

Creative Global Citizenship Education and Global Entrepreneurship for the Challenge of the 21st Century

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<Abstract>

Global Citizenship Education (GCED) is a global education related to the formation and cultivation of global citizenship in the globalizing world. Global citizenship does not imply a legal status, referring more to sense of belonging to broader global community and a common humanity. “GCED is framing paradigm which encapsulates how education can develop the knowledge, skills, values and attitudes learners need for securing a world which is more just, peaceful, tolerant, inclusive, secure and sustainable” (UNESCO, 2014). GCED gives learners the competencies and opportunities to realize their privileges and obligations to promote a better world and future for all. GCED requires a new educational content, transformative pedagogy, and actual practice worldwide. The global challenges facing in the 21st century requires global solutions through a new education. Education empowers people with the knowledge, skills and values they need to build a better world. The UN Academic Impact (UNAI) was launched by the UN Secretary General BAN Ki-moon in November 2010, followed by fostering global citizenship of the Global Education First Initiative (GEFI) established in 2012. The global higher education is a key factor for achieving economic, cultural, and political development.

1. Why Global Citizenship Education?

We now live a globalizing world whose process has been complex, and chaotic. The 21st century world is interconnected, interdependent, and dynamic. The world in the 21st century is so accessible to all of us. Yet, around the world we see poverty, terrorism, war, revolution, despair, destruction, and environmental challenges such as global warming and desertification of the earth. Each era produces its problems as well as its own benefits, with the problems getting progressively more serious as we march into successive eras.

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As the problems get more complex, so becomes the need for education, carrying progressively higher dimensions of significance. The industrial age was accompanied by pollution and environmental degradation that started out affecting a local, national, and then, the global world of today. A major problem, for example, in this information era is the constant struggle between access to information and infringement of the human right to privacy. Furthermore, the power and distribution of information are so great that a single reported fact or event, whether it is true or not, can cause a major global disruption in international commerce and markets. The validity and source of information has become critical. In the bio-economy era of the future, the issues are on a greater scale. The very existence of human beings and all living species on the globe depend on the ethical limitations which are imposed on technological power. Various paradigm shifts in science have been seen as human civilization progressed (Schofer, 2006).

The world in the 21st century faces the global issues of climate change, new green clean energies, foods, water, accompanied with a profound crisis of values and morality. The global challenges require global solutions through a new global citizenship education (GCED). GCED is a framing paradigm which encapsulates how education can develop the knowledge, skills, values and attitudes learners need for securing a world which is more just, peaceful, tolerant, inclusive, secure and sustainable. GCED is a global education related to the formation of citizenship with globalization (UNESCO, 2014).

Those above interconnected global challenges in the 21st century call for far-reaching changes in how we think and act for the dignity of fellow human beings. It is not enough for education to produce individuals who can read, write and count. Education must be transformative and bring shared values to life. It must cultivate an active care for the world and for those with whom we share it. Education must also be relevant in answering the big questions of the day. Technological solutions, political regulations or financial instruments “alone” cannot achieve sustainable development. It requires transforming the way people think and act. Education must fully assume its central role in helping people to forge more just, peaceful, tolerant and inclusive societies. It must give people the understanding, skills and values they need to cooperate in resolving the interconnected challenges of the 21st century.

The only way to address and alleviate these problems is through comprehensive higher education for future global leaders addressing not only academic issues but also all human, moral, and social issues with an overall global perspective. A proper global and holistic understanding is necessary to evaluate solutions to modern problems. By sharing ideas, across borders and disciplines, we can find solutions to the interconnected problems that cause so much suffering. Climate change is not just an environmental threat; it is closely tied to poverty. Poverty is not just about jobs, it is directly related to food security. Food security has an impact on health. Health affects generations of children. Children hold the key to our future. And education can lead to progress on all these fronts. It is commonly assumed that environmentalism harms national economies because environmental regulations constrain economic activity and create incentives for firms to move production and investment to other countries. However, pro-environmental countries may be better in terms of economic growth,

investment and size of their industrial and service sectors. Likewise, environmentalism may lead to greater human satisfaction and ethical fulfillment.

Eight reasons why education is important to achieve the Millennium Development Goals (MDGs) declared in 2000, and for the upcoming UN's Post-2015 Agenda of Sustainable Development Goals (SDGs) :

1. More people would grow and develop : Education can help lift people out of poverty.
2. More people would learn and know : Every child has the right to go to school, but millions are still being left behind.
3. More people would be equal and just : Equal schooling for both boys and girls is the foundation for development.
4. More children would survive and live : Education saves young lives.
5. More mothers would be healthier : Fewer mothers would die if they had education.
6. More people would be able to combat illness : Education is the best vaccine against HIV and AIDs.
7. More people would think of the future : Education is an agent for sustainable development.
8. More people would work together : A global partnership is needed to fill the financial gap for education.

2. UN Educational Initiatives: UNAI, GEFI, DESD, UNESCO/UNITWIN

The three pillars of the United Nations' work are Peace, Development, and Human Rights. The United Nations Charter represents the most ambitious attempt in human history to unite across borders, secure peace, promote social progress, and forge solutions to the most critical problems facing humanity. As US President Dwight D. Eisenhower once said, "The United Nations represents man's best organized hope to substitute the conference table for the battlefield." Through global education, we must prepare world citizens who understand the interconnected nature of our planet and who are willing to act on behalf of people everywhere. We each must spend more time learning about other cultures and other lands. A global education considers the world as a whole, with a rich interplay of nations, cultures, and societies. A global education should break down boundaries, expand horizons, and introduce learners to the breadth of human achievement and diversity. Most importantly, a global education should emphasize what all peoples share in common.

Unfortunately, modern educational systems were not built with such a global attitude. Instead, they have been designed first and foremost to develop loyal, national citizens. Certainly, there is nothing wrong with celebrating national heritages and traditions, however, there must also be significant attention devoted to sharing stories from other nations. Schools should help further national goals and interests, but they also must enable us to understand the whole world and our role in it. Having a global education and being a world citizen is the key element for peace and for all elements of progress outlined in the UN Charter. Indeed, that is

the foundation for the necessary new skill-set at the conference table. Being able to look at the problems through the eyes of others reduces fears and misunderstandings that breed conflict and confusion. We must learn to work together; we must learn more about each other; and we must come to the table with resolve to solve those problems no single country can address (Adams, 2010).

● United Nations Academic Impact (UNAI)

The UN Secretary General BAN Ki-moon firstly initiated the UNAI on 18 November 2010 at UN Headquarters in New York City (<http://academicimpact.un.org>). He stated that “By sharing ideas, across borders and disciplines, we can find solutions to the interconnected problems that cause so much suffering”. Education is a major driving force for human development. Education empowers people with the knowledge, skills and values they need to build a better world.” The UNAI is to develop and enhance the relationship between the UN and global higher education sector by offering additional opportunities for academic institutions to be actively involved with the United Nations’ mission, policies and action.

The UNAI aligns institutions of higher education, scholarship and research with the UN and with each other to address priority issues with which our world is faced. It does that by offering a viable point of contact for ideas and initiatives relevant to the organization’s mandate and furthering their direct engagement in, or contribution to, relevant programs and projects. The UN Academic Impact aims to generate a global movement of minds to promote a new culture of intellectual social responsibility. It is based on ten core principles with ten worldwide UNAI global hubs and one thousand members as of August 2014. The UNAI is informed by a commitment to support and advance the Ten Basic Principles:

1. A commitment to the principles inherent in the United Nations Charter as values that education seeks to promote and help fulfill;
2. A commitment to human rights, among them freedom of iniquity, opinion, and speech;
3. A commitment to educational opportunity for all people regardless of gender, race, religion or ethnicity;
4. A commitment to the opportunity for every interested individual to acquire the skills and knowledge necessary for the pursuit of higher education;
5. **A commitment to building capacity in higher education systems across the world;**
6. **A commitment to encouraging global citizenship through education;**
7. A commitment to advancing peace and conflict resolution through education;
8. A commitment to addressing issues of poverty through education;
9. A commitment to promoting sustainability through education;
10. A commitment to promoting inter-cultural dialogue and understanding, and the “unlearning” of intolerance, through education.

To actively uphold the UNAI principles, each member institution is required to organize at least one activity a year in the context of one or more of them. From vision into action, 2011 was the first operational year for UNAI to initiate implementation of decision made during the launch by establishing the ten principle global hubs around the world. The establishment

of ten UNAI global hubs is aimed to create knowledge networks around each UNAI principle, maintain repositories of activities undertaken in respect of the specific principle by member institutions during the year and sharing best practices. UNAI global hubs are encouraged to create research projects that the UN would like to have done or be involved in, and for which member institutions could provide their research expertise. The UNAI global hubs are organizing events, lectures, and global conferences to promote UNAI principle.

Handong Global University, Pohang, Korea (www.handong.edu) was designated in January 2011 by UNAI as the UNAI global hub on ‘Capacity Building in Higher Education Systems’ across the world. The UNAI Global Hub on Capacity Building at HGU is implementing Global Education & Entrepreneurship, Research for Green Growth, and Global Partnership for Prosperity (<http://unai-capacitybuilding.org>).

In Korea, the Korea Association of Academic Impact Korea in support of UNAI (UNAI-Korea) consisting of 57 Universities in Korea was established on 8 November 2013 under the Ministry of Foreign Affairs (<http://www.unaikorea.org>).

In August 2012, UNAI ASPIRE (Action by Students to Promote Innovation & Reformation through Education) was initiated to support and reinforce UNAI activities. UNAI ASPIRE-Korea was launched at HGU in January 2013 (<http://ko-kr.facebook.com/ASPIREKOREA>). UNAI ASPIRE prioritizes activism and action by students to promote and support the ten universally accepted UNAI principles. UNAI fully recognizes essential role that students can play in this critical aspect of the organization and strengthening its message throughout the globe. UNAI believes in the strength and potential of the youth to solve the global problems of our generation and future generation.

The UN Secretary General BAN Ki-moon stated in an address to students at Humboldt University in February 2011, “Your engagement is important. You can make a difference as the leaders of the future. Tomorrow you will have to be responsible for this world. And I urge you to join us. Join your efforts with ours, as force for collective action. At this great new “multilateral moment”.

● Global Education First Initiative (GEFI)

Followed by the global educational initiative of Global Citizenship through Education in the UNAI launched in 2010, the UN Secretary-General BAN Ki-moon again launched the GEFI in September 2012 to spur renewed efforts to reach global education goals (www.globaleducationfirst.org).

By rallying a broad spectrum of world leaders and advocates, GEFI aims to raise the political profile of education, inspire new partnerships and mobilize additional funding to deliver on the promise of Education for All, in partnerships with UN Multilateral Agencies such as UNESCO, UNICEF, UNDP, The World Bank, etc.

The initiative focuses on three priority areas:

1. **Put every child in school.** Education is a human right. Yet advances in education have not benefited everyone equally, leaving some 57 million children out of school. Barriers to school enrollment and completion must be removed.
2. **Improve the quality of learning.** An estimated 250 million are not able to read, write or count, whether they have been to school or not. Urgent action is needed to ensure children have the skills they need to thrive in life and work.
3. **Foster global citizenship.** Education must be transformative, cultivating respect for the world and each other. It should provide children with the understanding they need to cooperate in resolving the interconnected challenges of the 21st century.

● UNESCO/ESD: Decade of Education for Sustainable Development

Education for Sustainable Development (ESD), (2005-2014) supports five fundamental types of learning to provide quality education and foster sustainable human development:

1. **Learning to know** : Knowledge, values and skills for respecting and searching for knowledge and wisdom.
2. **Learning to be** : Knowledge, values and skills for personal and family well-being.
3. **Learning to live together** : Knowledge, values and skills for international, intercultural and community cooperation and peace.
4. **Learning to do** : Knowledge, values and skills for active engagement in productive employment and recreation.
5. **Learning to transform oneself and society** : Knowledge, values and skills for transforming attitudes and lifestyle.

● UNESCO/UNITWIN Program

Launched in 1992, the UNESCO/ UNITWIN (University Twinning & Networking) promotes international inter-university cooperation and networking to enhance institutional capacities through knowledge sharing and collaborative work.

In April 2007, Handong Global University was designated as the host university of the UNESCO/UNITWIN Network on Capacity Building of Sustainable Development in developing countries in the Asian region. The UNITWIN programme was started with four universities in 2007, and now it has grown into 40 universities in 22 countries as of 2014 by building North-South-South triangular cooperation through global higher education of students from developing countries. The UNITWIN on capacity building is the first in Korea, which is financed by the Ministry of Education of the Republic of Korea.

3. What is Global Citizenship Education?

Global Citizenship Education (GCED) is concerned with the new education related to the formation of global citizenship in the globalizing 21st century. GCED equips learners of all ages with those values, knowledge, and skills that are based on and instill respect for human rights, social justice, diversity, gender equality and environmental sustainability and that empower learners to be responsible global citizens. GCED provides learners the competencies and opportunities to realize their rights and obligations to promote a better world and future for all. GCED requires a new educational content, transformative pedagogy, and actual practice_worldwide. GCED is a global civil right based on the right for learning (www.savethechildren.org). The right for learning is emphasized as a right for happiness: it should be stated as one of international covenant on civil and political rights adopted by the United Nations General Assembly on 19 December 1966 for learners to equip as self-directed learners and entrepreneurs. A good education generates multiplier effects for national development. It provides skilled work force needed for economic growth.

GCED is a framing paradigm which encapsulates how education can develop the knowledge, skills, values and attitudes learners need for securing a world which is more just, peaceful, tolerant, inclusive, secure and sustainable. While GCED can take different forms, it has some common elements, which include fostering in learners the following competencies (UNESCO, 2014) :

- Attitude supported by an understanding of multiple levels of identity, and the potential for a collective identity that transcends individual cultural, religious, ethnic or other differences (e.g. sense of belongingness to common humanity, respect for diversity).
- A deep knowledge of global issue and universal values such as justice, equality, dignity and respect (e.g. understanding of the process of globalization, interdependence/interconnectedness, the global challenges which cannot be adequately or uniquely addressed, by nation states, sustainability as the main concept of the future (e.g. “green education” to save the earth).
- Cognitive skills to think critically, systemically and creatively, including adopting a multi-perspective approach that recognizes different dimensions, perspectives and angles of issues (e.g. reasoning and problem-solving skills supported by a multiple-perspective approach).
- Non-cognitive skills, including social skills such as empathy and conflict resolution, and communication skills and aptitudes for networking and interacting with people of different backgrounds, origins, cultures and perspectives (e.g. global empathy, sense of solidarity).
- Behavioral capacities to act collaboratively and responsibly to find global solutions to global challenges and to strive for the collective good (e.g. sense of commitment, and decision-making skills).

GCED inspires action, partnerships, dialogue and cooperation. The GCED plays a critical role in equipping learners with competences to deal with the dynamic and interdependent world of the 21st century.

Global Citizenship does not imply a legal status. It refers more to a sense of belonging to a broader community and common humanity, promoting a global gaze that links the local and the national to international (Weale 1991). Global education is education that opens people's eyes and minds to the realities of the globalized world and awakens them to bring about a world of greater justice, equities and human rights for all (The Maastricht Global Education Declaration, 2002). The heart of global education is enabling young people to participate in shaping a better, shared future for the world. Global education emphasis the unity and interdependence of human society, developing a sense of self and appreciation cultural diversity, affirmation of social justice and human rights, as well as building peace and actions for a sustainable future in different times and places in Australia (<http://www.globaleducation.edu.au/global-education/what-is-global-ed.html>). Global education is not a subject, but a dimension that runs through the curriculum, an extra filter to help children make sense of all the information and opinion the world is throwing at them. It combines methodology-active and experiential discussion based activities, a caring, co-operative and open outlook on the classroom experience, and core concerns about the causes of poverty and inequality and about the environment in the United Kingdom (http://www.globalteacher.org.uk/global_ed-htm).

Global citizens need to incorporate following criteria in resolving the interconnected challenge of the global community in the 21st century:

- Responsible for all he or she says, does and writes;
- Honest and diligent in his or her academic and social life;
- Willing to live together globally;
- Willing to help and sacrifice for others; and
- Willing to change and transform the world.

4. Creative Global Higher Educational Paradigm in the 21st century

● From Isolation in the 20th century to Integration in the 21st century

The education in the 21st century stands in dire need of a paradigm shift, calling for a revolutionary and fresh approach. In the industrial age of the 20th century, hardware-centric standardized products were mass-produced and their production level was an important barometer for a country's industrial power and prosperity. The higher education during the period was geared to training students to memorize much of the contents in textbooks, and such knowledge was useful for a long time during one's working career. However, education should not be confined to memorization. Especially in the globalizing 21st century with instant access through wireless Internet and multi-media, higher education should teach how to explore the unknown, to challenge the impossible, and to foster the ability to be creative

rather than memorization of information. In the 21st century, the students must be encouraged to explore “new knowledge with no answers as yet” and help them to acquire abilities to think critically and to solve problems creatively (Kim, 2010).

The 21st century is a time of globalization and the accelerated development of science and technology. Globalization is accelerating and intensifying world integration (Berg, 2007). Rapid scientific and technological developments have made it possible to make the world a smaller place, and have connected disparate markets together in the creation of a world market with global producers and global consumers. The world is interconnected by the Internet, and we are now living in a global community of a shrinking world. Globalization is defined as the reality shaped by an increasingly integrated world economy, new information and communication technology, the emergence of an international knowledge network, the role of the English language, and other forces beyond the control of academic institutions (Altbach et al., 2009). Economic globalization entails the closer economic integration of the countries of the world through the increased flow of goods and services, capital, and even labor (Stiglitz, 2007). The advancement of cutting-edge science and technology has brought about an accelerated globalization.

The information & knowledge economy in the 21st century is characterized by software-centered, smaller-volume, highly customized and diversified product production. The rate of change of knowledge is fast, the life cycle of new information and knowledge, especially in technical fields, is extremely short, fast, and explosive. The some knowledge gained from textbooks in higher education institutions becomes obsolete by the time the students graduate. Therefore, “spoon-feeding” education based on memorization should be drastically curtailed (Mohan, 2000). Instead, the higher education students must be encouraged to explore “new knowledge with no answers as yet” and help them to acquire abilities to think critically and to solve problems creatively on the basis of the vast information on their fingertips through multi media. The new higher education in the 21st century must move away from uniform, all-encompassing education. In the information age of the 21st century, the real power of a nation is determined by its knowledge capacity, which is the amount of knowledge that its people possess, i.e. creativity, innovation, ingenuity and wisdom. Creativity is the ability to generate original novel ideas or products that are of value. Knowledge serves as a wealth and force multiplier (Toffler, 2001).

The new challenge facing higher education in the 21st century is to impart broad knowledge that transcends the barriers of academic disciplines. The academic departments in universities have traditionally been established along the dividing lines of academic fields. But, the problems and challenges in real worlds do not occur along the lines of predetermined academic disciplines. For instance, an accident in a steel mill is not just a problem in metallurgical engineering, but can be a complex problem involving mechanical, electrical & electronic engineering, and operational management that can be eventually spill over a socio-economic issue. Therefore, a solution of the problem requires a broad knowledge and know-how in all relevant technical and non-technical fields. To educate the future global leaders in the 21st century, higher education must emphasize interdisciplinary and trans-disciplinary training that network among various academic fields.

Another challenge facing university education is the changing role of professors. Various technical advancements in communication and multi-media have made possible for learners to acquire information and knowledge, at anytime and anywhere, at their own pace, without professors in the physical environment such as class rooms. The role of professor, simply as a conveyor of knowledge, is diminishing rapidly. Because of rapidly developing knowledge and information technologies, professors must become “the students of the future” (American Council on Education), who together with students, pursue answers and solutions. In addition to the traditional roles of education, professors must carry out a role as a mentor and a guide for life for the students. Through actions and lives they lead, professors must set proper examples for students by emulating the desire to learn and live an honest and ethical life.

As people moved into the 21st century, we moved from the Newtonian physical world of the industrial age to Einstein’s relativistic/quantum physical chaotic world of the 21st century (Marquardt, 2000). We are now moving into the biotechnology and green economy age. In the future, we will move into an age of ubiquitous convergence, not only of technology but also of morality, ethics and spirituality. In the Newtonian science of the industrial age, where space, time, and matter were regarded as separate and non-integrated, our educational methods were based on non-integrated disciplines focused primarily on transmission of fragmented knowledge. However, in the information society of the 21st century, universities and students alike have called out for a whole person education based integrating different academic disciplines. The integrative holistic education paradigm resembles and parallels the integration of space-time-matter/energy in the universe. The three essential attributes of integrative-holistic education for the interconnected universe of the 21st century are: “globalization”, the movement from finite-borders to infinite-borderlessness, “humanization”, human advancement beyond materialism, and “futuraization”, an emphasis on future-eternal values rather than immediate results. The direction of the 21st century education must transcend mere economic considerations and incorporate deeper dimensions of morality and spirituality for achieving global peace and prosperity in the twenty-first century (Kim, 2010).

In this complex chaotic world of the 21st century, life is not a series of multiple-choice questions. We have to learn to use our critical thinking and analytical reasoning skills to assemble and reconcile seemingly contradictory information to deal with problems that are not easily defined. We must be able to cogently communicate with others as we together solve the problems we share. Higher education must include teaching students how to access data, to judge what is most useful and appropriate, to think critically, and to write cogently and coherently. These higher-order skills are critical to the development of human capital and citizenship in the 21st century (Benjamin, 2010).

The OECD embarked on a feasibility study to explore the viability of developing an international “Assessment of Higher Education Learning Outcomes (AHELO)” in 2010 which would measure learning outcomes in ways that are valid across culture and languages. To measure learning outcomes in terms of generic skills, the OECD AHELO feasibility study has adapted the Collegiate Learning Assessment (CLA), developed by the Council for Aid to Education (CAE : www.cae.org) in the United States. The CLA focuses to test in the areas of critical thinking, analytic reasoning, written communications, and problem solving.

● New Global Higher Educational Approaches

We have to seek and adopt new educational contents and transformative pedagogy required in the 21st century, followed by actual implementations globally. The 21st century demands more people with wisdom than those with knowledge. Primacy should be given to information seeking, analysis, the ability to reason, and problems-solving. In addition, competencies such as learning to work in teams, peer-teaching, creativity, resourcefulness, and the ability to adjust to change are also among the new skills that employers value in the 21st century. The 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. Education means much more than passing on knowledge contents. It will also mean shaping their character and life. The question of what living for is the most important question a person can ask. Yet under the influence of the modern research ideal, our colleges and universities have expelled this question from our class rooms. 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” (Lewis 2009).

In solving complex problems in the global context, it is not sufficient for students to be well prepared only in academic and technical fields. They must be trained to think and act as global citizens in the global community of the 21st century. Higher education institutions in the 21st century must provide global citizenship education and trainings that combine academic and technical education with training in business ethics of honesty and integrity, social responsibility, environmental protection, and mutually beneficial cooperative perspective. The world today is characterized by large differentials of wealth and incomes, both and within nations.

In this 21st century of global community, thinking and working globally will 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 global and intercultural scale. We have to learn our way out of current social and environmental problems and learn to live sustainably. In order to address the social, economic, cultural and environmental problems in the 21st century, the UN Decade of Education for Sustainable Development by UNESCO (2005-2014) seeks to integrate the principles, values, and practices of sustainable development into all aspects of education and learning.

The UNESCO World Conference on Higher Education in July 2009 called governments to increase investment in higher education, encourage diversity and strengthen regional cooperation to serve societal needs. The final communiqué of the World Conference on Higher education in 2009 stated that “At no time in history has been more important to invest in higher education as a major force in building an inclusive and diverse knowledge society and to advance research, innovation and creativity”. Institutions of higher education worldwide have a social responsibility to help bridge the development gap by increasing the transfer of knowledge across borders, especially towards developing countries, and working to find common solutions to foster brain circulation and alleviate the negative impact of brain drain.

“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, 2009).

The OECD’s Director for Education, Dr. Barbara Ischiniger, stated in 2011 that “Tomorrow’s workforce is crucial to sustaining the wealth and development of nations and the social cohesion of their people. In this evolving global economy, high quality tertiary education is essential to ensuring growth and prosperity. Students need to acquire the right skills to contribute to economic, scientific and social progress” (OECD, 2012).

The Assistant Director-General for Education of UNESCO, Dr. Qian Tang, stated in 2014: “At this time, educational community is urged to take steps in promoting peace, well-being, prosperity and sustainability.” The Director of Education for Employment, Dr. Salvatore Nigro, said at the UNESCO Global Citizenship Education Forum in 2013 in Bangkok, Thailand: “Competition stimulates, Cooperation that strengthens, and Solidarity that unites. If you take these three values and bring them together at the individual level you have global citizenship education.”

● A New Global Educational Frame for Creative Global Citizenship Education

A new educational frame of the comprehensive higher education in the 21st century can be depicted as the Chinese letter signifying “Engineering, 工”. The base of the letter (工) structure corresponds to the moral aspects of GCED that forms the basis of any education. The vertical column signifies the knowledge content. The upper horizontal bar signifies the globalization aspect of education. The stability of the entire structure depends on the strength of its foundation. Knowledge accumulated without a firm foundation such as honesty and integrity results in the weakening or even the collapse of the entire educational structure, and can harm rather than help society. In the global world of the 21st century, the education of the whole person complete with academic, moral and spiritual development in a global perspective is becoming more essential than ever. New educational paradigm is shown in Figure1 that isolation in the 20th century has been changed into integration in the 21st century.



[Figure 1] New Era Demands New Educational Paradigm

As global citizens, we are required to develop a global mindset, i.e. increase our capacity to think and work on global and intercultural scale. In this regard, the GCED should be triangulated with intelligence, personality and the sense of globalization based on honesty and integrity as it is shown in the Figure2.



[Figure 2] New Paradigm for Creative Global Citizenship Education

Handong Global University created the Global E.D.I.S.O.N. Academy (GEA) to educate students as creative entrepreneurs who leads the 21st century. The goal of GEA as the special way of educating global citizenship for the challenge of the 21st century is as follows :

- E** : Education of Competent and Honest Global Leadership
- D** : Dynamic & Creative Cross-Disciplinary Curricula
- I** : Integrity and Uprightness for Sound Character Building
- S** : Synergistic Outcome through Cooperation
- O** : Open and Borderless Global Educational Partnership
- N** : Nurturing of the Whole Person with Comprehensive Worldview

HGU student KIM Hyung-Soo is an active environmental conservationist who works through his tree-planting mobile application. His app was selected as an official app at G20 Seoul and the United Nations Convention to Combat Desertification (www.treepla.net). HGU alumni CHOI Young-Hwan, CEO of M-tree, an international non-profit organization in New York City, provides opportunity for African children to develop their talents (<http://www.brushwithhope.com>). Also HGU alumni SEO Duck-Su dedicates his life for developing countries as an urbanist. He leads the company of Architecture Design Urbanism to develop and design sustainable new towns in developing countries and especially in Vietnam (<http://www.nibc.com.vn>) (Kim 2010). HGU students of UNAI Aspire Korea in a partnership with UNAI-Korea is collaborating with the Green Corps of Future Forest

Organization (<http://www.futureforest.org>) in order to save the earth through environmental activities such as tree planting and combating desertification.

5. Implementation of Global Entrepreneurship Education

● Entrepreneurship as a Catalyst for Global Development

The world community has been spending a great deal of effort on tackling world hunger and poverty, especially since the establishment of the MDGs in 2000, but the result is much less than hoped for originally. There may be many reasons for the limited result, but one basic problem common to all seems to be sustainability. In many cases, recipient community tends to revert to their prior practices gradually or immediately after culmination of a project when helping hands disappear. Among them the reasons for this, one common thread underlying most of the cases seems to be lack of will among the people in developing community, perhaps due to a feeling of indifference as a result of desperation and dejection due to long neglect. Establishment of the will to act generally requires a change of mindset among the people involved. This change should bring motivation and hope to mind of people in the community. It requires more than learning what they need to change; they need actual change of their mindset itself. Therefore, establishment of will can be a key to development and perhaps this should be the focus of education for developing countries, especially among the young leadership class. A change of mindset can be brought about through education, but simple conveying of knowledge alone cannot accomplish this change, whereas subjecting students to a profound experience through education.

The motivations to do something to improve things in life under a given condition is often called the entrepreneurial spirit. In a broad sense, this spirit refers to “**creating something from nothing**”, compared with its narrow sense of “starting a new business.” Most understand only the latter meaning of entrepreneurship. People with an entrepreneurial mindset in wider sense tend to start new enterprises, which is probably the reason that most people understand entrepreneurship in the narrow sense.

The traditional model for helping developing countries has been mainly based on unconditional cash grants, frequently targeting the poorest classes, primarily for their subsistence. It usually relies on the governments of the recipient countries for dissemination of the aid funds. A more effective way to help developing countries might be by equipping them with the fishing rod instead of fish. However, this metaphor alone is not helpful without knowing exactly what the fishing rod means in real life. The fishing rod must be what modern education should offer to students in developing countries through the change of mindset it offers them. The mindset change is that which brings people encouragement and confidence, which in turn breeds a hope in their minds. This is done through entrepreneurship education, especially for those most educated, indigenous class people, so that they spend the aid money for investments in businesses. Then, the indigenous educated leadership classes can begin to lead the less educated classes through job creation and formation of commerce

in their countries. In an ideal situation, this helps all other groups indirectly by creation of jobs, thus contributing to improvement in living standards for the whole countries (UNESCO, 2010).

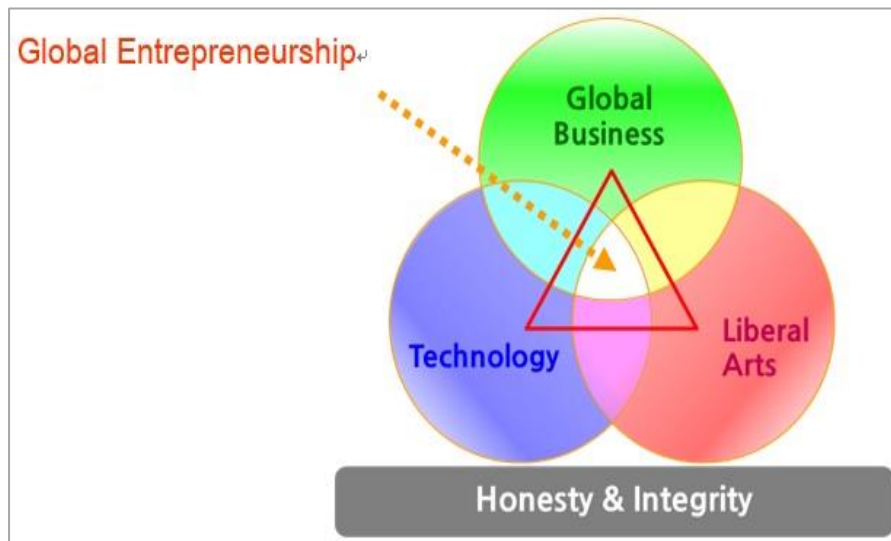
The war against poverty in many parts of the world has been waged for decades, but has not yet been as successful as initially desired. One of the reasons for this slow progress towards poverty eradication despite the massive economic aids that have been poured into poverty stricken economies is that the local communities were not yet ready to have businesses that can hire people, produce goods and services, and generate profits that are reinvested into the system. Among many factors of successful businesses, the importance of entrepreneurship cannot be overemphasized. Businesses that are built and operated upon the foundation of creative entrepreneurship, the willingness to take risks to bring forth value enhancing results, are the effective catalyst for development that eradicates poverty.

On the 7 December 2012, the UN General Assembly made the resolution on Entrepreneurship for Development in the developing world. The resolution, titled “Entrepreneurship for Development” is designed to advance entrepreneurship as a catalyst for development, and calls for the creation of conditions favorable to entrepreneurs, education, and removing bureaucratic impediments to the establishment of business. The resolution is marking the first time that the UN has formally recognized that entrepreneurship should be a major means to meet the challenges of poverty and to create jobs and sustainable growth. The resolution also *“encourages countries to consider establishing or strengthening national centers of excellence in entrepreneurship and similar bodies, and also encourages cooperation and networking and the sharing of best practices between them.”*

● Establishment of the Global Entrepreneurship Center (GEC)

In response to the UN resolution, Handong Global University (HGU) in Korea, the UNAI Global Hub on Capacity Building in Higher Education Systems across the world, established the Global Entrepreneurship Center (GEC) of Capacity Building in April 2013, in partnership with the ongoing UNESCO UNITWIN (University Twinning & Networking) program launched in April 2007 at HGU.

The main mission of the GEC at HGU is global education of entrepreneurship and innovation through dynamic, creative trans-disciplinary academic curricular that is built upon the moral foundation of honesty and integrity. The entrepreneurship education is targeted to undergraduate and graduate students which also include public officers and NGOs from developing countries. Handong Graduate School of Global Development and Entrepreneurship (HGD&E) has been founded to advance sustainable development around the globe, to exterminate global poverty and to develop local communities, which is financed by the Korea International Cooperation Agency (KOICA). The academic curricular is trans-disciplinary, integrating global business & international law, science & technology, and liberal arts upon the foundation of honesty and integrity, as in the following Figure 3.



[Figure 3] Trans-disciplinary Entrepreneurship Education of GEC

The GEC also has been conducting short-term training programs of the Global Entrepreneurship Training (GET) since 2008 in the collaboration with the ongoing UNESCO/UNITWIN Program at HGU campus as well as in developing countries. The GET program has been educating and training interested students from domestic and abroad; prospective start-up business people, public officials including policy makers, and college professors of businesses and engineering. The entrepreneurship education of the GET emphasizes capacity building for local communities where people are trained to have the confidence, the skills and the desire to solve problems.

The GCED emphasizes two distinctive aspects of entrepreneurship education: one, changing the mindset of the students, and two, building ethical foundation of the students. Ethics as part of entrepreneurship education is paramount for success. Entrepreneurial success is predicated on strict adherence to honesty and integrity, which allows the entrepreneurs to gain necessary trusts of investors and consumers alike. The mindset change brings forth motivation, hope, passion and courage which, when combined with the knowledge of business start-ups, will generate enormous energy to change the ethos of the community to attain sustainable development. Ethical foundation is perhaps the most distinguishing features of the GCED education.

This Global Entrepreneurship Center is the first of its kind integrating IT, global management, and international law, hoping that other similar centers are established not only in Korea but in other countries to promote entrepreneurship for sustainable global development in the 21st century. Needless to say, the list can be further expanded in the fields of economic, social, cultural and environmental. In fact, entrepreneurship education needs to be entrepreneurial.

Conclusion

For global peace, prosperity, and sustainable growth in the 21st century, the educational paradigm that will be successful in the 21st century will be far different from that of the 20th century. For the GCED in the future, we need to develop a new innovative educational contents and transformative pedagogy, followed by actual implementation globally. The education during the 20th century was geared to training students to memorize much of the contents in textbooks, and such knowledge was useful for a long time during one's working career. However, education should not be confined to memorization. In the 21st century, the students must be encouraged to explore “new knowledge with no answers as yet” and help them to acquire abilities to think critically and to solve problems creatively. In this 21st century of global community, thinking and working globally will 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 global and intercultural scale through a new creative global citizenship education.

Global citizens need to cooperate in resolving the interconnected challenge of the global community in the 21st century: Global citizen must be responsible for all he or she says, does and writes; honest and diligent in his or her academic and social life; willing to live together globally; willing to help and sacrifice for others; and willing to change and transform the world for global peace, prosperity, sustainable social development, and preserving living environment on the earth.

Korea is often regarded as an ideal model for other developing countries to adopt since it was able to achieve such a rapid economic development based on educational capacity building, braving lack of natural resources. Korea received high-level international assistance, but its experience has shown that such financial assistance “alone” cannot guarantee a success. Korea succeeded in transforming itself from a major recipient to a donor country within a single generation. The secret of the Korean success lies, in a large measure, in its human development policies that can be a helpful guide to other developing nations. Korea is an ideal position to serve as a bridge between the developed and the developing worlds. It understands both worlds better than many other nations.

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