

Meeting the Challenges of Future Education in APEC: toward APEC Edutainment Park

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1. HISTORY of AFE (Starting Point)

- **Recognition**

26th APEC HRD WG Meeting in Jeju, May 2004

- **Proposed by**

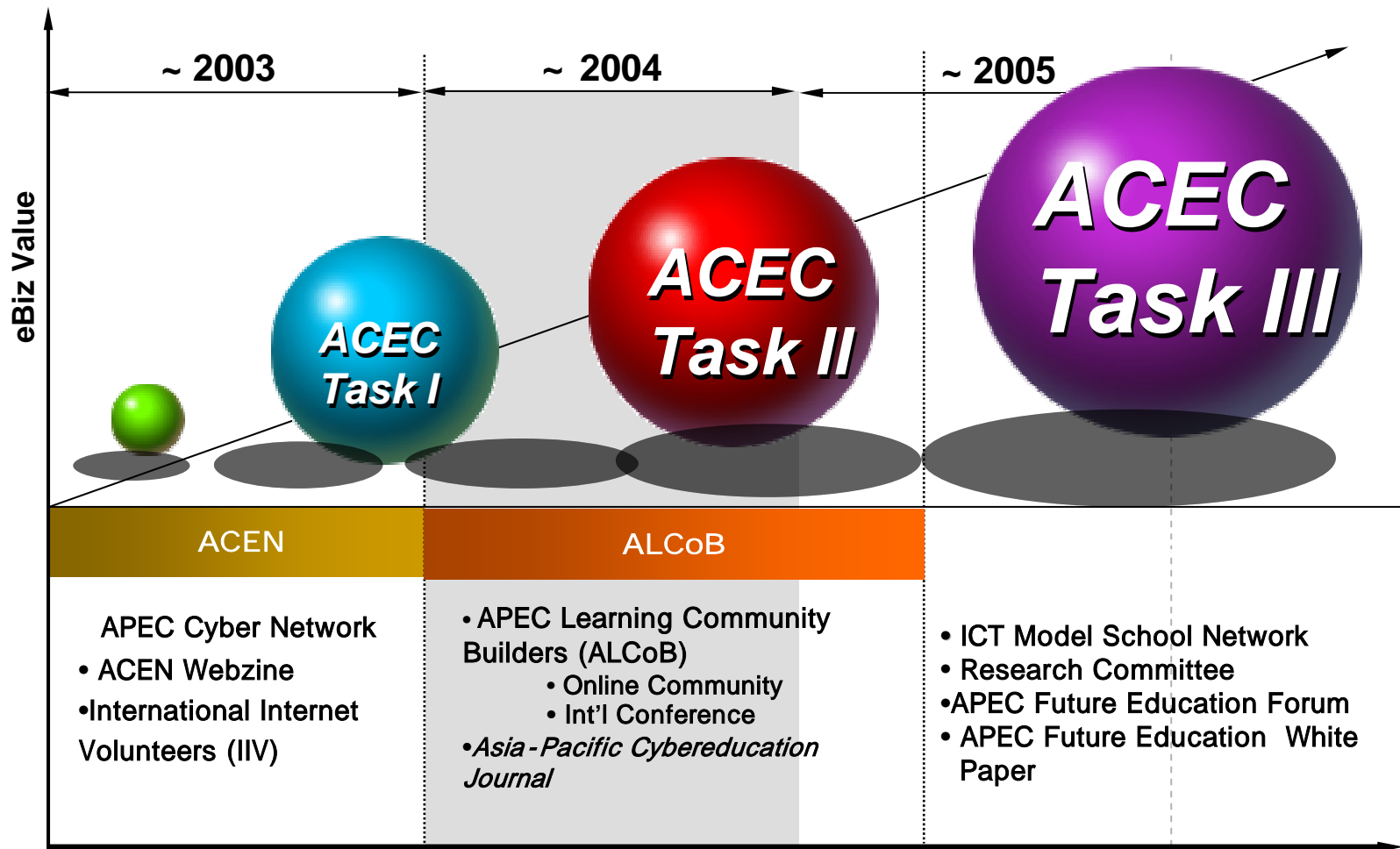
Republic of Korea with 12 Co-Sponsoring Economies

- **The Outset of the Project**

- The Consortium for APEC Cyber Education Cooperation (ACEC Task I, 2001)
- APEC Learning Community for Shared Prosperity (ALCom, ACEC Task II, 2003)



1. HISTORY (AFE Project Development)



2. OBJECTIVES of AFE

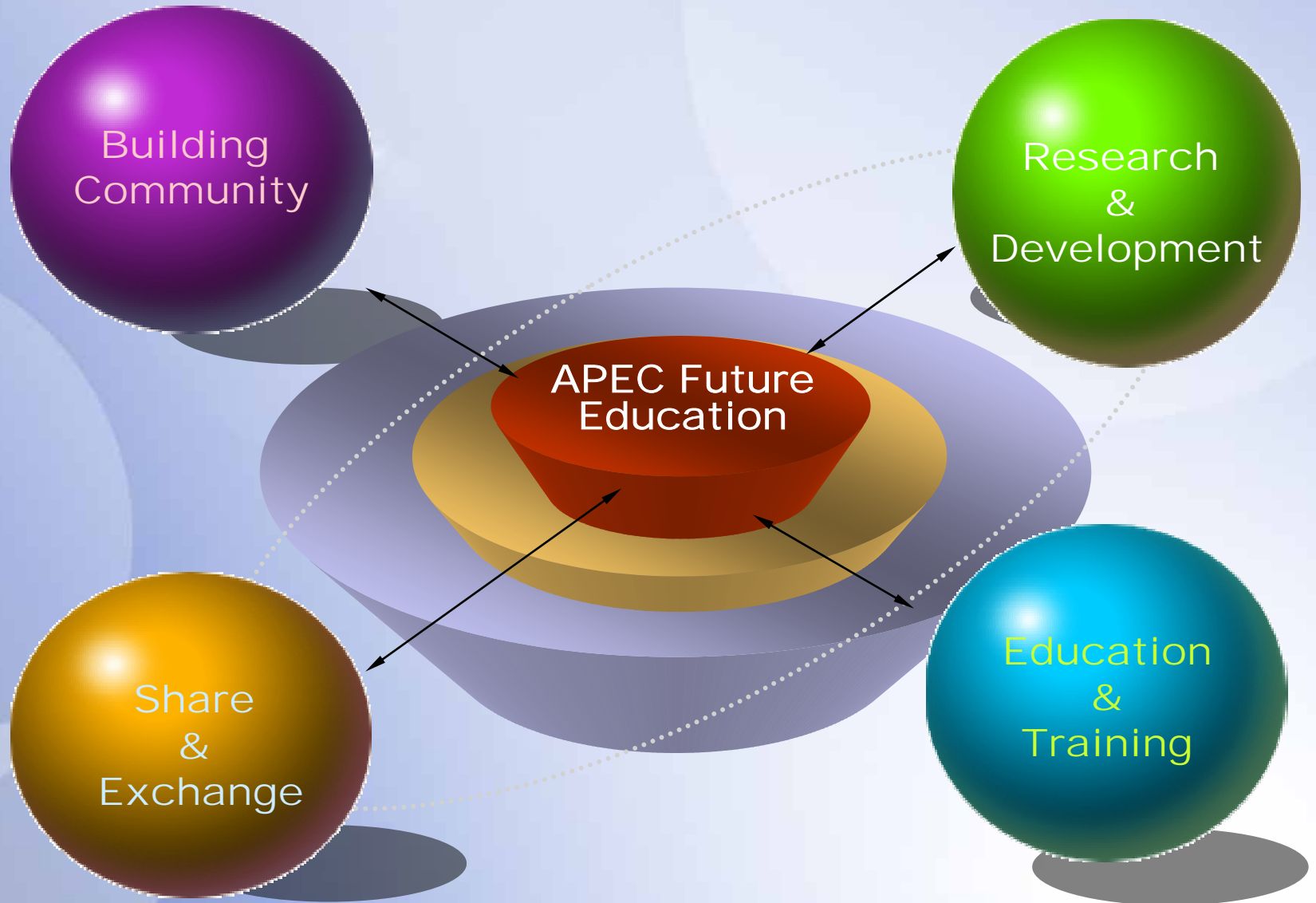
- Developing a Community Model of Future Education
- Embodying a 'Total Supporting System'
- Advancing Research Activities to cope with the challenges of the IT-based future society

**Narrowing
Digital Divide**

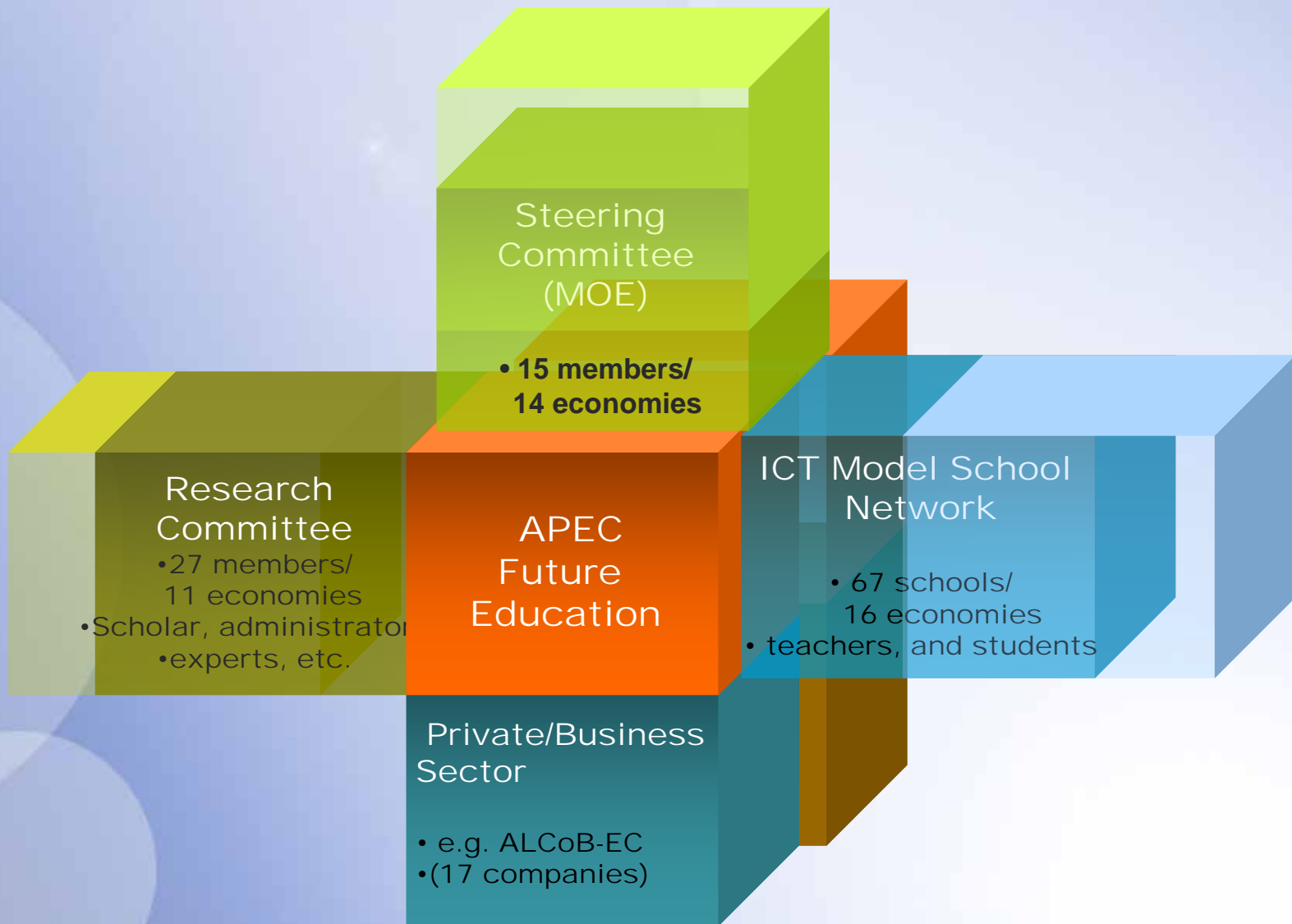


**HRD
Supporting
System**

3. PRINCIPAL ACTIVITIES



4. ORGANIZATION



5. PROGRESS TO DATE

1

1st Steering Committee

- **Mobilizing: Research Committee for further funding**
- **Promotional Plan for 2005**

2

2nd Steering Committee

- **Practical Action Plan for**
 - **ICT Model School Network**
 - **Research Committee & 6 Research Topics**
 - **APEC Future Education Forum**

3

1st APEC Workshop for Future Education Forum

- **Carrying out Research Proposals**
- **Strengthening the collaborative activities in education through e-Learning**
- **Plan for “Edutainment Park”**

4

APEC 2005 SOM II

- **Progress report on APEC Future Education Consortium**

6. OECD's Approach for Future

OECD's Life Long Education

- Motto: Education for All
- Education for Sein (oneself)
- Building ideal learning society
- Self - attainment (自我實現)
- Relationship among home, school, and society → Construction of learning city

OECD's School For Tomorrow (SFT)

7. OECD's Life Long Learning

- Motto: Lifelong Learning for All
- Circular education for sustainable economic development
- Continuous job capacity building
- Relationship among education, job, and leisure → Construction of learning region

Challenges for APEC Future Education

1. What is Future?

1. Drucker (1995): The only way to determine the future is through our present activities
2. World Future Society (1977): Future is not settled, but changeable by the will and efforts of the members of the society

2. Kinds of Future Study

1. **Future Investigation:** To investigate, anticipate, or plan the future with measuring and analyzing
2. **Future Research:** To present a desirable image of the future and enlarge the response of the members through taking a view of the future or describing the concept of the future
3. **Practical Way:** To promote a “Future Campaign” for building a better future

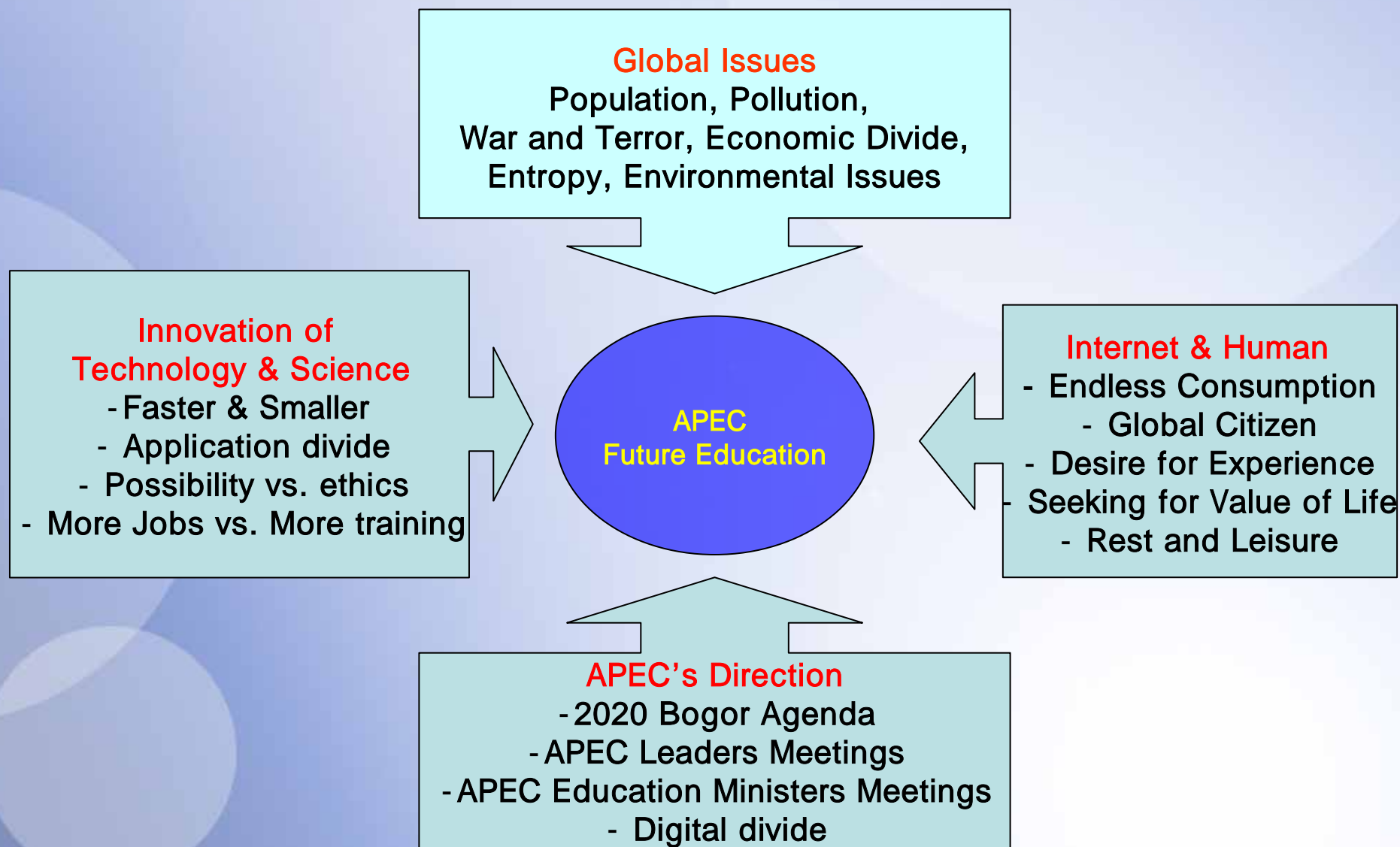
3. Key Words of Futurologists

1. Future Shock (Toffler, 1989)
2. Future education for wisdom (Drucker, 1997)
3. To recover the view of mankind as a human, not an economic animal (Fukuyama, 1995)
4. Need to educate world citizens to overcome the world crisis (Kennedy, 1993)
5. From knowledge-based society to *value* oriented world community (Kim, 2004)

Toward Value Based Society

1. Currently, leadership comes from making money, but providing meaning is becoming more important (Brown, 2000).
2. As the occupation becomes the social calling, people want to maintain their occupation. For learning, growing, and the sense of being alive, people desire to keep working (Brooks, 2000).
3. The value of knowledge depends on the Vision of the society. The changes of the Vision cause changes of the values (Dichy, 2004).
4. Knowledge is significant only under the umbrella of Value. The key word of the 21st century is 'Value Based Society' (Kim, 2004).

4. Challenges for APEC Future Education



4-1. APEC's Direction

1. **APEC Education Ministers Meeting** (2004, Chile & 2000, Singapore)
 - Education Reform
 - Math & Science Education
 - English and Foreign Language Education
 - Using ICT for Education
2. **Reducing Digital Divide** (2001, Brunei)
3. **Human Capacity Building** (2002, Shanghai, China)
4. **A World of Differences: A Partnership for the Future** (2003, Bangkok)
5. **One Community, Our Future** (2004, Chile)
6. **Co-prosperous Open Community** (2005, Busan, Korea)
7. **2020 Bogor Agenda: Free Trade in APEC**

4-2. Internet and Human Being

1. Individualization vs. Cooperation
2. Extended - self vs. Meaningful - self
3. Information peeking vs. Knowledge & wisdom
4. Masked - self with Internet vs. My - true - self
5. Multimedia, multi - tasking & multi - personality?
6. Endless consumption
7. Desire for experience
8. Seeking value and Meaning of Life
9. Continuous training vs. Rest and leisure

4-3. Global Issues

1. Unbalanced population → fewer people in North and more people in South
2. Population movement from South to North → causing serious international problems
3. 30 more years of living with science and technology → need more work and value of life
4. Fear of war and terror
5. Environmental problems with more pollution
6. Divide is widening → Economic, Digital and Cultural Divides

4-4. Innovation of Science and Technology

1. Smaller and faster technology
→ Require more Training and Investment
2. More control of life with high tech
→ Ethical Issue
3. Increase in Quantity of Knowledge
→ Decrease in the value of the information
4. Increase in the number of possible ways to contact (with various technology gadgets)
→ Nonetheless, people are becoming less responsive to contact attempts and the evolving technologies do not always satisfy societal needs

Some Basic Principles
for
APEC Future School Model

1. Considering multiple paradigms

- **Overcoming the excessively western-centered paradigm**

- **Example 1)**

The result of research work of CERI (Centre for Educational Research and Innovation), OECD: focusing on the innovation and knowledge management, learning and education, human resources and social capital, and the future.

- **Example 2)**

Until 1950s, the scholars of U.S. regarded Chinese Philosophy as the 'History of Intellect', not philosophy.

- Education must involve all sectors of society including social-cultural, ethical, economic, physical, political, scientific, and aesthetic.

2-1. Aiming for meaningful life

- One of the lacks in OECD's Future Education is to seek the valuable life
- To enhance the attitude of trying to narrow the gaps between the quality of lives as well as international information
- To draw a long-term, sound vision for human beings together
- Enjoying “the good life” greedily can lead to over-individualization
 - ➔ ‘Healthy Life’ is required to make the world better by *volunteering*

2-2. Volunteering--for 'Healthy Life'

- **Volunteering is a universal, positive trait of humans**
- **Examples of international volunteering:**
 - Habitat for Humanity
 - Mediciens sans Frontieres
 - Lions Club and Rotary
 - Peace Corps
 - APEC Cyber Education Cooperation (ACEC)
 - APEC Future Education Consortium
 - APEC Internet Volunteers (AIV)

3. E-Learning related to experience

- **Through this, people will be able to**
 - Verify their expanded identity in cyberspace
 - Exchange indirect experience for direct experience
 - Withdraw from irresponsible socialization through an anonymous cyberspace
 - End up with influence, encouragement, and reflection each other

4. Overcoming the paradigm of consumption

- **It is required:**
 - To strengthen ethical education to release learners from excessive consumption desire
 - To free learners from the consumption-oriented culture
 - To help learners realize that consumption leads them to destroy the environment, their leisure, concentration, and self-reliance
 - To cultivate a society that can consume with a balanced mentality

5. Caution to “Only E-Learning”-ism

It means that:

- there should be alongside e-learning, also non e-learning, and anti e-learning.
- blended learning has already become common
 - ➔ Still, we have further to go to the essence
- educators should feel free from a blind faith in e-learning, m-learning, u-learning or other formats that may emerge
 - ➔ This will lead them to ways of integrating technologies appropriately.

6. Schools should return to value-oriented education

Rather than worshipping these idols:

- the God of Economic Value
- Consumption orientation
- Technology
- Separatism, and more

...schools should return to *human-centered, value-oriented education.*

7. Place to discourse on what serves education

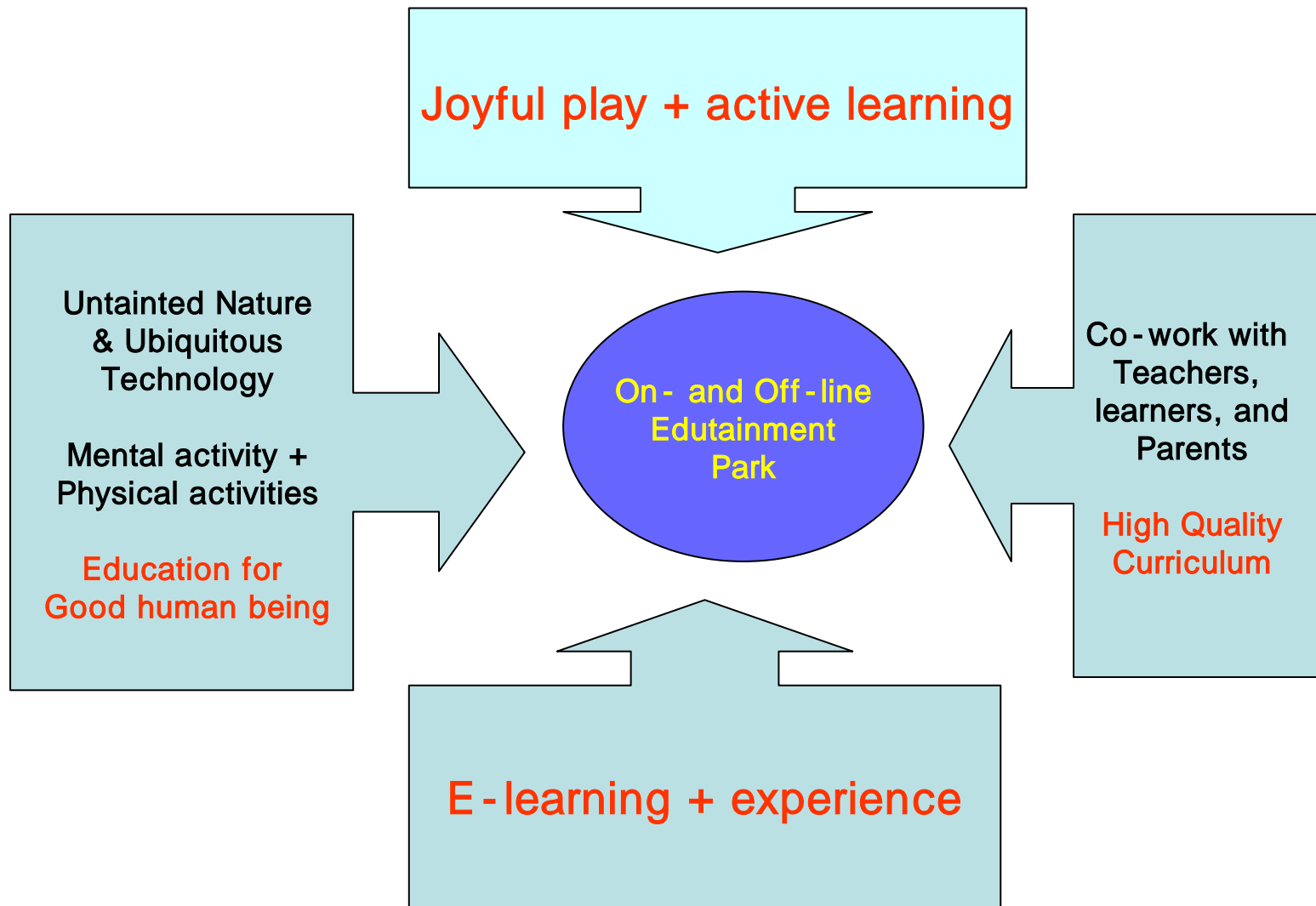
- It is time for **nonpolitical NGOs** to be organized and operated for serving education.
- Their outputs should be shown in on-line activities as well as on-site activities like conferences, fairs, group discussion, or visits.
- **Ireland's Social Agreement System** should be considered.

8. Public education's open-door policy

- Knowledge related to public education should be dealt with in a nonprofit dimension.
 - For this, it is desirable to have developed the **Knowledge-Information Share System**.
 - Also, it is desirable to select schools that have strong will and ability. Over time, schools that applied for extremely external incentives should be phased out.

APEC Edutainment Park:
A Tentative Proposal
for
APEC Future School Model

Concept of An Edutainment Park



APEC Edutainment Park

A concept and possibly a place where:

- A system to exchange learners and teachers internationally
- Nature-friendly learning and experience occurs.
- Schools are linked to other schools in other cities.
- The latest technology meets Nature.
- Domestic learning experience can combine with international learning in cyberspace as well as in reality.
- This blended environment leads people to reflect on experiences through learning, play, and adventure.

Principles for APEC Edutainment Park

What to teach → Learning for value

- Volunteering--for a meaningful and healthy life
- Having multiple philosophical perspectives to overcome the economic-oriented paradigm
- Understanding different cultures and communicating with foreign people with joy
- Empowering self-esteem to choose appropriate goods and knowledge
- Protecting and cultivating the natural environment
- Sharing and caring makes us happy
- Studying not only for a job but also for true Meaning of Life

Principles of APEC Edutainment Park

How to teach

- Learning with on-line, off-line and hands-on activities (Caution to the “only e-Learning”-ism)
- Experiencing is good; self-reflecting on that experience is better; sharing the reflection is best.
- Using adaptive technologies (e.g. intelligent LMS) for individualized learning
- Gaining help from divergent resources (such as international ALCoBs)
- Encouraging group work on- and off-line
- Using different language, culture, location and background of each participating economy

Principles of APEC Edutainment Park

What can we do for it?

1. Making international exchanging program for students and teachers

- Providing home stay and scholarship
- Designing blended learning with cultural and historical experiences
- Acknowledging that program as a regular curriculum
- Offering chances to share their experiences by on- and off-line

Principles of APEC Future School Model

What can we do for it?

2. Conducting more cooperative research on experience-based learning system such as APEC Edutainment Park
 - Exchanging blueprints
 - Looking for funding sources
 - Working with more participants such as parents, businessmen, tourist companies, etc.

3. APEC ICT Model Schools can start some small pilot programs

Thank you very much!

If you have any further question on the APEC
Edutainment Park,
Please feel free to contact me.

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