INNOVATIVE EDUCATION FOR BETTER FUTURE

IEBF: Innovative Education for Better Future
White Paper
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1. Introduction

IEBF is a unique organization that serves the function of educational research and consultation while integrating learning and teaching processes with blockchain and other technologies. It aims to engage in in-depth research on enhancing various aspects of online education, a platform for people to engage

in learning and teaching as a game, and consultation & guidance services for students and parents worldwide.

The problematic situations that surround the organization and solutions that it will try to provide, with the implementation plans regarding the use of its IEBF tokens, are described in this white paper

"Dare To Try Education On Blockchain"* is the catchphrase that nicely represents IEBF's overarching operational goals and values. It is also the title of the book published on Amazon-Kindle platform, written by IEBF's CEO (Steven (Sahng Ern) Park), and edited by Creative Director (Fred Zara) and CFO (Eddie Ham). The book presents our perspectives on making a game out of learning and teaching processes (LT2E: Learn and Teach To Earn), adopting NFTs for educational purposes, and applying the DAO concept to operations of educational institutions. It also represents the research capacity of IEBF.

*The book can be seen/ordered at:
https://www.amazon.com/Dare-Try-Education-Blockchain-Envisioning-ebook/dp/B09VLB8KG7/ref=sr_1_1?keywords=Dare%2BTo%2BTry%2BEducation%2BOn%2BBlockchain&qid=1648221252&sr=8-1

2. The Problems To Be Solved:

A.
Despite the fact that the COVID-19 pandemic forced our world to switch to online, remote-interacting systems in education and many other settings, there have not been enough efforts to find more effective and engaging ways of delivering online education.

Also, blockchain technology is not extensively utilized in the field of education. People talk about the importance of and potentials in applying the blockchain technology to educational settings, and many probably see the meaningfulness of doing so, but not enough efforts are made in 'actually' trying it.

Furthermore, although there are needs for developing new ways of effectively delivering online education as many educational institutions and schools switch to online formats under the pandemic and foreseeably remain that way at least partially in the post-COVID-19 era, there has not been enough research efforts in discovering and applying innovative ways of enhancing the effectiveness and practicality of online education formats.

B.
The 'P2E' (Play To Earn) type of games are not actively applied to educational settings. There has been such a huge momentum in the online gaming industry, especially with the application of the P2E concept like in the games Axie Infinity and Splinterlands, but there has not been any significant applications to educational settings. Unfortunately, quite a few people hold negative bias against the blockchain technologies as a whole because they are used for gaming purposes which are often not considered constructive or socially beneficial. Some even see it as causing added risks in the society by providing the crypto-currency market which tends to be much more volatile than traditional stock or bond markets. It will be desirable to find some ways to contribute to the enhancement of educational methods by using the blockchain technologies, which, in turn, can reduce some of the negative biases.

C.
High schools are not adequately providing college prep. guidance - both in test-prep. & admission-applications consulting. College application processes have not been an exception to being significantly affected by the pandemic. Many U.S. universities went what's called 'test-optional,' meaning that they no longer require students to submit their standardized test scores as part of the application. Also, they have changed the policy on evaluating applicants' records regarding extracurricular activities, considering the restrictive conditions that high school juniors and seniors went through since the beginning of the pandemic.

However, many public and private schools are not effectively guiding their students regarding these changes and thus failing to prepare their students adequately. Many students and parents who came for initial consultations with us shared this point with us.

Moreover, the existing college application consulting services have been usually too expensive for students from average-income family backgrounds. Thus, IEBF will try to set up a new service, possibly utilizing the 'G2E' (Guide To Earn) concept, which will be much more affordable than the currently available ones and which will be much more up-to-date in its format and content.

3. The Solutions To Be Developed and Offered

IEBF was founded with the goal of addressing these challenging issues. Its missions are shown and described below, in three separate aspects:

Figure 1.
Overview of IEBF's Functions:
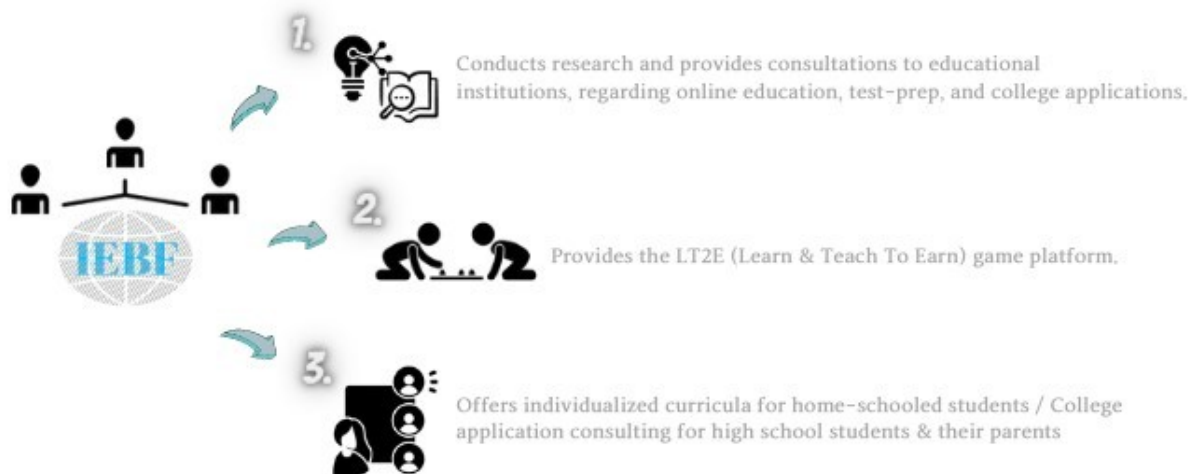
A.
IEBF engages in research on developing and applying better methods in delivering online education, including the applications of blockchain technologies to educational settings. Our book (link provided above), authored by the CEO-

Steven, and edited by the Creative Director-Fred and CFO-Eddie, (available on the Amazon-Kindle platform), is our first major output of this research function of IEBF, and we plan to produce many more of this kind of work in the future.

B.
IEBF develops and offers a game platform so that the energy that has been seen in the so-called P2E game market can be 'partially' transferred to the educational areas, and get people involved in what are potentially very enjoyable and transformative experiences of learning and teaching. This model incentivizes people to engage in educational experiences, which is a refreshing twist in perspective since most people would expect to 'pay' for educational services. It will offer what is labeled 'LT2E' ('Learn and Teach To Earn') game platform which will allow people to have enjoyable learning and teaching experiences as 'games' while earning rewards and forming meaningful relationships that are much stronger and globalized than what they can expect to form on most other SNS platforms on which interactions are not likely to be so intensive and prolonged.

C.
IEBF offers affordable and accessible college applications consulting programs for students and parents who desire to get guidance in those processes. Based on our extensive experiences in the standardized test prep., experience-building guidance, and application essay writing, and interview prep. areas, we will offer high-quality services that also reflect the changes that took place since the beginning of the pandemic.

The ACQ (Applicant Competitiveness Quotient) System will be used in offering our consulting service. The ACQ system is the method for selecting the adequate range of universities that students with different accomplishment levels can choose. It is developed by the IEBF CEO, Steven Park, and is introduced in his book, 'Trainer for Applying to U.S. Universities' (published in Korean, Interprep Publishing, 2017): https://book.naver.com/bookdb/book_detail.nhn?bid=12203966

The link for the description of another guidebook, co-authored by Steven Park & Yoon Sik Kim, which offers advice on applying to Korean universities as graduates of high schools abroad, is given below. Below that, the link for the

description of still another book authored by Steven Park is given. It contains tips on effectively preparing to take the SAT-Essay test. Some points in these books are no longer valid due to the changes that took place since the time of publications and also the situations that occurred after the onset of the pandemic. However, many points remain valid because they are about general strategies and tips, and thus will be used extensively as resources in the process of offering IEBF consulting services:

https://book.naver.com/bookdb/review.naver?bid=10893282
https://book.naver.com/bookdb/book_detail.naver?bid=15044196

We will effectively help students and parents in guiding them through the evolving processes of college applications in the United States, United Kingdom, and Asian countries including S. Korea, Japan, China, and Hong Kong, especially in the context of the changed policies on standardized test score submissions, limited offline extracurricular opportunities, and more emphasis on online and global activities.

IEBF will also offer affordable, individualized programs (and later supervision services) for students in unusual circumstances. 'Unusual' in this context means any situation that prevents the given student from going through conventional, public education. They include those in home-schooling situations due to geographical, health, or social restrictions, and young people who are engaged in highly-demanding entertainment and sports careers at early ages.

*An example of individualized curriculum:
(IEBF coordinators/mentors will work together to find the optimal course plans for any given student.)

    A. Korean-university bound program:
        - 'Eduwill' and other institutional online programs. e.g.
          https://black.eduwill.net/BlackGosi2/Info_BC/Gichul/Gi_free_2008_t.asp

    B. U.S. / foreign university-bound program. -   e.g., GED online
       prep courses: https://ged.com/study/online-classes/

- + English communication courses will be taken concurrently.
- + 'Liberal arts' and 'Major-prep.' courses chosen in consideration of future career goals will also be taken concurrently (on edX / Coursera platforms:
  - (Psychology of happiness at work)
  - https://www.edx.org/professional-certificate/berkeleyx-science-of-happiness-at-work?index=product&queryID=384ea726b1026f83692a95b45a55fae6&position=1
  - (Leadership)
  - https://www.edx.org/course/exercising-leadership-foundational-principles?index=product&queryID=dea3af45c680dc17f960b491777182d0&position=1
  - (Entertainment business)
  - https://www.edx.org/course/berkleex-introduction-to-the-music-business?index=product&queryID=96e986220c7cd9f141cc11f9c5330701&position=1

4. IEBF Token Implementation / Economy

A. Overview

The token minted and used by IEBF has the same name as the organization itself: 'Innovative Education for Better Future' (ticker: 'IEBF').
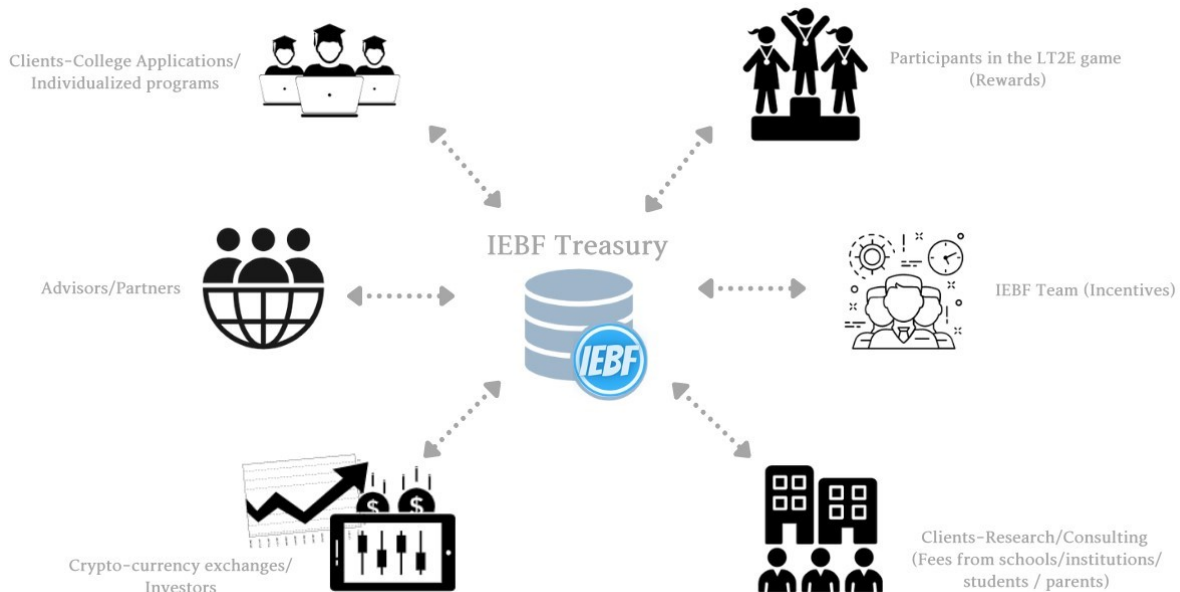
It is a Binance Smart Chain, BEP-20 network token. The token contract # on the network is: 0xd379956751620318ebEA40328C8B024D9CACA399

Binance Scan: IEBF transaction page URL:
https://bscscan.com/token/0xd379956751620318ebea40328c8b024d9caca399

Figure 2.
Overview of the IEBF Token Economy:

Diagram showing "IEBF Treasury" at the center connected to: Clients–College Applications/Individualized programs, Participants in the LT2E game (Rewards), Advisors/Partners, IEBF Team (Incentives), Crypto-currency exchanges/Investors, Clients–Research/Consulting (Fees from schools/institutions/students / parents).

B. The utility function:

IEBF's token will serve the function of utility token for the services that we offer in the consulting services for various educational institutions/schools, and for the college education consulting and homeschooling programs provided to students and parents. Also, it will be a means of giving rewards to the participants in our LT2E (learn and teach to earn) game through our game platform: lt2e.io.

The institutions and individuals that get IEBF's services of research, consultation, and/or application guidance services will pay fees, which will add value to its token ecosystem. Those who see the potential value of IEBF as an organization that can bring many innovative approaches and venues that integrate education with the blockchain technologies in the future will contribute to building the value of the IEBF token economy.

C. The governance function:

In addition, the token will also serve the function of governance token. We plan to use a 'hybrid-DAO' structure, meaning that the decision-making processes will be

'partially' conducted on DAO systems (the reason that 'hybrid' type of DAO is suitable for educational organizations is explained in Part 3 of our book 'Dare To Try Education On Blockchain, 2022,' link given above). Our DAO will be set up on a DAO service platform (e.g., 'Aragon' https://govern.aragon.org/#/). Through such a platform, major decisions about the operations of IEBF, as well as its future project planning and implementation issues, will be decided. People or organizations that hold 1% or more of our tokens (10 million+ tokens) will be entitled to the major decision-making voting processes held on the Aragon platform).

D. Token distribution plan:

For the total of 1 billion IEBF tokens minted, the following distribution plan (as shown in Figure 3 below) will be applied.

Figure 3.
The IEBF Token Distribution Plan:

18%: The IEBF Team (=up to 180,000,000 tokens)

7%: Advisors/Partners (=up to 70,000,000 tokens)

10%: Marketing/Growth initiatives/Operational costs (=up to 100,000,000 tokens)

40%: Exchanges (liquidity pool)/Investors (=up to 400,000,000 tokens)

20%: Reserved for LT2E rewards for participants (=up to 200,000,000 tokens)

5%: (Reserved for unexpected future uses) (=up to 50,000,000 tokens)

*Total max. mint amount: 1,000,000,000 (1 billion) tokens.

5. The Roadmap

The following are the projected steps in implementing the 'solutions' to the problems described above. It can be accelerated or slowed down, depending on

the partnerships that IEBF can form in the future, and the number of unexpected hurdles that it will encounter.

A. Stage I: Q4, 2021

✓ LT2E conceptualizations and testing
✓ Research for publishing "Dare To Move Education Onto Blockchain"
✓ LT2E service platform building
✓ LT2E community-building on various SNS platforms
✓ R&D for IEBF token-ecosystem building

B. Stage II: Q1~Q4, 2023

✓ LT2E service platform launching & UI enhancement
✓ Publication of "Dare To Try Education On Blockchain" on Amazon-Kindle
✓ IEBF token listing preparations
✓ Extending partnerships with game, SNS, and OTP providers

C. Stage III: Q1, 2024 and onward

✓ Preparations for marketing LT2E to various online learning platforms
✓ 'AI4G' (Artificial Intelligence For Guidance) research
✓ DAO feature implementation research
✓ Shifting the focus of LT2E to language learning themes
✓ Launching programs for YouTube content creators / educators

6. The IEBF Team

A. The members

Currently, the IEBF team consists of four core members and two advisors. It is a 'globalized' group with members from S. Korea, the U.S. (Florida & Hawaii), and Nigeria. IEBF is aiming to expand its global network even more in the future. The members' names, positions held, and Linked-In URLs are as follows:

Steven (Sahng Ern) Park, Ph.D.
Co-founder & CEO
https://www.linkedin.com/in/sahng-ern-steven-park-905910225

Yoon Seok (Eddie) Ham, M.Ed.
Co-Founder & CFO
https://kr.linkedin.com/in/yoon-seok-eddie-ham-431b9121/ko

Fred Zara
Creative Director & Program Advisor
https://www.linkedin.com/in/fred-zara-450259a

Akintaro Oluwafemi
Tech & Development Lead
https://www.linkedin.com/in/akintaro-oluwafemi-b9751b150

Yunsik Kim
Technical Advisor

Youngmee Park-Siart
Program Advisor

B. The formation of our team

The team initially started with Steven (CEO) and Eddie (CFO). These two co-founders were researching the ways to improve the delivery of test-prep. courses online as most of the classes held at their institutes had to be switched to online formats due to the COVID-19 pandemic. In their research, they noticed the huge momentum that P2E games were drawing from the public, and thought about how great it would be to apply a similar concept to learning and teaching processes, especially when they remembered all the uplifting experiences they themselves had in guiding their students in taking MOOCs (Massive Open Online Courses) so that the students can build up 'relevant backgrounds' in their intended college majors. (Since Steven & Eddie were 'consultants' to these students and thus they were not really teaching but 'learning' together with their students in the consulting programs, they were able to enjoy the processes while surprisingly learning all kinds of subjects, including blockchain technologies!)

"We believe that the strong conviction we have about the inherently enjoyable aspects of guiding others while learning different topics ourselves, based on many years of our actual experiences, is the biggest strength of IEBF, in terms of its potential for growth and sustainability, one that cannot be replaced by any technology!" (Steven & Eddie.)

Discovering some great possibilities in integrating the blockchain concepts to online education, they reached out to Yunsik Kim (Technical Advisor) who was their former coworker and who had experiences of observing how crypto-projects are run while managing his company that specializes in the application of AI. Knowing how innovative ideas can be pursued dynamically and realistically in projects that utilize blockchain concepts, he enthusiastically accepted the offer to serve as an advisor.

Then, during the early stage of the project development, Steven and Eddie saw Fred Zara's (Creative Director) lecture on Udemy in the process of developing the LT2E model:
(https://www.udemy.com/course/make-a-micro-budget-feature-film-look-like-a-million-bucks/),
They were so impressed by his great communication ability in delivering his online lectures in superb manners that they reached out to him and asked to join the team. Having worked in an online education company, and sharing similar

ideas about the potential value of making educational online games, he readily accepted the offer. The fact that he and his family greatly enjoyed the Korean Netflix series, "Squid Game," made him more enthusiastic in joining IEBF that was "originally S. Korean, but about to become global!"

Later, another member, Akintaro (Tech Lead), was invited to join the team after doing his gig work for the team. He excellently delivered his work on our web sites, and had ample experiences with crypto-projects. He liked the values and business models that IEBF was pursuing while designing the web pages, so he was very favorable to the offer. We wholeheartedly welcomed him as a member who can make IEBF even more 'globalized' (he is Nigerian!) (Some of his Nigerian friends participated in the testing sessions of LT2E.)

Our program advisor, Youngmee, was asked to serve as an advisor after sharing her experiences of 'just trying' the concept of LT2E with her employees. She was working as a research team manager, leading a team that conducted tests for Pfizer as part of the COVID-19 vaccine development project, and was under a lot of pressure in training new employees. When she 'tried' the LT2E concept as a prototype, she instantly liked it because it reduced her burden of having to prepare new sessions, and her new employees also liked it because they could enjoy the 'psychological freedom' in participating in a 'game.' She plans to try the game format further with her workers, and the insight she can provide for us will be invaluable for our efforts in improving the LT2E platform, especially since we also have a long-term plan to expand the concept to include 'LT2H' (Learn & Teach To Hire) process.

So, this is how the IEBF team got formed so far. Of course, the team will continue to make the effort to expand, reaching out to people around the world who share the great value of making learning and teaching processes more effective and enjoyable through pioneering research and bold experimentation.

7. Future Partnerships

We plan to seek partnerships with organizations/teams that specialize in online game development, NFT trading (exchanges included, e.g., https://mirny.io/, https://nftify.network/), and other crypto-related project groups. When we determine that cooperating with a potential partner will be substantially helpful, we will ask them to get into a formal partnership or ask them to become a member of our advisory board.

Also, in the long run, we will try to help some non-profit organizations that share some of our values (e.g., FSI (Freedom Speakers International) https://fsi21.org/ - the organization that provides English education for the North Korean exiles, and WeEducate (We-Educate Foundation) https://www.weeducatefoundation.org/ - the organization that runs English-teaching projects for children in the third-world regions). Cooperating with these organizations will be very meaningful beyond our immediate goals.

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