Journal of Nonprofit Education and Leadership
https://doi.org/10.18666/JNEL-2021-10982

University-Based Higher Education on Nonprofit and Nongovernmental Organizations in South Korea

Comparative Analysis between South Korea and the United States

Sung-Ju Kim
North Carolina State University

Bok Gyo Jeong
Kean University

Abstract

From the early 1990s to the present, the nonprofit sector in South Korea has grown exponentially in size and scope, resulting in increased calls for the development of nonprofit education programs to educate future leaders of the nonprofit sector in South Korea. This article reports on a study undertaking to determine the scope and dimensions of the nonprofit and non-governmental organization (NPO/NGO) education in South Korea, identifying university-based nonprofit education programs in South Korea and analyze curricular content employing Wish and Mirabella's seven-category model for evaluating curricular content in nonprofit programs. At present, South Korea offers 23 NPO/NGO degree programs at 16 universities with a combined total of 634 courses being offered as part of these degree programs. In addition, there are 45 universities offering three or more NPO/NGO related courses outside of the identified 23 NPO/NGO degree programs among the top 50 South Korean Universities, including the aforementioned 16 universities. Our findings show that South Korean NPO/NGO degree programs are more focused on advocacy and public policy related topics than on other categories of curriculum content, and with very little focus on financial management related topics in particular. The paper concludes with a discussion of the unique structure of NPO/NGO degree programs compared with programs in the United States, highlighting the proportional difference between the internal and external functions.

Keywords: *Nonprofit education, higher education, curriculum, NPO/NGO, South Korea*

Sung-Ju Kim https://orcid.org/0000-0002-3122-6542
Bok Gyo Jeong https://orcid.org/0000-0002-8802-6330
Please send author correspondence to skim67@ncsu.edu

Introduction

This study was undertaken to develop the first comprehensive census of university-based nonprofit organization (NPO)/nongovernmental organization (NGO) education programs in South Korea and to similarities and dissimilarities of the NPO/NGO education program between South Korea and the United States. Although South Korean NPO/NGO education programs have grown over the last 20 years, a reflection on the substantive curricular content of these programs has not been sufficient in addressing the historic role of these programs in helping to build the sector, as well as their ongoing contribution to sector sustainability. Additionally, while NPO/NGO education in South Korea has been expanding, programs continue to face several challenges, such as enrollment issues, sustainability regarding continued status as standalone programs, and the overall quality of the education (Suh, 2014).

As the nonprofit sector has grown globally during the last several decades and has played a significant role in promoting economic growth and democratic progress around the world (Harris et al. 2016; Salamon et al., 2004; Smith et al., 2016), the growth of the sector is similarly taking place in South Korea. Since the late 1980s, the South Korean government has made significant strides to increase government partnerships with the nonprofit sector. The NPO/NGOs have been key players in the public arena in partnership with government.[1]

Despite nonprofit organizations having increased their impact on democratic processes and the delivery of public services, South Korean NPO/NGOs have been criticized for the perceived lack of qualifications and professionalism of their leadership and staff. Kim reported a decline in the perceived trustworthiness of nonprofit organizations (E. Kim, 2009) and ignited the call for systemic and professional nonprofit higher education in South Korea. Based on this demand for nonprofit education, in the late 1990s, some South Korean universities launched nonprofit education programs, the first of which was founded at Song-Kong-Hoe University in 1999, which celebrated its 20th anniversary in 2019. Since then, a substantial number of nonprofit degree programs have been established in various locations in South Korean universities such as schools of public administration, schools of public policy, schools of civil society, and schools of social welfare.

As mentioned above, the purpose of this study is to investigate the size and scope of the nonprofit education programs in South Korea while enhancing comparative

[1]While the term "nongovernmental" stresses the independent nature of the civil society either simply as the counterpart of government or as the force for social movement, the term nonprofit highlights the management aspect of non-distribution constraints, tax-exempt status, and public/mutual benefits nature. In South Korea, the term nonprofit and nongovernmental organizations have been used interchangeably. Although some scholarly discussions differentiate the term nonprofit and nongovernmental, in South Korea, the scope of these two organizational entities is substantially overlapping (Kim, 2006). NPOs and NGOs were conceptually perceived as a self-governing, private, nongovernmental organization for civil society in South Korea, covering all kinds of nonprofit organizations with various public purposes such as human services, arts and culture, education, health, and others. In this sense, the terms NGOs and NPOs were interchangeably used in South Korea despite their differentiated conceptual definition and origins. In this study, the term NPO/NGO education will be used unless specified otherwise such as the official title of nonprofit education programs (e.g. Sung-Kong-Hoe University Graduate School of NGO).

analysis between the South Korean programs and the United States programs. This paper proceeds as follows. In the first section, we provide a literature review, including background information on higher education globally the comparison of which on a global and country level will help clarify the focus and motivation of this study. The second section of the paper provides details on the current census of nonprofit education programs in South Korea, including details on all courses included in the curriculum programs in the census. We next present our analysis of the content of the collected courses based on the seven categories of nonprofit functions developed by Wish and Mirabella. Following this exploration of South Korean NPO/NGO curricular content, we trace the historic evolution of these programs as well as providing a comparative perspective vis-à-vis nonprofit education programs in the United States where this type of research first originated. Finally, we draw implications for the future of nonprofit higher education in South Korea with a focus on suggestions for overcoming current challenges and opportunities, pointing to the ways in which this study could inform the future direction of NPO/NGO education in South Korea.

Literature Review

Nonprofit Education Across the Globe

As nonprofit education programs in the United States have grown exponentially, so has the growth of nonprofit education and training programs across the world. Mirabella and her colleagues (2007) initially reported the number of nonprofit education programs outside of the U.S., identifying at least 189 universities and colleges providing nonprofit educations across the world. Of the international programs identified at that time, 38% of the programs were located in the United Kingdom, followed by 28% in Africa, 16% in Canada, 15% in Asia and the Pacific region, and 3% in the Middle Eastern and South Asian regions. Since then, the number of nonprofit education programs has increased significantly worldwide and these programs are now delivered in a wide range of countries and languages. For example, Casey found that the number of international programs in nonprofit education has increased, particularly in Europe and English-speaking Commonwealth countries (Casey, 2017). Pospíšilová (2012) identified four university programs and industry-based nonprofit education programs and over 100 nonprofit related courses in the Czech Republic. Ketola (2015) investigated five university-based nonprofit/civil society education programs in Finland, detailing the historical background of civil society in Finland and providing a robust sociological approach to nonprofit management education.

This expanding trend of nonprofit education programs can also be found in other continents in the world, including Africa, Asia, and Australia and New Zealand. Surprisingly, a large number of nonprofit education programs were found in Africa, even generally considering that Africa is the region least institutionalized in higher education (Teferra & Altbach, 2004, as cited in Mirabella et al., 2007). In 2007, more than 50 programs in nonprofit management education or philanthropy studies were offered in 54 universities in Africa (Mirabella et al., 2007). Mirabella (2007) speculated that this growth is somewhat related to the need for program managers in NPO/NGOs that receive development money from Northern countries, international NPO/NGOs, and foundations.

A significant expansion of nonprofit education programs has also been observed in Asian countries and Oceanian countries. For example, Zhang and Guo (2015) reported 65.5% of the top Chinese universities offered nonprofit education in 2012 and 54.7% of these programs were launched between 2003 and 2007. The significance of nonprofit education at the university level has been consistently highlighted by nonprofit scholars in China to meet the strong and growing demand from the nonprofit sector in China (Zhang & Guo, 2015). Similar growth has been experienced in Australia and New Zealand. According to Malcolm and her colleagues (2015), a significant number of nonprofit education programs in Australia and New Zealand have been instituted not only in the academy but also in government agencies or for-profit consulting agencies beginning in the mid-1980s. They also provide details on seven major universities in Australia offering nonprofit education programs on the university level, with two additional programs operating in New Zealand. Unlike what is found in the U.S. and other countries, most of the Australian programs have grown within business schools (Malcolm et al., 2015).

The contents of nonprofit education programs outside of the U.S. tended to diverge more compared to those of the U.S. nonprofit education programs in the U.S. (Casey, 2017; Mirabella, 2015). While the topics related to the inside function of the nonprofits, such as leadership, managerial skills, and financial management are highlighted in the U.S. nonprofit education programs (Mirabella, 2015), the nonprofit education in the non-English-speaking countries tends to enhance social dynamics, structural inequalities of power and economic relations, or legal authority and legitimacy in the programs (Casey, 2017). For example, educating students about the nature and function of civil society such as governance, advocacy, and public relationship is the focus of Finnish education programs because of the historical development of Finnish civil society, which is quite different from that of the U.S. and other English-speaking countries (Ketola, 2015). In Australia, higher education became more business-focused, particularly on finances, so nonprofit education tended to be offered within MBA programs with highlights on social entrepreneurship and social innovation (Malcolm et al., 2015).

Nonprofit Education in the United States

Since the first university-level nonprofit education program was launched at Yale University in the early 1970s, nonprofit education programs within universities have grown exponentially in the U.S. (Mirabella et al., 2019; O'Neill, 2007; Young, 1999; Zhang & Guo, 2015). Over the last 20 years, Mirabella and her colleagues have chronicled the number of nonprofit education degree programs not only in the U.S. but also around the world. While only 17 universities offered nonprofit management courses on the graduate level in the U.S. in the early 1990s, the number of nonprofit concentrations jumped from 32 in 1996 to 130 in 2006. This most recent study found 339 universities and colleges delivering curriculum in over 650 distinct programs in nonprofit management and philanthropic study (NMPS). Courses offered include both graduate and undergraduate levels, face-to-face and online, as well as noncredit and continuing education courses.

Nonprofit education has been incorporated within a wide variety of schools and colleges within American universities. A rich literature reports that nonprofit management education programs are currently located within various colleges and schools

such as colleges of art and science, business school, schools of public administration or public affairs, schools of social work, and colleges of education, along with a variety of other schools (Alexander, 2017; Dolch et al., 2007; Mirabella et al., 2019; Rooney, 2017). University-based programs in nonprofit management and philanthropic studies have developed in two particular ways. Most typically, nonprofit education was offered as a concentration within an existing master's degree program at a graduate school. The majority of these programs were provided in public administration schools and a much smaller number in business schools (Young, 1999). The other institutional arrangement, which was less widely available, was the development of a freestanding interdisciplinary degree program in nonprofit studies with degrees in nonprofit management such as Master of Nonprofit Administration (MNA) or Master of Nonprofit Organizations (MNO) (Young, 1999). According to Mirabella et al. (2019), nonprofit management and philanthropic studies have more than doubled since 2000, from 284 in 1986 to 651 programs in 2018 from 339 institutions in the U.S. The types of programs are as varied as the institutional location. For example, Dolch and his colleagues (2007) investigated nonprofit undergraduate education curricula based on four models, including a certificate program, an academic minor, an academic major, and a combined major or minor program. Mirabella (2015) also mapped out the growth of nonprofit education with four types of programs, including graduate (including PhD), undergraduate, continuing education, and noncredit.

In addition to pinpointing the location of these programs within the university, Wish and Mirabella (1998) and Mirabella (2007) developed a curricular model based on the curricular content of the program. This curricular model is composed of seven major categories, including 1) philanthropy and the third sector; 2) advocacy, public policy, and community organizing; 3) fundraising, marketing, and public relations; 4) internal nonprofit management skills; 5) financial management, finance, and accounting; 6) human resource management; and 7) boundary-spanning courses. These seven categories were then combined into three major nonprofit management functions: inside functions, outside functions, and boundary-spanning functions (Mirabella, 2007; Mirabella & Wish, 2001). The inside function includes internal management skills; financial management skills; and human service management. The outside function includes philanthropy and the third sector; advocacy, public policy, and community organization; and fund-raising, marketing, and public relations. The boundary-spanning function includes legal issues and strategic planning. Mirabella et al. (2019) categorized 1,858 courses in total included in graduate education programs in the U.S. with the finding that 51% of the courses were focused on the inside function, 43% covered elements of the outside function, and 7% were considered as boundary-spanning.

In concert with identifying the size and scope of nonprofit education programs in the U.S., a debate on the best fit location of nonprofit education—named the "best place" debate—has involved numerous scholarly efforts (Alexander, 2017; Hoefer, 2003; Mirabella, 2015; Mirabella & Wish, 2000; O'Neil, 2007; Rooney, 2017). However, since the best place debate began with the publication of the Mirabella and Wish's paper in 2000, the debate roars on (Hoefer, 2003; O'Neil, 2007). According to Mirabella (2007), the majority of nonprofit education programs were located in schools of public administration and public affairs (21%) and colleges of arts and sciences (26%), followed by schools of social work (12%) and business schools (12%). Some educa-

tors have argued that combining public affairs with nonprofit management provides a more comprehensive education for future matters (Salamon, 1999). Others suggest that nonprofit education programs should be incorporated with the business management context because nonprofit organizations must become more businesslike (Young, 1999). However, in many debates about advantages and disadvantages of placement of nonprofit education, nonprofit educators have advocated that the default model of placing nonprofit education within one discipline is inappropriate because of practical differences between nonprofits and other kinds of organizations, as well as the interdisciplinary nature of nonprofit education (Mirabella & Wish, 2000; Smith, 2017; Young, 1999). Particularly, Mirabella and Wish (2000) affirmed that it might be best to focus on understanding the interrelationships between and among the sectors, rather than arguing about the advantages and disadvantages of a single-programmatic placement. Given that existing nonprofit education programs have been anchored in a current programmatic location without substantial modification, it might be meaningful to allocate our attention to the inter-disciplinary or inter-departmental interaction and synergies for a more productive and beneficial discussion.

More recently, a debate among nonprofit scholars regarding nonprofit education accreditation and curricular practices has emerged. For example, the *Journal of Nonprofit Education and Leadership* published a special issue discussing various perspectives on accreditation of nonprofit education programs. Mirabella and Eikenberry (2017) addressed the advantages and disadvantages of accrediting nonprofit education as the professionalizing aspect versus the development of specialized institutional bureaucracy. Ashcraft (2017) argued the entrenchment of stand-alone nonprofit education programs as presenting opportunities for conflicts of interest, discouraging innovation, encouraging "compliance" behavior and more. Other studies in the special issue discussed the American model of accreditation compared with global nonprofit education in other countries (Casey, 2017; Hailey, 2017; Rooney, 2017).

Nonprofit Sector and Education in South Korea

Nonprofit education in South Korea has grown along with the growth of civil society and democracy in the country. Similar to other countries such as Finland, the Czech Republic, China, and African countries, nonprofit education programs in South Korea have expanded commensurate with the growth of the sector itself.

In South Korea, the nonprofit sector has grown remarkably since the 1987 democratic transition[2] (Kang 2001; Kong & Yu, 2017; Jeong, 2013). The year 1987 in South Korea is a year of significance for the nonprofit sector. Before 1987, activities within civil society were not only closely regulated by the government but also were extremely restricted under authoritarian rule in South Korea. However, civil society in South Korea became more independent of the government's controls and regulations after

[2]After the period of Japanese colonialism (1910–1945), there had been extremely limited space for citizens' movements at the initial stage in the contemporary Korean history because of successive authoritarian and military regimes in South Korea. However, civil society and citizens were able to enforce significant roles in democratization in Korea since the 1987 democratic transition with the civilian governments of Kim Young Sam (1993-1998) and the Kim Dae Jung administration (1998-2003). According to Kim (1997), "South Korean politics have been demonstrating gradual progress toward democracy since around 1987 when demonstrations by students, labors, and middle class forced the government to accede to the calls for direct presidential elections and democratic reforms" (p. 103).

the 1987 democratic transition (Choi, 2012). Thereafter, nongovernmental and nonprofit actors were instrumental partners of government similar to their partnership roles during the post-colonial period of Africa (Tavanti, 2017).

After the 1987 democratic transition in South Korea, civil society organizations have expanded exponentially and have played key roles in the fields of economic justice, welfare policy, women's right, and other political issues in South Korea (Lee & Arrington, 2008). The number and scope of nonprofit organizations in South Korea have significantly increased since the late 1990s in various subsectors, including civil society, social service, international aid, environment, and education. The number of nonprofit organizations registered with the Ministry of the Interior and Safety has dramatically increased from 102 in 1960 to 14,033 in 2018 (Kim, 1997; Ministry of the Interior and Safety, 2018). Out of the 14,033 registered nonprofits, 1,636 nonprofits are registered with the central government agencies and 12,396 nonprofits are registered with local provinces and municipalities. The estimated size of the South Korean nonprofit sector varies depending on which organizations are included and the method used to measure the number of organizations. The Directory of South Korean NPOs reports the size of the sector based on the self-reported profile of civic organizations and estimates that 7,923 civic organizations were in operation as of 2012 and the number becomes 25,886 if local branches or chapters are counted separately (Civic Movement Information Center, 2012). In this directory, the social welfare service sector takes up the most significant portion (18%), followed by the environment (12%), political economy (10%), youth and children (9%), volunteer-focused organizations (8%), and women (6%). With the broadest scope, the South Korean Labor Research Institute, based on tax- and insurance-associated classification, reports that about 37,613 NPOs are operating in 2009 (Hwang, 2009). According to Kim (2009), 56% of nonprofit organizations in South Korea were established during the late 1990s and early 2000s.

The South Korean nonprofit sector has been noted for its bifurcation of advocacy-focused NPOs and service-focused NPOs (Jeong, 2013; Salamon & Sokolowski, 2004). This bifurcation has originated from the developmental history of South Korea. The advocacy NPOs have represented the voice for the democratization and advocated for marginalized groups, while service-focused NPOs have made up for the lack of services for marginalized groups and communities as a byproduct of its unprecedented and unequal economic growth after the 1970s. Specifically, civil society organizations were one of the main actors who contributed to the democratization and political reform movement. Reflecting these historical roles, civil society organizations in South Korea have intensively focused on political democracy, economic justice, and various political and economic reforms (E. Kim, 2009; H. Kim, 1997).

The growth of the nonprofit sector has precipitated greater scrutiny of nonprofits' effectiveness and management practices (Young, 1999), and this focus has magnified the desire to professionalize the nonprofit sector in South Korea. The first university-level nonprofit major program in South Korea was established at Song-Kong-Hoe University in 1999, and the first graduate school for nonprofit education was founded in Kyung-Hee University in 2000 with three majors, including NGO and policy, NGO management, and volunteer management (Kim, 2002; Suh, 2014). The early NPO/NGO higher education programs in South Korea targeted the first generation of the civil movement activists who led or participated in the 1987 democratic transition

(Suh, 2014) or prior democratic movements in South Korea. According to Suh (2014), when the pioneer NPO/NGO studies programs were developed, the primary goal of South Korean NPO/NGO education programs was to balance practical experiences from the civil movements in the field with academic foundations in NPO/NGO studies. However, the South Korean NPO education programs faced challenges from the very beginning in terms of sustainability and had to be strategic in their planning. Kim (2002) and Suh (2014) highlighted challenges including NPO/NGO education programs' enrollment issues, identity issues as an independent academic major, and the task of conceptual clarification of NPOs/NGOs in the South Korean context.

Although the demand for NPO/NGO management education has increased in South Korea, NPO/NGO education in South Korea has faced several challenges such as a sustainability challenge, financial challenge, coverage challenge, and course design challenge (Kim, 2002; Suh, 2014). For example, at least four of the NPO/NGO education programs faced enrollment issues within a couple of years after their launching (Kim, 2002) and the lack of quality research related to NPO/NGO education was noted (Suh 2014).

Methodology

Research Framework and Questions

The purpose of this study is to identify university-based nonprofit education programs in South Korea and analyze curriculum structures based on Mirabella and Wish's curricular model (2001). This study also aims to discuss similarities and dissimilarities of nonprofit education in South Korea and the U.S. The seven categories of the nonprofit management curricular model developed by Wish and Mirabella in 1998, was expounded on in a later study:

1. Philanthropy and the third sector: History of philanthropy and the nonprofit sector; activities, scope, and methods of third-sector organizations; distinctions between third-sector organizations and their public and private sector counterparts; and motives and values behind the philanthropic behavior.
2. Advocacy, public policy, and community organizing: The examination of nonprofit organization's rights and responsibilities in the governmental process, with emphasis on the fundamental obligation to inform and influence political decisions; community organizing and planning; principles of citizen empowerment; performing needs assessments; collaboration and partnerships; and organizing citizens for action.
3. Fundraising, marketing, and public relations: Fundraising, development, proposal writing, planned giving, capital campaigns, investments, annual and membership campaigns, and marketing and public relations.
4. Nonprofit management skills: Overview of the principal management functions in the nonprofit organization, organization theory, and behavior, communications, program development and evaluation, managing information systems, and ethics
5. Financial management, finance, and accounting: Budgeting, resource allocation, financial management, and accounting .

6. Human resource management: Managing human resources, volunteer management, board and trustee relationships, and leadership.
7. Boundary-spanning courses: Strategic planning and legal issues (Mirabella & Wish, 2001, p. 37).

In addition, we included one additional category as titled "other" to classify courses that do not fall under any of the existing seven categories.

The seven categories were re-grouped with the three broader functions, including the inside function, the outside function, and the boundary spanning function (Mirabella, 2015). The inside function includes the courses for internal management skills, financial management, and human service management skills and knowledge. The outside function is comprised of the courses for philanthropy and the third sector; advocacy, public policy, and community organizing, fundraising, and marketing and public relations. The boundary-spanning function involves legal issues and strategic planning.

This functional-classification frame was employed to compare the similarity and dissimilarity of the programs between South Korea and the U.S. The reasons to compare the findings with those of the U.S. case are three folds. First, currently, not much research has been conducted on the national-level scanning of nonprofit higher education. The U.S. case has been a leading national-level analysis that focuses on the comprehensive functions of the nonprofit sector and its historical contribution. By selecting the U.S. nonprofit higher education as a comparable case, this study attempted to add another leading case for the nonprofit higher education scholarly community. Second, the South Korean nonprofit education with the U.S. functional-classification is applicable because the contemporary South Korean higher education system has its history of being initially developed following the U.S. education system after its independence from Japanese occupation in 1945 (Kim & Myeong, 2014). Third, the seven-category frame has been successfully been applied to utilize functional components of the nonprofit education not only in the U.S. studies, but also in international studies (Mirabella, 2007; Mirabelle & Wish, 2001; Mirabella et al., 2007).

Data Collection

The data collected for this study had two clear purposes. First, we aimed to collect a complete set of data on all the university level nonprofit education programs in South Korea including any major and concentrations that were labeled with NGO/NPO or social economy/enterprise.[3] Degree programs were identified based on previous literature on NPO/NGO education in South Korea (Jeong & Kim, 2019, Kim, 2002; Seo, 2014). The final compiled list was triple-checked by NPO/NGO education program directors and scholars in nonprofit education in South Korea. Utilizing this finalized list, we collected the information related to the degree programs, including the background of the degree program and curriculum information for the program by website search. We also contacted the program director or the department head of respective programs to request their curricula, course description and syllabi for

[3] Ministry of Education of South Korea (2019) reported that a total of 417 higher education institutions were registered in Korea, including 224 universities, 148 colleges, and 45 graduate universities.

courses. This methodology resulted in data for 23 NPO/NGO degree programs located within 16 different universities, including 20 programs at the graduate-level and three at the undergraduate level. A total of 634 courses were found within the these NPO/NGO degree programs. Of these courses, only 594 courses were drawn on for further analysis, as the other 40 courses were not NPO/NGO specific. For example, courses titled "Climate changes lecture series," "Meteorological informatics," "Money and world economy," and "Life and civic education" were not included in the analysis.

We were also interested in determining the number of universities offering three or more courses in NPO/NGO topics among top universities in South Korea, which formed the second focus for our study. Global or national university rankings are widely used by related stakeholders in higher education and these rankings have a significant impact in determining priorities and vision of respective institutes (Rauhvargers, 2011). Although the ranking system has limitations in representing the entire higher education system and assessing the performance of higher education institutes (Kehm, 2014), this ranking system has been shown to have relatively stable results regardless of types of rankings for the top 700–1,000 universities (Rauhvargers, 2011). Therefore, sampling universities based on world and national ranking systems may offer results reflective of the main higher education system in South Korea. Furthermore, the number of students enrolled in the top 50 universities in South Korea make up a total of 43.9% of the total students in South Korea (Ministry of Education, 2019), which assures the representativeness of the selected universities in this research.

For this study, we compiled listings of the top 50 South Korean universities using international and national university ranking resources, including *U.S. News & World Report's* Best Global Universities Ranking, the Times Higher Education World University Rankings, the QS World University Ranking, and the Joongang Ilbo National University Ranking in South Korea. These lists are most frequently cited to rank universities in South Korea as well as worldwide. We identified the top 50 universities from each of the ranking resources, because the listed top 50 South Korean universities were slightly different among them. For this study, any university listed as top 50 in any of these four national/international rankings have been included in this analysis.

A finalized list of 52 universities was created by combining the respective results from the four lists. Most universities repeatedly appeared in these ranking lists except for two cases that only appeared in the South Korean domestic ranking, the Joongang Ilbo National University Ranking. The list of top 52 universities includes most of the aforementioned 16 universities with NPO/NGO degree programs. As conventionally used in higher education, three or more courses are recommended to constitute an independent education program. This criterion has also been widely adopted by previous literature on nonprofit higher education curriculum analyses (Mirabella & Wish, 2001; Mirabella, 2007). Therefore, this study identified universities with three or more NPO/NGO-related courses for its final analysis. Among the selected 52 universities, a total of 45 universities (85.6%) provided three or more NPO/NGO-related courses at various schools in the universities.

Results

Development of South Korean NPO/NGO Education Programs

Since the first NPO/NGO degree program was founded in 1999 at Sung-Kong-Hoe University, the number has increased over time. As of 2019, 16 universities, 3.8% of overall universities in South Korea, were operating NPO/NGO degrees, and related degree programs. In total, 23 NPO/NGO degree programs both at the graduate and undergraduate levels were operating in 2019. Table 1 shows the total number of university-based NPO/NGO education degree programs in South Korea. Out of the 23 programs found, 20 programs were at the graduate level degree programs and three were undergraduate level. Among the 20 graduate programs, three schools provide both the master and PhD degrees in NPO/NGO studies, including Han-Il University, Chon-Nam National University, and Busan National University. Kyung-Hee University offers two differentiated NPO/NGO-related degree programs at the Master's level, focused on domestic civil society and the other on global governance.

NPO/NGO education programs in South Korea are offered in a variety of institutional settings (Table 1). The earliest NPO/NGO education programs in South Korea were offered through an independent school or a department for NGO studies. For example, the first NPO/NGO graduate level major program in South Korea was founded in 1999 at Sung-Kong-Hoe University. The first graduate school with the title of "NPO/NGO" in South Korea was the graduate school of NGO founded in 2000 at Kyung-Hee University.[4] The following NPO/NGO education programs were also offered at the departmental level in NGO studies such as the NGO department at Myung-Ji University in 2001 and the Graduate School of NGO and Policy Studies at Han-Il Presbyterian University. However, many of these programs lost their independence and were absorbed by other schools (e.g., School of International Studies, School of Public Policy, School of Global Cooperation, School of Social Welfare, and MBA). As Young (1996) argued, six principal games including turf, priorities, control, and faculty games, interfere with continued independence of nonprofit degree programs from traditional schools and departments in the university. Noted patterns of games among disciplines have been observed surrounding South Korean nonprofit higher education programs. As a result, a significant number of South Korean nonprofit management programs have been merged into conventional discipline-based schools, departments, or colleges (Jeong & Kim, 2019).

In 2019, only 13% NPO/NGO programs (3 out of 23 programs) were located in a stand-alone school or department for NGO studies, including the Graduate School of NGO at Sung-Kong-Hoe University, Graduate School of NGO and Policy Studies at Han-Il Presbyterian University, and Department of NGO at Kyung-Hee Cyber University. In total, 43.5% of the programs (10 out of 23 programs) were located in a graduate school of public administration, or public policy, while 43.5% of programs (10 out of 23 programs) were in interdisciplinary schools or other schools including a college of global cooperation, MBA, and social welfare. Programs more recently established were more likely to be located in business schools or social work schools

[4] At Kyung-Hee University the Graduate School of NGO (founded 2000) was absorbed by the Graduate School of Public Policy & Civic Engagement in 2011.

Table 1

University-Based NGO/NPO Education Degree Programs in South Korea

N	University	Degree Program	Institutional Location	Level of Degree	Year Founded
1	Sung-Kong-Hoe University	NGO major	Graduate school of NGO[5]	Master	1999
2	Kyung-Pook National University	Social Policy and NGO major	Graduate school of Policy & Information	Master	2000
3	Han-Il Presbyterian University	NGO major	College of Humanities and Social Science	Bachelor	2000
		NGO major	Graduate school of NGO policy studies	Master /PhD	2002
4	Kyung-Hee Cyber University	NGO major	Department of NGO	Bachelor	2001
5	Ajou University	NGO concentration	Graduate school of International studies	Master	2001
6	Chon-Nam National University	NGO concentration	Graduate school for Interdisciplinary studies	Master /PhD	2002
7	Busan National University	NGO concentration	Graduate school for Interdisciplinary studies	Master /PhD	2003
		Social enterprise management	School of business	Master	2015
8	Han-Yang University	Civil Society major	Graduate School of Public Policy	Master	2009
9	Kyung-Hee University	Civil Society and NGO major	Graduate school of Public Policy & Civic Engagement	Master	2010
		Global governance major	Graduate school of Public Policy & Civic Engagement	Master	2010
10	So-Gang University	NGO major	Graduate School of Public Policy	Master	2010
11	Han-Shin University	NGO major	College of Global Cooperation	Bachelor	2011
		Social economy studies	Graduate school of social innovation business	Master	2014
12	Korea Advanced Institute of Science and Technology (KAIST)	Social entrepreneurship	MBA	Master	2013
13	Gyeong-Sang National University	Civic leadership	Graduate school of public administration	Master	2014
14	Ewha Womans University	Interdisciplinary program of social economy	Graduate school	Master	2017
15	Soong-Sil University	social enterprise major	Graduate school of social welfare	Master	2017
16	Won-Kwong University	Social economy studies	Graduate school of Public Administration	Master	2017

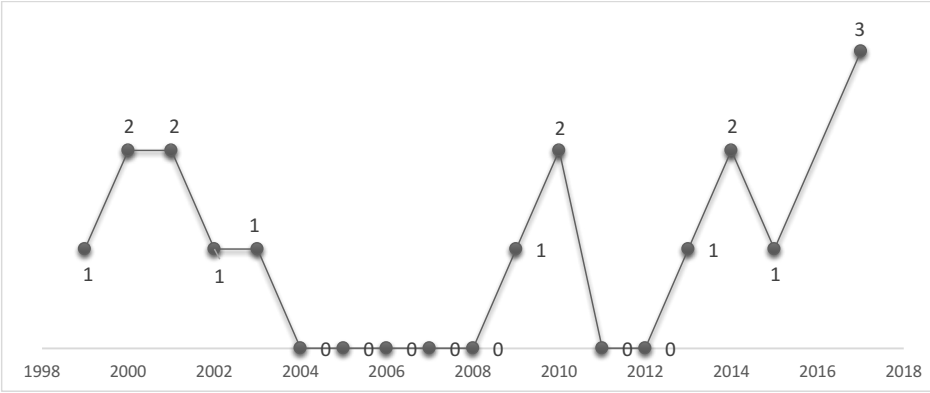
[5]Although originally founded as the Graduate School of Civil Society and Social Welfare ("simin sahoe bokji daehag-won" in Korean) at the time of the establishment in 1999, the school's name was changed to o Graduate School of NGO in 2000.

because the newer degrees have a particular focus on social economy and social entrepreneurship.

In Figure 1, we present the founding year of the NPO/NGO degree programs in South Korea that are currently operating. The founding years of South Korean NPO/NGO education programs could be divided into three waves: the first wave at the turn of the century (1999–2004), the second wave in the mid-2010s (2005 –2011), and the third wave in the year 2012 or later (2012–2019). After the first NPO/NGO degree program in South Korea in 1999 launched by Sung-Kong-Hoe University, 13 NPO/NGO degree programs were developed between 1999 and 2005. However, between 2003 and 2006, five of these programs were closed within two years of their founding due to low

Figure 1

Founding Year of NGO/NPO Education Degree Programs in South Korea (Currently



enrollment and retention rates (W. Kim, 2002).[6] As of 2019, eight programs founded before 2005 were still operating as NPO/NGO higher education degree programs.

The second wave of the NPO/NGO higher education in South Korea occurred between 2005 until 2011. A total of five programs were founded or evolved in different forms in the second wave period. In this period, a civil society major program in the graduate school at Han-Yang University (2009), an NGO major at So-Gang University (2010), and an NGO major for undergraduates at Han-Shin University (2011) were established. Although the first graduate-level NPO/NGO degree program at Kyung-Hee University ceased operations in 2010, the university instead incorporated NGO/NPO studies into two different majors in the Graduate School of Public Policy and Civic Engagement in 2010: the civil society and NGO major and the global governance major.

The third wave of program development took place from 2012 to the present. In this wave, seven new programs were founded. Most of these degree programs in this wave are related to social enterprise and social economy studies. The Social

[6]The universities that terminated the NPO/NGO degree programs are Sang-Myung University, Myung-Ji University, Kyung-Sang University, Kyung-Nam University, and Sung-Ji University.

Entrepreneurship major in the MBA school at Korea Advanced Institute of Science and Technology (KAIST) was founded in 2013. The Social Economy study at Graduate School of Social Innovation Business at Han-Shin University was established in 2014, followed by the Interdisciplinary Study of Social Economy major in the Graduate school at Ewha Womans University in 2017, and the Social Enterprise/ Economy major at Soong-Sil and Won-Kwang University in 2017. The curricula of Social Enterprise/ Economy of Soong-Sil University is indicative of the traits of the third-wave programs with its focus on management skills and social functions of social enterprises.

The geographic distribution of the programs by each wave is associated with the development of the nonprofit education programs. During the first wave (1999 –2004), programs were developed in local provinces, particularly where the democratization force was rooted and incubated in the South Korean history. On the other hand, the second-wave universities were located in Seoul and Gyeong-Gi Province, which is the capital and center of the country's politics, economy, society, culture, and education. The third wave was characterized by degree programs focused on social economy and social enterprises led by corporate sponsorships either in Seoul (the largest Metropolitan city in South Korea) or Busan (the second largest Metropolitan city in South Korea). For example, Soong-Sil University's Social Enterprise major, Ewha Womans University Interdisciplinary Program's Social Economy major, and KAIST's Social Entrepreneurship major were sponsored by SK Group, and Busan National University's Social Enterprise Management major was sponsored by SK Group and BNK Group.[7]

Curricular Content of South Korean NPO/NGO Education Programs by Category

This study examines functional categories of courses within the NPO/NGO education degree programs in South Korea, adopting the seven curricula model of NMPS studies developed by Wish and Mirabella (1998). We added an "Other" category cap-

Table 2

Frequency of the NPO/NGO Courses by Function

	% (*n*)
Outside function	44.9% (*269*)
Advocacy, public policy, and community organization	28.80% (*171*)
Philanthropy and the third sector	12.5% (*74*)
Fund-raising	1.5% (*9*)
Marketing and public relations	2.2% (*15*)
Inside function	34.8% (*207*)
Internal management skills	28.6% (*170*)
Financial management	3.7% (*22*)
Human resource management	2.5% (*15*)
Boundary-spanning	9.3% (*55*)
Legal issues	0.8% (*5*)
Social economy/enterprise	7.5% (*43*)
Corporate social responsibilities	1.2% (*7*)
Others	10.9% (*65*)
Total (*N*)	100% (594)

[7]See the following websites for the details on the corporate sponsorship:
https://pnusema.pusan.ac.kr/pnusema/21429/subview.do
https://www.yna.co.kr/view/AKR20170413164600003
http://cms.ewha.ac.kr/user/indexSub.action?codyMenuSeq=1196378&siteId=menuUIType=sub

turing courses that do not fall under the existing seven categories. We assigned the identified 594 courses with the final eight categories (Table 2).

Approximately 44.9% (269 courses) of the total listed courses were categorized as the outside function. About 29% (171 courses) were categorized as the advocacy, public policy, and community organization. Key contents of the courses belonging to this category include NGO and civil society, NGO and government relations, and history of NGO in South Korea. The courses for philanthropy and the third sector were 12.66% (74 courses), while only 1.5% of the courses focused on fundraising, and 2.2% for marketing and public relations. About 34.8% (207 courses) of the courses were categorized as the inside function. Similar to the advocacy category, 28.6% of the courses were labeled as the internal nonprofit management skills category (170 courses). Only 3.7% (22 courses) focused on the financial management function of the nonprofits, and 2.5% on human resource management.

For the boundary-spanning function, only 9.3% (55 courses) of the listed courses were characterized as this function. While about 4% of the U.S. nonprofit education programs focused on legal issues, only 0.8% (5 courses) covered law-related topics in South Korea. None of the courses were assigned for strategic planning in the South Korean case. Instead, the courses related to social economy/enterprise or corporate social responsibility (CSR) were respectively 7.5% and 1.2% of the total listed courses in South Korea.[8]

Table 3 shows the "other" category in South Korean NPO/NGO program courses that do not fit the seven curricular categories of NMPS. Approximately 10.9% (65 courses) of the listed courses belong to the other category, such as the courses related to culture and society, politics, and modern history. Among the 65 courses in the "Other" category, 52.3% (37 courses) were characterized as culture and society such as "Introduction to modern society in South Korea," "Post-colonialism," "Theory of cultural industry," and "Globalization and cultural change." The remainder of the courses are related to politics (24.6%, 16 courses), and modern history (9.2%, 6 courses); 13.8% of the courses were still unassigned, covering various topics such as "Appropriate technology and problem-solving aid," "Social problems," and "Feminism."

Table 3

Sub-Category of the Courses in the "Other" Category

Sub-category	Frequency
Society/culture	52.3% (34)
Politics	24.6% (16)
Modern History	9.2% (6)
Other	13.8 (9)
	100% (65)

[8]Classifying social economy/enterprise/CSR as belonging to the boundary spanning function is an adjustment made for the South Korean nonprofit higher education case. Mirabella & Wish (2001) classified social economy/enterprises/CSR as financial management sub-category because of their use for fund development by nonprofits. The rationale for locating these topics in boundary spanning in the South Korean case is because social enterprises are considered as the by-product of the interaction between civil society (including nonprofit organizations) and the government policy as exemplified by the introduced by the Social Enterprise Promotion Act in 2007 and the Framework Act on Cooperatives in 2012. South Korea is the only country that enacted a law that defines and promotes social enterprises (Bidet & Eum, 2011). South Korean laws are substantially influenced by the British policy on community interest companies and Italian social cooperative law (Bidet & Eum, 2011; Defourny & Nyssens, 2012). In this sense, the institutionalization process of social enterprises and their public policy involvement in South Korea may resemble the European context, beyond the U.S.-originated social enterprise model that emphasizes the significance of social enterprises' revenue generation (Austin et al., 2006) or social innovation (Bornstein, 2004; Dees, 1998).

As another analytical focus of this study, we examined NPO/NGO education in top South Korean universities. Among the top 52 South Korean universities, 86.5 % (45 universities) offered three or more NPO/NGO related courses in various departments and colleges. Approximately 25% of the courses were offered by the Schools of Public Administration and Public Policy, followed by the Schools of Political Science and Diplomacy (22.9%), Sociology (14.7%), Social Work (12.1%), Economy (9.1%), and International Studies (6.9%). Nine percent of the courses were offered by other schools such as School of Social Education, and Department of Journalism and Communication (Table 4).

Table 4

Top 52 University with NPO/NGO Courses and Institutional Location

University with a defined concentration in NPO/NGO	With three or more NPO/NGO courses	86.5% (45 Univ.)
	With less than three NPO/NGO courses	13.5% (7 Univ.)
Institutional location of the NPO/NGO courses	Public Administration and Public Policy	25.1% (58 Institute)
	Political Science and Diplomacy	22.9% (53 Institute)
	Sociology	14.7% (34 Institute)
	Social Work	12.1% (28 Institute)
	Economy	9.1% (21 Institute)
	International Studies	6.9% (16 Institute)
	Others	9.1% (21 Institute)

Table 5 shows the frequency of the NPO/NGO courses by the seven functions from the top 52 universities in South Korea. In total, 419 courses were listed from 45 universities. Sixty-nine percent of the courses were designed to cover topics related to the outside function of nonprofit education, with forty-one percent of courses focused on advocacy, public policy, and community organization, followed by philanthropy and the third sector (25.5%), marketing and public relationship (2.1%), and fundraising (0.7%). Within these universities, twenty percent of the courses were concentrated on content related to the inside function of nonprofit education, including internal management skills (12.4%), human resource management (2.6%), and financial management (4.8%). Eleven percent of the courses covered the boundary-spanning function. Within the boundary-spanning category, 85% of the courses (40 courses) were related to social economy and social entrepreneurship. The social economy/social entrepreneurship courses have been recently emphasized in South Korean universities because social economy and social enterprises have obtained public attention as alternative approach to economic and social development and had been promoted by government policy (Bidet & Eum, 2011; Defourny & Kim, 2011; Jeong, 2015).

Comparison of NPO/NGO education between South Korea and the United States

We were also interested in comparing the number and types of NPO/NGO education degree programs offered within South Korea, compared to those in the United States (Figure 2), which revealed a similar pattern between courses offered in the two nations. We found 45% of the South Korean nonprofit education programs focused on the outside function, whereas 57% of the U.S. programs highlighted the outside

Table 5

Frequency of the NPO/NGO Courses by Function from the Top 52 Universities

Functional categories	% (n)
Outside function	69.0% (289)
Philanthropy and the third sector	25.5% (106)
Advocacy, public policy, and community organization	40.8% (171)
Fund-raising	0.7% (3)
Marketing and public relations	2.1% (9)
Inside function	20.0% (83)
Internal management skills	12.4% (52)
Financial management	4.8% (20)
Human resource management	2.6% (11)
Boundary-spanning	11.2% (47)
Legal issues	0.7% (3)
Social economy/enterprise	9.6% (40)
Corporate social responsibilities	1% (4)
Total (n)	100% (416)

function. South Korean programs included 34.8% of courses for the inside function compared with 37% in the U.S. programs, and 9.3% for boundary-spanning courses compared with 7% in the U.S. programs.

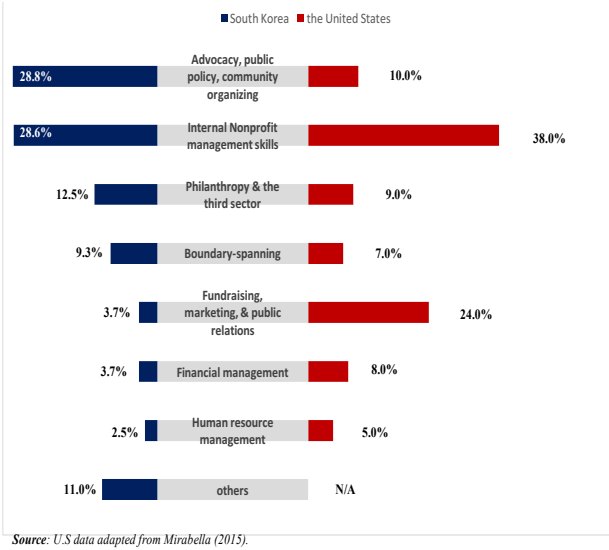
However, the detailed breakdown of the respective functions was remarkably distinct between the two countries. In the case of South Korean programs as shown in Table 2, the topics of advocacy, public policy, and community organization were more likely covered (28.8%), with only 12.5% of the courses covering philanthropy and the third sector more broadly. Only 1.5 % and 2.2% of the courses were intended for fundraising or marketing in the South Korean programs, whereas all of the topics in the outside function were relatively balanced in the U.S. programs (10% for advocacy, 9% for philanthropy, 18% for fundraising, and 6% for marketing). Based on these results, we can surmise that South Korean programs primarily emphasize general topics in the nonprofit sector, such as the introduction of the nonprofit sector, which is distinct from programs in the United States. Even though the topics related to philanthropy and the third sector were highlighted, none of the courses were solely focused on the history or values of philanthropy in the South Korean programs. Moreover, fundraising, marketing, and public relations topics were substantially excluded in the South Korean programs. Nearly 25% of the courses in the U.S. programs focused on these categories, while only 3.7% in the South Korean programs. Fundraising and marketing topics might not have been accentuated in South Korea because of rigorous government regulations on nonprofit's fundraising efforts.

Unlike the outside function, the South Korean and U.S. programs were similar in the courses for the inside function for nonprofits. Internal management skills were similarly covered in both countries (28.6% in South Korea vs. 38% in the U.S.). Financial management skills and human resource management issues were less likely highlighted in both countries, but these topics were significantly under-represented in the South Korean programs.

In addition, the comparison showed an exceedingly different aspect of the boundary-spanning function between the two countries. Overall, the South Korean programs

Figure 3

Comparing the Frequency of NPO/NGO Courses between South Korea and the U.S.



***Source**: U.S data adapted from Mirabella (2015).*

were more likely to highlight the boundary-spanning function than the U.S. programs (9.3% vs. 7.0%). However, the basic nature of components was distinct between the two countries. As mentioned before, 85% (43 courses) of all of the boundary-spanning courses (55 courses) focused on social economy or social entrepreneurship in South Korea. Due to the newly established degree programs for social economy/social entrepreneurship since 2015 in South Korea, a large number of courses related to social enterprise and social economy are offered in their degree programs. Most of the courses in social economy and social entrepreneurship programs were titled "social economy or social enterprise." Only five courses were offered in the legal issue category and none of the courses were related to the strategic planning category in the South Korean programs. In the U.S. programs, 4% of the courses are related to legal issues, and 3% of the courses for strategic planning, according to Mirabella (2015).

There are multiple explanations for these differences. First, the highlighted outside function in the South Korean programs may be explained by the prominent role of civil society in the democratization process of South Korea. The social movement root of civil society has been prevalent in South Korea. The civil society's roles in advocacy have been the root and rationale for South Korean NPO/NGOs (Jeong & Kim, 2019). Second, the relatively-low-emphasis on the inside function of NPO/NGOs in the South Korean programs may be partially explained by the existing public policy and regulations that constrain the nonprofit sector in South Korea. Due to the intermittent but continuously occurring nonprofit scandals related to fundraising in South Korea, the government has restricted nonprofit fundraising and overhead expenses. The overhead cost, in particular, was capped at 2% of the revenue raised (Kang et al., 2015). Because of the government regulations, fundraising in nonprofits might not have been enhanced both in nonprofit education and practice in South Korea.

There is an additional explanation for why courses on the inside function within these South Korean programs are less frequently offered. South Korean nonprofit organizations have historically been led by civil society activists with passion and interests in civic activism, rather than professional managers with business skills or entrepreneurial motivations (Jeong, 2013). Therefore, the demand for financial management and human resource management training in the South Korean programs has remained at a lower level than the U.S. programs.

Conclusion

South Korea has observed the overall increase in nonprofit higher education programs, pacing with the political democratization and social development. Since the first NPO/NGO degree program was founded in 1999, the total number of university-based programs has steadily grown to 23 as of 2019, although with some occasional fluctuations. A tug-of-war among disciplines over nonprofit higher education has been noticed, as observed in the merge of NPO/NGO programs into colleges of other disciplines, such as public policy, interdisciplinary studies, and humanities & social science.

NPO/NGO higher education in South Korea has evolved through multiple waves: Social movement-led NPO/NGO programs (the first wave, 1999-2004); professional management-infused NPO/NGO programs (the second wave, 2005-2011); and corporate-sponsorship-driven social enterprise and economy programs (the third wave, 2012-2019). This study described that the "NGO" schools and degree programs at the early stage focused on the role of NPO/NGOs as advocates for social change rather than the professional management side of them. As nuanced in the term used in the program names, the early-stage programs emphasized the independent nature of civil society and especially highlighted civil society as the counterpart of government or as the force for social movement.

The second wave brought various perspectives of the nonprofit sector. In this wave, the term "nonprofit organization (NPO)" became recognized and resonated widely, while the term "non-governmental organizations (NGO)" was still prevalent in nonprofit higher education. It was in this wave that the professional management aspect emerged in South Korean nonprofit higher education. However, the main drive was still a social movement mixed with the newly infused management aspect. The professional management drive incorporated management courses related to general managerial skills and knowledge, but the for-profit-oriented managerial topics such as marketing, fundraising, financial management, and human resource management were still underrepresented in the South Korean programs.

The third wave emphasized the social economy and social entrepreneurship in nonprofit educations in South Korea. As a result of the South Korean government's initiatives to promote social enterprises to reduce structurally embedded social inequality (Mendel et al., 2010), nonprofit degree programs focused on social economy and social entrepreneurship have been created in higher education in South Korea during this period. One of the remarkable observations is that most of the social economy/entrepreneurship degree programs were established while cooperating with business sponsorships. Particularly, the SK group, the third largest conglomerate in South Korea, heavily involved in the sponsorship for these degree programs (Soong-Sil University, Ewha Womans University, KAIST, and Busan National University).

The evolution NPO/NGO higher education in South Korea has turned our attention to the two main impulses of the nonprofit sector—the social movement and entrepreneurial management drives (Jeong & Kim, 2019). The first-wave of the NPO/NGO education were social movement-focused stand-alone programs, whereas the second-wave implementors infused management principles and professionalism offered within public policy schools. The third wave has mainly been driven by social economy and social entrepreneurship as the educational focus. As noted in the main analysis of this study, corporate sponsorship has been the pivotal factor that brought this new change to the NPO/NGO education in South Korea. Although prior studies indicate that the South Korean government highlights social economy policy to diminish social inequities, the industry-education collaboration to support these new topics in nonprofit education became a significant feature in South Korean nonprofit education programs. Though embracing social entrepreneurship and enterprise within the nonprofit sector and education programs in South Korea, these programs have been developed in such a way as to keep distance between for-profit companies and the sector and the general advocacy function of nonprofit organizations. And although commercialism has been embraced by some, the corporate approach is least favored by South Korean NPO/NGOs directly engaging in both advocacy and service-provision (Jeong, 2013). This new third wave of NPO/NGO education led by this hybrid type of organizational entities seems to add a very interesting dynamics and has started dialogue regarding issues of practice, pedagogy, and research. This for-profit-corporation-link in nonprofit education may result in the carryover of the for-profit management skills and knowledge into South Korean nonprofit curriculum, especially in the areas of financial, human resource, and marketing. There is a cautionary tale here as nonprofit and for-profit management may be alike in all unimportant respects (Alison, 1980).

The results of the comparative analysis between the South Korean and U.S. programs by nonprofit functions raises a question on the reason for this difference. The South Korean NPO/NGO programs have demonstrated a tangibly higher proportion of advocacy, public policy and community organization topics than that of the U.S. programs (27.0% vs. 10%). The possible explanation might be the historical development trajectory of South Korea and the roles of civil society as the advocate for social change and democratization, as suggested by existing literature (Jeong & Kim, 2019). On the flip side of the coin, this advocacy role-focus brought a low level of emphasis on professional management skills such as marketing, fundraising, financial management, and human service management. It is because of the perception that NPOs should not be run like for-profits in South Korea. Also, the South Korean government has strictly regulated fundraising efforts by nonprofit organizations due to the numerous fundraising scandals. Although the social service function and entrepreneurial professionalism have recently grown noticeably, it should be recognized that the rationale for the sector's existence as the drive for social change and advocate for progressive values might still be dominating the nonprofit sector and its education.

Another interesting observation comes from the significant portion of the "other" category in the South Korean NPO/NGO education classification compared to that of the U.S. This category shows context-specific or inter-disciplinary curricula in the South Korean NPO/NGO programs. Context-specific components include, but not limited to, the culture, history, policy, or other societal characteristics that are unique in South

Korea. These are not the generalizable category in other contexts of other countries or continents. For example, South Korean Society and Culture, Contemporary South Korean Society, Contemporary South Korean Development and Changes, History of Policy on Modern East Asian Countries, East Asia at the Crossroad are examples that are categorized as "other" in this study. These context-specific courses are oftentimes the byproduct of nonprofit higher education programs' mergers with other disciplines such as Public Policy, MBA, and Social Welfare, etc. For example, when the NPO/NGO degree program at Kyung-Hee University was incorporated under the School of Public Policy and Civic Engagement, some courses were transferred from Public Policy school curriculum or some combined courses were created between the two disciplines, resulting in adding inter-disciplinary or hybrid-type courses, such as Global Relationship Impact on North and South Korea, Historical Tradition of South Korean Public Policy, and History of Democracy and Future.

The difference in the boundary-spanning function between the U.S. and South Korea is also noteworthy. The boundary-spanning function category of South Korean NPO/NGO higher education programs is filled with social entrepreneurship and enterprises. About 85% of boundary-spanning courses concentrate on these newly emerging areas. This reflects the newly founded degree programs' focus on social economy/social entrepreneurship since 2015. These new programs are designed to raise new practitioners or scholars specialized in social economy/social entrepreneurship.

Furthermore, South Korean NPO/NGO higher education programs do not sufficiently cover legal issues (4% in the U.S. vs. 0.8% in South Korea). The origin of the U.S. nonprofit sector was founded upon the legal identification of NPOs as tax-deductible public charities and their surrounding legal structure may have influenced this feature. In the case of South Korea, NPO/NGOs emerged as social entities with their societal mission and function either for complementing the insufficiency of government's service provision or for confronting authoritarian regime as a social movement driver. Due to this differentiated emphasis and definition in its origin, the U.S. NPO/NGO higher education programs tend to highlight the legal aspect more, compared with the South Korean programs.

In addition, while the U.S. NPO/NGO higher education programs' boundary spanning function category shows the high visibility of strategic planning courses, the South Korean programs have listed none of these courses. This contrast may be partially explained by the differentiated emphasis of nonprofit board and board governance between these two countries' nonprofit sector. The strategic planning role is vested in the board for the U.S. nonprofits, and the evaluation of individual nonprofits have been the key societal mandate in the U.S. based on the professional management drive. On the other hand, South Korean nonprofits' board role in carrying out strategic planning and the societal mandate for evaluation have not been the core focus.

Implications and Limitations

While delivering nonprofit education in higher education in South Korea during the last 20 years, the educational programs have faced several challenges. The challenges include transforming the main source of the organizational legitimacy adjusting to the historical development trajectory, demonstrating enhanced accountability toward

their multi-stakeholders, for both vertical and lateral accountability, and increasing the managerial sustainability to address the double or triple bottom line of NPO/NGOs. The findings in this study may provide implications regarding future directions of the NPO/NGO education programs in South Korea.

These highlighted challenges require NPO/NGO higher education curriculum to adapt to the changes in the stakeholder environment in South Korea (Jeong, 2013). As Jeong and Kim (2019) stressed the increasing intention on the professional management aspect than the civic activism in the South Korean NPO/NGO education, this study highlight that emphasis of the professional management aspect in the future South Korean NPO/NGO education. The findings in this study also imply that the NPO/NGO higher education curriculum should further strengthen the professional and entrepreneurial management aspects. At the same time, advocacy function and social movement drive should be upgraded beyond the normative approach by NPO/NGOs. NPO/NGOs should be more strategic and professional in terms of pushing their agenda and vision to public policymakers through their advocacy work. In addition, boundary-spanning functions of NPO/NGOs in South Korea may need to be reconfigured given that they do not have experience or capacity to conduct strategic planning from a long-term perspective. In the long-term capacity building of NPO/NGO is the ultimate goal for the NPO/NGO higher education. South Korean NPO/NGO higher education should focus on how the curriculum should contribute to the long-term capacity building of the sector, beyond short-term skillset training (Allison & Kaye, 2011; Light, 2004). Lastly, this study's findings also provide a lesson for increased interaction between higher education and practices in the field. For that reason, a practice-based nonprofit management case project might be a very effective solution to this multi-tasked assignment.

Despite the numerous implications of this study, it leaves tasks for further study. First, this study was not able to include some of the important elements in nonprofit higher education including nonprofit faculty-related information in South Korea. It would be very important to find out who teaches nonprofit higher education courses, where they were trained, and what courses the respective faculty teaches. However, a significant limitation of our study was our inability to collect these data. This is a topic for future research.

Second, this study's analysis of the respective waves of nonprofit higher education is based on the founding years of corresponding programs and their program mission and focus. However, this study has not examined the influence between the respective waves due to the data limitation. To explain the longitudinal influence among the waves, it is necessary to accumulate more in-depth historical data and background information of individual programs, which we have not done. We therefore recommend in-depth analyses of these inter-wave interactions as a future area of inquiry.

Third, although this study paid attention to the significant portion of the "other" category in the South Korean nonprofit higher education compared to that of the U.S. counterpart, this interpretation requires a careful examination before its conclusion. The different results might be derived from the methodological difference in data collection, rather than the substance of these two countries' nonprofit higher education. The authors in the South Korean case included required courses not directly related to nonprofits or civil society in the data analysis. On the other hand, the U.S. studies by

Mirabella and her colleagues excluded courses that are not associated with nonprofit topics while classifying courses into the seven categories of the nonprofit curriculum.

Acknowledgments

The authors thank anonymous reviewers for providing helpful comments on the manuscript. Special thanks to Esther (Ji-Eun) Kim for her enormous help in data collection.

The authors also acknowledge professors and program directors in the respective nonprofit education programs in South Korean Universities for data collection for their programs. Special appreciation goes to Professor Roseanne Mirabella for her guidance, insights, and extensive help in revising the manuscript. Nevertheless, the authors retain sole responsibility for any errors or omissions.

References

Alexander, J. (2017). Accreditation of nonprofit certificate and degree program. *Journal of Nonprofit Education and Leadership, Special Issue 1*, 52–58.

Allison, G. T. (1980). Public and private management: are they fundamentally alike in all unimportant respects? (pp. 283–298). John F. Kennedy School of Government, Harvard University.

Allison, M., & Kaye, J. (2011). *Strategic planning for nonprofit organizations: A practical guide and workbook.* John Wiley & Sons.

Ashcraft, R. F. (2017). Between the disciplines: Accreditation considerations for stand-alone nonprofit education program. *Journal of Nonprofit Education and Leadership*. Special Issue 1, 32–40.

Austin, J. E., Leonard, B., Reficco, E., & Wei-Skillern, J. (2006) Social entrepreneurship: It's for corporations too. In A. Nicholls (Ed.), *Social entrerpreneurship: New models of sustainable social change* (pp. 169–180). Oxford University Press.

Bidet, E., & Eum, H. (2011), Social enterprise in South Korea: History and diversity. *Social Enterprise Journal, 7*(1), 69–85.

Bornstein, D. (2004). How to change the world: Social entrepreneurs and the power of new ideas. Oxford University Press.

Casey, J. (2017). International perspectives in NACC accreditation. *Journal of Nonprofit Education and Leadership*, Special Issue 1, 78–83.

Choi, J. J. (2012). *Democracy after democratization: The South Korean experiences.* Shorenstein Asia-Pacific Research Center.

Civic Movement Information Center. (2015). South Korean Civil Society and NGOs: The 25 Years' History of the Civil Society Movement, 1989–2014. KNGO.

Dees, J. G. (1998). The meaning of social entrepreneurship. Stanford University, mimeo.

Defourny, J., & Kim, S. (2011), Emerging models of social enterprise in Eastern Asia: A cross-country analysis. *Social Enterprise Journal, 7*(1), 86–111.

Defourny, J., & Nyssens, M. (2012). *The EMES approach of social enterprise in a comparative perspective.* EMES European Research Network Working Paper.

Dolch, N. A., Ernst, M., NcClusky, J. E., & Mirabella, R. M. (2007). The nature of undergraduate nonprofit education: Models of curriculum delivery. *Nonprofit and Voluntary Sector Quarterly, 36*(4), 28S–50S.

Harris B., Morris, A., Ascough, R. H., Chikoto,G. L., Elson, P. R., Loughlin, G. M. & Yu, P. (2016). History of associations and volunteering. In D. H. Smith, R. A. Stebbins, & J. Grotz Basingstoke (Eds.), Palgrave handbook of volunteering, civic participation, and nonprofit associations (pp. 23–58). Palgrave Macmillan.

Hoefer, R. (2003). Administrative skills and degrees: The "best place" debate rages on. *Administration in Social Work, 27*(1), 25–46.

Hwang, D. (2009). Status and characteristics of South Korean nonprofit organizations. *Labor review.* South Korean Labor Research Institute.

Jeong, B. (2013). *Accountability in South Korean nonprofit organizations: Stakeholder expectations as perceived by nonprofit leaders.* Doctoral Dissertation, University of Pittsburgh, Pittsburgh, U.S.A.

Jeong, B. (2015). The developmental state and social enterprise in South Korea: A historical institutionalism perspective. *Social Enterprise Journal, 11*(2), 116–137.

Jeong, B., & Kim, S. J. (2019). NPO/NGO higher education program in South Korea: Social movement and entrepreneurial management drives, *Journal of Nonprofit Education and Leadership, 9*(1), 39–62.

Kang, S. (2001). *Study on the growth of South Korean NGOs* (Doctoral Dissertation). Seoul National University.

Kehm, B. M. (2014). Global university rankings—Impacts and unintended side effects. *European Journal of Education, 49*(1), 102–112.

Ketola, M. (2015). Civil society management education in Finland. *Journal of Nonprofit Education and Leadership, 5*(4), 305–324.

Kim, E. (2009). The limits of non-government relations in South Korea. *Asian Survey, 49*(5), 873–894.

Kim, H. (1997). South Korean NGOs: Global trend and prospect. *Grable Economic Review, 26*, 93–115.

Kim, P. S., & Myeong S. (2014). Public administration education in South Korea: Developed but still evolving. *International Journal of Public Administration, 37*(10), 678–684.

Kim, W. (2002). *The current status and trend in NGO education in South Korea.* Paper presented at the annual conference of the South Korea Association of Public Administration.

Kong, S., & Yu, J. (2017, November). *South Korea nonprofit sector structure analysis.* Paper presented at the 17th Philanthropy and Culture Symposium, Seoul South Korea.

Lee, S., & Arrington, C. (2008). The politics of NGOs and democratic governance in South Korea and Japan. *Pacific Focus, 23*(1), 75–96.

Light, P. C. (2004). *Sustaining nonprofit performance: The case for capacity building and the evidence to support it.* Brookings Institution Press.

Malcolm, M., Onyx, J., Dalton, B., & Penetito, K. (2015). Nonprofit management education Down Under: Challenges and opportunities. *Journal of Nonprofit Education and Leadership, 5*(4), 219–243.

Mendel, M., Spear, R., Noya A., & Clarence E. (2010). Improving social inclusion at the local level through the social economy: Report for South Korea, OECD Local Economic and Employment Development (LEED) Working Papers. OECD publishing. http://dx.doi.org/10.1787/5kg0nvg4bl38-en

Ministry of Education. (2019). *Status of the admission capacity of 4-year universities in 2019.* Ministry of Education. https://www.moe.go.kr/boardCnts/view.do?boardID=337&lev=0&statusYN=W&s=moe&m=0303&opType=N&boardSeq=78723

Ministry of the Interior and Safety. (2018). *The statistics of registered nonprofit private organizations.* Ministry of the Interior and Safety. http://www.mois.go.kr/frt/bbs/type001/commonSelectBoardArticle.do?bbsId=BBSMSTR_000000000058&nttId=63258

Mirabella, R. M. (2007). University-based education programs in nonprofit management and philanthropic studies: A 10-year review and projections of future trends. *Nonprofit and Voluntary Sector Quarterly, 34*(4), 11S-27S.

Mirabella, R. M. (2015). Nonprofit management education. In D. A. Bearfield & M. J. Dubnick (Ed.), Encyclopedia of public administration and public policy (3rd ed., pp. 1–7). Routledge.

Mirabella, R. M., & Eikenberry, A. (2017). A critical perspective on nonprofit accreditation. *Journal of Nonprofit Education and Leadership*, Special issue 1, 24–31.

Mirabella, R. M., Ghemelli, G., Malcolm, M., & Berger, G. (2007). Nonprofit and philanthropic studies: International overview of the field in Africa, Canada, Latin American, Asia, the Pacific, and Europe. *Nonprofit and Voluntary Sector Quarterly, 36*(4), 110s–135s.

Mirabella, R. M., Hoffman, T., Teo, T. K., & McDonald, M. (2019). The evolution of nonprofit management and philanthropic studies in the United States. *Journal of Nonprofit Education and Leadership, 9*(1), 63–84.

Mirabella, R. M., & Wish, N. B. (2000). The "best place" debate: A comparison of graduate programs for nonprofit mangers. *Public Administration Review, 60*(3), 219–229.

Mirabella, R. M., & Wish, N. B. (2001). University-based educational programs in the management of nonprofit organizations, *Public Performance & Management Review, 25*(1), 30–41.

Pospíšilová, T. (2012). Nonprofit management education in the Czech Republic: The struggle for civil society versus the struggle for survival. *Nonprofit and Voluntary Sector Quarterly, 4*(12), 325–341.

O'Neill (2007). The future of nonprofit management education. *Nonprofit and Voluntary Sector Quarterly, 36*(4), 169S–176S.

Rauhvargers, A. (2011). *Global university rankings and their impact.* European University Association.

Rooney, P. M. (2017). Philanthropy first: Why the time is now to implement accreditation for philanthropy and nonprofit academic programs around the World. *Journal of Nonprofit Education and Leadership,* Special Issue 1, 14–23.

Salamon, L. M. (1999). Nonprofit management education: A field whose time has passed? In M. O'Neil & K. Fletcher (Ed.), *Nonprofit management education: U.S. and world perspectives* (pp. 137–146). Praeger.

Salamon, L., Sokolowski, S., & Associates. (2004). *Global civil society: Dimensions of the nonprofit sector* (Vol. 2). Johns Hopkins Center for Civil Society Studies.

Smith, D. H., Never, B., Mohan, J., Prouteau, L., & Torpe, L. (2016). Prevalence rates of associations across territories. In D. H. Smith, R. A. Stebbins, & J. Grotz Basingstoke (Eds.), *Palgrave handbook of volunteering, civic participation, and nonprofit associations* (pp. 1210–1238). Palgrave Macmillan.

Smith, S. R. (2017). An integrated approach to nonprofit management curriculum: Implications for accreditation. *Journal of Nonprofit Education and Leadership,* Special Issue 1, 41–46.

Suh, Y., (2014). In searching for the practical ways of improving the present curricula of the South Korean NGO studies. *NGO Studies, 9*(1), 75–110.

Tavanti, M. (2017). International by design: International accreditation perspectives for nonprofit management education. *Journal of Nonprofit Education and Leadership,* Special Issue 1, 84–97.

Wish, N. B., & Mirabella, R. M. (1998). Curricular variations in nonprofit management graduate programs. *Nonprofit Management and Leadership, 9*(1), 99–109.

Young, D. R. (1996). *Games universities play: An analysis of the institutional contexts of centers for nonprofit study.* Mandel Center for Nonprofit Organizations, Case Western Reserve University.

Young, D. R. (1999). Nonprofit management studies in the United States: Current developments and future prospects, *Journal of Public Affairs Education, 5*(1), 13–23.

Zhang, Z., & Guo, C. (2015). University-based nonprofit education in China: An overview and assessment. *The Journal of Nonprofit Education and Leadership, 5*(4), 289–304.