Education of Global Cooperation in Free Trade Era: The Idea of Training for KoGloSian* in Korea

Lee Myung-Hee
Kongju National University

1. Korea’s Development through Global Collaboration
Thanks to the help of the UN, the Republic of Korea was established and was protected from the Communists. Korea built its foundation for economic growth by accepting capital and technology from developed countries such as the United States and Japan, and has developed education and culture through exchanges and cooperation with numerous countries. As a result, Korea has grown from an ‘aid recipient country’ to an ‘aid donor country’ DAC(Development Assistance Committee). Now, Korea has evolved as a member of global society, which means Korea should attempt its own development along with contributing to global society.

What can Korea contribute to global society? What is the proper role of Korea in the world? Korea is known as a country whose development has been through education and these days, known as a country with highly-developed IT industry and home to Hallyu such as K-Pop. Thus Korea can make a contribution with Korean education, IT, Hallyu and so on.

In the field of education particularly, Korea has the opportunity to contribute to global society. Korea has valuable experience in establishing a compulsory education system and popularizing higher education even when its GDP per capita was $ 100. Such experience can help developing or underdeveloped countries in the world. Recently, Korea began developing smart education by combining IT and education and solving the problem of traditional cramming education. Smart Education can make education services cheaper and higher, furthermore it can contribute to the development of education in the world.

*KoGloSian : Korea + Global + Asian
2. Korea’s development strategy for changes in the world economy

The world economic order has been reorganized by dramatic power shift toward Asia and emerging economies. Especially after the rise of China, the world economic order is starting to take a different look from the past. Since the 2008 financial crisis, the productivity of the United States was reduced and China has grown into the world’s second-largest economic power. Furthermore the budget deficit of United States has swollen in astronomical scale in overcoming the economic crisis. The economic hegemony of the United States has been weakened since US-led financial institutions (IMF, IBRD, etc.) could not provide adequate solutions as well as not properly predicting the crisis. Also the limits of the military forces of the United States have been exposed through the war in Iraq and Afghanistan.

The center of power has moved toward the emerging economies such as China, India etc. from western countries under the influence of spreading globalization. Transition has occurred from G7-leading era to G20-cooperation era and the new system, highlighted by universal multilateralism, is being strengthened.

Korea’s Position among G20 member countries according to income level is midrange. In other words, in respect of the size of the economy Korea (GDP: $1 trillion) is in middle class among G-20 members. Geographically Korea is located between China and Japan which means that Korea is expected to take a role in not only trilateral economy integration in Northeast Asia(integrated role on the basis of respective bilateral agreements) but also as a pan-Asia economic co-worker. Korea needs to seek the compromise and find a strategy satisfying both of them in awareness of importance of the Pacific Regional Cooperation.

In the G20-centered global multilateral cooperation progress, Korea’s development strategy will be a role as a bridging country. Through that strategy, Korea can develop itself contributing to world growth at the same time, with world recognition. The role as a bridging country can be achieved in three ways: between developed and developing countries, between China and Japan, and between Western Europe and Asia.

Korea can play a role to make a bridge between developed countries and developing countries by establishing status in mediating conflicts, conducting diplomacy for Korea’s international beneficence, overseeing the expansion of participation in Peacekeeping Force, attracting international organization and so on. A buffer zone between China and Japan can be achieved by performing its role properly in world and Asia and Korea need to set a clever strategy between China and Japan.
For building a bridge between Asia and Western Europe, Korea should strengthen its education of global citizenship and expand contact points with the West. Also, it is necessary that Korea build an identity as a KoGloSian by education in order to induce Asian cooperation. The direction and the main contents of global citizenship education should be placed in establishing an identity as GloSian.

3. Structural problems of Korea’s economy and education
In order to develop consistently, adjustment of supply and demand of human resources is absolutely necessary. Korea imported natural resources from abroad and nurtured human resources domestically. For 50 years in the past, it was natural and possible to foster human resources that Korea needed and as a result of that, the Korean economy has been developed with society together.

Today, however, there are serious problems in supply and demand of human resources and this is its biggest structural economic problem. There is a serious manpower shortage in high end and low-class jobs while severe surplus of manpower in intermediate jobs for general college graduates exists. Not only in Korea, but also in developed and developing countries, the situation is similar: lack of high-quality human resources & low-class human resources and surplus of intermediate-level human resources.

Therefore, the solution can be approached from two directions. One is to supplement the lack of human resources and the other is to utilize excess human resources. Between them, securing human resources for the lacking area is a bigger problem since it takes dozens of years to educate creative high-quality human resources in contrast with natural resources. Thus introduction of human resources from abroad can be a faster solution.

In spite of the increase of demand of global and creative talented people, educational change in Korea has not been able to follow them. In the economic sector, international specialization has been pursued which means that through several organization such as GATT, WTO, and the FTA the efforts are progressed for international division of labor and interdependence of economy. Nevertheless, most of the countries in the world take a self-sufficient system only in the field of education. As a result of that, mismatches between economic systems and education systems are extremely worsened on a world scale and this is the main cause of youth unemployment. (Lee Myung-Hee, 2011)

Currently Korea has a serious national problem regarding youth unemployment in that there is expected to be severe labor shortage in the future due to the continuous aging trend. Also, the demand for highly-educated manpower is increasing according to the radical progress of globalization in
the knowledge and information age. Thus Korea needs to make an active effort to attract foreign advanced experts as well as high-skilled workers. Due to the expansion of the trade scale between the countries and accelerated globalization and the knowledge and information society in the world the international movement of labor force (Brain Circulation and Diaspora) is increasing and wars for gaining excellent and informative knowledge workers are breaking out. Nevertheless education and employment sectors in Korea are reluctant to cope with these changes and remain in a state of insensibility.

4. Construction of international cooperation framework of education
The world economy has grown and developed continuously deepening interdependence with the international division of labor system. In contrast, the field of education has a self-sufficiency of workforce and vocational education domestically. Misalignment of economic and educational development cause mismatches between fostering manpower and employment and ultimately generalizes youth unemployment. This is the biggest issue in the education field these days and solution of this problem is difficult and expected to be without prospective change in the education field.

Korea takes a position and has an opportunity to lead the building of a global cooperation framework in education as a bridging nation between developed and developing countries. In other words, professionals needed in the area of high value-added knowledge-based industries are supplied from OECD developed countries and mid-level professionals can be utilized in developed and developing countries and for the 3D industries which have severe shortages of workers, intermediate or semi-intermediate workers from developing countries can be utilized. In this ways, a global division of labor system of employment can be constructed.

Based on the history which Korea developed through education and its current position in global society, Korea can solve the problem that youth unemployment problem and retardation of economic growth due to the lack of advanced and junior manpower through educational access.

Korea's educational approach for solving these problems can start in several directions with the reorganization of the existing Korean education system. In other words, Korean education should reorganize from a ‘closed, isolated system’ to an ‘opening-linkage system’ and from ‘public goods education’ to ‘service industrial education’. Also Korea should pursue transition from a ‘national educating system’ to a ‘world citizen educating system’ and change in educational policy from ‘catch up advanced education’ to ‘creation and dissemination of a new educational model’
To play a leading role in the building process of an international cooperation framework of education, Korea needs to nurture a new model appropriate people for global society and to expand the international education infrastructure to nurture them.

Most of all, I propose ‘KoGloSian’ as a global talent. Rather than going out into the world immediately, Korean would be better suited to build a way to the world as Asian. It means the education paradigm should shift from ‘nurturing Koreans’ to ‘nurturing KoGloSians’. By doing so, we should have an attempt to build an international cooperation system in Asia and the Pacific.

Second, Korea takes a central role in building a global talent e-Marketplace. Also Korea should drastically invest into global education and construct a global infrastructure.

For example, there is a need to be a leader to interwork an employment portal of each country and build a global talent e-Marketplace for exchange of personnel. In order to activate the global personnel exchanges, there is need for an institution to relay the world-wide human resource hiring and need to make that institution into an international institution.

Third, extension of attracting foreign students up to the high school level is needed. The range of fostering human resources through attracting foreign students should be expanded to the level of vocational high school and junior college not limited to university or college so as to vary the human resources development track. That is, we should create a more competitive and more reasonable model of Korea not as an immigration policy or attraction of students of higher educational institutions, which was taken place in developed countries so far. Consequently, Korea should support the construction for nurturing a human resource system by actively attracting talent from all over Asia and nurturing KoGloSians from the secondary education stage along with strengthening reciprocal international interchange.

Fourth, there is a need to create a Korea-led ‘United Nations of Education’. Among multiple systems, the field of education is the most rigid in terms of national self-sufficiency. Usual efforts and methods can break this frame. We should establish a ‘United Nations of Education’ for global cooperation in the field of education (especially cooperation in nurturing a workforce) and make an effort to remove obstacles that lie in front of global cooperation in the training of personnel and global cooperation of employment. This United Nation of Educations needs to be progressed by Korea and several Asian countries as core member.

The possibility is quite high that various international conflicts could arise in the process of implementing exports of a global workforce overseas and
imports of a foreign global workforce. In the situation that domestic workforces go abroad, conflicts can happen such as problems with the local workforce due to the social system of that country or limitations and communication problems or problems of adapting to the local culture and problems of returning to the workforce and so on. Solving these problems along with deepening international cooperation requires an institution for mediating conflicts and reinforcing cooperation. That institution would be the United Nations of Education and we can visualize international cooperation of education by constructing this infrastructure.

5. KoGloSian as a new talent of Korean education
Korea should change its policy from a ‘national educating system’ to a ‘world citizen educating system’ and reorganize new talents of world citizen education in order to grow and develop consistently in this global era. I proposed the new concept, KoGloSian, which means Korean talent leading global Asian. In this paragraph, I’d like to describe briefly about the concept and identity of KoGloSian.

First, KoGloSian is a concept that introduces to the world a Korean citizen and emerging Asian to the center stage of the world. It is common that Koreans have a reputation for being global citizens. This concept had already existed since the 19th century or early 20th century but is not convincing. In conclusion, this concept cannot appeal to the world. GloSian, however, means an Asian citizen rising to new principals in the world and fostering Koreans as a national leader of GloSian can attract world-wide attention.

The concept of GloSian demonstrates a sense of responsibility that Koreans share as a main nation of Asia and fully utilize the advantage as a bridging nation. This can be the core concept that can significantly increase the class of nation and attract international attention as a main country in Asia. Thus, this concept needs to be included in the contents of world citizen education and the significance of combining the concept of GloSian in global citizenship education and the details are as follows

- Global citizenship education + GloSian education: we can promote better world harmony when we educate Korean about the culture and spirit of the Asians and a sense of responsibility about Asians as well as world citizenship education.
- Education with a sense of responsibility about Asians: we systematically educate about international responsibility (especially responsibility for Asia) with the educational contents including Korea’s ODA policy for Asia and international volunteer activities of the Korean youth and international NGO’s, etc.
• Korea as a bridging country: Korea can be recognized by its image or role as a leader of Asian cooperation in the coming Asian Era. It reveals the responsibility about the role which China or Japan can’t play and can make the world seek cooperation with Korea in the era of Asia.

• Creative education country solving the Asian poverty problem: we should combine the policy that the Korean government currently conducts with the creative entrepreneurship of the youth and government and encourage the youth of Korea and Asia to escape from unemployment or poverty by strengthening the research and practice about social venture politically. Also, Korea should pursue the policy which give the youth a mission and find new ways for creating international jobs.

• Korea as a Humanitarian Business Country: Korea aims to be a creative humanitarian business country rather than a global hegemony or follow only economic interests. Enterprise with young people should prepare for the rise new social ventures for low-income Asian markets.

• Establishment of the United Nation of Education: Korea aims for a nation that embodies the spirit of the United Nation of Education and Korea pursues to be United Nations of Education that contribute to the world through education along with developing its image UN Secretary-General’s home country. For the previous steps, we would create a forum of world educators and construct a system of international educational cooperation in the form of an organization. Then we can evolve into a nation of the United Nations of Education.

• International ideal of the United Nations of Education: the United Nations of Education encourage the youth to implement new social ventures, entrepreneurship and the enterprises to pioneer a new market for the poor and government to implement international social responsibility. As President John F. Kennedy did in the 1960s for young people, it is expected to give the youth a tremendous amount of hope and inspire a spirit of challenge to go overseas to get global ideals. At least, the United Nations of Education can prepare such vision and policies

The global cooperation system of education that I’m dreaming about cannot be achieved by the effort of one individual or one nation alone. This new vision for opening a new era is the dream of global Asian Koreans.

6. Reformation of Korean education through smart education and training of KoGloSian
From the 60-year-history of Korean education, the most representative symptoms are high focus on education, high entrance rates to higher education
and the combination of education and information and communication technology (ICT). Korean spent more than 20% of household income on private education for their children's education and more than 80% of high school graduates go to college. The Korean government actively tried to integrate education and information and communication technology in order to achieve a construction of an advanced nation through education. Since establishment of the educational information comprehensive plan of 1996, Korea achieved the success of convergence of ICT and education and was awarded among the best countries in the field of education information by UNESCO in 2007.

Another result of Korean education is high level of education. As we can see in PISA's OECD assessment in 2009, Korea is recognized in high academic achievement in the world. By the curriculum that had been applied to the industrial society, however, the school and teachers are still the center of education at school. In classes, the ways to convey the knowledge and skills are common. Recently, however, self-directed learning is gradually being deployed by the introduction of smart technology in education. It means that there is a huge change in the delivery education of knowledge and skills from teachers. Until now, the education of Korea was successful just like the successful history of Korea. Therefore education in Korea has a global appeal, at least, in developing countries or underdeveloped countries. Furthermore it may appeal to developed countries or emerging countries. When education of Korea achieves success and achievements in new attempt, Korean education will get attentions from the world and it will be possible to be accepted into developed countries. Korea can be globalized and be a global educational nation through education.

So now, Korea stands at a critical juncture. Despite the achievements of the past, the education of Korea reveals its limitations which are teacher-centered education and an attempt to overcome its limitations by utilizing ICT and smart technology. ICT and smart utilizing technology to overcome the current limitations of Korea education is not denying the performance of Korean education. Rather, by acknowledging the current performance of Korean education, we are opening up new possibilities to use that success as a springboard to reform. If Korea wasn’t so successful in education and if Koreans themselves deny that success, then who will pay attention to Korea's new efforts?

The future of Korean smart education will be reforming schools and teacher-centered education and implementing education that fosters KoGloSian which is a new human character utilizing ICT and smart technology. Thus Smart education of Korea will be an integrated product of the past and the
future of Korean education. That is an attempt to open a new future in Korean education based on the current success of Korean education. There is hope here. There is tension. There is excitement and determination.

7. Possibility of training KoGloSian in Korea
Is it possible to train the KoGloSian that I envisioned in Korea? Right now, it may be difficult. But there is enough possibility to be carried out in the near future because Korea must strengthen global cooperation in order to solve serious youth unemployment problem, make consistent development in the Korean economy and above all, achieve the reunification of North and South Korea. Also, there are limits only with the methods and content of global citizenship education to strengthen global cooperation. Therefore, through exchanges and cooperation with Asia, Korea will choose a way to enlarge and strengthen relationships throughout the world. As more evidence for that, you can see that there is enough capacity to accept the spirit to nurture KoGloSians in the courses already performed in Korea. The table below presents the core competencies and its sub-elements of the revised curriculum in Korea in 2009. If you look at the three areas at the table: ‘interpersonal skills’, ‘civic literacy’ and ‘world citizens’ ability’ you can confirm that the basis of the spirit of KoGloSians is already founded.

<table>
<thead>
<tr>
<th>core competencies</th>
<th>sub-elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning ability</td>
<td></td>
</tr>
<tr>
<td>Literacy</td>
<td>* Numeracy</td>
</tr>
<tr>
<td>* Learning media literacy</td>
<td>* Information collection</td>
</tr>
<tr>
<td>* Information Analysis</td>
<td>* information Organization</td>
</tr>
<tr>
<td>* Information utilization</td>
<td>* Information Ethics</td>
</tr>
<tr>
<td>* Communication skills (verbal, non-verbal)</td>
<td>* Self-directed learning skills</td>
</tr>
<tr>
<td>* Cooperative learning skills</td>
<td>* Ability to carve career</td>
</tr>
<tr>
<td>* Technical and vocational skills</td>
<td></td>
</tr>
<tr>
<td>Creative problem solving ability</td>
<td></td>
</tr>
<tr>
<td>* Aware of issues</td>
<td>* Creative Thinking</td>
</tr>
<tr>
<td>* Practice and evaluation of alternatives</td>
<td>* Problem solving methods design</td>
</tr>
<tr>
<td>* Logical thinking ability</td>
<td>* Critical Thinking</td>
</tr>
<tr>
<td>* Creative thinking function (new ideas. Discovery, invented techniques)</td>
<td>* Empirical demonstration skills</td>
</tr>
<tr>
<td>Self-management skills</td>
<td></td>
</tr>
<tr>
<td>* Basic life habits</td>
<td>* Ability to comprehend himself</td>
</tr>
<tr>
<td>* Self-identity establishment</td>
<td>* Rational economic life</td>
</tr>
<tr>
<td>* Leisure (health and emotional management)</td>
<td></td>
</tr>
<tr>
<td>Interpersonal skills</td>
<td></td>
</tr>
<tr>
<td>* Understanding and respect. Others</td>
<td>* Relationship formation</td>
</tr>
<tr>
<td>* The cooperative</td>
<td>* Conflict Management</td>
</tr>
<tr>
<td>* Leadership</td>
<td></td>
</tr>
<tr>
<td>Civic literacy</td>
<td></td>
</tr>
<tr>
<td>* Occupational performance</td>
<td>* Sense of community</td>
</tr>
<tr>
<td>* Law-abiding spirit</td>
<td>* Ethics</td>
</tr>
<tr>
<td>* Green Living</td>
<td>* Volunteering</td>
</tr>
</tbody>
</table>
Citizens of the world the ability

• Our cultural understanding
• Ability to enjoy culture
• Solve coordination skills and understanding of the challenges of the Global
• Understanding the international strategy and conflict resolution skills

• Multicultural understanding
• Language skills
• International community understanding and cooperation

Source: 홍후조 『알기 쉬운 교육과정』 학지사, 2011, 205쪽

And in Korean high schools, an elective course East Asian History is set. Changing from East Asia History to Asian History or Asia Studies is not difficult.

I envision an image where KoGloSian education spreads across Asian countries beyond Korea. I am convinced that the day will come soon when KoGloSians begin to appear in Korea and ‘InneGloSians’ and ‘MalayGloSiians’ are fostered in Indonesia and Malaysia, and ‘JaGloSians’ are educated in Japan and will cooperate with each other. I will do my best to hasten the day.

Global democratic civic education: education comprehensively pursue understanding the main features and mechanisms in the world system as the region of knowledge and understanding, reasonable decision-making skills about global problems and the ability to participate as the region of awareness and function about the global problem, respect to the various perspective and recognition and acceptance for state of the planet and cultivation of cross-cultural awareness as the region of attitudes and values.

If you access the global democratic civic education as ideals, several challenges will be highlighted.

First, the challenge of establishing self-understanding and a sense of responsibility will be emphasized as the Earth's residents. That is, the challenge stands out that it is indispensable to solve global problems with subjective responsibility with global solidarity and cooperation for the future of global community from the viewpoint of benefit in earth.

Second, challenges arise that you need to cultivate global thinking and discern it. From the point of view of global profit, global thinking and discerning eyes are indispensable in solving these problems. Thus, we should learn about universal values and the distinct characteristics of each culture and problem situation that global society is facing such as politics, economy, information population, the environment, and peace. Besides, the development of ‘open minds’ needs to be carried out, and courageous attitudes not escaping from the expected difficulty and complexity global issues have resistance against stereotypes trend to try to understand the way of thinking of other personal or group's perspective.
The ‘Do-Dream Project’ with aims to raise ‘creative people’, ‘living together’, and ‘autonomous people’ selected by the OECD department of education, DeSeCo (Definition and Selection of Key Competences) is a good sample.

Specifically, core competencies of DeSeCo are categorized into tree way: ① use tools interactively, ② interact in heterogeneous groups, ③ act autonomously

Table 2  DeSeCo sub-elements of the life core competencies

<table>
<thead>
<tr>
<th>sub-elements</th>
<th>Selected reasons</th>
<th>Sub-competencies</th>
</tr>
</thead>
</table>
| Mutual use of intellectual tool | •Need to not fall behind from developing technique  
•Need for modifications of the tool, depending on the purpose  
•Need to perform active dialogue with the world | •Mutual use of language, symbols, characters  
•Mutual use of knowledge and information  
•Mutual use of technology |
| Interaction with the heterogeneous groups | •Need to respond to the diversity in pluralistic society  
•Importance of Empathy  
•Importance of social capital | •Get along with others  
•Team collaboration and work  
•Manage conflict and resolve |
| To act autonomously            | •Need to realize the personal identity and set goals in a complex world and  
•Exercising their rights and need to accept responsibility  
•Need to understand about their environment and their functions | •Act within the large context  
•Life plan and personally envision the project  
•Claims and defend the rights, interests, limits and demand |

(a) Mutual use of intellectual tool
This means that individual can use language, symbols, characters, information and knowledge as a tool to adapt to changes in technology and induce the changes dependent of the individual’s purpose. Specifically, this term embrace mutual use of language, symbols and characters (reading skills, writing skills, speaking skills, listening skills, foreign language proficiency), mutual use of information and knowledge (numeracy, science), mutual use of technology (information literacy, technology literacy) and other skills.

(b) Interaction with heterogeneous groups
This means individuals can have amicable relationships with others and live with others with sympathy in a pluralistic society, work in partnerships and manage and resolve conflicts amicably. Specifically, there are three categories: relationship orientation (actively listening, trust, the quality and quantity of contact with the people around you, public trust), social cooperation (civic
consciousness, a sense of belonging, satisfaction, conflict management) and aware of issues (attitude toward immigrants, the degree of acceptance of diverse values, a number of political parties reason for existence)

(c) To act autonomously
Individuals should establish individual identities, establish goals and exercise their rights and duties in a rapidly changing society. Thus, this term means that individuals can act within the large context, set life plans and personally envision the project and ability to demand the rights or interests with recognition of limitations of rights and interests. Specifically, autonomous behavior can be categorized into acting within the large context, establishing and practicing the goal and challenge and demanding the rights and interests with the aware of limitation.

References