



# **NEW GLOBAL EDUCATIONAL STRATEGY FOR CAPACITY BUILDING OF SUSTAINABLE DEVELOPMENT IN DEVELOPING COUNTRIES**

**- UNESCO UNITWIN Network**

**Hosted by Handong Global University**

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## ABSTRACT

Handong Global University (HGU), Korea, was designated the host University of the UNESCO UNITWIN Network on capacity building of sustainable development in developing countries in 2007. HGU has been carrying out the UNESCO UNITWIN mission through its founding educational principle of the whole-person, interdisciplinary education with a global view that is built on a solid foundation of ethics and moral principles. HGU believes that such holistic education including information technology, law and business is essential to bring up the future leaders who can address the world problems for a sustainable and comprehensive solution - the problems that are made up of complex, interrelated, and sometimes conflicting, multi-dimensional social, environmental as well as economics issues.

For the last two years since its appointment in April 2007, HGU has been focusing on enlarging the "North-South-South" network to help bolster interactions between the universities from developed and developing countries and launched an entrepreneurship educational programs for trainers for developing countries with a marked result. Also, to facilitate the effort, HGU has been planning an education and networking hub of UNESCO global education park (GEP), the first of its kind solely dedicated for the UNESCO UNITWIN and other UN educational projects. The interdisciplinary higher education backed up by a strong entrepreneurship spirit can be the solution to the UN Millennium Development Goal (MDG).

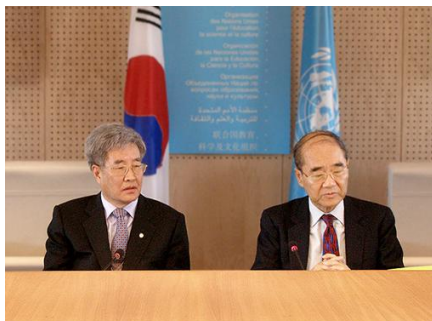
While Striving For The Goal, HGU Aims To Foster The "Poles Of Excellence" From The "Centres Of Excellence."

## NEW GLOBAL EDUCATIONAL STRATEGY FOR CAPACITY BUILDING OF SUSTAINABLE DEVELOPMENT IN DEVELOPING COUNTRIES - UNESCO UNITWIN NETWORK HOSTED BY HANDONG GLOBAL UNIVERSITY

### 1. INTRODUCTION

Handong Global University (HGU) in Korea, was designated the host university of the UNESCO UNITWIN Network on capacity building of sustainable development in developing countries by UNESCO in 2007.

[Establishment of the UNITWIN Network on Capacity Building of Sustainable Development in Developing Countries] © UNESCO/M. Ravassard



During a ceremony at UNESCO Headquarters on 5 April 2007, the Director-General of UNESCO, Koïchiro Matsuura, and the President of the Handong University (Republic of Korea), Dr. Young-Gil Kim, signed an agreement concerning the establishment of a UNITWIN cooperation programme on Capacity Building of Sustainable Development in Developing countries in the Asian Region. Ambassadors and

representatives of Korea, Mongolia, Uzbekistan and Afghanistan, the four countries involved in this Programme, attended the ceremony

**LE FIGARO** lundi 30 avril 2007  
IDÉES POUR DEMAIN

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### Grâce à l'éducation et à l'éthique, la pauvreté ne sera plus une fatalité

LA PAUVRETÉ dans le monde n'est pas une fatalité. C'est ce que veut démontrer la Corée du Sud, à travers l'université de Handong (HGU). « Ce que la Corée a réussi à faire en 40 ans, ce petit miracle économique, d'autres pays pauvres peuvent y arriver », explique son président, Kim Young-Gil, qui a fondé HGU voilà 12 ans, après être passé notamment par des années de recherches scientifiques à la Nasa.

En 1953, au sortir d'une guerre particulièrement sangninaire de trois ans qui a divisé le pays en deux, après des années sous

domination japonaise, la Corée du Sud n'est plus qu'un champ de ruines, un pays exsangue, sans aucune ressource naturelle. « Un pays oublié des dieux », ironise un diplomate européen. Et pourtant, « grâce à l'immense aide internationale dont nous avons bénéficié, grâce à notre capital humain – notre seule richesse – et au travail, nous sommes devenus la 11<sup>e</sup> puissance économique mondiale », poursuit Kim Young-Gil. Aujourd'hui, nous voulons simplement rendre ce que nous avons reçu. » Calquée sur le modèle des plus grandes universités américaines,

HGU prépare pourtant les étudiants à une autre globalisation : fondée évidemment sur des savoirs aussi essentiels que les technologies de l'information, le commerce et le droit, « cette trilogie, moteur du monde d'aujourd'hui », mais aussi, et peut-être surtout, sur des valeurs telles que l'honnêteté, l'intégrité et la spiritualité.

« Tout ce qu'ils apprennent ici est transcendé par des valeurs morales », explique le président. Forte de ses convictions, l'université de Handong a créé un MBA, le Global Enterprise Entrepreneur

#### Handong Global University

Cette université sud-coréenne a été créée il y a douze ans seulement, uniquement grâce à des fonds privés. Son credo est de préparer ses étudiants, dont une partie est issue de pays en développement, à une globalisation plus humaine. [www.handong.edu](http://www.handong.edu)

(GEE), spécifiquement dédié aux étudiants de pays en développement. Ils sont Afghans, Camerounais, Pakistanais, Ouzbeks, Mongols, Vietnamiens, Rwandais ou Congolais, issus au total d'une

soixantaine de pays pauvres, et sont formés pour devenir les artisans du décollage économique de leurs pays, tout en étant des « hommes de bien ». « Nous rentrons dans nos pays respectifs avec la possibilité d'y appliquer, tout de suite, un vrai business plan, explique Yana Ibragimova, étudiante ouzbèke en commerce international. En ayant, pour la première fois, le sentiment d'être partie prenante de la mondialisation. »

Cette vision positive, d'un XXI<sup>e</sup> siècle empreint d'humanisme, ne fait pas oublier les fondamentaux éducatifs. Parallèlement

aux enseignements classiques – tous dispensés en anglais –, Handong est la première université asiatique à préparer ces jeunes au barreau américain, dont elle est partenaire. En juillet dernier, ils étaient 20 étudiants, dont la moitié issus de pays pauvres, à être devenus des avocats américains à part entière.

Des efforts qui portent, puisque ce concept pédagogique, unique au monde, vient d'être choisi par le programme de coopération Unitwin, placé sous l'égide de l'Unesco, pour servir d'exemple.

SIXTINE LEON-DUFOUR

'It is very unique model to assist developing countries through education'

'Bridge the "digital divide" between developing and developed countries'

-Sixtine LEON-DUFOUR (Le FIGARO)

We studied useful business plan in HANDONG for my country's development

Yana Ibragimova (Student from Uzbekistan)

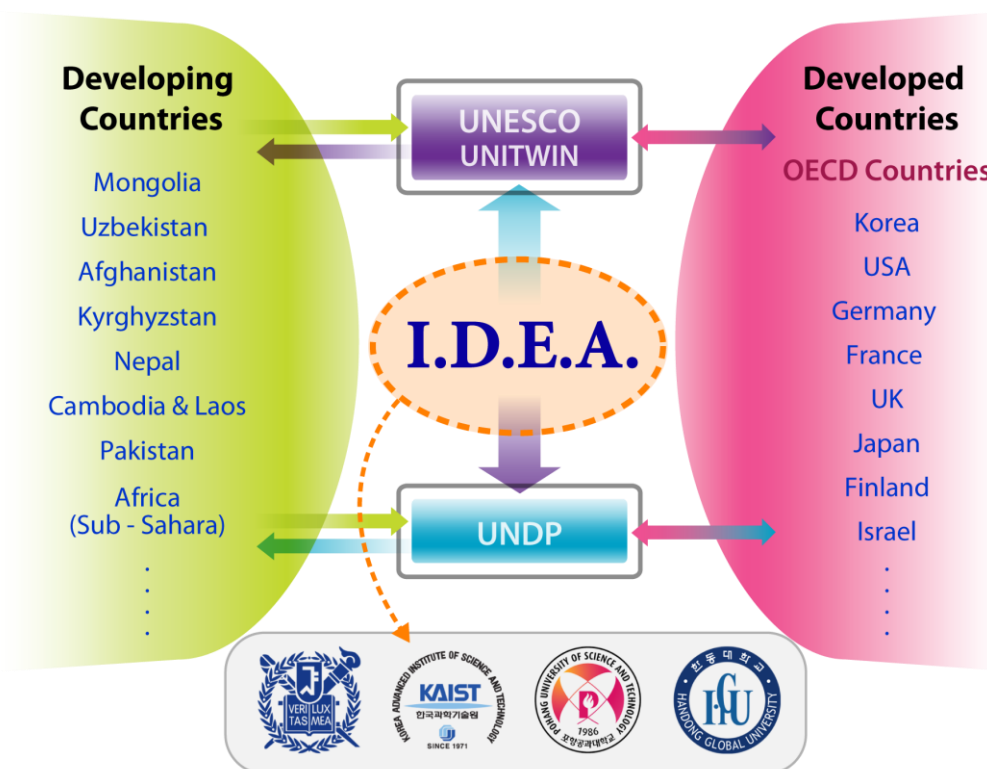
"No Nations Left Behind"

Global education has been a main motto for HGU since its opening in 1995, and 600+ students from around 60 countries have studied/are studying at HGU, many from developing countries with full scholarship in spite of HGU's relatively short history. HGU built extensive networks of universities from developing as well as developed countries, and has accumulated valuable experiences and built infrastructure that would be indispensable for building the "North-South-South" triangular cooperation through education of students from developing countries as future leaders, adopted as one of the key medium-term strategy for 2008 – 2013 at its 176th Session of the UNESCO EXECUTIVE BOARD.

HGU's founding educational philosophy has been holistic education with a strong ethics principle, the kind necessary to address the multi-disciplinary, multidimensional compounded, problems including social, environmental and economic problems of this century. HGU has been developing as well as practicing the new paradigm from its inception. This paper describes HGU's approach to the global problem solving for the capacity of sustainable development on the basis of the holistic educational philosophy and some of the recent experiences.

## 2. STRENGTHENING AND EXPANDING THE "NORTH-SOUTH-SOUTH" NETWORK

**Figure 1. HGU's Infrastructure for "North-South-South" Triangular Cooperation**



HGU has been strengthening the "North" leg of the "North-South-South" triangular cooperation structure through a consortium among renowned universities, named International Development Educational Alliance (I.D.E.A), such as Seoul National University (SNU), Korea Advanced Institute of Science and Technology (KAIST), Pohang University of Science & Technology (POSTECH) in Korea and Universities such as Rensselaer Polytechnic Institute (RPI) of the US, Karlsruhe Institute of Technology (KIT) of Germany, and Technion-Israel Institute of Technology (IIT) of Israel for collaborative research on low-carbon green-clean energy development(Fig. 1). The "North" leg universities are cooperating with developing countries not only on how to apply the technologies and form a gainful business that will contribute for building the capacity for sustainable development but also on how to and what policies to create, to apply "Green" technologies already developed to meet individual developing country's needs in developing countries.

Also, the existing UNESCO UNITWIN network has grown to reach deeper and further into the remote part of the world. The UNITWIN network that started out with only three universities from three countries two years ago has grown to 14 universities from 11 countries spanning three continents. In addition, regional centers are being created around the world to collaborate with the regions more efficiently.

HGU will work on expanding the UNITWIN network further utilizing the UNESCO-GEP described next not only to train students but also to promote a platform to rid world's poverty in the frame work of the UN MDG based on entrepreneurship in a comprehensive approach. The solution to the poverty problem should first focus on building an entrepreneurial mindset in the minds of people in developing countries that will give them hope and motivate them and help them to build commerce and the needed infra-structure.

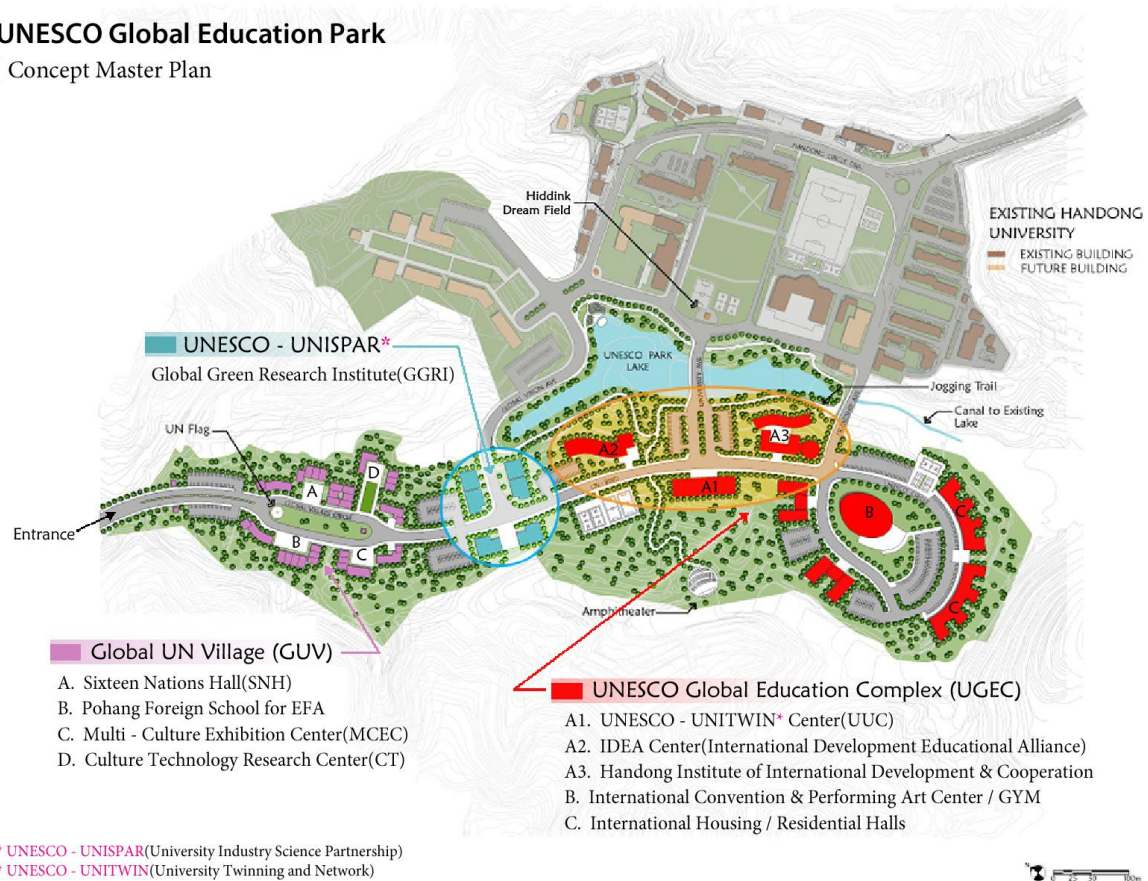
Along with the initiatives on the UNITWIN network programs described above, it is HGU's desire that the UNESCO would consider elevating the UNITWIN network's status, from the present "Centres of Excellence" to the "Poles of Excellence" that would be more commensurate with the present roles of the network in addition to making its operation much more visible and effective, lead to the critical mass necessary for research activities and advanced training, and create a synergy between universities, training centres, foundations, public and private enterprises with joint innovative projects. It would also help stemming the "brain drain" and convert it to "brain-gain" for developing countries, thus, resulting in the "brain circulation".



### 3. CREATION OF UNESCO GLOBAL EDUCATION PARK (UNESCO-GEP) FOR GLOBAL SUSTAINABLE DEVELOPMENT

Figure 2. UNESCO-GEP Plan

#### UNESCO Global Education Park | Concept Master Plan



HGU is planning to establish UNESCO Global Education Park (UNESCO-GEP) in close collaboration with the Korea International Cooperation Agency (KOICA), Pohang City, The Korean Government, and global industrial conglomerates. The UNESCO-GEP will be dedicated for all international educational development projects at HGU, and its center piece is UNESCO UNITWIN International Centre for Capacity Building and Entrepreneurship (UUI-CBE), a networking hub for international education, science, and culture. It is the first global educational and networking hub of its kind that is dedicated solely for the UN's higher education and networking for capacity building for sustainable development. The UNESCO-GEP is a multi-building complex complete with UNESCO Global educational Complex, Global Green Research Institute (GGRI) as an UNESCO's University-Industry Partnership (UNISPAR), Global UN Village, and global networking centre with state-of-art training and conference facilities, liaison offices, international culture centre, and dormitory and residence with supporting facility for trainees and visiting staff. The whole complex will be an English zone.

## 4. SUCCESS STORIES ON THE GLOBAL EDUCATIONAL ACTIVITIES OF THE UNESCO UNITWIN NETWORK

This section describes more in details some of the success stories regarding the global educational activities through the UNITWIN Network based on the holistic interdisciplinary education philosophy to raise future global leaders.

### 4.1. The International Joint MBA program of HGU in collaboration with the Institute of Finance and Economics (IFE) in Ulaanbaatar, Mongolia:

The joint program began in 1999, and currently 51 students are enrolled. By 2008, the program produced some 68 Mongolian graduates, many of whom are already working at various key positions in Mongolian government, multinational companies, banks and universities. Due to the IFE's long-standing request to include IT and law to the program, it was upgraded to the Global Enterprise Entrepreneurship-MBA program in 2008.



### 4.2. The Joint MBA Program with Ministry of Higher and Secondary Specialized Education of Uzbekistan and Tashkent State University of Economics:

Cooperation and agreement with the "ISTEDOD" Foundation of Uzbekistan was established for an educational program in 2003. An agreement was also signed for establishment of a Joint MBA program with Tashkent State University of Economics in 2003. Since then, young experts and professors from leading universities selected by Uzbekistan government were invited for a short term intensive training at HGU as part of the program, for launching the newly created Global Enterprise Entrepreneurship-MBA in 2007.



### 4.3. The Agreement of Cooperation with Ministry Higher Education, Afghanistan and Khandahar University to develop an educational exchange program in April 2003:

Since then, HGU has been sending faculty and student instructors to Afghanistan to teach computer skills each summer and sending visiting professors for engineering courses at entirely HGU's expense.





#### 4.4. Global Entrepreneurship Training (GET) and Global Entrepreneurship Summer Training (GEST):

As a part of a UNDP Global Entrepreneurship Education Program (GEEP), HGU successfully launched a series of short-term intensive entrepreneurship training programs for developing countries named "GET" and "GEST". So far, GEST 2008

was held at HGU for 28 students from 22 countries and GET 2009 in Kenya for more than 80 students from Kenya, Nigeria, Sudan, Rwanda, Mauritius, Tanzania, and Madagascar at St. Paul University in February 2009. In June 2007, GEST 2009 will be held in Mongolia at Institute of Finance and Economics (IFE). Another one is scheduled for February 2010 in Cambodia. The participating schools are all UNESCO UNITWIN Schools. Many students who took the course state that the program was the first of such kind offered to them and a life-changing experience for them.



#### 4.5. Eco-City Planning of Architect:

HGU faculties and students actively participated to collaborate with the Cambodian government on planning Eco-City with a vision of sustainable development. HGU established Eco-Village in Cambodia and assigned some areas as a green belt to provide good environment for easy, convenient, productive and pleasant living space for the people. This project will be continued until Cambodia acquires a new image of a green country.



## 5. HGU'S EDUCATIONAL PHILOSOPHY FOR SUSTAINABLE DEVELOPMENT

HGU opened in 1995 in Pohang, Korea, to become a global university that focuses on the new educational paradigm commensurate with technology-driven global world to raise the future leaders of the new global community.

The mid 90s was dotted with major events that ushered us into the information technology-driven global community. The commercial use of the World Wide Web (www) in 1994, GATT (General Agreement on Tariffs and Trade) upgraded to the WTO (World Trade Organization), which gave impetus to the global economy are some of them. The birth and opening of HGU in 1995 coincided with the opening of IT-driven global community in the 21<sup>st</sup> century. Education needed today is quite different from that needed yesterday in the

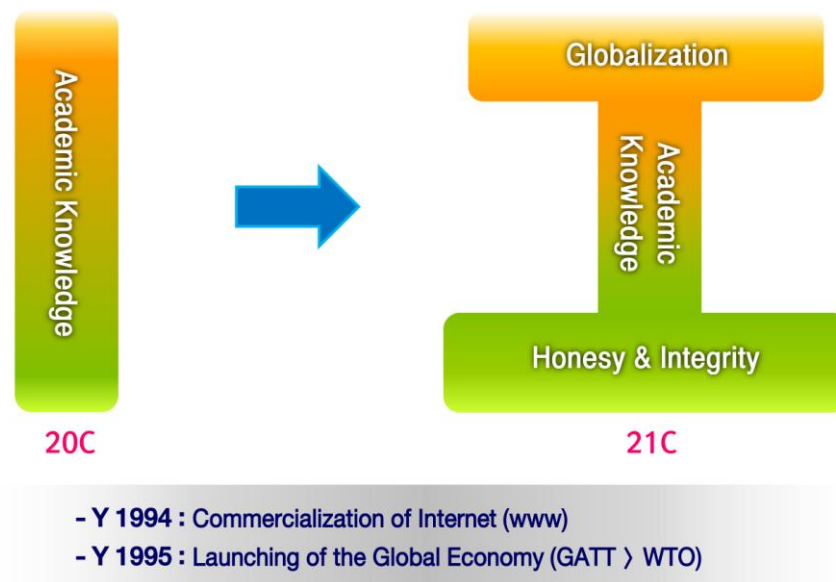
industrial age. The need for a new educational paradigm cannot be better expressed than the following UNESCO quotes:

*"Higher education itself is confronted therefore with formidable challenges and must proceed to the most radical change and renewal it has ever been required to undertake, so that our society, which is currently undergoing a profound crisis of values, can transcend mere economic considerations and incorporate deeper dimensions of morality and spirituality. (UNESCO: Reforming Higher Education)"*

*"In considering the roles and functions of higher education institutions in promoting sustainable development, issues to be particularly addressed include: increasing the relevance of teaching and research for the societal processes leading to more sustainable and discouraging unsustainable patterns of life; improving the quality and efficiency of teaching and research; enabling students to obtain the competences needed to work together in multi-disciplinary and multi-cultural teams in participatory processes; bringing the global dimension into individual learning environments. (UNESCO: Higher Education for Sustainable Development)"*

HGU's education philosophy is depicted in Fig. 3. It shows a paradigmatic shift in the approach to education while going from the 20th to the 21st century, through the Chinese character for "engineering" (工) shown below in Fig. 3.

**Figure 3. Shifting Education Paradigm as the Century passes**

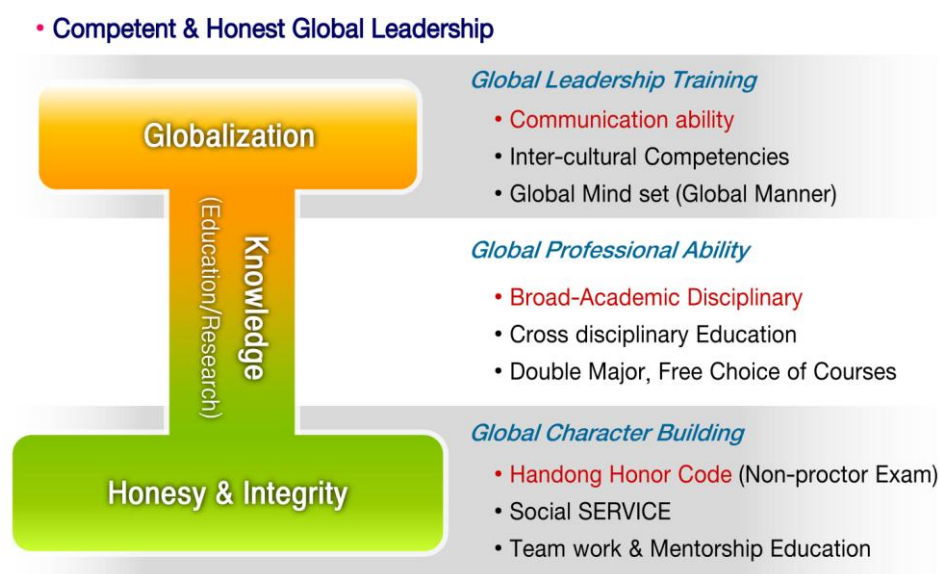


The base of the letter I structure corresponds to moral aspects of education that forms the foundation, or the basis of any education, while the vertical column signifies the knowledge content. The upper bar signifies the globalization aspect of the education. The stability of the entire structure depends on the stability and strength of its foundation, the basis. This approach underpins HGU's educational philosophy, and argues that knowledge accumulated without a firm foundation will result in weakening or even collapse of the entire

educational structure, and can harm rather than help the society. In this knowledge-based global world of the 21st century, the education of the whole person complete with academic, moral and spiritual development with global perspective is becoming more essential than ever.

Since its opening in 1995, HGU's education has been focused on student needs, and has been and market-driven and, shifting towards the globalized, digitalized world. Students are admitted as freshman without declaring their major and are allowed to choose their major field of study freely after finding their best talent and potential. Every student is required to take double majors as inter & trans-disciplinary education. HGU requires all students to study English and Chinese for global communication ability, and requires students to be familiar with any computer platform. Every student belongs to a team led by a professor in which they learn to care for one another and learn the value of working together with their team members diligently. Together, team students conduct together team projects in the real world. Every student has a duty to a social service to learn how to serve other people. Finally, HGU has been conducting all exams without test proctors under the "Handong Honor Code" since its opening in 1995. The educational philosophy of HGU is to follow a holistic approach to total education that includes professional capability along with honesty and integrity with global perspective.

**Figure 4. Educational Framework of HGU**

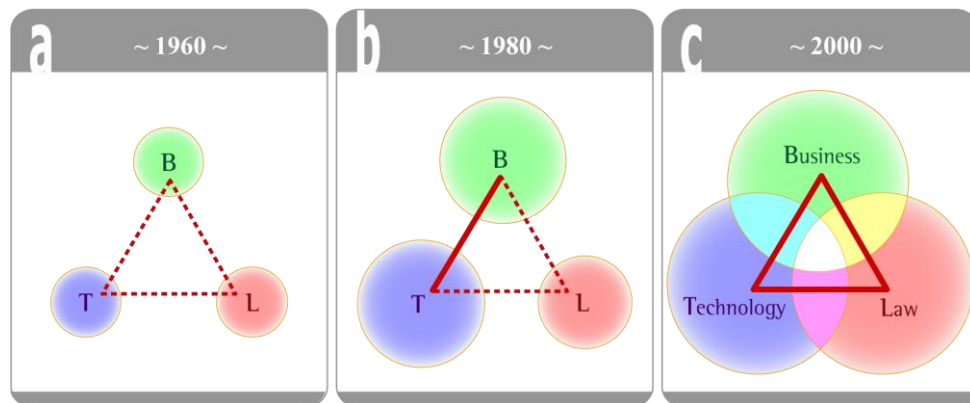


## 6. CROSS-DISCIPLINARY CURRICULA FOR GLOBAL ECONOMIC SUSTAINABLE DEVELOPMENT

With the emergence of the post-industrial age with blurred demarcation among the traditionally separate academic disciplines, namely, Technology, Business, and Law, the kind of curriculums offered now for the business students in the developed countries are not

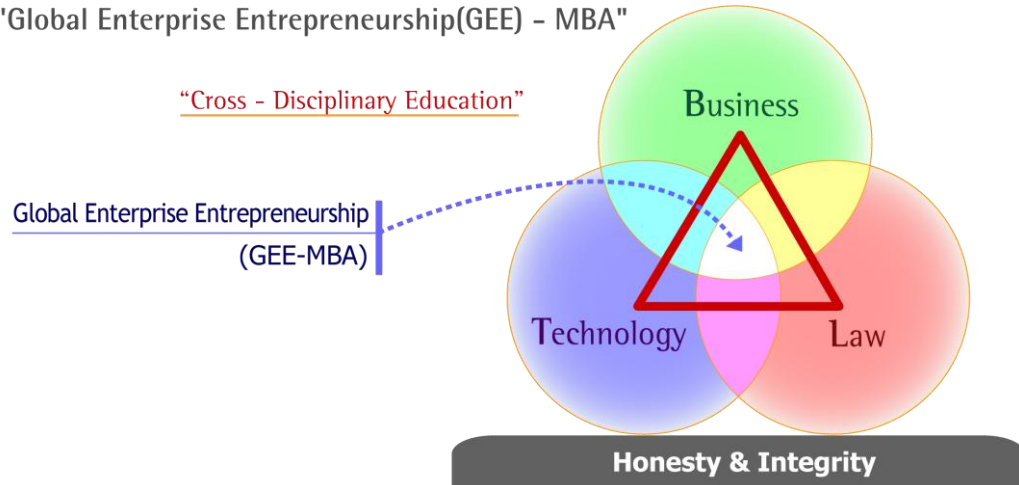
adequate for the students who are looking to lead the developing countries since the environment and circumstance for the developing countries are quite different than those of the developed countries (Figs. 5 and 6).

**Figure 5. Change of Technology, Business and Law over Time**  
 - From "Isolation" in the 20C to "Integration" in the 21C



**Figure 6. Educational Concept for "GEE – MBA"**

"Global Enterprise Entrepreneurship(GEE) – MBA"



The GEE-MBA program differs from the traditional MBA or executive MBA programs in the sense that the latter concentrates mainly on business and administration aspects only while the GEE-MBA addresses the broader global aspects of business, technology, and law that the future leaders of developing countries need to be familiar with. Offering the curriculum became possible at HGU because the school opened Handong International Law School (HILS) in 2002 that is the first American-style Law School offering Juris Doctors (J.D) in Asia.

## 7. WHOLE PERSON EDUCATION FOR SOCIO-ECONOMIC SUSTAINABILITY

Education means much more than passing on knowledge content to our students. It will also mean shaping their character and life. The question of what living is for is the most important question a person can ask. Yet under the influence of the modern research ideal, most colleges and universities have expelled this question from their class rooms, judging it unfit for organized study. Former Dean of Harvard College, Harry Lewis, stated that "we have forgotten that we teach the humanities to help students understand what it means to be human." Professor Anthony T. Kronman at the Yale Law School also said in his book that "the question of the meaning of life has been largely abandoned by college and university teachers. In particular, teachers of the humanities, who once felt a special responsibility to guide their students in exploring the question of what living for, have lost confidence in their authority to do so." He urged a revival of the humanities' lost tradition of studying the meaning of life through the careful but critical reading of great works of literacy and philosophical imagination.

In the industrial age of the 20th century, the assets and primary drivers of economic prosperity were machinery and capital, i.e., material resources or things. People were also considered as things that were necessary but replaceable. But in reality, human beings are four-dimensional beings, consisting of physical body, mental intelligence, emotional heart and spirit. Thus, true education for human beings is not only conveying and transmitting knowledge but also cultivating the intellectual, moral, and spiritual realm beyond one's physical body. Especially in this high-speed information society of the 21st century, a whole-person education including academics, moral and spiritual development is recognized to be very important, as stated by Stephen R. Covey in 2004

## 8. INTERNATIONAL UNIVERSITY COOPERATION FOR GLOBAL SUSTAINABLE DEVELOPMENT

We are now living in a rapidly challenging, dynamic global world. Thus, the 21st century presents unparalleled risks as well as opportunities for the whole world; for all as nations and the societies in it, and thus, for university educations as well. In this 21st century of global community, thinking and working globally will ever be critical for survival and prosperity for all mankind sharing the globe. As global citizens, we are required to develop a global mindset, i.e., increase our capacity to think and work on a global and intercultural scale.

Dr. Charles Vest, former president of MIT, said in 2001 that we must change our educational programs and curricula to better prepare young men and women for the fast-paced, global, electronically connected industries they would encounter. How must we adapt to prepare our students to thrive, now and twenty years from now? Those breakthroughs will come if we prepare our students to work at the highest levels of complexity, and across every



traditional boundary between academic disciplines, between academia, industries, and governments, and between nations and peoples around the globe. Universities can make great contributions to the global community by helping to define and promote the shared values of a truly global society.

## 9. GLOBAL GREEN RESEARCH FOR ENVIRONMENTAL SUSTAINABILITY

The Global community is threatened by ecological destruction including water and food contamination, climate change due to global warming, and energy crisis. To overcome these challenges, developed countries has focused their resources on developing green industries and technologies to make them a new engine of growth. Green development is the way to maximize the synergistic outcome of environment (Green) and Economy (Growth) which has been in conflict of each other. Challenges for the green development should rather be a global project for the whole world. All nations in the world should work together to protect and maintain the global environment. In the development of Green Convergence Technology, construction of the global networks of research institutions is imperative. Global Green Research Institute (GGRI) was established and opened on May 7th, 2009 with a participation of world renowned technological universities with research institutes for collaborative green clean - technology development.

**Figure 7. Global Green Research Institute Network**





## 10. PROMOTION OF A PLATFORM TO ADOPT ENTREPRENEURSHIP AS THE MAIN TOOL TO ATTAIN THE UN MILLENNIUM DEVELOPMENT GOAL (MDG)

Since the UN announced the MDG in 2000, one goal of which is reducing the world's poverty and hunger to half by 2015, nearly two-third of the time has passed and more than a trillion dollars has been spent, the progress is very slow if at all, and meeting the UN MDG seems to be in serious doubt. Different people may cite different reasons for the lackluster result, but one thing is rather clear. Whatever the reasons of such a result, the current approach is not sufficient and requires a major overhaul, modification or supplement if we have any hope to go closer to meeting the goal with any confidence of sustainability.

HGU believes that the entrepreneurship is the best tool to help build the capacity for sustainable development in developing countries. The entrepreneurship is very powerful since it functions by planting hope in the minds of people, the hope that "there is a light at the end of the tunnel." It is the reason why the entrepreneurship was the main engine that built the developed country economies and still powers them. Undoubtedly, it will also be the engine that will help propel the economies of developing countries to catch up with the developed.

First, we adopt entrepreneurship education as a major tool to solve the world poverty. We should also concentrate on building the infrastructure of developing countries that is essential for the commerce to take hold, the subject that has been mostly ignored until now in considering sustainability of development. The necessary infrastructure includes basic communication, transportation as well as the energy needed for the former two as well as for the commerce activities themselves. Again, the solution for the infrastructure can be different for each region and the country due to different local conditions.

As the initial effort to promote the entrepreneurship, HGU launched a new triangular cooperative project called Global Entrepreneurship Education Program (GEEP) with a partial sponsorship by the UNDP. It is a week-long intensive training course in entrepreneurship given to students from developing countries in cooperation with the UNESCO UNITWIN universities. Its goal is to help developing countries to catch up with the developed through the entrepreneurship by planting a hope in the mind of people in the region. It teaches entrepreneurship to the trainers from developing countries such as, college student/professors, high school teachers, business persons and government planners, and like from developing countries. Several sessions have been offered already successfully and more sessions are scheduled as described earlier.

Second, we should form a comprehensive top-down, systems approach to the world poverty problem that also addresses the necessary infrastructures for developing countries, solutions of which could be different region by region and county by country. The approach should also address the global supply of food and energy ahead of time to accommodate the new consumers from the developing countries as they join the world market.

Third, we need an approach that starts out with a program such as the GEEP (Global

Enterprise Education Program) that gives hope in the minds of people in developing regions and motivate them by way of entrepreneurship, so they may form commerce and build the needed infrastructure in their regions by solving the indigenous problems themselves that may be unique and different for different regions.

Fourth, any kind of cash contribution for support should be in the form of investment (major or micro) that funds the selected projects that the local entrepreneurs identified as long-term gainful businesses starting from those that help to build the needed infrastructure in the region. It requires education/training on entrepreneurship and how to start and operate an enterprise through programs such as the GET (Global Entrepreneur Training) and the GEST (Global Entrepreneurship Summer Training) through UNESCO UNITWIN Network. Such an approach coincides with the approach proposed by the OECD recently.

The following is part of the report from the OECD High Level Forum on Aid Effectiveness, Accra : At the OECD Accra High Level Forum on Aid Effectiveness, September 2-4, 2008, Accra, Ghana, both developed and developing countries agreed to take bold steps to reform the way aid is given and spent, and endorsed the Accra Agenda for Action (AAA). The AAA was the product of an unprecedented alliance of development partners-developing and donor countries. Aid works when donors and partner countries work together. The commitments agreed in the Accra Agenda for Action was adapted to different country circumstances. They set out how donors and partner countries plan to make progress in aid effectiveness.

In the 20th Annual Bank Conference on Development Economics (ABCDE) held in Seoul, Korea, on June 22, 2009, World Bank Senior Vice President Justin Lin, told reporters that: In order for the world economy to recover to its stable growth, funds from developed countries should be invested in society infrastructure development in developing countries to encourage their consumer spending as a kind of world-wide Kane's style economic stimulus plan. The investment from the developed countries to developing countries is a way to utilize the excess production capacity in developed countries caused by the world recession since there are excess investment funds not knowing where to be invested in developed countries while there are many places to be invested without enough investment funds in developing countries.

In this new millennium of globalized world, the world community should devote a large portion of its Gross Global Product, "GGP," and it should be managed for the world development as a whole as each nation now devotes certain portion of its Gross National Product (GNP) for development projects of its own. So, we may together promote a new platform with a goal to address the overall problem top-down, whereby the developing and the developed work together as entrepreneurs and partners to solve the world's poverty and hunger problems that, if unchecked, may destabilize the whole globe even before it is destroyed by the green house effect that began to attract the world attention.

## EPILOGUE

We now live in the unpredictable, complex, and interdisciplinary, global reality. What a different world our students face today and will face in the future! - a world in which everything is uncertain, blurred, exciting and urgent, a world with thousands of authorities, and therefore, none.

It is a very difficult task to accurately predict the demands of the knowledge-based society on higher education. What we teach and learn and how it is taught and learned will drastically change in a few decades. So far, we have not seen a single country that is fully equipped with a system of university/college education ideal for the coming knowledge society. Surely, the blueprint that meets the demands of the new age will be far different from the existing ones.

Pope John Paul II urged universities to "stress the priority of the ethical over the technical" and "the primacy of persons over things". Certainly we want college graduates to be technically competent. Yet we know that technology cannot solve all our problems. Clearly a technological society needs the broad understanding and wisdom of liberal arts.

"Higher education has a vital role to play in shaping the way in which future generations learn to cope with the complexities of sustainable development. Universities and higher education institutions educate highly qualified graduates and responsible citizens able to meet the needs of all sectors of human activity" (Quoted from UNESCO Higher Education).

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### [OPENING MINDS TO THE WORLD]

"Peace and prosperity in the 21st century depend on increasing the capacity of people to think and work on a global and intercultural basis.

As technology opens borders, educational and professional exchange opens minds"

Institute of International Education (IIE), New York,  
[www.iie.org](http://www.iie.org)

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## Curriculum Vitae of Dr. Young-Gil Kim

### President of Handong Global University

Dr. Young-Gil Kim (ygkim@handong.edu) is the founding and chartered president of Handong Global University (www.handong.edu) in Pohang, Korea since 1995. Since then, he nurtured HGU to what it is today with his new educational philosophy based on cross-border, multidisciplinary and whole-person education with global perspective commensurate with the 21st Century. Prior to becoming the president of HGU, Dr. Kim was a professor of material science and engineering at the Korea Advanced Institute of Science and Technology (KAIST) for 15 years. While Dr. Kim was in the United States, he worked at NASA-Lewis Research Centre in Cleveland, Ohio, on high-temperature alloys for aerospace applications. He also worked at US Army Construction Engineering Research Laboratory (CERL) at Urbana-Champaign, Illinois, and at the Research and Development Centre of the International Nickel Company (INCO), in Suffern, New York.



Due to his scientific achievements in the States, he received NASA-Tech Brief Awards (1976, 1981) and also US Industrial Research "IR-100" award (1981). Since the chartered president of HGU in 1995, Dr. Kim pioneered a new educational curriculum for this global, technology-driven market place of the 21st century. For those innovative programs, HGU received excellence awards for education reforms from the Ministry of Education of the Republic of Korea for three consecutive years in 1996-1998 as a model university for 21st century. While in Korea, Dr. Kim received the KING SEJONG AWARD of Science & Technology Field in 1986 from Korean Government, and was selected as "The Scientist of the Year" in 1987 in Korea. In 2005, he also received "Christian Academy Award" for his contribution in Creation Science in Korea. Recently, Dr. Kim published his autobiography entitled "See the Invisible, Change the World" in the USA in 2006.

Dr. Kim received B.S. in Metallurgical Engineering from Seoul National University, Seoul, Korea, in 1964; M.S. in Metallurgical Engineering from University of Missouri-Rolla in 1969; and Ph.D. in Material Science & Engineering from Rensselaer Polytechnic Institute, Troy, New York, in 1972. Dr. Kim also received Ph.D. in International Management Honoris Causa from the Institute of Finance and Economics (IFE) of Mongolia in 2003.

Dr. Young-Gil Kim was appointed and is serving the Chairman of the Committee on Science & Technology, Presidential Advisory Council on Education, Science & Technology (PAC EST) of the Republic of Korea since Oct. 2008. Dr. Kim also serves as the Chairman of Education Sector of the Korean National Commission for the UNESCO.