



Full Length Research Article

**THE EFFECTIVE DEVELOPMENT COOPERATION IN A HIGHER EDUCATION INSTITUTION:
THE CASE OF HANDONG GLOBAL UNIVERSITY**

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ABSTRACT

As a UNESCO UNITWIN host university, Handong Global University has been pioneering international development cooperation in the higher education area in Korea. International development cooperation projects of Handong Global University were evaluated and assessed according to the effectiveness principles in development cooperation elicited from the Fourth High Level Forum in Busan, Korea in 2011. The case study on HGU projects which has put huge efforts in international development cooperation would deliver strong implications to Korean universities that are expanding similar efforts. At the same time, it would expand 'Foreign Aid Ecosystem' in Korea.

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INTRODUCTION

International Development Cooperation (hereinafter IDC), which started after the World War II, refers to cooperative system with the purpose of encouraging development between countries. A paradigm of unilateral aid by a donor country and multilateral aid by international organizations to an aid recipient country may be traced to a macroeconomic development model with government intervention based on Keynesian economics and it was set in motion for the last 40 years. However, this aid structure did not achieve great success except for some countries in East Asia. Perestroika and Glasnost of Soviet Union and the following changes in communist nations in 1980s brought a big change in development cooperation structure. An economic policy based on private firm's autonomy and creativity was adopted, so that an international development cooperation model was transformed into development led by civil society and NGO-oriented community. International response to deteriorating global poverty was push forward with UN Millennium Development Goals Report (herein after MDGs). Among 8 agendas of MDGs, education area was a hot subject as an important ODA policy among international community and

organizations because of article 26 of 1948 Universal Declaration of Human Rights. For sustainable development areas, promotion on educational growth, emphasis on corporate social responsibility, and public private partnership (hereinafter PPP) were emphasized. In such trend of international aids, Republic of Korea joined OECD Development Assistance Committee (hereinafter DAC) in 2010, and then Korea became a legitimate member of donor countries. The Korea International Cooperation Agency (hereinafter KOICA), governmental organization for Official Development Assistance (hereinafter ODA), supports 17.9% of ODA in education areas, and spends 30% of total budget on education areas according to 2011 data from Korea NGO Council for Overseas Cooperation (hereinafter KCOC). However, education development cooperation areas have a problem since short term projects were main programs running in these areas. Therefore, establishment of infrastructure in order to carry out more systematic and professional performances is needed. For education ODA programs, a vocational training which gets the most supports also has a problem on pushing mainly short-term projects. In order to remedy missing holes of IDC, UNESCO selected host universities for the UNITWIN projects with a goal of strengthening participation of universities and research institutions for poverty reduction, illiteracy reduction, and economic growth of developing countries. Furthermore, UN Secretary-General Ban Ki-moon launched UN Academic

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Impact in 2010 to invite universities and institutions in developed countries for realization of MDGs. Developed countries, such as USA, Canada, and Netherlands, actively utilized their university experts and students and took part in international development projects for developing countries. Republic of Korea also starts to encourage participation of universities of Korea through the Ministry of Education and KOICA, initiating programs with universities. The Fourth High Level Forum, which is the highest level forum on development aid, took place in 2011, in Busan, Korea. It offered key principles on effective development cooperation such as developed countries' catalytic role of development cooperation; ownership, focus on results, inclusive development partnership, transparency and accountability, and global monitoring indicators (Busan Global Monitoring Indicators) agreed at the Forum on transparency, untied aid, financing, participation and attribution of private sector, and gender equality. With these principles, if Handong Global University (hereinafter HGU) reviews current status of IDC in education field to check drawbacks and difficulties, and analyzes goals of ODA in new education, it would suggest impact of IDC on university education and a new direction.

HGU is highly evaluated for its globalization effort among university evaluation by major Korean medias (ChosunIlbo, JoongAngIlbo and et al.). For other Korean universities, such evaluation is mainly from their endeavor to build strong connection with universities in developed countries or international organizations, or to attract foreign students. On the other hand, for HGU, it is mainly resulted from participating in IDC projects for building capacity in developing countries' universities and supports to reduce poverty of developing countries. This was not just done by school, HGU itself, but also by professors, students, graduate students and other members of HGU. Because of public recognition on HGU's assistance and achievements in aid recipient countries, UNESCO selected HGU as the host university for the UNITWIN projects in April, 2007. HGU has been working hard to be a leading university on assisting capacity-building of developing countries for their continuous growth. As of end of 2012, there are 68 UNITWIN Networks designated by UNESCO in the world; Boston University, Purdue University, University of Oregon in U.S.A; University of Quebec, Laval University in Canada; Waseda University, Kyoto University, Hiroshima University in Japan. HGU is the only UNITWIN Network host university in Korea and assists 40 universities in 22 countries as of Aug. 2014.

Moreover, UN Academic Impact, which was established for inducing participation of higher education institutions on their practice of intellectual social responsibility, selected HGU to serve as the Global Hub University for the fifth principle of UNAI, Capacity Building in the Higher Education Systems, in 2011. Therefore, by examining effectiveness of HGU IDC projects, a coherent direction on IDC in education field can be found, as well as, the analysis can offer as a good reference to the Ministry of Education in Korea for its university policy. The analysis also can induce universities, which are neglected in IDC projects compared to public private partnership (PPP) or Non-Government Organizations (hereinafter NGOs), to actively participate in programs. In addition, it may influence on IDC related business proposals and discussion to Korean government and Korean companies, thus it will eventually

lead more diverse and well-woven 'foreign aid ecosystem' of Korea. Furthermore, analysis on effectiveness of HGUIDC projects by major principles and index established by donor countries and international organizations like UN and OECD through their trial and error in history of IDC can form a consensus among international community. It also can help on expanding external relations such as establishment of global partnership that can strengthen cooperation with education institutions in donor countries and international organizations. It can eventually support either directly or indirectly intellectual social responsibility promoted by UN Academic Impact.

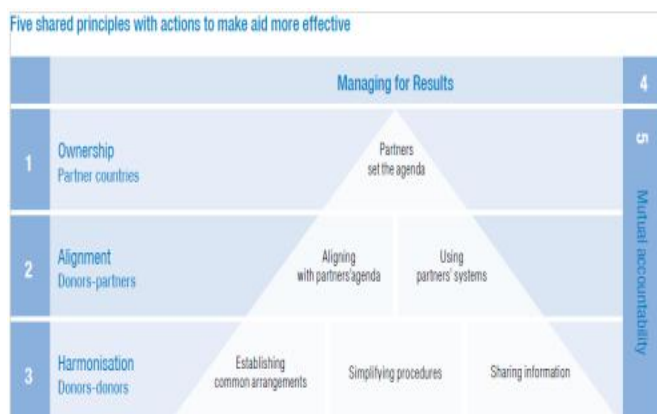
Joint MBA Program with Institute of Finance and Economics (hereinafter IFE) of Mongolia since 2000 played an important factor for HGU to be a host university for the UNITWIN projects by UNESCO. Starting from 2010, HGU runs UNITWIN projects such as Global Entrepreneurship Training, Holistic Community Development, Green Appropriate Technology, Urban Environmental Planning, and OCW/ OER Initiative Project. HGU also runs Saemaul Undong Training for government officials from developing countries since the end of 2000s. Handong Graduate School of Global Development and Entrepreneurship offers KOICA-HGU Master's Degree Program in Development Competency through Small & Medium Enterprise as well as trains government officials from developing countries since 2012. From 2012, as one of IDC project with partnership of universities sponsored by KOICA, HGU conducts self-support for the small bakery project through Social Enterprise Center in Kigali, Rwanda. Chapter 2 of this article summarizes effectiveness of IDC by discussion of international community. Chapter 3 addresses current status and problems of HGU IDC. Chapter 4 discusses challenges faced on HGU IDC. This article wraps up discussions and suggests some implications in the conclusion.

Effectiveness of International Development Cooperation

Knowing definition of International Development Cooperation (hereinafter IDC) is crucial to distinguish what are not IDC projects among international cooperation between universities in Korea and foreign universities or between universities in Korea and international organization. IDC is defined from what development is. Martinussen (1997) argued that development refers to the process whereby income per person in a country increases over a long period of time while poverty is at the same time reduced and the inequality is generally reduced. Amartya Sen (1999) who is a Nobel prize winner in economic science argued that development is the process of expanding real freedom. He insisted that increasing income is not the purpose itself, but it should be a way of improving the capabilities of people. Todaro & Smith (2011) argued that development refers to diverse process including the provision of basic human needs, reduction of inequality, raising living standards through appropriate economic growth, improving self-esteem in relation to the donor countries, and expanding opportunities and freedom of choice. Development cooperation can be seen as cooperation complementing these views of development. According to Ministry of Foreign Affairs and Trade (MOFAT) of Korea (2013), IDC is broad range of cooperation with international community for the realization of development including poverty reduction in

developing countries and all the activities in both public and private sectors to assist economic and community development, which is the general meaning defined by most of donor countries. With above discussions, many programs between universities in Korea and foreign universities in developed countries or between universities in Korea and international organization can be excluded from IDC projects. Background of having effectiveness or effective development cooperation as important issue is as follows. OECD/DAC member countries have been supporting developing countries with approximately 2.2 trillion dollars to reduce poverty and economic growth from 1961 to 2011. However, despite of continuous endeavor of international community and with coming MDGs final deadline of 2015, 1 billion people live on less than 1.25 dollar a day so that 16 % of world's population is expected to be under extreme poverty. 4 out of 5 people under extreme poverty live in Sub-Saharan Africa and South Asia. In order to resolve abject condition in a near future and to call countries' attention, UN recommended donor countries to commit their aid budget to an ODA/GNI ratio of 0.7 %.

But, from 2002 to 2011, ODA/GNI ratios of current OECD/DAC member countries were only from 0.23% to 0.32%. Most of donor countries' development aid ratio stayed well below 0.7% ODA target. Effectiveness of development assistance was also questioned on whether it gives negative impact on policy development in aid recipient countries or whether it has influences on certain conditions. Due to this, donor countries have been working hard to enhance effectiveness of aid for poverty reduction and realization of MDGs. As results brought by these efforts, the Monterrey Consensus on Financing for Development of 2002 reorganizes its role and needs in procuring aid resources. The Paris Declaration on Aid Effectiveness of 2005 and the Accra Agenda for Action of 2008 defined 5 principles which gear the international aid community towards aid effectiveness; ownership, alignment between donor and aid recipient countries, harmonization between donor countries, managing for development results, and mutual accountability for development result.



Source: OECD. 2011, *Aid Effectiveness 2005-2010: Progress in Implementing the Paris Declaration*

Figure 1. The Paris Declaration Pyramid

Through efforts of donor countries and international organizations, Fourth High Level Forum on Aid Effectiveness in Busan in 2011 made consensus on aid and development with 4 years left from the final deadline 2015 of MDGs.

Global Partnership for Effective Development Cooperation was created to replace Working Party on Aid Effectiveness and its affiliated organizations for stronger and more inclusive partnerships for aid effectiveness. Major principles agreed at the Forum are as follows. The first principle is ownership of development priorities by aid recipient countries. Development partnerships can succeed when aid recipient countries take leading roles and implement approaches for country-specific situations and needs. This principle will guide development aid to extend and strengthen the democratic ownership of development policies and processes. The second principle is focus on results. Donor countries' investments and efforts must have a continuous impact on reducing poverty and reducing inequality, on sustainable development, and on enhancing aid recipient countries' capacities, aligned with the priorities and policies set out by aid recipient countries themselves.

These efforts must be strengthened to achieve concrete and sustainable results. It includes not only better managing for results, monitoring, evaluating and communicating progress but also scaling up donor countries' support, strengthening national capacities and leveraging diverse resources and initiatives in support of development results. The third principle is inclusive development partnerships. In order to achieve development goals, openness, trust, and mutual respect and learning must be at the center of effective partnerships with recognition of different and complementary roles. With endorsement on South-South and triangular cooperation, these horizontal partnerships must be tailored to a greater diversity of country situations and needs. The fourth principle is transparency and accountability to each other. Mutual accountability on development cooperation and accountability to the aid beneficiaries, citizens of donor countries, and organizations are crucial to delivering development cooperation results. Support of aid recipient countries in diverse forms must be a catalytic on development.

With these principles, the Busan Forum emphasized on diverse approaches to development cooperation as South-South cooperation become important as much as North-North cooperation. An important role of all stakeholders, such as civil society organizations and private actors, in cooperation is also recognized. Ten of the Busan global monitoring indicators agreed in post-Busan Interim Group are as follows; meeting aid recipient countries' priorities, engagement and contribution of civil society, enhancement of private sectors' capabilities, transparency, predictability on development cooperation, aid budgets subject to parliamentary scrutiny, enhancement of mutual accountability, gender equality and women's empowerment, utilization of aid recipient countries' systems, and untied aid. Although, utilization of aid recipient countries' systems, untied aid, predictability, and transparency maintain, intensify or enhance Paris Declaration Indicators, civil society, private sector, and gender equality are newly added. In next chapter, analysis will be carried on based on principles and indicators of effective development cooperation established in the Busan Forum along with the principles and the indicators established in the Paris Declaration. HGU is one of private universities so that its programs are different from government programs. HGU programs also follow principles of untied aid and gender equality.

Table 1. Principles on Effectiveness of Development Cooperation and Correlation with Global Monitoring Indicators

Principles on Effectiveness of Development Cooperation	Global Monitoring Indicators	Explanation and Goal of 2015
<ul style="list-style-type: none"> • Aid recipient countries play a leading role (Ownership) 	<ul style="list-style-type: none"> • Reflect priorities of aid recipient countries • Utilize systems of aid recipient countries 	<ul style="list-style-type: none"> • Reflect aid recipient country results frameworks • Enhance and utilize aid recipient countries' systems (based on 2010)
<ul style="list-style-type: none"> • Development Capability and Focus 	<ul style="list-style-type: none"> • Focus on results brought by reflecting priorities of aid recipient countries 	<ul style="list-style-type: none"> • Measure on utilizing aid recipient country results frameworks
<ul style="list-style-type: none"> • Comprehensive partnership • South-South Cooperation 	<ul style="list-style-type: none"> • Participation and contribution of civil society • Enhancement of private sector capabilities 	<ul style="list-style-type: none"> • Utilize environment index of civil society • Confirm later on
<ul style="list-style-type: none"> • Transparency and accountability 	<ul style="list-style-type: none"> • Disclose information on development cooperation • Predictability • Aid budgets subject to parliamentary scrutiny • Mutual accountability • Gender equality and enhancement on women's empowerment • Untied aid 	<ul style="list-style-type: none"> • Measure on common, open standard • Enhance predictability in cooperation development • Ratio between parliamentary approved budget in aid recipient countries and aid • Participate in comprehensive comparative evaluation • Allocation of public budget and secure verification system • Ratio of untied aid

Thus, in the following chapter, HGU programs will be analyzed with the indicators except the above. Korea is a late-comer as an aid donor, and its aid budget is not big as USA, Japan, or Germany, thus Korea feels that importance of effective development cooperation is getting bigger. Korea became OECD/DAC member country in December, 2009. In next year, Korea established Framework Act and Presidential Decree on International Development Cooperation and implemented strategic plan for international development cooperation. President and Prime Minister of Korea have officially announced to increase ODA budget up to 0.25% in ODA/GNI by 2015. 2013 ODA budget was 2.4 trillion won (2.37 billion USD) which was 0.16 % out of 2013 budget of 342 trillion won (352 billion USD). In order to fulfill 0.25% in ODA/GNI ratio, around 4 trillion won (3.9 billion USD) needs to be added. However, even if ODA budget is increased, its amount is still too small compared to 2010 U.S. ODA budget (30 billion USD) or Japanese ODA budget (10 billion USD). Despite of Korea's small size of budget, developing countries are willing to learn how Korea achieved its economic growth from the ravages of war and extreme poverty. At the same time, the Korean government tends to vigorously increase contact with developing countries to enhance national status and to increase contribution to international community.

Current Status and Problems of HGU International Development Cooperation

Starting from its establishment in 1995, HGU has been endorsing voluntary works in developing countries with a sense of duty to pay back foreign aid received from the developed countries and international organizations, helping to recover from economic breakdown resulted from liberation from colonialism and from Korean War (1950 to 1953). Especially, under the spirit of "Learn to Give Something to Others", dozens of HGU professors and about 20% of current HGU students (500~600 students) established tradition of active voluntary works in developing countries. HGU has been conducting educational assistance programs for developing countries as hundreds of millions of won (hundreds of thousands USD) was spent to invite, educate, and assist government official, professors, and students from developing countries. HGU is participating in international endeavor to fulfill UN MDGs which is to resolve poverty, destitution,

disease, and deprivation of educational opportunities as well as is reporting its performances and achievements of UNITWIN programs to UNESCO in order to spread bond of sympathy. In particular, HGU has been broadened international support on UNITWIN programs through keynote address at 2009 UNESCO World Conference. UNESCO Deputy Director General Getachew Engida personally visited HGU to encourage HGU's effort in summer 2011. Moreover, HGU's efforts were published as exemplary cases in UNCESCO Newsletters and broadcasted in KBS and EBS as a special feature.

Furthermore, HGU proposed IDC projects to the Ministry of Education, Science and Technology, Ministry of Foreign Affairs, and Ministry of Strategy and Finance and these projects were eventually implemented and made a progress. Until now, there are various kinds of IDC projects in educational field is running with HGU. School of Management and Economics and Graduate School of Global Management are running Joint MBA Program with Institute of Finance and Economics (IFE) of Mongolia since 2000 and training talented individuals. For UNITWIN projects, there are Global Entrepreneurship Training, Holistic Community Development, Green Appropriate Technology, Urban Environmental Planning, and Open Educational Resource/Open Course Ware Initiative Project (OCW/OER). Graduate School of Global Development and Entrepreneurship offers a Master's Degree Program in development competency through small & medium enterprise to train government officials in developing countries. As one of IDC project with partnership of universities sponsored by KOICA, HGU conducts self-support for a small bakery project through Social Enterprise Center in Kigali, Rwanda. HGU also runs Saemaul Undong training for government officials from developing countries. In following Chapter, IDC projects; Joint MBA Program with IFE of Mongolia which has been running for at least more than 14 years, Global Entrepreneurship Training, Holistic Community Development, and Green Appropriate Technology; and Global Engagement & Mobilization which is one program of Advancement of College Education are analyzed. Following analysis is based on annual project reports, annual reports submitted to Ministry of Education and UNESCO, survey on projects related meetings, survey with professors who are

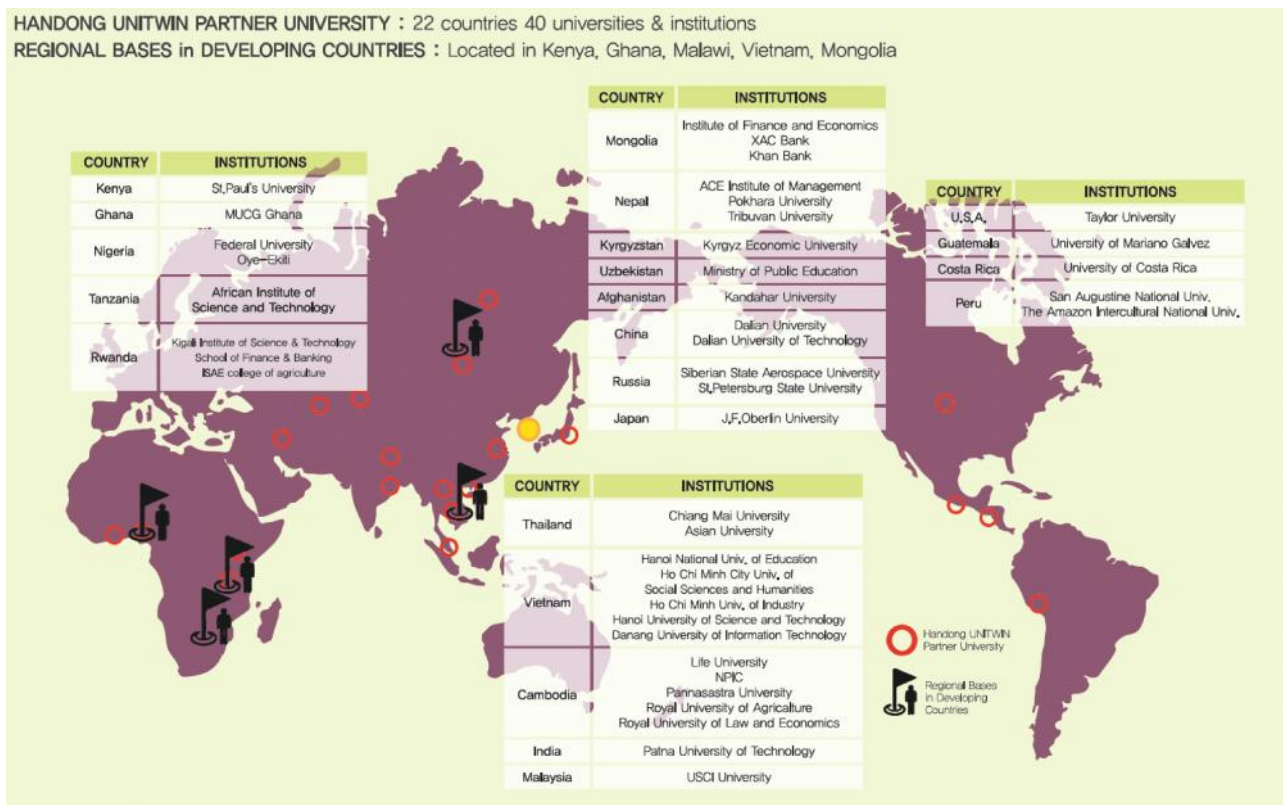


Figure 2. HGU's UNESCO UNITWIN Network

charged with the projects, and consultation with Ministry of Education officials, Ministry of Strategy and Finance officials, Ministry of Foreign Affairs officials, KOICA related personnel, Korean National Commission for UNESCO related personnel.

Joint MBA Program with Institute of Finance and Economics of Mongolia

Joint MBA program between HGU and IFE started when Mr. Amarjargal, chairman of IFE (former Prime Minister), requested HGU to open Joint MBA course in order to advance and globalize University Education in Mongolia as the country had just turned from communism. From 2000, in every year, around 6 professors from HGU are committed to the program. Half of MBA program is taught by HGU professors and the rest half is conducted by IFE professors. In two years, Mongolian student who participated in the program gets MBA degree from both universities. The program is composed of not only technology, management, but also international business administration, and law curriculums, with goal of raising leaders for developing country's socio-economic development. HGU professors give lectures with IFE professor during regular semester and HGU professors give assignments and conducts consultation on papers online. Every year around 15-20 students have received MBA degree so far. First, in regards to the principle of ownership, IFE of Mongolia voluntarily leave control of administration of joint MBA program to HGU in order to advance urgent capacity building. HGU designed the curriculum with research on conditions and with mutual consent rather than unilateral action by HGU. Through such research, IFE could advance curriculum design, undergraduate and graduate system, and improvement of teaching staffs.

Second, in regards to the principle of focus on results, HGU and IFE of Mongolia have been successfully running joint MBA program for globalization of both universities and IFE's capacity building since 2000. The program has not only contributed to enhance curriculum of Mongolia but also produced Mongolian graduates many of whom are already working at various key positions in Mongolian corporations, financial institutions, media, international organizations, NGOs, and multinational companies. Some of graduates started their own business. As reputation on the program gets higher, Mongolian companies sent their employees to take the courses. Third, in regards to the principle of inclusive development partnership, professors from Pohang University of Science & Technology, Sejong University, and Handong International Law School are invited to participate in the program.

HGU professors work hard to enhance education and its continuity as HGU professors interact with local residents and International Information Leadership Center (local NGO) and build environment to help IFE. Combining with professors' work, HGU students volunteer community service and promote cooperation and friendship between two universities. Started from 2011, based on IFE, HGU expanded development partnerships with the Small and Medium Business Administration, Ministry of Labor, Ministry of Construction, and city government of Ulan Bator by conducting various Projects such as Global Entrepreneurship Training, Holistic Community Development, and Urban Environmental Planning. Fourth, in regards to the principles of transparency and accountability to each other, both universities work hard to enhance Joint MBA program in full consultation with each other. If there has been no accomplishment that satisfies both universities, then this program would have been halfway

ended. Both universities expand their cooperation range based on transparent and successful cooperation like this MBA program, so that an undergraduate study of 2 years in IFE and 2 years in HGU has been in operation from 2009. Lastly, in regards to South-South cooperation, business consulting incubator center was set up in IFE campus to magnify South-South cooperation in Mongolia by holding MBA course to local government officers and local leaders in Zavkhan Province. HGU and IFE with Grace Vision Center (local NGO) are also holding global business start-up project at Herrling College in Baganuur.

Global Entrepreneurship Training

Global Entrepreneurship Training (hereinafter GET) is part of the Global Entrepreneurship Education Program (hereinafter GEEP) under the auspices of UNESCO UNITWIN (University Twining and Networking). The objective of GET is to help future leaders of developing countries to learn entrepreneurial mindset through education and enable them to help their countries in establishing capacity-building for development. Entrepreneurial mindset can be discussed in various perspectives like skills necessary to identify opportunities, economic opportunity, transformation and value creation, and new entrepreneurship paradigm. Nevertheless, the key is mindset and attitude of creating something out of nothing regardless of given obstacles. That mindset was an engine for rags-to-riches story of the Korean and other developed countries' economy and it will be an engine for leading economic growth of developing countries out of their poverty. Lecturers are recruited not only from HGU professors but also from professors in the developed and developing countries. In developing countries, two GET programs are annually held, and right after the program, entrepreneurship training for local community leaders are annually held.

Ever since GET for foreign students residing in Korea was held in 2008, there has been 13 GET programs held in Kenya and Mongolia in 2009; in Cambodia and Kenya in 2010; in Kenya and Peru in 2011; in Ghana and Peru in 2012 - 2014. Until now, about 1,500 government officials, professors, university (graduate) students, entrepreneurs, and local community leaders of developing countries are trained, and many of them opened their own business. First, in regards to the principle of ownership, the project was started when HGU complied with UNDP programs rather than direct contact or consultation with government or universities of developing countries, and then it was carried out with cooperation of UNESCO and UNAI. HGU explained this to UNITWIN affiliated universities of developing countries and put into cooperation with them. From 2012, direct consultation with government agencies of developing countries are initiated, and cooperation steps are elevated with getting their understanding and cooperation. Second, an important factor with the principle of focus on results is whether the project lasts for a concrete and consistent influence on the developing countries. In order to improve and keep up the performance, an East African regional center was opened in Nairobi, Kenya, to develop entrepreneurship training based on GET program, and to hold the training. Another West African regional center was opened in Wenchi, Ghana in 2014. Surveys on graduates of GET are conducted for every session to investigate effectiveness of the program. For example, door-to-door

survey and inquiry by phone were made to 130 students of GET graduates in East Africa GET Program for last three months (Oct.– Dec. 2011) as well as field research on graduates whom already started businesses were conducted. Researchers in the regional center also continuously consult GET graduates on support of starting a business and sharing ideas. Third, in regards to the principle of inclusive development partnership, every GET session is made with cooperation with NGOs stationed in the aid recipient countries, universities of donor countries, and universities of aid recipient countries. For example, for 2011 GET run in Kenya, five HGU professors, Professor Mick Bates from Taylor University in USA and Professor Daniel Aswani from St. Paul's University in Kenya participated to lecture 100 African entrepreneurs, government officials, and undergraduate (graduate) students. In following week right after the program, an entrepreneurship training for regional youth was held with help from local non-profit organizations. Fourth, professors from HGU and other universities (Taylor University in USA and St. Paul's University in Kenya) as well as local NGO and community leaders were participated in the program in order to ensure transparency and accountability.

The program had been reported to the Korean Embassy in Kenya and Korean ambassador to Kenya had personally delivered encouragement at the beginning and the graduation ceremony of the program. Korea was able to obtain information on big sketch of foreign aid conditions in Kenya or East Africa through report and cooperation with local embassy. Lastly, let's look at the South-South cooperation. Regional center in Nairobi held an entrepreneurship program for youth in October 2011 based on what they learned through GET program held by HGU. In December 2011, the center employee visited Ghana for preliminary research as well as negotiation to hold 2012 GET program. These results can be seen as contribution to capacity building of St. Paul's University in Kenya. Despite the above achievements, requests for incubator support on making business ideas and business plan elicited from GET are raised. Consulting firm that can actually give help on starting a business and local market research to draw appropriate business ideas along with providing consulting service are requested. Because GET program is one week short-term program, it may contribute to the least-developed countries, but it may not appropriate or lacking to regions where require a more sophisticated course or a regular curriculum.

Holistic Community Development

Holistic Community Development project (hereinafter HCD) has started from an aspect of changing development paradigm from donor countries' aid organization-oriented structure or led by public sectors to aid recipient countries' local council-oriented. That means focusing on nurturing development projects appropriate to regional characteristics through local governance. So, it encourages residents of aid recipient countries to solve poverty by themselves; promote a sustainable way to keep up their own development competency; and find development scheme of local community by holistic approach through a community business. Successful cases of community development in developed countries are studied or endeavor to find a community business which is appropriate to underdeveloped

countries is continued. In addition, field research on developing countries are conducted regularly. Under this project, development training programs, short-term workshops, and strategy seminars were held in Mongolia, Myanmar, India, and Thailand from 2010 to 2012 for total 13 times. 461 professors, students, and businessmen came to join those activities. To boost a community business development competency and train local leaders, global leadership training program which invites participants to Korea is held every year. In 2012, global leadership training program was held in HGU (2012.7.18-24) as inviting 31 people from Mongolia, Thailand, and Nigeria. Lectures and industrial site visits were also held. Global leadership training program held in Phnom Penh, Cambodia (Oct. 17-19, 2012) trained around 110 university professors, graduate students, and community development personnel through various workshops. First, in regards to the principle of ownership, HCD provides a basic training to set up local governance with community leaders, and support a holistic community development competency building. The training is set upon the requests made by local governments, UNITWIN partner universities, or local NGO, and then figure out the demand through consultation.

For Chiang Mai University of Thailand case in 2012, 57 university staffs and 19 Lampang community leaders took a strategic seminar for sustainable development. In Baganuur, Mongolia (Dec. 19-29, 2012), training for sustainable community business and consulting on village enterprises were held to induce local residents' leading roles in development. 40 of micro-finance beneficiary small business entrepreneurs of Khan Bank in Mongolia and community business entrepreneurs participated in the training. Second, an important factor in the principle of focus on results indicator is whether the project delivers concrete and consistent influence on the developing countries. In Baganuur, Mongolia, a community business training was held for years with IFE of Mongolia in which a UNITWIN university, the Small and Medium Business Administration of Mongolia, and private entrepreneurs in which Xas Bank and Khan Bank in order to make a change. A base center was set up in Baganuur to heighten consistency and concreteness of the training. For Chiang Mai areas in Thailand, HGU is continuously holding community development projects like Green Appropriate Technology for years started from mid-2000.

Third, in regards to the principle of inclusive development partnership, global cooperation network is set up to increase development performance through affiliating NGOs, regional organizations, and universities. For Mongolia, Khan Bank and IFE have agreed to run a community business curriculum in earnest. Fourth, NGOs, KOTRA's small & medium enterprise of overseas team, and researchers of small & medium enterprises worked together to secure transparency and accountability as well as set up the global cooperation system. A reason that such cooperation was possible is years of advanced cooperation between organizations of participating developing countries and HGU with holding each other transparency and accountability. In addition, local community leaders are participating and experiencing the whole curriculum together. Cooperation with Chiang Mai University of Thailand, Ministry of Labor of Mongolia, the Small and Medium Business Administration of Mongolia, and Ministry of Education of Nepal was established to enhance mutual

accountability. Challenges in this project are as follows. Preliminary research on HCD was conducted, but a structure for systematic research is needed. Expansion of global cooperation system between organizations and groups that can support sustainable development of developing countries is needed. Moreover, expanding cooperation between Korea and local organizations is needed to establish actual business consulting system for community business enterprises. In general, HCD needs a lot of preliminary research, communication, and experiment relatively to project-type of work.

Green Appropriate Technology

Green Appropriate Technology project (hereinafter GAT) aims for community development through development and supply of appropriate technology based on nature, environment, and technology of developing countries as well as opening community enterprise based on appropriate technology. Earth architecture project in Mae Hae region of Thailand, and set up of GAT center and establishment of local development strategies through support of community enterprises in Salima District, Malawi are carried on. For other places, GAT development and starting a business are conducted in Chad. Let's look into the principle of ownership, a leading role of a developing country in GAT project. Local leaders who reside in high mountain areas of Mae Hae and local NGOs spoke out on difficulties in residential environment and grappled with its solution together. More sustainable and environmentally sound development has been proceeding through green architecture which fits to the local environment. In Salama region, Malawi, reformation of consciousness and technology development are simultaneously carried out with a support of local NGO so that residential proactive development was convinced. Researchers from HGU, community leaders, and NGO personnel's conducted field research on items for a community business and found cow and goat's milk, cotton, fish-farming, and mill businesses.

Second, for putting focus on results and concrete and sustainable solution for the developing country, in case of Mae Hae Earth architecture project, local residents were invited to participate construction work such as a soil brick handing method, plastering technique and paintwork so that they could become experts in earth architecture and the work would be continued. And eventually, they can take a leading role in enhancing their quality of life. In Salima, a regional center for GAT was established on top of appropriate technology development and distribution. And workshops for community spirit, entrepreneurship, financial analysis, and finding good business opportunities are held for local leaders so that solutions for unemployment problem and methods of generating income through starting a community enterprise are encouraged. Third, Eternal Grace Foundation, researchers from Taylor University of U.S.A., researchers from Chiang Mai University, and local community leaders worked together to build inclusive development partnership in Mae Hae region. In Salima region, a joint project between African Child Mission, Nelson Mandela African Institute of Science and Technology and Daeyang Luke Hospital is conducted. Besides, there are partial cooperation with NGOs branched in Korea such as local Good Neighbors, Hunger Saver, and

Table 2. Summary of 2011-2012 GEM Projects

Region & Country	Project Name	Supervisor	Participated Students
Koundoul, N'Djamena, Chad	Community Business through Appropriate technology	Yunshik Han	Sunjae Kim, Yujin Song, Kyungmo Yang
Yinchuan, Ningxia Hui Autonomous Region, China	Establishment of Self-dependent Nursing Home	Doosoon Kim	Hyunwoo Kang, Saerom Kang, InhaeYoo, Chorong Hong
Yanbian, Jilin Province, China	Program and Manual for Advancing Sociality of Mentally Handicapped	Myunghee Chun	Namgi Lee, Song Lee, Yelim Jang, Hyejin Lee, Eunha Kim
Tsenkhermandal, Baganuur, Mongolia	Community Business for Self-dependent Development	KeeseonYoo	Joohyun Kwon, Jueun Kim, Jinwoo Kim, Min-giJua, Hyemin Park, DonghiSeo
Zavkhan Province, Mongolia	Regional Marketing and Promotion Content development for Regional Development	Jaesun Lee	Juahn Yun, Jinbean Kim Boram Won, Yohan Lee
Ulan Bator, Mongolia	Research on Utilizing Open Source for Sustainable Development	Youngsup Kim	Minjong Kim, Wontaek Oh, Hyungmin Kim
Bihar, India	Water Quality Improvement in Nactadiera, India	Cheolwon Hwang	Sunjong Bae, Hyunkyu Hwang
Bihar, India	Psychological Approach to Children in Poor Regions	SookheebJeong	Inhyuk Song, Yeonjung Kim, Haeun Lee, Hyunji Oh, Ara Cho, Eunyong Kang
Bihar, India	Satu Production Efficiency Improvement	Yangkyu Jae, Yunshik Han	Taekjoo Lee, Nari Shin, Bara Ahn
Kathmandu, Nepal	Local Competency Development through Effective Use of Center by Local Residents	Byungduk Kang	Yunmi Sung, Sinyoung Kim, Seolwan Ji, Taehee Kim
Mae Hae, Thailand	English Education	Kyungmi Kim	Hyesu Shin, Yeeun Lee, Hyelyn Kim
Mae Hae, Thailand	Holistic Residential Environment Development for Enhancing Quality of Life by Local Residents	Kyungmo Ahn, Dusun Kim	Kyungwan Chung, ChangoSeo, Joyeon Kim, Soeun Sung, Hyemi Ahn
Ta Keo, Cambodia	Pig Allotment Project for Community Development	Jangchun Yoo	Eunyeo Song, Sangoong Lee, Surak Lee

Merry Year Foundation. As for successful cooperation case with private sector, appropriate technology exhibition (Nov. 2011-Feb. 2012) to change lives of developing countries was held with Hyundai HYSCO. Fourth, HGU professors, HGU students, local NGOs, and local universities push cooperation projects forward by keenly sharing information and exchanging opinions for transparency and accountability to each other. HGU thinks that promotion of local residents' communal spirit and owner spirit are more required to increase efficiency of projects.

However, there are following challenges. A leading role by local residents and sustainable education requires more advanced education system for training current leaders and reforming community residents' consciousness. A motivation springing from the promotion of local residents' communal spirit and owner spirit other than entrepreneurship training is especially needed. In addition, education curriculum need to be reviewed appropriate to local circumstances and it needs to be standardized. Then, support for feasible education by local leaders is needed. To effectively utilize a GAT entrepreneurial development center, short-term and long-term researchers need to be sent to collect information on-site, as well as establishment of business proposal and management of local business are needed. For community enterprise projects, a town needs to be selected for model operations. A committee of community needs to be organized so that a validity of selected business items is examined together. Both reformations of community residents' consciousness and entrepreneurship need to be carried out.

Global Engagement and Mobilization

Global Engagement and Mobilization project (hereinafter GEM) is started from perception that most of problems that we encounter at the site is complicatedly tangled with science, technology, economy, environment, and cultural situations thus it needs to be creatively worked out through interdisciplinary convergence. Students form a team to propose solutions to the problem. Communication skills and cooperative ability are cultivated through GEM. Grasp of other culture and experiences help to build an international perspective. Voluntary works helps to train how to be a global leader who can serve others. Schools build cooperation and support system with affiliated universities in oversea, local government organizations, and non-profit organizations and dig out specific voluntary work sites so that students will get opportunities to more actively participate GEM. A project is selected based on relevancy to knowledge learned from university major, characters of a site, understanding of culture, and possibility of long-term sustainability.

It is a team project of three that they will receive a supervising professor's guidance. Participating students must take 3 credits Global Engagement Project course so that they can obtain overall basic scheme on international regional development. Approximately 10 professors and experts are charge of project assessment, progress assessment, and final assessment through an open-presentation. After the semester ends and during the school break, students and a supervising professor visit a site in Korea or in a developing country for their prepared project.

First, in regards to the principle of ownership, for each GEM project, there is a review to understand basic information necessary for the project. Moreover, projects touch individually upon problems of a developing country such as poverty reduction, education for all, and gender equality in which MDGs mention. With keen cooperation between affiliated universities in developing countries, government organizations, and non-profit organizations, problems are identified as considering local circumstances with all due respect. For problem identification process, a non-profit organization which has been active in the field for years plays an important intermediate role. Second, an important factor in the principle of focus on results indicator is whether the project provides a concrete and consistent influence on the developing country.

In most of project, participating students form a club for voluntary work or many of club members volunteer for the project together. So, one target problem is intensively dealt with senior-junior club member who hands over the problem that they have been facing for years, and eventually this kind of circumstance improves the performance of the project. Third, in order to establish the principle of inclusive development partnership, English education project and hot-water heating project could be running at Mae Hae, high-mountain area of Thailand, with support from non-profit organization Eternal Grace Foundation, professor Boyijian and his students from Lighthouse Thailand Team of Taylor University of USA, and researchers from Chiang Mai University (UNITWIN Thailand affiliated university). Korean Broadcasting Stations broadcasted about the project right before Lunar New Year in 2011. The project held in Chad also actively interact with Good Neighbors in Chad, thus other projects could form a similar cooperation.

Fourth, professors from HGU and other universities, a local non-profit organization EGF, and community leaders took part in the project for assurance of transparency and accountability to each other. Students also had a support of a supervising professor, project examining professors and researchers from the beginning of proposing the project. During this process, there was endeavor to intensify a project feasibility, and mutual accountability through questionnaire survey on local residents and individual meetings. Lastly, as seen from the Mae Hae project in Thailand, various form of cooperation like North-North-South cooperation was tried. In case the project at the site is ended, a project can be regenerated on site as current project has been carried on with keeping South-South cooperation in mind. As local residents and NGO are managing the post-management and result diffusion, results of the project is gradually proliferated.

While the project was carried on, there was a time when sufficient guidance was not made due to supervising professors' limited understanding and experience on local situations. With considering complicated diversity of local problems, network between experts in both inside and outside of HGU needs be more extensively established. Then, the network shall open more doors to the students to direct contact with local experts or experts of the developing country. Exchange institutions should expand as well for the project. More efforts for building holistic development led by local residents were recommended in regards to ownership of a developing country.

Challenges of HGU International Development Cooperation

Let's examine HGU IDC projects with major principles and Busan Global Monitoring Indicators agreed at the Busan Forum. First, from ownership perspective, size of projects run by HGU is not big and projects are run by a private sector, so they could be entirely different and somewhat limited compared to projects run by a government or a public sector. That may give totally different meaning to the leading role of aid recipient country in the project. However, as a leading role of universities of developing countries and community is important matter in HGU projects, it should remain as an important matter in the future. In regards to ownership matter, despite of communication to a central government or a local government, and a discussion with local community leaders and NGO personnel on the projects such as Holistic Community Development, Green Appropriate Technology, Urban Environmental Planning, and others, sufficient consultation and efforts to find out preliminary research on the field that how much the developing country will gradually follow the general ODA project in the future as well as confirm a state development planner's priorities of government in the developing countries.

Second, in terms of focus on results, Joint MBA Program with IFE continuously produces many talented people for economic growth of Mongolia, and the program is expanded to other areas of Mongolia. Through GET project, a regional center is established in Nairobi, Kenya, through HCD in Ulan Bator, Mongolia, and through GAT in Salima, Malawi. These regional centers work hard to improve the performance and to maintain the effect in long-term. Likewise, endeavor to continuously see starting of a business elicited from entrepreneurship mind, launch of a community business, and reform and establishment of education curriculum is continued. In regards to the focus on result, if it is a public sector project, there could be a problem coming from delivery system between government organizations and aid enforcement agencies. On the other hand, a project between HGU and a university of a developing country has a strong characteristic of 'grass roots' so that cost incurred by aid and delivery system is quite simple. Thus, it would be HGU's strength in the focus on result attribute. Not only the effort to keep up capacity building, reform of education curriculum, or starting a business in community and universities of the developing country should be doubled, but also the effort to expand and regenerate the results in other regions of the country should be doubled.

Third, in inclusive development partnership perspective, HGU works with NGOs which have been working years on site with local universities or community for identifying problems and improvements. HGU is also trying to communicate and cooperate with a central and local government in regards to IDC projects. HGU cooperates with universities in developed countries to enhance the effectiveness of the projects. Moreover, HGU keenly cooperates with UNESCO. For example, HGU submits an annual report every year; HGU made a keynote speech at UNESCO general meeting in 2009; the deputy secretary-general of UNESCO visited HGU in 2011; and HGU works hard to help launch of UN Academic Impact. But, HGU needs to check on country partnership

strategy which the government of Korea prepared for individual developing countries, and cooperate with Knowledge Sharing Project sponsored by Korea Development Institute, Ministry of Foreign Affairs or KOICA, and major corporations' voluntary work. For example, HCD project is running together with KSP or HGU proceeds capacity building project with local university by connecting voluntary service project. Other than current cooperation with UNESCO and UN Academic Impact, HGU may have opportunities to cooperate with World Bank, UNDP, OECD, international NGOs like World Vision and Compassion.

Fourth, let's look into the principles of transparency and accountability to each other. For transparency assurance, HGU reports the project's status to Ministry of Education, Korean National Commission for UNESCO, UNESCO Headquarters, and UN Academic Impact. During the discussion and consultation with the government, universities, local community of aid recipient country, project feasibility is also conducted. When the project is initiated, the negotiation on the project end time and its range is also conducted so that accountability of personnel in the aid recipient country is boosted. Although there are supports made to universities or organizations in the aid recipient country for the procurement of various development resources and the performances, the cases where there were concrete results were upgraded image and capacity building of IFE through joint MBA, and expansion of Entrepreneurship Program through St. Paul's University's GET. HCD and GAT also brought results on expanding its program to other regions. Contacts with domestic and international companies like Samsung, LG, Philips, and international fund like McArthur Foundation, Gates Foundation are continued. Through such contacts, review on effectiveness of HGU IDC projects will be indispensably accompanied. In addition, through expanding cooperation by external public relations or academic review on HGU projects, enhancement of transparency and mutual accountability can be expected.

Conclusions

Right after the Korean War, U.S. government invested ten million USD from 1955 to 1962 for reconstruction and capacity building of Seoul National University through help of Minnesota University. Even now, USAID which is an U.S. agency for international development financially support American universities to participate capacity building of developing countries' universities. Universities in Korea are also actively involved in the program for development and capacity building of developing countries or support of developing countries' universities as one of an international strategy. It is very encouraging to know that some universities in Korea give much more positive influence through much bigger scale of investment and efforts compared to HGU. For example, Seoul National University conducted research on validity of establishing Rwandan National University system; Sungkyunkwan University supported a college of pharmacy support project in Vietnam; Woosong University supported a Luang Prabang university support project in Laos; and Jeonju University supported a curriculum support project for National Polytechnic Institute of Cambodia. More and more universities in Korea are enthusiastically participating projects helping higher education institutions in developing countries. But,

until now none of these projects were measured and evaluated by principles agreed at the Busan Forum and Busan Global Monitoring Indicators. Thus, the review of IDC projects through HGU cases would be appreciated. HGU goes through consultation with central and local government of the aid recipient country and thorough negotiation with local community leaders and NGO personnel to strongly build sense of ownership of the country. In the future, it is necessary to put precise efforts gradually on field research of the country that request a general ODA project, check on national development plan or priority of country policy, and check on country partnership strategy of Korea. Since a strong 'grass roots' characteristic of HGU IDC projects makes incurred in the aid and delivery system simple, it would have big impact in focus on result attribute. Training for starting a business or reformation of other educational curriculums, and capacity building will be continued in the recipient universities. These programs should be a motivation to spread the results and reproduced at other developing countries through efforts by the recipient university and local community.

In order to establish global partnership, more cooperation with the following institutions should be considered; cooperation with KSP and with KOICA, and cooperation with volunteer work by a major firms such as Samsung, LG, Hyundai Motors in which held for corporate social responsibility. For example, HGU may conduct capacity building project at a university in a country where KSP supports. It will also open a door for cooperation with World Bank, UNDP, and international NGO groups other than UNESCO and UNAI. HGU reports the project status to Korean government, UNESCO Headquarters, and UN Academic Impact as a guarantee of transparency and accountability. Also, consultation on project feasibility is also conducted during a negotiation with government, university, and local community of the recipient country. The negotiation on the project end time and its range is also conducted to boost the accountability of personnel in the recipient country. Since HGU IDC projects are evaluated and assessed according to the effectiveness principles in development cooperation elicited from the Busan Forum, an assessment by other standards or values that HGU or universities pursued has not been pursued. Comparative study with IDC projects by other universities in Korea can be a next assignment. The case study on HGU projects which has put huge efforts in international development cooperation would deliver meanings to Korean universities that are expanding international development cooperation. At the same time, it will expand 'Foreign Aid Ecosystem' in Korea.

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