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Building a new global partnership through the cooperation of students in the world

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## **Abstract**

Although there have been the increasing importance of global civil societies in UN Millennium Declaration Goals (MDGs), the importance of university student's role has been neglected. Therefore, in this paper, we will emphasize the importance of student's network for Post-2015 goals and suggests the new model of UNAI organization to build a new global partnership through the cooperation of university students in the world. We will show the new model of UNAI organization using an Association of Students in Economic and Commercial Sciences (AIESEC) model and an International Association for Volunteer Effort (IAVE) model. In case of AIESEC, we will apply the successful student network to the UNAI organization. Next, we will refer to the conference systems of IAVE, not only to internal and external networks. After that, we will suggest proper plans for managing our system to make the UNAI organization work appropriately.

*Key words: MDGs, student network, UNAI ASPIRE , AIESEC, IAVE*

## **Introduction**

### **The necessity of international student networks**

Since the number of 'civil society organizations (CSOs)' has been rapidly increasing from the 1970s, by the development of technologies, the role of CSOs in international societies has also been proportionally growing. To realize UN Millennium Development Goals (MDGs) which were set in 2000, CSOs have been playing a significant role and this trend is well reflected in a series of dialogues among key foreign aid donors, especially in Accra Action for Agenda (2008), and Busan Partnership for Effectiveness Development Cooperation (2011). In the Accra conference, there was the participation of civil society members, and inclusive partnerships including civil society members was mentioned and emphasized in the Accra agenda. After the Accra conference, civil society organizations created an open forum for CSO development effectiveness and, through this open forum, they would reflect their opinions in the Busan document which directly addressed the CSO's outcome of a three-year effort. Therefore, we can see that the global civil society has become essential and UN Security General Ban Ki-moon also emphasized the role of this quite new international sector for advancing the realization of MDGs.

Unlike the increasing importance of civil society organizations, however, it is true that the role of students in international societies has been neglected. University students, as one group of the international societies has many advantages compared to other sectors, because they are relatively free from economic and political inspirations and they are well-educated people in their society. As we know, one of the main reasons why current international societies have difficulties in resolving global problems is that each actor behaves based on their own benefits and there is no central authoritative body to control these actors. For these reasons, we think that we can improve current international situations though the participation of university students, and therefore the role of university students should be included in setting and implementing Post-2015 goals.

So, "How can we increase the role of students in international societies?" and "How can we

encourage the participation of students in realizing Post-2015 goals?" To get the answer of this question, we had made questionnaires on the university students' awareness of a 'Global Partnership' and gave these questionnaires to randomly-selected 200 Kyunghee university students.

The first question is: "Have you ever heard about MDGs?" This question shows the overall awareness of university students on global issues, because we thought that knowing MDGs could be a good criterion whether students were interested in global issues or not. However, only 30 students which account for 15% of respondents said that they knew MDGs. The Second question is: "How do you think about the overall awareness of university students in South Korea on global issues?" Almost 57.5% of students (115 students) responded that Korean university students lacked interests on the international matters. Through these two questions, we can know that most of university students do not have any concern on the worldwide issues. Another question is about the necessity of cooperation between students. The question is: "Do you think cooperation between students is necessary to make international development cooperation successful?" nearly 94% (187 students) agreed the importance of student cooperation. However, regarding to the question on the status-quo of cooperation between students, 69% of students responded that they thought that cooperation between university students did not work well. Our last question is: "What should be done to encourage university students to have successful cooperation?" Responding to this question, 46% students (92 students) argued that there should be a network which connected students in universities and 34 % students (68 students) said that there would be governmental or corporate incentives for realizing successful student cooperation.

As you can see above, through a series of questions, we can know that, despite the lack of university students' awareness on the international issues, most of students feel that the necessity of

student cooperation to implement MDGs successfully. Not only that, to increase the participation of students, respondents argued that there should be incentives for their participation as well as a network for connecting students. In this report, for these reasons, we will suggest an ideal student network through the analysis of successful existing international networks such as IAVE and AIESEC and we argue that UNAI ASPIRE should take this role through an international student network.

### **The successful case of a student network between developed and developing countries**

We will show the successful student network between Volunteer KIC, a student volunteer organization in a KyungHee university and IR, a student volunteer organization in a Lao university. In 2012, Volunteer KIC started its global volunteering program through the introduction of our member who had been working in Laos as a volunteer and we gathered students in the Lao university, because we needed translators who could speak English and Lao. After that, we went a Hannamggom village with them for helping this village to develop. During almost two-weeks, we carried out programs that we had prepared while staying with Lao students, and we had a review session for our program every day. When we met Lao students, they did not know what a volunteer work was, even some of them said that they did not know why they should help other people. This is because, until now, only 2% of students can go universities meaning that they are the privileged classes in the Laos. Moreover, Laos still clings to the socialist system. For these reasons, most of Lao students who went the village were much richer than us, and therefore, without any further effort, they could live in comfort and luxury. However, as time went by, they started to change. The first thing that made us surprised was that they made their own volunteer group (IR) in the Lao university after our first visit, and then they actively began to participate in making our volunteer programs for the Hannamggom village, especially education programs for students in the village. Since then, we annually visit the Hannamggom village during our winter break while we prepare for volunteer programs with the IR group during our semesters. We also promised that we would visit and help the Hannamggom village for at least 10 year, because we wanted to see children go universities, and for these reason we save money in a Lao bank account through our own activities including participating in contests and gathering clothes for a charity bazaar.

The lesson that we got from this student network between Volunteer KIC and IR is that we can approach the underlying problem of developing countries. In Laos which is classed as one of the world's poorest countries, many of university students will obviously become high ranking government officials. In this reality, if those university students become having concerns on domestic issues and neglected classes of their nation, there will be more possibilities that they will try to work for those people who are in need when they take high ranking positions. Moreover, there will be less corruption which is one of big problems that developing countries face. Although we are not 100% sure that what will happen in the future, we can argue that this student network has been quite successful. One reason why this student network works wells is that we are all university students who are relatively free from economic and political impetuses unlike other international actors. Not only that, for these reason, we could become easily friends instead of having official partnership. Here, we can find some advantages of student networks for resolving problems that developing countries face, and therefore we argue that international societies should make an effective international student network for achieving Post-2015 objectives.

### **The creation of an international student network**

From now on, we will discuss diverse ways for building up an international network for students by analyzing existing successful international networks. Among diverse organizations or institutions, we selected AIESEC which stands for International Association of Students in Economic and Commercial Sciences in English and IAVE which stands for International Association for Volunteer Effort as our model cases. This is because, in case of the AIESEC, many of the AIESEC activities are managed and done by students like UNAI ASPIRE members and, in case of the IAVE, it has grown into a global network of volunteers and volunteer organizations with members in over 70 countries, and in all world religions. Not only that, the IAVE is a member of the UN confederation of NGO's, and has a strong working relationship with UN Volunteers, underpinned by a Memorandum of understanding, and therefore we think we can find many similarities between the IAVE and our UNAI organization ("About IAVE", 2013). After analyzing several features of both organizations, we will

apply the features of these two institutions into the UNAI model to make a successful student network, because we believe that our UNAI group, especially UNAI ASPIRE members, should lead the role of making this network. As we know, the UNAI ASPIRE association was made to successfully implement MDGs through actions by students.

### **The first model case: AIESEC**

**What is AIESEC?** AIESEC is a non-profit organization which gives students leadership opportunities for helping them to become global leaders who contribute to the development of the world. Currently, in 2014, there are almost 2,400 universities of the world which enable students to complement their university education with practical leadership and team experiences in 124 countries. Not only that, there are nearly 100,000 young people who are participating in AIESEC programs annually and AIESEC has partnership with over 8,000 organizations globally including multinational companies, international-governmental organizations (IGO) and non-governmental organizations (NGOs) ("AIESEC In Numbers", 2013).

AIESEC manages several international and domestic programs. One of most the most famous AIESEC programs is a Global Internship Program (GIP) and AIESEC play a central role as a bridge between students who desire to experience global internship programs and companies which want to use international students as their interns. There are four kinds of internship program such as Management Traineeship (MT), Technical Traineeship (TP), Development Traineeship (DT), and ET (Education Traineeship) and students can apply for these internship programs according to their own majors. According to AIESEC Global Annual Report (2012-2013), AIESEC gave 5,329 GIPs internationally. Not only providing global internship programs, AIESEC also provided 20,952 Global Community Programs (GCDP) and 96,371 Team Member & Team Leader Programs (TMP) to connect AIESEC's inner and outer journeys toward leadership (GLOBAL, 2013). AIESEC also organizes over 500 conferences annually to educate their members and local communities on such topics as marketing, global issues, youth leadership, management and cross-cultural understanding.



To summarize, to raise student leaders, AIESEC has been cooperating with various sectors regionally or internationally through their diverse programs and conferences. It seems that one of reasons why AIESEC became successful is that they try to provide what students and companies need and also to incessantly communicate with their members and partners to hear their voices.

**The structure of AIESEC.** Basically, AIESEC has 4-level organizational structures: Global Plenary (GP), AIESEC international (AI), Member Committee (MC), and Local Committee (LC)



*Figure 1.* The structure of AIESEC. This figure shows the current structure of AIESEC. Reprinted from Hey AIESEC!, October 27 2010, retrieved from <http://heeyaiesec.blogspot.kr/>

**General Plenary (GP).** GP which is the top-level organ of AIESEC have the rights to have a final decision and it sets the way that AIESEC should go by setting a global direction. This organ is also known as an international network or a global network and it conducts several international meetings which are related to global information systems, conferences, country coaching, regional products, and specific supports (AIESEC, 2010)

**AIESEC International (AI).** There is AI under GP and their main role is to facilitate communication in the network as a mediator, to specify strategies for implementing global directions which were set by GP and to set a basic framework for implementation. The important thing we have to know is that this AI is run by an AIESEC international team consisting of a group of 21 young individuals from 15 different countries who are working together in the global headquarters of AIESEC. These team members are elected annually and they try to drive AIESEC to the next level ("Our Network", 2013). The internal structure of AI is that there are the managers of specific projects

and AIESEC international vice presidents (VP) under an AIESEC international president (PAI). These all positions are taken by 21 young leaders. Moreover, there are also six regional networks consisting of 6 regions: Asia Pacific, Middle East & North Africa, Western Europe & North America, Central & Eastern Europe, Latin-America, and Africa. These 6 regions are also called Growth Networks (GN) and each of them is led by a VP country development manager.



Figure 2. The structure of AI. This figure illustrates the structure of AI in AIESEC., retrieved from <http://www.slideshare.net/sameerawim/aiesec-structure>

**Member Committee (MC).** There are MCs which are composed of countries under the influence of AI. One of their main roles is to specify the strategies of global directions set by AI and to assist the work of local committees (LC). This is because, LCs in most countries necessitate a central body to coordinate. Specifically, MCs guide the strategy of AIESEC in each country based on their national reality and opportunities and they also open over 500 regional conferences every year. Currently, there are over 1,000 young people who working for MCs whose numbers are 124 in AIESEC. Each MC consists of a president (MCP) and several vice presidents (MCVP) who manage talent management, incoming exchange, outgoing exchange, finance, project, and communication departments and they open national conferences. There is also a national support team (NST) whose positions are decided by the MC and their role is to help the MC. ("Our Network", 2013)

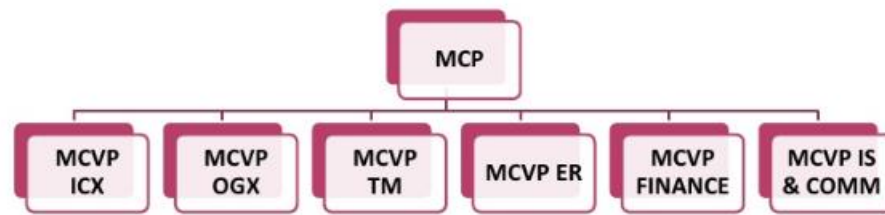


Figure 3. The structure of MC. This figure illustrates the structure of MC in AIESEC., retrieved from <http://www.slideshare.net/sameerawim/aiesec-structure>

**Local Committee (LC).** There are LCs which are based on universities or cities at the bottom of the AIESE structure. The internal structure of LC is also composed of a LC president, vice presidents and several team leaders (TP) under the vice president. The role of LC is to practically assist activities of AIESEC through managing leadership and internship programs. Not only that, students participate in running their own special businesses by managing stakeholders, creating and implementing a business strategy to deliver AIESEC's missions. In other words, LC tries to implement diverse plans through their activities as a final level-network ("Our Network", 2013).



Figure 4. The structure of AIESEC. This figure illustrates the structure of AIESEC., retrieved from <http://www.slideshare.net/sameerawim/aiesec-structure>

**The financial method of AIESEC.** To construct and manage organizations and networks, securing budget is very important. Here, by analyzing how AIESEC raises and manages budgets, we will suggest some advice that UNAI can refer to. The operational budget and funds of AIESEC

International are determined by the global plenary of member committees. According to the financial report of AIESEC International 2012-2013, the operational budget is financed through member committee contributions (51%) and revenue from global partners through sponsorship, donations, and grants (49%) while the global restricted funds are financed completely by the member committees (GLOBAL, 2013)

Table 1.

AIESEC GLOBAL ANNUAL REPORT. This illustrates the financial report of AIESEC., retrieved from [http://issuu.com/aiesecinternational/docs/aiesec\\_global\\_annual\\_report\\_2012-20](http://issuu.com/aiesecinternational/docs/aiesec_global_annual_report_2012-20)

**STATEMENT OF REVENUE AND EXPENDITURE:  
1.06.2012-31.05.2013**

	Budget	2012-13	2011-12
<b>Revenue</b>	<b>EUR</b>	<b>EUR</b>	<b>EUR</b>
Membership fees			
Global Service Fee	264,926	264,926	256,487
Affiliation Fee	323,799	323,799	313,484
Global Funds	194,196	194,196	169,851
<b>Subtotal</b>	<b>782,921</b>	<b>782,921</b>	<b>739,822</b>
Sponsors, donations, grants			
Corporate	565,638	658,625	797,752
Non-corporate	-	-	(40,000)
Restricted Funds	-	34,101	11,920
<b>Subtotal</b>	<b>565,638</b>	<b>692,726</b>	<b>769,672</b>
Financial & Other income	-	38,967	43,409
Restricted Funds	-	8,786	19,674
<b>Subtotal</b>	<b>-</b>	<b>47,753</b>	<b>63,083</b>
<b>Total Revenue</b>	<b>1,348,559</b>	<b>1,523,400</b>	<b>1,572,577</b>

As you can see above, membership fees account for almost half of AIESEC's revenues.

According to the interview of JiHyang\_Park who was the AIESEC president of Sookmyung Women's University, she said that there are diverse ways of raising revenues and those methods are differed depending on the characteristics of MCs and LCs in the country. However, there is a common budgeting process. In case of Korea, each LC (universities) gets membership fees from new AIESEC members and sends those fees to AIESEC Korea which is the MC of Korea, because MCs should also

pay its membership fees to AIESEC international, which is called 'AI Fee' to maintain its MC status .

Not only that, MC secures finances through commission fees which they get by mediating internship programs and regional development programs and they sometimes getting funds from the government and companies through their own marketing programs. (JiHyang\_Park, personal communication, June 26, 2014)

***The application of AIESEC model.*** In this part, we will apply the AIESEC model into the UNAI organization to construct successful student networks. At first, we will briefly explain how UNAI system works. UNAI which is one of the outreach division programs under the department of public information was launched for the purpose of partnership building with the world academic community in 2010. To successfully attain this goal, 10 educational institutions including universities were designated as UNAI hubs and UNAI ASPIRE groups were also made. Although the UNAI institutions were made to contribute to achieving MDGs, it is true that our activities have been not that successful. We think that, if the UNAI organization had had more solid structure and networking systems, we have been more successful for fulfilling our goals.

***The new UNAI model.*** This is the current structure of UNAI. According to the UNAI membership list (April, 2014), there are a number of UNAI members, however, we think this membership information is not correct and there have been few networks between these institutions and the UNAI headquarter. Not only that, in case of ASPIRE groups, we have difficulties doing our activities and there are also few cooperation between ASPIRE groups and UNAI institutions, although one of our visions is to create a global network of worldwide universities and student organizations for international development.

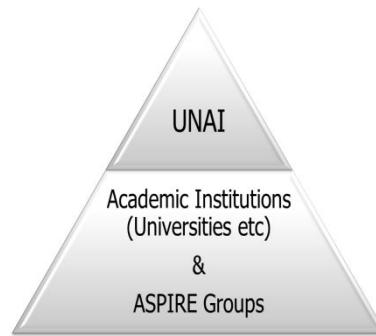


Figure 5. Original UNAI structure.

To improve this situation, we made new ASPIRE model using the AIESEC model.

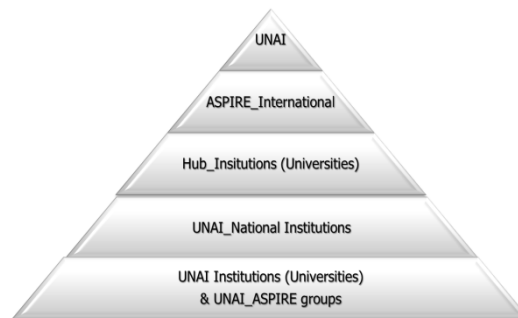


Figure 6. New UNAI Model

The headquarter of UNAI in the United Nations: In the new UNAI model, like the AIESEC model, the UNAI headquarter in the UN should lead the organization. However, this does not mean that the UNAI headquarter has the ultimate authority to control UNAI networks. Rather, their role is to set the way that UNAI members should go by setting a direction like GP in the AIESEC and should be the center for linking the whole UNAI institutions and ASPIRE groups.

ASPIRE International (AI): To facilitate UNAI networks, we think that there should be the facilitator between the UNAI headquarter in the UN and other UNAI institutions. This is because, without the proper mediator, there is a high possibility that miscommunication among members will happen and each member can act independently without cooperation. We think that, until now, UNAI

institutions and student groups have been acting rather independently than cooperating with each other. Therefore, ASPIRE International should be made to resolve this current situation that we face. When it comes to the formation of the AI, we argue that the member of the AI should be selected in the UNAI ASPIRE groups and those members should work together in the ASPIRE International office for 1 years as interns. One of their main roles will be to facilitate communication in the UNAI network and to specify strategies for implementing the global direction which were made by the UNAI headquarter to achieve POST-2015 goals. Moreover, we believe that, student leaders who are from different countries can build up a close relationship and better understand each other by working together and they also represent what should be preferentially discussed on the behalf of their regions. We also expect that this student activities can give positive impulses to other UNAI institutions as well as this internship opportunity can give ASPIRE students motivation to work hard as an incentive for realizing successful student cooperation in our survey. From the point of the UN, it is better to hire students as interns than hiring staffs, because they can not only save their budgets, but they can also some useful information that they need for achieving Post-2015 goals.

Regarding the method for hiring interns, we think that total 20 students should be selected in the whole world. According to the list of UNAI membership, members are grouped into 5 regions: Asia & the Pacific, Europe & CIS, Arab States, Americas, and Africa regions. Therefore, we think that it is a good idea to select 4 student leaders from each region annually and those student leaders should represent their own regions, not represent their own countries. We also expect that those 4 student leaders from the same region will be the main agents who facilitate the regional level of cooperation, because they have more geographical and cultural homogeneities.

Hub Institutions (Universities): According to the UNAI membership information, there are 10 hub institutions which have different specific values for realizing MDGs. ("UNAI Hubs", 2014). This means that, almost all countries do not have hub institutions in their territories, but this does not mean that hub institutions have higher positions than other UNAI institutions. Rather, this implies that they should give more efforts to manage and connect UNAI networks. We expect that these hub

institutions will play the role of Growth Networks (GN) which consists of six regional networks in the AIESEC structure. One of the main roles of GN is also to be a mediator in the networks, because managing the whole member committees by AI is really impossible and inefficient.

Therefore, we also argue that our hub institutions should take this role to connect the UNAI headquarters and other regional UNAI institutions as the center of their regions. As we explained above, there are 5 regions according to the UNAI membership information, and there is at least one hub institutions in each region. Although there is the imbalance of institution numbers which need to be improved, we think that, it will be a good idea for these hub institutions to be the backbone of each region and to lead the development of regional cooperation.



Figure 7. The regional classification of hub institutions

UNAI National Institutions: Like MCs which play the role of a central organization which connects other national Local Committees in its country, we think that, if there is a central institution in a state, UNAI networks will work better. In case of Korea, Handong global university takes this role and therefore, we can not only get information that we need to know for practicing our activities from the Handong university, but we can also easily contact with other ASPIRE members through them when we need the assistance of other members. Until now, as far as we know, most of countries do not have this national institution, except the country which has a hub UNAI institution in their territories. Therefore, we argue that we need to appoint one of UNAI institutions in every territory as



a national institution to facilitate our network systems. By making national institutions which represent its UNAI institutions, UNAI institutions can easily access to other national or international members through their own national institutions.

UNAI Institutions (Universities) & Aspire Groups: Finally, there should be UNAI and ASPIRE groups at the bottom of the UNAI network. Their main role should be to practically implement the several strategies of UNAI for achieving MDGs as the academic institutions and the students and to share their ideas with other UNAI members in the world and the UNAI headquarter. To implement these goals successfully, it is also important for both UNAI institution members and Aspire groups in its institutions to have a strong relationship, because they need the assistance of each other as a partner. For example, ASPIRE groups need the financial assistance from their own institutions and UNAI institutions need people who deliver their projects. In other world, ASPIRE groups can implement plans for achieving POST-2015 goals through their activities as a final level-network with the cooperation of UNAI in which they are included.

*The financing method of UNAI.* All organizations need budgets to implement budget successfully. Until now, we cannot get much sponsorship by governments and companies, but this situation will be improved as UNAI activities increases. Therefore, what we want to suggest is our internal financial systems. We do not exactly how our financial system works, because of limitations to access our financial report, however, we argue that UNAI insinuations and ASPIRE members should pay their membership fees like the AIESEC and IAVE which will be discussed later, at least when they join our group. The fees do not need to be high, but there should be membership fees for managing our system. Those fees can be used for opening conferences and assisting activities of ASPIRE groups. Not only that, by paying some amount of fees, members can be more attached to our group.

### **The second model case: IAVE**

Until now, we have discussed the internal structure of AIESEC to apply the AIESEC model into the UNAI model for building a successful student network. However, there are still some

limitations for managing our networks and for enticing other students to join our network. For these reasons, we argue that we need to hold a number of conferences. Regarding the holding of conferences, IAVE is well-known for holding a successful series of conferences, and therefore, we will suggest how we can open and manage our conferences successfully after analyzing the feature of IAVE.

**What is IAVE?** IAVE was made in 1970 by a group of volunteers from around the world who thought of volunteering as a means for making connections across countries. In over 70 member countries, there are almost 650 individual and organizational members and IAVE cooperate with companies such as NIKE and Samsung. Through their efforts, IAVE contributed to designating 2001 as the year for volunteers in the world by the UN and the IAVE has special consultative status with the UN ESOSOC Committee and associate state with the UN department of public information. Currently, the majority of IAVE members are in developing countries and the aim of the IAVE is to promote and strengthen the development of volunteering worldwide networks ("About IAVE", 2013).

**The conferences of IAVE.** IAVE is famous for its biennial World Volunteer Conferences and its affiliated Youth Volunteer Conferences. Since the world conference was started in 1970, 22 world conferences have been held in different countries except a few initial conferences with different topics. Related to deciding its international themes, the host organization which is one member of IAVE decides on a theme for the conference with the consultation and approval of an IAVE committee which is appointed by IAVE International Board. Through the concerted conference theme reflecting previous themes, volunteer organizations in different regions can be connected with other groups. In the conference, participants learn about global trend and share their knowledge, skills and experience in forum and workshop which have specific topics. ("글로벌협력", 2014). Not only that, participants share experiences of what they have done for 2 years and get the feedback of their activities. At the end of the conference, they make future enabling policies effective in development of the volunteer movement worldwide.

The interesting point that we found in IAVE conferences is that conference programs are not only designed for its members, but also for diverse actors including national leaders, CEOs, not to speak of other NGO members. By accommodating a variety of people from different sectors, IAVE can effectively deliver what they want to address in the conference. Regarding budgets for opening conferences, IAVE is usually sponsored by the government of a host organization and several companies. In case of the world conference which will be held in Australia in this September, a number of companies will sponsor this conference including Samsung

IAVE also divides its members into 6 regional groups like AIESEC: Africa, Arab Nations, Arab-Pacific, Europe, North America, and Latin America. In years between IAVE world volunteer conferences, IAVE also convene regional conferences with the aim to fit the priorities and perspectives of each region. In the end, through regional conferences, IAVE can reach many people who does not participate in a world conference and they also can build local capacity and strengthen our priority networks. ("Regional Conferences", 2013)

At a national level, IAVE also open national conferences. In the conference, topics are different depending on the situation that each state faces. In case of Korea, there was the 7<sup>th</sup> national volunteer conference in the July and the topic of the 7<sup>th</sup> volunteer conference in Korea was the recovery of social trust and community spirit: how volunteer work should be changed after the 'Saewol' passenger ship disaster. At this conference, nearly 400 people including voluntary organizations, public officials, professors and enterprisers and it was sponsored by the Korean government, Hanseo university, and Hyundai Motor Company. ("제 7회 전국자원봉사컨퍼런스 일정 및 참가안내", 2014)

To summarize, IAVE accomplished their own purposes by holding three different level of conferences. One of benefits for opening different level of conferences is that more and more people can share their ideas and also influenced by these conferences, because this conference is always open to public. Not only that, internally, volunteer staffs and organizations in the world can cooperate with

each other and get motivation to work hard. The interesting point that we want to emphasize is that lots of domestic and international companies as well as governments sponsor and directly participate in this organization for opening this conference successfully. It seems that the reason why they sponsor IAVE is that they can get information that they want and they also want to get various benefits using the reputation of IAVE which is a member of the UN confederation of NGO's.

**The conferences of UNAI.** As we see the IAVE case, we argue that UNAI also should have three-level of conferences not only for strengthening our internal network, but also for building external network through other student organization and help more students to have interests in international issues, especially POST-2015 goals. Moreover we believe this conference can make networking opportunity between students who couldn't find fine organization although they have interest and student organization. To open successful conferences, we think that we should share the role of holding a conference at an each level.

***International-level conference.*** In the international UNAI conference, we argue that the general direction and goal of our organization should be decided for achieving POST-2015 goal. Specifically, to decide the direction and goal of UNAI, the UNAI headquarter should conduct this meeting with 20 ASPIRE International and hub institution members. In the conference, the UNAI headquarter member will set the direction of the conference reflecting the position of the UN and 20 ASPIRE International members will reflect the position of students in the world. As the representative of their regions, hub institution members will express what should preferentially deal with considering their regional situations. We also argue the international conference should be held bi-annually and the conference should be open to other organizations and people, especially students to reflect their voices.

***Regional-level conference.*** In the regional level conference, the hub institutions of UNAI should lead this conference. The reason why we need to open regional conferences is that it is almost impossible for most of UNAI members and other people or organizations to attend the international

conference. Therefore, by holding the regional conference, we can enable more people to join our conferences and regional UNAI members can share their ideas and strategies for achieving the goals which were decided by the international conference. Considering the realistic situation, we think that regional conferences should be held annually.

***National-level conference.*** The national UNAI institution in each country should lead these national level-conferences. We think that national-level conference is the most important among three levels of conferences, because we can directly face more people in this conference. Especially, to make the successful student network, we should try to attract more students to attend our conference. Moreover, in this conference, the specific strategies of each UNAI group for achieving our goals should be discussed such as conducting a campaign for informing others of international issues

To sum up, through a series of conferences, we expect that we can strengthen our network internally and externally for Post-MDGs. Although it is not easy to get much sponsorship for holding conferences right now like IAVE, we expect that we will get more and more sponsorships as our activity gradually grow.

### **Suggestions for making a successful student network**

Until now, we recommended the new UNAI model and how UNAI can hold conferences for strengthening our membership and encouraging more students to join our student network through successful AIESEC and IAVE cases. However, without proper strategies for managing our system, it will not work properly. Therefore, here, we will make some proposals which can be practically used in the UNAI organization.

The first suggestion is to make ASPIRE International (AI) consisting of 20 international students who have different nationalities, as we explained above. There are several benefits that we can get by the AI. At first, this organization can be the mediator between the UNAI headquarter and other UNAI institutions, and therefore can give positive stimuli to both sides by increasing interaction. Secondly, it can encourage students to participate in diverse activities for achieving POST-2015 goals.

As we can see our survey, almost one-third of students said that there should be some incentives for students to participate in international activities, because getting a job is readily difficulty these days and students want to have experiences which can be their careers. Not only that, those selected 20 international students can understand each other while working together on the global issue. Therefore, by providing the chance to become a UNAI intern, it can encourage students to have more interests on international issues and those students can be the future leader of international societies. Lastly, UN also get more information from international interns and reduce work burdens while saving budgets for hiring regular staffs

Secondly, there should be more interactions between member institutions for maintaining the network successfully. Therefore, we argue that there should be an exchange student program between UNAI institutions. There are also several benefits for running exchange student programs. At first, students get motivation to actively participate in ASPIRE activities by getting a chance to study abroad. Not only that, unlike the current exchange student programs, in the ASPIRE exchange student program, students should work with other ASPIRE members in the institution in other countries. By studying and doing activities together, both ASPIRE members can stimulate each other and have a change to better understand each other. Moreover, this can be the foundation for regional cooperation as well as the mediator between two UNAI institutions.

Thirdly, There should be more joint projects between ASPIRE groups, especially between developed and developing country members. Beyond exchange student programs, there should be more communication between ASPIRE groups. For example, in case of the student cooperation between Volunteer KIC in South Korea & IR groups which was introduced before, by planning and doing volunteer activities together, we became better understand each other and IR students became having more interests on their domestic issues which need the assistance of others. Therefore, at present, IR members are more passionate for participating in the voluntary program. We believe that the cognitive change of LAO university students was possible through our joint volunteer project and we believe that the change of recognition of university students for domestic and international issues is really important for successfully achieving POST-2015 goals. Therefore, we argue that there should

be more joint projects between UNAI institution's and this joint project can be facilitated by the exchange student program between UNAI institutions.

### **Conclusion**

To summarize, although there have been the increasing importance of global civil society, the role of students has been trivialized in the past. If there had been more active student activities, international societies would have brought out more positive results for achieving MDGs. Therefore, we argue that the role of students should be emphasized for attaining POST-2015 goals and that UNAI should lead this role by establishing a successful student network in the world. In fact, one of reasons why UNAI ASPIRE groups were made was to connect students in the world, however, we have to admit that our activities did not work properly in the past.

For these reasons, we suggested the new model of UNAI organization using the AIESEC model, because they have a good network system and they are regarded as the most well-known student organization in the world. There exist some differences between the UNAI organization and the AIESEC, we believe that, by referring to the successful AIESEC system, we can improve our current situations. Not only that, we also suggested that we should hold a different level of conferences, because we think that, through a series of conferences, we believe that we can not only strengthen our membership, but also encourage more students to have more interests on global issues, such as MDGs. To recommend the good way for holding conferences, we referred to the way how IAVE holds three levels of conferences, because opening and managing conferences is their main program which other organizations want to learn.

In the end, we showed three suggestions for managing our network. This is because, without proper plans for managing our system, there will be a high possibility that our system will not work appropriately. It is true that whether our recommendation for building new UNAI model for making a successful student network or not, however, we hope that this new model, at least helps to understand the current situation that international societies face and the necessity of a student network.

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## ["Global Partnership"에 대한 대학생들의 인식조사]

다가오는 2015년은 2000년에 설정한 MDGs (새천년개발목표) 이어 UN이 정한 새로운 목표인 POST-2015 (POST-MDGs) 를 맞이하는 해입니다. 이에 전세계적으로 시민사회의 활발한 움직임에 발맞추어 저희 UNAI\_ASPIRE는 대학생들의 'Global Partnership'에 대한 인식을 조사해보고자 합니다. 본 설문지는 학술적인 용도로만 사용되므로, 바쁘시더라도 조금만 시간을 내시어 설문에 응해 주시면 정말 감사하겠습니다.

### A. 인적사항

1) 성별 : (1) 남 (2) 여

2) 나이 : (1) 1학년 (2) 2학년 (3) 3학년 (4) 4학년

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### B. Global Partnership에 대한 대학생들의 인식조사

1) 귀하는 MDGs (새천년개발목표)에 대해 들어 보신적이 있습니까? (예 / 아니오)

1-1) 만약에 들어보신 적이 있다면, 어떻게 MDGs를 알게 되셨습니까?

(1) 대학교 수업 (2) 교내 및 교외 활동 (동아리 & 학술모임 등)

(3) 대중매체 (신문, 뉴스, 소셜네트워크 등) (4) 기타 (\_\_\_\_\_)

2) 전세계적으로 발생되고 있는 문제를 해결하기 위해 본인이 참여하고 있다고 생각하십니까?

(예 / 아니오)

2-1) 만약 이러한 활동에 참여하고 계신다면, 어떤 방식으로 참여하고 계십니까?

(1) 자원봉사활동 (국내 / 국외) (2) 기부활동 (3) 대외활동 (학술단체 및 NGO 활동) (4) 기타

(\_\_\_\_\_)

3) 전반적인 한국 대학생들의 세계문제에 대한 인식수준은 어느 정도라고 생각하십니까?

*\* 숫자가 클수록 인식수준이 높은 것임*

(1 / 2 / 3 / 4 / 5)

4) 귀하는 새천년개발목표달성을 위해서 국가간의 협력이 필요하다고 생각하십니까? (예 / 아니오)

4-1) 이러한 '국제개발협력'을 원할하게 이루어지게 하기위해서, (국내외) 대학 또는 대학생들간의 협력이 필요하다고 생각하십니까? (예 / 아니오)

4-2) 그렇다면, 이러한 목표달성을 위해 현재 대학 또는 대학생들간의 협력이 원할하게 이루어지고 있다고 생각하십니까?

*\* 숫자가 클수록 인식수준이 높은 것임*

(1 / 2 / 3 / 4 / 5)

4-3) 대학 또는 대학생들간의 협력이 원할하게 이루어지기 위해, 어떠한 부분이 강조 또는 개선되어야 된다고 생각하십니까? (우선순위 표시)

(1) 세계시민교육을 통한 의식 개선 (2) 대학 또는 대학생들을 연결해주는 네트워크의 형성

(3) 정부 & 기업 차원의 인센티브 제공 (4) 기타 ( )

설문에 응해 주셔서 정말 감사합니다.

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