universities participating in the KSASA network have endeavoured to develop and promote Korean Studies, reflecting their unique environmental conditions, cultural backgrounds, and internal capabilities. As a result, these universities have developed their distinct areas of competence within Korean Studies.

Within the network between KRI@UNSW and KSASA, participating universities have collaborated to create a community and achieve the collective goals of that community. At the same time, the universities have been competing with one another to develop country-specific and university-specific competitiveness in Korean Studies research and education. This combination of cooperation and competition has created a unique pattern of development in Korean Studies in Southeast Asia that is not evident in other regions of the world.

4. KRI@UNSW AND KSASA in the 2000s

The strategic cooperation between KRI@UNSW and KSASA in the decades of the 2000s can be summarised into four categories: establishment and expansion of network; from country study to comparative research; localisation of Korean Studies education; and bringing up the next generation of scholars.

4.1. Establishment and Expansion of Network

As already mentioned, the current partners of KSASA are ten leading universities from seven countries in Southeast Asia and KRI@UNSW from Australia. The partner universities in Southeast Asia are leaders in higher education and hence capable of leading the process of ‘capacity building in Korean Studies’ by undertaking the role of national hub for Korean Studies research and education in their respective countries. Leading the development of Korean Studies as a national hub includes initiating research activities on Korea, developing education programs in Korean Studies, and assisting other universities in the country.

These universities also have a capacity for working in close cooperation with their countries’ governments and corporate sectors. By taking a leading role in providing advice to their nations’ governments, they participate in and contribute to policy

formulation in areas related to bilateral relations with Korea as well as multi-lateral relations in the Asia-Pacific region.

KRI@UNSW has been working in partnership with KSASA to bring about an integration of these national networks into a regional network in Southeast Asia. KSASA will also be linked with the international networks, including the universities and agencies in Korea.

The governing structures of KSASA comprise the advisory board and the executive committee. The advisory board consists of presidents and vice-presidents of ten partner universities and representatives from KRI@UNSW and participants from Korea, while the executive committee consists of Deans of College (Faculty) of Humanities and Social Sciences and other representatives of the participating universities and organisations. To date, the presidents of KSASA have been elected from the advisory board.

There have been three levels of forums and meetings to maintain these networks effectively. Every two years, KRI@UNSW hosts the Korean Studies International symposium in partnership with KSASA. These symposiums have been held in Australia, Southeast Asia and Korea, in turn, once every two years. In the alternate years, KSASA has been holding the KSASA Biennial Conference in partnership with KRI@UNSW. The KSASA conferences have been hosted by the partner universities in Southeast Asia.

To strengthen the national network of Korean Studies in each country, each partner university has held national workshops, seminars and symposiums in Korean Studies, in collaboration with KRI@UNSW, the government in each country, and on some occasions with Korean government agencies.

Since the inception of KRI@UNSW, ten international symposiums have been held by KRI@UNSW and KSASA, four international conferences by KSASA, and more than 25 international workshops and seminars by KRI@UNSW and KSAA. In total, more than 1,264 people participated in the network programs organised by KRI@UNSW and KSASA in Southeast Asia, Australia and Korea.

4.2. From Country Study to Comparative Research

Until the establishment of the cooperative network between KRI@UNSW and KSASA, only a very small number of research projects were conducted in the field of Korean Studies, in seven countries in Southeast Asia.

The utmost priority in cooperation, therefore, was to expand the researchers' pool beyond language education to the social sciences, humanities and business, so that research outcomes could contribute to policy making in each country. KRI@UNSW selected four major areas of priority research: 'Government, public administration and public sector

reform'; 'Economic development, international business and foreign direct investment'; 'Society and culture, cultural industry and copyright issues'; and 'Korean language education and other humanities'.

As mentioned earlier, the research framework used for these projects is 'comparative research'. This enables prominent scholars in each country to participate in collaborative projects even though they had done no previous research related to Korea. This also reflects the principle of 'learning from each other'. This also enhances the link between Korean studies and other disciplines including public administration, economics and business, law, culture and society, and language education. As a consequence, the promotion of research in Korean Studies has contributed to the building of research capability in a wider range of disciplines.

These multi-year research projects have created a close-knit regional research community in each research cluster. Currently, KRI@UNSW has 72 members, drawn from the higher education sectors of Australia, Southeast Asia and Korea, working jointly on research projects. During the past ten years, 284 researchers have participated in joint research and produced 117 research outputs, including policy reports in Southeast Asia.

4.3. Localisation of Korean Studies Education

As the partner universities of KSASA have been leading Korean Studies education in seven countries of Southeast Asia, their role is extremely important to the development of Korean Studies in each country.

KRI@UNSW and KSASA have jointly conducted a series of international Korean studies education workshops to address the issues of teaching pedagogy, development of teaching materials, and sharing experiences among different universities. The partner universities have also conducted national workshops, inviting other universities to share resources and experiences.

Within KSASA, there are two groups of partner universities. Universities from Thailand, Malaysia, Vietnam and Indonesia have long been working with KSASA, whereas those from the Philippines, Cambodia and Laos joined KSASA recently in 2008. The former group is planning to assist the latter in the localisation of Korean Studies education, sharing experience and resources.

4.4. Bringing up the Next Generation of Scholars

As the partner universities are the leaders of higher education in each of the seven countries in Southeast Asia, their future leaders and scholars will be drawn from these member universities.

KRI@UNSW and KSASA have made joint efforts to groom future leaders in Korean Studies. First, KRI@UNSW and KSASA have invited young and capable scholars and postgraduate students to participate in international collaborative research projects. As these young scholars and research students are destined to become the future leaders in the region, it is important to provide the ongoing support and assistance they need to form a community of future leaders.

Second, KRI@UNSW and KSASA have encouraged capable students to visit Korea and Australia and to pursue further studies in Korea and Australia. As there is no direct scholarship provided by these two institutions, we have encouraged promising students in Southeast Asia to apply for scholarships available in the two countries.

5. FUTURE PLANS FOR COOPERATION BETWEEN KRI@UNSW AND KSASA

Based on a history of cooperation stretching back more than ten years, KRI@UNSW and KSASA is taking a major step to enhance its cooperative activities in 2011.

5.1. Expansion of Comparative Research

The first of the new developments in the third stage of cooperation is expansion of comparative research between Australia, Korea and Southeast Asia, in terms of both scale and scope.

In January 2011, KRI@UNSW commenced a major research project in collaboration with Chulalongkorn University, University of Malaya and University of Social Sciences and Humanities, Hanoi. This project is of five years' duration, and its main aim is to conduct comparative research on the national model of development between Korea and Thailand, Malaysia and Vietnam.

The project will analyse the national development models in the areas of political development and public sector reform; economic policy for growth and development; socio-cultural development and culture industry in Korea, in comparison with those in Thailand, Malaysia and Vietnam, and draw implications for the countries of Southeast Asia.

Many countries in Southeast Asia have shown interest in adopting development strategies that reflect the Korean experience. However, most of the existing research was conducted by scholars in Korea, and there was only limited scope for Southeast Asian scholars to participate in research and draw local implications.

Therefore, the research team comprises leading scholars in respective fields from Australia, Korea, Thailand, Malaysia and Vietnam. This composition of researchers promotes equal ownership and partnership among research personnel and enables rigorous comparative analysis. As the policy reports will be initiated by local scholars, it will ensure appropriate steps in drawing local implications which can be implemented by each government.

5.2. Development of Institutional Linkage in Research in Southeast Asia

In 2011, important steps are being taken in Thailand, Malaysia and Vietnam: the plan to establish a Korean Studies Research Center at Chulalongkorn University; the plan to establish a Korean Studies Research Centre at the University of Malaya; and the establishment of the Korean Research Association of Vietnam.

The plan to establish a Korean Studies Research Center at Chulalongkorn University was announced at the 4th KSASA Conference, held in Jakarta, Indonesia³. The missions of the Korean Studies Research Center will be threefold, covering ‘research’, ‘education’ and ‘regional and international network’: (1) to contribute to Localization of Korean Studies research in Southeast Asia; (2) to support Korean Studies Education in Southeast Asia; and (3) to strengthen the cooperative networks in Korean Studies in Southeast Asia, in collaboration with partner institutions in the Korean Studies Association of Southeast Asia (KSASA), and externally to work with KRI@UNSW.

The activities of the Korean Studies Research Center under the three themes mentioned above will cover the following areas. The first area will be related to networking, which includes the activity of cooperating with the leading universities in the Korean Studies Association of Southeast Asia (KSASA) networks, the Korean Research Institute at the University of New South Wales, and the proposed Korean Studies Research Centre to be established at the University of Malaya, Malaysia.

To promote research, the research centre plans to cooperate with partner universities and scholars in KSASA networks as well as KRI@UNSW, the University of Malaya and other institutions in order to conduct collaborative research projects. The Korean Studies Research Center plans to work with partner universities in KSASA networks and the academic institutions in Korea, to further localise Korean Studies Education Programs in Southeast Asia and to organize academic conferences, symposiums, seminars and workshops in Southeast Asia.

Second, there has been an initiative within the University of Malaya to establish in 2011 the Malaysia-Korea Studies Research Centre, one that will also collaborate with

³ The name of the research centre will be determined at a later date.

KRI@UNSW and KSASA. The Malaysia-Korea Research Centre at University of Malaya will work with the Korean Studies Research Centre at Chulalongkorn University and other partners in KSASA to strengthen the local ownership of research in Southeast Asia and to promote cooperation within the higher education sector in Southeast Asia.

Third, the Korean Researchers Association of Vietnam (KRAV) was established with the leadership of the University of Social Sciences and Humanities, Hanoi, in April 2011. So far, all 15 universities in Vietnam where Korean Studies educational programs are established have joined the Association, and its membership includes 120 scholars. KRAV will be affiliated with KSASA and operate as a national chapter in Vietnam.

5.3. Strengthening of the Cooperative Network

The first five years of cooperation between KRI@UNSW and its Southeast Asian partners were devoted to the establishment of the cooperative network, securing friendship and trust for long-term cooperation, and aligning the visions for collaboration. Then KSASA was established formally and the cooperation between KRI@UNSW and KSASA strengthened the friendship, created research communities, and contributed to capacity building for collaborative research and educational support.

We are now entering the third stage of cooperation and making another quantum leap in our collaboration. KRI@UNSW has initiated a momentous five-year research project which will contribute to the sharing of development experience between Korea and Southeast Asia and to policy formulation in Southeast Asia for building a better future. During the third stage, all partners in the network will continue to strengthen the cooperative relationship, and KRI@UNSW and KSASA will jointly endeavour to strengthen the cooperation with partner organisations in Korea and the world.

As Southeast Asian partners of this network take steps for further localisation, KRI@UNSW and KSASA will help nurture the next generation of scholars and thus enable the cooperation we started ten years ago to continue for the next 50 years.

Case Presentation

North-South Cooperation at ACE-HED, United States

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Tully Cornick

Executive Director of Higher Education for Development,
American Council on Education, United States

Biography



Tully Cornick

Executive Director of Higher Education for Development, American Council on Education, United States

Executive Director Tully Cornick leads Higher Education for Development in strengthening ties between U.S. and host country higher education institutions to yield strong partnerships and sustainable results. Cornick was a senior administrator in the Bureau for Latin America and Caribbean Affairs at USAID. He was deputy mission director for USAID/El Salvador. Cornick holds a doctorate in Development Sociology from Cornell University and a master's degree in rural sociology and agricultural economics from the Ohio State University.

Case Presentation: North-South Cooperation at ACE-HED, United States

Tully Cornick

Executive Director of Higher Education for Development,
American Council on Education, United States

For nearly two-and-a-half decades higher educational partnerships were virtually ignored as a development tool and area of focus for much of the international development community, including that of the United States. It is only recently that there has developed a marked change in the importance given to higher educational partnerships as a vehicle for pursuing North-South cooperation and international development efforts. Most exciting this second time around is the emergence of new cooperation models based around a set of South-South-North partnerships or alliances that leverage the traditional model of North-South cooperation to strengthen one or more additional countries' institutions of higher education and development efforts.

In this presentation, HED will highlight the impact of two Higher Education for Development (HED) partnerships that capture some of the richness and potential of the South-South-North Cooperation. They include the Nano-Power Africa partnership under the Africa-U.S. Higher Education Initiative and the Leadership Initiative for Public Health in East Africa that encompasses seven East African universities in Democratic Republic of the Congo, Ethiopia, Kenya, Rwanda, Tanzania, and Uganda.

Community college or technical college partnership development is another strong but often overlooked element of North-South collaboration. The presentation will show how a small but growing segment of HED partnerships as U.S. foreign policy and developing country agendas begin to place greater importance on workforce development, entrepreneurship, and small and medium enterprise job creation.

HED's mission is the formation of partnerships between institutions of higher education in the United States with institutions of higher education in other countries, primarily in the developing world, for the specific purpose of promoting development. Since the founding of HED by the six major U.S. presidential higher education associations, HED has awarded funding to higher education institutional partnerships with grants provided primarily by the U.S. Agency for International Development (USAID) and its overseas Missions, as well as the U.S. Department of State.



Higher Education for Development (HED)



North-South Cooperation at ACE-HED, United States

Tully Cornick, PhD
Executive Director



Presentation for the
2011 United Nations Academic Forum in Seoul
Korean Council for University Education
August 11, 2011



Presentation Overview

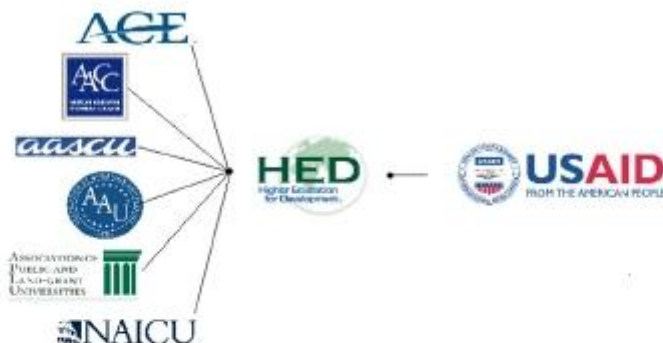
- What is HED?
- Case: Nano-Power Africa
- Case: LIPHEA (Leadership Initiative for Public Health in East Africa)
- Get Connected with HED



About HED

- **HED Mission:** supporting partnerships between U.S. and host country higher education institutions to address local and national development challenges.
- Founded by six higher education presidential associations* in 1992. Formerly known as “Association Liaison Office for University Cooperation in Development” (ALO).
- Funded as a nonprofit by USAID/EGAT, USAID Bilateral Missions, and the U.S. State Department.

*HED was founded by the American Council on Education, American Association of Community Colleges, American Association of State Colleges and Universities, Association of American Universities, National Association of Independent Colleges and Universities, and the Association of Public and Land-grant Universities, formerly the National Association of State Universities and Land-Grant Colleges.

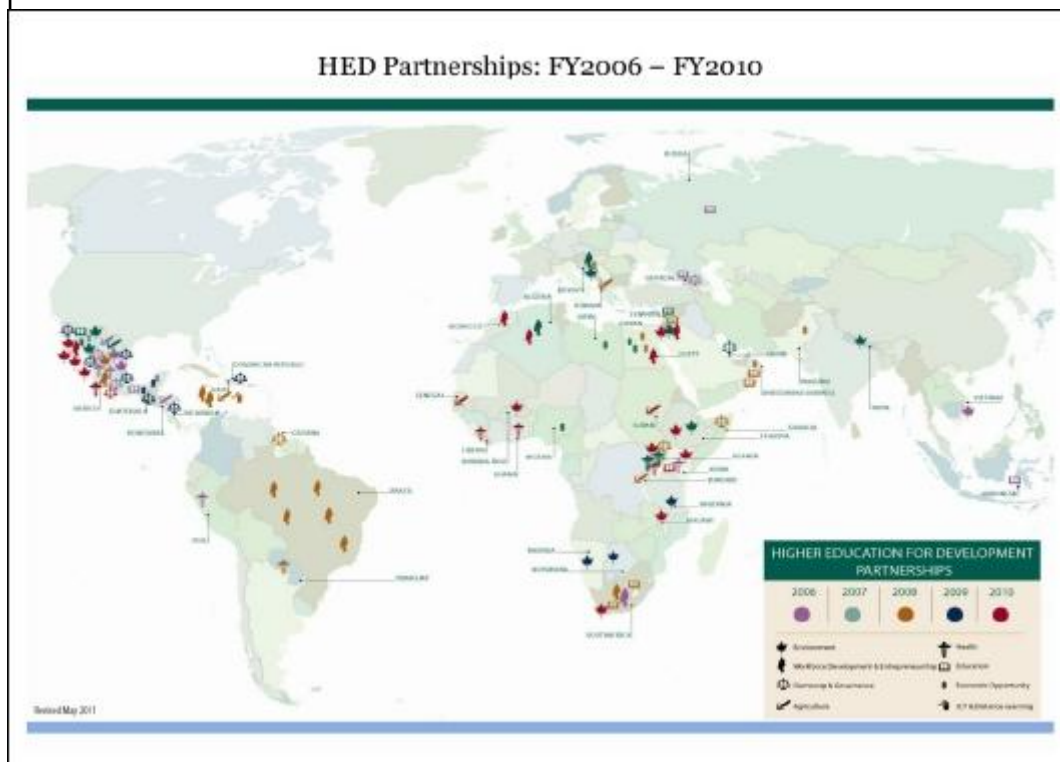


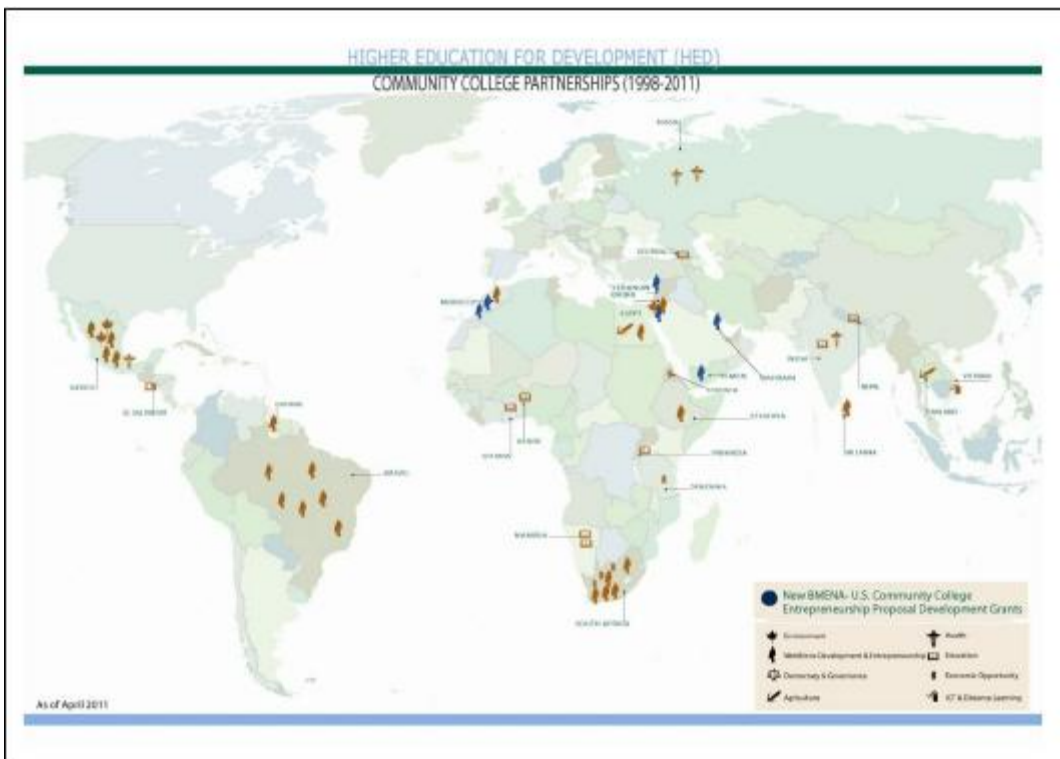
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HED operates with the advice and counsel of six higher education presidential associations:

- American Council on Education
- American Association of Community Colleges
- American Association of State Colleges and Universities
- Association of American Universities
- Association of Public and Land-grant Universities
- National Association of Independent Colleges and Universities

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The RFA Process

- RFA released
- Applications due 8-10 weeks after release of RFA
- Competitive peer review process that seeks to include host-country experts is conducted about two weeks after RFA deadline
- HED recommends top selection(s) based on peer review results
- Sponsoring agency provides official approval within one week of peer review
- HED notifies winning institution(s) within days of USAID approval
- HED negotiates/reviews draft sub-agreement with U.S. institution
- Final sub-agreement executed (three to eight weeks after notification of award)
- Partnership begins implementing project activities

Areas of Focus

HED partnerships address a wide range of development challenges, including:

- Health
- Global Food Security
- Business/Economics
- Environment and Natural Resource Management
- Agriculture
- Workforce Development
- Small-Business Growth and Entrepreneurship
- Education
- Democracy and Governance, Public Policy, and Journalism
- Information Technology
- Women and Development



Current HED Initiatives

- Africa-U.S. Higher Education Initiative Partnerships (Planning Grants - \$1.64 million & two-year program ~\$13.4 million)
- Broader Middle East and North Africa - U.S. Community College Small Grants Initiative - \$1 million– \$1.5 million
- U.S. Middle East University Partnerships Program - \$3.6 million
- Training, Internships, Exchanges and Scholarships (TIES) Program - \$22 million
- JOBS Entrepreneurship Initiative (Barbados, Jamaica, Mexico, Peru, Philippines, Tunisia)

As of July 2011



Measurable Benefits to U.S. Partners

HED Partnerships:

- Add to campus diversity
- Expose students to new perspectives and ideas
- Establish ongoing and continuing links globally
- Enhance U.S. faculty's knowledge and capabilities
- Expose U.S. community members to new perspectives and ideas
- Expand and improve the reputation of U.S. institution
- Provide opportunities to initiate research
- Offer opportunities for joint publications
- Offer U.S. faculty and students opportunities for exchanges



Nano-Power Africa

- One of 11 partnerships under the Africa-U.S. Higher Education Initiative. The primary partners are the University of Cincinnati and the University of Cape Town.
- **Partnership Vision:** Leverage knowledge gained in African research towards solving technical problems in the application of nanomaterials to provide off-grid power at a low cost using technologies that will be implemented in the African host countries. Scientists and engineers will be trained to take advantage of their knowledge to develop entrepreneurial endeavors in their home countries.



Nano-Power Africa: Outreach to Partners

- **Rotary Club, Cincinnati Chapter** - Host and guide students toward entrepreneurial approaches and to assist in links to Rotary Clubs in South Africa, Ethiopia and Rwanda
- **Oak Ridge National Laboratory** - Search, planning of post-doctoral work support
- **Argonne National Laboratory**- Post doctoral search, planning of post doctoral work, experimental work on characterization of nanostructure layers for photovoltaics
- **Sun Chemical Corporation**- Discussion of direct support for Cape Town
- **Eclipse Film Technologies** - Planning for reel-to-reel processing
- **Solar Light for Africa**- Several meetings to discuss interactions, planning for new course at University of Capetown
- **U.S. Air Force** - AFOSR funded part of NPA through the African Materials Initiative program
- **Village Life Outreach Project**- One meeting to discuss interactions

LIPHEA: Partnership Overview

- Strengthen teaching and educational programs that integrate leadership training throughout the curricula;
- Create a network that links regional public health schools, ministries of health, public health practitioners, regional organizations and other critical stakeholders, that will facilitate information and resource sharing;
- Establish a faculty development program that will sponsor promising young public health faculty from the African institutions through a combination of degree programs and in-service programs in public health leadership;
- Create an enabling environment in Tanzania and Uganda for public health activities by building leadership and advocacy skills among public health faculty and key decision-makers; and
- Improve the teaching infrastructure at the African institutions.

LIPHEA Impact

- Training of more than 1,000 individuals in health emergency management at the district level in the alliance countries;
- Twelve published online volumes of the *East Africa Journal of Public Health*;
- Successful transfer of server from Tulane University to Makerere University;
- Full integration of zoonotic curricula into the district health emergency management plans; and
- Development of Master's degree programs at the Makerere and Muhimbili schools of public health in Public Health and Nutrition, Health and Social Research, and Health and Public Management.

LIPHEA Impact

- Partnership-trained district-level public health workers helped in relief efforts following flooding and landslides in Uganda and Tanzania.
- Monthly consultations with Ugandan and Tanzanian Prime Minister's offices on disaster planning and response.
- Ongoing training of district-level disaster management personnel in all six HEALTH alliance countries (DRC, Ethiopia, Kenya, Rwanda, Tanzania, Uganda) with the full incorporation of zoonotic disease control into the curricula.
- Johns Hopkins created a free online course titled, "*Enhanced Teaching and Learning: A Public Health Perspective*," designed to help HEALTH faculty develop more effective courses, ready to be transferred to East Africa.

LIPHEA: Unexpected Outcome

LIPHEA launches a regional alliance of schools of public health.

The Higher Education Alliance for Leadership Through Health (HEALTH) – officially established in 2008 in collaboration with the Centers for Disease Control and Prevention (CDC), ministries of health, inter-ministerial agencies, and national Red Cross Societies – continues to build health emergency management capacity at the district level in the six HEALTH countries (Democratic Republic of the Congo, Ethiopia, Kenya, Rwanda, Tanzania, Uganda).



Characteristics of High-Performing Partnerships

1. **Host country partners involvement/participation:**
 - a) in the critical process of determining performance objectives.
 - b) in the selection of the U.S. partner institution.
2. **Emphasis on host country human and institutional capacity:**
 - a) improving the host country work environment - attract academics back to their home countries after studying abroad for advanced degrees.
 - b) objectives clearly focus on providing results that build capacity.
3. **U.S. partner commitment and engagement:**
 - a) genuine support for and commitment to – at the highest levels of the institution – the partnership relationship.
 - b) sincere cultural sensitivity & awareness of technological constraints on the part of the participating partners.
4. **Long-term mutual benefit** and desire for continued professional and institutional relationships and networks.



Get Connected with HED

- HED Website (Request for Applications-RFAs)
- News Releases
- Social Media Networks (Twitter, LinkedIn, Facebook)
- e-Alerts
- e-Newsletter

Visit www.HEDprogram.org

Panel Discussion

Tzachi Milgrom

Vice President, Hadassah College Jerusalem, Israel

Mohd Jamil Maah

Deputy Vice-Chancellor for Academic and International,
University of Malaya, Malaysia

Prapin Manomaivibool

Professor and Director of Asia Research Centre,
Chulalongkorn University, Thailand

Biography



Tzachi Milgrom

Vice President, Hadassah College Jerusalem, Israel

Ph.D. in Science Teaching. Expert in Chemical Education.

Served as Deputy Director of Jerusalem Educational Authority

Wrote more than 20 books and created digital learning materials in Physical Sciences.

Taught at the Hebrew University, Jerusalem, and was Senior Researcher and head of R&D teams at the Science Teaching Center. Research Areas: Science, Technology and Society curriculum; ICT and Educational Technology; Higher Education and Improving University Teaching.

During the last 10 years - Vice President of the Hadassah Academic College, Jerusalem and Dean of Academic Affairs.

Serves as Higher Education Expert at the TEMPUS program - the European Union's program which supports the modernization of higher education in the EU's surrounding area. Expertise fields: Lifelong learning and Higher education institutions and students

Biography



Mohd Jamil Maah

Deputy Vice-Chancellor for Academic and International,
University of Malaya, Malaysia

Dr. Mohd. Jamil Maah is currently Professor of Chemistry and the Deputy Vice Chancellor (Academic and International) University of Malaya. Prior to his present appointment, he was the Deputy Vice Chancellor (Research and Innovation), Dean of Faculty of Science (2007-2008), Head of UM Consultancy Unit, Deputy Dean of Science (1999-2000); University of Malaya.

Apart from the various faculty appointments, he is also involved in various committees and activities including: Coordinator, JSPS-VCC; Chairman of Deputy Vice Chancellor (JIM) Committee; Fellow of the Malaysian Academy of Sciences, Fellow of Royal Society of Chemistry, United Kingdom; Chairman, Royal Society of Chemistry, Malaysian Section; Member, Analytical Sciences Society of Malaysia; Associate Member of Malaysia Institute of Chemistry; Advisor/Moderator, Malaysian Examination Board; Academic Advisor (Chemistry Programme), Universiti Malaysia Terengganu.

Dr Mohd Jamil Maah is actively engaged in research and teaching. His main interest now is in the area of Inorganic and Environmental Chemistry. He has published 6 academic books and published more than 100 articles in journals such as Journal of The Chemical Society Chemical Communication, Journal of Organometallic Chemistry, Journal of Environmental Sciences, Angewandte Chemie; India Journal of Chemical Sciences etc. He has presented more than 80 papers in international and local conferences/seminars/workshops. He has successfully supervised PhD and Master students and the external examiner for PhD and MSc thesis for Universiti Kebangsaan Malaysia, Universiti Teknologi MARA and Universiti Teknologi Malaysia.

In recognition for his contribution towards the field of education he was awarded the Dato' Paduka Mahkota Selangor (DPMS) by His Majesty DYMM The Sultan of Selangor (2003).

**STRATEGIC NETWORK AND COLLABORATION IN
HIGHER EDUCATION IN AUSTRALIA,
SOUTHEAST ASIA, AND KOREA: A CASE OF
NORTH-SOUTH-SOUTH COOPERATION BETWEEN
KRI@UNSW AND KSASA:
A RESPONSE**

Mohd Jamil Maah

Deputy Vice-Chancellor for Academic and International,
University of Malaya, Malaysia

1. Globalisation
 - a. Korea disseminates information and knowledge on Korea; Southeast Asian partners disseminate these knowledge and information 'as is'.
 - b. "Upstream" (Provider country) to "downstream" (Recipient country) in knowledge dissemination.
 - c. Conventional perspective - Korean Studies from Korea, as country of origin, to Southeast Asian countries.
2. Globalisation (shift in perspective) - with conventional approach on Korean studies from the Korean perspective
 - a. Southeast Asian countries/universities bring in other disciplines and local insights to expand knowledge into an interdisciplinary collaboration (a kind of hybridity) – globalisation of Korean studies.
 - b. Partnership based on mutual cooperation and equal ownership.
3. Sustain long term commitment to the partnership
 - a. Groom generation of Southeast Asian young scholars to build critical mass of local academic community that will carry on research agendas (especially comparative research) in Korean studies.
 - b. Financial support and other shared commitments by partner countries/universities.
4. University of Malaya: Its role in the strategic network and collaboration.
 - a. From Recipient to Donor: Malaysia in the South-South Cooperation.
 - b. Malaysia enjoys strong bilateral economic, political and now cultural relations with Korea and willing to exchange and share experiences for the benefit of both countries.
 - c. UM as one of the leaders in higher education in Southeast Asia, to embark on

academic capacity building through active research in line with UM tagline “The Leader in Research and Innovation”.

- d. UM encourages academic contribution from various disciplines, as well from academics in other universities in Malaysia.

5. University of Malaya: Cooperation with KSASA and KRI@UNSW

- a. Malaysia-Korea Research Centre (MKRC).
- b. A research hub on Malaysia and Korea that could contribute to policy formation.
- c. Lead and assist the development of Korean Studies research and education in other universities within Malaysia.
- d. Ready to share experiences with new partner universities within KSASA.
- e. A long-term partner with KRI@UNSW, sharing vision, knowledge, people and activities.

Strategic Network & Collaboration in Higher Education in Australia, Southeast Asia and Korea: A Response

Prof. Dato' Dr. Mohd Jamil Bin Maah
Deputy Vice-Chancellor (Academic & International)
University of Malaya

OVERVIEW

- 1. Globalisation of Korean Studies**
- 2. Glocalisation of Korean Studies: A New Approach**
- 3. The Path towards Sustainable Partnership**
- 4. University of Malaya (UM): Its Role in the Strategic Network and Collaboration**
- 5. University of Malaya (UM): Cooperation with KSASA and KRI@UNSW**

1. Globalisation of Korean Studies

- a. From emphasis on "Upstream" (provider country, Korea) to "Downstream" (recipient countries) in knowledge dissemination
- b. Korea disseminates knowledge as 'authority' while Southeast Asia accepts them 'as is'
- c. Conventional perspective
 - ◆ Korean Studies from Korea's view

2. Glocalisation of Korean Studies: A New Approach

- a. Shift of perspective
(Korean → Southeast Asian countries)
- b. Injection of interdisciplinary and local views/approaches to Korean Studies: A new kind of 'hybrid' scholarship
- c. Partnership based on mutual cooperation & equality of ownership

3. The Path toward Sustainable Partnership

- a. Groom younger generation of Southeast Asian scholars to build a critical mass of local academic community in short- to medium-term (Especially comparative research)**
- b. Financial support and other shared commitments by partner countries/universities**

4. University of Malaya (UM): Its Role in Strategic Network and Collaboration

- a. From recipient to donor: Malaysia in South-South cooperation**
 - ◆ Promotes skill-intensive, knowledge-dependent & technical cooperation programmes with developing countries**
- b. Strong bilateral ties (economic, political and cultural) ties with Korea & mutual experience-sharing**

4. University of Malaya (UM): Its Role in Strategic Network and Collaboration

- c. Academic capacity-building through active research in line with UM's tagline ***The Leader in Research and Innovation***
- d. Cross-contribution of knowledge from various disciplines and academics in other Malaysian universities

5. University of Malaya (UM): Cooperation with KSASA and KRI@UNSW

- a. Malaysia-Korea Research Centre (MKRC)
 - ◆ One of the three institutions in Southeast Asia to promote research ownership and higher education cooperation
- b. A research hub on Malaysia and Korea that could contribute to policy formation

5. University of Malaya (UM): Cooperation with KSASA and KRI@UNSW

- c. Lead and assist the development of
Korean Studies research and education**
- d. Ready to share experiences with other
partner universities within KSASA**
 - ◆ **Research & Development (R & D)**
 - ◆ **Country's socio-economic
developments' know-how**

5. University of Malaya (UM): Cooperation with KSASA and KRI@UNSW

- e. Commitment to long-term partnership
with KRI@UNSW**
 - ◆ **Sharing vision, knowledge, people
and activities**

MALAYSIA-KOREA RELATIONS



MALAYSIA-KOREA RELATIONS



KAMSA HAMNIDA

Biography



Prapin Manomaivibool

Professor and Director of Asia Research Centre,
Chulalongkorn University, Thailand

Prapin Manomaivibool, Ph.D. graduated with a doctoral degree in Chinese language and linguistics from University of Washington, Seattle, USA. She is a Professor in Chinese language accepted from the Thais as a scholar who has laid a solid foundation in the study of Chinese language at higher education institutions in Thailand. She is the founder of the Chinese Section of the Faculty of Arts, Chulalongkorn University and later was also Dean of the Faculty. Currently, she is the first President of the Chinese Language Teachers' Association of Thailand. At the national level, she has served as the Counselor for the establishment of Chinese curriculum at Thai higher education institutions. Her current positions include Chair Professor of Chinese Division of the Faculty of Arts and the Director of Asia Research Center at Chulalongkorn University.

Comments on “Higher Education for Development (HED)” presented by Tully Cornick, Ph.D.

Prapin Manomaivibool

Professor and Director of Asia Research Centre,
Chulalongkorn University, Thailand

Since the presentation by Professor Chung-Sok Suh and Professor Kua Wongboonsin was already commented by Professor Jamil Maah in details, therefore I am going to comment mainly on the presentation by Dr Tully Cornick, Executive Director of Higher Education for Development in the US.

Dr.Cornick’s presentation gave a good overview of the Higher Education for Development which is an organization under the United States Agency for International Development (USAID). All of us here now have learned about HED, how it was founded, how it has been funded and supported. Since its establishment in 1992, HED has been operating for the past 19 years with the advice and counsel of six higher education presidential associations in the US and has initiated a large number of projects in various regions worldwide, including Central and South America, Africa, Middle East, Russia, South Asia and Southeast Asia. Its areas of focus are also diverse, ranging from Environment, Agriculture, Workforce Development & Entrepreneurship, Democracy & Governance, Health, Education, Economic Opportunity, and ICT & Distance Learning.

Dr.Cornick as the Executive Director of HED, has introduced us to the core mission of HED, its activities and programs. In order to let us have some in-depth vision of its mission, Dr.Cornick raised two cases as examples of what HED, as a nonprofit organization, has managed in Africa and East Africa.

The case of Nano-Power Africa under the Africa-U.S. Higher Education Initiative with the University of Cincinnati and the University of Cape Town as primary partners is a very interesting case. The knowledge gain in African research towards solving technical problems in the application of nanomaterials, the training of local scientists and engineers will definitely benefits the host countries.

The case of Leadership Initiative for Public Health in East Africa is a good example of creating a network linking regional public health schools and practitioners, ministries of health and other related organizations to facilitate the sharing of information and resource. The establishment of a faculty development for promising young public health faculty in the region through a combination of degree programs and in-service programs in public health leadership and the development of Master’s degree programs in Public Health and Nutrition, in the host countries will give a sustainable impact on health education of the host countries.

Dr.Cornick also pointed out the unexpected outcome of LIPHEA in establishing the Higher Education Alliance for Leadership through Health which provide the district level with health emergency management capacity in the six host countries, such as Ethiopia, Rwanda, and Uganda.

Besides the 2 cases given by Dr.Cornick, I would like to add a case of HED/USAID higher education partnerships in Southeast Asia that is the case in which University of Washington in Seattle, U.S.A. and Chulalongkorn University in Thailand were the primary partners. This partnership developed an Internet-based model of the river basins of Southeast Asia to enhance regional decision making on water resource management and established a wide network of scientists and policy makers in the area of integrated coastal management. The partnership created a complete data model of the physiology and hydrology of six major river systems in Southeast Asia (Thailand, Vietnam, Cambodia, Indonesia, Malaysia, and the Philippines) and gave a presentation at a conference of the Mekong River Commission attended by more than 100 scientists and policy makers. Six University of Washington students were trained in hydrological modeling, chemical flux studies, and other techniques at Chulalongkorn University (CU), and partners established formal links with five regional scientific and policy-making bodies. The CU partnership director has been appointed to serve on three national and regional organizations responsible for water resource allocation policy decisions.

HED is to be congratulated on its significant achievements all over the world. It's activities are clearly compatible with the activities of UNAI, as the vision of the United Nations Academic Impact (UNAI) is to align institutions of higher education, scholarship and research with the United Nations and with each other in the areas of human rights, literacy, sustainability, conflict resolution, and the realization of the Millennium Development Goals (MDGs) to address priority issues with which our world is faced. *(Source: UNAI Website <http://academicimpact.org/index.php> & the brochure sent out by the conference organiser)*

Therefore, my comments are mainly related to how we can increase the long-run effectiveness of its activities.

In order to help to achieve the MDG more effectively, the 2005 Paris Declaration on Aid Effectiveness emphasized five important principles. They are (a) Ownership, (b) Alignment, (c) Harmonization, (d) Managing for Results, (e) Mutual Accountability. *(Source: <http://www.aidwatch.org.au/where-is-your-aid-money-going/what-is-aid/millennium-development-goals-and-the-paris-declaration-0#.edn2>. The table from the website is attached on the last page. You might want to elaborate further on these five principles.)*

In line with the Paris declaration, I would like to emphasize the role of local partner in higher education. As mentioned before, the activities of HED cover diverse areas, well

beyond the university education. In these diverse activities, leading universities in each country may be invited as long term partners of HED.

Then local university partners would be able to participate in the planning, execution and evaluation of the projects. This would help to achieve the five principles of Paris Declaration, i.e. “local ownership”, “Alignment of the projects” “avoiding duplication” “assessing the outcome from the recipient’s side”, and “enhancing mutual accountability”.

Furthermore, for the various projects to have long-term effects, the projects need to be carried out in the context of long-term cooperative networks. As I mentioned before of Dr Cornick’s report that one of the unexpected outcomes is the launch of a regional alliance of schools of public health in East Africa. This is an excellent example of such long-term cooperative networks. I believe that all projects might be planned and carried out with a long term strategy to create such cooperative networks.

Dr Cornick identified four characteristics of high-performing partnerships. I agree with him entirely. If projects are planned, carried out and evaluated within the context of local cooperative network, then they will bear long lasting fruits. They will contribute to the capacity building of the local partners, so that they will gradually increase their ownership and participation.

Considering the aims of UNAI, in the context of MDG and the Paris Declaration, the long-term strategic participation of leading universities in each country is extremely important, as they can play a crucial role in creating the local network, taking the initiative in the host countries, enhancing the local ownership and contribute to capacity building in higher education in the host countries. The HED partnerships offer “hands-on” opportunities for host countries and U.S. academics, faculty, staff and students to address local and national development challenges, as well as to collaborate around international development goals.

Thank you.



CLOSING SESSION



CLOSING SESSION	
16:30-17:30	Presentation by Student Representatives of UNAI Hub Institutions ─ Representatives of UNAI ASPIRE
	Forum Wrap Up ─ Ramu Damodaran Chief of the UN Academic Impact Secretariat
	Closing Remarks ─ See.Young Lee Former Ambassador to the United Nations, Republic of Korea
17:30-18:30	DINNER Hosted by the Korean Council for University Education

Presentation by Student Representatives of UNAI Hub Institutions

A series of approximately 10 thin, horizontal, light gray lines stacked vertically, spanning the width of the page.

Representatives of UNAI ASPIRE

Forum Wrap Up

Ramu Damodaran

Chief of the UN Academic Impact Secretariat

Biography



Ramu Damodaran

Chief of the UN Academic Impact Secretariat

Ramu Damodaran is Deputy Director for Partnerships and Public Engagement in the United Nations Department of Public Information's Outreach Division and is chief of the United Nations Academic Impact initiative, which aligns institutions of higher learning and research with the objectives of the United Nations and the States and peoples who constitute it. He is also the current secretary of the United Nations Committee on Information. His earlier posts with the Organization have included the Departments of Peacekeeping and Special Political Questions, as well as the Executive Office of the Secretary-General.

Ramu Damodaran has been a member of the Indian Foreign Service, where he was promoted to the rank of Ambassador, and where he served as Executive Assistant to the Prime Minister of India as well as in the diplomatic missions in Moscow and to the United Nations, and in a range of national governmental ministries. He has been actively involved in mass media in India, including print, radio and television, and was a recipient of the Asia-Pacific Broadcasting Union award for the best radio documentary.

Closing Remarks

See-Young Lee

Former Ambassador to the United Nations, Republic of Korea

Biography



See-Young Lee

Former Ambassador to the United Nations, Republic of Korea

See-Young Lee, currently Chair Professor in the School of International Studies, Languages and Literature (SISLL) at Handong Global University, has lengthy experience in both the academic and diplomatic community. His record of public service for the Republic of Korea includes service as the Ambassador to the United Nations and the countries of France, Austria, and Senegal. He also served as the 32nd Vice-Minister of Foreign Affairs. His experience in higher education includes a term as President of Jeonju University from 2002-2003 and a visiting professor in the Graduate School of International Studies at Seoul National University. He also currently serves as the Chairman of the Board at the Korea Crisis Management Service.



The United Nations Academic Impact

Sharing a Culture of Intellectual Social Responsibility

Vision

The vision of the United Nations Academic Impact (UNAI) is to align institutions of higher education, scholarship and research with the United Nations and with each other under ten universally accepted principles in the areas of human rights, literacy, sustainability, conflict resolution, and the realization of the Millennium Development Goals (MDGs) to address priority issues with which our world is faced.

UNAI fulfills its vision by offering a viable point of contact for ideas and initiatives relevant to the Organization's mandate and furthering their direct engagement in, or contribution to, relevant programmes and projects. Institutions participating in the initiative also commit to undertaking one new activity each year and actively address at least one of the ten bedrock principles of the initiative.

When Secretary-General Ban Ki-moon first presented the United Nations Academic Impact initiative at Fairleigh Dickinson University, on 10 September 2008, he stated:

It is often said that if the United Nations did not exist, we would have to invent it. I fully agree. And that is why we have to strengthen its capacities on each of the three pillars of the United Nations' work: peace, development and protection of human rights. Part of that effort means continuing to open our doors to new partners. The academic community is surely at the top of that list. My colleagues and I have been discussing an initiative called 'Academic Impact.' We hope to build stronger ties with institutions of higher learning; ... we hope to benefit from your ideas and scholarship.

Following this announcement, the Department of Public Information – that manages the UNAI programme – focused initial efforts on enrolment activities to create a true global partnership of higher education institutions. The goal was to enrol 500 members before officially launching the initiative. This was achieved during the fall of 2010. On 1 November 2010, at a UNAI pre-launch conference, organized in Shanghai by the Chinese Ministry of Education, Secretary-General Ban Ki-moon explained the objectives of the initiative:

The UN understands the enormous impact of scholarship, innovation and ideas. We are trying to harness that great power to build a better world, a world where human ingenuity will make our homes, communities and consumption patterns socially and environmentally sustainable, a world where research receives the funding and support it needs to defeat disease, deprivation and despair, and a world where the unlearning of intolerance will bridge barriers that still divide nations and peoples.

Promoting and advancing these goals is the essence of the United Nations Academic Impact... It will help serve as a clearing house to better match academic innovation with

particular areas of work of the United Nations — neglected areas of research, countries in need of specific help, research that will help deliver concrete change on the ground, and the best ideas to achieve the Millennium Development Goals by 2015.

UNAI was officially launched at UN Headquarters in New York by Secretary-General Ban Ki-moon, who told an audience of about 500 participants, including University Presidents, Vice-Chancellors, Vice-Presidents, Deans, Faculty members, and Students:

Today, more and more people realize that our work touches virtually all... academic fields. That is because the mission of the United Nations continues to evolve – at times very quickly... Whether people study new theories of physics or timeless literary texts, their work can inspire progress worldwide... More and more universities understand this. Departments are coming together to create interdisciplinary degrees. This opens up vast new possibilities. By sharing ideas, across borders and disciplines, we can find solutions to the interconnected problems that cause so much suffering. By joining the United Nations Academic Impact, you... get more than the immense personal satisfaction of teaching, learning and individual research. You get the even greater pride of seeing your scholarship help people cope with their day-to-day struggles. We are not asking for your intellectual property. But we are demanding your dynamism, your energy and your commitment.

2011: From Vision into Action

2011 is the first operational year for UNAI. The programme for the year is to initiate implementation of decisions made during the launch.

- 1- Establishment of ten Principle Hubs will:
 - a. Create knowledge networks around each UNAI principle, maintain repositories of activities undertaken in respect of the specific principle by member institutions during the year and sharing best practices;
 - b. Develop databases of academic experts who could participate in conferences, media opportunities and the like on the principle.
- 2- Creation of a list of research projects that the UN would like to have done or be involved in, and for which member institutions could provide their research expertise.
- 3- Organization of events, lectures, global conferences to demonstrate, discuss and promote UNAI principles.
- 4- Continuation of the enrolment effort with a special focus on under-represented regions.
- 5- Creation of ASPIRE student communities to support and reinforce UNAI activities initiated by the faculty and administrative leadership. ASPIRE stands for *Action by Students to Promote Innovation and Reform through Education*.
- 6- Accountability and Communications:
 - a. Ensure accountability by creating reporting mechanisms for projects undertaken by each institution;
 - b. Promote a clear and visible demonstration of institutional affiliation with UNAI. This includes the delivery of UNAI Member certificates, and UNAI logos for use on websites or print products: *UNAI Member* and *UNAI In Action*.

As a global partnership, the UNAI initiative will be defined with the input of member institutions. It is expected that its programme of activities will be expanded and further developed following a review of progress achieved during the first year of operation.



UN Academic Impact: Ten Principles

Academic Impact is a program of the Outreach Division of the Department of Public Information. It is open to all institutions of higher education granting degrees or their equivalent, as well as bodies whose substantive responsibilities relate to the conduct of research.

Academic Impact is informed by a commitment to support and advance ten basic principles:

1. A commitment to the principles inherent in the United Nations Charter as values that education seeks to promote and help fulfil;
2. A commitment to human rights, among them freedom of inquiry, opinion, and speech;
3. A commitment to educational opportunity for all people regardless of gender, race, religion or ethnicity;
4. A commitment to the opportunity for every interested individual to acquire the skills and knowledge necessary for the pursuit of higher education;
5. A commitment to building capacity in higher education systems across the world;
6. A commitment to encouraging global citizenship through education;
7. A commitment to advancing peace and conflict resolution through education;
8. A commitment to addressing issues of poverty through education;
9. A commitment to promoting sustainability through education;
10. A commitment to promoting inter-cultural dialogue and understanding, and the “unlearning” of intolerance, through education.

List of Participants from UNAI HUB Universities

#	Name	Nationality	Title	Organization	Note
1	Andrea Molina MONROY	Ecuador	Student	Escuela Politécnica Javeriana Del Ecuador	Dean's list senior of school of optometry
2	Pablo Aníbal YANEZ NARVAEZ	Ecuador	Rector	Escuela Politécnica Javeriana del Ecuador	Discussant
3	Kemeriya DEDOFO	Ethiopia	Student	Benedict College	Freshman Biology major
4	Tzachi MILGROM	Israel	Vice President	Hadassah College Jerusalem	Attending in place of President
5	Yoshiro TANAKA	Japan	Executive Director / Professor	J.F. Oberlin University	Attending in place of President
6	Muhammad Maroof USMAN	Pakistan	Student	Lahore University of Management Sciences (LUMS)	Student Council President
7	Yasser HASHMI	Pakistan	Associate Dean of Student Affairs	Lahore University of Management Sciences (LUMS)	-é
8	Jewoo WOO	Republic of Korea	Student	Handong Global University	President of Student Government, Handong Global University
9	Young-Gil KIM	Republic of Korea	President	Handong Global University	Speaker
10	Alexandru STANCIU	Romania	Student (President of the University of Constanta Students' Organization)	Black Sea Universities Network	-é
11	Eden MAMUT	Romania	International permanant Secretariat- International Permanent Secretariat	Black Sea Universities Network	Discussant, International Permanent Secretariat
12	Malusi MCHUNU	South Africa	Student	University of KwaZulu-Natal	SRC President
13	Nelson M IJUMBA	South Africa	Deputy Vice Chancellor	University of KwaZulu-Natal	-é
14	Norma JACKSON	United States	Director of Office of International Programs; Professor of Spanish &Comparative Literature	Benedict College	-é

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2011 UNAI Forum in Seoul
New Partners for Change: UN and the World
Academic Community

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