Progress Report - APEC e-Learning Training Program

Purpose: Information
Submitted by: Korea

32nd Human Resources Development Working Group Meeting
Hiroshima, Japan
24-28 February 2010
**APEC PROJECT FORMAT**

**Progress Report on APEC Projects**
*(as at Feb 17)*

<table>
<thead>
<tr>
<th>Project number:</th>
<th>Date received by Secretariat:</th>
</tr>
</thead>
</table>

**Name of Committee/Working Group:** APEC Human Resources Development Working Group

**Title of Project:** APEC e-Learning Training Program

**Proposing APEC Economy:** Korea

**Co-sponsoring APEC Economy (ies):** Brunei Darussalam, Canada, Chile, China, Indonesia, Malaysia, Mexico, Philippines, Singapore, Chinese Taipei, Thailand, United States and Viet Nam

**Project Overseer:** Name, Title and Organization (M/F)
1. Ho Seok YANG (M)
   Deputy Director, Ministry of Education, Science and Technology, Korea
2. Jung Chan CHA (M)
   Director General, Institute of APEC Collaborative Education (IACE)

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1. Ministry of Education, Science and Technology
   55 Sejongno, Jongno-gu, Seoul, Korea(ROK)
2. Institute of APEC Collaborative Education
   30 Jangjeon-Dong, Geumjeong-Gu, Busan, Korea(ROK)

<table>
<thead>
<tr>
<th>Financial Information</th>
<th>Amount being sought from APEC Central Fund (US$):</th>
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<tbody>
<tr>
<td>Total cost of proposal (US$):</td>
<td>N/A</td>
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<tr>
<td>USD3,553,000</td>
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**Type of Project:**
- ☑ seminar/symposium
- ☑ short-term training course
- ☑ survey or analysis and research
- ☑ database/website
- ☐ others *(Please specify)*

**Project start date:** January 2006

**Project end date:** Continue

**Brief description of Project: its purpose and the principal activities (including when and where):**

**Purposes:**
- To provide a high-valued and customized e-Learning Training Program in APEC region to share know-how and knowledge with other APEC member economies to narrow the digital divide for shared prosperity
- To cultivate next generation leaders in e-HRD (Human Resources Development) and education informatization
- To disseminate information on best e-Learning practices, implementation policies, and research results through online, offline, annual reports, and other forms of publications
- To establish and maintain a regional cooperative human network by sharing cultural experience, and facilitating effective education interaction with participants

**Principal Activities include:**
- Organizing the APEC e-Learning Training Program (www.apec-elearning.org)
  - Fostering the expert group to organize and improve the APEC e-Learning Training curriculum to meet the participants’ specified interests through interacting with applicants
  - Providing upgraded Training Program in relation to current issues including e-Learning trends, e-Learning policy, e-Learning skills and e-Learning hardware and software experiencing opportunities to be exposed to the practical e-Learning technology in Korea
• Designing Advanced APEC e-Learning Training Program (long-term) for policy making level government leaders with combination of self-directed, intensified and high-valued courses associated with relevant organizations to expedite effective and dynamic education

- Operating the APEC e-Learning Training Program
  (6 rounds/ 105 trainees/ 11 economies in 2009)
  - Selecting future education leaders such as educational leaders in policy making level, educational government officials, researchers, and teachers with qualified careers, linguistic ability (English) and proper technology-using skills based on recommendation from Ministry of Education in each economy
  - Operating effectively-blended training method based on the PBL (Problem Based Learning) approaches consisted of online and on-site interactive learning activities
  - Providing participants with opportunities to experience the newest theory on e-HRD and practical education environment in Korea
  - Implementing Advanced e-Learning Training Program for policy making leaders to carry out in-depth projects on e-Learning policy in economy level under the coaching of prominent experts as a mentor for each trainee one-on-one (2 rounds/ 6 trainees/ 5 economies)

- Promoting follow-up activities of APEC e-Learning Training Program
  - Encouraging trainees to submit post-report 3 months after APEC e-Learning Training Program on practical results while the trainees applied the acquired theories and experiences from this Program to their actual work
  - Providing the opportunities to interact with each other by participating international education cooperation activities with ALCoB (APEC Learning Community Builders)
  - Publishing and distributing books, magazines and other electronic/non-electronic materials regarding education development and future education

Signature of Project Overseer:

(Separate written confirmation acceptable for email submission) Date:

Signature of Committee Chair/WG Lead Shepherd: (Not applicable to Progress Report and Evaluation Report)

(Separate written confirmation acceptable for email submission) Date:
Progress Report on APEC Projects

Status/Progress and Problems

Current status of project:
Since the APEC e-Learning Training Center has been established in May 2006, it has accomplished 23 rounds of training program including 6 rounds of Advanced course cultivating 487 next generation leaders in HRD with the participation of 12 member economies. (see, Appendix 6)

During the last 4 years (1st phase), it continued its efforts to provide more customized and high-valued training program for the trainees to be equipped with sufficient knowledge and the necessary attitude through a holistic and systemic approach including a PBL-based training program, community, and international human network.

Especially in 2007, as to acknowledge and share the achievements and outcomes of the training program, the 2007 APEC e-Learning Seminar was proposed and held with around 220 participants from 15 economies. (see, Appendix 5)

Furthermore, through launching the differentiated Advanced course targeting only policy-making level officials over a long-term period, it has shown qualitative improvement of its curriculum.

In 2009, it turned out 105 trainees from 11 economies by the result of 6 rounds of training program including 2 Advanced rounds closing the 1st phase of operation with a success. (see, Appendix 2).

By the continued requests from member economies, 6 supporting group decided to continue the project for a sustainable operation of the training program with their financial support. As it takes up the 2nd phase of operation, the APEC e-Learning Training Center has put every effort to develop the training program into a futuristic international training model in HRD for the 21st Century.

On schedule (Yes) Within budget (Yes)

Objectives
APEC e-Learning Training Program aims at narrowing the digital divide and enhancing the quality of education in the APEC region. Based on the efforts made by participating and supporting member economies and expert groups for this Training Program, the trainee’s enthusiastic participation to the program will be a major contribution to realizing the following objectives:

- Providing a customized e-Learning training program based on the needs analysis, current trends reflection, and recent technological development in the e-Learning field
- Disseminating academic achievements on e-Learning practices, policies and research findings through online and offline publications
- Promoting international cooperation by sharing cultural experiences with the APEC member economies to build up human network.

In the long run, this program will strengthen international cooperation and contribute to building shared prosperity in APEC region.

Linkages, Methodology, Budget
1. Linkages
The APEC e-Learning Training Program is for future education leaders consisting of policy makers, education administrators, teachers, and others recommended by participating member economies. Through this project, the beneficiaries will be able to take training courses focusing on the most popular and recent e-Learning trends, e-Learning policies, and e-Learning skills with the research and development team composed of university faculty, researchers and teachers.

The quality of e-Learning Training Program will be improved through not only the linkaged activities but also the strong human networking and international cooperation in education. In this
respect, even after completing the training program, the alumni voluntarily participate in international education cooperation activities such as ALCoB (APEC Learning Community Builders) as follow-up activities.

2. Methodology

The APEC e-Learning training program uses a holistic and systemic approach including a PBL-based training program, community, and international human network.

Through inviting e-Learning specialists and organizing relevant supporting group based on tripartite structure-government, academy/institute, private/business sectors, it aims to design more customized and high-valued training methodologies. In addition, on the basis of needs-analysis and survey results from each member economy, it provides the effectively blended learning for ‘on-the job- training’ consisting of online and offline e-Learning lectures, field training, collaborative study, workshop, and international conference or seminars.

Particularly in Collaborative Study, trainees carry out individual and team projects under the guidance of experts using the PBL (Problem Based Learning) approach which makes the APEC e-Learning Training Program unique. It leads trainees to draw their own conclusions by their voluntary research and activities using the theories and contents they have learned from the lectures.

In addition, through implementing Advanced course, it operates short and long-term dualized courses customized to the needs of targets and subjects. Trainees for Advanced course have a chance to carry out in-depth projects on e-Learning policy in economy level under the coaching of prominent experts as a mentor for each trainee one-on-one.

3. Budget & Asset

APEC e-Learning Training Program is a self-funded project supported by Korean Ministry of Education, Science and Technology (MEST) and Busan Metropolitan City for USD 4,175,000. In addition, supporting groups of this project provide administrative, financial, and relevant requirements for this project. Korean MEST and Busan Metropolitan City provide administrative & financial support. Education experts are offered by Busan Metropolitan City Office of Education and Infrastructure & supporters are provided by Pusan National University. e-Learning techniques and e-Learning solution such as software and hardware are supported by APEC Learning Community Builders Entrepreneur Committee (ALCoB-EC). For favourable implementation, the Institute of APEC Collaborative Education (IACE) is designated as the general secretariat of the APEC e-Learning Training Center.

<table>
<thead>
<tr>
<th>(Unit: $1,000)</th>
<th>Total</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>Financed from</th>
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<tr>
<td>Total</td>
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<td>1,185</td>
<td>920</td>
<td>750</td>
<td>698</td>
<td>Busan Metropolitan City</td>
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<tr>
<td>Facility Installation Cost</td>
<td>200</td>
<td>200</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Administrative Cost</td>
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<td>250</td>
<td>250</td>
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<td>Busan Metropolitan City</td>
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<tr>
<td>Program Operational Cost</td>
<td>2,353</td>
<td>735</td>
<td>670</td>
<td>500</td>
<td>448</td>
<td>Korean MEST</td>
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</table>
Gender Considerations
The male to female ratio of the participants in 2009 was 1 to 1.3. Considering the previous 3 years' ratio was 1 to 1.1, it shows woman participation has been more encouraged and increased. This clearly indicates that the program provides gender-equal opportunity without any restraint on gender issues and opens up to trainees laying stress on e-Learning and relevant field.
(see, Figure 1).

Progress since last report:
Entering upon its 4th year of operation, the Center has tried to enhance the quality of the curriculum for the invited trainees, retaining past achievements and reflecting the needs and feedback acquired from member economies and graduating trainees. With regard to this, the features in the 2009 APEC e-Learning Training Program can be described as follows:

First, it provided specialized rounds in accordance with participant’s interests or careers to offer more customized and high-valued program reflecting trainees’ characteristics.

Secondly, through providing stabilized Tri-partization support system including government, educational institutes and economic enterprises, it enabled to operate the program in an efficient way.

In addition, the program was held in conjunction with the training resources such as “e-Learning Asia Conference 2009”, “e-Learning Expo Korea 2009” and “Workshop for Korean Ministry of Education, Science and Technology, local offices of education and e-Learning related organizations”. Furthermore, it expanded and efficiently utilized the field-training resources of the related institutes and enterprises.

Lastly, it provided differentiated and high-valued training program in participation with experts not only in the education field but also in other areas. To achieve this, the pool of experts in the area of e-Learning and education informatization has been expanded with its scope and quality, and the effectiveness of on-site collaborative study has been enhanced.

Organizing Curriculum of the APEC e-Learning Training Program
The program is consisted of effectively blended online and offline e-Learning Training curriculum. Prior to on-site Training, trainees start with Pre-Training in their own economies. Trainees are requested to submit Pre-Training Report on the current status of education using ICT in their own institute or economy and to take online lectures to understand Korea, e-Learning and APEC.

On-site Training is composed of offline lectures, field training, collaborative study, workshop, culture experience and so on. Offline lectures cover current issues on u-Learning and Future Education, e-Learning Planning Strategies for Educational Reform, Development of e-Learning Policy and Practices in Korea, e-Education for Academic Transformation, ODA Project in Education of Korea, Prospect and Future Task of Education Using IPTV, and e-Learning Solution Case Study.

Field training is also included in on-site training. The trainees were given chances to acquire practical experience through visits to a ubiquitous-school, a digital textbook research school, a ubiquitous-city, educational offices, educational research information centres, educational broadcasting system, and private companies. As trainees showed strong interest and higher satisfaction on the field training, we have increased and diversified field training to 16 organizations ranging from K-12 to higher education. Besides, trainees were able to experience various e-Learning solution companies with the support and participation of ALCoB-EC (APEC Learning Community Builders-Entrepreneur Committee).

In addition, through collaborative study, trainees implemented individual and team projects under the guidance of experts using PBL approach, which makes the APEC e-Learning Training Program unique. It led the trainees to draw their own conclusions from their voluntary research and activities, using the theories and contents they have learned from the lectures.

Post training course includes dissemination of research findings, submission of Post-Reports and participation of international education cooperation activities such as ALCoB (APEC Learning Community Builders). (see, Appendix 2)
Also, the official website (www.apec-elearning.org) which is playing a pivotal role for online training became a place for the trainees' interaction and sharing information, and facilitating trainees' convenience. (see, Appendix 6)

- **Implementing 4 rounds of the APEC e-Learning Training Program (short-term/ 10days)**
  With the full support from member economies, 6 rounds of the APEC e-Learning Training Program including 2 rounds of Advanced Program were implemented successfully in 2009. The program was operated from April to December 2009. We have invited 105 trainees from 11 member economies-Brunei(6), Chile (4), China(7), Indonesia(15), Malaysia(11), Mexico(5), Papua New Guinea(2), Philippines(13), Russia; Republic of Sakha(15), Thailand(19) and Viet Nam(11) in 2009. (see, Figure 1 and Appendix 2)

  And we operated the training program in the APEC e-Learning Training Center and 16 relevant organizations such as Ministry of Education, Science and Technology in Korea and ALCoB-EC in 3 regions including Busan, Seoul, and Daegu.

  In particular, as one of the meaningful outcomes in the Training Program, the number of team and individual projects acquired from Collaborative Study are one of the outstanding academic outcomes from this Training Program. We published these projects through on/offline channels in order to share accumulated research resources. (see, Appendix 4)

- **Operating Advanced APEC e-Learning Training Program (long-term/ 3weeks)**
  Differentiated Advanced APEC e-Learning Training Program (long-term) was conducted over a long-term period targeting only policy-making level officials to provide more intensive and high-valued program following the strong demand for long-term period program from invited trainees.

  It featured with the formation of high-level human networks through advanced exchange with policy makers, researchers and enterprisers in the field of education. Also the invited trainees will have a chance to carry out in-depth projects on e-Learning policy comprehending the level of school, region and even economy under the coaching of prominent experts as a mentor for each trainee one-on-one.

  Through 2 rounds of Advanced program, Advanced APEC e-Learning Training Program graduated 6 trainees from 5 economies- Malaysia(1), Mexico(1), Philippines(2), Russia; Republic of Sakha(1), and Thailand(1). Increased number of participating economies to this Advanced course is a remarkable note for the needs on the training for high level policy makers.

- **Evaluation Results of the APEC e-Learning Training Program by Trainees**
  After the completion of each round, the evaluation is performed by participants in order to improve the quality of the Training Program. The evaluation result is reflected to the upcoming rounds to be matched more closely with the learners’ needs.

  Among the curriculum, participants considered that field training is the most useful since they can gain practical experience of e-Learning application in the real field. And it is followed by Collaborative Study which trainees requested more time for further research. In this regard, we expanded and intensified the field training and Collaborative Study. (see, Figure 2) Particularly in 2009, trainees showed the highest satisfaction result among the last 4 years’ survey. (see, Figure 3)

  Beside evaluation, we received positive feedback such as “The program was well designed and organized.”, “It is a good combination of theory and practice.”, “The field training were held at the best places.”, “The collaborative study made the study more interesting and easier.”, and so on.

- **Promoting follow-up activities of APEC e-Learning Training Program**
  This Training Program provides the trainees various opportunities to conduct self-directed follow-up study through Post-Training. We encourage trainees to submit a report on the practical results of their taking of the APEC e-Learning Training Program and on their application to their actual work of the theories they learned and of their Program experiences, three months after they have completed the Program.
At the same time, trainees are requested to disseminate the knowledge they gained from the Program and their findings in their own economy.

In addition, international education cooperation activities, such as participation in ALCoB (APEC Learning Community Builders), are also encouraged to build a strong human network. By registration as ALCoB members after completing the Program, all alumni of this Program are connected with each other through online (www.alcob.org) and offline channel as well. Based on volunteerism, they keep interact each other by participating international education cooperation activities for continued follow-up activities.

In relation to this, even after finishing the training program, trainees continue to keep contacting us and seeking consultation and cooperation through collaborative projects such as Peru, Thailand, and so on.

Future Plan

With the full support and positive participation from member economies, we have just completed the 1st Phase of the operation of the training program successfully. 6 supporting group has decided to continue the project with their financial support for a sustainable operation of the training program by the continued requests from member economies.

As it takes up the 2nd phase of operations, the APEC e-Learning Training Center has put every effort to develop the training program into a futuristic international training model in HRD for the 21st Century. In this regard, the 2010 APEC e-Learning Training Program will be renewed not only by maintaining, as much as possible, the advantages of the last offering of the program, but also by addressing the needs and considering the feedback of the APEC member economies.

- Schedule in 2010 (tentative)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Jan.-Mar.</td>
<td>Up-dating and re-organizing the APEC e-Learning Training Program</td>
</tr>
<tr>
<td>Mar.</td>
<td>Recommendation and selection of trainees</td>
</tr>
<tr>
<td>Apr.-Nov.</td>
<td>Implementing APEC e-Learning Training Program(3~4 Rounds)</td>
</tr>
<tr>
<td>Dec.</td>
<td>Presentation of progress report on the APEC e-Learning Training Program</td>
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</table>
Appendix 1. General Curriculum

<table>
<thead>
<tr>
<th>Section</th>
<th>Pre-Training</th>
<th>Orientation</th>
<th>On-Site Training</th>
<th>Post Training</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Team Project</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Experience</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sharing and Feedback</td>
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<td>Method</td>
<td>Online</td>
<td>Offline</td>
<td>Offline</td>
<td>Online</td>
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<tr>
<td>Contents</td>
<td>e-Learning Basic knowledge</td>
<td>Understanding of APEC, Korea</td>
<td>Introduction of Training Course</td>
<td>Submission of Post Report, Dissemination of Training Material, APEC International Educational Cooperative Activities</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>Educational Information Policy</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Collaborative Study based on Needs</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Field Trip to Institutes and Schools</td>
<td>Workshop</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Research on Using ICT Case</td>
<td>Advisory Professor's Feedback</td>
</tr>
</tbody>
</table>

Figure 1. Participants Composition in 2009 by Gender, Education, and Occupation

![Gender Composition](image1)
![Education Composition](image2)
![Occupation Composition](image3)

Appendix 2. Participants Composition in 2009 by Participating Member Economies

<table>
<thead>
<tr>
<th>No.</th>
<th>Economy</th>
<th>Trainee in Total</th>
<th>Gender</th>
<th>Education</th>
<th>Occupation</th>
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</thead>
<tbody>
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<td></td>
<td></td>
<td></td>
<td>M</td>
<td>Ph. D</td>
<td>MA</td>
</tr>
<tr>
<td>1</td>
<td>Brunei</td>
<td>6</td>
<td>2</td>
<td>4</td>
<td>2</td>
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<tr>
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<td>Chile</td>
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<td>2</td>
<td>2</td>
<td>2</td>
</tr>
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<td>3</td>
<td>China</td>
<td>7</td>
<td>2</td>
<td>2</td>
<td>6</td>
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<tr>
<td>4</td>
<td>Indonesia</td>
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<td>Malaysia</td>
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</tr>
<tr>
<td>6</td>
<td>Mexico</td>
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<td>3</td>
<td>2</td>
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<td>Papua New Guinea</td>
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<td>-</td>
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<td>8</td>
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<td>9</td>
<td>Russia (Rep. of Sakha)</td>
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<tr>
<td>10</td>
<td>Thailand</td>
<td>16</td>
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<td>8</td>
<td>5</td>
</tr>
<tr>
<td>11</td>
<td>Viet Nam</td>
<td>11</td>
<td>5</td>
<td>6</td>
<td>2</td>
</tr>
</tbody>
</table>

| Total | 105 | 45 | 60 | 17 | 60 | 28 | 89 | 8 | 8 |

* A: Administrator, T: Teacher, R: Researcher
Appendix 3. Online Activities of APEC e-Learning Training Program (www.apec-elearning.org)

[Pre-Training]

[Program Introduction]

[Individual Project]

[Team Project]

[Reflection Note]

[Community]
## Appendix 4. Outcomes of Collaborative Study in 2009

<table>
<thead>
<tr>
<th>Category</th>
<th>Items</th>
<th>Main Topic</th>
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<tr>
<td>Team Project</td>
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<td>• e-Learning for teacher</td>
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<tr>
<td></td>
<td></td>
<td>• e-Learning strategy improvements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Applying e-Learning into vocational school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Adopting e-Learning to secondary education</td>
</tr>
<tr>
<td>Individual Project</td>
<td>71 items</td>
<td>• e-Learning programming &amp; teaching material</td>
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<td></td>
<td></td>
<td>• Dissemination of e-Learning and using ICT</td>
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<tr>
<td></td>
<td></td>
<td>• Instructional design using e-Learning</td>
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<tr>
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<td>• Benchmarking: Korean education using ICT</td>
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<tr>
<td>Reflection Note</td>
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<td>• Review of daily activities</td>
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<td>• Summary of the outcomes of onsite activities and collaborative study</td>
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<td></td>
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<td>• Discussion and dissemination of training program</td>
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<tr>
<td>Publication</td>
<td>1 volume</td>
<td>• Team Project Report</td>
</tr>
</tbody>
</table>

### Figure 2. Evaluation Result in 2009

![Figure 2](image)

### Figure 3. Evaluation Result by Year

![Figure 3](image)
### Appendix 5. 2007 APEC e-Learning Seminar

- **Theme:** A Compass toward international innovative collaboration with e-Learning

<table>
<thead>
<tr>
<th>Category</th>
<th>Title</th>
<th>Contents</th>
</tr>
</thead>
</table>
| **Keynote Speech**                | ICT in education in the context of the knowledge Economy (World Bank, France) | - Knowledge Economy structure  
|                                  | New paradigm for e-Learning (IACE, ROK)                                | - From narrowing digital divide to enlarge international -collaboration for future education with e-Learning  
|                                  |                                                                       | - Outlining of Edutainment Park                                                                                   |
| **Session (I): International e-Learning Trend** | Ireland Case Study (Digital Hub, Ireland) | - Characteristic of digital generation  
|                                  | Improving the blueprint of Thailand Cyber University Project (Prince of Songkla University, Thailand) | - The concept and function of TCU higher education representative institute  
|                                  | ICT for Improving the Quality of Education in Malaysia (MOE, Malaysia) | - Cases of ICT use in learning and education  
|                                  | e-Learning Globalization in Korea (MOE, ROK)                          | - Educational vision and national education policy for ICT  
|                                  |                                                                       | - Introduction to Smart school project                                                                 |
|                                  |                                                                      |                                                                                                                   |
| **Session (II): International Cooperation Case in Education Field** | ODA Status of Korea (MOE,ROK)                                      | - Supporting program of International collaborative institute                                                     |
|                                  | Support Project for Developing Countries by Thailnad (SIPA, Thailand) | - Current actual condition of Thailand (Resources, Diffusion of internet etc.)  
|                                  | Next Generation One-on-One Learning & Knowledge Sharing in India (I2K solutions, India) | - Example of high class fostering course  
|                                  | Educational Technology in Developing China with the Example NTET (Peiking University, China) | - ICT instruction learning method  
|                                  |                                                                       | - Critical point of current learning system  
|                                  |                                                                       | - Introduction to the One-on-one learning solution of I2K                                                      |
|                                  |                                                                       | - ICT focused Educational reform in China: Policy and Investment                                                 |
| **Session (III): Distinguished Cases in APEC e-Learning Training Program** | APEC e-Learning Training Program (IACE, ROK) | - Present condition and outcome of the Training Program  
|                                  | The Use of museums and cultural heritages in teaching history through e-Learning Indonesia (Central Java Education and Cultural Service, Indonesia) | - Vision, role, various conditions of Java Ministry of Education  
|                                  | e-Learning Case in Mexico (ANIEI, Mexico)                              | - Preservation Condition of cultural heritage of Indonesian  
|                                  | Potential, Constraints and Future Pakistan Experience (MOE, Pakistan) | - e-Learning task for cultural heritage preservation  
|                                  |                                                                       | - Government policy and conditions of educational institutes and universities  
|                                  |                                                                       | - Developing the human resources of IT area  
|                                  |                                                                       | - The cases of collaborative project of Ministry of Education, NGO, IBM  
|                                  |                                                                       | - The outcome of collaborative project  
|                                  |                                                                       | - Potential, limit and future plan of e-Learning  
|
### Appendix 6. Number of Trainees by Year

<table>
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<tr>
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<td><strong>Total</strong></td>
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<td><strong>105</strong></td>
<td><strong>111</strong></td>
<td><strong>144</strong></td>
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### Appendix 7. Composition of Trainees from 2006 to 2009

<table>
<thead>
<tr>
<th>No.</th>
<th>Economy</th>
<th>Trainee in Total</th>
<th>Gender</th>
<th>Education</th>
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<tr>
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<td></td>
<td>M  F</td>
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<td>12    -</td>
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<td>-  2</td>
<td>4    -</td>
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</tr>
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<td>10    5</td>
</tr>
<tr>
<td>10</td>
<td>Russia (Rep. of Sakha)</td>
<td>41</td>
<td>16  25</td>
<td>5  22</td>
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<td>12</td>
<td>Viet Nam</td>
<td>39</td>
<td>12  27</td>
<td>2  13</td>
<td>24    -</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>487</td>
<td>221  266</td>
<td>65  240</td>
<td>170  12</td>
</tr>
</tbody>
</table>

* A: Administrator, T: Teacher, R: Researcher
Progress Report:
APEC e-Learning Training Program

Presented by Ms. NamYeon Hwang
Assistant Director of Busan Metropolitan City

Contents

1 Objectives
2 Supporting Group
3 History
4 Features & Procedure
5 Methodology & Curriculum
6 Training Program in 2009
7 Achievement of the 1st Phase
8 Future Plan
Objectives

Narrowing the digital divide for APEC Shared Prosperity

- Providing a high valued and customized e-Learning training program
- Disseminating information on the best e-Learning policies and practices
- Promoting international collaboration in education

Supporting Group

Tripartite Structure

Alignment  Cooperation

Provincial Office of Education  University  Educational Research Institute  Relevant Organizations

Ministry of Education, Science and Technology (MEST), Busan Metropolitan City, Institute of APEC Collaborative Education (IAECE)
**History**

2010  To be Continued …

2009  Extend the MOU among supporting group to continue the Project  
Conduct of 4 rounds of the Training Program  
Conduct of 2 rounds of the Advanced Course Program

2008  Progress Report at the 30th APEC HRDWG Meeting  
Conduct of 4 rounds of the Training Program  
Conduct of 2 rounds of the Advanced Course Program

2007  Progress Report at the 29th AEPC HRDWG Meeting  
Conduct of 7 rounds of Training Program  
Launch of Advanced Course (long-term) Program  
Convening of the 2007 APEC e-Learning Seminar

2006  Progress Report at the 28th AEPC HRDWG Meeting and SOM  
Launch of the APEC e-Learning Training Center  
Conduct of 2 rounds of Advanced Course Training Program  
Implementation of 4 rounds of Training Program

2005  Establishment of the Action Plan for the Training Program  
Proposition & Recognition of the APEC e-Learning Training Program  
Welcoming of the Program at the APEC Ministerial Meeting

---

**Features**

Customized programs based on each economy’s needs

Specialized programs connected to educational institutions and business

Individualized programs directly supported by a mentor and a coordinator

Efficient implementation sponsored by tri-partite group: government, academy, & private sectors

---

Ministry of Education, Science and Technology (MEST), Busan Metropolitan City, Institute of APEC Collaborative Education (IACE)
Procedure

APEC e-Learning Training Program provides the most applicable and practical program which is tailored upon the needs of trainees with following procedure:

1. **Economies' Needs Analysis**
2. **Program Settlement**
3. **Trainees Selection**
4. **Online Pre-Training**
5. **On-site Training (Short/long term)**
6. **Field Training (Collaborative Study)**
7. **Workshop (research outcomes)**
8. **Post Training**

**Selection Committee**

**Economies' Education-Industry Linkage**

**Notice Recommendation**

- **Registration**
- **ALCoB**
- **Internet Volunteers**
- **Information Reporter**
- **Local Support**

**Ministry of Education, Science and Technology (MEST), Busan Metropolitan City, Institute of APEC Collaborative Education (IACE)**

Methodology & Curriculum

APEC e-Learning Training Program with the holistic and systemic approach, provides effectively blended online and offline curriculum using the PBL (Problem Based Learning) method.

<table>
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<tr>
<th>Section</th>
<th>Pre-Training</th>
<th>Orientation</th>
<th>On-Site Training</th>
<th>Post Training</th>
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<td>Offline</td>
<td>Education</td>
<td>Team Project</td>
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<td>Learning/Basic Knowledge</td>
<td>Understanding of APEC, Korea</td>
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<td>Collaborative Study Policy</td>
<td>Research on Using ICT Case</td>
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<tr>
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<td></td>
<td></td>
<td>Field Training to Institutes and Schools</td>
<td>Case Study on e-Learning Solutions</td>
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<td></td>
<td></td>
<td></td>
<td>Workshop</td>
<td>Advisory Professors' Feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Submission of Post Reports, Submission of Research Findings, Participation in International Cooperative Activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reflection Note, Team Paper, Peer Networking, Evaluation (instructor, procedure)</td>
<td>Final Report</td>
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</table>

**Contents**

- **e-Learning Basic Knowledge**
- **Introduction of Training Course**
- **e-Learning**
- **Research on Using ICT Case**
- **Excellent Case of e-Learning in Korea**

**Ministry of Education, Science and Technology (MEST), Busan Metropolitan City, Institute of APEC Collaborative Education (IACE)**
Training Program in 2009

**Period**

- **Short-term (10 days)**
  - 14th Round: Apr. 14 - Apr. 23
  - 15th Round: Mar. 26 - Jun. 4
  - 16th Round: Sep. 1 - Sep. 10
  - 17th Round: Nov. 17 - Nov. 26

- **Long-term (3 weeks)**
  - 5th Round: Sep. 1 - Sep. 21
  - 6th Round: Nov. 17 - Dec. 7

**Venue**

- **APEC e-Learning Training Center, Busan**
  - 6 organizations
    - Busan Metropolitan City & Council
    - Busan Education Research & Information Center
    - Others

- **Seoul**
  - 7 organizations
    - Ministry of Education, Science & Technology
    - Education Broadcasting System
    - Others

- **Daegu**
  - 3 organizations
    - Keimyung University
    - Wolseo Middle School
    - Education Information

---

Participants’ Composition in 2009

It turned up **105 next generation leaders from 11 economies.**

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<thead>
<tr>
<th>Country</th>
<th>Brunel</th>
<th>Chile</th>
<th>China</th>
<th>Indonesia</th>
<th>Malaysia</th>
<th>Mexico</th>
<th>Papua New Guinea</th>
<th>Philippines</th>
<th>Russia (Rep. of Sakha)</th>
<th>Thailand</th>
<th>Vietnam</th>
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**Gender**

- Male: 57%
- Female: 43%

**Education**

- PH.D: 29%
- MA: 13%
- BS: 57%

**Occupation**

- Administrator: 8%
- Teacher: 8%
- Researcher: 83%
Trainees Activities in 2009

Arrival, Registration, Lecture

Field Training

Collaborative Study

Workshop

Cultural Experience

Closing Ceremony, Others

Ministry of Education, Science and Technology (MEST), Busan Metropolitan City, Institute of APEC Collaborative Education (IACE)
Evaluation Results in 2009

Ministry of Education, Science and Technology (MEST), Busan Metropolitan City, Institute of APEC Collaborative Education (IACE)

Follow-up Activities in 2009

Ministry of Education, Science and Technology (MEST), Busan Metropolitan City, Institute of APEC Collaborative Education (IACE)
Achievement in the 1st Phase (2006-2009)

12 economies
487 trainees

China (85)
Russia (41)
Brunei (21)
Thailand (60)
Malaysia (34)
Viet Nam (39)
Philippines (56)
Indonesia (88)
Papua New Guinea (6)

Mexico (19)
Peru (11)
Chile (23)

Academic Research Resources

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<tr>
<th>Category</th>
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<th>Individual Project</th>
<th>Economy-level Project</th>
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<td>295</td>
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<td>3,440</td>
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Satisfaction Result by Year

2006: 86
2007: 88
2008: 84
2009: 89
Achievement in the 1st Phase (2006-2009)

- Narrowing the digital divide through e-Learning
- Providing a high-valued and customized program based on each economy's needs
- Building a human network for next generation's leaders in education
- Supporting e-Learning policies and practices in the APEC region

APEC e-Learning Training Program contributes to

Future Plan

- Schedule in 2010 (tentative)

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<th>Date</th>
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<tr>
<td>Jan.-Mar.</td>
<td>Up-dating and re-organizing the APEC e-Learning Training Program</td>
</tr>
<tr>
<td>Mar.</td>
<td>Recommendation and selection of trainees</td>
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<tr>
<td>Apr.-Nov.</td>
<td>Implementing APEC e-Learning Training Program (3~4 Rounds)</td>
</tr>
<tr>
<td>Dec.</td>
<td>Presentation of progress report on the APEC e-Learning Training Program</td>
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</table>
Thank you!