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# Holistic Global Citizenship Education & Global Entrepreneurship for the Challenge of the 21<sup>st</sup> Century

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### ABSTRACT

The 21<sup>st</sup> Century brought global issues the world has never faced before. Climate challenge and destruction of the environment raise the issues of ecological preservation. Poverty and youth unemployment precipitates the issues of social inclusion. Extreme violence and moral hazard bring up the issue of social inclusion. These challenges are interconnected. It cannot solve all of them by improving one of them. Then how can we solve them? It is only possible when we address the fundamental causes. What are the basic causes of challenge? They are mainly originated by man-made and man-induced behavior and characteristics. Humanity stands at the center of these global challenges. The key solution is changing human beings. How can we change human beings? The only solution is education. Through education, we can transform the human mind and tide over the unprecedented 21<sup>st</sup> Century.

However, the current education system does not provide solutions to global challenges. It mainly pursues the economic growth and development. Schools and universities focus on building competences rather concentrate raising human resources to prepare the future. We need a new educational paradigm not only to train expertise, but also to cultivate the mind sets, value and attitudes to engage in global issues. The paradigm should bring the realization that we exist, not merely as an independent person, but interdependent beings mutually interconnected. It should also address interdependence of economy, environment and society, in order to make the world sustainable.

Global Citizenship Education (GCED) has received the spot light as a new education paradigm to the formation and cultivation of global citizen. It considers overall global perspectives to open people's eye and mind to the realities of the world. Hence. It is not only the issue of academy, but also issue of economy, environment and society. It is the issue of all of us. Global citizenship does not imply a legal status, referring more to sense of belonging to broader global community and a common humanity.

### Keywords:

Holistic Global Citizenship Education, Honesty, Integrity, Responsibility and Love

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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 content to our students. It will also mean shaping their character and life. Holistic GCED is a key to transform human mind and our world. Holistic GCED requires a new educational content, transformative pedagogy, and actual practice worldwide. Holistic comprehensive education empowers people with the knowledge, skills and values they need to build a better world. Sustainable entrepreneurial success is predicated on strict adherence to honesty and integrity. Honesty, integrity, responsibility, and love are the essence of holistic GCED. The holistic global higher education is the key factor for achieving economic, social, and sustainable development in the 21<sup>st</sup> Century.

## INTRODUCTION

The 21<sup>st</sup> Century university stands in dire need of a paradigm shift, calling for a revolutionary fresh approach. We have to prepare our young students to live and work in an increasingly complex and challenging dynamic global world. During the industrialized period of the 20<sup>th</sup> Century, hardware-centric, standardized products were mass-produced and their production level was an important barometer for a country's industrial power and prosperity. University education during the period was geared to training students to memorize much of the contents in the textbooks. However, education should not stop at memorization. Education should teach students how to explore the unknown, to challenge the impossible, and to develop the ability to be creative. Education means much more than passing on knowledge content to our students. It means shaping their character and life. The need for multidimensional leaders who not only have an expertise in their specific discipline, but also have a deep understanding of global dynamics, integrity, honesty, and humility is more pronounced than ever in the 21<sup>st</sup> Century. The education must start at the start of the undergraduate level in order to ensure the emergence of such leaders.

We are experiencing one of the most significant changes that we have ever experienced in recent history, a global seismic shift in human history. As we get deeper into the 21<sup>st</sup> Century, the advancement in the cutting-edge science and technology is bringing us an accelerated globalization for every aspect of our lives; we have entered the global age. In this ever-shrinking globe, we are rapidly becoming global citizen, i.e., we are living and working in the rapidly changing global environment. Thinking and working globally will ever be critical for survival and prosperity in this 21<sup>st</sup> Century for all mankind sharing one globe. As global citizens, we are required to develop a global mindset such as increase of our capacity to think and work on global and intercultural basis. The 21<sup>st</sup> Century world is interconnected, interdependent, and dynamic (Davis 2001). The world in the 21<sup>st</sup> Century faces the global issues of climate change, new green clean energies, foods, water, accompanied with a profound crisis of values and morality.

“We must foster global citizenship. Education is about more than literacy and numeracy. It is about citizenry. Education must fully assume its essential role in helping people to forge more just, peaceful and tolerant societies” (The 8<sup>th</sup> UN Secretary- General Ban Ki-moon on 26

September 2012)

“GCED addresses the intersection of globalization, education, and programmatic efforts to prepare young people to live in a more interdependent, complex, and fragile world (Gaudelli 2016).

GCED is concerned with the new education related to the formation of global citizenship in the globalizing 21st Century (UNESCO 2014). The global challenges require global solutions through a new 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.

Holistic 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. Holistic GCED provides learners the competencies and opportunities to realize their rights and obligations to promote a better world and future for all. Holistic GCED requires a new educational content, transformative pedagogy, and actual practice worldwide.

Holistic GCED needs to incorporate following criteria in resolving the interconnected challenge of the global community in the 21st Century as the “Handong Honor Code” of Handong Global University (HGU) practiced from its opening in 1995 ([www.handong.edu](http://www.handong.edu)).

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

Honesty, integrity, responsibility, and love are the essence of Holistic GCED, which should be inculcated and practiced for transforming disordered entropic world into ordered

harmonious world to achieve sustainable global peace and prosperity (Kim 2014).

### **UN Global Educational Development Initiatives: UNAI & UNESCO/UNITWIN**

The three pillars of the United Nations Charter 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 former 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 holistic 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 for 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).

The 8<sup>th</sup> UN Secretary General BAN Ki-moon firstly initiated the UN Academic Impact(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 (Adams 2010). 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 UN’s 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 UNAI 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 twelve members as of August 2017. The UNAI is informed by a commitment to support and advance the Ten Basic Principles as in the following;

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 (<http://academicimpact.un.org>)

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.

HGU, Pohang, South Korea ([www.handong.edu](http://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 ([www.academicimpact.org](http://www.academicimpact.org)). The UNAI Global Hub on Capacity Building at HGU is implementing Global Education & Entrepreneurship, Research for Green Growth, and Global Partnership for Prosperity.

The Korea Association of Academic Impact Korea in support of UNAI (UNAI-Korea) consisting of 59 Universities in Korea was established on 8 November 2013 under the Ministry of Foreign Affairs of the Republic Korea (<http://www.unaikorea.org>).

**UNESCO/UNITWIN Program** was launched in 1992 at UNESCO in Paris, the UNESCO/UNITWIN (University Twinning & Networking) Program promotes international inter-university cooperation and networking to enhance institutional capacities through knowledge sharing and collaborative work. On 5<sup>th</sup> of April 2007 in Paris, HGU was designated as the host university of the UNESCO/UNITWIN Network on Capacity Building of Sustainable Development in developing countries. The UNITWIN program was started with four universities in 2007, and now it has grown into 71 universities in 28 countries as of 2017 by building North-South-South triangular cooperation through global higher education of students from developing countries.

### **New Educational Paradigm for the 21<sup>st</sup> Century**

"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 21<sup>st</sup> Century universities stand in dire need of a paradigm shift, calling for a fresh revolutionary approach to the education, as in Fig. 1. The mid 90's were the epoch-making years in which the world slipped into the information technology-driven global community

due to a number of significant events. They were the commercial use of the World Wide Web (www) that began around 1994 and WTO (World Trade Organization) that replaced GATT (General Agreement on Tariffs and Trade) that gave impetus for the global economy. In the 20<sup>th</sup> Century, the accumulation of knowledge was the main thrust (vertical "I" shape) in the 20<sup>th</sup> Century. In the 21<sup>st</sup> Century, it shift to the (工) shape with character education of honesty and integrity for foundation and globalization for the roof. A new educational frame of the comprehensive higher education in the 21<sup>st</sup> 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 (Kim2010). 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.

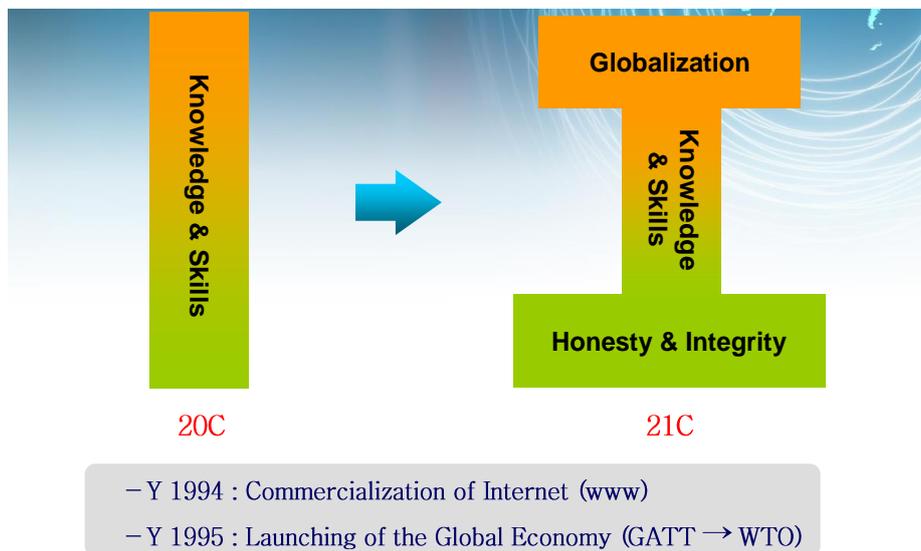
In the 21<sup>st</sup> Century, the content of academic education must undergo a fundamental change, as demonstrated in Fig. 1 during the industrialized period of the 20<sup>th</sup> Century, hardware-centric standardized products were mass-produced and their production level was an important barometer for a country's industrial power and prosperity. University 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.

The new challenge facing university education in the 21<sup>st</sup> 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 today's world do not occur along the lines of predetermined academic disciplines. 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 leaders, today's university education must emphasize interdisciplinary and trans-disciplinary training that network among various academic fields. Interdisciplinary education provides opportunities for students to major in more than one field, centering on somewhat related academic fields. On the other hand, trans-disciplinary education allows students to major in unrelated or dissimilar academic fields. In this fast moving society, the students must be taught

broad knowledge on ways to learn new skills on their own after they graduate.

In solving complex problems in the global context, it is not sufficient for the future leaders to be well prepared only in academic and technical fields. They must be trained to think and act with global leadership qualities. As another challenge for education, universities must provide global leadership training and education that combines academic and technical education with training in business ethics, social responsibility, environmental protection, and mutually beneficial cooperative perspective. Above all, the future global leaders must be honest, trustworthy, and truly dependable.



**Figure 1. Shift of Educational Paradigm from “I” to (H) shape in the 21<sup>st</sup> Century**

In the industrial age, the assets and primary drivers of economic prosperity were machinery and capital, i.e., material resources or things. People were also considered as things that were necessary but replaceable. But in reality, human beings are four-dimensional beings, consisting of physical body, mental intelligence, emotional heart and spirit. Thus, true education for human beings is not only conveying and transmitting knowledge but also cultivating the intellectual, moral, and spiritual realm beyond one's physical body. Especially in this high-speed information society of the 21<sup>st</sup> Century, a whole-person

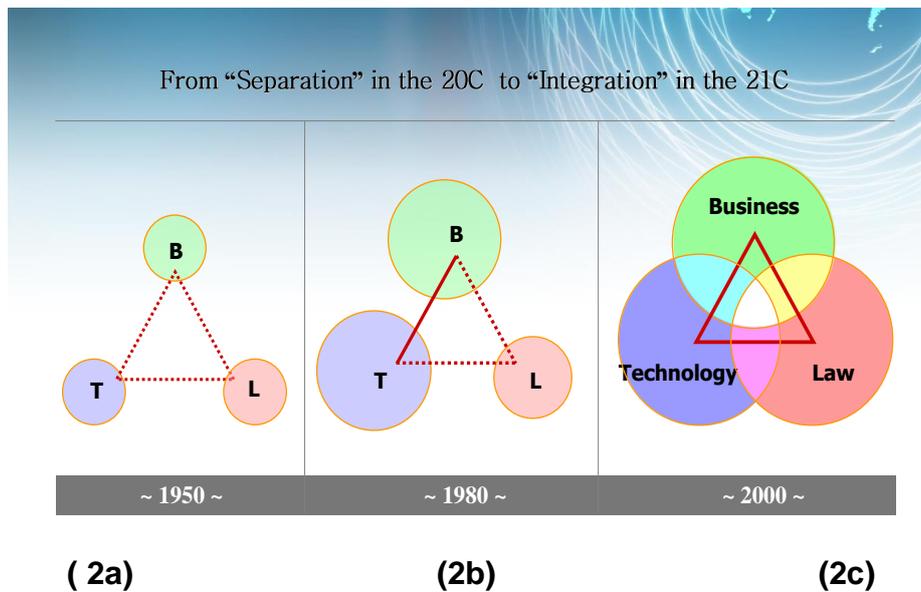
education including academics, moral and spiritual development is recognized to be important (Covey 2002).

Education is the process of answering the question of what living is for is the most important question a person can ask. Yet under the influence of the modern research ideal, our colleges and universities have expelled this question from their class rooms, judging it unfit for organized study. Former Dean of Harvard College, Harry Lewis (2006), stated that “we have forgotten that we teach the humanities to help students understand what it means to be

human.” Professor Anthony T. Kronman (2008) at the Yale Law School also said that “the question of the meaning of life has been largely abandoned by college and university teachers. In particular, teachers of the humanities, who once felt a special responsibility to guide their students in exploring the question of what living for, have lost confidence in their authority to do

so.” He urged a revival of the humanities’ lost tradition of studying the meaning of life through the careful but critical reading of great works of literacy and philosophical imagination.

**From Isolation to Integration in the 21<sup>st</sup> Century and New Holistic GCED model**



**Figure 2. Change of Technology, Business and Law over Time**

In the industrial era of the 1960s, technology, business, and law disciplines were largely separate and unrelated while their domains were small as shown below in Fig. 2a. As technology advanced in the eighties, the domain of technology and resulting business grew although the interaction between technology and law still remained very little or intermittent at best as shown in Fig 2b. In the information and knowledge-driven global world of the 21<sup>st</sup> Century, however, the domains of technology, business, and law have greatly expanded – to the extent that the three overlap and intersect as seen in Fig 2c above. Finally, the three intersecting circles form a tight crystalline structure, forming a ruggedly interlocked and comprehensive knowledge structure that is vital for true global leadership in the new Century.

Technological innovation remains a key to the competitive advantages in the global business. Globalization of business has changed the

playing field as well as the rules of the game. The business transaction of today always involves the use of advanced and emerging technologies. Indeed, keeping pace with the speed and amount of the flow of information begins with the capacity to comprehend current and future technological advances in the global arena.

A new holistic GCED educational model is shown in the following;

**Implementation of Holistic 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 Millennium Development Goals (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.



**Figure 3. A New Holistic GCED in the 21<sup>st</sup> Century**

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**”, (Kim Y & Kim G. 2010) 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. (Kim Y. & Kim G. 2010)

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) at HGU**

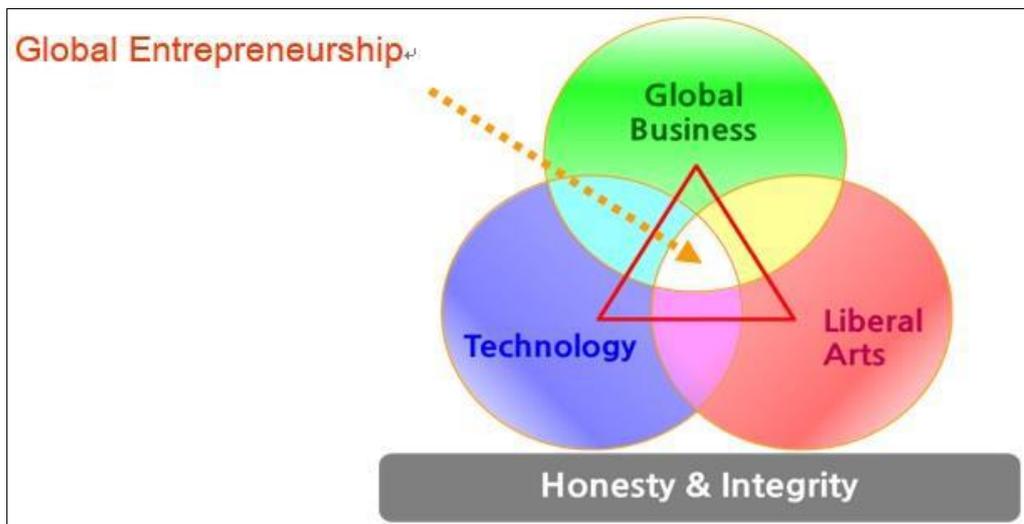
In response to the UN resolution on 7 December 2012, HGU in Korea, the UNAI Global Hub on Capacity Building in Higher Education Systems across the world, established the Global Entrepreneurship Center (GEC) of Capacity Building in April 2013, in partnership with the ongoing UNESCO UNITWIN (University 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 also 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 4.

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.



**Figure 4. Trans-disciplinary Holistic Global Entrepreneurship 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.

**New Challenge for Holistic GCED: Ban Ki-moon Global Education Institute in Support of UNAI (The GEI)**

UNAI Korea, together with HGU, has inaugurated Ban Ki-moon Global Education Institute in Support of UNAI (The GEI) in March 2018. The GEI which will be opened in March 2019, is a specialized institute to provide an

educational framework for sustainable and inclusive development through collaborative education and research. Located in HGU, one of Global Hub Universities of UNAI, The GEI will work with leading universities and institutions among UNAI members and international organizations.

The GEI is one of the world leading institutes for GCED with the importance of its implementation to attain UN’s Sustainable Development Goals (SDGs). As the cross-cutting issue for achieving UN SDGs, the world is paying attention to enhance GCED. The GEI takes a step forward to provide “holistic” GCED with emphasizing the core value of global citizenship which is human dignity. Programs of the GEI will address that honesty, integrity, responsibility and love as the essence of holistic GCED. It will differentiate the GEI from other institutes.



**Figure 5. Ban Ki-moon Global Education Institute in Support of UNAI**

The GEI will provide diverse programs of education and research under the vision of “holistic GCED for sustainable future”. All programs will focus on building global experts for a sustainable world. However, the GEI will not merely transfer knowledge and train skills, but it will cultivate global leaders equipped with honesty, integrity, responsibility based on love. Accordingly, the GEI will put character education above all other education.

The main programs of the GEI will be operated under Holistic GCED and Global Eco-Sustainable Entrepreneurship. A comprehensive educational program for Holistic GCED will be offered through UNAI-HGU GRACE (Globally Responsible and Advanced Citizenship Education) School. UNAI-HGU GRACE School aims to lead higher educational institutes to implement GCED worldwide. Programs of UNAI-HGU GRACE School will enable put perspective of global citizenship into practices in each area of study. It will also seek to solve global challenges by gaining capacity as well as having a right mindset and attitude. Ultimately, it will empower learners to engage and take an active local and global role.

Global EcoSustainable Entrepreneurship is the program for education and research with the purpose of sustainable economic growth in a green future world. Based on the philosophy of Global Entrepreneurship Center (GCE), global

converged education on entrepreneurship and environment will effectively equip learners to engage with global issues.

The GEI will facilitate research exchanges among UNAI member universities for providing a new educational direction with the notion of GCED. The research will inspire three indispensable perspectives which are “humanization”, “globalization”, and “futurization” to the new direction for global education (Kim 2018).

## **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 GCED. The essence of holistic GCED for transforming the world is honesty, integrity, responsibility, and love.

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.

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## **Bio of Author**

Dr. Young-Gil Kim was the founding and chartered president of Handong Global University (HGU) in Pohang, South Korea, from 1994 to 2014 ([www.handong.edu](http://www.handong.edu)). He is now the Chairman of the Korea Association of the Academic Impact in support of UNAI and the Emeritus President of Handong Global University.

After receiving his Ph.D in Materials Science & Engineering at Rensselaer Polytechnic Institute, Troy, New York, in 1972, he worked at several US R&D Centers such as the US Army Construction Engineering Research Laboratory (CERL) in Urbana-Champaign, Illinois, National Aeronautics & Space Administration (NASA) in Cleveland, Ohio.

In 1985, Dr. Kim was awarded a Special Congressional Recognition for his achievement in NASA by the Congress of the United States of America. Dr. Kim came back to Korea as the professor at the Korea Advanced Institute of Science and Technology (KAIST) in 1978. After he served in KAIST for 15 years, he became the Founding President of HGU in 1994. In 2009, he also served as the Chairman of Educational Committee of the Korea National Commission of UNESCO. In 2010, he was the Chairman of Presidents of Private Universities in Korea and he also served as the Chairman of Korea Council of Univ. Education (KCUE) in 2011. He also served as the President of the Accreditation Board for Engineering Education of Korea (ABEEK) in 2012. / [ygilkim9@gmail.com](mailto:ygilkim9@gmail.com)