Asia-Pacific
Economic Cooperation

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Agenda Item: 6.5

HRD 05-2004 Project Monitoring Report - APEC Learning Community for Shared Prosperity

Purpose: Information
Submitted by: Korea

APEC 2018
PAPUA NEW
GUINEA

Human Resources Development Working Group Education Network Meeting
Port Moresby, Papua New Guinea
28 February – 1 March 2018

APEC Project Monitoring Report

Please submit through your APEC Secretariat Program Director
by August 1 and February 1 of each year.

SECTION A: Project profile

Project number & title:	**HRD 05/2004** **APEC Learning Community for Shared Prosperity (ALCom)**		
Time period covered in report:	**January 2017 ~ January 2018**	**Date submitted:**	**20 Feb 2018**
Committee / WG / Fora:	**HRDWG**		
Project Overseer Name: **Organization / Economy**	**1. Hyun Ju KIM** **Director, Ministry of Education, Korea** **2. Jungchan Cha** **Director General, Institute of APEC Collaborative Education, Korea**		

SECTION B: Project update

Briefly answer each of the questions below to a maximum of 2-3 pages. If you have submitted previous Monitoring Reports, focus on progress since the last report.

1. Current status of project:

- **On schedule: YES**
- **On budget: YES**
- **On target to meet project objectives: YES**

If NO, provide details: How far off schedule, budget or objectives? What actions are being taken to resolve delays? What support is needed from your Committee or the Secretariat?

2. Implementation: Describe progress against the project work plan and proposed objectives.

- **Were adjustments made to the scope or timing of the project?**
- **What outputs (e.g. agenda, report, workshop, tools, best practices) have been delivered? How have/are these outputs being utilized?)**

Current status of project

The APEC Learning Community for Shared Prosperity (ALCom) was intended to implement international cooperative activities driven by the APEC Learning Community Builders (ALCoB). With its membership reaching 5,700, ALCoB members are involved in various voluntary activities, including cooperative projects, international conferences, and workshops in cross-border settings. These projects focus not only on qualitative enhancements of ALCoB's competencies, but also foster self-directed and creative educational activities to promoting global cooperation. ALCom is leading the way to realize its vision of mutual prosperity in the APEC region through systemic innovation in the realm of education.

Based on the educational network that was established by the voluntary and willing participation of multi-stakeholders in the field of education in APEC region, Projects driven by ALCoB could have been implemented successfully and fruitfully: the coverage of projects was widened, pursuing reciprocal prosperity, the contents were embodied and specialized in target regions, which is believed to contribute to the revitalization and the economic development of the regions.

The works of ALCom are recognized by the 4th AEMM in 2008, the 5th AEMM in 2012 and the 6th AEMM in 2016:

> "ALCoB is human network activities to aid each of APEC economies' individual education systems and provide a strong focus for EDNET's role in building capacity and in contributing to creating learning societies with educational opportunities for all populations." (4th AEMM in 2008)
> "There is strong need for cooperative models and best practices in order to share and learn from each other and elevate the level of educational cooperation." (5th AEMM in 2012)
> "The Republic of Korea has helped implement the following initiatives in the past ten years: the APEC Learning Community Builders for shared prosperity." (6th AEMM in 2016)

ALCom has been implementing international education projects to facilitate cross-border mobility and connectivity among education-concerned persons, such as students, scholars, government officials and so forth in the APEC region; thus, it promotes the Cross-Border Education, People-to-People, and Comprehensive and long-lasting partnership, the directions of APEC Economies Leaders in 2012, 2013 and 2014.

Objectives

The APEC Learning Community for Shared Prosperity (ALCom) aims to narrow the digital divide within the APEC region by constructing a human network which would perform education-related activities through both on and off-line (blended) measures. This widely-covering connection is expected to function to accelerate equitable human resources development, which would lead to the inclusive economic growth. This is essential, especially when it comes to understanding the educational and cultural gaps that exist among economies, as well as seeking for opportunities for exchanging ICT-related information and knowledge under the auspices of the APEC Learning Community.

Budget

As the education projects have been implemented within the budget plan, efficiency and effectiveness were top-prioritized. The two virtues of the projects were enhanced by respecting continuous support from The Korean Ministry of Education (MOE), as well as by financial assistance and consultation from the experts of the private sector from ALCoB Entrepreneur Committee (ALCoB-EC). Particularly, member economies' voluntary support for projects, for instance, launching a regional ALCoB branch have been a strong supporting ground in implementing the project.

Progress since last report

As one of the leading educational human networks, consisting of a broad range of social actors (teachers, learners, policy makers. academicians, university students and entrepreneurs) in the APEC region, the APEC Learning Community Builders (ALCoB) was presented in the 6th APEC Education Ministerial Meeting (AEMM) in 2016 and publicly recognized for its activities as a key human network, contributing to EDNET progress and creating learning societies with educational opportunities for all populations in the APEC region. It is significant that ALCoB has been validated for its ongoing efforts to help narrow the digital divide and crystallize the vision of future education in the APEC region.

Besides, reflecting the internet connectivity condition in each APEC member economy, a variety of platform for online communication, including the official website (www.alcob.org) in English, blog, and Social Network Service (Korean Naver Café) have been used, which enables convenient communication. This resulted in comprehensive exchange among participants, based on their common interests and collaborative projects.

Based on its wide network and mutual understanding, ALCoB tightens strong inter-sector partnership among actors from member economies. Thus, it ultimately promotes individual capacity and economic growth in APEC region.

APEC Learning Community Builders (ALCoB)

Ever since its launch in 2003, ALCoB has played a leading role in generating practical educational outcomes based on accumulation of knowledge and experience. As of February 2018, the

accumulated number of registered members on the official webpage has reached to a total of 5,700 persons.

The number of ALCoB members soared over to approximately 5,700 from 20 APEC member economies and 3 non-member economies, including participants in the Middle East.

In 2017, the main objective of ALCoB was on achieving integrated project implementation, which aims to restructure and expand its activities. Following the main objective, sub-objectives were set: (1) to list up precise members of ALCoB and its branches, (2) to establish self-sufficient and sustainable ecosystem of ALCoB, and (3) to facilitate the participation of ALCoB members by providing expanded opportunities.

The following table represents the detailed strategies and tasks accomplished by the ALCoB Secretariat:

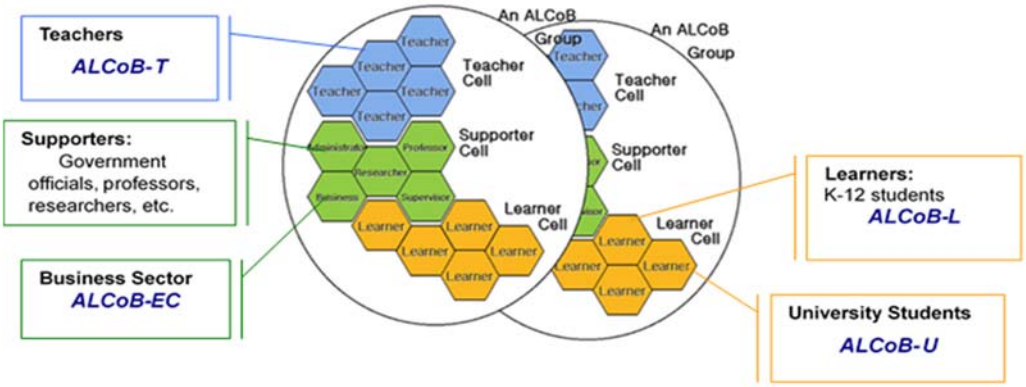
Sub-objective	Target	Strategy	Accomplishment
Restructuring ALCoB	ALCoB Branch	Send e-mails requesting lists of ALCoB members Request for relevant information	O
	ALCoB Branch	Circulate ALCoB guideline to established branches	O
	ALCoB Branch	Encourage one or more branches to be involved in one or more cooperative projects	X
	Online Community	Encourage ALCoB members to join the official website (www.alcob.org) and other websites (Blog, Naver café, etc.)	O
	Memorandum of Understanding (MOU)	Continue to manage and implement the existing agreement	X
	ALCoB Branch	Circulate ALCoB guideline for managing branches	O
	ALCoB Cooperative Project (ACP)	Select project proposals and allocate project budget based on the impact of projects	O
Establishing sustainable ALCoB ecosystem	ALCoB Teachers	Connect existing and new members through mentoring program	Δ
	ALCoB Internet Volunteer (AIV)	Implement 3 to 5-year-long medium-and-long-term plan aligned with member economies' education policies	O
	ALCoB Internet Volunteer (AIV)	Produce and distribute AIV Guideline	O
	ALCoB Cooperative Project (ACP)	Introduce cooperative projects at Int'l ALCoB conference	X
	ALCoB School Network (ASNet)	Encourage schools to establish extracurricular activity clubs	O

Providing additional opportunities	ALCoB Teachers	Reserve participation quota for new ALCoB teachers (15% or more)	O
	ALCoB University Students	Recruit new ALCoB university students for cooperative projects	O
	Education Office	Provide government officials incentives to attend Int'l ALCoB conference	O
	ALCoB Entrepreneur Committee (EC)	Encourage entrepreneurs to participate in cooperative projects	O

By setting specific plans and strategies, ALCoB community maintains effectiveness and excellent quality of activities; the number of participants is increasing through lively implementation of activities at the local level, fostering autonomous ALCoB communities. In fact, ALCoB members initiated activities on their own, such as ICT-use in education. For example, in Korea, ALCoB teachers participated in an online and off-line training course to develop their expertise in international education collaboration.

In terms of organizational composition, additional overseas ALCoB groups have been organized, and revitalization of ALCoB activities among groups of education specialists has been made. ALCoB groups are actively organized by economy; and steering committees are formed (each comprised of a president, vice president, and coordinator).

Figure 1. Structure of ALCoB



Online Community: ALCoB.org (www.alcob.org)
(see Appendix 1)

Since its launch in 2005, the online community has served as the gateway for the ALCom project to provide 'One-Stop' service for ALCoB members and others who are interested in cross-border education activities. This online community has aimed not only to share knowledge and information on international cooperation in education, but also to provide access to appropriate information on relevant fields and organizations. Essentially, this community (www.alcob.org) aims to serve as a hub for users to connect and gather the information and knowledge they need.

By adding functions to the ALCoB website enabling ALCoB members to create online sub-communities and blogs according to various themes and interests, the online ALCoB community has been invigorated both in Korea and overseas. As of 2017, the official website has 3,356 members, 1.4m visitors, 338 new postings. The numbers of visitors has doubled, comparing to the previous year, 2016. Seemingly, that is because the official website was renewed with the new user interface, so that members and visitors are able to have access to information of projects more easily and conveniently. Also, the website is compatible with other types of mobile gadgets, for example, mobile

phones and tablet PCs. From the renewal, the website became visitor-friendly and provides customized services.

International ALCoB Conference

The International ALCoB Conference is an annual onsite activity in which ALCoB reviews the progress of activities, such as ALCoB Cooperative Projects (ACP) and ALCoB Internet Volunteer (AIV) activities, and seeks to further understanding of education and culture in the member economies through various exchange programs.

On 16 to 17 November 2017, the 15th International ALCoB Conference was held in conjunction with the 12th APEC Future Education Forum, in Ha Noi, Vietnam. A total of 88 participants from 8 economies (Indonesia, Malaysia, Republic of Korea, Peru, the Philippines, Russia, Thailand, and Viet Nam) participated in the events to review annual activities and shared best practices of ALCoB as well as their recent achievements in pursuing future education.

At this conference, various events, including ALCoB teacher workshop, APEC Future Education Consortium (AFEC) Steering Committee meeting, AEEP (APEC Edutainment Exchange Program), and ALCoB Culture Night programs were held to foster the expansion of the ALCoB network.

More specifically, AEEP aims to nurture future leaders in APEC, targeting outstanding university students from APEC member economies. To achieve the goal, AEEP provides a locus for experiencing self-directed learning environments and methods, by choosing project items on their own. This year, under the theme of "Social Entrepreneurship as a tool to solve social problems in APEC region", 45 university students and experts from 10 different economies (Republic of Korea, Viet Nam, the Philippines, Peru, the USA, Thailand, Malaysia, Indonesia, Chinese Taipei, Singapore) learned about social enterprise, and interacted with mentors in the realm of the social sector.

Figure 2. Highlights of the 14th International ALCoB Conference

- Date : 16 – 17 November 2017
- Participants : 88 participants from 8 member economies
- Theme : Innovative Future Education in APEC and Creating New Dynamism and Increased Employment
- Host : Ministry of Education, Korea (Co-host: Ministry of Education and Training, Vietnam)
- Organizer : Institute of APEC Collaborative Education
- Programs
  - ALCoB Teachers' Workshop
  - ALCoB Future Education Consortium (AFEC) Steering Committee Meeting
  - APEC Edutainment Exchange Program (AEEP)
  - ALCoB Cultural Night

No. of Participants and Member Economies up to date

	Date	*Members attending*	*Economies represented*
1st	January 2004	120	9
2nd	August 2004	250	15
3rd	December 2005	200	10
4th	November 2006	230	12
5th	July 2007	300	18
6th	August 2008	120	8
7th	November 2009	350	10
8th	November 2010	253	12
9th	November 2011	246	12
10th	May 2012	437	14
11th	October 2013	205	11
12th	September 2014	320	12
13th	October 2015	190	12
14th	October 2016	130	14

15th	November 2017	88	8

ALCoB Internet Volunteers (AIV)

Under the overarching objective to share an inter-regional comparative perspective, trends and strategies on ICT integration in education to narrow the digital divide, AIV 2017 programs were held in 4 APEC economies: Russia (Republic of Sakha), Indonesia, Vietnam and Peru with 398 participants, including dispatched experts from Korea (See Appendix 2).

Reflecting the needs and demands of member economies through prior survey, the AIV 2017 programs concentrated to present up-to-date pedagogy and teaching methods on ICT usage in classroom teaching such as Drone, Robotics and 3D Printing technology in classroom learning, flipped learning, mobile device in the classroom. Accordingly, the AIV Programs received positive feedbacks from participants and contributed to widen the ALCoB's scope of activity by connecting participating professionals and local participants.

ALCoB Cooperative Project (ACP)

ACP refers to a team-based teacher and school exchange education programs those foster collaborative activities under various topics, including school subjects, culture, environmental issues, among many others.

As of 2017, the 14th round of ACP was conducted and a total of 4,939 participants have participated in the program (see Appendix 3). In 2017, 742 participants from 8 member economies (Australia, New Zealand, Malaysia, The USA, Philippines, Russia, and Thailand, Peru, Viet Nam) and non-member economy, the UK were involved in 15 projects.

It is noteworthy that the ACP 2017 embraced a range of key issues in the development of APEC regions such as Global Citizenship Education, Sustainable development, Invention and Robotic technology in the classroom; and Environmental protection. (see Appendix 4).

Asia-Pacific Collaborative Education Journal (APCJ)

As an academic component of this project, the Asia-Pacific Collaborative Education Journal (APCJ) has been published since 2004. This international academic journal serves as a global forum to gather, refine, and share knowledge and experiences among APEC economies, in order to expand the knowledge base and enhance the efficient use of information and to contribute to ideal future education through valuable expert advices from a range of viewpoints.

APCJ is expected to open new horizons for scholars, researchers, and specialists so that they can deepen their understanding of online education and realize a vision of future education in APEC member economies. APCJ aims to foster communication between academia and practitioners in the field, to share knowledge and information by disseminating the outcomes of international cooperative

projects among APEC member economies, to help narrow the digital divide among APEC economies by sharing information and knowledge about education in the APEC region, to eventually promote a shared vision and prosperity in APEC, and to discuss the APEC vision of "tripartization": involving cooperation between government, academia, and the private business sector to inspire the creation of knowledge.

Volume 13 No. 1 was published in 2017 containing three research articles related to education policy, inter-regional comparative research, case studies and practical examples of APEC international education cooperation & Future education. (see Appendix 5).

APCJ is distributed online (apcj.alcob.org) to prominent scholars and world-renowned academic associations. It is also printed in paper format, and about 100 copies of each issue are distributed.

3. Evaluation: What are the indicators developed under the project to measure progress/success? Has baseline information or evaluation results been collected? How will any potential impacts on gender be measured? If relevant please provide details.

ALCom is implemented through on/offline activities and projects, and the details are as follows:

- Recruitment and management of the ALCoB human network
- Operation of the online community (www.alcob.org)
- Hosting of the annual International ALCoB Conference and other onsite events
- Dispatching ALCoB Internet Volunteers (AIV) to member economies
- Conduct team-based ALCoB Cooperative Project (ACP) between ALCoB School Network and teachers
- Publishing of an international journal, Asia-Pacific Collaborative Education Journal (APCJ)

Project objectives and indicators

The achievement of the ALCoB projects depends on the realization of both qualitative and quantitative expansion of the program and its participants. To realize its mission, systemic education innovation and shared prosperity based on mutual understanding, ALCoB pursues advancing participants' capacities. Through practice sharing and enhancing the understanding between economies, the participants have achieved the following the primary indicators:

- Number of ALCoB members (on/off-line registered members)
  - The accumulated number of participants: 5,700 (as of December, 2017)
- Number of Participants
  - AIV: 398 from 4 member economies
  - ACP: 15 cooperation projects, 742 participants from 9 member economies.
  - International ALCoB Conference: 88 from 8 member economies
- Number of Academic Outcomes
  - APCJ: 1 issue with 3 academic literatures

For successful implementation of the project, satisfaction survey is conducted to program and conference participants, and APCJ editorial committee as well as ALCoB Secretariat monitor the quality of academic papers and project reports.

Gender Considerations

The importance of gender equality is acknowledged in the ALCoB projects. When education cooperation projects are designed and implemented, having a proportional balance in the ratio of female and male participants is strongly recommended.

4. Challenges: If not covered in Q1, describe any issues which impacted (or might still impact) on the effective delivery of the project. How have these affected the objectives, deliverables, timeline or budget? What are the risk management strategies in place to manage potential or real risks

Future challenges and management strategies

As ALCoB members continue to increase, there are strong needs to establish additional ALCoB Branches to expand and harmonize their activities/operation by cultivating its core members and developing operational manuals on accumulated know-how, yet reflecting the local context and circumstances.

For instance, APEC Edutainment Exchange Program (AEEP) 2017 was designed as a project-based experiential learning program for college students, focusing on establishment of social enterprises and youth employment. Its theme was carefully selected in alignment with the main agenda of the APEC Economic Leaders' meeting (AELM) 2017. In this regard, AEEP 2018 theme should be correlated with AELM 2018. In doing so, a wide range of ALCoB members from university students to professionals can actively participate in the program and promote mutual partnership between stakeholders. Also, online activity needs to be extended in 2018 to foster better outcomes of the program.

Furthermore, the Asia-Pacific Collaborative Education Journal (APCJ) enables educational experts, policy-makers, and researchers from APEC member economies to share theories and best practices for international education collaboration, future education, and on other topics related to enhancing international education cooperation with other related international entities.

Schedule

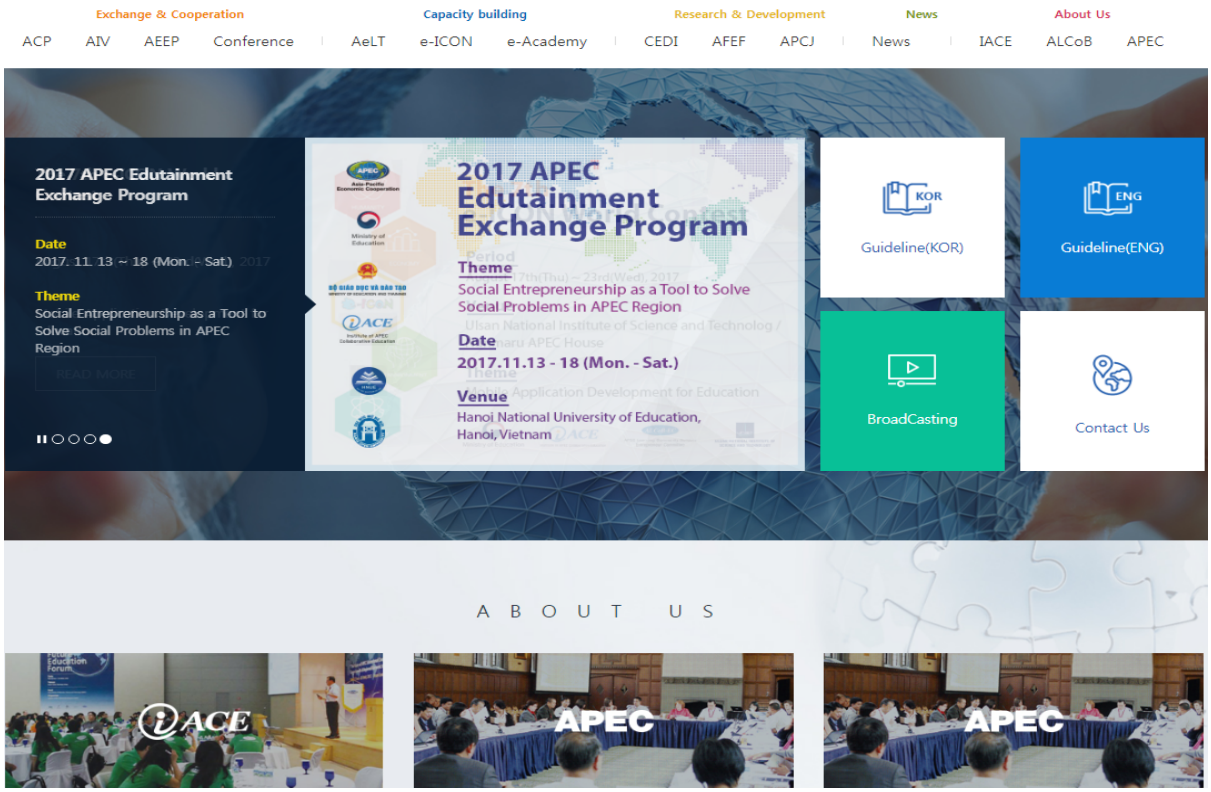
- March-December 2017	Recruited new ALCoB members (on/offline)
- April-November 2017	Operated 15th round of ALCoB Cooperative Project (ACP)
- July-August 2017	Dispatched ALCoB Internet Volunteer (AIV) to four economies
- September 2017	Convened 15th International ALCoB Conference & APEC Edutainment Exchange Program (AEEP) 2017 in Viet Nam
- November 2017	Issued Vol. 13, No. 1 of APCJ (online and hard-copy)

5. Engagement: Describe the engagement and roles of stakeholders in the implementation of the project, including other APEC fora, experts and participants.

At the core of this project lies the APEC Learning Community Builders (ALCoB), consisting of academia, the private sector, and the public sector. Members of ALCoB academia include university students (ALCoB-U), K-12 students (ALCoB-L) and teachers (ALCoB-T). The private sector group includes an entrepreneur committee (ALCoB-EC), and the public sector group includes policymakers and government administrators (ALCoB-S). Additionally, there are the supporters of ALCoB activity, consisting of professors, experts, and donors. Equipped with English language ability and specialized ICT skills, ALCoB members conduct education and cultural exchange among international community.

In practice, ALCoB members are not merely beneficiaries of this project, but also serve as the creative producers of international cooperative activities. With this vision of establishing a learning community that can contribute to shared prosperity of the international society by bridging the knowledge and information gap, ALCoB currently has active members spread throughout 20 APEC member economies and 3 non-member economies. The ALCom project actively encourages participation of various stakeholders in different APEC economies, particularly through ministry approved ALCoB branches in 7 economies: Russia (Republic of Sakha), Thailand, Malaysia, Indonesia, the Philippines, Republic of Korea, and Viet Nam. Based on the local needs and circumstances, the ALCom project will further extend its engagement with experts and participants through extensive exchange cooperation, volunteer activities, education training, and educational research and development.

[Appendix 1] official ALCoB online community - ALCoB.org (renewed in 2017)



ALCoB Membership

AIV

APEC Future Education Forum

APCJ

[Appendix 2] ALCoB Internet Volunteer (AIV) in 2017

Economy	Participants									Activities
	Prof	G	T	U	L	EC	PS	R	Total	
Indonesia (7/24-7/28)	**1**	**1**	**15**	**-**	**14**	**-**	**1**	**-**	**32**	- Policy Development on Technical and Vocational Education in Korea - ICT usage in education in elementary and secondary school education
Russia (Republic of Sakha) (7/29-8/3)	**1**	**-**	**97**	**-**	**-**	**-**	**1**	**-**	**99**	- Capacity Building on ICT for technical and vocational education
Viet Nam (7/31-8/4)	**-**	**-**	**58**	**2**	**-**	**-**	**1**	**-**	**61**	- Science, Technology, English, the Arts, and Mathematics (STEAM) education - Project-based college student exchange program
Peru (8/7-13)	**-**	**60**	**144**	**-**	**-**	**-**	**2**	**-**	**206**	- Utilization of ICT in English and General Curriculum for Policymakers - Capacity Building for Teachers on usage of Smart Devices in classes
Total	**2**	**61**	**314**	**2**	**14**	**0**	**5**	**0**	**398**	

※ Participant codes: Prof.: Professors, G: Government Officials, T: Teachers, PS: Program Specialist, U: University Students, L: Middle & High School Students (learners), EC: Entrepreneur Committee, PS: Program Specialists, R: Researchers

Classification	Korean participants	Partner economy's participants
Indonesia	5	27
Russia (Republic of Sakha)	5	94
Viet Nam	7	54
Peru	6	200
Total	23	375

[Appendix 3] Participants in ALCoB cooperative projects from 2004 to 2017

Classification	Period	Participants
1st Round	August 2003 – September 2004	105 persons from 7 economies
2nd Round	August – December 2005	130 persons from 12 economies
3rd Round	March – December 2006	60 persons 7 from economies
4th Round	May – October 2007	150 persons from 7 economies
5th Round	May – October 2008	182 persons from 9 economies
6th Round	August – December 2009	140 persons from 7 economies
7th Round	May – December 2010	447 persons from 9 economies
8th Round	May – December 2011	612 persons from 9 economies
9th Round	July – December 2012	468 persons from 6 economies
10th Round	May – November 2013	451 persons from 5 economies
11th Round	May – December 2014	511 persons from 6 economies
12th Round	June – November 2015	484 persons from 7 economies
13th Round	June – November 2016	504 persons from 9 economies
14th Round	April – December 2017	742 persons from 9 economies

[Appendix 4] ALCoB cooperative projects in 2017

No.	Participating economies	Team name/ Project title	Total
Total Number of Participants			742
1	Russia, Korea	2017 Int'l ICT & Robot School	145
2	Malaysia, Korea	Int'l Exchange Media Circle	70
3	Viet Nam, Korea	Korea-Viet Nam Global Network	86
4	Thailand, Korea	Korea-Thailand Cultivating crops in different agricultural environments	16
5	Indonesia, Korea	Problem-solving using App inventor	40
6	Thailand, Korea	Car Design Factory	29
7	New Zealand, Spain, Korea	Creative Software Education	57
8	Australia, Korea	Building up friendship with Australian friends	58
9	USA, Korea	Nurturing junior ambassador	46
10	Viet Nam, Korea	Producing a diaspora documentary	25
11	Philippines, Korea	Cultural Exchange Project driven by students	40
12	Viet Nam, Korea	Publishing Korean-English-Vietnamese daily conversation guidebook	21
13	Malaysia, USA, Korea	International Book Club	32
14	Viet Nam, Korea	Hello, ALCoB-U	18
15	Peru, Korea	Developing curriculum for enhancing computer thinking	59

[Appendix 5] APCJ (Asia-Pacific Collaborative Education Journal) Vol. 13

Section	Titles
Articles **(Vol. 13)**	▪ Relationship between Class Size and Students' Participation on the Academic Performance of Secondary School Students in Nigeria (Dr. Adesoji A. Oni, Dr. Arinola Agness Aguda Oluwo) ▪ Current Trend of Philippines Educational Informatization through K-Fishbone Analysis: Based on APEC e-Learning Training Program (Mr. Ji Sang Yu) ▪ Exploring the challenges and prospects of secondary school mathematics education and industry synergies for socio-economic transformation in Zimbabwe (Dr. Silvanos Chirume)

FOR APEC SECRETARIAT USE ONLY *APEC comments: Is the project management effective? How could it be improved? Are APEC guidelines being followed?*